

The Effect of Emotional Intelligence on Videographic Learning Outcomes in Student Groups Taught by Using Discovery and Demonstration Approaches

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Abstract— The rapid development of the television industry in Indonesia requires the support of human resources who have good knowledge and skills in the field of videography. At present many institutions produce graduates who master broadcasting theory, but are not matched by good skills in the field. The results of observations conducted by researchers at Vocational High School (SMK) Kebangsaan, South Tangerang City, for the value of videography subjects (applying the shooting technique) class XI semester I 2014-2015 academic year, found 70% of students have grades below 7, 0 or below KKM (minimum completion criteria). This is a problem that must be solved, especially by videography teachers.

Many factors potentially affect students' videography learning outcomes. Knowledge of the influence of a factor and interaction between factors is very important as a consideration to optimize student learning videography outcomes. This study aims to determine the effect of emotional intelligence factor on learning outcomes of videography in groups of students taught by discovery learning approach and demonstration learning approach.

This research is a quasi-experiment with the population of all students of SMK Kebangsaan Kota Tangerang Selatan. A sample of 120 students was taken using multi-stage random sampling technique. The data of videography learning outcome and emotional intelligence of students were obtained by using the valid and reliable instrument. Data were analyzed by using regression analysis.

From the results of data analysis can be concluded that (1) students who were taught with the discovery approach, emotional intelligence did not significantly influence the videography learning outcomes both in groups of students with high levels of emotional intelligence and low, (2) students who were taught by demonstration approach the emotional intelligence had a significant effect on videography learning outcomes in the group of students with high emotional intelligence with determination coefficient of 26.4%, while in the group of students with low emotional intelligence level the coefficient of determination is 39,5%.

The implication of the findings of this research is that to improve learning outcomes (knowledge and skills) of SMK students in the field of videography can

be done by first identifying the emotional intelligence level of students. If the students' emotional intelligence level is generally low, then the demonstration learning approach is more appropriate than the discovery approach.

Keywords: *Emotional Intelligence, Discovery learning approach, Demonstration learning approach, Videography learning outcomes*

I. INTRODUCTION

The development of information and communication technology contributes greatly to the progress and development of the television media industry. To meet the needs of viewers, it takes the format of television shows in which there are elements of education, lighting, entertainment, and promotion. Television formerly known by the public as a medium of illumination alone, but along with the development of the era of television undergoes many changes. The world of a broadcasting technique is a world that always draws attention to society. Martin Essin in Jahja Rusfadia Skatiyanti (2006) mentions that today's era as the age of television, television has become a magic box that drugged the inhabitants of rickety community shacks in the third world.

With the emergence of new television stations, was not followed by the availability of quality human resources and integrity in the field pre television. There are many institutions that produce human resources with sufficient theory knowledge in the field of broadcasting theory but are less balanced with expertise in the sector. The results of observations conducted by researchers at Vocational High School (SMK) Kebangsaan, South Tangerang City, for the value of videography subjects (applying the shooting technique) class XI semester I 2014-2015 academic year, found 70% of students have grades below 7, 0 or below KKM (minimum completion criteria). This is a problem that must be solved, especially by videography teachers.

There are several alternatives that need to be examined to improve students' videography

knowledge and skills. One alternative is to use the right learning approach. A potential approach to improving learning outcomes (knowledge and skills) of student videography is discovery or demonstration approach. The discovery approach, also called inductive approach, begins with giving various cases, facts, examples or causes that reflect a concept or principle, and then, students are guided to strive to synthesize, discover or infer the basic principles of the lesson, see Mukhtar and Iskandar (2010). The demonstration approach according to Muhibbin Syah (2000) is the teaching approach by demonstrating the goods, events, rules, and sequences of activities, either directly or through the use of instructional media relevant to the subject matter or material being presented.

Research on the effect of learning approaches on videography learning outcomes has been carried out. Ayu Nurul Amalia (2011) concluded that: (1) The result of student videography learning taught by using discovery approach is higher than that taught by using demonstration method. (2) There is an interaction between learning approach and creativity to students' videography learning outcomes.

In addition to the learning approach, videography learning results are also very likely influenced by internal factors of students themselves, such as emotional intelligence, IQ, and others. Emotional intelligence at the moment is of particular concern to educational experts and practitioners since emotional intelligence is also believed to be one of the internal factors that can influence students' success in learning, in addition to IQ. The level of students' emotional intelligence is believed to affect students' differences in how to solve problems in learning, especially those concerning problems in self-control, enthusiasm, persistence, and ability to motivate themselves. Research Muhammad Edi Sulaksono (2012), reveals that there is an interaction effect between learning methods and emotional intelligence on the learning outcomes of natural science (IPA) learners. This study presents the effect of emotional intelligence on learning outcomes of videography in groups of students taught with discovery and demonstration approaches that would not have been widely studied.

From several studies that have been done by the researchers would still have some questions or problems that need to be investigated. Two of them are: (1) How does the learning approach influence the learning outcomes of videography at different levels of emotional intelligence? (2) Is there an interaction between the learning approach and emotional intelligence to the students' videography learning outcomes? In this paper is presented the results of research related to the two questions above.

II. METHODS

The research method used in this study is quasi-experimental method. The population of this study are students of class XI Multimedia SMK

Kebangsaan, South Tangerang City. The sampling technique used is cluster random sampling.

The samples were grouped into four groups: two groups of students with high emotional intelligence each taught with discovery and demonstration approaches, and two groups of low emotional intelligence students each taught with discovery and demonstration approaches. The emotional intelligence of students is categorized high if the emotional intelligence score is more than 68.80 and low if the emotional intelligence score is less than 53.80 based on the analysis using the IITEMAN Microcat software with the number of samples each group is the same, ie 30 students.

Videography learning data was collected using videography in the form of multiple choice test learning instruments, and the level of emotional intelligence of students was collected using the instrument of the form of attitude scale. The videographer learning result instrument is valid and has an Alpha reliability of 0.918. The instrument of emotional intelligence is also valid and reliable with the reliability of Alpha dimension I 0.879 and dimension II of 0.805.

Data are analyzed using linear regression technique where emotional intelligence as the independent variable (X) and learning result (Y) as the dependent variable. Regression analysis was performed in the four groups mentioned above. We made conclusions at the significance level of 5%.

III. RESULT AND DISCUSSION

Statistical descriptions of the collected sample data can be described as follows. Minimum value, maximum value, average and standard deviation of data emotional intelligence for each group is presented in the following table.

Table 1. Description of emotional intelligence score

Emotional Intelligence	Learning approaches	Minimum	Maximum	Mean	Standard Deviation
High	Discovery	79	90	81.87	2.54
	Demonstration	69	79	74.03	3.11
Low	Discovery	50	54	52.27	1.36
	Demonstration	32	50	44.50	5.39

Description of the videography learning score data is presented in the following table.

Table 2. Description of learning outcome score of videography

Emotional Intelligence	Learning approaches	Min	Max	Mean	Std Dev
High	Discovery	83	100	90.87	5.23
	Demonstration	70	90	80.33	6.36
Low	Discovery	70	97	83.67	6.69
	Demonstration	63	90	76.90	7.93

Furthermore, to answer the problems formulated in the introduction has been done based on regression analysis results in four groups of students using SPSS software. The results can be summarized as follows.

Table 3. Regression Analysis Results

Emotional Intelligence	Learning approaches	Line Equation Regression	P-value	Koefisien Determinance
High	Discovery	$\hat{Y} = 58.347 + 0.397X$	0.154	0.037
	Demonstration	$\hat{Y} = 158.152 - 1.051X$	0.004	0.264
Low	Discovery	$\hat{Y} = 87.871 - 0.080X$	0.932	0.000
	Demonstration	$\hat{Y} = 118.068 - 0.925X$	0.000	0.395

From Table 3 above it can be concluded that:

1. Emotional intelligence (X) has no significant effect on the learning outcomes of videography (Y) in students who are taught with discovery approach either with high or low emotional intelligence level.
2. Emotional intelligence affects the learning outcomes of videography in students taught by demonstration approaches
3. For students who are taught with a demonstration approach, emotional intelligence has an effect of 39.5% on groups of students with low emotional intelligence, but only affects 26.4% in groups of students with high levels of emotional intelligence.

The interesting finding of this study is that emotional intelligence has no significant effect on videography learning outcomes in students taught by discovery approach, emotional intelligence significantly affects students' videography learning outcomes with demonstration approach, but discovery approach is better than demonstration approach. These results should be considered by teachers in choosing a learner approach.

The conclusion that discovery approach is better than the demonstration approach is in line with the results of Ayu Nurul Amalia (2011) research that: (1) The result of student videography learning taught by using discovery approach is higher than that taught by using demonstration method. This is also consistent with Goleman and Epstein's opinion in Achir who say that students who have high emotional intelligence have the ability to control and manage their emotions better in the learning process, they have a high awareness, self-control, self-motivation, empathy or attention to the lessons, and being able to put themselves in the classroom as good students.

In learning, students who have high emotional intelligence tend to be active and have a high curiosity about the lessons given by the teacher. So the tasks given by the teacher can be done well. Sunandar research (2006), revealed (1) there are differences in mathematics learning outcomes of students who have high emotional intelligence with students who have low emotional intelligence, (2) In students who have high emotional intelligence given portfolio assessment of learning outcomes higher than students who have high emotional intelligence given conventional assessment, (3) In students who have low emotional intelligence given portfolio assessment of learning outcomes lower than students who have low emotional intelligence given conventional assessment.

IV. CONCLUSION

This study concludes that: 1. Emotional intelligence has no significant effect on videography learning outcomes in students who are taught with discovery approach either with high or low emotional intelligence level. 2. Emotional intelligence significantly affects the learning outcomes of videography in students taught by demonstration approach where the effect on students with low emotional intelligence of 39.5% and in students with high emotional intelligence of 26.4%.

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