

# The Role of Teachers' Emotional Intelligence in Islamic Religious Education to Enhance Student Quality at Vocational High School

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## ABSTRACT

This study investigates the role of teachers' emotional intelligence in Islamic Religious Education (PAI) learning at SMKN 4 Rejang Lebong. Emotional intelligence is essential for fostering effective learning environments and achieving educational goals, particularly in character-based education such as PAI. A qualitative descriptive approach was employed, involving the Principal, PAI teachers, and students as research participants. Data were gathered through observations, interviews, and documentation, followed by thematic analysis to explore the influence of teachers' emotional intelligence on the learning process. Findings reveal that teachers' emotional intelligence significantly impacts students' self-development and learning engagement. Teachers who effectively recognize and regulate emotions, manage stress, empathize, and build constructive relationships create more supportive and motivating classroom environments. This, in turn, enhances students' academic involvement, motivation, and emotional well-being. The study underscores that emotionally intelligent teachers contribute to the formation of students' positive character traits such as perseverance, self-confidence, and resilience. These qualities not only support academic achievement but also equip students to handle broader life challenges. The findings suggest that fostering emotional intelligence among educators is a key strategy in strengthening both student learning outcomes and character formation in Islamic education contexts.

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## 1. INTRODUCTION

Humans, as the most intelligent of God's creations, are endowed with the capacity to acquire knowledge and develop their potential. This potential is deeply embedded in the human nature (fitrah) and begins to manifest through behaviors shaped within the family environment (Fadhilah & Maunah, 2021). Intelligence, therefore, is not merely an innate attribute but also a dynamic capability that influences human adaptation and development. Mufidah and Mukhlisin (2020) argue that humans possess the most

complex form of intelligence among all creations, which enables them to think, learn, and adapt continuously to new challenges and environments. According to Busthomi et al. (2020), this gift of intelligence from Allah SWT grants humans a distinct advantage, allowing them to enhance their quality of life through reasoning and purposeful learning.

Chaplin defines intelligence as the ability to adapt swiftly and effectively to new situations, while Woolfolk highlights three key aspects: the ability to learn, the accumulation of knowledge, and the capacity to respond to changes in the environment (Naimah, 2019). These definitions emphasize not only cognitive skills but also adaptive and social capabilities, which align closely with the modern concept of emotional intelligence (EQ).

The Qur'an also reflects this broader understanding of intelligence, especially emotional intelligence, in various verses. For instance, Surah Al-Baqarah (2:286) emphasizes self-awareness, teaching believers to recognize their limitations. Surah Ali 'Imran (3:134) promotes self-regulation, especially in controlling anger and practicing forgiveness. Surah Ash-Sharh (94:5-6) reinforces motivation by affirming that with hardship comes ease, encouraging perseverance. Surah Al-Hujurat (49:10) emphasizes empathy and the importance of maintaining brotherhood, while Surah An-Nisa (4:36) highlights the significance of social skills in building strong relationships with others. These verses illustrate that emotional intelligence is not only a psychological concept but also a spiritual and moral imperative in Islamic teachings.

As individuals, humans are called upon to continually nurture and refine their inner potential through learning and social interaction. Emotional intelligence becomes crucial in this developmental process as it supports self-actualization and meaningful achievement (Amrullah, 2022). Daniel Goleman, who popularized the concept of emotional intelligence, describes it as the ability to recognize and regulate one's own emotions, understand the emotions of others, and use this awareness to manage behavior and relationships effectively (Maulidha & Salehuddin, 2021). According to Goleman, success is not solely determined by intellectual ability (IQ) but also by emotional intelligence (EQ), particularly the ability to manage emotions such as anger and doubt, and to maintain self-confidence and interpersonal harmony (Latifah et al., 2022).

The significance of emotional intelligence is particularly evident in the field of education. Teachers play a crucial role not only in delivering knowledge but also in shaping students' character and emotional well-being. Teachers with high emotional intelligence are more likely to foster a positive classroom environment, promote student motivation, and model behaviors that support emotional growth (Junaedi, 2022). Butar-Butar and Setiawan (2020) assert that the evolving understanding of intelligence now encompasses emotional and spiritual dimensions, both of which are vital for the holistic development of learners.

Empirical research has shown that a teacher's emotional intelligence significantly impacts their professional effectiveness. For instance, Satriyono and Vityasmoro (2018) found a significant positive effect of emotional intelligence on teachers' contextual performance, indicating that emotionally intelligent teachers are better equipped to handle classroom challenges. Conversely, Linda (2021) reported no significant correlation between teacher emotional intelligence and student personality, suggesting that contextual and methodological differences may influence research outcomes. Similarly, Hidayatullailiy et al. (2023) demonstrated that emotional intelligence, along with academic achievement, significantly affects students' mathematical disposition, particularly among prospective mathematics teachers.

Teachers' emotional intelligence is reflected in various observable characteristics, including self-awareness, emotional regulation, motivation, empathy, and social skills. These competencies allow teachers to manage classroom dynamics effectively and support students' emotional and academic development. For example, an emotionally intelligent teacher can help students articulate their emotions appropriately and cultivate empathy toward others, thereby creating a conducive learning environment.

Despite these insights, challenges persist in the implementation of emotional intelligence in educational settings. Preliminary observations at SMKN 4 Rejang Lebong revealed several issues, such as strained relationships between teachers and students, lack of discipline, and inappropriate student behavior, including rebelliousness and interpersonal conflicts. These problems suggest a potential gap

between teachers' cognitive competencies and their emotional intelligence, particularly in managing complex social dynamics in the classroom.

Furthermore, while existing studies have explored emotional intelligence in various educational contexts, few have focused specifically on Islamic Religious Education (PAI) within vocational high schools (SMK). Most research has addressed general education or specific subject areas such as mathematics. This study aims to fill that gap by examining how Islamic Religious Education teachers' emotional intelligence influences student character and learning outcomes. By integrating Qur'anic principles with psychological theory, the study provides a unique perspective on emotional competence in Islamic educational contexts.

This research also contributes to the growing body of literature on emotional intelligence by aligning it with Islamic values. The integration of verses such as Al-Baqarah 2:286, Ali Imran 3:134, and An-Nisa 4:36 offers a normative foundation for the application of emotional intelligence in teacher-student interactions, enriching both academic discourse and practical applications in character education.

Given the increasingly complex role of teachers, particularly in religious education, there is a pressing need to enhance their emotional intelligence. Doing so will support not only academic achievement but also the formation of students' character, discipline, and moral integrity. Therefore, this study seeks to explore the emotional intelligence of PAI teachers at SMKN 4 Rejang Lebong and its influence on students' learning experiences and behaviors. This inquiry is grounded in the belief that achieving educational objectives requires not only intellectual but also emotional and spiritual intelligence.

## 2. METHOD

This study employs a qualitative descriptive approach with a field research design. The research was conducted directly at SMK Negeri 4 Rejang Lebong, allowing for an in-depth exploration of the implementation of Islamic Religious Education (PAI) in the classroom. The aim of this approach is to obtain a comprehensive understanding of the role of emotional intelligence in the PAI learning process. The research subjects included the PAI teacher (Arek Josa, S. Pd. I), the Principal of SMK Negeri 4 Rejang Lebong, and a group of students enrolled at the school. These participants were selected using a purposive sampling technique, wherein informants were chosen based on their relevance and potential to provide rich, detailed information related to the research focus. The selected informants comprised:

1. One principal, serving as a policy maker in learning management;
2. One Islamic Religious Education teacher (Arek Josa, S. Pd. I), as the primary implementer of the learning process under investigation;
3. Five to ten students, selected based on their active participation in PAI learning and their experience with the teacher's instructional methods.

The study utilized both primary and secondary data sources.

1. Primary data were obtained directly through observation, interviews, and documentation related to the learning process in PAI subjects.
2. Secondary data were drawn from various sources, including books, scholarly articles, journals, and official school documents relevant to the topic of study.

Three main data collection techniques were employed:

1. Observation, involving direct monitoring of PAI teaching and learning activities in the classroom to understand teacher-student interactions and classroom dynamics.
2. Interviews, conducted with the principal, PAI teacher, and selected students to explore their perspectives on emotional intelligence in the learning process. These interviews aimed to gain deeper insight into the application of emotional intelligence from both educators' and learners' viewpoints.

3. Documentation, which involved collecting academic records, lesson plans (RPP), photographs of learning activities, and other related school documents to support and contextualize observational and interview data.

For data analysis, this study employed the Miles and Huberman interactive model, which consists of the following components:

1. Data reduction, where raw data were sorted, selected, and simplified to focus on aspects relevant to the research objectives.
2. Data display, in which the reduced data were organized and presented in descriptive narrative form, enabling easier interpretation.
3. Conclusion drawing and verification, where the analyzed data were interpreted to derive research findings, followed by validation to ensure reliability.

To enhance the validity and credibility of the findings, the study applied triangulation techniques, including:

1. Source triangulation, by comparing data obtained from multiple informants (teacher, principal, and students);
2. Technique triangulation, by cross-verifying data from different collection methods (observations, interviews, and documentation);
3. Time triangulation, by conducting observations and interviews at different times to ensure the consistency and stability of the information gathered.

These combined techniques ensured that the research process was systematic, credible, and capable of capturing the nuanced role of teachers' emotional intelligence in shaping the Islamic Religious Education learning experience at SMK Negeri 4 Rejang Lebong.

### 3. FINDINGS AND DISCUSSION

#### 3.1 Implementation of Teachers' Emotional Intelligence in Islamic Religious Education Learning at State Vocational School 4 Rejang Lebong

Chaplin, in the Dictionary of Psychology, defines emotion as a state of arousal in an organism that includes conscious changes, which are profound in nature, from behavioral changes (Saepulloh, 2021). Emotional intelligence can be interpreted as the ability to tame emotions and direct them to more positive things. Someone who is able to synergize their intellectual potential and emotional potential has the opportunity to become a leading human being in various aspects (Zakariya, 2018).

Emotional intelligence in this context refers to the ability of teachers to recognize, manage, and express emotions effectively, both in their relationships with students and in a more holistic approach to teaching. Teachers who have high emotional intelligence can create a positive and supportive learning environment, help students feel valued, and motivate them to actively participate in the learning process. By understanding how teachers implement emotional intelligence in Islamic Religious Education learning, this study is expected to provide insight into the important role of emotional intelligence in facilitating enjoyable and beneficial learning experiences for students, as well as providing inspiration for other educators to improve the quality of learning.

**Table 1.** Application of Teachers' Emotional Intelligence in Islamic Religious Education Learning at SMK 4 Rejang Lebong

Emotional Intelligence	Implementation
Recognizing one's own emotions (self-awareness)	<ol style="list-style-type: none"> <li>1. Teachers carry out self-reflection to find out and understand their strengths and weaknesses, such as knowledge (PAI), level of education (S1)</li> <li>2. Teachers are aware of and understand their role as Islamic Religious Education teachers, such as setting learning objectives to be achieved.</li> <li>3. Teachers recognize their students' emotions by doing <i>ice breaking</i> to find out their readiness and focus in following the learning process.</li> </ol>

Emotional Intelligence	Implementation
Managing Emotions (self-regulation)	<ol style="list-style-type: none"> <li>1. Teachers control emotional reactions when dealing with students who exhibit undisciplined behavior.</li> <li>2. Teachers are accustomed to remaining calm and positive, even when facing challenges in the teaching and learning process.</li> <li>3. Teachers set emotional boundaries in interactions with students to keep the learning atmosphere conducive.</li> <li>4. Teachers handle conflicts with students through a calm and understanding approach.</li> <li>5. Teachers encourage students to control their emotions, especially when learning things that require patience.</li> </ol>
Motivating Yourself (Motivation)	<ol style="list-style-type: none"> <li>1. Teachers develop a positive and enthusiastic teaching spirit to motivate students.</li> <li>2. Teachers strive to always improve their teaching competencies through training or workshops.</li> <li>3. Teachers set personal targets to improve student learning outcomes as a form of self-motivation.</li> <li>4. Teachers inspire students to have high learning motivation by showing sincerity in teaching.</li> </ol>
Recognizing Other People's Emotions (Empathy)	<ol style="list-style-type: none"> <li>1. The teacher listens to students' complaints and needs attentively.</li> <li>2. Teachers show understanding and support when students face problems in learning or personal life.</li> <li>3. Teachers create an inclusive learning environment by respecting the differences in students' backgrounds.</li> <li>4. Teachers encourage students to understand and empathize with each other in learning activities.</li> </ol>
Building Relationships (Social Skills)	<ol style="list-style-type: none"> <li>1. Teachers build effective and open communication with students to create harmonious relationships.</li> <li>2. Teachers invite students to collaborate in groups to develop their social skills.</li> <li>3. Teachers provide time for dialogue and exchange of opinions with students outside of class hours.</li> <li>4. Teachers resolve conflicts between students with a fair and solution-oriented approach.</li> </ol>

### 3.1.1 Recognizing one's own emotions (self-awareness)

The PAI teacher in PAI learning at SMK Negeri 4 Rejang Lebong begins learning by conducting self-reflection, then setting learning objectives, and the PAI teacher recognizes students' emotions through emotion cards and carries out *Ice Breaking* before starting learning. The statement is based on the results of an interview with the PAI teacher, he stated that:

*"Before conducting learning, I first do self-reflection to find out my abilities and limitations in conducting learning, then set learning objectives to provide learning direction and focus student concentration with ice breaking games then recognize my own and students' emotions through emotional card games. Through various efforts that I make so that learning runs according to the emotional atmosphere at that time. For that I try to leave a bad emotional atmosphere before starting PAI learning".*

The results of this study are in line with the opinion of Siti Anisah and Sutara who stated that recognizing one's own emotions (self-awareness) is knowing one's own inner state, recognizing one's own emotions, knowing one's strengths and limitations, and believing in one's own abilities (Siti Anisah & Suntara, 2020). This is the basis of emotional intelligence (Sugiarto & Suhaili, 2022). Self-awareness is continuous attention to one's inner state (Hamsiah, 2023). In this self-reflective awareness, the mind observes and explores experiences, including emotions (Fadhilah & Maunah, 2021). Recognizing one's own emotions is very important for Islamic Religious Education teachers to apply in learning as in the letter Ali 'Imran (3): 134: This verse teaches about self-control and the importance of managing

emotions, especially when someone feels angry or disturbed, by recognizing one's own emotions, a person is able to reduce their anger and try to forgive more, which is one form of goodness that is liked by Allah SWT.

The results of the study showed that Islamic Religious Education teachers at SMK Negeri 4 Rejang Lebong began learning with self-reflection, goal setting, and recognizing students' emotions through emotion cards and ice breaking. This is in line with the research of Siti Anisah & Suntara which emphasizes that self-awareness involves a deep understanding of one's own emotional condition and abilities (Siti Anisah & Suntara, 2020) .

From an educational psychology perspective, self-reflection carried out by teachers before learning allows them to adjust teaching strategies according to the existing emotional atmosphere. Fadhillah & Maunah's study confirmed that self-awareness in education contributes to the effectiveness of learning because teachers are better prepared to face the challenges that arise. However, this approach has limitations, especially if students are not open to emotional card games or ice breakers. In addition, the level of emotional awareness of teachers also varies, so the effectiveness of this strategy depends on the experience and skills of individual teachers (Azhari & Mustapa, 2021) .

### 3.1.2 Managing Emotions (self-regulation)

Islamic Religious Education teachers manage emotions in Islamic Religious Education learning at SMK Negeri 4 Rejang Lebong by controlling emotional reactions when facing students who show undisciplined behavior, then Islamic Religious Education teachers get used to remaining calm and positive, even though there are challenges in the teaching and learning process. Islamic Religious Education teachers also set emotional boundaries in interacting with students to maintain a conducive learning atmosphere. Islamic Religious Education teachers manage conflicts with students through a calm and understanding approach. Islamic Religious Education teachers encourage students to control their emotions, especially when learning things that require patience. The statement is based on the results of an interview with the Islamic Religious Education teacher, he stated that:

*"I make it a habit to stay calm and positive in the face of various challenges and student behaviors, then set rules to limit emotions in interacting with students so that the learning atmosphere remains conducive. Then when problems arise, I manage conflicts with students through a calm and understanding approach. Islamic Religious Education teachers encourage students to control their emotions, especially when learning things that require patience."*

This is in line with Syarweny's opinion, namely Managing Emotions (self-regulation) is handling feelings so that they can be expressed appropriately. This skill also depends on self-awareness (Syarweny, 2023) . Managing emotions is related to the ability to entertain oneself, release anxiety, depression, or irritation, and the consequences that arise from failure of basic emotional skills (Maesaroh & Saraswati, 2020) . People who are bad at this skill will constantly fight feelings of depression, while those who are good can bounce back much faster from setbacks and falls in life (Rezeki et al., 2024) . Managing emotions is an important aspect of Islam, and the Qur'an emphasizes the importance of controlling and directing emotions positively, as in Surah Ash-Shura (42): 37: This verse emphasizes the attitude of controlling anger and forgiving. In managing emotions, this attitude is the basis for someone not to get caught up in negative emotions, such as excessive anger, and shows the importance of trying to forgive. Managing emotions in this way helps create a peaceful atmosphere in everyday interactions, including in the learning environment.

Islamic Religious Education teachers at SMK Negeri 4 Rejang Lebong manage their emotions by setting boundaries in interactions with students, dealing with conflicts calmly, and getting used to staying positive. This is in accordance with Syarweny's research which states that self-regulation is the ability to handle emotions so that they can be expressed appropriately.

Maesaroh & Saraswati's research also shows that individuals with good self-regulation skills are better able to avoid prolonged stress due to challenges at work. From a religious perspective, Surah Ash-Shura (42): 37 emphasizes the importance of anger control and forgiveness. However, the

challenge in implementing this strategy is the possibility of teachers experiencing high emotional stress if they only rely on this approach without external support such as supervision or peer support. In addition, some students may not immediately respond well to the emotional control strategies implemented by teachers, thus requiring a more diverse approach.

### 3.1.3 Motivating Yourself (Motivation)

PAI teachers motivate themselves in PAI learning at SMK Negeri 4 Rejang Lebong which is carried out by PAI teachers by fostering a positive and enthusiastic teaching spirit to motivate students. PAI teachers also strive to always improve their teaching competence through training or workshops. PAI teachers set personal targets in improving student learning outcomes as a form of self-motivation. PAI teachers inspire students to have high learning motivation by showing their sincerity in teaching. The statement is based on the results of an interview with the PAI teacher, he stated that:

*"I always try to improve my teaching competence through training or workshops. I set personal achievement targets as motivation for students, and I am also always on time, to inspire students to have high learning motivation by showing sincerity in teaching."*

According to Asep Suherman et al. (2022), self-motivation is the inner drive that helps a person reach their goals. It involves managing emotions to stay focused, motivated, and creative (Puspita, 2019). This also includes the ability to control emotions, avoid overconfidence, and manage impulses – all of which are key to success in many areas of life (Almu'tasim, 2008; Zikri, 2022; Abnisa, 2020). In Islam, self-motivation is highly valued. The Qur'an encourages Muslims to remain enthusiastic and work hard, especially when striving for good. For example, Surah Al-Insyirah (94): 5–6 reminds believers that after hardship comes ease. This verse encourages people to stay motivated and not give up, especially during challenges. It teaches Muslims to be optimistic and persistent in reaching their goals, including in education and personal development.

In the context of teaching, Islamic Religious Education (PAI) teachers can build self-motivation by setting clear goals, engaging in professional development, and teaching with sincerity. Asep Suherman et al. also highlight that motivation supports goal achievement. However, Almu'tasim (2008) points out that motivation is not only shaped by personal factors, but also by the work environment and social support. Without recognition or appreciation from schools or the community, teacher motivation may decline. Therefore, strategies to build self-motivation should also include external support, such as mentoring, encouragement, or rewards for teacher performance.

### 3.1.4 Recognizing Other People's Emotions (Empathy)

Islamic Religious Education Teachers Recognize Other People's Emotions in Islamic Religious Education Learning at SMK Negeri 4 Rejang Lebong through Islamic Religious Education Teachers listen to students' complaints and needs attentively. Islamic Religious Education Teachers show understanding and support when students face problems in learning or personal life. Islamic Religious Education Teachers create an inclusive learning environment by respecting the differences in students' backgrounds. Islamic Religious Education Teachers encourage students to understand and empathize with each other in learning activities. The statement is based on the results of an interview with the Islamic Religious Education Teacher, he stated that:

*"I listen attentively to students' concerns and needs. I show understanding and support when students face challenges in their studies or personal lives. I create an inclusive learning environment by respecting students' different backgrounds. I encourage students to understand and empathize with each other in their learning activities."*

This is in line with Meiliani's opinion, namely that recognizing other people's emotions (empathy) is an ability that also depends on emotional self-awareness, which is a "basic social skill" (Meliani et al., 2007). The ability to empathize is the ability to know how other people's feelings play a role in the struggle in the arena of life (Harianja & Nurihsan, 2016). According to Titchener's theory, empathy comes from a kind of physical imitation of other people's burdens, which then gives rise to similar

feelings in a person (Mukafi & Putra, 2022) . People who are empathetic are better able to pick up on hidden social signals that indicate what others need or want (Rismi, 2021) . The importance of recognizing other people's emotions or empathy is reflected in several teachings of the Qur'an, one of which is in Surah Al-Hujurat (49): 10: This verse emphasizes the importance of brotherhood and peace between humans, which can only be achieved if someone is able to understand, appreciate, and empathize with the feelings and conditions of others. Empathy is very important to strengthen brotherhood, avoid conflict, and build harmonious relationships.

Islamic Religious Education teachers apply empathy in learning by listening to students' complaints, showing support, and creating an inclusive environment. This is supported by research by Meiliani et al. which states that empathy is a basic social skill that allows individuals to understand the needs of others.

However, Mukafi & Putra's research shows that not all individuals have the same empathy abilities. Cultural factors and life experiences influence a person's level of empathy. In the context of learning, lack of empathy can lead to misunderstandings between teachers and students. Therefore, training is needed for teachers to improve their empathy skills, for example through simulations or interpersonal communication training.

### 3.1.5 Building Relationships (Social Skills)

Islamic Religious Education Teachers Building Relationships (Social Skills) in Islamic Religious Education learning at SMK Negeri 4 Rejang Lebong begins with Islamic Religious Education Teachers building effective and open communication with students to create harmonious relationships. Islamic Religious Education Teachers invite students to work together in groups to develop their social skills. Islamic Religious Education Teachers provide time for dialogue and exchange of opinions with students outside of class hours. Islamic Religious Education Teachers resolve conflicts between students with a fair and solution-oriented approach. The statement is based on the results of an interview with the Islamic Religious Education Teacher, who stated that:

*"I build effective and open communication, then invite students to collaborate in groups to develop their social skills. I provide time for dialogue and exchange with students outside of class hours to resolve conflicts between students with a fair and solution-oriented approach."*

This is in line with Sutrisno's opinion, namely Building relationships (social skills). The art of building relationships is mostly the skill of managing others (Sutrisno, 2020) . In this case, it includes social skills and insufficiencies, as well as certain related skills. These skills are skills that support popularity, leadership, and interpersonal success. Social skills are elements to hone interpersonal skills, elements that form attraction, social success, and even charisma (Hasyim, 2017) . People who are skilled in social intelligence can establish relationships with others quite smoothly, are sensitive to reading their reactions and feelings, are able to lead and organize, and are good at handling disputes that arise in every human activity (Judianan et al., 2021) . They are natural leaders, people who are able to voice collective feelings and formulate them clearly as a group guide to achieving goals (Iswantiningtyas, 2017) . The importance of building relationships or having social skills is reflected in the Qur'an, one of which is in Surah Ali 'Imran (3): 159: This verse emphasizes the importance of gentleness, forgiveness, and the ability to deliberate which are the main social skills in building relationships with others. A gentle attitude and the ability to understand others make a person more easily accepted and respected in their social environment.

Islamic Religious Education teachers build relationships with students through open communication, group work, and fair conflict resolution. This is in accordance with Sutrisno's research which states that social skills are part of social intelligence that supports leadership and good interpersonal relationships. However, Iswantiningtyas' research shows that building effective relationships requires more than just open communication; it also requires an understanding of the social dynamics in the classroom. One limitation of this study is that it does not consider how differences in students' social and cultural backgrounds can affect the effectiveness of the strategies

implemented by teachers. In addition, this approach may be less effective if students have personal problems that prevent them from building relationships with teachers or classmates.

### 3.2 The Influence of the Implementation of Teachers' Emotional Intelligence in Islamic Religious Education Learning on the Quality of Students' Self at SMKN 4 Rejang Lebong

The application of emotional intelligence by Islamic Religious Education (PAI) teachers in learning has a significant impact on the quality of students. Emotional intelligence, which includes the ability to recognize, understand, and manage emotions, is very important in the context of education. PAI teachers use an individual approach to understand the emotional needs of each student, as well as a classical approach to build social bonds between students (Ikhwan & Halim, 2023). In cooperative learning, students are taught to work together in groups, which not only improves social skills but also encourages empathy and responsibility towards others. This is important to develop a sense of caring among students (Akhmad Rofik et al., 2024).

This study was conducted to examine the effect of the application of teacher emotional intelligence in Islamic Religious Education (PAI) learning on the quality of students at SMKN 4 Rejang Lebong. Teacher emotional intelligence is a very important ability in the learning process, because it not only focuses on student academic achievement, but also on the development of student character and self-quality. Through emotional intelligence, teachers can build a supportive learning environment, encourage student motivation, and increase their involvement in the learning process. In this study, the main focus is to see to what extent teacher emotional intelligence can help students develop self-motivation, a never-give-up attitude, and self-confidence in achieving achievements and facing challenges. By understanding these influences, it is hoped that this study can provide insight for educators about the importance of the role of emotions in teaching, so that they can create more effective and meaningful learning for students.

**Table 2:** The Influence of the Implementation of Teachers' Emotional Intelligence in Islamic Religious Education Learning on the Quality of Students' Self at SMKN 4 Rejang Lebong

Emotional Intelligence	Improving Student Quality
Recognizing one's own emotions (self-awareness)	<ol style="list-style-type: none"> <li>1. Students become more aware of the feelings and emotions they experience in certain situations.</li> <li>2. Students can recognize their strengths and weaknesses, thereby increasing their self-confidence.</li> <li>3. Students are accustomed to reviewing their actions and attitudes so they can improve themselves.</li> <li>4. Students can recognize factors that can influence their emotions and decision making.</li> </ol>
Managing Emotions (self-regulation)	<ol style="list-style-type: none"> <li>1. Students can develop the ability to control emotions, such as holding back anger or frustration in certain situations.</li> <li>2. Students' ability to respond to challenges more positively and productively.</li> <li>3. Students' self-discipline increased, it was seen that students found it easier to maintain focus and concentration while studying.</li> </ol>
Motivating Yourself (Motivation)	<ol style="list-style-type: none"> <li>1. Students' intrinsic motivation increases in achieving learning goals and achieving academic achievement.</li> <li>2. Students remain enthusiastic about facing learning challenges, despite experiencing difficulties.</li> <li>3. Students have an attitude of never giving up and being persistent in facing tasks or challenges.</li> <li>4. Students' self-confidence and belief in their own abilities increases in achieving desired outcomes.</li> </ol>
Recognizing Other People's Emotions ( <i>Empathy</i> )	<ol style="list-style-type: none"> <li>1. Students' ability to understand and feel the feelings of others, especially their classmates, increases.</li> </ol>

Emotional Intelligence	Improving Student Quality
Social Skills	2. Students are more appreciative of differences in views and backgrounds in the school environment.
	3. Caring behavior and social sensitivity so that students are more ready to help friends in need.
	1. Students' communication skills in interacting with classmates and teachers improved.
	2. Student cooperation and collaboration in group activities, both inside and outside the classroom, is improving.
	3. Students have skills in resolving conflicts peacefully and profitably.

### 3.2.1 Recognizing one's own emotions (*self-awareness*)

The Influence of the Implementation of Teachers' Emotional Intelligence in Islamic Religious Education Learning on the Quality of Self-Esteem of Students of SMK N 4 Rejang Lebong, especially in the aspect of self-awareness, shows that the implementation of emotional intelligence by teachers can help students better recognize and understand their feelings in certain situations. Thus, students are better able to evaluate their strengths and weaknesses, which increases self-confidence and encourages self-reflection to improve attitudes. Teachers who guide students to recognize factors that influence emotions and decision-making, help them make decisions wisely. The statement is based on the results of an interview with one of the students of class XII TKJ (Computer and Network Engineering) who said that:

*"PAI teachers can understand their students during the learning process and make the learning process not boring because PAI teachers can read the situation in the classroom. So what we want can be understood by PAI teachers and learning objectives can be realized with a good learning process at that time."*

This result is supported by the research of Aqillamaba and Puspaningtyas, which found a moderate relationship between emotional intelligence and mathematics learning outcomes with a contribution of 31.6% (Aqillamaba & Puspaningtyas, 2022). This study shows that self-awareness in managing emotions plays a role in academic achievement. In addition, this finding is in line with the views of Sari et al., who emphasized that recognizing one's emotions helps individuals manage their emotional reactions, reduce impulsivity, and improve social well-being (Mei et al., 2020). The relevance to Islamic teachings can be seen in the letter Al-Hasyr verse 18, which encourages humans to evaluate themselves in order to become better people.

However, this study has limitations in measuring the long-term impact of self-awareness on academic achievement. Further studies with a longitudinal approach are needed to examine whether students' increased self-awareness remains consistent over a longer period of time.

### 3.2.2 Managing Emotions (*self-regulation*)

The Influence of the Implementation of Teachers' Emotional Intelligence in Islamic Religious Education Learning on the Quality of Self-Esteem of Students of SMK N 4 Rejang Lebong, especially in the aspect of self-regulation (managing emotions), shows that the implementation of emotional intelligence by teachers helps students develop the ability to control emotions, such as holding back anger and frustration in difficult situations. In addition, students are better able to respond to challenges positively and productively, and strengthen self-discipline which has an impact on focus and concentration when studying. This statement is based on the results of an interview with one of the students of class XII TKJ (Computer and Network Engineering) who said that:

*"That the Islamic Religious Education teacher who teaches in our class, Mr. Arex Josa, never vents his emotions/annoyance on us and also Mr. Arex Josa never gets angry without reason at us. Mr. Arex Josa always starts the lesson with a smile and full of enthusiasm. So with the attitude of the Islamic*

*Religious Education teacher like that, we do not feel afraid when teaching with him, but we still maintain our respect as students for the teacher even though Mr. Arex Josa rarely vents his emotions on us (gets angry)."*

This is in line with research by Ningrum et al., which found that emotional intelligence has an influence on students' self-regulation by 4.3% (Ningrum et al., 2021). Pajar Mubarok also stated that self-regulation plays an important role in controlling individual behavior in various social situations (Pajar Mubarok, 2016).

From an Islamic perspective, the ability to manage emotions is reflected in Surah Ali Imran verse 134, which emphasizes the importance of restraining anger and forgiving others' mistakes. This verse teaches the importance of controlling oneself in facing difficult situations so as not to act impulsively.

Although this study shows a positive impact of self-regulation on students, a limitation that needs to be noted is the measurement method which is still subjective through interviews. Further studies with quantitative or experimental approaches can strengthen these findings.

### 3.2.3 Motivating Yourself (Motivation)

The application of teacher emotional intelligence in Islamic Religious Education (PAI) learning at SMK N 4 Rejang has been proven to play an important role in motivating students to develop their quality, especially in the aspect of self-motivation. Teachers who are able to manage their emotions well and show empathy and emotional support to students can help increase students' intrinsic motivation to achieve learning goals and achieve academic achievement. When teachers provide encouragement and positive reinforcement, students will be more enthusiastic in facing learning challenges, even in difficult situations. In addition, teacher emotional intelligence encourages students to have an attitude of never giving up and being persistent in facing tasks and building self-confidence in their abilities. This statement is based on the results of an interview with one of the class XII TKJ (Computer and Network Engineering) students, who said that:

*"They said that Mr. Arex Josa always reprimands and advises naughty friends. When we make a fuss, Mr. Arex Josa begins to advise us with his lecture so that we are quiet and listen to his advice. After the advice and reprimands directed at us can be understood, Mr. Arex Josa begins the lesson."*

This finding is reinforced by research by Adinda et al., who found a significant influence between work motivation and employee performance, indicating that intrinsic motivation has a major impact on various aspects of life (Adinda et al., 2023). The results of this study agree with Muhammad, namely that self-motivation is an inner drive that drives individuals to take certain actions in order to achieve goals. The influence of this motivation on behavior is very significant and can be seen in various aspects of life (Muhammad, 2016). From an Islamic perspective, self-motivation is relevant to Surah Al-Ankabut verse 69, which emphasizes that earnest efforts will receive Allah's help. This verse is relevant in shaping students' mentality to keep trying even though they face various obstacles.

The limitation of this study lies in the fact that other external factors that can influence student motivation, such as family support and social environment, have not been explored. Further studies can be conducted to assess the interaction between teacher emotional intelligence and other external factors in increasing student motivation.

### 3.2.4 Recognizing Other People's Emotions (Empathy)

The Influence of the Implementation of Teachers' Emotional Intelligence in Islamic Religious Education Learning on the Quality of Self-Esteem of Students of SMKN 4 Rejang Lebong, especially in the aspect of self-regulation (emotional management), shows that the implementation of emotional intelligence by teachers helps students develop the ability to control emotions, such as holding back anger and frustration in various situations. Students also become more able to respond to challenges positively and productively, and strengthen self-discipline that supports them in maintaining focus and concentration while studying. This statement is based on the results of an interview with one of the students of class XII TKJ (Computer and Network Engineering) who said that:

*"Mr. Arex Josa often asks questions and even chats with his students in class just to give attention or direction. So if there is a friend who is having difficulties, Mr. Arex Josa will definitely ask the student about the problem and provide a solution to overcome the problem. After that, Mr. Arex Josa will start the lesson."*

This result is supported by Yulika's research, which shows that emotional intelligence and learning motivation have a significant influence on students' academic achievement (Yulika, 2019). This concept of empathy is also reflected in the letter of Asy-Syu'ara verse 37, which emphasizes the importance of maintaining calm and not being carried away by emotions in facing social interactions.

The limitation of this study is the lack of analysis on how students' empathy develops in their interactions with peers. In-depth study through direct observation can be conducted to see how students apply empathy in their daily lives.

### 3.2.5 Social Skills

The Influence of the Implementation of Teachers' Emotional Intelligence in Islamic Religious Education Learning on the Self-Quality of Students of SMKN 4 Rejang Lebong, especially in the aspect of social skills, shows that teachers' emotional intelligence can help students improve their communication skills in interacting with classmates and teachers. Students are also motivated to work together in group activities and are better able to resolve conflicts peacefully and mutually beneficially. This statement is based on the results of an interview with one of the students of class XII TKJ (Computer and Network Engineering) who said that:

*"They stated that: Mr. Arex Josa is a teacher who has good leadership. Mr. Arex Josa is able to make us excited with the lectures and stories he gave at the beginning of the lesson. So that we become more excited and continue to pay attention to him in delivering the lesson."*

This is in line with research by Martono et al, which found that social skills have a significant relationship with students' self-confidence (Martono et al., 2021). Islamic teachings in the letter Al-Hujurat verse 10 also emphasize the importance of fostering harmonious relationships and resolving conflicts peacefully, which is the basis for developing students' social skills.

A limitation of this study is the lack of exploration of the impact of social skills in the context of students' daily lives outside the school environment. Further studies can be conducted to observe how improving social skills in school impacts their interactions within the family and community.

## 4. CONCLUSION

In conclusion, this study found that the application of emotional intelligence by Islamic Religious Education (PAI) teachers at SMKN 4 Rejang Lebong significantly contributes to the development of students' self-quality. Key emotional intelligence competencies—such as recognizing emotions, managing stress, showing empathy, and fostering positive teacher-student relationships—were shown to enhance student motivation, engagement, perseverance, and self-confidence. These findings underscore the critical role of emotional intelligence in creating a supportive learning environment and shaping students' character and resilience in both academic and personal contexts. However, this research is limited by its narrow scope, focusing on a single school and relying on qualitative methods with a small number of participants, which may not fully capture the broader applicability of the findings. Future research should consider expanding the sample to include multiple schools or regions and incorporating quantitative or mixed-method approaches to better measure the impact of teacher emotional intelligence on various student outcomes. Additionally, further studies could explore the role of institutional support and professional development in strengthening teachers' emotional intelligence competencies.

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