
TEACHERS' EFFORTS IN IMPROVING STUDENTS' EMOTIONAL AND SPIRITUAL INTELLIGENCE IN PRANCAK II BANGKALAN ELEMENTARY SCHOOL

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ABSTRACT

Emotional and spiritual intelligence are two types of intelligence that are very important to be honed so that a person can achieve success in life, in addition to intellectual intelligence. The purpose of this study was to determine the role and efforts of grade 2 teachers at SDN Prancak II Bangkalan in improving students' emotional and spiritual intelligence. The research method used in this study used a qualitative approach with interview data collection techniques and observations to teachers and students in grade 2 UPTD SDN Prancak II Bangkalan. The data analysis technique in this study uses the analytical technique of Milles and Huberman which consists of three flow of activities that occur simultaneously, namely: data reduction, data presentation, conclusion drawing/verification. Based on the results of research that has been done, teachers have a significant role in increasing the emotional and spiritual intelligence of students. Some of the efforts that have been made include teaching caring attitudes, getting used to behavior based on the Pancasila precepts, providing examples to students, instilling the value of honesty, reminding and familiarizing students to obey religious teachings, providing advice and solutions to students, conducting discussions with parents/guardians of students. / other teacher colleagues, as well as evaluating learning activities. Based on the results of observations and interviews conducted, these efforts have a positive impact in increasing students' emotional and spiritual intelligence.

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A. Introduction

The quality of human resources (HR) in a country that is still classified as developing is an urgent matter. The superiority of a nation is no longer seen from natural wealth alone, but in the superiority of human resources in the country. Education is a conscious and planned effort in creating an atmosphere of teaching and learning to the learning process so that students are able to actively build their potential to have religious spiritual strength, self-control, personality, moral intelligence and also the skills needed by themselves, society, nation and state. (National Education System Law, 2008, p. 3). Education has an important role in the scheme of maintaining the existence of every nation in the world according to the times. Education is very decisive for the creation of community progress to become better in the realization of a quality society. Especially in preparing students as subjects who play a role in expressing their creative, active, independent and competitive advantages with other nations in the world (Elia, 2020).

One important aspect of education is intelligence. Intelligence itself becomes a person's basic provision in participating in learning (Muthmainnah Asmal, 2020). In the current education system in Indonesia, intellectual intelligence is the intelligence that is most honed and prioritized by educators (Fitriani & Busyairi, 2020). In fact, a person's success is largely supported by two other types of intelligence, namely Emotional Intelligence (EQ) and Spiritual Intelligence (SQ) (Said, 2018). The gap between the development of intellectual intelligence (IQ) with emotional intelligence (EQ) and spiritual intelligence (SQ) will result in various deviant or negative behaviors from within students which of course if allowed to continue then this will not only have a bad impact on themselves but also on other people around him (Rustiana, 2013).

Emotional intelligence (EQ) is intelligence in understanding how other people feel and react, then use this ability to make judgments and solve problems (Akduman et al., 2015). The way a person manages emotions and understands other people will greatly affect his thoughts and daily actions (Fiftyana & Sawitri, 2018). Emotional Intelligence (EQ) includes empathy, understanding and expressing feelings, the ability to manage oneself and one's emotions, adaptability and actualization, the ability to resolve conflicts or problems, build good relationships with others, resilience and calm in dealing with problems, and others. Emotional intelligence is even believed to have a greater influence than intellectual

intelligence regarding a person's level of success and personality (Fitriani & Busyairi, 2020).

Another intelligence is spiritual intelligence (SQ) which is the ability to give meaning to worship in every thought and behavior, through steps and thoughts that are natural and integralistic and are principled only because of God (Tarigan, 2015). This spiritual intelligence can also be interpreted as intelligence that emphasizes the inside of humans that have a relationship with wisdom outside the ego or conscious soul (Syaparuddin & Elihami, 2020). From some of the opinions above, spiritual intelligence can be interpreted as an ability outside the ego that can place various things in a more meaningful, broad and religious context. It is further explained that SQ (Spiritual Intelligence) is often called the peak of intelligence because it can function intellectual intelligence and emotional intelligence become more effective (Lubis, 2018). People with low spiritual intelligence will experience an emptiness within themselves resulting in a person unable to optimize the potential and other intelligences within himself (Seftiani & Herlena, 2018). People who have spiritual intelligence usually have the characteristics of being able to give meaning to everything they go through, like to do good, like to help, be honest, have a clear purpose in life, always feel seen by their god and others.

In the current situation, a moral crisis is befalling Indonesia, which begins with the weak inculcation of emotional and spiritual values in children. This happens because in reality, teachers still tend to focus on developing intellectual intelligence only. This makes many educational outputs still behave in deviant behavior, for example skipping school, juvenile delinquency, disrespecting older people, fighting parents, and others. Many of these deviations have even been carried out by elementary school students. This can only be overcome if future generations have self-control and self-awareness such as emotional and spiritual intelligence. Therefore, the role and function of educators is one of the most significant factors.

Teachers are the main part in a series of teaching and learning actions, in formal, informal, and even non-formal education. As stated by the father of education, Ki Hadjar Dewantoro who assumed that "The role of the teacher in educating students must be *Inggarso Sung Tulodo*, in front of setting an example; *Ingmadyo Mangun Karso*, in the midst of building creativity; and *Tut Wuri Handayani*, in the back encouraging" (Yanuarti, 2017). The teacher as an educator

has a role as a guide who is responsible for his experience and knowledge, not only regarding the physical but also emotional, creative, mental to spiritual students. Teachers are also expected to have a personal leader for students to be a firm example.

Based on the above background, in this study will be discussed about how the teacher's efforts in improving the emotional and spiritual intelligence of grade II SD Negeri Prancak II Bangkalan? Then it will be discussed further whether the teacher's efforts in increasing emotional and spiritual intelligence have a significant impact on students? From these things it can be concluded that the main purpose of this article is to find out the role and efforts of teachers as guides in increasing emotional and spiritual intelligence.

B. Method

This study uses a qualitative approach with data collection techniques of observation and interviews. Qualitative research is data to be collected, namely data on how the efforts of grade 2 teachers at SDN Prancak II Bangkalan in improving students' emotional and spiritual intelligence. The subjects in this study were 29 informants consisting of 28 grade II students and 1 class teacher. The data that has been collected is analyzed using three flow of activities carried out simultaneously, namely: data reduction, data presentation, conclusion drawing/verification.

C. Result and Discussion

Based on the results of interviews with second grade teachers at SDN Prancak II Bangkalan, there are several efforts made by classroom teachers to increase emotional and spiritual intelligence, some of which are:

1. Teach Caring

Caring is a behavior that always wants to help others who need help. Caring can also be interpreted as actions and attitudes that are always happy to provide assistance to others who need help (Tabi'in, 2017). This concern is closely related to the nature of humans as social beings, where humans in their lives can never live alone, but always need help from others. Besides being able to help students understand the nature of themselves as social beings, a sense of caring needs to be instilled from an early age so that students have sensitivity

to others. Sensitivity to others is one of the five main abilities in the classification of emotional intelligence (Uno, 2016)

2. Getting used to behavior based on the precepts contained in Pancasila.

The values of Pancasila are closely related to the development of the character of the nation's youth (Nurizka & Rahim, 2020). This is because the values of Pancasila are taken from the identity of the Indonesian nation itself. Pancasila contains good character values that can be internalized in behavior as well as knowledge. In the end, this can create human resources who are knowledgeable and also have good moral values. In this case, emotional and spiritual intelligence have a role in providing emotional and spiritual views regarding the character values (Fauziatun & Misbah, 2020). In other words, familiarizing behavior that is integrated with Pancasila values, can train students' emotional and spiritual intelligence. Based on the results of interviews and observations made, several concrete steps taken by the teacher include requiring students to memorize the contents of the Pancasila, the teacher also guides students to practice the content contained in Pancasila in real life.

3. Giving Example to Students

The teacher is not only a mentor, but also a role model for his students. That is, the teacher must set a good example for students, including in terms of the application of emotional and spiritual values. Some things that are usually done by SDN Prancak II teachers include exemplifying being patient and not getting angry easily, being polite to all school members, saying greetings when entering the room and praying, saying basmallah when starting a job, saying hamdalah after doing something, willing to discuss, diligent, helpful, friendly and others. By doing this, students will indirectly be motivated to imitate the emotional and spiritual values exemplified by their teachers in everyday life.

4. Instilling the Value of Honesty

Honest according to the Big Indonesian Dictionary has the meaning of being upright, not lying, not cheating, sincere, and sincere. Honesty is one of the commendable traits of humans as cultured creatures. Honesty is a very important moral value as a person's foundation in carrying out all roles and responsibilities in his life. Instilling the value of honesty, both to fellow humans, and related to the relationship with God Almighty, is very good for increasing spiritual values in students. In class, the teacher always reminds students to be honest both within the school and outside of school. In learning, the teacher

forbids students from cheating both in doing assignments or lying to fellow living beings.

5. Remind and Familiarize Students to Obey Religious Teachings

One of the ways that teachers do to improve students' spiritual intelligence is to familiarize students with worship and obey religious teachings, for example praying before and after learning, reminding students to carry out worship such as reminding students to pray midday prayer after coming home from school, fasting in the month of Ramadan. Ramadan and so on. Teachers at SD Prancak II also always ask students at the beginning of each lesson regarding what worship has been done the previous day. Other things such as motivating students to improve the quality of worship and getting students used to doing religious activities in daily life will make students have a religious, honest, and disciplined soul (Ariadillah et al., 2021). Thus, in addition to being serious in learning, students will be formed into more religious individuals.

6. Providing Advice and Solutions to Students

The teacher has a role as a mentor, meaning that the teacher has the right to guide students or provide direction in good things. When students have problems in themselves, here the teacher plays a role in providing solutions in overcoming problems or providing counseling and guidance services to these students. In this case, the teacher directs students to be able to direct using their emotional and spiritual intelligence in overcoming problems. Therefore, the guidance and direction of the teacher has an impact on increasing the emotional and spiritual intelligence of students.

7. Conducting Discussions with Parents/Guardians/Other Teachers.

Every 3 months in taking the report on the results of the study, the class 2 homeroom teacher at SDN Prancak II holds a meeting with the student's guardian or parents. This meeting is held face-to-face, where the teacher takes turns presenting problems that are often faced by students during learning. In addition, the teacher also calls parents or guardians personally to discuss when students are experiencing problems that require quick resolution. Teachers can also coordinate with fellow teachers or head teachers in creating activities or steps in dealing with problems. Good coordination between teachers and parents has a good impact on increasing the potential and emotional and spiritual intelligence of students. This is in accordance with the literature study presented by (Wandansari & Suminar, 2016) that parents have an important

and most basic role in developing children's emotional intelligence, therefore, by increasing the synergy between teachers and parents, for example through parenting and education programs. open meeting, is an effective step in developing students' emotional intelligence. The steps taken by teachers at SDN Prancak II in conducting regular meetings with parents and parenting are very appropriate in developing students' emotional and spiritual intelligence.

8. The teacher evaluates learning activities

Monitoring here means that the teacher monitors students both by monitoring the development of students' emotional and spiritual intelligence. This step is carried out by giving appreciation to students who have implemented or implemented emotional and spiritual values as well as providing punishment or reprimand to students who violate or act incompatible with emotional and spiritual values. In this case, the teacher monitors learning activities, if these activities can have a good impact on the development of students' emotional and spiritual intelligence, then these activities can be carried out in a sustainable manner. However, if the activity is still not appropriate or needs improvement, it will be corrected to produce activities that have a good impact.

Another thing to note is that in increasing the emotional intelligence and spiritual intelligence of students, the teacher must be able to be neutral. The teacher does not discriminate and compare one student with another student. Teachers must also understand the characteristics of students so that teachers can pay attention to students thoroughly and according to student needs. Teachers must also be able to position themselves in various situations, both as parents, motivators, friends, and even mediators. Teachers should not be dictatorial, this is because students, especially those in lower grades, need an approach as friends or parents in learning. In addition, teachers can also find out the problems that exist in students. So that the development of students' emotional and spiritual intelligence can be carried out optimally.

Based on the explanation related to the efforts made by the teacher in increasing the emotional and spiritual intelligence of students, it can also be seen the impact on students through this research. Based on observations with grade 2 students as research subjects, the researcher observed the impact of the efforts made by the teacher on students for 7 days. On the first day, the teacher made all the efforts described to gradually increase the emotional and spiritual intelligence

of students. In the observations carried out, it was found that all students said greetings when entering and leaving the class, from 28 students 25 students said hamdalah when they finished doing the assignments given by the teacher. However, there are 2 students who are still not able to control their emotions (angry) causing a fight. While other students are able to control emotions well. All students can express emotions such as happy and cheerful well during learning. In observation, it was also found that 3 Muslim students had not performed the Fajr prayer. Based on this, the teacher reminded the importance of carrying out worship and providing motivation in carrying out worship continuously and routinely.

On the second day, learning is carried out in groups. After doing group assignments, all students say hamdalah as a sign of gratitude, even though not at the same time. then, all students were able to control and express emotions well and had performed worship in full the next day. On the third day to the seventh day the observation results are not much different from the second day, even tend to show an increase in emotional and spiritual intelligence. Based on the results of observations, students are able to apply and follow the efforts made by the teacher well.

Based on the data that has been collected, the teacher has a significant role in increasing the emotional and spiritual intelligence of students. The efforts made by the teacher have a positive impact on students. So that students experience an increase and development of good emotional intelligence. A good teacher is a teacher who knows the characteristics of students so that in making efforts to improve students' intelligence, they can get maximum results.

D. Conclusion

The results of this study indicate that the efforts made by the teacher have a significant impact in increasing students' emotional and spiritual intelligence. Some of the efforts or efforts made by the teacher include teaching caring attitudes, getting used to behavior based on the Pancasila precepts, providing examples to students, instilling the value of honesty, reminding and familiarizing students to obey religious teachings, providing advice and solutions to students, conducting discussions with parents/ guardians of other students/co-teachers, as well as evaluating learning activities.

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