The Relationship Between the Soetanto Method and the Improvement in Students' Self-Esteem, Intrinsic Motivation and EQ, (SEIMEQ)

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***Abstract*—**The three concepts of Self-Esteem (SE), Intrinsic Motivation (IM) and EQ, (SEIMEQ) as a basis of strong mentality and communication skill of university students has been study. By analyzing the survey on the improvement in SEIMEQ and students' comments (SC), the study shows it can be improved students' SEIMEQ by Soetanto Method (STM) in university classes.

I. INTRODUCTION

Currently, there is a mismatch occurring between the severe society and university students who do not have strong mentality or communication skills. However, university can also be a place to train students and establish themselves before going into the society. Thus, this study focuses on Soetanto's classes (STC) as a target and analyzes how student's SEIMEQ is enhanced through the classes.

II. SELF-ESTEEM (SE)

SE is categorized into Basic Self-Esteem (BSE) which focuses on self without comparison with others and Social Self-Esteem (SSE) which is formed by comparison with others

III. STM AND PRECEDENCE RESEARCH

Soetanto's motivational education known as STM which is closely linked with the improvement in SEIMEQ. The research on STM was conducted by Tan in 2011, 'Measuring the Effects of Soetanto's Classes on Students Using a Combined Model of Self-Determination Theory and Well-Being'. His approach was to categorize STM into 7 main components and 12 subcomponents, and connecting with emotional factors (EF) and to measure the effect of each component.

IV. RESEARCH AIMS

We are conducted the research by two of approaches, the questionnaire and comment-sheets (CS) of each class.
Questionnaire 1) whether students' SEIMEQ is improved by STM. 2) which components of STM improve students' SEIMEQ. 3) what kind of emotions improve students' SEIMEQ. From analyzing Comment sheets 4) what improve students' SEIMEQ and how they are improved in Soetanto's class. 5) how the three concepts relate to each other. 6) to suggest teaching method which is effective in improving students' SEIMEQ.

V. METHODOLOGY

1) Research target of Questionnaire: 15 students (6 male, 9 female) who are or graduated from School of International Liberal Studies (SILS) in Waseda University and have taken STC were surveyed.
2) Research target of analyzing CS
There are 309 CS, which were collected from 12 classes of 'Motivation & Education (M&E)' in Fall Semester, 2012.
3) Survey items of Questionnaire
1.The STM used in M&E can be divided into 11 components as shown in Figure.1.

1. Class Rules
2. Presentation
3. Class Work(Report、Paper、Exercise)
4. Real Stories from professor
5. Moral Stories from professor, Enlightenment
6. Speaking/Communication style
7. Classmate's Real stories
8. Helping classmates
9. Q&A. Feedback from classmates
10. Personal talk with professor, Feedback from professor
11. Five-line comment sheet

Figure.1

2. 28 types of EF are categorized into BSE and SSE, IM, EQ, as shown as Figure. 2.

Basic Self-Esteem (BSE)	Social Self-Esteem (SSE)	Intrinsic Motivation (IM)	EQ
Trust	Competence	Attention	Pure pleasure
Emotional Exchange (EE)	Confidence	Recognition	Recognition of your emotion
Acceptance	Strength	Dignity	Self-Discipline
Independence/ Freedom	Adequacy	Praise	Sympathy
Successful Experience	Evaluation	Autonomy	Resilience
Achievement	Prestige	Challenge	Cooperation
Mastery	Status	Engagement	Relatedness

Figure. 2

3. Section1. Ask whether they have improved their SEIMEQ before/After taking STC. Section2. Rank each components of STM in the order which improved their SEIMEQ, pick and match what they felt from the category of E. Section 3. Free comments

VI. RESULTS AND ANALYSIS

Analyzing Questionnaire:

1) 73% of students increased their SE; 87% of student increased their IM; 67% of students increased their EQ through STC.

2) Five components, 'Real stories from classmates ' 'Presentation' 'Q&A. Feedback from classmates ' 'Personal talk with professor, Feedback from professor' Moral Stories from professor, Enlightenment' are the components which improved students' SEIMEQ.

3) 'Trust' 'Emotional Exchange' 'Acceptance' 'Engagement' 'Recognition of your emotion' are the emotions that improved students' SEIMEQ.

Analyzing CS:

4) **SE:** 'Facing oneself' and 'Reflection' are the foundation of improving SE.

IM: Students got emotional reaction by others, and that positive emotions influenced them to have intrinsic desire with their autonomy which would lead to their own action. After taking action such as presentation and Q&A, they would feel positive emotions toward their action or themselves such as 'Satisfaction', Confidence etc. These emotions would push students to take another action. Thus, their IM would be sustainable.

EQ: By Soetanto's lecture or classmate's presentation, students were moved and felt sympathy by their 'honesty', 'self-opening' 'courage'. In return, they would also try to express themselves and influence others. There is 'emotional exchange (EE)' based on 'trust' or 'honesty'. This 'EE' enhances one's BSE.

5) The inter-relationship is found in this process: IM is caused by Emotional Reaction → Autonomy → Desire → Action → Challenge →The Emotion caused by one's own action→ SE/Self→ 'Exchange of emotion'→ EQ→Others→IM. Thus, these 3 concepts of SEIMEQ are inter-related and causing synergy.

6) 1.Teachers' mindset: Teachers should have intention to improve students' SEIMEQ.
   2. Focusing on improving BSE
   3. Increasing student's autonomy
   4. Multi-direction of interaction

VII. CONCLUSION

1) Questionnaire, it was found that BSE could be the foundation of improving SEIMEQ. From analyzing CS, it was revealed that student's presentation and Q&A enhanced their EQ factors such as 'sympathy', 'Trustful Relationship' and 'EE'. Thus, improving students' EQ factors would also increase BSE.

2) Questionnaire, the active components including 'Action' or 'Challenge' would let students feel more various emotions. Analyzing CS suggested that unless they take action on their own will, changes will not occur. As the emotions caused by their own action would be their motivation for next action, there would be a circulation of IM whose effect would be sustainable.

3) Analyzing CS, students not only showed their own growth, but also expressed their feelings towards others. They observed the classroom and sensed others' changing which stimulated their own IM. Thus, 'EE' between students let them surpass their self-concept and expand their awareness to others.