

## **Developing Student Emotional Intelligence by Involving the Active Role of Teacher**

Jolanda Dessye Parinussa<sup>1</sup>, Taryana<sup>2</sup>, Anisa Aurum Ningtyas<sup>3</sup>, Reza Saeful Rachman<sup>4</sup>,  
Hendy Tannady<sup>5</sup>

<sup>1</sup>Universitas Pattimura Ambon, Jl. Ir. M. Putuhena, Poka, Kec. Tlk. Ambon, Kota Ambon, Maluku

<sup>2</sup>Politeknik Penerbangan Indonesia Curug, Jl. Raya PLP Curug, Serdang Wetan, Kec. Legok, Kabupaten Tangerang, Banten

<sup>3</sup>Universitas Insan Pembangunan Indonesia, Jl. Raya Serang No.Km. 10, Kadu Jaya, Kec. Curug, Kabupaten Tangerang, Banten

<sup>4</sup>Universitas Sangga Buana, Jl. Phh. Mustofa No.68, Cikutra, Kec. Cibeunying Kidul, Kota Bandung, Jawa Barat

<sup>5</sup>Universitas Multimedia Nusantara, Jl. Scientia Boulevard, Curug Sangereng, Kec. Klp. Dua, Kabupaten Tangerang, Banten  
[jolandaparinussa@yahoo.com](mailto:jolandaparinussa@yahoo.com)

### **Abstract**

This research is specifically aimed at elementary school teachers who have a big role in the child's education process. Perfect education is of course visualized by balancing all abilities and potentials within the child. Researchers want educators to be able to consider taking a bigger role in instilling students' emotional intelligence. In this study, the method used is mixed methods, which means combining two forms of research that have existed before, namely quantitative and qualitative research. Qualitative research is research that is descriptive in nature and uses a lot of analysis with an inductive approach. The qualitative approach emphasizes meaning, definition of certain conditions, and examines matters relating to everyday life. The conclusion from this study is that teachers should be able to provide advice and provide examples of exemplary attitudes for students to emulate, such as by providing examples in daily actions. Give a simple parable but can be understood by students. By giving parables such as profit and loss, to teach students that what we do can bring good (profit) or actually bring bad (loss) and also gives other parables such as cause and effect, so that students understand that what they do will have an impact on them.

**Keywords:** school teacher, child, education

### **Abstrak**

Penelitian ini secara khusus ditujukan pada guru sekolah dasar yang memiliki peran besar dalam proses pendidikan anak. Pendidikan yang sempurna tentu saja divisualisasikan dengan menyeimbangkan seluruh kemampuan dan potensi yang ada pada diri anak. Peneliti ingin pendidik dapat mempertimbangkan untuk mengambil peran yang lebih besar dalam menanamkan kecerdasan emosional siswa. Dalam penelitian ini metode yang digunakan adalah metode campuran, yang berarti memadukan dua bentuk penelitian yang telah ada sebelumnya, yaitu penelitian kuantitatif dan kualitatif. Kesimpulan dari penelitian ini adalah guru hendaknya dapat memberikan nasehat dan memberikan contoh sikap yang dapat diteladani oleh siswa, seperti dengan memberikan contoh dalam tindakan sehari-hari. Berikan perumpamaan yang sederhana namun dapat dipahami oleh siswa. Dengan memberikan perumpamaan seperti untung dan rugi, untuk mengajarkan kepada siswa bahwa apa yang kita lakukan bisa mendatangkan kebaikan (keuntungan) atau justru mendatangkan keburukan (kerugian). Dan juga memberikan perumpamaan lain seperti sebab akibat, agar siswa paham bahwa apa yang mereka lakukan akan berdampak pada diri mereka sendiri.

**Kata Kunci:** guru sekolah, anak, pendidikan

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Corresponding author: Jolanda Dessye Parinussa

Email Address: [jolandaparinussa@yahoo.com](mailto:jolandaparinussa@yahoo.com) (Jl. Ir. M. Putuhena, Poka, Kec. Tlk. Ambon, Kota Ambon, Maluku)

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## **INTRODUCTION**

Education is an effort to help the souls of students to be able to develop both physically and mentally. Education is a process that will never end (never ending process) which aims to produce the

appropriate quality to create a future human figure that is in accordance with the cultural values of Pancasila and the culture of the Indonesian people. The course of the educational process certainly has a goal, namely the goal of national education. This national education goal is in accordance with law no. 2 of 2003, namely that education is sought from human beings as they are (actualization) by considering various potential possibilities, then it will be directed towards the realization of an ideal human or a human being who aspires to be.

The purpose of education cannot be separated from human faith and piety to God Almighty, to have noble character, to be healthy, intelligent, to have feelings, to be humane, and to be able to meet various needs naturally, to be able to control their passions, to be able to establish good relations with society, and cultured. Education should be able to develop the various potentials that exist in a person from various dimensions. Thus, education has a big goal in building the human person because the goal it hopes for is so profound. So that a good educational process will lead to the expected results. S. Nasution said that each school's duty is to educate children to become useful members of society. One of the goals of national education that has been described above is to educate a person. Intelligence is an ability within a person that can be seen in terms of cognitive (brain) and affective (attitudes and values).

The phenomenon that occurs in society, especially in the school world, is that good grades visualized with good academic achievement are still a major focus in educating children. The higher the score, the better the achievement, then the child will be considered successful. Meanwhile, if they are not good at academic achievement, students are considered not to have studied optimally. Some people think that a good IQ will bring someone to success. This is actually not quite right. To be successful someone needs to have a certain intelligence, this is true. There is no certainty that those with high intellectual intelligence will have a brilliant career. At school, children tend to get used to learning activities by participating in a series of activities. They must get good grades as a sign that they really understand and understand certain subjects. Parents and teachers often forget that other factors in students also need to be instilled and developed. For knowledge, actually children can find out and this is not too difficult to instill understanding in children. Because basically, children are easier to learn.

One place where a person can learn to be smart and cultivate the intelligence he already has is school. School is also the place of choice where parents entrust their children to be forged into smart children. At present, schools have progressed along with curriculum changes. The emergence of the 2013 curriculum which has Core Competencies (KI) as well as KD (Basic Competences) makes the learning process of children in elementary schools not only lead to children's abilities in knowledge. But it is also designed so that children are able to have competence in social attitudes, skills, and spiritual attitudes. So that children are not only seen from the side of their intellectual intelligence, because other aspects also have an assessment.

The problem found in the field is that teachers often forget that there are other achievements and not only making children's intellectual intelligence a learning goal. Quite a number of students are expected to be smart children by their parents, asked for tutoring outside of formal schooling, and teachers who appear to be focused on achieving Basic Competency only with knowledge. Children's emotional intelligence is sometimes overlooked. The teacher is the biggest role in educating children in school. Teacher and student books are made, school administration needs to be prepared, so that the role of the teacher is very much needed in helping the success of children's development, especially while at school. Emotional development for students at school is not an easy and light thing. Need more effort and attention from teachers at school. In the school environment, there will be a process in which students will associate with friends of their own age. In association, it could be good for the child if he is accepted in the association. But it would be better for children to be able to feel accepted in the middle of their environment. The current conditions where the pandemic has occurred since March 2020, have made students study at home so that they cannot meet face to face with their peers or with their teachers. The process of associating students becomes limited.

This research is specifically aimed at elementary school teachers who have a big role in the child's education process. Perfect education is of course visualized by balancing all abilities and potentials within the child. Researchers want educators to be able to consider taking a bigger role in instilling students' emotional intelligence. Pay attention to students' emotional intelligence to help students manage their emotions and be more perfect in their development.

## **METHOD**

In this study, the method used is mixed methods, which means combining two forms of research that have existed before, namely quantitative and qualitative research. Qualitative research is research that is descriptive in nature and uses a lot of analysis with an inductive approach. The qualitative approach emphasizes meaning, definition of certain conditions, and examines matters relating to everyday life. Meanwhile, to examine certain samples and populations, quantitative research was used. The purpose of this method in general is to get more in-depth research results and minimize data errors. The combined method or mixed method according to Hanson includes the collection, analysis, and integration of qualitative and quantitative data in a single or gradual study. This means that this method uses more than one method in a research activity. Thus, this study will use existing research instruments in quantitative and qualitative research.

The strategy used in this study is the Concurrent Embedded/Nested strategy which is part of the concurrent mixed methods strategy, namely a strategy in which the researcher collects qualitative data and quantitative data at the same time. In practice, this research has a primary method that guides the project and a secondary method that acts as a supporting method in the research procedure. The less dominant secondary method will rely on the more dominant method, namely the qualitative method. In this study, researchers used qualitative methods as primary methods while quantitative

methods were used as secondary methods. First, researchers will collect qualitative data regarding the teacher's role in instilling emotional intelligence by using interviews and documentation studies. At the same time, the researcher also collected quantitative data by distributing questionnaires to class teachers to see the role of teachers to obtain an overview of students' emotional intelligence.

## **HASIL DAN DISKUSI**

The results of the study described as many as 19 students or the equivalent of 44% of students answered strongly agree on the statement of questionnaire item 14, then 23 students or 54% of students answered agree, 1 student or 2% of students answered disagree, and 0 students answered strongly disagree. Based on the results of the questionnaire it is known that the majority of students have the motivation to be better children. In addition, this motivation to be better will give another spirit to do something new. The results of the study describe the results of the 15th questionnaire with the statement "Before doing something new, I feel very excited", and obtained data for 20 students or the equivalent of 46% of students answering strongly agree, 17 students or 40% of students answering agree, 4 students or 9% of students answered disagree, and 2 students or 5% of students answered strongly disagree. Although there were 6 students who stated that they did not feel excited before doing something new, the majority of other students stated that they were excited when they were going to do something new. In line with enthusiasm, determination in carrying out something is also part of motivation. The determination of students in grade V is illustrated through the results of the questionnaire on questionnaire item 16 with the statement "I think of good results when I struggle to get something." It is known that the majority of students believe that they will get good results when they are struggling to get them. Based on the results of the study, it can be concluded that most of the students did not lose enthusiasm and remained diligent in achieving their goals and aspirations even though they faced problems.

Another thing that is also included in motivation is the condition in which students have initiative and an optimistic attitude. The way that can be done to trigger an optimistic attitude is to encourage yourself in an appropriate way. That is, students need to instill initiative within themselves to be able to continue to find ideas and ways to maintain their enthusiasm for learning. Based on the results of the questionnaire item 18 with the statement "I have a certain way to encourage myself to achieve my goals" it can be concluded that most students are able to encourage themselves. According to the table above, it can be seen that 15 students or the equivalent of 35% of students answered strongly agree, 26 students or 60% answered agree, 2 or 5% answered disagree, and 0 students answered strongly disagree. Only two students stated that they had no way of encouraging themselves. Students need to believe in their own abilities so that they can instill an optimistic attitude. That way, students have confidence that they can achieve their goals and can do anything. Often a person feels weak and has no confidence to go through with something. So that an optimistic attitude needs to be instilled as early as possible. Based on the research results, it can be obtained data of 27 students or

63% of students answered strongly agree with the statement "I believe good effort will lead to ideals", 15 students or 35% answered agree, 1 or 2% of students answered disagree, and 0 students answered strongly disagree.

Based on the results of the study, almost all students with a total of 42 students believed that good efforts would lead to their goals. Thus, it can be concluded that student motivation is good enough. Based on questionnaire item 20, information can be obtained that 9 or 21% of students answered strongly agree with the statement "I am quite easy to know other people's feelings even if only from their facial expressions", 22 students or 51% of students answered agree, 11 students or 26% of students answered disagree, and 1 or 2% of students answered strongly disagree with the statement. In addition to seeing the expressions of other people, it is known that some students are able to understand how other people think while others cannot understand how other people think.

## **CONCLUSION**

The conclusion from this study is that teachers should be able to provide advice and provide examples of exemplary attitudes for students to emulate, such as by providing examples in daily actions. Give a simple parable but can be understood by students. By giving parables such as profit and loss, to teach students that what we do can bring good (profit) or actually bring bad (loss). And also gives other parables such as cause and effect, so that students understand that what they do will have an impact on them. Provide understanding to students to position themselves as others. When students are able to position or imagine other people's conditions, they can better understand other people's situations. Ask students to reflect on themselves. Students are asked to ask themselves first before behaving or saying, whether the action or speech they can receive well if they get it from someone else. Instilling religious values so that students are able to rely on the teachings of their religion. This is done by the teacher in the emotional intelligence aspect of self-regulation in teaching students not to get too angry, so that they apply Islamic teachings in dealing with anger such as asking students to change position or perform ablution. Ask about things that are mastered or not mastered by students. By asking this, students are able to realize what they are lacking and what their strengths are. Thus, students can maximize their strengths.

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