EMOTIONAL INTELLIGENCE IN "INSIDE OUT" MOVIE

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Abstract. Emotional intelligence is a person's ability to receive, judge, manage, and control his emotions and those around him. In this case, emotion refers to the feeling of information about a relationship. Meanwhile, intelligence refers to the capacity to provide valid reasons for a relationship. Recent emotional intelligence is considered as important as intellectual intelligence. Emotional intelligence and intellectual intelligence are not conflicting things. emotional intelligence, it can be concluded that emotional intelligence is a condition a person can use or control his emotions to motivate, possess, and plan various abilities to be applied to his environment.

Keywords: *Emotion, Emotional Intelligence, Movie, Animation*

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INTRODUCTION

Background

Emotional intelligence is a person's ability to receive, judge, manage, and control his emotions and those around him. In this case, emotion refers to the feeling of information about a relationship. Meanwhile, intelligence refers to the capacity to provide valid reasons for a relationship. Recent emotional intelligence is considered as important as intellectual intelligence. Emotional intelligence and intellectual intelligence are not conflicting things.

Goleman in his book entitled "Emotional Intelligence (1995)" says that emotional intelligence is a concept of paying attention to theoretical explanations for how to know the emotional development of children. This is very important because the teacher can train how children's attention centers to develop emotional intelligence.

Hurlock in her book entitled "Child Development (1942)" emotional intelligence appears in the children themselves. That appears in children since the child was born. As children get older, they can better control their emotions.

Emotional intelligence is also expressed by Hein (2007), that emotional intelligence is the ability in a person to be able to understand, feel, recognize, use, communicate, remember, and vent emotions.

From some experts' opinions about emotional intelligence, it can be concluded that emotional intelligence is a condition a person can use or control his emotions to motivate, possess, and plan various abilities to be applied to his environment.

Research Objective

The objectives of this research are to know the emotional intelligence portrayed in the Inside out movie.

Research Significance

This research is expected to give additional knowledge for the readers who are interested in learning emotional intelligence in literature, especially about children's emotions. Theoretically, this research is expected to increase the understanding of literary works through the Inside Out Movie by using emotional intelligence theory. Practically this research will be able to guide the readers to apply how to regulate child emotion in daily life especially for parents because it needs deep attention to control it to build a good personality.

Research Scope

The researcher limits this research only about the emotional intelligence portrayed after watching the movies. Therefore the researcher also will be classified based on emotional intelligence theory by Daniel Goleman.

REVIEW RELATED THEORY

Psychology Literature Approach

Psychology can be defined as the scientific study of behavior and mental processes. Behavior is any activity that can be observed, recorded, and measured. Mental processes include thoughts, memories, emotions, and beliefs (Cieder&Ceothals,1983:4). Wiyatumi (2011:6) describes psychology literature was born as one type of literary study used to read and interpret literary works, authors, and readers of literary works using a variety of concepts and frameworks existing theories in psychology. Endraswara, (2003:16) mentions psychology literature is an inter-discipline between psychology and literature.

Psychology literature is divided into three areas of study, namely the psychology of the writer, the reader psychology, and the psychology of characters contained in a literary work (Nuranto 2011:24). Endraswara, (2003:59) explains the steps of understanding of psychology literature theory could through three ways. First, understandings of psychology's theory then research literary works. Second, to describe a literary work firstly as the object of research then deciding psychology's theory which considered relevant for users. Third, decided on the theory and object of research simultaneously. Based on some suggestions about the psychology of literature above, the researcher can conclude that the psychology of literature is an approach that connects between literary works and psychology of science, the way to research the literature work using psychology's theories.

Literary work is a planned life selection with a specific purpose. We must know outside of literature to know the relationship between a particular work and life (Wellek and Warren, 1995: 277). A literary work can be understood from various scientific perspectives. Other disciplines outside of literary science are important to explore various aspects of life contained in literary works.

Various disciplines can be used to understand the relationship of a literary work to life. Various disciplines in the study of literature are described by Susanto (2012: 21), namely in the fields of philosophy, sociology, psychology, literary criticism, musicology, economics, political science, and law. Ratna (2008: 330) divides social science into two groups, namely social science itself and humanities. Social sciences include sociology, anthropology, psychology, economics, and politics. Meanwhile, humanities include linguistics, literature, art, history, law, philosophy, theology, and philology.

One of the disciplines that can be applied in literary studies in psychology. It was also stated by Wellek and Warren (1995: 283) that novels refer to higher realities and deeper psychology. As part of literary work, novels can be understood and studied in terms of the psychological. This is following the opinion of Ratna (2008: 331) which describes three interdisciplinary research models that are considered relevant to the treasures of Indonesian literature, namely literary sociology, literary psychology, and literary anthropology. Furthermore, this research is focused on literary psychology research.

Literary psychology according to Ratna (2008: 350) is a text analysis by considering the relevance and role of psychological studies. The focus is on the characters, the analysis is focused on inner conflict. Furthermore, Ratna (2008: 342) revealed the purpose of literary psychology is to understand the psychological aspects contained in a literary work. A literary work can provide an understanding of psychological aspects to the community indirectly, namely through the telling of characters who play a role in it.

The attention of literary psychology is the problem of the mental elements of fictional figures in literary works. Aspects of humanity are the main objects in literary psychology. And, literature psychology analysis is directed at the characters (the main character, the second figure, third figure, etc.) (Ratna, 2008: 343). Furthermore, Endraswara (2008a: 35) added that literary psychology research is very important to pay attention to emotions in literature. Emotions in literary works are a link between the author and the reader. So based on the opinions of the experts above, research on emotions in novels needs to be studied in this study. The focus of the research is the form of emotional intelligence and emotional intelligence delivery techniques in the main character in Senggono'sKembangKanṭil novel, Hardjita.

Understanding of literary texts requires psychology aids because literary works contain aspects of the human psyche (Endraswara, 2013: 97). Literature and psychology both study human life. Furthermore, Endraswara (2013: 99) asserts

that human traits in psychology and literature often show similarities.

Emotional Intelligence

Emotional intelligence is the ability to understand and act wisely in dealing with or relating to other people (Hariwijaya, 2005: 7). Meanwhile, Saloney and Mayer (Hariwijaya, 2005: 9) define emotional intelligence as the ability to monitor and control emotions themselves and other people and use these emotions to guide thoughts and actions.

People who have good emotional skills are more likely to be happy and successful in life and master the habits of thought that drive their productivity (Goleman, 2000: 48). Salovey (Goleman, 2000: 57-59) divides emotional intelligence into four main regions, namely 1) recognizing one's emotions, 2) managing emotions, 3) motivating oneself, and 4) recognizing the emotions of others. The following is a further explanation of each of the main intelligence areas above.

First, recognizing self-emotion or self-awareness is self-awareness when these feelings arise (Goleman, 2000: 62). The core of emotional intelligence is that someone can recognize the emotions or feelings that are being experienced. With awareness of personal emotions, it will be followed by other emotional intelligence. After a person can recognize his emotions, he will be able to manage those emotions. Managing emotions is the ability to manage feelings so that feelings can be revealed properly, abilities that depend on self-awareness (Goleman, 2000: 58). This ability is the second emotional intelligence ability.

The third ability, motivating oneself is the ability to organize emotions as a tool to achieve goals (Goleman, 2000: 58). Someone who can motivate themselves will be able to achieve their goals so they can create and achieve. This is under the statement of LeDoux (2011: 14) emotions become a powerful driver of future behavior. Emotions determine the path of action from time to time while establishing a struggle for long-term achievement.

Furthermore, the fourth, recognizing the emotions of others or empathy is the ability to know the feelings of others and play a role in the struggle of life (Goleman, 2000: 136). Empathy can be built based on self-awareness, the more able to be open to one's own emotions, the more skilled it will be to recognize the emotions of others (Goleman, 2000: 135). Good ability to empathize makes it easy for someone to build a good relationship with others. This is related to humans as social beings who interact with each other in their lives.

Emotional intelligence is the ability to understand and manage the emotions of oneself and others (Boyatzis, Goleman& McKee, 2001). This definition is largely considered a "capability model" perspective because it defines emotional intelligence narrowly (Weinberger, 2014). Goleman uses a more diverse model approach to utilize definitions from 1995-1998 (Weinberger, 2014). Since its inception, there has been a continued improvement, debate, and dialogue around the topic of emotional intelligence into performance management systems and training and development programs as a result of the influence of popular consultants (Weinberger, 2014). "Our observations about the extraordinary impact of leaders' emotional styles, as we call them, do not completely diverge from our research into emotional intelligence. However, it represents a deeper analysis than our previous statement that a leader's emotional intelligence creates a particular culture or work environment (Boyatzis, Goleman& McKee, 2001, p.13). "Our investigation was designed in part to see how emotional intelligence drives performance — specifically, how it moves from leaders through organizations to bottom-line results" (Boyatzis, Goleman& McKee, 2001, p.20). "Style" is what drives the organization and employees that make up the organization. Because people with low EQ (emotional intelligence) are ruder to deal with and more negative (Chamorro-Premuzic, 2015), the leader needs to ensure that he functions regularly in an optimistic, authentic, high-energy mood; but also through the actions he chooses, his followers also feel and act as such (Boyatziz, Goleman& McKee, 2001).

Movie

The movie is similar to novels or short stories in that they tell a story. They include the same genres: romantic, historical, detective, thriller, adventure, horror, and science fiction. However, movies may also include sub-groups such as action, comedy, tragedy, westerns, and war. The methods you use to analyze a film are closely related to those used to analyze literature; nevertheless, films are multimedia. They are visual media made for viewers. Movies take command of more of our senses to create special atmospheres, feelings, or to bring out emotions.

Along with the literary elements such as plot, setting, characterization, structure, and theme, which make up the text or screenplay, there are many different movie techniques used to tell the story or narrative. Attention is paid to sound, music, lighting, camera angles, and editing. What is important is to focus on how all the elements are used together in making a good movie.

In general, in the movies, there are violence, curse words, etc. Both the general public sentiment and the focus of researchers have concentrated on the consequences of aggressive behavior in children watching violent programming (Paik & Comstock, 1994; Wilson, 2008). Admittedly, these effects are concerning and real (Anderson et al., 2003). These researchers add that despite negative movie influences, youth can respond to positive movie influence, especially with proper guidance and tailored strategies.

Movies contribute to learning in other ways and are routinely used to supplement education, or cinema education (Alexander, Hall, &Pettice, 1994) in schools, colleges, and medical schools. Students can benefit from films to enhance classroom learning, most commonly from history, English, and psychology courses (Butler, Zaromb, Lyle, &Roediger, 2009). Uys (2009) found that knowledge is increased in students that receive movie assisted methods of instruction, but Stoddard (2009) warns that most teachers use clips without any film pedagogy or selection taxonomy. Films are useful to peak students' interest as an instructional aid; however, popular historical films may have trivial to major inaccuracies. Butler et al. (2009) admonish that as long as teachers warn students about these inconsistencies, this misinformation effect is lessened. Movies are also used to educate viewers at mental health conferences and training programs to teach psychiatry. Greenberg (2009) points out that it is worthwhile to remember that popular films are not produced for education, and when mental illnesses are portrayed, facts are often sacrificed for the sake of a seductive narrative and box office profits.

RESEARCH METHODOLOGY

This research used descriptive qualitative method to complete the data. This was because the researcher will analyzed the data descriptively and presentation of the result was in a form of explanation of words. Related to this, Suryana (2010: 14) emphasizes that descriptive research is focused on making systematic and accurate descriptions based on facts about certain objects. In this study, the researcher will seek data through watching Inside Out movie and analyzing the emotional intelligence contained therein.

To make analysis easier, the researcher needs to a used source of data, the source of data in this research was from the Inside Out movie produced by Pixar Animation Studios and released in 2015 by Walt Disney Pictures. It was directed by Pete Docter, who was inspired by his daughter, Ellie, who showed significant emotional changes when he entered adolescence. The length of this movie was 01:32:28 minutes and the movie script. The researcher used the method of note-taking as an instrument of research. Endraswara (2011: 163) defines that recording is the process of selecting data. In the process of recording, data that is not relevant to the topic will be left while relevant data will be stressed such as underscores or thick faces so that it can help the researcher to analyze the data.

Note-taking is the practice of writing information systematically. Information includes last name, page, and related information. Taking notes is an inseparable part of writing a research paper because the notes record and collect information from sources used in writing the thesis. Through this study, the researcher will use note-taking as an instrument. It is an important tool in conducting research. In this way, after watching the Inside Out movie and reading the movie script, the researcher will make notes about the data that contained emotional intelligence in the movie.

FINDING AND DISCUSSIONS

Findings

The film "INSIDE OUT" tells tells the journey of an 11-year-old female child to a teenager with all the emotions she has, she is Riley Andersen. Growing up in Minnesota, and life is *good.* She's got loving parents, great friends, awesome hockey teammates, and a staff of five personified emotions running the show from Headquarters in her, well, head.

Riley with her mind manifested in several characters such as sadness, depicted in the figure of Sadness. Happiness, imagined by the figure of Joy, and anger in the form of the figure of Anger. While fear is depicted by the figure of Fear, and Disgust.

In the story of the movie, the researcher found the emotional intelligence contained in Riley Andersen's character. Based on the explanation above, the researcher found that: recognizing one's emotion, managing emotion, motivating oneself, and empathy.

Discussions

After found of some the emotional intelligence in Riley Andersen (11 years old) in Inside Out movie. The researcher will be analyzed as follow:

a.   Recognizing one's emotion

Recognizing self-emotion or self-awareness is self-awareness when these feelings arise (Goleman, 2000: 62). The core of emotional intelligence is that someone can recognize the emotions or feelings that are being experienced. With awareness of personal emotions, it will be followed by other emotional intelligence.

b.   Managing emotions

After a person can recognize their emotions, they will be able to manage those emotions. Managing emotions is the ability to manage feelings so that feelings can be revealed properly, abilities that depend on self-awareness (Goleman, 2000: 58).

c.   Motivating oneself

Motivating oneself is the ability to organize emotions as a tool to achieve goals (Goleman, 2000: 58). Someone who can motivate themselves will be able to achieve their goals so they can create and achieve. This is under the statement of LeDoux (2011: 14) emotions become a powerful driver of future behavior. Emotions determine the path of action from time to time while establishing a struggle for long-term achievement.

d.   Empathy

Recognizing the emotions of others or empathy is the ability to know the feelings of others and play a role in the struggle of life (Goleman, 2000: 136). Empathy can be built based on self-awareness, the more able to be open to one's own emotions, the more skilled it will be to recognize the emotions of others (Goleman, 2000: 135). Good ability to empathize makes it easy for someone to build a good relationship with others. This is related to humans as social beings who interact with each other in their lives.

CONCLUSION

After analyzing the data, the researcher can conclude the result of the research in the Inside Out movie. The emotional intelligence in Inside Out movie consists of recognize one's emotion, managing emotion, motivating oneself, and empathy

In the movie, they are managed by Riley's Central Control Panel, which resonates with Self-management as described by Emotional Intelligence theory. While Joy is depicted as being in charge of the Central Control Panel, when Riley is under pressure, the other emotions begin vying for control.

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