

ISSN (Electronic): 2442-7802

Vol. 7, No. 2, 2017

ISSN (Print): 2088-9623

Prefix DOI: 10.24127

GUIDENA

Jurnal Ilmu Pendidikan, Psikologi, Bimbingan dan Konseling



Diterbitkan oleh:

Program Studi Bimbingan dan Konseling
Universitas Muhammadiyah Metro Lampung

bekerjasama dengan:

Asosiasi Bimbingan dan Konseling Indonesia

Editorial Team



ojs.fkip.ummetro.ac.id/index.php/bk/about/editorialTeam/?guidena=Editorial+Board+Members

GUIDENA: JURNAL ILMU PENDIDIKAN, PSIKOLOGI, BIMBINGAN DAN KONSELING


Home About Login Register

Search



Editor in Chief



Eko Susanto  
(Scopus ID: 57204979079) Universitas Muhammadiyah Metro, Indonesia



Managing Editor



Agus Wibowo 
Universitas Muhammadiyah Metro, Indonesia

Associate Editors

Bambang Sumintono  
(Scopus ID: 55796748200) University of Malaya, Kuala Lumpur, Malaysia

Daphna Oyserman  
(Scopus ID: 7004251096) Department of Psychology, University of Southern California, Los Angeles, United States

Yuni Novitasari  
(Scopus ID: 57202057244) Universitas Muhammadiyah Metro, Indonesia

Itsar Bolo Rangka  
(Scopus ID: 57200986986) Universitas Indraprasta PGRI Jakarta, Indonesia

Home
Focus And Scope
Editorial Board Members
Reviewer Board Members
Publication Ethics
Editorial Policies
Indexing & Abstracting
Author Guidelines
Processing Charges (APCs)
Template

User

Username
Password
☐ Remember me

Editorial Team

ojs.fkip.ummetro.ac.id/index.php/bk/about/editorialTeam/?guidena=Editorial+Board+Members

Journal Content

Search

Search Scope


Browse



- » By Issue
- » By Author
- » By Title
- » Other Journals


Info

Office:
Jl. Ki Hajar Dewantara No.
116KotaMetro.KodePos 34111,
Lampung, Sumatera - Indonesia


00182374
[View Guidena Stats](#)


GUIDENA: Jurnal Ilmu Pendidikan,
Psikologi, Bimbingan dan
Konseling is licensed under a
Creative Commons Attribution 4.0
International License.

Sri Milfayetty  
(Scopus ID: 57194281455) Universitas Negeri Medan, Indonesia

Satrio Budi Wibowo 
(Scopus ID: 57200557199) Universitas Muhammadiyah Metro, Indonesia

Leny Latifah
Kanjuruhan University of Guidance and Counseling Department, Malang, Indonesia, Indonesia


Herman Nirwana 
Universitas Negeri Padang, Indonesia

Eka Heriyani
Universitas Muhammadiyah Prof.DR.HAMKA Jakarta, Indonesia


Rani Rahmayanti Z
Universitas Lampung, Indonesia

Agus Sukirno
IAIN Sultan Maulana Hasanuddin Banten, Indonesia

Neng Gustini
UIN Sunan Gunung Jati Bandung, Indonesia

Tri Anjar 
Universitas Muhammadiyah Metro, Indonesia


Suciani Latif
Universitas Negeri Makassar, Indonesia


Euis Nurhidayati 
Universitas Islam As-Syafi'iyah Jakarta, Indonesia


Editorial Team


ojs.fkip.ummetro.ac.id/index.php/bk/about/editorialTeam/?guidena=Editorial+Board+Members


Suciani Latif
Universitas Negeri Makassar, Indonesia

Euis Nurhidayati 
Universitas Islam As-Syafi'iyah Jakarta, Indonesia


Mudaim Mudaim 
Universitas Muhammadiyah Metro, Indonesia


Dody Hartanto 
Universitas Ahmad Dahlan, Indonesia


Nurul Atieka 
Universitas Muhammadiyah Metro, Indonesia

Hadi Pranoto 
Universitas Muhammadiyah Metro, Indonesia


Mirna Ari Mulyani
UIN Raden Fatah Palembang, Indonesia

Siti Nurlaila 
Universitas Muhammadiyah Metro, Indonesia

Eva Imania Eliasa 
Universitas Negeri Yogyakarta, Indonesia

Rio Septora 
Universitas Muhammadiyah Metro, Indonesia


[View Guidena Stats](#)


GUIDENA: Jurnal Ilmu Pendidikan,
Psikologi, Bimbingan dan
Konseling is licensed under a
Creative Commons Attribution 4.0
International License.

Visitors

ID 33,561	CA 124
US 7,320	RU 103
MY 432	KR 91
IN 404	SG 90
GB 299	DE 78
PH 247	HK 71
AU 181	TR 65
IE 142	NL 60
CN 133	FR 44
JP 125	ZA 34

Pageviews: 179,855
Flags Collected: 112



Vol 7, No 2 (2017)

ojs.fkip.ummetro.ac.id/index.php/bk/issue/view/124

☆ ⚙️ 👤 ⋮

Elisabet Fransiska Dina, Faizah Faizah, Yuliezar Penwira Dara

Page: 158-163 | doi: <https://doi.org/10.24127/gdn.v7i2.979>
Abstract views: 604 | PDF views: 289 | Download: [PDF](#)

Data Collection Methods on Learning Outcome, Student Achievement and Academic Achievement

Utami Puji Lestari, David Fima Setiawan

Page: 164-173 | doi: <https://doi.org/10.24127/gdn.v7i2.984>
Abstract views: 826 | PDF views: 267 | Download: [PDF](#)

Correlation of Sensation Seeking with Entrepreneurship: Study on Fresh Graduate Universitas Syiah Kuala

Rahmad Mirza, Eka Dian Aprilia

Page: 174-180 | doi: <https://doi.org/10.24127/gdn.v7i2.1016>
Abstract views: 524 | PDF views: 117 | Download: [PDF](#)

Job Satisfaction and Commitment in The Era of Decentralization: Case Study of Family Planning Design

Andi Parianti, Hashim Fauzy Bin Yaacob

Page: 181-188 | doi: <https://doi.org/10.24127/gdn.v7i2.1253>
Abstract views: 541 | PDF views: 130 | Download: [PDF](#)

Metaphor Windows and Mirror Technique in Cooperative Games for Develop Emotional Literacy on Children

Galang Surya Gumilang

Page: 189-199 | doi: <https://doi.org/10.24127/gdn.v7i2.1006>
Abstract views: 383 | PDF views: 75 | Download: [PDF](#)

Processing Charges (APCs)

Template

User

Username

Password

☐ Remember me

[Login](#)

Journal Content

Search

Search Scope

All

[Search](#)

Browse

[» By Issue](#)

[» By Author](#)

[» By Title](#)

[» Other Journals](#)

Info

Office:

Il. Ki Haiar Dewantara No.

4:55 AM

Review Article

Metaphor Windows and Mirror Technique in Cooperative Games for Develop Emotional Literacy on Children

Galang Surya Gumilang*^a

[a] Department of Guidance and Counseling, Universitas Nusantara PGRI Kediri, Indonesia

Abstract

This article examines and discusses (1) the concept of emotional literacy, (2) the concept of the child and his emotions, (3) the metaphor of windows and mirrors in a cooperative game, (4) metaphor window and mirror technique in cooperative games for develop emotional literacy on children. Emotional literacy means the ability to recognize, understand, and realize the emotional self, labeling emotions felt, expressing emotions and situations experienced by way of an appropriate and proper emotional management. Using the metaphor of the window and the mirror technique, students can understand his emotions as well as others. Cooperative games used to stimulate emotions and express and reflect the positive emotions that exist in children.

Keywords: metaphor window and mirror technique; cooperative games; emotional literacy

GUIDENA: Jurnal Ilmu Pendidikan, Psikologi, Bimbingan dan Konseling

Website : <https://ojs.fkip.ummetro.ac.id/index.php/bk>

Received: 2017-10-04. Published: 2017-12-30 *Corresponding Email: galang_konselor@unpkediri.ac.id



This is an open-access article distributed under the terms of the [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/), which permits unrestricted use, distribution, and reproduction in any medium provided the original work is properly cited.

Introduction

Emotion is each activity or agitation, feelings, desires; every mental condition that great or overwhelming (Goleman, 2003). Wade & Tavis (2007) presents "emotions is stimulation of the situation involving the change in the body and the face, activation on the brain, cognitive assessment, subjective feelings, and the tendency to perform any of the actions, formed entirely by the rules that are in a culture." Steiner & Perry (1997) explains "emotions is a built-in automatically generated in the limbic from our brain. Next, noted that fear, anger, sad, love and happy is a basic emotion that functions as a constant reminder of the little natural facts us". Emotion is a natural thing that is in us and appears for certain situations. Hude (2006) reveals "emotion is a symptom of the psycho-physiological effects that cause effects in the perception of the attitudes and behavior and embodiment in particular expression." Chaplin (in Junaidi:2009) reveals "emotion as a state of being stimulated from the organism includes changes that realized that deeply his nature of changes in behavior." From the statements above, emotions mean a condition that raises the psychological reaction that displayed in the behavior of such as happy, angry sad, happiness, fear, courageous and others.

The emotions experienced by the individual from various age (start from the time the baby until adulthood) and has a different way in long. One of the developments of man is the childhood. At this time, they have many ways to express the emotions. The children are unique individuals who are social creatures such as an adult. School-age children (6-12 years) need other people to help develop their abilities because at this time the children are in a group of peers or usually also called as peer group (Mulyadi, 1999). At this time the children have shown the tendency of its tendency toward

something like the interest of food, gaming type, friends and others. In the age group, children develop the attitude, values that he learned as an essential character that will use in the next period as the ability of socialization, manage themselves, communication, etc.

At this time the children have development tasks associated with the development of her emotions are starting to know and understand the emotions that appear in itself. The emotions can divide into two categories namely positive emotions (happy, compassion) and negative emotion (angry, sad, worry). The emotions that arise need to be managed and distributed with good positive emotions positive and negative emotion — the emotions that are not managed well so it will be for the particular disorders in managing himself. The children have its way of expressing her emotions, but in general, the children use verbal, movements and body language. When emotions that appear excessive force, then the children can be/ act excessively as strike goods, said dirty, secretly and alone.

Often found the sons of traducing when she was angry with friends, beat friends, cried out to the older, or even weeping in a long time and alone. This is the form of emotion that shown as the expression of the emotions of the children who are angry or sad or want something. The cause of the sons of anger is because there is a desire not met. That cause the emergence of a sense of disgust at himself the son — the sons of different with adults mainly because of the knowledge that less so that children tend to express their emotions following the heart or the experience that he knows. If in childhood development of her emotions is not controlled, then in adolescence and adults will have difficulty in controlling the emotions that can cause such negative behavior when angry can stay at, bestow error to others, moody, fear extreme causing phobia and its impact will have difficulties in socializing.

Many phenomena happen when the completion of the national examination is suddenly and fleet action of double strikethrough students in their respective clothes. A group of students from SD visible fleet action double strikethrough red and white uniforms and not also miss their hair with the spray paint colors (between, 2012). When understood from the behavior of the students is want to express their relief and joy they have completed the National Examination, but this has many negative things such as traffic delays, clothes that filled with the colors of the results, strikethrough even there is another danger as watching motor or brawls.

Other phenomena that appear from the Cromwells chaplains earlier emotions of children when in elementary school. Among others, the shame that appears when asked to read the story in front of the class with the expression does not want to do fear when not working on the task of the house that finally asked for the cheat sheet friends or forced a friend gives cheat sheet. Emotions that appears on the phenomena fair, but disclosure of the expression is done less good and disturbing others and inhibits the development of themselves.

The results of research by Daryono (2011) show emotional intelligence profile studentsGarut entered in the category of being with details on the aspects of self-consciousness tends to be in the category are the aspects of managing own emotions including on the low category, aspects of the ability to motivate themselves into the category of being, the ability to empathize including in the category of being and the ability to socialize including in the category of being. Both the research above shows the need for the construction of the management of the emotions on themselves. A study by Nasirudin (2008) shows that the follow up of the teaching by subject (research teachers al Islam, Bahasa Indonesia, Science, and Social Studies class I, II and III) SD Islam Roushon Fikr Jombang, have contributed to the development of emotional intelligence, students who form: 1) the ability of students to know the emotions themselves, 2) the ability of students to manage the emotions themselves, 3) the ability of students to motivate themselves, 4) the ability of students to know the emotions of other people and 5) the ability of students to enter into a relationship with another man.

Various factors can provide the influence of the knowledge of the son so that children have a wide range of the response in the express emotions experienced both a result of the factors and internal factors. It means that a result of the factors that come from outside of the individual can be in the form of a living environment, friends, and various information that has absorbed during this. While the internal factor is the factor that comes from within themselves, an individual can be mood, the

ability to manage the emotions and the way of thinking of the person in the interpret things. Because some certain factors cannot control, then the son must learn skills in managing the emotions of the early so that however trigger cause the emergence of emotion, children can manage with good and express with productive.

At the childhood, cognitive development which is the ability of the children to think logically and understand what is seen and heard, known developed entering into the concrete operational stage. Slavin (2008) explained in theory, Piaget cognitive development stage of childhood (age 7 - 11 years) is a concrete operational where children develop the ability to reason logically and understand the conservation and use two this in the face of the situation that has forced into exile".

Based on the theory of Piaget, it means that the children have learned to understand what seen and heard from their surroundings and can be so what is understood is that will imitate in the attitude of everyday life. Therefore, various emotional expression indicated by a child, a possibility is the result of learning from the understanding of what is seen and heard. For example, children see their parents often cried out, railed up to beat when angry, children can only understand it based on what was seen and heard when the parents are angry and behave so, about abusing each other that know will be afraid and silent and did not dare to dispute. It can be imitated by the child when he was angry with his neighbor to his neighbor fear and did not dare to with the child.

Build character; this is currently pursued by the institution of formal education which is called the school. Soedarsono (2005) reveals "character building " is something fundamental and needed in every human life. One of the characters needs to build the skills of children in managing emotions that called emotional literacy. Emotional literacy is the ability of a person to understand his emotion, the ability to empathize and understand the emotions of other people and the ability to express their emotions productively (Steiner & Perry, 1997). These skills need to be owned by the children as the basis in the journey of his life in the personal life, social and career. In emotional literacy, there are the components that must be met so that the children can have the skills. Hughes & Thompson (2009) reveals the five components of Emotional literacy, namely " first identify or know the emotions, both understand emotions, third label the emotion, four express emotion, fifth settings in transmit emotions." Thus the things that need to be done in the time of children in emotional literacy is children identify and know the emotions themselves, understand the emotions that appear, can label the emotion, capable of expressing the emotions and have control in distributing the emotions in the form of positive. Emotional expression in the form of positive means that children can be continual pours out of anger, fear, sadness and other feelings in a way that is useful and not harms themselves or other people. It is therefore essential owned the skills of emotional literacy for every child as provisions in the socialization of good relations in the school in the house or when experiencing situations where children have the problem.

The school as a place of children have the opportunity to develop the potential and develop social skills children. With the existence of peers, children can socialize and experience itself is a condition where children feel the emergence of the emotions. At this time, educators need to have various techniques and strategies to develop children to create a condition where children can learn directly and redefining everything that he learned and can apply in his day. One of the ways that can be used by educators in providing the skills in managing and transmit emotions is through cooperative games where the children were asked to complete specific tasks in groups that triggered the emotions. Violet & Pamela (in Suwarjo & Eliasa, 2011) look "approach play this as one of the alternative communication methods a window to our children." Cooperative games selected because at the time the children tend to love playing as one of the ways to get the knowledge and develop the ability. In the play, children not only have fun, but children involve cognitive elements to understand and emotional elements to express themselves in the form of action.

Cooperative games that will give the combined with the metaphor of window and mirror. Style (in Geroski & Kraus: 2010) using the metaphor of window and mirror to illustrate the way in which the classroom can be arranged to help students understand themselves and others. Window means the children can see something based on the glass eyes of others, while the mirror is the children can see themselves so that they can identify how emotions that appear on himself. In this game, emotional

conjured up to appear with through some stages of the game after the children know the various emotions and understand that someone has a very reasonable emotion. With this game, children know and identify how the emotions appear in itself, what makes the son of emotions and how to manage the emotions appear — the use of the metaphor of window and mirror so that the children can see and feel what felt and seen others and see themselves as a form.

Result and Discussion

The definition of Emotional literacy

Emotional literacy is the ability of a person to understand his emotion itself, the ability to listen to and empathy for the emotions of other people and the ability to express her emotions productively (Steiner & Perry, 1997). The term is put forward the first time by Claude Steiner, an expert in the field of psychology and psychoanalytical technique in 1979. It means that a person who has emotional literacy, then he can manage the emotions that appear positively. Manage emotions means realize what is behind a feeling and learn how to deal with anxiety, anger, and sorrow (Goleman, 2003). Learn to identify and express emotions is a vital aspect of control (Shapiro, 1997) understand the emotions of others is the same EQ skills importance, especially in developing amicable relations and mutual satisfaction.

In a quick report, A Smith Family the Snapshot Report (2009) experiments to improve emotional literacy in a family in England, explained that emotional literacy is education learning for life and learning program with the purpose of improving the ability of the individual to, (1) recognize and understand their emotions, (2) set effectively self-discipline them, (3) to recognize the emotions of other people with empathy, (4) interesting all on the success of the development and set up the relationship to a different meaning in a different context.

Components of the Emotional literacy

A teacher mentor/counselors must have the academic qualification. In addition to the pre-service educationprajabatan, counselors needed. Pre-Service Education in the counseling profession is an education program that aims to prepare professionally. Steiner & Perry (1997) revealed three components in Emotional literacy is first open heart, both observe the emotional landscape, third take responsibility. All three of these components can formulate to 5 criteria skills which must own in emotional literacy, namely skills understand the feeling, skills feel empathy, the ability to manage the emotions, skills improve damage and develop the skills of interaction with using emotions (Shvoong:2011). Hughes & Thompson (2009) using acronyms RULER to refer to a series of skills that must own that describes the skills in emotional literacy. RULER consists of:

1. **Recognize**, which means identifying and redefining emotional experience through the signs of non-verbal, including the expression of the face, these gestures, sound, touch, and psychological changes. Example: smiles, raise eyebrows, wink the eye, both ends of the lips to the bottom, and frowned upon.
2. **Understanding**, that is aware of the cause and consequences of emotion, involving situations that cause emotional transition and progression among the emotions and how emotions affect the mind and behavior. Example: usually occurs in response to something funny, think more creativemengerfikirly about themselves and others more positive, think negative territory, despair, think to withdraw from the interaction.
3. **Labeling**, which means to develop the diversity of vocabulary from the term describing emotions, like happy, sad, fear, hate, and love.
4. **Express**, which means know various models of emotional expression, including speak, wrote, and non-verbal as the form of the appropriate model to express the emotions. Example: know the appropriate time for a smile, laugh, weeping, know how should and when asked about abusing each other to provide support when needed.

5. **Regulate**, it means gather ways to change the emotional state: prevent, reduce, enhancing and for initiating on one person to another for the appropriate situation. Example: engaging in behavior to prolong the experience, as do something happy, laugh with others, tells, reduce emotions by watching the film funny, etc.

Weare (2004) proposed components of Emotional literacy there are three namely first have accurate and positive views about ourselves, both have the feeling optimistic about themselves, and the third world has the life stories of coherent and sustainable. Wade & Tavis (2007) reveals "specific components associated with emotional experience is to identify the emotions on others, feel emotion, expressing emotion, Acting according to the emotions and control or regulate emotions." The components required to develop the capacity of emotional literacy among others: emotional awareness that appear from ourselves that is marked with a person to know and understand the emotions, empathy toward others, expressing emotions that appears with a positive and responsible for the Cromwells chaplains earlier her emotions especially with fix the error that has been made.

A study by Carnwell and Baker (2007) about raising the emotional literacy students through the Student Assistance Program (SAP) find that to help students in improving emotional literacy and required the ability of a good facilitator and the use of the strategy needs to be developed, so that allows the facilitators to alter the role of the teaching of the group and the teaching of the classroom. More information explained that behavior change on some of the students not supported in a long time — other research about increase emotional literacy using expressive counseling conducted by Pearson & Wilson (2008) which resulted in the discovery that emotional literacy can enhance with expressive counseling. Not only emotional literacy from the client can be improved, but changes produced in quite an extended period. Based on the above two studies, teaches the skills of emotional literacy on students can be done using a variety of ways. However, it is important to note that the changes in the students in the aspect of the intended (in this case is the management of emotion) not, of course, can be done independently by the students in a long time because of that monitoring is required primarily for students who have the management of bad emotions.

The definition of childhood and emotions

The childhood is a time where parents gave the children the label with "age that makes it difficult." Because at this time the children are no longer willing to obey. The commands of parents and where peers more influenced him than parents or another family. Label of educators says "elementary school age" view this period as a critical period in the encouragement achievement, and friends or peers receive the label by the psychologist "age groups" where the main focus of children are mapped on the desire as members of the group, especially the prestigious groups in the scope of his friends (Delitua, 2010). Emotion is each activity or agitation, feelings, desires; every mental condition that great or overwhelming (Goleman, 2003). Wade & Tavis (2007) presents "emotions is stimulation of the situation involving the change in the body and the face, activation on the brain, cognitive assessment, subjective feelings, and the tendency to perform any of the actions, formed entirely by the rules that are in a culture." Aristotle (in Wade & Tavis: 2007) revealed: "there are some who follow a certain facial expression of anger, fear, erotic stimuli, and all other strong feelings." Lazarus (1991) dividing emotions into two groups positive emotions (happy, happy and love) and negative emotion groups (angry, fear of anxiety, guilt, shame sad, envy, spoiled).

Steiner & Perry (1997) explains "emotions is a built-in automatically generated in the limbic from our brain. Next, noted that fear, anger, sad, love and happy is a basic emotion that functions as a constant reminder of the little natural facts us". In line with this, Segal and Jaffe (2008) reveal "included in the basic emotions is angry sad, fear, happy, and abominable." These emotions are essential for known and communicated as steps to improve emotional literacy.

The development of the emotions of childhood

At the childhood, there is a time where children often experience great emotions. Because these emotions tend to be less enjoyable, then in this period of heightened emotions to the period of

the imbalance, namely when where children become difficult faced (Hurlock, 1980). At this time the children know that the expression of the emotions that less both socially not accepted by peers. Not all emotions at this age fun, many explosion waves of anger that happened and children suffered worries and feelings of disappointment. Therefore, feelings emotions that appear in children must be in the management so that the children can control himself. How the distribution of emotional, should be directed in ways that are not accepted by shouting, strike, and said course. Shapiro (1997) reveals "children age ten years must be able to recognize the dozens of emotional condition or more." In this case, at the childhood, children must be able to express the form of emotions that are felt and capable relabeling.

Forms of emotion

Goleman (2003) revealed that some theorists classify emotions in some things: (1) anger: violent, raging, hate, angry, annoyed, impatient, disrupted, bitterness, beaver offended, hostile and perhaps the most intriguing, acts of violence and hatred pathological culture. (2) sorrow: bitter, sad, miserable, gloomy, melancholy, pity themselves, lonely, rejected, desperation and if a pathological culture, severe depression. (3) fear: worry, fear, nervous, worry, daunted, feeling fear once, worry, vigilant, sad, not quite, horror, scared, faint as pathological, Xenophobia, panic. (4) enjoyment: happy, happy, lightweight, satisfied, fun, happy, comforted, proud, recreation indrawn, amazing taste enchanted, feeling satisfied, taste met, the joy of the extraordinary happy, happy. (5) Love: acceptance, friendship, trust kindness, taste near, respect, love. (6) Surprised: surprised, surprised, amazed, was stunned. (7) Annoyed: despised, Spoiled, abhorred, nausea, hate, not delight, not vomiting. (8) Shame: taste one, shame heart, regret, despised, disgrace, heart rot.

Emotions that raised children can vary and the shape of the distribution of her emotions various again. According to Novita (in Aisha et al.: 2007), there are several types of emotions that develop in childhood, as follows:

1. **Fear** is a feeling that encourages individuals to abstain from things and tailors may avoid contact with it. According to Helen Ross (in Simanjutak& Pasaribu, 1984) feeling, fear is a feeling that real and close relationship with efforts to defend themselves.
2. **Anger** is a feeling not happy or hatred against other people, themselves or specific object which is realized in the form of verbal (abusive words/insults) or nonverbal (pinch, beat, damage and others). The emotions anger occurs at the time of the individual feel hindered, frustrated because not reach desired, wits people, bothered or faced with a claim that contrary to his desire.
3. **Joy** is a pleasant emotion, also known with joy, pleasure or happiness — the factors that affect the health. Usually the joy caused by the things that are suddenly (surprises) and joy usually is social, namely involves the other people around the person who is happy.
4. The children feel **sad** because of the loss of all things that loved or considered essential for himself too, whether people, animals, or dead objects like toys. Typically children expressed sadness with weeping and with the loss of interest in various activities usually, including eat.
5. **Jealousy** is a unique form of the concern that is realized by the lack of confidence in themselves and fear will lose the love of a man.

That influenced the form of emotional expression

Two factors affect the form of distribution of emotion, namely: (1); the internal factor this factor is derived from the individual, for example, the skills, knowledge, experience that they are used to respond to the stimulus experienced. Therefore, if children have emotional literacy children have good knowledge in deciding the attitude of what he will do when appears emotions in himself. (2); a result of the factors this factor from outside of the individual, for example, see the model directly (around) or indirect (through television, reading books, comics, etc.). In a result of factors, living environment and the influence of peers have also influence in the distribution of the emotions of the children.

Research about the emotional training competence (EC) on children that done by observation and evaluation procedures directly to see the expression, understand and manage the emotions of

the children. The procedure to assess the EC children sometimes uses the situation that made the frustration with specific meaning with or without the help of an adult to understand the regulation of the emotions of the children. Children response on the questions directly, often in the play that have valid procedures, shows that they understand themselves and the feelings of others in a different situation, causes and consequences of emotion, as well as the difference between the children from the perspective of themselves and others (Denham, Zinsser, Bailey: 2011). From this discovery means the son can empathize and express emotion, but children need to learn how to manage the emotions that can express emotions that felt with precise and productive.

The definition of the metaphor of Window and Mirror

In the Greek language, the metaphor means "to explain something/bring something passing" or "move," in communication, refers to bring an image or concept across the other (Burns, 2007). In other words, the metaphor is the words/ language used to communicate, expressive, creative, powerful, who can explain things certain things. The use of the metaphor is not only about the use of the Bible, but also how we use the language and do communication metaphors that explain what expressed. The metaphor used in this research is the metaphor of window and mirror. Style (in Geroski: 2010) "using the metaphor of a window and a mirror to describe the way in which a group can be arranged to help students in understanding themselves and others." The metaphor of the window is used to help the students see and respect the various style of life (window to see through the lives of others) and various perspectives in living with other people while the metaphor of a mirror helps students to see themselves on the experience, values, and beliefs of homage (Geroski, 2010). He uses the metaphor of window and mirror in cooperative games to stimulate children to understand about himself and the views of other people against himself.

The Media used in the metaphor of window and mirror this is the story and the picture. The use of media stories and pictures to stimulate children using cognitive ability to think and understand what the message communicated to children. Mills (in Burns: 2007) explains "when faced with children, the metaphor used is storytelling.almost identical with the explanation of the mills, Hammond (in Burns: 2007):

"There are "three basic styles of metaphors," shipbuilders with a different source — the first he refers to acres the metaphoric stories therapists tell from their background of experience, whether they be previous case examples or personal life experiences. The second type is the "truism metaphor," whose origins lie in such common, universal themes "screened the patient cannot deny them," while his final category is "make up metaphoric stories," imaginary tales the trained therapists create to parallel aspects of the client's current and desired circumstances."

In addition to the mentioned above, the media used in the metaphor is a symbol of the film. The selection of media types based on the needs and the suitability of the message that want to deliver to the target. Liu (2012) explains "is not just the story or picture, the metaphor can also use with the media film, well made himself and a select scene from the film which adjusted with the needs." From the study of Liu, explained that the cinema in a film and video is a new metaphor particularly in the current era that very closely related with digital. In this research, the objective of the trial is children between the ages of 10 - 12 years. Therefore, the media used in the form of stories and pictures that will integrate into the cooperative games. Based on the explanation above, the story can be used as a media to convey the message in the metaphor, and the use of a story can tell about the experience that never experienced, the story about the truth of something, or the story of the imagination. In this research, a story that will use include those three things. The metaphor of window and mirror will be integrated into the cooperative games and in the game children will enter the experiences related to the emotions that never had happened to complete the task in the game.

Through the metaphor of window and mirror, students trained can understand emotions himself and other people and the view from the perspective of other people related to the emotions that appear in the students. Furthermore, through cooperative games are the children are stimulated to

raise the emotions, then taught to identify and understand the emotions of themselves and others and the students are taught to be expressed emotion, reflect and explore the emotions that had befallen him so that can express their emotions with the right and positive. From the research studies Fadaee (2011) "the use of various metaphors that was written by the author to the reader with the meaning of the author conveys the message implicitly and how does not directly. Results in that the use of the types of form submitting (metaphor), reader/message recipients do not clearly understand the concept of the story". Based on this study, then the use of the metaphor is more effective if provided with a discussion and the exchange rate of the opinion that an active communication two or more direction and the recipient of the message can understand the meaning of that want to delivered speakers.

The definition of cooperative games

The term play and games have different meanings in the literature counseling play (Rusmana in Suwarjo & Eliasa, 2011). Ismail (in Suwarjo & Eliasa: 2011) "distinguish two words which play can mean as a pure activity to find pleasure without searching for 'happy to lose, while games are playing activity that done in order to seek pleasure and satisfaction, but marked by the search for 'happy to lose.'" In other words, play can be done by himself, but the game requires other people to get involved.

The play is something we can do alone or as an audience but in a relationship (with more than one), often play as the exchange of experience (source of pleasure makes the joy that more experience with one another) (Segal and Jaffe, 2008). In the implementation of the game involving one or more, they can trigger the emergence of the emotions of each child. Rusmana (in Suwarjo & Eliasa: 2011) reveals the individual in the players tend to have enough frustration tolerance, testing reality to accept the limitations of the in behavior, how patients used, a law the queue turns, complied with the rules of the game and ready to accept defeat. It therefore very allows once appears the emotions in the process of the game because many children with various characters involved gathering.

There are two kinds of underlying theory playing activities. Suyanto (in Suwarjo & Eliasa: 2011) mentions playing necessary can be seen from (1) **classical theory** with the underlying causes of the excess energy, Recreation and relaxation, instinct, and recapitulation (repeat back). (2) The **Theory of modern** with the underlying causes of the three theory, namely: (a) theory psychoanalytical technique, Freud reveals that play is a Disassembly tool emotion, Erickson reveals that play develop a sense of confidence and social ability, (b) the theory of cognitive development: Piaget, write reveals that play a part of cognitive development children, (c) social theory: Vygotsky describe that play is the appliance for socialization.

From the statements above can be expressed that the game is a medium for children to socialize and develop self and the means to express emotions. Media play and expressive arts can use in the implementation of the guidance services (Pamela in Suwarjo & Eliasa, 2011). In the activity of play various communication can be done and shown by children, so play can be done by children who are active or less active. Violet & Pamela (in Suwarjo & Eliasa: 2011) look "approach play this as one of the alternative communication methods a window to our children." Suwarjo & Eliasa (2011) reveals the "one of the functions of play related to the development of emotional, namely emotional stability, a sense of competency and confidence, transmit desire, neutralizing negative emotion, resolve conflicts and transmit aggressiveness safely." It means that with the activities of play can be a means for children to provide the necessary skills to manage emotions that appear in themselves.

The game in the world of education means that the game used as the media in conveying the materials to be given to the students. Use the game because at the time the children playing is a sport and habits that done by children. In the play, the children not only have fun but using all aspects of learning like cognition, affective and psychomotor so that in the play of children develop aspects of learning. One type of game that is expressed by Gordan & Browne (in Suwarjo & Eliasa, 2011) is cooperative games. Cooperative games are games that involve the children with his friends to discuss planning and implementing the game (Suwarjo & Eliasa, 2011). He stressed by the opinion of Fletcher and Kunst (2006) stating that "cooperative games emphasize participation, challenges, and pleasures

of defeating a man. Cooperative games emphasize the play from the competition". Therefore, aspects of the cooperative game are a pleasure, cooperative learning, challenging game where confrontation groups with unique problems that must be solved.

Cooperative games that were carried out with the formation of the group/ team provides the opportunity to members to work with one another, at the same time the emotions will be natural to appear because working in a team means to do something based on the consideration and approval together. Therefore, at the time of this is "scenario" children experiencing her emotions each and were invited to assess the return of each emotion that is experiencing.

Segal and Jaffe (2008) expressed that the games with the same user as (1) aims are exercise, us out from our thinking and far from our problems. (2) reduces the situation to defend themselves, help us forget, in brief, our judgment, criticism, and doubt. (3) Free from obstacles, fear we prevent and control the band. (4) calm and provide energy, our hearts and minds stimulated and regulated. (5) to become Genuine emotionally, feel deep emotions followed raise emotions to the surface.

The metaphor of Window And Mirror In Cooperative Games

Cooperative games that involve more than one child allows the children working in certain complete games. in the process of playing the son of involving various skills which possess and develop, among others communication and socializing. One of the aspects involved in games and daily activities are emotions. Emotions provide the influence of the person in the behave. When interacting with others, every emotion has the opportunity to appear, good emotions positive and negative emotion. At the time of children, emotions that appear can vary and forgotten according to what want to do. When emotions that appear not recognized by the son and overflowed in a way that such negative angry, take toys with force, or cry out, it will interfere with the other sons.

The metaphor of window and mirror in cooperative games, son of facilitated in cooperative games with a complete task (planning and implementing a game). To experience and feel the emotions, both positive and negative emotion, then used the metaphor of window and mirror with using media stories and pictures to discuss what is experienced and felt by the students so that students realize that they are experiencing the emotions and then label the emotions that felt. When the students have been able to label emotions that felt, then a reflection of expression that has done so that the students know how the expression of the model that has done, whether disturbing others or not and what purpose has reached. From this will be known to a wide range of expression that done, then taught to manage the emotions, better ways to reduce the emotions, prevent to perform negative works or do something pleasing. By recognizing, understand, label, express emotions with sound, and manage the emotions experienced, it means that the students have to learn emotional literacy which later needed in the face of many situations and conditions that raises emotions.

Research in the Gross (2002) about regulating emotions using the strategy down-regulating emotion namely reappraisal (back) and suppression assessment (oppression), where reappraisal consists of change how the situation described so that decrease the influence of emotion, while suppression consists of inhibiting the bringing the signs of in the feeling. The results of the study found that reappraisal more effective than suppression in lowering the influence of emotion in the context of regulating emotions. Reappraisal decreases the experience and emotional expression of the behavior and does not affect the memory, while suppression decreased the expression of the behavior but failed to reduce the emotional experience and provide the influence of memory. In other words, assessment back the emotions that felt make children aware of her emotions, while holding the emergence of signs of emotional expression can be stored in the memory so that a time when an event that raises emotions related to the whole felt will go out and explode because emotions that felt always saved.

Conclusion

When educators teach the essential skills children need to understand their emotions and emotions to others, manage, problem-solving problems and develop relationships with peers, the problem behavior they decline and social skills they increased. Therefore, the metaphor of window and mirror in cooperative games as efforts to develop emotional literacy students effectively used.

Funding

The authors have no funding to report.

Acknowledgments

The authors have no support to report.

References

- A Smith. (2009). *Emotional literacy: Building strong relationships for lifelong learning*. UK: The Smith Family.
- Aisyah, S. (2008). Perkembangan dan konsep dasar pengembangan anak usia dini. *Jakarta: Universitas Terbuka*.
- Antara. (2012, June 28). Aksi Corat-coret Warnai Berakhirnya UN SD. Retrieved from <http://id.berita.yahoo.com/aksi-corat-coret-warnai-berakhirnya-un-sd-081813051.html>
- Burns, G. W. (2007). *Healing with Stories*. New Jersey: John Wiley & Sons, Inc.
- Carnwell, R., & Baker, S. A. (2007). A qualitative evaluation of a project to enhance pupils' emotional literacy through a student assistance programme. *Pastoral Care in Education*, 25(1), 33-41. doi: 10.1111/j.1468-0122.2007.00398.x
- Daryono. (2011). *Program Bimbingan dan Konseling Komprehensif dalam Upaya Mengembangkan Kecerdasan Emosional Siswa Kelas X SMAN 19 Garut Tahun Pelajaran 2010/2011*. Retrieved from Repository UPI website: www.repository.upi.edu
- Delitua, A. (2010). *Akhir Masa Kanak-Kanak*. Retrieved from <http://www.scribd.com/doc/30272661/Akhir-Masa-Kanak-kanak>
- Denham, S., Zinsser, K., & Bailey, C. (2011). Emotional intelligence in the first five years of life. *Encyclopedia on Early Childhood Development*. Retrieved from <http://www.child-encyclopedia.com/emotions/according-experts/emotional-intelligence-first-five-years-life>
- Fadaee, E. (2010). Symbols, metaphors and similes in literature: A case study of Animal Farm. *International Journal of English and Literature*, 2(2), 19-27.
- Fletcher, A., & Kunst, K. (2006). *Guide to Cooperative Games for Social Changes*. Olympia: Common Action.
- Geroski, A. M., & Kraus, K. L. (2010). *Group in Schools: Preparing, Leading, and Responding*. Boston: Pearson.
- Goleman, D. (2003). Kecerdasan Emosi Untuk Mencapai Puncak Prestasi, Terj. Tri Kantono Widodo, dari *Working With Emotional Intelligence*, Jakarta: Gramedia Pustaka Utama.
- Gross, J. J. (2002). Emotion regulation: Affective, cognitive, and social consequences. *Psychophysiology*, 39(3), 281-291. doi: 10.1017/S0048577201393198
- Hude, M. D. (2006). *Emosi; Penjelajahan Religio-Psikologis tentang Emosi Manusia di dalam Al Qur'an*. Jakarta: Erlangga.
- Hughes, M., Thompson, H. L., & Terrell, J. B. (2009). *Handbook for developing emotional and social intelligence: Best practices, case studies, and strategies*. John Wiley & Sons.

- Elizabeth, H. B. (1980). Psikologi Perkembangan Suatu Pendekatan Sepanjang Rentang Kehidupan. *Penerjemah Istiwiidayanti, Suedjarwo. Jakarta: Erlangga.*
- Junaidi, W. 2009. *Pengertian Emosi*. Retrieved from <http://junaidi.blogspot.com/2009/10/pengertian-emosi-definisi-emosi.html>
- Lazarus, R. S. (1991). *Emotion and Adaptation*. New York: Oxford University Press.
- Liu, Y. (2012). Hypothesis of Cinematic Interfaces Metaphor in The Transforming Digitization Era. *International Journal of Humanities and Social Science*, 2(1).
- Mulyadi, S. (1999). *Sosialisasi pada Anak (Seri Psikologi Anak 6)*. Jakarta: PT Elex Media Komputindo.
- Nasirudin, N. (2009). Tindakan Guru Dalam Pembelajaran Pengembangan Kecerdasan Emosional Siswa (Studi Kasus di Sekolah Dasar Islam Roushon Fikr Jombang Jawa Timur). *Disertasi dan Tesis Program Pascasarjana Universitas Negeri Malang*.
- Pearson, M., & Wilson, H. (2008). Using expressive counselling tools to enhance emotional literacy, emotional wellbeing and resilience: Improving therapeutic outcomes with Expressive Therapies. *Counselling, Psychotherapy and Health*, 4(1), 1-19.
- Segal, J., & Jaffe, J. (2008). *The Language of Emotional Intelligence: The Five essential Tools for Building Powerful and Effective Relationships*. New York: Mc-Graw Hill.
- Shapiro, L. E. (2003). Mengajarkan emotional intelligence pada anak. *Jakarta: PT Gramedia Pustaka Utama*.
- Shvoong. (2011). *Pengertian Kecerdasan Emosi*. Retrieved form <http://id.shvoong.com/social-sciences/education/2181705-pengertian-kecerdasan-emosi>.
- Slavin, R. E. (2008). *Psikologi Pendidikan Teori dan Praktek Jilid 1 Edisi 8*. Jakarta: PT Indeks.
- Simanjuntak, B., & Pasaribu, I. L. (1984). *Pengantar Psikologi Perkembangan*. Bandung: Tarsito.
- Soedarsono, H. S. (2005). *Hasrat untuk Berubah (The Willingness to Change)*. Jakarta: PT Elex Media Komputindo.
- Steiner, C., & Perry, P. (1997). *Acheaving Emotional Literacy, A Personal Program to Increase Your Emotional Intelegence*. New York: Avon Books.
- Suwarjo & Eliasa, E. I. (2011). *Permainan (Games) dalam Bimbingan dan Konseling*. Yogyakarta: Paramitra Publishing.
- Wade, C., & Tavis, C. (2007). *Psikologi Edisi Kesembilan. Jilid 2*. Jakarta: Penerbit Erlangga.
- Weare, K. (2004). *Developing the Emotionally Literate School*. London: Paul Chapman Publishing.