

# **Elements of Emotional Intelligence (EQ) in Children's Literature: The Implications in Teaching and Learning in Malaysian Primary Schools**

**By:**

Abd. Rahman Hj. Abd. Aziz  
*School of Educational Studies, Universiti Sains Malaysia*  
Sohaimi Abd. Aziz  
*School of Humanities, Universiti Sains Malaysia*  
Zawiyah Yusoff  
*SMK Jawi, 14200 Sg Bakap, SPS, Penang*

## **Abstract**

This paper is based on an on-going research pertaining to the implementation of the use of eight children literary works (children's novel) supplied by the Malaysian Education Ministry and are used in primary schools in the state of Pulau Pinang (Penang) for the classes of year four, five and six in Malaysian. Hence for the purpose of this seminar, only three books utilised in year four was scrutinised to identify if there are of existence the elements of emotional intelligence (EQ) in these children's novel, recommendations on the implementations in the classroom teaching and the implications on the children's emotional development.

This study is based on qualitative study involving two credential phases of collection of data. In the first phase, the data collection was carried out through the document analysis on the children's novel for Year Four, Five and Six. The focus of this analysis was to identify and investigate the elements of emotional intelligence. Self – realisation, self-observation, self – drive, empathy and social skills – Goleman (1995). Meanwhile, Sohaimi Abd. Aziz (2002) divides the emotional intelligence to three domains. Each domain has its competency and skills simplified and concised by Sohaimi Abdul Aziz (2002) in realisation and self – management, motivating emotions, empathy and social skills. These three domains deliberated by Sohaimi was used in analyzing the elements of EQ in the text that were studied. This study will focus and investigate the perspective of the initial phase.

*Key Word:* Emotional Intelligence, Children's Novel, Teaching and Learning

## **1.0 Introduction**

Children are the nation's invaluable asset, growing to form the generation that reflects a nation's continuous development of its identity and its people. Hence these children needed to be developed and nurtured with knowledge from the perspective of intellectuality, emotional intelligence, spiritual, moral values and habits that is based on the tenets of Rukun Negara (National Principles) and Malaysia's National Education Philosophy.

Fundamentally, we grow-up and learn to understand people around us through the fables, fairy tales and local folklore delivered and told by our mother or father such as Stories of Sang Kancil, Bawang Putih Bawang Merah (Garlic and Red Onion), Si Tenggong, Pak

Pandir, Mat Jenin and local folklores. Through these folklores who often told and delivered their valuable inputs and intellectual resources, character building, people learn to recognize oneself, to feel the emotional impact on themselves and others, absorb and develop strength of spiritual, and consequently, without realizing it has formed our personality excellently. All the elements of knowledge, intelligence, and emotional intelligence (EQ) were absorbed wisely in the setting of the home by the mother and father. Obviously, these stories from old disciplines of literature have long been used to educate and make us of a well-balanced and successful individual. Thus, the significance or importance of literature in shaping the personality, emotions, and human conscience must be connected as a lifelong learning process.

Based from the perspective of school, children can set the value of noble of life meaningfully through learning in the classroom. In this regard, the work literature could be significant in developing emotional intelligence in a child. Literary materials such as children's novel could serve as valuable lessons to children because it is close to the world the children themselves. This is because the children's literatures are written for infants, children and teens contains aspects of understanding and experience for children through the eyes and perceptions of the children, simple plot and action, combining the world of reality with fantasy, and resolution of the literary work that brings peace and hope to children (Judith Hillman, 1999)

This paper is based on studies in the implementation of the eight novels of children's education provided by the Ministry of Education Malaysia and that are used in primary schools in Penang for years four, five, and six., Malaysia. However, for the purpose of this seminar, only three books used in the four presented to examine whether there are elements of emotional intelligence in the children's novel, recommended the implementation of the teaching in the classroom and the implications on the development of the child's individual emotions.

This study is a qualitative study involving two phases of data acquisition. In the first phase of data analysis was carried out through analysis of the text of the of the document of children novel used in Year Four, Five, and Six. At this phase the analysis had focused on identifying the elements of emotional intelligence (EQ) (self-awareness, self-monitoring, self-motivation, empathy, and social skills - Goleman (1995). While Sohaimi Abd. Aziz (2002) divided the emotional intelligence into three domains. Each domain has its efficiency or skills which was simplified and compacted by Sohaimi Abdul Aziz (2002) whereby, the content of these three domains are , awareness and self-management, emotional motivation, empathy and social skills. These three domains advocated by Sohaimi domain is was used to analyze elements in the text to study the elements of EQ . This paper will look at the first phase of this perspective with a focus on domain 1.

Pertinent to this perspective, literary lesson taught should looked from two-dimensional views. The dimensions of teaching and educating. In this the view of Sidi Gazalba (1976) are still relevant to the teaching it is an effort to transfer knowledge; educating is an effort to nurture oneself and instill values. One of the target is the brain, and the other

is the heart (emotions). Teaching is concerned with the cognitive domain and educating is to give a balance between the needs of cognitive privileges, affective, and emotional. Thus, all the privileges of cognitive, affective, and emotional development in the literature, particular, in these children's novel need to be carefully harvested wisely as to ensure that the aspect of wisdom is not liquidated and lost in the process of teaching and learning in schools.

## **2.0 What is a child of Arts?**

Children's literature consist of all types of creative and imaginative writings that are dedicated for reading and entertaining to the children. Generally, entirely it covers books for reading written with good quality and is of beneficial to children's reading. It also includes areas of fiction and non-fiction (Nijhar S. Molina, 1984).

Children's literature are written for infants, children and teens. It contains aspects of understanding and experience for children through the eyes and perceptions of the children, simple plot and action, combining the world of reality with fantasy, and resolution of the literary work that brings peace and hope to children (Judith Hillman, 1999). Walter Sawyer and Diana E. Comer (1997) also views the child literature form of book associated with literature which can be a part of instruction for children, helping children understand the world through the building of a positive attitude, and make intrapersonal communication with people of their surroundings.

Carol Lynch-Brown and Carl M. Tomlinson (1999) - children's literature as a tool to fulfill personal needs of children and for the purpose of academic achievement. Based on this, they said the child literature should contain the following elements, namely:

- Joy
- imagination and inspiration
- experience and appreciate (as if the event)
- understanding and empathy
- inherited from generation to generation
- moral reasoning

John Chechtham (1976) - the material or work for children that highlight aspects of the story that brings events or episodes that capture the imagination of children, the diversity of characters and the relationships between the characters with the characters; connection between the character of events, and also to do with life and experience of children who eventually will help them understand themselves and life in society in general (contextual).

In this study, children's literature refers to literature children's novel, which was introduced by the Ministry of Education Malaysia to pupils in years four, five, and six from 2007 used as an aid of teaching and learning of language and literature (Literature Component - KOMSAS).

## **3.0 Statement of Problem**

Literature, especially children's literature has a major role in shaping the emotional intelligence of the main impetus to the development of good character because it contains

elements of a story that is close to the hearts of children. In this regard, A. Aziz Deraman (1999) suggested that it was recognized that emotional intelligence (EQ) is as important as intellectual intelligence (IQ). In this context, the literature can contribute towards building of emotional intelligence. Literary works that are rich in the elements of emotions can be absorbed by the students through the reading and appreciation that will strengthen their emotional skills. In addition, the diversity on the utilization of literary works makes learning more interesting and the cultivation of emotional skills effectively. This phenomenon is consistent with the National Education Philosophy, which triggered a desire to produce a balanced students from aspect of both the cognitive and affective .

However, in terms of implementation, the teaching objectives are prone to development of cognitive and the development of affective domain are neglected , whereas this aspect is important not only in giving knowledge but also to enrich the students with spiritual and emotional in themselves. In this regard, Tea (2004) in his study found that the Malaysian school system gives high level of importance and emphasis on the pursuit to excel in examination and obtaining certifications which in return stresses the development cognitive . Thus the students emotional development (EQ) are all neglected.

However, Malaysia still lacks in having a clear and strong curriculum towards developing the teenage emotions education. Social and emotional learning in the school curriculum is implemented implicitly and not used as a special subject (Curriculum Development Centre, 1993). Based on the above, the question is now whether the literary works or the children's novel that was provided by the Ministry of Education Malaysia to students in years four, five, and six from the primary schools in Malaysia consists the EQ elements which could be utilized by children in schools? The next question is whether the teachers who teaches these collection of literary works are well aware and trained to deliver the EQ skills?. Does the primary school curriculum provides the right avenue for teachers to apply these skills in their teaching?. In this regard, a human being should be trained from the beginning of their school years to vision the world from two dimensions, namely the need for intellectual intelligence and emotional intelligence as both of these dimensions are complementary to each other. These things are important to be studied as for the capability of the literary works as a discipline of knowledge that is able to enrich the varied hemisphere of knowledge - cognitive, emotions, and affective - so that it is not neglected and liquidated in any teaching process.

Based on these assumptions, the teaching and learning balanced between intellectual and emotional capacity should be strengthened because these works of literary has its precinct of potential to provide wisdom and educate humans from the aspect of personality and attitude.

Thus, this phenomenon should be viewed from the perspective that it is time we go out of the cocoon of intellectual intelligence and balance it with the need for emotional intelligence as to complete an individual's life holistically. a complete complement of human life in total. In this context, Sohaimi Abdul Aziz (1998) also suggest that the

emotional quotient of a person not only able to eradicate the negative emotions but also able mould a person to be more adaptive to the changes occurring in the environment.

Based on the premises above a comprehensive study is needed to study this problem at the primary school level as to that the literature materials can be used as the corpus of teaching that not only enriches the intellectual ability but also the emotional intelligence to deal with problems, relationships, and the reality of life in society

#### **4.0 Significant / why the importance of emotional intelligence to children?**

Through literature varied emotional skills will be born such as self-awareness and awareness, appreciation of others, be grateful of life, empathy, and feelings of wanting to help other people to be prosperous. This will be translated through capabilities (skills) as such as to forward critical argument, to do things prudently without hurting other people, courteous in speech and behavior, and discipline.

Similarly, a study by Lam Thi, Kirby, and Susan (2002) related to emotional intelligence and academic performance found that the perception of emotion and emotion regulation significantly influence the level of a cognitive achievement. Emotional intelligence was also found to be able to reduce behavioral problems and violence (Teh, 2004). According to Razlan Md. Ali (2003), neglecting of students' affective development will result in students often engage in risky behaviors and ultimately influencing their academic achievements.

Emotional intelligence and social intelligence that is important to educate people to become holistic and humanistic. In this context, Goleman (1995) says that emotional intelligence (EQ) far exceeded that of power of intelligence in all phases of intellectual life. EQ is the power of intelligence and human intelligence that can determine the effectiveness of an individual using the talents and intellectuals. Clearly, in many situations, individuals who moderate in intellectuality but higher on emotional intelligence will be more successful in their lives than their peers who only have a high intellect.

Sohaimi Abdul Aziz (1998) explained that emotional intelligence is not just an educable emotions but also is enriched with spiritual elements that can educate people become balanced. According Sohaimi emotional intelligence can contribute to a humanizing human education.

In the same context a person with EQ would be able to tame negative emotions but also able to adapt to the changes occurring in the environment .

Matthews, Zeidner and Roberts (2004) have emphasized the importance of emotional intelligence and its relation to education in schools in their book Emotional Intelligence. They have explained the existence of evidence that schools become more effective learning by implementing the applications of elements of emotion in teaching and learning that can evoke emotional intelligence among the students.

Grazyck et al. (1998) also believes that emotional intelligence is essential to learning among students. They stressed that efforts should be intensified to better fill the emotional needs of the students to fill the academic achievement can be improved. In this regard, they are of the view that the effort towards increased emotional intelligence has managed to improve academic performance, the likelihood of students engaging in social ills will be reduced. School is an important entity in creating opportunities and space for students to learn positive behavior-behavior.

In this regard, Abd. Ghani (2007) says that every child born with pleasant and unpleasant emotions. Emotional preference for one's life depends on the social environment where the individual grows up and the changes received with others through their social environments. As well as with other behavior, emotional reactions of children will become more common when the reactions experienced are frequently repeated. Normally, this emotion will be the driving force in their life. Children experiences when they are young when the children will color the way they respond life and in society as adults later. Individuals who have happy memories during childhood often become teenagers and adults who are more adaptive. This situation is different when compared with individuals who have a more unpleasant experience in their childhood.

Effects of emotional development is important. Children who grew up in an environment that is unemotional are always restless, quiet, does not respond to a smile, and is rebellious when they want something. In addition, they often appear subdued. All unwanted reactions of socialization and emotional reactions will have a bad effect on the child's personality. Feeling that he is not accepted in society will lead to hatred, and revenge. These emotions will eventually lead to psychiatric conditions, mental or psychiatric signs in the behavior of the children wrongly nurtured.

## **5.0 Potential of Children's Literature in terms of EQ**

Children's literature, especially novels children can be a valuable educational materials to children because it is close to their own world. Children's literature can also be a substance that can build emotional intelligence (EQ) and became the impetus for the development of good character and personality of the child if these work of literature can be used and interpreted with the potential efficiently in terms of intellectual, psychological, and affective.

Children's literature can serve as valuable lessons to children because it is close to the world the children themselves. This is because children's literature written for infants, children and teens also contains aspects of the recording experience of children in the eyes of children, a simple plot and action, combining the world of reality with fantasy, and works that ended with bringing happiness and hope to children (Judith Hillman, 1999).

Children's literature all important because it can enhance the development of mind and increase the values of children. This is because basically most of the works in children's literature contains didactic value and their cultural values that can educate children to

become better teenagers. In this regard, John Chectham (1976) explained that the material or work for the children should highlight aspects of the story that brings events or episodes that capture the imagination of children, the diversity of characters and the relationships between the characters with the characters; connection between the character of events, and also related to the life and experiences of children who eventually will help them understand themselves and life in society in general (contextual).

In literary works there are many other disciplines such as history, social, economic, psychological, political or otherwise. In this regard, children's literature were not spared. Therefore, the literature should be viewed in the context of multi-discipline, not merely as a creative or imaginative work only. Thus, the role and contribution of the multiple nature not only for the purpose of the addition of cognitive science, reading pleasure, enriching the ability to speak, but the literature also have high shares in the form and dimensions of psychological intelligence needs to be emphasized in teaching and learning in the school for personal needs and society.

In order to meet these needs, learning, literature or literature in the Malay language (Literature) in schools should be emphasized in such dimensions as the literature to build the knowledge, personality, and a positive mind and emotions among the students. Literature can help students to understand and evaluate themselves and the world and its environment and can build in good values among humans. This is consistent with what was said by Robert Frost that "Poetry begins in delight but ends with wisdom", which even touches to the poem, but actually it means and refers to the literature itself is able to provide the wisdom and the wisdom to mankind. Wisdom in terms of intellect, personality, and emotionally.

Based on the assumption that teaching literature or Literature in primary school should embody emotional intelligence skills with balanced development of the intellectual quotient of these two dimensions because it clearly contained in the materials or work that studied in school. Wisdom or the ability of searching, investigating and bring meaning to the disciples is to be polished in teaching in classrooms so that all the privileges and the ability of literature to create a wiser individual should not be neglected in the classrooms..

#### **6.0 Analysis of cases: analysis of children's novel Year Four**

This section will look at the analysis of three novel children provided by the Ministry of Education Malaysia and referred to by the pupils in year four at the national schools (references in the north of the peninsula, especially in Penang).

The Novel are as such:

- i. *Terima kasih Pak Utih* by Hakim Muhammad (2005)  
Melaka : Published by Cipta Publishing
- ii. *Berani Kerana Benar* by Nur Azlan Amer (2005)  
Petaling Jaya: Published by Mega Setia Sdn Bhd.

- iii. *Leman Si Penjual Kuih by Shafie Abdul Rahman (2005)*  
Kuala Lumpur: Gohamas Marketing Sdn.Bhd.

The analysis focused on identifying the elements of emotional intelligence (EQ) by Goleman (1995) which was redefined and consized by Sohaimi Abd. Aziz (2002). Each domain has an efficiency or skills simplified and compacted by Sohaimi Abdul Aziz (2002) in three domains, that is awareness and self- management, emotional motivation, empathy and social skills. Three domains of Sohaimi was used to analyze novel elements in the text EQ children studied. However, for the purpose of this seminar will focus on the analysis of domain 1.

### 6.1 Analysis of novel aspects of the EQ

#### ● Domain

1

- Self-awareness and self- management
- Efficiency in identifying Own Emotions
- Can distinguish between actions based on thoughts and emotions.
- Can labelled emotion and stimulus
- Can labelled positive and negative emotions
- Can be honest to oneself.
- Emotional Self-Management Efficiency
- It can monitor desire / willingness
- Able to overcome the negative emotions
- Can know the strengths and weaknesses
- Can be responsible for the action
- Can make a judgment between good and bad before making an action.
- Be flexible, patient, and able to control oneself to avoid conflicts.
- Can pray and meditate

### 6.2 Analysis of the novel *Terima Kasih Pak Uteh by Hakim Muhammad*

This novel analyzes two very dominant characters in terms of emotional intelligence, Pak Uteh and Amir. Pak Uteh appears very strong in terms of personal and emotions. His characteristic of being utmost sincere to his people. Any normal human being, when scolded or humiliated, and annoyed by their own people of course will be furious, but things do not happen with Pak Uteh. He smartly controls his emotions intelligently which depict the sense of patience that he possess. As According to Aristotle, the ability to control anger is one of the most difficult task under emotional intelligence. (Goleman, 1995). He knows his people are still small and still not yet mature. Uteh Pak is capable of managing not only his emotions but he is still able to communicate with language that is polite and soft with his people. From the aspects of EQ, it appears that Pak Uteh obviously has all three domains of self-awareness and management, motivational, negative emotions, and empathy and social skills firmly and of sincerity. This matter can be summed up with Amir own admission that,

Pak Uteh was never calculative or expect in return for favours he gives.  
Pak Uteh often only refuse accept anything gift from his father when he

completes work or help. Pak Uteh not expect appreciation from the father. He said he helped his father with sincerity. (H.2)

The character of Amir is also rich with emotion. Starting with the characters and emotions filled with hatred, anger, and disgust at Pak Uteh eventually he begins to realize and appreciate that Pak Uteh is very sincere to him. Amir is very sad and sorry for his actions, his brother, and sister towards the Pak Uteh. He began to realize that Pak Uteh is an honorable man. Love and respect in his debut. He was finally proud to have an uncle like Uncle Uteh. This situation clearly shows of Amir own admission,

However, now everything has changed.  
I, brother, and sister have started to like and love Pa Uteh.  
Our bad feelings towards him was eradicated, thrown  
far away from our heart. Pak Uteh is a responsible in  
realizing us from our world of ignorance (H. 7)

Ability of Amir in recognizing emotions of angry and hatred to Pak Uteh and drive towards consciousness and converted to a sense of regret and gratitude to Pak Uteh, is a form of high emotional intelligence in the human soul. It became a nature that people always seek the truth. In this regard, it is also not spared. Her inner nature is rebelling because of the aversion to Pak Uteh indeed have light and strength to know that there is real emotion in its true self. From the aspect of emotional intelligence, Amir clearly able to distinguish between positive action on the mind with emotions. He is also honest to himself, to overcome negative emotions is in itself, can make a judgment between good and bad before making an action, and eventually led it to become tolerant man came and the children can drive themselves to avoid protracted disputes. Amir clearly aware of his strengths and weaknesses. Spiritual strength and efficiency of his EQ, have given him the strength to become a good child and a full awareness.

From the aspect of teaching, it is evident that the speciality of the characters from this elements should be clarified by the teacher to students either through the techniques of storytelling, discussion and answer questions with more care. This is necessary because sometimes there are important elements of emotional intelligence will be left out in the teaching process as the main focus of the novel is as a corpus for teaching the elements of other languages that eventually lead to students becoming less aware of the presence of elements of emotional intelligence in their reading material and not can absorb elements of EQ as a form of knowledge to educate their soul into the end.

### **6.3 Analysis of Children's Novels *Berani Kerana Benar* (2005) work Nur Azlan Amer**

Kamal, the main character in this children's novel, clearly has a high emotional competence. He managed to compose fear of Mario, the blackmailer's blackmail, and act based on the consideration of pros and cons before making an action. Kamal also fought long the emotional conflict within himself whether to report the matter to the police or suppress the consequences whereby they have to continue paying part of their hard earned money to a rascal like Mario. However, because of the high sense of

responsibility towards himself and his family and the trust to himself created a strong motivation to Kamal that eventually gave his strength. Kamal clearly has a good social competence when he can believe in and stabilize the feeling worried his parents that he can be good solutions for the family. This also is a responsibility on his part of the family as well. All sense of responsibility and motivation in his strength has been to motivate the Kamal to report the truth to the police to the arrest of the evil men named Mario. This can be summed up by this passage:

"Mario," said the secretary Kamal. "I will teach Mario. Mario cannot go freely collecting money from others. How much did he had collected money from others?" (h.25)

Why do I have to be afraid.. I am on the right side.  
No need to fear or worry anymore (h. 30)

From the aspect of emotional intelligence, Kamal appears to have many elements that show he has the competent to recognize and manage his own emotions. Since from the beginning, Kamal have been able to distinguish between actions that are based on thoughts and emotions. This was proved by his actions to overcome fear and emotion by reporting the activities of the evil Mario to the police. Clearly, in terms of emotional competence, Kamal were able to overcome negative emotions and can make a judgment between good and bad before making an action. Kamal appears to be honest to himself and to his family also

#### **6.4 Analysis Novel *Leman Si Penjual Kuih* ( 2005 ) karya Shafie Abd. Rahman**

Solomon is a stable character in terms of emotions in the narration in this novel. Solomon's emotional stability is closely related to his own nature and character which has a high level of confidence. When the confidence of his combined with persistence and the ability to accept defeat, eventually this will leads a person towards being charismatic . Although his father has long died, he lived happily with his mother and brother, Razali who sells cakes made by his mother. The strength of his emotions radiates when he was able to withstand the torment and ridicules of his friends as the cake seller and his ability to change the negative as an element of motivation to be successful in life. Being ridiculed is a very difficult feeling to to accept by people especially among children. What more frequent teasing , degrading and shamed. Not all children are able to absorb the ridicule of friends, but to Solomon, it is something that is a challenge and motivation for him. Therein lies the strength of self- emotional of Sulaiman. One aspect of the internal fortitude that need to e instill in any individual is that whatever that transpires in life, we need a big heart to accept it as the world is a peace and prosperous home for people with big heart like Sulaiman.. These example is illustrate in the passage showing the internal emotional strength and perseverance that was the key of success for Solomon

Solomon strengthen his determination and effort. He said to himself. "Someday, I must be number one in the class. *Leman Si Penjual Kuih* will have the number one in the class. "(h. 12)

From the aspect of self-awareness and self-management, Solomon clearly has an excellent ability to identify and manage his own emotions. He is honest to himself and is able to distinguish between actions that are based on thoughts and emotions. He also can tolerate, have a high level of patience, and be able to control himself to avoid conflicts with others. It is clear from the events of his teasing of his friends, he ultimately became stronger and full of determination and at last became the outstanding student in his school. Obviously people who have high emotional management competency like Solomon always have room to succeed in their life. Elements such as this should be dug up from the text and incorporated by teachers into the lives of their children through the process of student teaching and learning.

## **6.0 The role of one so significant in the work of EQ? Implications for Teaching and Learning**

It has also become an issue or problem that is important in viewing the significance or importance of emotional intelligence in the literary work. This depends on three main aspects of the novel text selection, the role of teachers, and diffusion of element EQ in students.

### *6.1 Selection of novel text*

The key question is the element EQ studied in the novel?. Is the selection of a text or novel only as a teaching and learning of Malay language (Literature) alone or also taking into account other elements such as intellectual aspects, values, skills diversity, and also aspects of emotional intelligence?. Selection of a novel is very important to achieve the above matters in order to meet the spirit and intent of the National Education Philosophy. In this regard, the four novels that can be used to fulfill the aspirations contained in the National Education Philosophy. These novels clearly have many elements as described, but all these elements should be dugged and transferred to the students well through the medium of effectiveness of the teachers. If not, many elements of EQ will remain in surface in the text without being utilized as a shaper of the soul of children.

### *6.2 Roles of teachers*

The teacher's role is also important in ensuring that elements of emotional intelligence in children's novels studied can be applied to the disciples. In this context, the main question is whether the teachers themselves know the elements of the EQ and the essence of EQ?. In addition, the techniques also play an important role in the process of transferring elements of emotional intelligence in them and the lives of children. Basically, if the teacher's understanding of the elements of emotional intelligence and integrated with appropriate techniques such as storytelling techniques dramatically and then joining with contextual (real environment in the daily lives of students), then absorbing of the EQ elements from the text of the child's novel will be simple, effective, and able to form a frame in the heart of the students.

### *6.3 Absorption EQ element in the student*

Perhaps this issue can be regarded as root, because the students are the main target group for the absorption of the elements of intellectual and emotional intelligence. The bigger question is whether students can feel / appreciate the elements of emotional intelligence

through the novel they read?. It is a big issue for the average student may see that they read novels that are material in Malay Literature and is used to achieve the language skills and not for other purposes. Thus, for the purpose of the EQ absorption, then the teacher's role becomes vital for translating the important elements of EQ and the values contained whether in vivid or hidden in the text and transferring it to the students. If not, it is likely that most of the EQ elements were able to form the soul of the child will be idle and finally diluted in the text.

## 7.0 Conclusion

Children's novel not only as a corpus to teach the material aspect of language and linguistic But far from that, it acts as a means to expand the EQ among the students. Based on the situation, literature lessons taught should look at it from two-dimensional perimeters . Dimensions of teaching and educating. In this context Sidi Gazalba (1976) views are still relevant to the teaching as it is an effort to transfer knowledge; educate and mould the heart, is an effort to nurture the growth of faith and value. One target is the brain and the other is the heart (emotions). Teaching is concerns with the cognitive domain of teaching and education to give a balance between the needs of cognitive, affective, and emotional elements. Thus, all the privileges of cognitive, affective, and emotional development in the literature, in particular, children's literature that need to be dug out wisely to avoid any liquidation or losing the essence of EQ during the teaching and learning at schools.

Analysis on the three novels used among the year four children based on emotional intelligence domains built by Sohaimi Abdul Aziz ((2002), it demonstrates that these three texts contains these elements explicitly and implicitly. Although, the presence of this element can be detected clearly in these children's novel but the vividness of these elements are prominent in *Terima Kasih Pak Uteh compared to Berani Kerana Benar and Leman Si Penjual Kuih* in the text of literature studies used in year four in Mlaysiaian schools. Nevertheless, these othr two novels are still fond to have significant level of emotional awareness the ability to administer their own emotions in the main- character and minor characters, the ability to motivate themselves from the negative to the positive aspects, empathy and skills in communicating well with others who are in the story.

In this case, these elements could be translated clearly to students if the teachers are good at managing the process of teaching and learning of children's novels in the classroom through reading, storytelling dramatically, and bring the experience of reading the novel close to the real world through the experience to appreciate and eventually connect them with the real world as envisioned in the theory that is eventually contextual not only enrich the language skills but has also sharpened the elements of emotional intelligence as it is very important in building the human soul as an excellent and balanced individual or holistically.

## References:

- Abdul Ghani Abdullah, Abd.Rahman Hj.Abd. Aziz dan Abdul Rashid Mohamed.  
(2007) *Humor dalam Pengajaran*. Kuala Lumpur: PTS Profesional  
Chechtham, John.(1976) "Quarries in the Primary School". In Geoff Fox et al.

- Write, Critics, and Children. Articles from Literature in Education.* London: Heinemann Educational Books
- Gazalba, Sidi (1976). *Masyarakat dan Islam*. Kuala Lumpur: Pustaka Antara
- Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Books
- Hakim Muhammad.(2005). *Terima Kasih Pak Uteh*. Melaka: Penerbit Cipta Publishing
- Hillman, Judith (1999). *Discovering Children Literature. Second Edition*. Mersil: Upper Saddle River, New Jersey
- Lam, Thi, L., Kirby, L. (2002). *Is emotional intelligence an advantage? An Exploration of the impact of emotional and general intelligence on Individual performance*. Journal of Social Psychology, 142(2). Issue 1, 133-144. Muat turun pada 12 Disember 2003, dari EBSCOhost database.
- Molina S. Nijhar. “Apakah sastera kanak-Kanak Hanya Buku Bergambar”. Dlm Sekitar Sastera kanak-Kanak dan Remaja. (1984). Othman Putih dan Abdul Ahmad (penyelenggara). Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Nur Azlan Amer.(2005). *Berani Kerana Benar*. Petaling Jaya: Penerbit Mega Setia Sdn. Bhd.
- Pusat Perkembangan Kurikulum (1999). *Dasar Pendidikan dalam Penggubalan Sukatan Pelajaran Kesusasteraan Melayu*. Kolokium Pendidikan Kesusasteraan Melayu. 13-14 Mac 1999. Anjuran Kelab sastera Dewan bahaa dan Pustaka dan Institut Bahasa Melayu Malaysia, Kuala Lumpur
- Rohizani Yaakub.(2001).*Sastera Pembina Bangsa: Analisis Persepsi Pelajar Terhadap Teks Drama dalam Pendidikan (Literature for nation Building)*. Ph.D Tesis (tidak diterbitkan).Universiti Kebangsaan Malaysia
- Shafie Abdul Rahman. (2005). *Leman Si Penjual Kuih*. Kuala Lumpur: Gohamas Marketing Sdn. Bhd.
- Shahabuddin Hashim dan Rohizani Yaakub (2003). *Psikologi pembelajaran Dan personaliti*. Bentong: PTS Publications & Distributors
- Salhah Abdullah. (2009). *Kecerdasan Pelbagai- Aplikasi dalam Pengajaran dan Pembelajaran*. Kuala Lumpur: PTS Publications & Distributors Sdn. Bhd.
- Sohaimi Abdul Aziz .(1998). *Membentuk Kecerdasan Emosi kanak-kanak*. Pulau Pinang: Penerbit Universiti Sains Malaysia
- Sohaimi Abdul Aziz.(2002). *Cerita EQ Untuk Kanak-Kanak. Panduan Guru Dan Ibu Bapa*. Kuala Lumpur: Utusan Publications & Distributors
- Teh Hui Bin (2004). *Kecerdasan Emosi dan Pencapaian Akademik*. Tesis Sarjana Pendidikan. Pusat Pengajian ilm Pendidikan. Tidak diterbitkan
- Tunner, Michael O dan Jacob, James S.(2000). *Children's Literature, Briefly*. New Jersey: Prentice Hall
- Walter Sawyer dan Diana E.Comer.(1997) *Membesar Bersama Kesusasteraan*. Diterjemahkan oleh Shamsuddin Jaafar. Kuala Lumpur: Dewan Bahasa dan Pustaka