The Role of the Qur'an Hadith Teacher in Improving Students' Emotional Intelligence

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ABSTRACT: *Teachers play an essential role in helping students form positive attitudes, fostering a spirit of curiosity, encouraging students to be critical in solving problems, and training students to manage their emotions. Undeniably, students' ability to manage their emotions significantly impacts their learning quality and social attitudes at school and home. This study aims to determine the role of the qur'an hadith teacher in improving students' emotional intelligence, knowing the teacher's efforts in improving emotional intelligence and the supporting factors and inhibiting factors for teachers in improving students' emotional intelligence. This research uses qualitative research methods. The data analysis method is based on the steps of Miles and Huberman, which include data reduction, data presentation, and conclusion drawing. The results of this study are as follows: The teacher acts as an educator, motivator and facilitator in improving students' emotional intelligence and the efforts made by teachers in improving emotional intelligence. Namely, the teacher becomes a role model for students, provides guidance and direction on the importance of emotional intelligence, carries out habituation, and punishes students who break the rules so that students change their attitude; and supporting factors in improving emotional intelligence are good parenting, directed use of social media and adequate school facilities. In contrast, inhibiting factors are wrong parenting, undirected use of social media and student learning motivation.*

Guru memegang peranan penting dalam membantu peserta didik membentuk sikap positif, menumbuhkan rasa ingin tahu, mendorong peserta didik untuk bersikap kritis dalam memecahkan masalah, dan melatih peserta didik dalam mengelola emosinya. Tidak dapat dipungkiri, kemampuan peserta didik dalam mengelola emosinya sangat mempengaruhi mutu pembelajaran dan sikap sosialnya di sekolah maupun di rumah. Penelitian ini bertujuan untuk mengetahui peran guru Al-Qur'an Hadits dalam meningkatkan kecerdasan emosional peserta didik, mengetahui upaya guru dalam meningkatkan kecerdasan emosional serta faktor pendukung dan faktor penghambat guru dalam meningkatkan kecerdasan emosional peserta didik. Penelitian ini menggunakan metode penelitian kualitatif. Metode analisis data didasarkan pada langkah-langkah Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian ini adalah sebagai

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berikut: Guru berperan sebagai pendidik, motivator, dan fasilitator dalam meningkatkan kecerdasan emosional peserta didik dan upaya yang dilakukan guru dalam meningkatkan kecerdasan emosional yaitu guru menjadi panutan bagi peserta didik, memberikan bimbingan dan arahan tentang pentingnya kecerdasan emosional, melakukan pembiasaan, dan memberikan hukuman kepada peserta didik yang melanggar aturan agar peserta didik berubah sikapnya; dan faktor pendukung dalam meningkatkan kecerdasan emosional adalah pola asuh yang baik, penggunaan media sosial yang terarah dan fasilitas sekolah yang memadai. Sedangkan faktor penghambat adalah pola asuh yang salah, penggunaan media sosial yang tidak terarah dan motivasi belajar siswa.

I. INTRODUCTION

The role of a teacher is not only to be a teacher in the classroom, but the teacher is fully responsible for educating, training, and building the character of the students he teaches so that they can process things in a better and more consistent direction in the future. Of course, this creates a new challenge for a teacher who needs to increase his competence rather than deliver material. Therefore, efforts to improve education quality begin with improving teachers' quality. The success of education is determined, among others, by the existence of teachers; teachers are indispensable and play a significant role in the success of learning; for this reason, teachers must be professional, able to adapt and develop science and technology and their environment (Ikhwan, 2021).

Human psychological factors and the surrounding environment are closely related to implementing the learning process. So, during the process, it must follow the advice of psychologists, primarily developmental, educational, and religious psychologists. In "*Risalah fis Siyasah*", Al Farabi states that it is essential to consider aspects of children's nature and habits. Children have unique characteristics and abilities. Therefore, whatever a teacher teaches must be based on the competence of each child. According to him, if children misbehave, the lessons they receive are likely to be used for evil deeds, so education should bring them into moral development (Hilmansah, 2023).

Few teachers pay attention to students' psychological development during learning, including attitudinal and emotional changes. Teachers tend to assess students based on academic intelligence, which makes students tired and stressed while learning without paying attention to their psychological condition. This condition is proven to impact the current education system in Indonesia, which still prioritizes intellectual intelligence over other intelligence (Saraya et al., 2023).

Emotions play a significant role in children's development during infancy, preschool and later stages because they impact children's attitudes. Every child's emotional needs must be met, including the need to be heard, loved, valued, safe, and capable and to develop competence optimally and significantly. If these needs can be met, the child's ability to manage emotions will be managed, predominantly negative emotions (Mariyati, 2021). Emotions tend to be sharper than moods and are also more varied.

Although we have many emotions, we pick out general moods like good and evil. Small things that we experience can change our emotions quickly (Bucurean, 2018).

Children's emotionality can affect cognitive intelligence and is related to the control of one's emotions. An intelligent person with a long degree is only helpful if a commendable attitude complements it. Cognitive intelligence is not a guarantee of one's success in the future (Datau et al., 2024). Stable emotional intelligence is a strong predictor of good coping skills. Disturbances at the emotional level in the form of internal or external stress, depression, anxiety, fear, danger and anger trigger coping styles and physical and emotional distress. Poor coping skills reflect weak emotional stability (Javed et al., 2019).

According to Khan (2019), an intelligent individual can understand complex ideas, adapt to any situation, learn from his or her experiences, and develop alternatives by being emotionally healthy. Rakhmawati, explained that there was a significant correlation between emotional intelligence and bullying behaviour in students. That is, the higher the level of emotional intelligence of students, the lower the bullying behaviour, and vice versa. So, understanding and developing emotional intelligence can help reduce adolescent bullying behaviour (Rakhmawati, 2013).

This statement is to Goleman (2018) explanation that emotional intelligence is a person's ability to control their feelings, motivate themselves, and manage their emotions moods, and ensure that stress does not inhibit their thinking ability (Arieska et al., 2018). In this relationship, the teacher's efforts in improving emotional intelligence must be emphasized psychologically rather than rationally only, which can support children through growth and development, especially from childhood to adolescence, who quickly access information around them.

One of the tasks of education is to instil religious values in changing attitudes and behaviour in children. Schools as educational institutions undergo a transformation process through their functions and roles to produce educated and moral students. An educational system that allows emotional and spiritual learning is essential because it is increasingly encouraged to balance intellectual and emotional intelligence in every educational institution. This is done to prevent students and educated people from doing things that violate the norms (Rustiana, 2021).

The closest educational institution that allows the implementation of this system is a madrasah or boarding school-based educational institution. One of them is a madrasah institution that emphasises development capabilities in aspects of religious knowledge and the spirit of diversity, so it is hoped that madrasah institutions can create personal students who can balance intellectual, emotional and spiritual intelligence (Jaelani & Ilham, 2019). Improving religious values in the school environment can be pursued through various habits such as dhuha prayers, praying before learning, and memorizing the Qur'an and hadith to appreciate the meaning contained in them. Such is the role of the Qur'an hadith teacher in educating students to apply religious values according to the Qur'an hadith in the school environment. The purpose of the Qur'an, the primary source of Islamic teachings, is the source of *aqidah* (faith), sharia, worship and morals. Muslims are required to read and practice its contents. As the Word of Allah SWT "(This Qur'an) is a Book We have revealed, blessed is it. So, follow it and fear you may be blessed" [QS. Al-'An'am: 155].

Based on the verse above, the Qur'an is a book Allah Swt blessed with commands to do good. Therefore, a Muslim is ordered to study and even memorize it as a provision in

the hereafter by studying and understanding the Qur'an. Allah will send Him and memorize the hadith, by the words of the Prophet Muhammad SAW: "I leave with you two things, as long as you hold to them, you will not be lost forever: the Book of Allah and the Sunnah of His Messenger" (Lidwa Pustaka, 2017). Studying the Qur'an and Hadith, one will be taught Al hikmah, which is learning that teaches the values of certainty and accuracy when making attitudes and decisions in everyday life by the Qur'an and hadith and is based on rational considerations and appropriate calculations (Susanto & Muhaidori, 2024). The learning objective of the Qur'an hadith is to guide humans individually and in groups by the teachings of the Qur'an and sunnah so that they can carry out their role as servants of Allah and caliphs on earth, to build the world by the concepts set by Allah (Zaim, 2019). Therefore, it is essential to study the Quran hadith since school so that it is helpful for students as a guide to live life so as not to get out of Islamic law. The figure of the Qur'an hadith teacher is needed in fostering a love of religious values; teachers who have characteristics as mentors must show their emotional closeness to students so that students feel comfortable and dynamic interactions occur.

As an educational institution that prioritizes emotional and intellectual intelligence as a standard of student assessment, State Junior High School (MTsN) 4 Ponorogo strives for all students to have good self-control, especially against negative emotions, to motivate themselves when they are down, and to understand themselves and socialize skillfully. This is shown by the efforts of the teachers, especially the Qur'an Hadith teachers, in improving students' emotional intelligence by motivating them with Qur'anic verses or hadith and coaching students by giving punishment as a tool in disciplining students. Providing examples of good behaviour so that students emulate them, then approach students who have problems to find out more clearly to provide the right solution. After considering and understanding, especially regarding improving students' emotional intelligence, in this study, the authors tried to pour out the role of the Qur'an hadith teacher in improving emotional intelligence at MTs Negeri 4 Ponorogo through applying Islamic values.

II. METHOD

This research uses a type of descriptive qualitative method that aims to describe the data collected in the form of words or pictures. This data comes from various sources such as scripts, interviews, documents, field notes, etc. The data provides an in-depth picture of the reality under study using a knowledge paradigm by the view of constructivism, namely through understanding the diverse meanings of personal experience (Sugiyono, 2015).

Data collection methods used were interviews, observation, and documentation. The documentation process includes collecting, analyzing and interpreting data on the research theme. The object of the research is the Qur'an hadith teacher and two students of State Junior High School (MTsN) 4 Ponorogo.

This study obtained primary data from interview activities, while secondary data were obtained from photographs of activities, school profiles, and related journals. The data analysis technique used in this study refers to the theory put forward by Miles and Huberman as follows (Miles et al., 2014).

This research uses a qualitative descriptive approach to identify and describe the role and efforts of the Qur'an Hadith teacher in improving students' emotional intelligence at MTsN 4 Ponorogo. This study used interviews with two Qur'an Hadith teachers and two students of MTsN 4 Ponorogo and collected documentation in photos of activities and related journals. Furthermore, we observed the learning process conducted by ten lecturers of science-based courses.

Research data were obtained from structured interviews, document analysis, and classroom observations. Triangulation was carried out by collecting data from the three sources, comparing findings from interviews with teachers and students, observing results, and gathering information from document analysis. This can show inconsistencies or differences in perceptions that need further investigation to increase confidence in the research conclusions by providing evidence from various points of view (Ikhwan et al., 2020).

Interviews were recorded and transcribed by classifying the information according to the research objectives. Analysis was carried out in the following stages: data reduction, presentation, verification, and conclusion drawing (Miles et al., 2014). During data reduction, all unnecessary information was eliminated. Data from document analysis classroom observations were analyzed by coding, finding themes, and categorizing. I verified data validity through triangulation, encompassing credibility, transferability, dependability, and confirmability.

III. RESULT AND DISCUSSION

The Role of the Qur'an Hadith Teacher in Improving Students' Emotional Intelligence

Considering how important emotional intelligence is in the school environment, especially during the learning process where students can respond well to their emotions, relate to fellow school residents without exception and do not easily despair when facing a problem, the task of a Qur'an hadith teacher in guiding, educating, directing and fostering.

Based on the results of interviews conducted on May 5, 2024, the role of the Qur'an hadith teacher in increasing intelligence includes the role of the teacher as an educator, teacher as a motivator and teacher as a facilitator, which is described as follows:

The role of the teacher as an educator, of course, is to channel knowledge to students, increase students' emotional intelligence and provide guidance and encouragement in the learning process (Rama, 2019). First, Teachers become Role Models for Students. The teacher is one of the figures who will be a role model for students; all the teacher's words and behaviour will undoubtedly be noticed and imitated by all students in lessons and the school environment (Fahruddin & Sari, 2020).

Based on interviews conducted by researchers, the first effort made by teachers to improve students' emotional intelligence starts from the teacher himself, such as the attitude, responsibility and discipline of a teacher at school. Understanding the correct Islamic values born from training or coaching and good role models from a teacher will then produce an Islamic generation with a Qur'an soul.

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Exemplary, starting from the teacher's character in improving students' emotional intelligence. If a teacher is easily angry with students, students will imitate and do the same to their friends, but if a teacher can manage emotions well, students will undoubtedly do the same.

Second, Teachers provide education on the Importance of Emotional Intelligence. It is essential to explain why emotional intelligence is needed to form students who can recognize, manage, and respond to negative emotions effectively in a positive direction (Goleman, 2018). Of course, providing this education must be done in the school and home environments so that parents can properly pay attention to their children's emotions.

Based on the observations made by researchers, the Qur'an hadith teacher, before starting learning, provides education about the importance of always being patient with whatever happens to us by accepting and not complaining and always having an excellent prejudice to Allah SWT.

Teachers also provide strategies to students through advice on how to manage anger so as not to vent it on their friends, which usually results in fights and hostility; help students to improve their socialization skills by providing training such as communication skills, working together, increasing student empathy when there are problems around them (Iskandar, 2024).

Thus, providing education about the importance of emotional intelligence will increase students' knowledge and insight so that students with stable emotions and a high social and solidarity spirit are formed.

The role of the teacher as a motivator, motivation is one of the dynamic components that is very important in the learning process. Learners who underachieve are often not caused by their lack of ability but by a lack of desire to learn. In other words, students' low achievement may not result from their lack of ability but may be due to a lack of intrinsic motivation within themselves.

First, Qur'an hadith teachers routinely motivate the beginning of the lesson as a *muqaddimah* by encouraging to increase students' interests and talents. In addition, teachers motivate them to recognize themselves so that they can respond to various emotions that exist in themselves appropriately so that they are not easily angry and are patient with everything that happens to them, build concern for the problems around them both in the school and home environment, routinely provide motivation at the beginning of learning with verses of the Qur'an so that they are always close to the Qur'an and practice its contents. Teachers also motivate students to be enthusiastic in improving learning achievement.

Second, the teacher gives punishment to students. Teachers provide guidance, one of which is by punishing students who are proven to have violated the rules with the aim that these students improve their behaviour in the future. The type of punishment itself is beneficial, such as reading holy verses in front of the class or summarizing material (Syafi'i, 2021).

Based on observations made by researchers, when a student is late for class, the teacher orders the student to stand in front of the class and then recite short letters such as Al-Ikhlas, Al-Falaq, call to prayer and for students who are more than an hour late to summarize the material.

The main reason for the Qur'an hadith teacher to apply this type of punishment is the aim of educating and fostering students who break the rules with positive activities while teaching Qur'an hadith values to students so that efforts to increase emotional intelligence through punishment for students who are proven to have violated the rules with a type of punishment that is educational and beneficial for students is considered adequate for changing student behaviour for the better.

The role of the teacher as a facilitator means that the teacher helps the learning process. The facilitator plays a role in directing and facilitating teaching and learning activities at school. Teachers are responsible for providing services, adequate facilities, and facilities and infrastructure supporting the learning process.

First, the Teacher's Approach to Students with Problems. Based on observations made by researchers, the Qur'an hadith teacher approaches students experiencing problems. The approach is carried out by inviting students to be open by positioning themselves as parents of students so that students are more accessible to talk about their problems, and the teacher can find solutions and resolve the problem correctly. The purpose of the approach is to make the classroom atmosphere more comfortable in the learning process so that all students can more easily understand the learning material without exception (Munte & Chrismastianto, 2024).

In addition, teachers also play a role in guiding the use of facilities to support students' learning process. So that students can use school facilities easily, such as complete and adequate library facilities, teachers guide students in finding the reference books needed.

Second, the teacher directs students to do habituation. We can find many schools that implement habituation before starting learning, such as dhuha prayers, reading the Qur'an, reading prayers, and so on, which aim to make students accustomed to doing these activities both at school and home to produce a generation that can personalize Islamic values into everyday life.

Habituation is a practical effort to foster and build students' character and morals through functional and routine activities so that students get used to it, and new habits emerge (Ramayulis, 2018). Based on the observations made by researchers, before starting learning, the teachers direct students to go to the mosque to perform dhuha prayers and then read the Qur'an with the aim that students get used to praying dhuha and are always close to the Qur'an.

Carrying out Allah's obligatory and sunnah commands, such as the example above, will build students' emotional intelligence based on obeying Allah's commands (Sukring, 2022). For example, students do not hit and disturb their friends when angry because they know this is prohibited in religion. Thus, habituation must always be applied to students so that whatever is familiarized, especially those related to good morals, will become a habit and form a perfect personality.

Supporting and Inhibiting Factors in Improving Students' Emotional Intelligence

Supporting Factors

First, good parenting. One of the things that can improve students' emotional intelligence is good parenting, where when children are not at school, parents and the family environment play a role in the process of managing their emotions at home. If the relationship between parents or the family environment is good, the child will be emotionally intelligent (Goleman, 2018).

According to interviews conducted by researchers with the Qur'an hadith teacher, the influence of the family environment has a huge impact on children. A harmonious family environment helps children develop their psychology well.

Based on the above statement, the role of the family in improving emotional intelligence is vital in addition to the role of the teacher when at school.

Second, directed use of social media. Social media has many benefits, especially for students, such as improving their emotional intelligence. For example, students can access motivational videos and information that increase their enthusiasm and interest in learning. This can help teachers create emotionally intelligent students and provide motivation in the classroom.

Third, adequate school facilities. School facilities are a tool or device in supporting the learning process. With complete and adequate school facilities, students can easily use them and improve their performance. Students are also more enthusiastic about participating in the learning process and are not quickly bored.

Inhibiting Factors

First, wrong parenting. Parenting affects inhibiting students' emotional intelligence. Students with poor relationships with their families tend to be more emotional and shut down at school. Of course, this is very detrimental to students and is not focused when participating in class learning (Goleman, 2018).

Second, the undirected use of social media. Social media can be a supporting factor but can also backfire on students. Where students easily access social media without regard to time or obligations. Of course, as a teacher.

Third, Student Learning Motivation.

Regarding learning motivation, students' motivation constantly fluctuates and is influenced by various factors. The impact of this decreased learning motivation affects students' emotions when they are in class; this is a challenge for teachers to be able to convey material that can be easily understood by students when their learning motivation decreases (Rozak et al., 2024); this is the biggest challenge to remind students to use social media properly without disturbing their lessons and obligations at school.

This learning motivation influences the acceptance of learning in the classroom. A student decreasing his learning motivation will tend to be lazy and quickly tired during the learning process. Hence, increasing emotional intelligence through motivating students is a challenge for teachers to encourage and dynamize students' potential and talents to increase.

Researchers can conclude from the discussion regarding student learning motivation as a challenge in improving students' emotional intelligence in the school environment, so

teachers must always encourage and stimulate students to improve their learning achievements and always be ready to receive material from teachers.
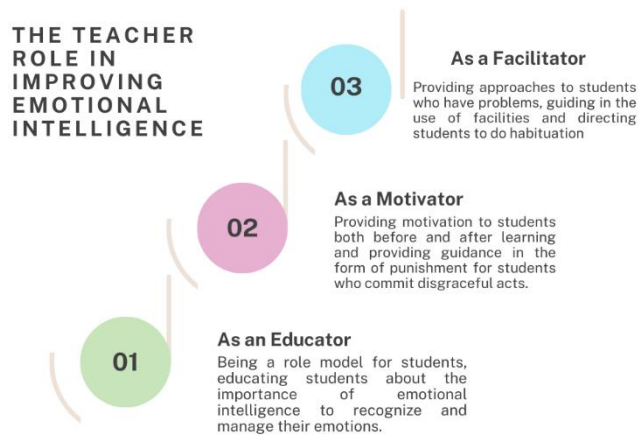
Figure 1. The teacher's role in improving emotional intelligence

IV. CONCLUSION

The role of the Qur'an hadith teacher in improving emotional intelligence includes the role of the teacher as an educator, namely being a role model for students, providing education to students about the importance of emotional intelligence to recognise and manage their emotions, improve social skills and foster an empathetic attitude towards problems; the role of the teacher as a motivator, namely by providing encouragement and motivation to students both before and after learning so that they are more enthusiastic and easy to understand learning material and create good relationships between teachers and students. The role of the teacher as a facilitator is to approach students who have problems and then invite students to be open to their problems, jointly find solutions, and guide them in using facilities to support the learning process. The teacher directs students to habituate through dhuha prayers and reading the Qur'an. The supporting factors for teachers in improving emotional intelligence are good parenting, using social media according to the rules and adequate school facilities. The inhibiting factors for teachers in improving emotional intelligence are wrong parenting, the use of social media that is not by the rules and the fluctuating motivation of students to learn.

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