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The Role Of A Halcal Creed Teacher In Developing Emotional Intelligence Students At MTS Pab 4 Patumbak II

Nelsi [1], Hotni Sari Harahap [2], Irwansyah [3]
[1] Al Washliyah University (Univa)
[2] Al Washliyah University (Univa)
[3] Al Washliyah University (Univa)

gabrielalbas59@gmail.com [1], hotnisari46@gmail.com [2], irwanbedjo39@gmail.com [3]

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ABSTRACT
Emotional intelligence is the knowledge of self-knowledge, self-awareness, social sensitivity, empathy, and the ability to communicate effectively with others. Improving emotional intelligence is essential because it enables students to develop an awareness of how to manage their feelings, which then becomes a framework for behavior, socializing, and making informed decisions. However, to improve the emotional intelligence of students at MTs PAB 4 Patumbak II, a strategy of Akidah Akhlak teachers is needed. This study aims to determine the role of Akidah Akhlak teachers in developing the emotional intelligence of students at MTs PAB 4 Patumbak II and the level of emotional intelligence of students at MTs PAB 4 Patumbak II. This research is a qualitative descriptive research. The subjects of this study are teachers of the subject of aqidah akhlak, the data collection methods in this study are observation, interviews and documentation. Based on the results of the research that has been done the role of aqidah akhlak teachers in developing the emotional intelligence of students at MTs PAB 4 Patumbak II, namely: Teachers are able to understand the character of students, Teachers recognize the types of emotions of students, Provide guidance to students, Provide motivation in developing intelligence, emotional students, Development of emotional intelligence in Aqidah Akhlak lessons, and Giving punishment to students who violate the rules at school. The strategies used by Aqidah Akhlak teachers in developing the emotional intelligence of students include aspects of recognizing their own emotions, recognizing the emotions of others, building relationships with others, and motivating themselves. The level of emotional intelligence of students at MTs PAB 4 Patumbak II , namely: Some students have been able to manage their emotions well, are able to motivate themselves and are able to interact well. During the teaching and learning process, some students are motivated to study diligently so they can be smart like their friends, dare to express their opinions and understand differences of opinion with their friends, and are confident. Students also participate in extracurricular activities that connect them with other students who have the same interests , such as participating in religious or sports development activities. Students also communicate well with their teachers, both in the teaching and learning process and outside the classroom or school points.

Keywords : Teacher's Role, Moral Creed. Emotional Intelligence

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INTRODUCTION
Islamic education is an education that aims to shape individuals into beings with high character according to the standards of Allah SWT and the content of education is to realize that goal, namely the teachings of Allah SWT. (Djamaluddin, Abdullah Aly, 1999, p. 6) Because Islamic education always considers two sides of life, worldly and hereafter in every step and movement. Educational activities are very important activities, because if seen in more detail, education not only develops the cognitive aspect, but also develops the affective aspect of a person. Therefore, education must

be organized systematically so that education can achieve the desired goals, especially Islamic education, Islamic education develops students both physically and spiritually.

The learning process at school is a complex and comprehensive process. Many people believe that to achieve high academic achievement, a person must have a high Intelligence Quotient (IQ), because intelligence is a potential provision that will facilitate learning and in turn will produce optimal academic achievement. However, in reality, in the teaching and learning process at school, it is often found that students are unable to achieve academic achievement equivalent to their intelligence abilities. There are students who have high intelligence abilities but achieve relatively low academic achievement.

some students have relatively low intelligence, some students can achieve relatively high academic achievement. This is why intelligence level is not the only factor. (Uyoh Saefullah, 2012, p. 166).

Emotions play a very important role in life. Emotions are the lifeline for self-awareness and self-sustainability that deeply connects oneself with others. Emotions inform a person about the things that are most important to society, the values of activities, and needs that provide motivation, enthusiasm, self-control and persistence. Awareness and knowledge of emotions play an important role in the continuation of human life, because with a good emotional state, humans can control their actions , protect themselves, maintain good relationships with others, have a desire to compete and so on. Allah SWT says in a verse related to the word patience which is related to love from emotional intelligence in QS. ArRad/13; 22.

Educating emotionally intelligent students with the ability to recognize their own emotions. Managing emotions, utilizing emotions fundamentally, empathy, and the ability to build relationships are part of the lessons of faith and morals. The strategies of faith and morals teachers are crucial for developing the emotional intelligence of their students at school. Aqidah and Akhlak teachers must provide guidance and direction in educating students to become people with noble morals and be able to control their emotions well. Because the adolescent stages of child development are a conducive time, where children are able to respond well to everything that is taught to them. Gradually children will have a strong foundation and be able to control their emotions in the future.

METHOD

Types of research

In this study, the researcher used a descriptive research type that aims to describe, explain, and answer phenomena or events in more detail regarding the problems to be studied by studying an individual, a group, or an event in depth. Humans in this qualitative research act as research instruments and the research results are in the form of sentences or statements that correspond to the actual situation. The research approach used is qualitative research, Creswell (2016) defines a qualitative approach as a process of research and understanding based on a methodology that investigates a social phenomenon and human problems. In this approach, researchers create a complex picture, examine words, detailed reports from respondents' views, and conduct studies in natural situations.

Research Data Collection Techniques

Observation

Observation is a process carried out by researchers by directly observing the research object at close range. Sugiyono and Nasution. He stated that observation is the basis of all science. Scientists can only work based on data, namely facts about the real world obtained through observation. (2008, p. 310).

Interview

An interview is a method or method used by researchers to gather needed data by interviewing respondents. Interviews are important because not all data can be obtained through observation. Interviews are used as a data collection method if the author wants to conduct a preliminary study

to find problems that need to be researched, and if the researcher wants to know things related to the respondents in more depth.
So the interview method in this case is very important to find out more about the problem because the researcher has the opportunity to meet directly with the data source (respondent).

Documentation

Documents are a complement to the use of observation and interviews. Documents are records of past events. Documents are usually in the form of writing, pictures, or someone's monumental works. So the document is very helpful for researchers to look back at how teachers' strategies in instill good character in students in the previous year, so that it can be a benchmark for observing the development of students' emotional intelligence.

Data Validity Assurance Techniques

In data validity checking techniques, researchers are guided by Lincoln & Guba, who state that data validity standards include credibility, transposability, dependability, and confirmability. Data validity can be achieved by using data triangulation techniques in the data collection process. Triangulation can be simply defined as a technique for checking data validity using comparisons between theories, sources, and research methods. including:

a. Source Triangulation

According to Moleong (2007), source triangulation is the activity of comparing data that has previously been successfully obtained from each source. From source triangulation, researchers are expected to obtain reliable data. Technical/method triangulation is a technique carried out by comparing data generated from several different techniques used in research. Examples include interview data with observation, observation with literature study, and others. Theoretical triangulation is the activity of comparing theories that are directly related to research data.

b. Triangulation Technique

Triangulation is a technique for testing the credibility of data by checking data obtained from the same source using different techniques. For example, data obtained from observations is then checked with interviews.

c . Time Triangulation

Time can affect the credibility of data. Data obtained through early morning interviews, when the informant is still fresh, typically yields more valid data. Therefore, data credibility testing must be verified through observation, interviews, and documentation at different times or in different situations until credible data is obtained.

DISCUSSION

1. The Role of Aqidah and Ethics Teachers in Developing Students' Emotional Intelligence at MTs PAB 4 Patumbak II

In the learning process, teachers must be able to understand the characteristics of their students in order to provide learning methods that are appropriate to the conditions of the students, so that what is conveyed by the teacher can be understood by the students. When in the learning process, sometimes there are students who are less focused in learning because of something, such as a friend who is late, noisy or talking to other friends, with problems like this sometimes causing arguments with their friends because students who are late are often teased by their friends, so that the students feel embarrassed and do not want to come to school. then the noisy students then the teacher reprimands so that students blame each other so that emotions arise in the students and cause arguments. In problems like this, the most important role is the teacher. Teachers must be able to resolve problems that occur in learning, so that students can learn well and can control their emotions.

The role of the Akidah Akhlak teacher in developing students' emotional intelligence is as follows:

a. Teachers are able to understand the character of students,
b. Teachers Recognize Students' Emotional Types.
c. Providing Guidance to Students
d. Providing Motivation in Developing Students' Emotional Intelligence
e. Imposing Punishment on Students Who Violate School Rules

Based on the opinion above, it can be concluded that Akhlak lessons really help students in developing their emotional intelligence because in Akidah Akhlak lessons, students are taught to have good morals towards people, get used to behaving in a commendable manner, avoid reprehensible behavior, forgive mistakes, and most importantly, get closer to Allah SWT.

As for emotional intelligence in learning aqidah akhlak at MTs PAB 4 Patumbak II, some students are able to manage their emotions well, are able to motivate themselves and are able to interact well. During the teaching and learning process, some students are motivated to study diligently so they can be smart like their friends, dare to express their opinions and accept differences of opinion with their friends. and are confident. Students also participate in extracurricular activities that connect them with other students who have the same interests . such as participating in religious development activities or sports. With activities like this, students have begun to recognize each other and can communicate well with other students and students have begun to manage their emotions well with the closeness they have. Students also communicate well with their peers, both in the teaching and learning process outside the classroom or school environment.

CONCLUSIONS

1. Based on the research that has been conducted, the author concludes the research results as follows:
2. The role of Aqidah Akhlak teachers in developing students' emotional intelligence at MTs PAB 4 Patumbak II is: Teachers are able to understand students' characters, Teachers recognize students' types of emotions, Provide guidance to students, Provide motivation in developing students' emotional intelligence, Develop emotional intelligence in Aqidah Akhlak lessons, and Provide punishment for students who violate school rules. The strategies used by Aqidah Akhlak teachers in developing students' emotional intelligence include aspects of recognizing their own emotions, recognizing other people's emotions, building relationships with others, and motivating themselves.
3. The level of emotional intelligence of students at MTs PAB 4 Patumbak II is: Some students are able to manage their emotions well, are able to motivate themselves and are able to interact well. During the teaching and learning process, some students are motivated to study hard so they can be smart like their friends, dare to express their opinions and understand differences of opinion with their friends, and are confident. Students also participate in extracurricular activities that connect them with other students who have the same interests , such as participating in religious or sports development activities. With activities like this, students have begun to get to know each other and can communicate well with other students and students have slowly begun to manage their emotions well with the closeness they have. Students also communicate well with their teachers, both in the teaching and learning process and outside the classroom or school environment. As for the problems or emotions experienced by students that researchers Hhat emotional problems of students faced by Akidah Akhlak teachers at MTs PAB 4 Patumbak If are general problems such as: lack of discipline characterized by student behavior such as, coming late to school, not doing homework or neglecting assignments, asocial behavior such as, fighting and problems with student etiquette or manners. While specifically the emotional problems of students faced by Akidah Akhlak teachers are emotional problems that occur are fear,

shame, low learning motivation, not respecting the opinions of others which can cause emotions of fighting.

Acknowledgement

After the author has put forward the conclusions above, the author will put forward several suggestions as hopes that he wants to achieve and also to complement the shortcomings of this thesis as follows:

For Educational Institutions

Research on emotional intelligence is a long-standing thing, but in educational institutions schools emphasize more on intellectual intelligence (IQ), emotional intelligence is more important than intellectual intelligence in contributing to a person's success, therefore educators need to understand emotional intelligence in order to be able to apply it to students, because teacher strategies are very important in the process of developing students' emotional intelligence. The development of emotional intelligence needs to be considered and applied in educational institutions so that in the world of education not only intellectual intelligence develops but emotional intelligence must also be improved. Emotional intelligence is also related to the behavior and morals of students.

For Educators

The implementation or role of teachers in developing students' emotional intelligence at MTs PAB 4 Patumbak II should be carried out continuously throughout the learning process. This is necessary to ensure that emotional intelligence can develop optimally and be very beneficial for students in terms of managing their emotions, behavior, and morals. Teachers must be able to provide good role models for students, educate

students and are able to transfer knowledge, especially good moral values and form students with noble character.

For Further Researchers

If you are interested in further researching the results of this research as input, namely expanding the research object that is not limited so that it is possible that there will be differences in research results and conclusions, if the research is carried out on different research objects with different programs.

For Students

Students are expected to draw conclusions from each lesson and apply them to their daily lives. They are also expected to participate in all school activities to gain experience in social interactions with others, enabling them to manage their own emotions and recognize the emotions of others.

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