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## **Construction And Validity Testing Of Content Specialist Encouragement Of Emotional Intelligence Module (EeiM)**

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### **Abstract**

This study aimed to test the validity of the content of the expert panel for the Encouragement of Emotional Intelligence Module (EeiM). EeiM has five main strategies Strategy 1: Introduction to Emotional Intelligence (Ei), Strategy 2: Recognize Self Emotions, Strategy 3: Development of Self-Management, Strategy 4: Development of Social Skills and Strategy 5: Development of Social Skills. This module contains 5 major strategy and 20 self-initiated activity for 19 hours and 45 minutes. The implementation of this module focuses on the application of the concepts, principles and techniques of character development in a systematic and practical wisdom based Goleman Mixed Ei Model. The instrument used was a questionnaire the validity of the module based on the recommendations of Russell (1974), and suitability questionnaire sessions and activities in accordance with the recommendations of Mohammad Aziz Shah (2010). For content validity, a total of 10 expert panels have assessed the Eei. The data obtained showed the validity of the content module according to Russel (1974), was 82.9% (.829). Next, the content validity and appropriateness of the proposed activity session by Mohammad Aziz Shah (2010), obtained a value of 81.4% (.814). Thus, this module is acceptable to apply the program of character development.

**Keywords:** Content Validity, Suitability Sessions And Activities, Encouragement of Emotional Intelligence Module (EeiM)

## Introduction

The emotions expressed by humans as a form of action that meet the desires and self-satisfaction. Emotions will be highlighted out as a form of satisfaction a person. According to Mahmood Nazar (1990), emotions can be defined as a situation experienced by humans involving several changes of physiological processes, and psychological self. Emotions play an important role in the development of human character.

Emotion management wisdom and emotional maturity. Ei is defined as a person's ability to observe, identify the feelings and emotions of themselves and others and efficient in the management of emotions. According to Goleman (1995), Ei is the ability to control one's emotions and the emotions of others, able to distinguish the good, and can use that information to help the mind and one's actions.

Intelligence is one particular strategy or technique for achieving a goal. Ei is viewed as a set of mental skills that help individuals to identify and understand their own feelings and the feelings of others.

Ei is an important aspect to produce individuals who excel in all aspects of the researchers take a step forward with trying to suggest to form a Eei module tools and can be applied to all target groups regardless of time and place. All this will be established involving the intervention integrated in psychology and counseling (systemic, cognitive, emotional and behavioral) is the hardest and new techniques in Eei module to be developed either in *hard copy* or *soft copy*. Hope with Eei module construction can promote character development among students in schools, universities and Civil Servants in Malaysia.

## Methodology

This research is descriptive and pilot aims to develop and test the validity of Eei module. Quantitative study design, descriptive approach involving the validity of the analysis, and correlation analysis module. Thus, this program involves two (2) phases: Phase 1 survey: a preliminary study literature review to identify and evaluate literature, theory and best model in shaping the concepts contained in Eei module. Phase 2: a review to examine the validity and reliability of the module Eei.

**Sample and Procedure:** This study focuses on ten specialist modules that can run a module to provide legitimacy through questionnaires given. The study was conducted in schools around the district of Ipoh, Perak.

**Measurement Ratings:** There are two questionnaires were used to collect data content validity of the questionnaire by Russel (1974), and suitability questionnaire sessions and activities by Mohammad Aziz Shah (2010).

**Analysis:** Analysis of the data used in this research is descriptive analysis. Data analysis is to look at the percentage of content validity and appropriateness of the coefficient of sessions and activities are evaluated by an expert appraisal module.

## Results And Discussion

### Findings Phase 1: Construction Eei Module

Eei module construction is based on a library review to identify and evaluate literature, theory and best model in shaping the concepts contained in Eei module. In this section, the main focus of the study was on the construction of the module, constructs and sub-constructs a module based on previous studies, books, scientific journals and interviews with prominent figures from the fields of education, character development, Ei, psychological and counseling. Five strategies that contains 20 activities that were contained in the module. Strategy 1 to 4 strategy consists of three activities, while strategy 5 contains eight events.

### Findings of Phase 2: Content Validity Encouragement of Emotional Intelligence Module (Eei) based on Recommendations by Russel (1974)

Table 1: Experts view the validity and content validity of the Encouragement Module Emotional Intelligence (Eei) by Proposition Russel (1974)

Num.	Statement	Content Validity	Expert
1.	Module content Encouragement of Emotional Intelligence (Eei) This kept the target population	81.1% (.811)	be accepted
2.	Module content Encouragement of Emotional Intelligence (Eei) can be implemented properly	83.3% (.833)	be accepted
3.	Module content Encouragement of Emotional Intelligence (Eei) is compatible with the allotted time	80% (.800)	be accepted
4.	Module content Encouragement of Emotional Intelligence (Eei) can enhance character development	85.6% (.856)	be accepted
5.	Module content Encouragement of Emotional Intelligence (Eei) this can be a strategy for the development of character in terms of recognizing emotions, self-management, social competence, and social skills	84.4% (.844)	be accepted
<b>Module Overview</b>		<b>82.9% (.829)</b>	<b>be accepted</b>

Table 1 above shows the validation of the content validity values obtained have good content and high as above 60%. Mostly obtain the content validity of 60% and above. Overall the validity of the content was of 82.9%, equivalent to the cumulative value of 0.829.

### Findings of Phase 2: The coefficient of Compliance Sessions and Activities Encouragement of Emotional Intelligence Module (Eei) By Mohammad Aziz Shah (2010)

Table 2 : The validity coefficient Compliance Module Sessions and Activities Encouragement of Emotional Intelligence (Eei) Based Assessment Expert By Mohammad Aziz Shah (2010)

Strategy	Activity	Total Score	Validity Percentage (%)	Expert Views
Strategy 1	<b>Introduction Wisdom Emotions</b>	<b>218</b>	<b>80.7%</b>	<b>accepted</b>
	Activity 1: Introduction to Emotional Intelligence (Ei)	73	81.1%	accepted
	Activity 2: Recognize Emotional Intelligence (Ei)	73	81.1%	accepted
	Activity 3: Understanding Emotional Intelligence (Ei) Components	72	80.0%	accepted
Strategy 2:	<b>Recognizing Emotions Self</b>	<b>221</b>	<b>81.9%</b>	<b>accepted</b>
	Activity 1: Identifying Your Emotional Awareness	76	84.4%	accepted
	Activity 2: Identifying Strengths and Weaknesses of Self	72	80.0%	accepted
	Activity 3: Increasing Self Confidence	73	81.1%	accepted
Strategy 3:	<b>Self Management Development</b>	<b>223</b>	<b>82.6%</b>	<b>accepted</b>
	Activity 1: Increase Control Emotions	77	85.6%	accepted
	Activity 2: Instill Trust and Defensive Stance	72	80.0%	accepted
	Activity 3: Instill Flexible attitude and dedication	74	82.2%	accepted
Strategy 4:	<b>Development of Social Skills</b>	<b>214</b>	<b>79.3%</b>	<b>accepted</b>
	Activity 1: Increase Empathy	69	76.7%	accepted
	Activity 2: Sensitive Dynamic Group	73	81.1%	accepted
	Activity 3: Focus on Needs	72	80.0	accepted
Strategy 5:	<b>Development of Social Skills</b>	<b>589</b>	<b>81.8%</b>	<b>accepted</b>
	Activity 1: Helping Others	76	84.4%	accepted

Activity 2: Increase Effective Leadership	75	83.3%	accepted
Activity 3: Improving Management Skills	74	82.2%	accepted
Activity 4: Improving Skills Debate and argument	73	81.1%	accepted
Activity 5: Enhancing Skills Affect	72	80.0%	accepted
Activity 6: Rise of Interpersonal Communication	71	78.9%	accepted
Activity 7: Ability Nourish and Build Good Relations	72	80.0%	accepted
Activity 8: Enhance Skills and Group Work	76	84.4%	accepted
<b>Overall Module Activity</b>	<b>1465</b>	<b>81.4%</b>	<b>accepted</b>

Table 2 above shows the total score, the percentage of legality and expert opinion on the appropriateness of sessions and activities which have been obtained from 9 expert panel consisting of academics and specialist counseling. Total score overall validity and appropriateness of the activities acquired session was in 1465 that brought the percentage of 81.4% (.814). The expert opinion is received and all the strategy shows the percentage of high validity that exceeds 70%. It shows all of the activities in this module can be implemented properly.

### **Construction and Validity Testing Encouragement Policy Emotions Module (EEI)**

Overall construction and testing is based on the analysis of the text of the books of Ei such as Goleman (1995), and Mahmood Nazar (1990). Russel Model (1974), and Mohammad Aziz Shah (2010), is used as a guide to establish the encouragement Ei module in this study. The findings showed that sub-module is built on five main strategies Strategy 1: Introduction to Emotional Intelligence, Strategy 2: Recognize Self-Emotions Self, Strategy 3: Development of Self-Management, Strategy 4: Development of Social Skills and Strategy 5: Development of Social Skills. Each strategy contains a time period, the number of participants, venue, and the equipment used needs, objectives, implementation process and philosophy of teaching.

Eei is built on the theoretical dimensions of the Model Mixed Ei introduced by Goleman. The concepts of this theory Ei translated into modules to be easily applied in real situations. It also allows a counselor or facilitator better understand how a person understand and manage emotions in oneself.

Statistics for the validity of the Eei Module has been used 10 experts validity using methods critics outside and inside of the legality or *validity coefficient* for the content of this Eei Module. The high content validity prove Module Eei Wisdom day module construction standards

really theoretical, travel strategies and activities that can measure the constructs should be measured (Sidek, 2005).

10 experts selected appraiser to assess the content validity Eei module consists of those who have expertise in the field of Ei and control module activities. Validity coefficients obtained from a panel of experts is 0.829 while the validity coefficient of concordance sessions and activities module Eei is 0.814. In addition, all the expert panel also gave some suggestions for improvement in writing for improving existing modules.

This module qualifies the construction module based on the submitted statement; a) this module target population (taking into account the behavior of the suspect), b) teaching situation or the method of execution modules are appropriate, c) the time allocated to run the module is sufficient, d) this module successfully cause the desired outcome is achieved, and e) module successfully change the behavior and thinking of individuals. This implies that the module meets the standards detailed by Russell (1974), in the construction of an effective module.

The main focus is on the development and construction of the validity of the Encouragement of Emotional Intelligence Module (Eei): Eei Application For Student Character Development Promotion Strategy, Public and Civil Servants in Malaysia. Researchers hope that this kind of research will be conducted in the future to reliability and effect of Eei for a more detailed experiments. The researchers suggest that future researchers can study the reliability and experimental study to see the effect of Eei on the development of character whether the impact is positive or negative. The researchers hope that the research will be conducted on validity and reliability by making the validity of the content modules and a pilot study to obtain consistency coefficients. Then, experimental studies should also be conducted to see the effect module on Ei and character development of participants in each of the strategies and activities contained in the Eei Module.

### **Conclusion**

Based on the research conducted, the results showed Eei Module is an effective method to promote the development of character. Eei Module has sub content constructs that can be used by participant who want to improve with more positive character development (Syed Sofian *et al.*, 2012). The study showed that counselors can also use this module in school activities or outdoor activities. In addition, this study may also contribute to the training of educational counselors in Malaysia. Recommendations for future research is focused on the effectiveness of the Eei Module on the development of character.

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