

# Enhancing Emotional Intelligence through Creative Process in KOMSAS Drama for Secondary School Students: The Design and Development of Create-EMO

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## Abstract

The recent Covid-19 pandemic has seen an increased number of cases of mental health issues. Our education system has taken a considerable turn to meet teaching and learning demands from conventional to virtual methods. Students need to stay at home and go on virtual classroom mode. Though the implementation of virtual learning is not new in this 21st Century, the abrupt change in learning methods with the absence of peers and teachers has caused many students to feel frustrated and stressed out. Therefore, it is crucial and timely to focus on students' emotional well-being during this new norm and start to infuse emotional intelligence (EI) into their lessons. This research explores the design and development stages of the teaching and learning module called Create-EMO. Research data was only based on literature reviews and interviews among experts. A Create-EMO module was designed and developed by incorporating EI through creative processes (CP) for the Secondary 4 Drama Malay literature component, KOMSAS (Komponen Sastera). Create-EMO was also designed and developed based on the ASSURE model and Goleman's four main EI domains - self-awareness, self-management, social awareness and social skills. This module also includes Wallas' four-stage creative process - preparation, incubation, illumination and verification. The module also allows students to work collaboratively on a shared project as they can view problems and issues from varying perspectives, thus raising their awareness of the issues involved.

**Keywords:** Creative Process; Emotional Intelligence; KOMSAS; Module

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## INTRODUCTION

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Mental health issues have increased in Malaysian society, affecting emotional, psychological and cognitive imbalances, leading to mental disorders related to personal conflicts and current polemics, including the ongoing pandemic COVID-19. At the end of 2019, there was an outbreak of lung infection (pneumonia) of unknown cause in Wuhan, China (Li Q, Guan X, Wu P, et al., 2020). However, this lung infection was later caused by a virus known as Coronavirus (COVID-19). The World Health Organization (WHO) has declared the COVID-19 pandemic a world public health problem. On June 10, 2021, the COVID-19 outbreak recorded over 170 million cases with a death toll of 3.75 million people involving more than 200 countries worldwide (WHO Data, 2021). Based on statistics shared by the Ministry of Health Malaysia until June 10, 2021, 639,562 cases and 3,684 deaths have

been recorded. The outbreak of the pandemic COVID-19 has impacted all aspects of life. The transition to a new norm has also affected individuals' psychology, such as people feeling anxious, depressed, worried and afraid of being infected with this pandemic.

Based on the National Health and Morbidity Survey (NHMS) 2019, almost half a million Malaysian citizens in the category of adults (2.3%) were found to have symptoms of stress or depression. In Malaysia, the government has classified the population into below(B40), medium(M40) and top(T20) groups of income earners. The majority of affected people were individuals in the B40 group (2.7%), followed by the M40 group (1.7%) and T20 (0.5%). At the same time, the 2019 NHMS also found a massive number of children suffer mental health problems which are 424,000 (7.9%). Half of these mental disorders begin as early as age 14, and three-quarters occur in the mid-20s. Ministry of Health's (MOH's) annual report data in 2020 recorded 465 cases of attempted suicide between January to June 2020. Amir & Haziq (2020) stated that there were 11,791 phone calls received by the Helpline Unit psychosocial support as of October 2020, of which 50% were dealing with stressful emotions. In addition to emotional stress, individuals also feel anxious and angry due to various factors of social problems such as income and finances and disputes with family (Rafidah & Nasaruddin, 2020).

The pandemic of COVID-19 in Malaysia has impacted the political, social, economic, health and education system. The Malaysian government has implemented the Movement Control Order (MCO) in a few stages. Generally, individuals undergoing this movement control order are members of the public, including students. Our education system has taken a considerable turn to meet teaching and learning demands from conventional to virtual methods. Students are required to stay at home and attend virtual classroom mode. Even though virtual learning is not new in the 21st Century, the abrupt change in learning methods with the absence of peers and teachers has caused many students to feel frustrated and stressed out. Therefore, it is crucial and timely to focus on students' emotional well-being during this new norm and start to infuse EI into their lessons.

Generally, emotional management is closely related to EI, which aims to achieve self-well-being. It addresses the emotional components' degree of control, intensity, influence, feedback, and expression (Ainize, Moira, & Gross, 2015; Gross,

2014). Therefore, understanding, accepting, organizing, and managing emotions is vital in human relationships. This ability is also referred to by the term Emotional Quotient (EQ) or EI, which refers to a person's ability to see, express, recognize, use and manage his or her own emotions or the emotions of others (Matthews, Zeidner & Roberts, 2017). In response to this need, the Malaysian Ministry of Education (MoE) encourages educators to include EI in their teaching for a better future generation who can manage themselves and others regarding feelings, emotions and behaviour (Maszlee,2019). Therefore, the Center for Curriculum Development (PPK), Ministry of Education Malaysia (MoE), has introduced *KOMSAS* as a compulsory component in teaching and learning the Malay language and has been included in the SPM examination since 2001. The Malay Literature Component (*KOMSAS*) in the Malay Language in Malaysia emphasizes the nurturing and appreciation of the noble values of the Malaysian society found in the religions, traditions, and customs of various races in the country and line with universal moral values.

The absorption of literary texts in language education is a wise strategy to fulfil the National Education Philosophy, which emphasizes the development of students' potential in a balanced manner in terms of spiritual, physical, intellectual, and emotional, which demands to fill the soul of the younger generation with all the necessary elements, including human kindness and humanity. Therefore, appropriate teaching methods and materials should be taken into account to help teachers and address students' lack of interest in literature, especially those not from the arts stream. However, they eventually result in the teaching and learning process becoming ineffective.

### **Emotional Intelligence (EI) and Creative Process (CP) in *KOMSAS* Drama**

Introduced at the secondary school level, Malay Literature Component or known as *Komponen Sastera (KOMSAS)*, is intended to increase the efficiency of *Bahasa Malaysia* (Malaysian language), which is the primary language in Malaysia (DSKP,2017). The types of genres studied in *KOMSAS* include traditional poetry, modern poetry (poems), short stories, traditional prose, novels and drama. It also helps absorb knowledge and literary skills, fostering leading and appreciation of Malay literature. *KOMSAS* can be customized according to skills and aspects contained in the current curriculum documents. *KOMSAS* drama has been brought into Malaysian education, featuring dramatic performances that foster an environment where students

can learn from one another through direct interaction. (Lehtonen, Kaasinen, Karjalainen-Väkevä & Toivanen, 2016). A lesson can be given in the classroom utilising creative approaches like poetry, theatre, and novels of the literary material (Lehtonen et al., 2016). However, the implementation of *KOMSAS* requires teachers to master the literary materials well and be efficient, wise and confident in their field and be creative and skilled in utilizing EI and CP to the level of students' performance situation and environment.

Creativity and innovation are also part of 21st-century learning, which are essential elements to be implemented in the effectiveness of the teaching and learning (T&L) Malay language subject. Creativity plays a significant role in the development of human capital. Thus, strategies for improving skills in the field should be given attention. Therefore, teachers play an essential role in applying these elements in T&L activities. As educators, teachers need to have high skills to transform students' minds to become more dynamic. According to Morgan and Forster (1999), educators need to understand what is meant by creativity to identify creative students. In education, varieties approaches, methods, techniques and strategies are very significant to ensure the effectiveness of the learning process, especially in the implementation of creative elements and emotional intelligence in the education of the Malay language. Presently, the field of education also gives rise to innovations in teaching and learning strategies, the development of teaching technology, the development of the learning environment, resource design and learning assessment (Noriati, Boon Pong Ying & Wong Kiet Wah, 2010). However, many educators are still confused and not clear about the concepts. As a result, the concepts are used interchangeably, which sometimes leads to different connotations regardless of pedagogical aspects or literary knowledge in the implementation process of *KOMSAS* drama (Zamri, 2016). Therefore, educators have agreed that the T&L module incorporating EI dan CP is essential in promoting and implementing the concepts relevant to the current teaching and learning process (Nurul Fasheha, Harrinni & Farhana, 2021).

Design and development studies can be categorized into two forms (Norlidah, Saedah, Mohd Nazri, & Dewitt, Dorothy, 2013; Richey & Klien, 2007 & 2014). The first one is specific to product or program development studies which are design and development with or without evaluation. The second point is studying the design process, development or evaluation of a process, equipment or model. Design and development studies are problem-oriented research and use interdisciplinary research

methodologies, namely case studies, experiments, action studies or evaluation studies (Richey et al., 2004). For this study, the researchers used the first category, where this study is more on the design and development of modules that have not yet gone through the evaluation phase. This paper aims to explore and describe the design and development phase of the Create-EMO. The development of the Create-EMO module is still ongoing, and data for this design and development is based on literature review and interviews carried out among experts.

## **THE DESIGN AND DEVELOPMENT OF Create-EMO**

This research aimed to design and develop the Create-EMO module to enhance students' emotional intelligence through the creative process in teaching and learning activities. The name Create-EMO combines the word 'creativity' and 'emotion'. Moreover, Create-EMO also represents a positive vibe among students, which "create" means to develop emotional intelligence in the teaching and learning (T&L) process. This study designed and developed a Create-EMO module to incorporate EI through creative processes (CP) for the Secondary 4 Drama Malay literature component, KOMSAS (*Komponen Sastera*). This module was designed and developed based on the ASSURE model (1999) and Goleman's (1995) four main EI domains - self-awareness, self-management, social awareness and social skills. This module also applied Wallas' (1926) four-stage creative process - preparation, incubation, illumination and verification. This teaching module can be used as a guideline and teaching aid in implementing the EI and CP.

### **Applying the ASSURE Model in Create-EMO**

ASSURE Model of instructional design (ISD) is a theory developed in 1999 by Heinich, Molenda, Rusell and Smaldino. This theory is applied to design and develop Create-EMO for guideline procedures to design learning planning and guidance that combines strategies, technology, media, and materials. The acronym ASSURE model stands for Analyse learners, State objectives, select methods, media and materials, utilize media and materials, require learner participation, Evaluate and review.

## *Analysing Learner*

Analysing learners at an early stage is essential to identify the necessity in developing this module and the main features that need to be developed in this new module so it can be aligned with the needs of students. Therefore, in this research, samples are selected from 16 years old secondary four students from a public school in Petaling Utama, Selangor which *KOMSAS* drama in Malay is part of the curriculum. The researchers also analysed current teaching and learning activities' objectives and goals. The other relevant criteria investigated by the researchers are the students' needs and learning skills. These points help the researcher design a relevant activity to suit the learning objectives, students' needs and interests.

## *State Objectives*

At this phase, objectives and learning outcomes give a clear picture of the process and why the activity is carried out at a particular stage. The researchers determined the objectives and outcome by considering the teachers' practices and aims in the module to help the teachers implement effective CP and EI through the prop-making activities in T&L. Sample of T&L objectives and outcomes is shown in Figure 1. The module provides a realistic objective and aligns students' abilities and interests. It will be structured regularly according to the Performance Standard Document (PS) and the Curriculum Standard Document (CS).

The PS and CS outlined in DSKP emphasize students' ability to apply, analyze, evaluate and create learning activities to empower students with 21st-century skills. Pedagogy in this subject emphasizes learning through Higher Order Thinking Skills (HLTS) such as inquiry approach, collaborative, future studies, problem-based, project-based learning, and others. Malay Language CS used a modular approach and a fun learning concept. Holistic and continuous assessment is considered to discover the potential of students to explore various fields of knowledge and develop and assess the ability to master language skills by demonstrating language skills and competence. *KOMSAS* is an element that can foster interest in reading and express the joy of reading and appreciation of literature among pupils. Appreciation of literature can support language skills in shaping the identity and personality of students. PS and CS have guided the researchers to plan objectives and activities appropriate to the elements outlined to meet the requirements that have been set.

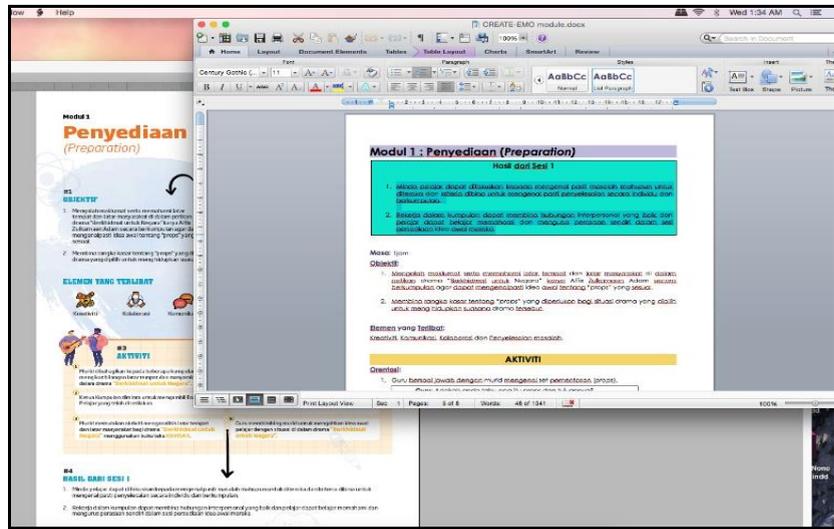


Figure 1: Sample of Designing the Objectives and Outcome in Create-EMO

### Select Method, Media and Materials

In this stage, the prototype of Create-EMO was developed. The instructions and contents of the lesson were integrated into the Create-EMO. It is based on learning styles and appropriate technologies, as mentioned below.

- *Selecting Methods*

The teaching methods in this Create-EMO are used in discussion, lectures, questions and answer sessions, group activities, visuals, props making activities and role-playing. The Create-EMO has outlined the steps that need to be carried out by teachers to facilitate the process of their teaching and learning activities. A sample of activities in Create EMO is shown in Figure 2.

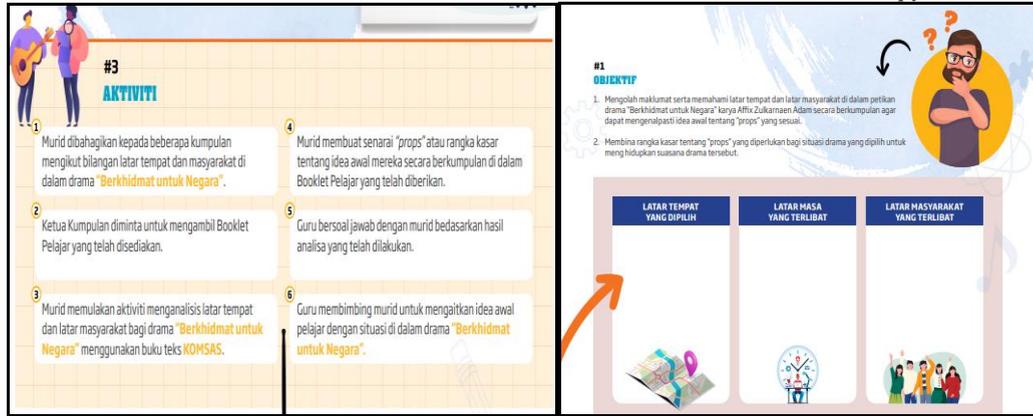


Figure 2: Sample of Designing the Objectives and Outcome in Create-EMO

- *Selecting the Media*

In designing and developing this Create-EMO based on the content that has been planned, researchers used digital technologies or Software such as PowerPoint, YouTube, laptop, handphone, InDesign and Adobe Illustrator as part of the medium of instruction which is appropriate for the teachers and students. Elements that have been used, such as infographics, symbols, barcodes and colours, in producing the module aim to attract the interest and attention of students and teachers. Sample of adding infographic and symbol process are shown in Figure 3.

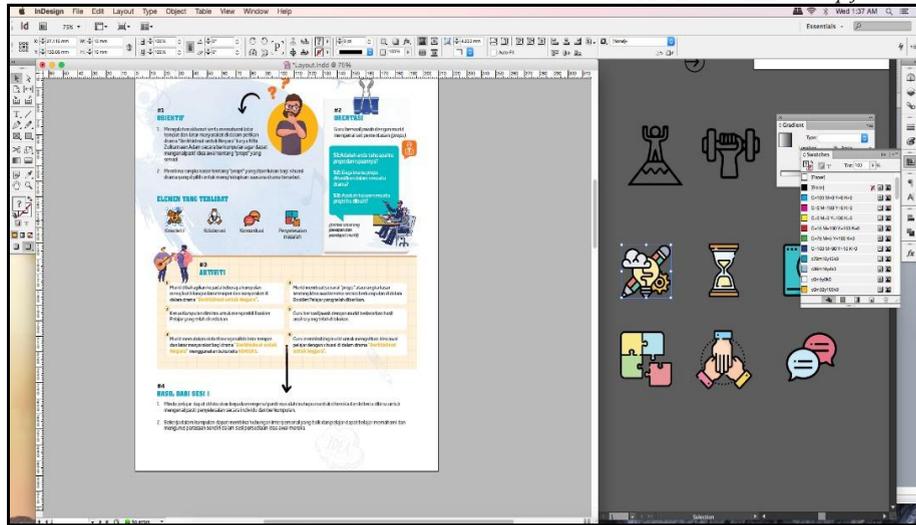


Figure 3: *Insert Infographic and Symbols in Create-EMO*

- *Select Material*

Create-EMO modules are presented in the form of an A4 size booklet for teachers and students. The teachers' booklet consists of a checklist, instructions, and steps that need to be followed. Students' booklet is in the form of instructions on the activities that need to be completed. The student's booklet also includes a section to write, scribble and sketch for their ideas. Sample pages in the students' activities booklet are shown in Figure 4.

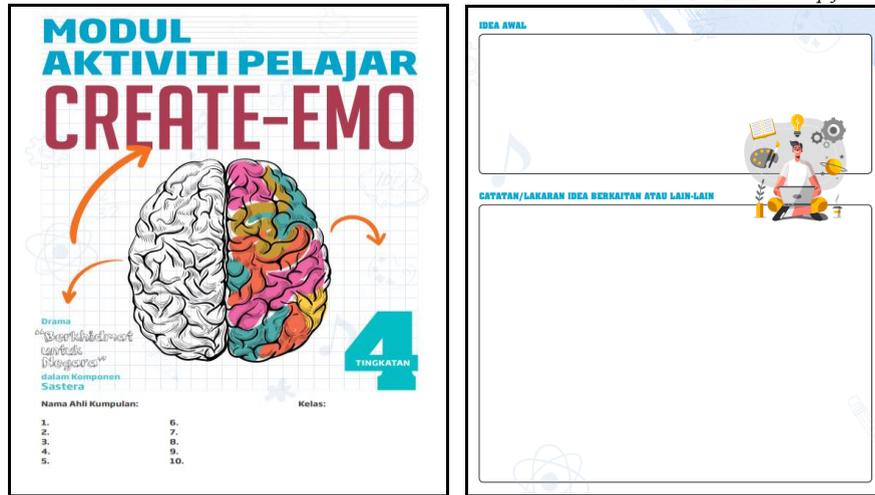


Figure 4: Sample Pages of Students Activities Booklet

### *Utilize Media and Materials*

At this stage, the researchers need to review the Create-EMO in terms of lesson content, learning activities, instructions, media and materials that will be enforced. Researchers need to complete the related materials, and proper and adequate media must be prepared before the T&L.

### *Require Learner and Participation*

To ensure the process of T&L will go smoothly, teachers and students need to actively participate in T&L activities such as group discussions and the presentation of ideas. In this stage, researchers will be conducting a try-out session with a small number of students to identify their level of readiness or weakness.

### *Evaluate and Revise*

After conducting the tryout session, the Create-EMO will be revised based on the experts, teachers, and students' suggestions and results. The evaluation is not intended to find the student's or teachers' weaknesses, but it will guide further improvement.

## CP and EI in Create-EMO

This module incorporates Goleman’s (1995) four main EI domains - self-awareness, self-management, social awareness and social skills. This competency is shown in Figure 5 below. In addition, this module also applied Wallas’ (1926) four-stage of the CP - preparation, incubation, illumination and verification, which are shown in Figure 6.

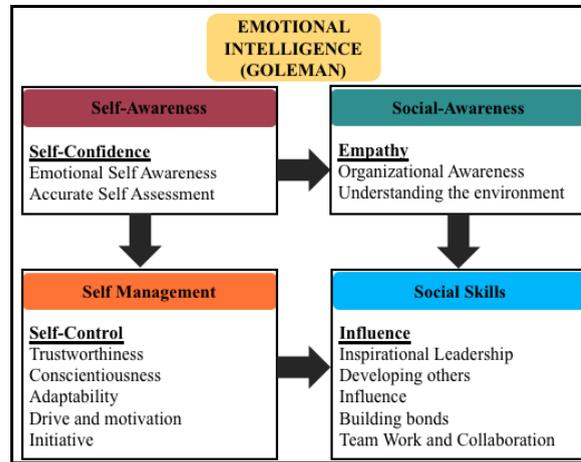


Figure 5: Goleman Model of Emotional Intelligence

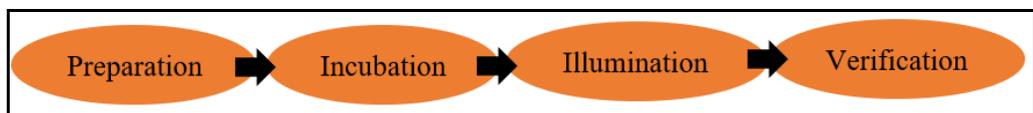


Figure 6: Graham Wallas Model of the Creative Process

CP and EI components were incorporated into the module to help Malay Language teachers guide students to find new methods or activities for their T&L process of *KOMSAS* drama. Create-EMO is a module to help students develop the EI by following the CP in their props making activities. The researcher ensures that each domain in the specified EI is incorporated into each creative process. Activities that

have been planned should go through a CP that has been outlined. The activities carried out in each of these CPs should touch on at least one or more of the EI domains. Figure 7 shows how the CP and EI components are incorporated into the module.

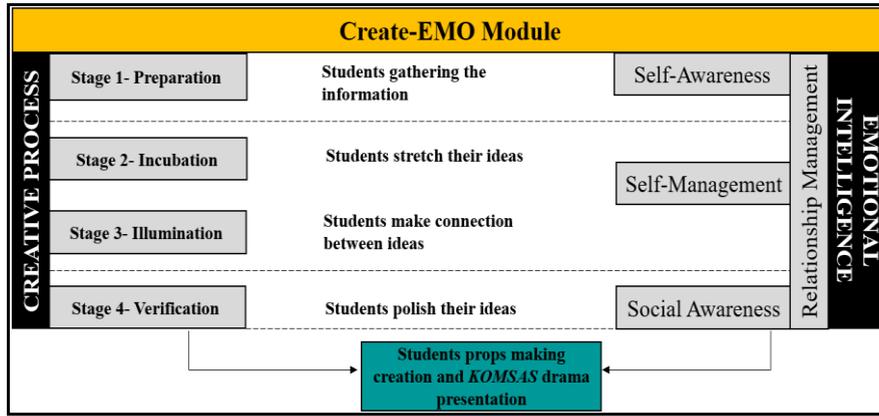


Figure 7: CP and EI in Create-EMO

### Stage 1: Preparation

At this stage, students follow a set of instructions given by teachers and complete tasks from the booklet in groups. This process requires students to search and identify important information while building a rough draft of their ideas. Identifying and solving problems individually and in groups are designed to build interpersonal relationships and understand and manage own feelings.

### Stage 2: Incubation

At this stage, students go through the incubation process. Incubation is a process where the students will stretch their ideas and keep them in mind. Then, they will hold the creative process for a moment and proceed with other activities. It makes room for them to manage their feelings well, aside from working on ideas alone. Therefore, the teaching and learning process will involve script reading activities with appropriate intonation and be more flexible.

### *Stage 3: Illumination*

The illumination process is the stage where students can identify the best idea to solve the problem after the filtering process. Students will write their plans, arrangement, and sketches of their ideas in the booklet. It is a process where a combination of ideas appears to produce something more creative. The component of recognizing the abilities and strengths of self and others will also occur when planning and decision-making activities need to perform collaboratively.

### *Stage 4: Verification*

At this stage, students implement and demonstrate ideas that have been set through their drama performances. This process can show the effectiveness of students in relating the criteria found at the stage of preparation and illumination. Through this process, students should be able to understand the feelings of others through the tone of speech, gestures and facial expressions. Students must share their group strengths and weaknesses that need to be fixed together after their presentation sessions in the booklets. It is to train students to accept something openly and make efforts to improve.

## **FUTURE WORK**

The development of the Create-EMO module is still ongoing and will be further described in future publications. The following steps will include completing development, evaluation and implementation. The experts will evaluate the module in terms of content, language and suitability of activities before the try-out sessions. The process of evaluation and try-out is to get expert and user feedback to make improvements and revise purposes. After the revision stages, the researchers will implement the module for four weeks before evaluating the students' emotional intelligence levels.

## **DISCUSSION**

The Create-EMO is designed and developed by incorporating the EI component and CP in *KOMSAS* drama activities for Malay language subjects. Developing Create-

EMO has followed the guidelines contained in the ASSURE model. As educators, we have a variety of ways to produce teaching and learning materials that are suitable for students. Theoretically, various theories related to the emotional intelligence and creativity process can be used as a reference and study for students in school or specific subjects.

Overall, the design and development phase study findings are based on literature reviews and interviews among experts. The expert agreement and the Performance Standard Document (PS), and the Curriculum Standard Document (CS) emphasize students' ability to apply, analyze, evaluate and create learning activities to empower students with 21st-century skills. According to Chance (2006), learning is obtaining new knowledge, skills, attitudes, and values, which indirectly changes an individual's behaviour. In addition, the role of media and materials in the learning process is characterized as tools that communicate information important for delivering T&L content. Therefore, the usage of this module in this study can pique students' interest in the T&L process through the use of fresh material, a new learning style, and other factors.

The addition of emotional intelligence and creativity aspects into the teaching and learning activities of KOMSAS drama can fill the gaps in previous module development studies. In addition, the approaches taken are to enhance students' emotional intelligence when carrying out teaching and learning activities by themselves. The emergence of technology usage trends is also taken into account, where the design highlights a fresher design by including colour elements, infographics, QR codes, links and more. The development of Create-EMO can indirectly provide space and opportunities for teachers and students to diversify technology-based learning activities outside the classroom. This formula can support a planned learning system in the form of modules to optimize various strategies and group-learning activities for students.

## **CONCLUSION**

This Create-EMO module was designed and developed through the research process of ASSURE model adopted by Heinich, Molenda, Rusell and Smaldino (1999) in stages - analyze learners, state objectives, select methods, media and materials, utilize media and materials, require learner participation, evaluate and review. Designing and

developing this module was one of the ways to support the Malaysian Ministry of Education (MoE) in promoting emotional intelligence in teaching and learning, as stated by Maszlee (2019). Incorporating EI and CP in *KOMSAS* drama activities will give good connections to the current Malaysian Education system in the 21st Century. They are learning Skills to occupy students with Creativity Skills, Critical Thinking, communication, collaboration, and values and ethics. This module provides an opportunity for students to think and solve problems collaboratively in achieving their learning objectives. Students are also given exposure and response to their learning by searching, planning and making drama props, which provide a learning experience in connecting their emotions and creativity during learning. The use of the creative process in this module also supports the study from Lehtonen et al. (2016), where the teaching and learning of drama through creativity is suitable to be presented. Moreover, EI domains have been applied in producing the Create-EMO module to enhance students' emotional intelligence in facing current and future challenges so that they know how to manage their emotions and others, as stated by Matthews et al. (2017).

This study only focused on designing and developing the Create-EMO module and the implementation of EI and CP in *KOMSAS* drama activities. Create-EMO also uses digital technologies (laptops, YouTube, QR codes, digital and online references) as part of the design and development process. Other studies can be done using different platforms such as Teamweaver, Blog, and so on to investigate the effectiveness of T&P using these platforms. Given the challenges of the future, students will also need to have expertise in using technology to prepare themselves for the future job market. In this regard, students need to make full use of technological capabilities so that R&D becomes more effective and produces students who are lifelong learners and able to excel in their chosen field. Future research should also carefully explore the long-term effects of emotional intelligence implementation and the impact of creative processes in teaching and learning, and the new skills involved. Studies linking emotional intelligence in teaching and learning activities are valuable in generating new perspectives in exploring the retention of knowledge, skills and values. It is hoped that this study can provide guidelines specific to the Ministry of Education Malaysia (MOE) and teachers to highlight the emotional intelligence module in the teaching and learning process in schools and other subjects. Indirectly, by designing and developing this Create-EMO module, it will help teachers be more systematic in planning and teaching *KOMSAS* drama while helping students increase their creativity and boost their emotional well-being.

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