

## Emotional Literacy for Emotional Wellbeing

Oti Jembarwati

**ABSTRACT:** *Learning and teaching process cannot be separated from the interaction that occurs between teachers and learners. The learners' emotional wellbeing can affect the learning process. The result of the study conducted by the researcher, namely development model of emotional wellbeing (Jembarwati, 2016), shows a condition that resilience and emotional expression affect the emotional wellbeing. Emotional wellbeing in interpersonal relations can make the learning process more fluent and meaningful. Emotional wellbeing is an interesting topic for the discussion and it concerns to the development of schools, and learners as the community care about the issues of welfare development in general. Efforts to improve emotional wellbeing can be done with emotional literacy. Emotional literacy is conducted by exploring, involving and discussing feelings so that individual students understand the feeling of each student in school and can respond appropriately to emotional responses received by teachers and learners. Learners who have low score of emotional wellbeing will become trainees in the application of emotional literacy. Training of emotional literacy is conducted to the learners and measurement is done after the training. Further results of the training are followed up in the counseling program either individual or in group.*

**KEYWORDS:** *Emotional wellbeing, emotional literacy*

### I. INTRODUCTION

In the interactions of some departments in school, there is an important issue related to wellbeing, namely emotional wellbeing. Specifically, emotional wellbeing is part of subjective wellbeing as a whole, in addition to psychological wellbeing as part of subjective wellbeing. Based on the research result of the writer (Jembarwati, 2017), in the development of students' wellbeing, it is obtained a condition that there is negative influence of emotional expression and resilience in emotional wellbeing, while future orientation and type of teacher improve emotional wellbeing. Emotional expression plays less role instrumentally with low scores and cultural factors in interpreting different Resilience. Emotion expression that tends to be closed, tends to be considered to have a moderate to high emotional wellbeing. Furthermore, the understanding of emotional expression becomes the basis for discussion of the regression model. The discussion can obtain several reasons, including the closed emotional expression, and do not understand how to express emotions in the right way and situation. In other research results, there are some results that illustrate the need for emotional intelligence understanding in the application of emotional literacy, especially in Malaysian learners (Albert k. Liau, Agnes W. L. Lliau & George bs. Teoh, 2003). In this research, it is studied about the tendency of high school students to understand the control of emotional connection, which was actually related to emotional intelligence. Related to the eastern cultural factors in Malaysia, it needs various multi-disciplinary approaches because indirectly emotional literacy is closely related to character development especially in forming values developed in schools, such as discipline and morals in social life and moral standards in order to be able to live a social life further.

The result of the research on the welfare development model obtains the need of emotional understanding both for themselves and the classroom environment. Emotional literacy can serve as an example of developing emotional understanding for the development of emotional wellbeing. In developing the ability to manage and express emotions requires training to express and understand emotions and use them in the context of a larger community or group. The use of emotional literacy is an attempt to develop the understanding. Emotional literacy is done by exploring, involving and discussing feelings so that individual learners understand the feelings of each student in school and can respond appropriately to the emotional responses received by teachers and students. Often this is in the context of eastern culture (Javanese) according to the place of study, individuals who tend to express emotions precisely are more based on the ability to adapt the structure, position both age and refinement in speech. According to culture (the Javanese language) there are several expression structures tied to the levels that describe a person's position in the environment or society. This affects the emotional expression that tend to be closed, cannot be as expressive or open as it is done in western culture. So, there are differences with the results of research on western countries. Based on the results of the research, then performed efforts of dedication based

on the results of research. The implementation of research results in this devotional program is done by implementing behavior modification, conducted in SMP IT Harapan Bunda.

The devotion program, conducted by monitoring, is continuously for two months, evaluated each month. Implementation of devotion is conducted in the following stages:

- a. Excavating the feelings
- b. Conducting the formation of involvement in emotion on each member of the group
- c. Conducting an effort to speak among the group members to know and understand the feelings of each group member, for example in a class or school
- d. Ideally establishing norms and values in emotional expression which are acceptable throughout the classroom or school.

At the end of the training, there is an evaluation of the development of emotional expression, whether learners have an increase in understanding and assessment of emotional expression.

## **II. THEORETICAL REVIEW OF EMOTIONAL LITERACY**

Based on W Burne in Fulton, D, 2003, conceptually, the definition of Emotional Literacy is the ability to recognize, understand and cope properly to describe emotions. It simply means using emotions to achieve success. The standard of success is by measuring wellbeing that has positive functions in living a life. That is when individuals attempt to explore the world. Further, emotional literacy is understood as an effort to regulate and control the emotions (Schiller, 2009), and how to manage the emotions in group situation. (Willis & Schiller, 2011, in Harper. J., 2016) the term of Emotional Literacy is frequently exchanged to conflict resolution, self-regulation, and social problem-solving skills (Epstein, 2009). In the context of further development, emotional literacy is developed to be social emotional development. Language and social skills are essential for learning. The ability of social emotions includes the ability to experience, express, regulate and form the relationships that support and love each other (Day & Parlakian, 2004).

Regarding the management of emotions, emotional literacy according to Goleman is in line with mental health. This description fits that produced by individual environmental situations. Based on the 'emotional literacy', a person does everything according to his expertise, and there is an association between emotional literacy and self-esteem in the research group, used by Goleman's (suspect), i.e. EQ instead of IQ predicting high work performance. Failure to develop emotional control produces low productivity and social ability (2001, p.4). Schools are complex organizations, sometimes they are under pressure due to different demands. Teachers and administrative staff help students solve their problems to achieve the target of students' psychological development and meet the expectations of parents and schools. Schools are expected to help students develop their potential. The pressure experienced by schools to develop the potential of students is considerable, causing high anxiety of students and teachers. As a result of this conflict of interest, and think the condition cannot achieve some achievement goals, so that discomfort resulting in welfare, make a sense of distress in learning and inability to feel something, thus interrupt the development of understanding and emotional expression of students and students' emotional wellbeing.

Emotional literacy is a strategy for transforming anxiety and emotional difficulty to become productive energy. The application of emotional literacy, meaning it involves all members to think about how emotions shape behavior and use emotional understanding to enrich the thinking process. Emotional Literacy is conducted to enhance individual capacity, access emotional state, thus it makes individuals able to play a role in a more harmonious process in the community and learning process. Three challenges faced in school, namely:

1. Emotional literacy can make staff and students find the way to connect each other and use this connection in the emotional process so they can face disappointment.
2. Emotional literacy can enhance the power of learning by enhancing the staff capacity to improve the capacity of learning by the skill of accessing emotions that obstruct the learning, and accessing emotions such as curiosity, resilience and joy of activities to enrich learning experience.

Liau, A., Liau L., and Teoh, G. B. (2003) emphasizes the importance of emotional literacy to help staff and students involved in physical and psychological activities, and develop their emotional wellbeing. It is broadly to help staff and students involved in physical development activities and emotional wellbeing, about the way of interaction they talk about so that not easily involved in deviating behavior. Implementation of emotional literacy can be conducted by concerning to the quality of relationships in community, and giving different learning chances in learning process. It is worried, if it lacks preparation, the staff is angry and students think negatively and

frequently lose their interest in learning. When school community conducts emotional literacy, it can boost knowledge improvement, and curriculum adjustment for several groups in school.

This can also be very effectively conducted to administrative staff, in many rooms, and places like school corridor, and park, and communication chance in a bigger group. There are several conditions that parents or decision makers concern to their own acts which tend to frequently happen to facilitate, guide and inspire to directly control. The purpose of emotional literacy is to use emotional literacy for young individuals, to provide an opportunity for individuals to explore emotions at school. Young individuals are actively involved in building relationships, and collaborating with their peers. School residents can express their feelings when they distress or find difficulty entrapped in conflict with others. Openness that is formed increases the openness of teachers and learners so that they have a sense of mutual support in the learning process. Learners feel free to do something, use their creativity to study in school, and able to act professional in the classroom. Learners have the chance to elaborate with colleagues about a confusing experience when dealing with others. Parents as participants of children's education, so they can share problems in learning so they develop. Emotional Literacy forms a situation of resolving conflict within the school.

Staff, parents, and young individuals, are judged as a whole against the contributions they make. Giving them reasons to believe that they have a role that is formed when the school runs. One of the conditions is when communicating with others so it is clear what they think, feel and do; accepting who they are, the school assures the staff's and teachers' feelings about what they feel and do. Acceptance of who they are; namely as an integral and important part of the organization. Learners can listen seriously, learners are interested in feelings and ideas, competent and confident that they can do well, grow and reach achievement. The application of emotional Literacy originated from a strong racial conflict, occurring 20 years ago in the United States, police periodically at Catholic school (Westborough). Unlike today, as the procedure is announced, the school offers a positive and relaxed atmosphere where learners feel valued, and are cared individually. This happens because young Westborough's young learners further increase their ability to talk about difficult feelings they experience inside and outside school (Fulton, D, 2003). Principal 'Westborough', introduces the value of "talked about and dealt with" if there is a problem, then everything is not allowed to develop into an issue. When they first come to school, they take part to introduce the "Westborough Way". They learn that discrimination is not permitted, prejudice is a means for them to collaborate on differences. They learn about the effects of bullying and racism, and the importance of respect for other people's cultures, including issues about career, this message is on "PSHE lessons and tutor groups". The convincing goal is that learners understand each other and work together; that when they see some difficulties, even if they experience aggression, they will be confident to challenge the prosecutor.

Teachers improve their ability to listen to, know and solve the problems. Learners have many opportunities to explore feelings and thoughts to solve their problems. The way Westborough tackles intolerance and differences benefit the individuals with academic records at school, since 1992, some people rated A to C at 8-39% since 1992. Cotham School is a multiracial inner-city and multi-faith in 11-18 schools and a Performing Arts College Specialist, with 1.250 students. On the school's development plan, Cotham makes an explicit commitment, explicit commitment to emotional literacy. It set the mission to raise the standard so far through new work and has worked with all parts of the community to form narratives so that it can work and form a community that has a sense for emotional literacy in school (Fulton, D, 2003). It is to find stories with a variety of reasons, and meaning in work. Narrative method helps to shape the ethos differences in the school community by declaration to place the value of Courtesy, Honesty, Tolerance and Calm. Narrative method informs how they practice and reach achievement.

Emotional literacy originally develops based on the issue of distress of learners with an effect due to psychodynamics, which is used in intervention therapy, known behaviors and then communicated, as well as difficult and painful behaviors. The school conducts an assessment to make the staff successful, parents and learners able to become listeners and act. Working is according to the feelings outside and within the curriculum so that it becomes affective either fit or unfit in accordance with the curriculum, rationally and instrumentally. Emotional literacy is done with a new idea of leadership that is the capacity to form leadership, consultancy, and see resistance as a source of change. Cotham has been designed to support and implement narratives, with commitment of learners to achieve academic results, from C to A, from 60% with an increase to 80%.

Although many that support and approve emotional literacy there are sceptical groups about the application of emotional literacy (Liau, A, Liau, M & Teoh, G, 2003). Other groups will be skeptical, about the arguments expressed, in some cases presented, there will be uncomfortable, not simple and demanding jobs. There are several

arguments that can be heard from the teacher, in the response displayed, we state that the points of them are wrong, but only so that they think about the conditions that occur around them.

1. There is emotional development widespread without proper control. Emotional literacy is not about increasing the love of what they feel as a part of human life. When we cannot articulate it, problems do not arise if we always fight the emotions that should be expressed. If we do expressive efforts, we can have the opportunity to explore, understand feelings and reduce them, we can reduce power and form the power of working out development efforts.
2. One doubt that arises is how to make emotional literacy does not cause chaos in power, because of the less controlled expression of emotions.
3. It determines how the emotional literacy strategy requires a strategy to develop a response gradually in responding to the readiness of someone involved in certain issues.
4. Creating a sense of security for sharing and sharing can begin with what they feel. People will start sharing what they feel. Then the emotion will begin to be organized for what we know, who has experienced and received it.
5. "But I am a teacher, not a therapist or counselor," This is often called a teacher as part of a teacher's complaint not to do emotional literacy.

When considering some complaints from teachers, then there are other considerations, there will always be a therapist who helps to process the pain and experience difficulties in life (Seen in the group section of the therapist). And when the work on emotional literacy can complement the work more intensively, on the problematic child cannot convincingly replace it. The point is that young people help grow and develop. What to help develop to learn is when given the opportunity to think about the feelings experienced in the classroom. How this causes capacity to hear, think and solve problems. What they will do to feelings for capacity building as well as what other people do to make feelings in the way of studying accordingly. We argue that normal practice generates emotional dynamics in the classroom, and schools generally benefit teachers, other staff and other learners. If some teachers in a training program require less attention than emotional factors that stimulate curiosity and learning motivation, it clearly requires change. But many people consider an understanding of the bound needs in the learning process in the classroom, the emotional and emotional strategy of being spontaneously involved.

5. Convincingly teachers sometimes need to replace the negative aspects of the job. These conditions can strengthen the quality of work and strengthen the creative capacity and respond to the learning needs of learners. They can find negative things that can change.

6. The first point to make emotional literacy unnecessary because of the existence of the curriculum is something that can be practiced and more accountable in the learning process. Emotional literacy makes time available to individuals for being able and more responsible in learning. They begin to work more effectively together and stimulated each other.

7. They begin to communicate information and develop ideas. Their teachers can spend more time enthusiastically, directing the source of information for learners, reflecting it, taking and building capacity to accomplish what they face.

8. I think emotional literacy make it difficult for teachers in schools where other people are interested in little possibility of working collectively. There are real reasons to stay focused on emotional literacy. Effective emotional literacy strategies can occur in a wide community for everyone.

There are four streams in emotional research that can be concluded. There are some examples of application of emotional literacy (Fulton, D, 2003), namely:

1. Tuckswold Community First School Tuckswold First is in psychology class on the outside of Norwich. Social and economic issues surrounding areas that create difficult areas of experience in the field of education (accepted in the 3<sup>rd</sup> year), with enormous learning energy. The source of that energy lies in the increase of creative ability, reflective and creative thinking.
2. This energy extends to all aspects of school, in the classroom, of the school committee, so that the child develops the ability to play an active role in his community. The community has a reason to make the world more positive. It means every significant change faced by the learners, intellectual, behavioral, social or

emotional, can be transformed into one set of active questions, explored with other members of the community.

For example, a 6-year-old boy has been called in a playground by name. His teacher collects other students to think together, about rational behavior, why a person tries to cross and collectively keeps others from hurting each other. Beyond the process of implementing this policy, individuals who understand and see support each other. There is no shame, blame, but a real commitment to better behavior. No one is ashamed or blamed, no one is shamed or blamed, with a real commitment to better behavior. The principles of raising children are to say what they think and do about the solution applied.

This process can be applied to lessons at school, such as biology lessons, the child's questions such as choosing to focus on whether a nerve ever dies, then directing to a discussion about life; Guiding discussion of tentative questions, as well as long questions. Children's capacity on Tuckswood program is children's capacity to work together in and interesting during philosophy lessons. The approach is Philosophy for Children (P4C), by enhancing the exploration of ideas, to ask the living areas of all areas of life, inside and outside school, thinking, speaking and listening, avoiding the curriculum demands. The questions given to the emotional literacy approach are: asking how to live and work together. They explore each other's ideas, engage with differences among them, learn how to help and support each other. The school's website philosophy is respecting ideas and opinions of others and building ideas, collaborative working, and believing in trust. One example is the emotional literacy approach, namely the issue among staff. 8 years ago, the staff felt a dangerous decline, they set the time to discuss work motivation, set the time to discuss their motivation to work, what made them feel more interested in working. Out of this exploration they developed a value statement that will be promoted on their work, that is enthusiasm in learning. From this excavation they developed a value statement that they wanted to encourage.

The values developed in exploration are developing values to encourage women's work. Enthusiasm for learning, persist in learning and knowledge in and curious in the degree and curiosity of the importance of working with integrity. Applied to Tuckswood schools, revealing 'emotional literacy', organizations understand the emotional state and in such ways the curriculum is organized with the value of life. Basically there is no curriculum to study emotions, but learn what happens naturally during philosophy and drama sessions. Emotional literacy focuses on the question and collaboration of emotional meanings and their relationships to creativity. Buckingham Middle School at Shoreham-by-Sea in Sussex, originated from local housing that focused on family relationships. There was a time when this conflict was spreading in schools. In an effort to keep everything under control, staff found themselves cooperating, dealing with behavioral challenges and cooperating in behavior management. For over 5 years, schools have applied a spectrum of learned and informal curriculum activities designed to talk about each other in how to shape design support and reflective relationships. Buckingham's strategy then forms the emotional literacy adopted by local high school students. The residents coming from Buckingham provide an opportunity to understand, and work to achieve success, which they experience in high school students. Schools together develop awareness and support new strategies.

The existing engagement intent is engagement in a warm environment during school that motivates learners and teachers. The starting point of this process development has been surveyed when learners inquired about the experience of violence in schools. How does that happen? What causes it? What to do? All policies flow from young individuals to interviewers. The time cycle during the school provides young individuals the opportunity to describe what happens to them, learn each other about themselves, on air grievance and explore good ways of working together. This is supported by the PHSE program. Other programs on the PHSE program focus on helping young individuals, thus understanding how emotions shape attitudes and behaviors. A mediation scheme with friends has been set up to resolve conflicts, the school board reinforces it by giving its citizens an active voice in the school.

## **II.1. Emotional Linkage of Well Being with Emotional Literacy**

**Emotional Literacy:** Potentially, emotional literacy is the ability of the inner self that is not derived. Individual able to empower others and take the initiative release it with all challenges. Establishing new motivation for the entire school community destroy school climate transformation that encourages self-culture driving culture against government policy. The process of recognizing and managing it in one community environment, establishing the condition of learners supported to develop emotional well-being. The implementation of training based on the principles of Emotional Literacy can develop emotional well-being with the active involvement of the community, such as the school community. Emotional wellbeing is the result of experience interacting with the environment



throughout life, so that by obtaining data about emotional well-being can be known also negative feelings arising from sources of stress when interacting with the environment. Information about things that create negative feelings as teenagers interact with the environment is important to improve environmental support for emotional wellbeing. Emotional wellbeing is also important to be revealed because it becomes one of the factors that influence perception of quality of life. According to Heinone, Arol, Aalto & Utela (2004) social welfare, physical function, sociodemographic factors and satisfaction of life achievement become factors in the quality of life of individuals aged 20-45 years and emotional wellbeing is one dimension of subjective wellbeing that dynamically affects the perception of quality of life, particularly in student welfare, affective (emotional wellbeing) aspect becomes an important outcome considered in student welfare (Knuver, Brandsma, Samdal, & Opdenakker, in Petegem, 2008). Based on the previous research at SMU Gita Bahari, students' emotional wellbeing can be colored by their fear of the future, then found that the fear of the future is due to the lack of hope of success in students' life. Less running role of hope of success is because students do not understand the importance of learning goals and goals to be achieved in the future, what things they want to achieve in the future is not clear. Wubbles and Brekelmans, (2005) revealed that perceptions of interpersonal behavior affect the formation of emotional wellbeing in learners. Through the interaction between learners, teachers and administrative staff and all parts of the school, it is expected to form a climate that makes emotional wellbeing more improved.

### **III. RESEARCH METHODS**

Subjects in this training were 7 students of Junior High School grade 7b as many as 20 students. It was started by extracting problems from the checklist of problems. The teachers asked the researchers to do dedication to 7b grade students. The dedication conducted before the midterm exam that was at the time of preparation for the exam. So the participants were in a relaxed situation so it was easier to be targeted at the service program. At the commencement of service, research attempted to devise devotion by determining the schedule and timing of devotion. The devotion program was held on Tuesday, at 1 PM. At that time the learners' situation was in a more relaxed condition as it approached the end of school hours.

Stages of the implementation of dedication were as follows:

1. Learners or students watched the movie related to emotional literacy
2. Focused discussions on films in group discussions and individuals
3. Undertaken emotional self-understanding training and classified positive and negative emotions
4. Once grouped, learners began to map the position of learners' feelings in school, among other learners
5. Elaboration of feelings and mappings followed by an understanding of the feelings of classmates in school.
6. Learners began to know the feelings of learners with each other
7. The next stage was group counseling
8. Group counseling was aimed to give the learners opportunities to express their feelings among friends without pressure, and understand each other according to their own experience, especially if there was a similar experience, both positive and negative
9. Group counseling was conducted periodically
10. On issues that required individual treatment of individual counseling, it was conducted individual counseling
11. Each individual further had his own diary book which was then used as a guidance for the emotional development of learners.

### **IV. RESULTS AND DISCUSSION**

**Emotional States that Support Learning :** The ability to learn obviously affects emotional states, and vice versa, if they possess curiosity and are engaged, then we will get information, through questions to deal with difficulties in the way of understanding. If we are angry or anxious in opposites, it is difficult to determine a particular interest. As has been said, more than the ability to change, changing emotional states, can drive a person to accomplish the task he or she is studying (Fulton, David, 2003). Learners need calm and open conditions to absorb data, intensively to analyze what to say to us, more freely, intuitively and creatively about how to understand emotions. Emotional Literacy by learners can make them more confident so as to nurture effective learners. The development of emotional understanding is done to enrich learning and teaching process. Emotions provide important information about self-learners themselves, and other individuals in the wider world. Learners learn from their own experience against fear, shame, affection, love and other emotions how people shape their needs with each other. Emotions provide important information about ourselves, other people and the wider world. Emotions provide important information about ourselves, others, and the world at large. Learners learn about the fear, courage, shame, affection, love and other emotions that need each other. The more we understand what happens emotionally, the better we can appreciate the factors that are closely related to relationships, and make a community. In a short relationship and improve the learning experience, and understand what things happen

during the relationship, done by sharing information with other people, inviting questions, and describing the responses involved in learning.

Some psychological aspects that can be improved with emotional Literacy:

1. **Thinking and Feeling**

Giving important evidence about emotions in learning, one will ask about the important challenges in emotional literacy. The idea that needs to be in distant with himself in order to avoid a recurrent way of thinking. We recognize that emotions have power which results in judgment and emotion based on arguments to do the best for the best interest. Emotions can lead to an improvement in the quality of thinking.

In addition, emotional literacy also has or plays an important role in the development of Resilience, so emotional Literacy is also important to always be developed.

Some important emotional literacy principles developed for learners are as follows:

1. **Awareness of learning process:** Learners know that the learning process can be learned, through effort the soul becomes stronger.
2. **Critical Thinking:** Learners try to see things in deeper structures, not only the outward appearance, but also try to understand what's going on. Learners are less able to accept when they are considered less critical, enjoy when they are asked, and answer questions that are not convincing to the public.
3. **Creativity:** Learners shape ideas with different perspectives even when understood, they do not know how the mind is directed. They tend to be receptive to the way they are. They understand that learning also requires process of pleasurable play accordance with the usage and systematic thinking.
4. **Meaning formation**  
Learners have a link between what they learn and what they know. Learners are not in a position of relationship between what they learn and know. They gain pleasure by seeing them together. They like to feel something in their own lives and when they can see how learning relates to what they perceive as important.
5. **Development-oriented**  
Interest to know more and realizing that they play the role as the learner. They try to make different approaches about what happened. Better reflection and self-evaluation make him able to express himself and what he learns as a learner. Learners are able to tell about learning and themselves who are in the process as learners. Learners should know how to improve moods in frustration or disappointment, and are responsible for planning, organizing the learning process they undertake.

The results of training on emotional expression before the implementation of emotional literacy, as follows:

**Table 7. Percentage Data Analysis of Answers On Emotional Expression**

No Item	Item	Percentage of Lernas
1	I am often unable to adapt with the situation when I have to express my feeling.	90%
2	I can only express my positive emotions.	93%
3	I sometimes argue with other learners because of misunderstanding.	90%
4	I feel involved when communicating.	57%
5	I have been able to recognize the situation and how many emotional expressions may be done in the environment	57%
6	I have ever recognized my own emotion and the meaning of other's emotional emotion is considered positive.	53%
7	Emotional expression shown based on the teacher's interpretation on me.	53%
8	My learning motivation improves because the connected emotional response among learners.	53%

Based on the results of the training conducted in the classroom, the following conditions are obtained;

1. Some learners reveal some problems individually with their friends one by one.
2. Recognize their likes and dislikes of their own behaviors and expressions, giving feedback to their friends' behavior.

3. Learners convey positive and negative behaviors of learners delivered in the classroom, then learners themselves who provide feedback and suggestions of behavior that they want to change in group discussion.

At the end of the training, measurement of emotional understanding and emotional management is conducted. At the end of emotional recognition, understanding and interpretation of the emotional effect on the learning process in the classroom is conducted, so as the emotional effect on the interactions that occur with teachers, learners and various parts within the school; administrative staff, principals, BK teachers, and school supervisors, vice principals etc. The results of data collection in emotions, are collected as data support for BK, teachers in schools and participants of upgrading.

## V. CONCLUSION

Emotional recognition and management efforts conducted through the service program at SMPIT Harapan Bunda show the importance of environmental utilization and awareness about the importance of emotional literacy. The stages of emotional literacy is done by recognizing individual emotions and making the surroundings understand the meaning of emotions and events experienced by individuals. Spreading emotional understanding on all surrounding communities. To make it as a policy material that can support teaching and learning process that is more meaningful and creative in order to develop individuals psychologically as well as community welfare in general. This can be a consideration for the management policy in one community. For example, for the principal and all the administrative staff in it. Likewise for the policy in teaching and learning process that can be known by the teacher so as to manage the learning process smoothly and meaningful for the psychological development of learners. The development of a community approach can be applied to all parts of the organization.

## REFERENCES

1. Wubbels, T., Brekelmans, M., Brok, P., & Tartwijk, J.V.(2005).An interpersonal perspective on classroom management in secondary classrooms in the Netherlands. *Dalam Evertson. & Weinstein (Ed.), Classroom management research: research, practice, and contemporary issues*(pp. 1161-1191). New Jersey: Lawrence Erlbaum Associates.
2. Fulton, David., (2003). The Emotional Literacy Handbook. *Promoting whole-school strategies.*, London : Great Britain.
3. Liau, Albert. (2003). *Handbook Emotional Well Being*.
4. Clement, N. (2010).The actualization of values in education. *Dalam Lovat dkk.(Eds.), International research handbook on values education and student wellbeing: Vol.1. The new values education* (pp.37-54). Australia.Springer Science+Business Media. doi: 10.1007/978-90-481-8675-4\_3.
5. Cloninger,C.R.(2004). *Feeling good the science of well-being*. New York :Oxford University Press.
6. Diener, E. (2009a).Assessing well-being. The collected works of Ed Diener. *Social Indicators Research Series,39,1-17*.
7. Diener, E. (2009b). Personality and subjective wellbeing. The science of well-being. *Social Indicator Research Series, 37, 75-102*. doi: 10.1007/978-90-481-2350-6-4.
8. The Case for Emotional Literacy: the influence of emotional intelligence on problem behaviours in Malaysian secondary school students.University Science of Malaysia. Jurnal of Moral Education.vol 32.issue 1.
9. Cline,DK.,(2013). The Instructional and Emotional Quality of Parent–Child Book Reading and Early Head StartChildren’s Learning Outcomes. *Early Education and Development, 24: 1214–1231*.
10. Nikolajeva, M.(2013).Picture and Emotional Literacy . *The Reading Teacher Vol. 67 Issue 4 pp. 249–254* DOI:10.1002/TRTR.1229
11. Hill, R. (2005). *An evaluation of the emotional literacy support assistant project*. *Educational & Child Psychology Vol. 33 No. 4*.