

The Strategy for Developing the Emotional Intelligence of Student at SMP Muhammadiyah Al-Mujahidin Gunungkidul

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ABSTRACT

A person's ability to receive positive thinking can play an important role in managing, assessing, solving problems, and controlling emotions in themselves and those around them, which is called emotional intelligence. The objectives achieved by researchers were strategies for developing students' emotional intelligence and identifying supporting and inhibiting factors for the development of students' emotional intelligence at Muhammadiyah Al-Mujahidin Middle School, Gunungkidul. Respondents who supported the research were 2 teachers and 6 students. The research was conducted using a qualitative descriptive research method, which uses data collection techniques through observation, interviews, and documentation. Researchers also used source triangulation techniques and engineering triangulation to increase the credibility of the data. The data analysis technique used Miles and Huberman's theory, which consists of 3 stages: data reduction, data presentation, and data verification. Research conducted shows that 1) habituation, learning, and punishment are strategies used to develop emotional intelligence. 2) Supporting factors in developing emotional intelligence through the role of parents, the role of the surrounding environment, students, and attitude values. Meanwhile, inhibiting factors include the influence of friendship, the indifferent role of parents, and previous violations that students have committed. The existence of this development strategy means that the goals of learning activities can be easily achieved, namely developing students' emotional intelligence into better individuals in terms of thoughts, words, and actions. Apart from that, this research can also be a basis for educational institutions to build relationships with parents for a better future. Apart from development in educational institutions, this strategy can also be developed in the family or community environment so that students can become a superior, active, and communicative generation in the future, and it can also be beneficial for the nation and state.

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INTRODUCTION

Education is very important at this time because education is a guide to determine the direction of thought for the future of students. Even though education is the responsibility of parents, all elements must work together to provide a proper education for a student. It must have an essence and effective method for developing a student's emotional intelligence.

Emotional intelligence is a person's ability to accept students' thoughts and do what they think. Emotional intelligence plays an important role in helping students' minds to be open to solving problems and managing, assessing, and controlling their emotions and those around them. In this case, emotion refers to a person's feelings towards information about a relationship. Emotional Intelligence is something that cannot be inherited but can be trained and developed in a person through education (Wisudayanti, 2020). Daniel Goleman revealed that students can develop their emotions in things such as fear, joy, anger, anxiety, and also curiosity (Hartati, 2022).

Islamic religious education is a part of life that is the goal of every human being. Islamic Religious Education must also play a role in overcoming problems that exist in the world of education. Islamic religious education and emotional intelligence are interrelated in humans so that their lives become more meaningful. Hence, they are able to make the right decisions and can also provide signals to understand their feelings and the feelings of others. In the context of Islamic learning, efforts to control emotions and refrain from everything are called patience. Usually, when students study, they must be patient in controlling their emotions. The ability to be patient and calm means that students have emotional clarity (Raihana, 2018).

Based on the results of interviews with the deputy head of curriculum and student affairs, the ease of technology today has a big influence on student's emotional intelligence, especially at Muhammadiyah Al-Mujahidin Gunungkidul Middle School, where the ease of technology makes students emotionally unstable, always wanting to do what students like, indifferent to others, and sometimes having difficulty giving direction and input. For example, it often happens between students and students that when they have free time during learning, they use that time to play with their friends. Still, when playing, sometimes some students exceed the limits of playing, such as mocking or saying language that is not supposed to be spoken.

Based on initial observations and interviews conducted by researchers, field data was obtained from Muhammadiyah Al-Mujahidin Gunungkidul Middle School regarding the development strategies carried out by teachers at Muhammadiyah Al-Mujahidin Gunungkidul Middle School in developing the emotional intelligence of their students through Habituation, learning and also punishment. Habituation is carried out through Dhuha Prayers in congregation, Friday Prayers, Literacy Studies, and Counseling Guidance. The learning carried out is also based on a predetermined curriculum, and punishments

for violations are applied, such as punishment by giving assignments, answering questions given, and standing in front of the class until the lesson is finished. This strategy is carried out so that the process of developing emotional intelligence can be easily carried out so that each student has much better emotional intelligence than before.

The role of the teacher is very important for students in learning. Teachers must have strategies in terms of learning. Gerlach and Ely said that learning strategies are the methods chosen to convey learning material in a particular learning environment, including attitudes, scope, and sequence of activities that can provide students with a learning experience (Kurniati et al., 2015). According to Saleh, strategies can be classified into several parts:

Direct learning strategy (Direct instruction)

Direct learning strategies are the type of strategy most often used by a teacher. This strategy is teacher-centered, where a teacher must be able to master the material he conveys based on the learning experiences the teacher has carried out. Examples of direct learning strategies include lecture methods, demonstrations, practice, exercises, and explicit teaching. This direct learning strategy is very effective when teaching and learning, especially if the teacher wants to teach skills gradually or convey information widely.

Indirect learning strategy (Indirect instruction)

In indirect learning, the role of the teacher shifts no longer as a lecturer but as a learning resource, facilitator, and supporter of students in understanding learning. Indirect learning also shows a form of student involvement that remains in making observations. Each student is given the opportunity to act directly in each learning activity.

Interactive learning strategies (Interactive instruction)

Interactive learning strategies refer to forms of discussion and sharing between fellow students. It includes class discussions, group discussions, or group assignment work. The development of interactive learning strategies can be seen based on interactive learning methods and student groupings.

Learning strategies through experience (Experiential Learning)

Learning strategies that use context through experience emphasize a learning process, not the results of student learning. This learning strategy is delivered inductively from specific to general explanations. This strategy is also centered on all students and not centered on the teacher. When learning is carried out outside the classroom, a teacher can direct students to make observations, take notes, and also convey the results of observations that students have made (Saleh, 2016).

Anyone can carry out development anywhere; in other words, development is flexible so that anything that still has shortcomings can be developed to become something better (Febrianto & Puspitaningsih, 2020). In essence, development is an educational effort, both formal and non-formal, which is carried out consciously, planned, directed, organized, and

responsibly in order to introduce, foster, guide, and develop a basic personality that is complete and balanced (Darwisyah et al., 2021).

Intelligence refers to the way students act, whether they act intelligently, less intelligently, or even not intelligently at all. It can be interpreted as intelligence, namely a student's ability to learn and think and be able to adapt to the surrounding environment (Nugraha et al., 2019). Human intelligence itself can continue to maintain and improve the quality of life (Fitria & Marlina, 2020).

According to Goleman, emotions are anger or feelings, thoughts, and passions. These emotions arise when there are feelings of fear, anxiety, and irritation. In the school environment, there are bound to be students who are emotionally unstable because, very often, students are easily afraid and anxious about carrying out learning. When students are tired or not enthusiastic about learning, they become lazy, do not want to listen, or are annoyed. Likewise, students' moods vary, and emotions appear depending on the atmosphere in the class (Djihadah, 2020). Daniel Goleman stated that general intelligence alone can only predict a person's success in life by 20%, while the other 80% is what is usually called emotional intelligence (Assyakurrohim et al., 2023). Every child must go through several conflicts as they progress through the phases of their development. As for the way to reduce children's angry emotions when they are upset with the situation, namely, the Prophet said which means: From Sulaiman bin Shurrad ra, said: I once sat with the Messenger of Allah, suddenly two men were cursing, one of them had an angry face, and his neck veins are tense (angry) (Darmiah, 2020).

Goleman in Casmini explains that 2 factors influence emotional intelligence:

Internal factors

This factor comes from within a person; internal factors are usually influenced by the student's emotional and emotional state, which is influenced by the thoughts that exist within him in his emotional brain.

External Factors

Factors that come from outside, external factors can influence a person's condition to take action and change a person's attitude (Yulika, 2019).

According to Hurlock, factors that influence emotional changes in adolescents are physical changes, patterns of interaction with parents, or changes in interactions with peers. Physical changes show the growth of the hormones progesterone and estrogen in women, which can change their mood to bad mood. Changes in the hormone testosterone in men and also other hormones, each hormone regulates the emotions in the adolescent's body. This can cause stimulation in the adolescent's body, which often causes problems in their emotional development (Chandra & Putri, 2021).

Emotional characteristics of students are characteristics related to the feelings that exist in teenagers or students. At this time, students' emotions are characterized by a period that is influenced by changes in hormones and the surrounding environment. Students' emotions are not yet stable, especially in early adolescence. They are still in the transition

stage between childhood and adulthood. Students' emotions can also be recognized by their physical changes, which are in line with their attraction to the opposite sex, so they begin to pay attention to their appearance so that other people will notice them. Emotions are influenced by internal and external factors. Adolescence is a stage between childhood and adulthood. This term refers to the period from the beginning of puberty until maturity is reached, starting at the age of 14 for male students and 12 years for female students. In the community environment, intellectual intelligence is prioritized. Children are encouraged only to hone their brain abilities (Dewi & Yusri, 2023).

According to Bieher, the emotional characteristics of students or teenagers in the age range of 12-15, as for the emotional characteristics of early teenagers:

- a. Tends to be moody. Moodiness is caused by biological changes in relation to adolescent maturity.
- b. Behaving harshly to cover up a lack of self-confidence.
- c. Scolding or getting angry with their peers often happens to students.
- d. Behaving impolitely towards other people or older people (Syifa & Nurlaila, 2017).

Based on initial observations and interviews conducted by researchers, it was obtained from field data that SMP Muhammadiyah AM regarding the development strategies carried out by teachers at SMP Muhammadiyah AM in developing the emotional intelligence of their students through 1) Habituation carried out through congregational dhuha prayers, Friday prayers, study, literacy, and counseling guidance. 2) The learning carried out is also based on a predetermined curriculum, such as learning through quizzes or slide presentations. 3) Punishment for violations committed includes punishment by giving assignments, answering questions given, and standing in front of the class until the lesson is finished. This strategy is carried out so that the process of developing emotional intelligence can be easily carried out so that each student has much better emotional intelligence than before. The existence of emotional intelligence, the impacts arising from the influence of current developments, which are an important concern for a teacher regarding the development of his students, can be overcome easily if all elements within the scope of the school are interconnected with each other (Anisah & Suntara, 2020).

After reviewing several studies above, the researcher used it as reference material for researchers in previous research, which has mentioned that there are differences regarding the development strategy used, different research objects, research time, research location, classification of emotional intelligence, and also the presentation of data models. Meanwhile, the similarity between this research and previous research is that it uses a descriptive qualitative approach method with data processing through interview observation and documentation. Meanwhile, the novelty in this research compared to previous research is the strategy used to develop students' emotional intelligence through

habituation, learning, and punishment, as well as the development process based on supporting and inhibiting factors in developing emotional intelligence.

METHOD

This type of research is qualitative, which is a research method that aims to gain an understanding of reality through an inductive thinking process. Qualitative research explains the research objectively regarding the facts in the field, based on the point of view of the researched and also based on the validity of the data in accordance with what was recorded as data and what actually happened in the setting studied (Adlini et al., 2022). This study also used a descriptive qualitative approach, which explains research based on facts and expressed in words and language without using the data entered into the research. Even though this method does not use data as material for its validity, this type of descriptive qualitative research can ensure the validity of the data. In this research, data processing techniques were through observation, interviews, and documentation. The three data processing techniques were based on the subjects studied so that the validity of the data can be guaranteed (Jaelani & Ilham, 2019).

This research was carried out in stages according to the specified schedule, namely, to obtain a complete discussion. Then, the data obtained from the interview process and observations were presented in the form of descriptions using words that can be easily understood. The field research was conducted by directly observing phenomena that occur in the field by describing findings in the field in the form of words or sentences (Suprima, 2022). Based on the description above, a descriptive qualitative approach regarding strategies for developing students' emotional intelligence was applied, in which the researcher also acts as an instrument and collects the data so that it can be described. In this research, the aim is to find strategies for developing emotional intelligence systematically and accurately so that researchers can describe data obtained from interviews, documentation, and observations from schools. Accordingly, for the research respondents, the researcher focused on the students, then the head of the student curriculum teacher and also the guidance and counseling teacher as the next subject, carried out through observation to research what problems occurred at Muhammadiyah Al-Mujahidin Middle School, Gunungkidul, then conducted interviews so that they could interact with the teachers. regarding problems and preparing strategies to deal with these problems, in addition to being accompanied by documentation as relevant research evidence so that the validity of the data can be ensured. Researchers also used interviews to collect data. Qualitative data is data in the form of words, not numbers. Therefore, the types of data sources used by researchers were divided into two, namely:

Primary data

According to Sugiyono, primary data is a data source that directly provides data to data collectors. In preparing this research, researchers collected directly from the first source

(respondents) or the location of the object being carried out. In this research, the primary data sources were student affairs curriculum teachers, guidance and counseling teachers, and students at Al-Mujahidin Gunungkidul Muhammadiyah Middle School.

Secondary Data

According to Sugiyono, secondary data can be obtained from journals, articles, and sites on the internet that are appropriate to what is being investigated.

This research used the following data collection techniques: observation, interviews, and documentation. These data collection techniques were often used in similar studies, where the data collection technique was used as a reference for researchers in researching, processing, and applying their research, and can also guarantee that the research is relevant to be discussed (Jaya & Malli, 2019). This research used data analysis techniques that were carried out simultaneously with data collection, and then this research used Miles and Huberman's theory, which was carried out interactively through the process of data reduction, data display, and verification (Wijayanto, 2020). In the research, researchers used triangulation techniques. The triangulation technique is a method for checking data from various sources in various ways and at various times (Alfansyur & Mariyani, 2020). Holding checks can reduce the value of the results of research that had been carried out so that the information and data obtained can be compared.

The researcher used the source triangulation technique, which is a technique for collecting data from informant sources. Researchers used source analysis techniques to test the credibility of the data by interviewing student curriculum representatives, guidance and counseling teachers, and also interviewing the students themselves. By using source triangulation, researchers can compare facts from one source with other sources so that the research data can be confirmed as valid. Apart from using source triangulation techniques, this research also used technical triangulation, which is a way to test data by finding out the truth of the data based on its source through different techniques or methods. In this case, observation, interview, and documentation techniques are related to each other in order to reach a conclusion. By using triangulation, different data collection techniques can be combined from the same data source.

RESULTS AND DISCUSSION

The results of this research focused on the process of developing emotional intelligence in the context of student activities at school, how the role of schools can supervise, teach, and facilitate all student activities at school, where these activities, both learning and other activities, are given the educational context of developing emotional intelligence. Development strategies Emotional intelligence is carried out so that the process of developing emotional intelligence can be easily carried out. Strategies in developing emotional intelligence also have supporting factors and inhibiting factors, where these supporting factors must be

utilized to be implemented, and inhibiting factors can be overcome so that they do not become obstacles in any process of developing emotional intelligence, which is in accordance with Daniel Goleman's theory which states that emotional intelligence is an ability to motivate yourself survive difficult situations and rely on your impulses not to overdo pleasure, regulate your mood and prevent stress and paralyze your ability to think, empathize and pray (Amrozi, 2019). Based on the findings, the strategy for developing emotional intelligence is through:

Strategy for Emotional Intelligence Development at Muhammadiyah Al-Mujahidin Middle School in Gunungkidul

a. Habituation

Habit is anything that is done frequently. The habit that is carried out must provide benefits or positive impacts; if it has a bad or negative impact, then the habituation strategy no longer needs to be used or repeated. This habit is a routine activity held by the school that has a positive impact, thereby providing benefits for increasing students' emotional intelligence. If the habit has a positive impact, it needs to be maintained and also developed so that you can feel the benefits of the habit that has been made. As explained by the waka teacher and also the counseling teacher, the habits carried out by SMP Muhammadiyah Al-Mujahidin Gunungkidul are in the form of congregational prayers, including obligatory prayers, dhuha prayers, and Friday prayers. Apart from that, there are also habits such as studying, literacy, and counseling guidance. Apart from gaining knowledge, these habituation activities can also improve the personal quality of each student at the school so that they can become students who think critically and are religious.

This is supported by Daniel Goleman's theory, which explains that to increase emotional intelligence by training and familiarizing students with religious activities, worship, and social activities, which include three categories of teaching, learning, and social activities programs (Kintoko et al., 2023). The habits that are carried out are also supervised by the school, and the school does not leave them alone. It is feared that students will abuse the habits that are carried out, for example, studies that can be used for students to meet with their friends so that the activities that students carry out are to listen and understand the study. Instead, students use it to play with their friends. The habits explained are also related to Gerlach and Ely's theory, which states that learning strategies are the chosen way to convey learning material in a particular learning environment, including attitudes, scope, and sequence of activities that can provide students with a learning experience (Kurniati et al., 2015). With this explanation, the habituation strategies that have been carried out can provide experience and learning in the school environment and community environment and, most importantly, can increase students' emotional intelligence.

b. Learning

The concept of developing emotional intelligence is carried out during learning activities because the majority of student's time at school is spent carrying out learning activities. The goal of school students is also to learn and gain knowledge in order to become civilized and knowledgeable individuals. How the role of schools can be in utilizing learning activities and

media as a strategy for developing emotional intelligence. The learning carried out is learning that is in accordance with the school curriculum and uses modern learning methods following current developments. As explained by the informant, learning activities at Muhammadiyah Al-Mujahidin Gunungkidul Middle School can be in the form of quizzes and presentation slides, and there is additional learning regarding counseling provided by counseling guidance teachers both during learning hours and outside learning hours. This learning method is considered sufficient to increase intelligence and control students' emotions much better with the facilities available at the school. This is supported by Daniel Goleman's theory, which explains that emotional intelligence can grow and develop throughout life through learning. Whether someone is intelligent or not depends on the learning, development, and training processes that take place throughout their life (Nasution et al., 2023).

Learning activities must be carried out every day according to the learning schedule determined by each class. A teacher is required to maximize the provision of knowledge from the lessons provided. If learning activities are carried out in the classroom, this strategy can be carried out by means of simulation, namely explaining the experiences that have been carried out and then practicing them with students so that it is easy for them to understand the learning being conveyed (Saleh, 2016). Apart from learning according to learning subjects, learning strategies can also be carried out by providing experiences experienced by teachers or educators. This experience must be in accordance with the learning concept so that students gain knowledge from both the learning and experience that the teacher explains.

c. Punishment

The concept of punishment that adapts to the violations committed by students is given so that students can accept the process of developing emotional intelligence. With this concept of punishment, efforts are made so as not to have a traumatic effect on students and so that students can feel the benefits, goals, and deterrent effects of the punishment. , so that the mistake is not repeated. The existence of punishment does not make it easy for students to repeat their mistakes, and they can analyze the risks of everything they do.

As explained by the informant, the punishments applied at Muhammadiyah Al-Mujahidin Middle School when there are students who commit violations include punishments in the form of being given assignments, being ordered to explain or answer all questions in front of the class, or if there are quite serious offenders, they can be given punishments such as stand in front of the class until the lesson is finished. Apart from that, if students commit severe punishments, they will be given punishment in the form of closed counseling so that students do not repeat their mistakes.

The punishment applied is that emotional intelligence is very necessary for every person because emotional intelligence will have a high reflection. As a result, people are not easily

angry or selfish, do not give up easily, and always have a good heart. Open when faced with many different problems in life (Nasution et al., 2023). The punishment given must also not exceed humane limits. It must not be punished with violence, which can result in damage to students' brain cells, thereby causing fear and even trauma effects in students. Punishment is also included in the aspect of developing students' emotional intelligence, based on the theory explained that anyone can carry out development anywhere. In other words, development is flexible so that anything that still has deficiencies can be developed to become something better (Febrianto & Puspitaningsih, 2020). This explanation states that the punishment given can lead to development and improve students' mindset so that they do not make other mistakes.

Based on the explanation of the three development strategy points, it can be concluded that the development concept is carried out through several stages. These development concepts are interconnected with each other in order to provide structured emotional intelligence development. How do we prevent students from realizing that the activities they usually do at school also aim to increase their own emotional intelligence? Research conducted by Julianti et al. (2020) explains that several student behaviors indicate that emotional intelligence is still lacking. These problems can be overcome using emotional intelligence development strategies through habituation, learning, and punishment to make it easier for teachers and schools to develop students' emotional intelligence.

Supporting and Inhibiting Factors at Muhammadiyah Al-Mujahidin Gunungkidul Middle School

When the process of developing emotional intelligence is carried out, there will be supporting factors and inhibiting factors in each process. It is fatal if, from a mature age, students' emotional intelligence is not developed; perhaps, at this time, it does not have a significant influence. However, one day, students will find it difficult to solve difficult problems to adapt to other people (Anisah & Suntara, 2020). Therefore, the role of the school can utilize supporting factors and how the school can overcome factors inhibiting the development of emotional intelligence.

The supporting factors explained by the informants, Mrs. DFK and Mrs. DS, explained that:

1. The students themselves

How can students control their emotions according to the knowledge and understanding that they learn from school, parents, and the environment to become better individuals? Because whatever students do, be it words or behavior, comes from the thoughts that exist within themselves.

2. Attitude value report card

Attitude score report cards play an important role in providing information to teachers so that teachers can understand the characteristics of each student through their daily

attitudes, which are summarized through attitude score report cards. In this way, the learning process and development strategies carried out by the teacher will be easy to carry out.

3. The role of parents

The role of parents is very important in children's development at home and in the surrounding environment, as well as how they can communicate and adapt so they can sort out what to do and what not to do.

4. The role of the surrounding environment

Apart from the school environment and the home environment, in which teachers and parents guarantee supervision, students' emotions also greatly influence the surrounding environment, how the surrounding environment can support the strengths and accept the weaknesses that exist within the students.

Apart from supporting factors, there are also inhibiting factors. As explained by Mrs. DFK and DS, explaining that the inhibiting factors include (Yulika, 2019):

a) The role of uncaring parents

The role of indifferent parents can disrupt their children's emotional intelligence so that they will feel depressed and depressed and, more fatally, they can do things they shouldn't do.

b) Influence from friends

This point is an important concern, as students' attitudes, mental conditions, and thought patterns can easily be influenced by friends who are in line with current trends. Currently, many are influenced by trends or habits that have absolutely no benefit to do. The influence of these friendships greatly influences the process of developing students' emotional intelligence.

c) The impact of the violation committed

Violations that students have committed can influence students to commit subsequent violations. Therefore, the school has created an application that can record violations that have been committed by students so that students are not influenced to commit other violations, and the school can mark each student who has committed many violations.

The concept of developing emotional intelligence, which is carried out using the emotional intelligence development strategy that has been explained, will definitely give rise to supporting and inhibiting factors, how the communication relationship between the school and parents is well established, in order to be able to utilize supporting factors and prevent inhibiting factors from occurring in every development process. emotional intelligence. Factors that come from outside, external factors can influence a person's condition to take action and change a person's attitude (Yulika, 2019). When the communication relationship between the school and parents and even the role of the surrounding environment has a positive impact, the process of developing emotional intelligence is in accordance with what was planned.

The findings of supporting and inhibiting factors for strategies for developing students' emotional intelligence are also supported by previous research by Latifah (2010), who explains that Madrasah Aliyah Negeri Wonokromo in developing the emotional intelligence of students is able to improve and develop the quality and creativity of students at Madrasah Aliyah Negeri Wonokromo Bantul, even though there are still many obstacles faced. Apart from that, it is also supported by previous research by Abdurrahman et al. (2023), which explains the strategies used to develop students' emotional intelligence in managing anger.

The researcher concluded that the strategy for developing emotional intelligence was based on 3 types of strategies carried out: habituation, learning, and punishment. These three types of strategies have a great influence on the process of developing each student's emotional intelligence. Although there are supporting factors and inhibiting factors in the process of developing emotional intelligence. However, if the communication relationship between the school and parents, as well as the role of the surrounding environment, has a positive impact, then the process of developing students' emotional intelligence at Muhammadiyah Al-Mujahidin Middle School, Gunungkidul, can be carried out according to what was planned. In the future, learners of Muhammadiyah Al-Mujahiddin Gunungkidul Middle School can be useful for themselves, as well as for others.

The research that had been carried out is in accordance with the research by Andinita (2022) which explains the problem of students' emotions being less controlled during teaching and learning activities. With these emotional problems, the strategies used are the same as those used by researchers to develop emotional intelligence. Apart from that, previous research conducted by Jaelani & Ilham (2019) strategies progress through the role of subject teachers, as well as guidance and counseling teachers, to develop the emotional intelligence of each student.

CONCLUSION

The development of emotional intelligence at Muhammadiyah Al Mujahidin Middle School includes emotional intelligence regarding learning activities, emotional intelligence in the school environment, and emotional intelligence outside the school environment. The strategy carried out by Muhammadiyah Al Mujahidin Middle School is to develop emotional intelligence through habituation, learning, and punishment. If there are students who are emotionally disturbed, such as lacking manners, this will affect their intelligence in every process of ongoing learning activities. The teacher reports to the homeroom teacher or counseling guidance teacher and follows up on the students by providing counseling guidance to improve the students' emotional intelligence so that it is in line with what the teacher expects to support effective learning activities. With individual counseling between the homeroom teacher or counseling guidance teacher and students, students can better understand the problems that they are experiencing, and the homeroom teacher or counseling guidance teacher can also easily provide input and direction so that students can become better

individuals. Students are said to be successful in their learning if they students have three levels of intelligence, namely emotional, intellectual, and spiritual. If a student can possess these three intelligences, then educational goals will be easy to achieve. However, the facts that occur in the field are that many students do not meet the standards of quality students, so being a benchmark for education is not enough to achieve a perfect score. The strategy used by Muhammadiyah Al Mujahidin Middle School to develop emotional intelligence is through habituation, learning, and punishment. Researchers found factors that supported and inhibited the implementation of this strategy. Supporting factors in developing students' emotional intelligence at Muhammadiyah Al Mujahidin Middle School are the students' selves, the role of the school, teachers, student curriculum leaders, guidance and counseling teachers, the role of parents, and also the surrounding environment. Meanwhile, the inhibiting factors are the influence of friendship, cultural influence or current trends, the role of indifferent parents, and the influence of negative things. Emotional intelligence development strategies can be applied in every educational institution to support students' character so that they can become better and more developed individuals. This research can make educational institutions a reference for developing the emotional intelligence of each student through the learning process activities that have been carried out. Having emotional intelligence, the impacts arising from the influence of current developments, which are an important concern for a teacher regarding the development of his students, can be overcome easily if all elements within the scope of the school are interconnected with each other. In the educational process, emotional intelligence has a large role in achieving more meaningful educational outcomes. However, if the management of emotional intelligence is not good, one of the impacts of managing emotional intelligence is that students are able to recognize their own and other people's emotions, are able to determine their interest in learning, and can reduce aggressive and arrogant behavior both in the school environment and in the community. With high emotional intelligence, a person will be able to control his intellectual potential in education so that it can be realized in meaningful success. It is fatal if, from a mature age, students' emotional intelligence is not developed; perhaps, at this time, it does not have a significant influence. But one day, they will find it difficult to solve difficult problems and adapt to other people. The results of this research can also have a positive impact on parents and even teachers as educators so that they can develop children's emotional intelligence so they can develop in the school environment and the community well.

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