

TEACHERS' EMOTIONAL INTELLIGENCE AND ITS IMPACT ON STUDENTS' MOTIVATION IN TEACHING AND LEARNING

^{1*}Rizki Dhian Nushur and ²Syahrul Yusuf

^{1, 2}STKIP Bumi Persada Lhokseumawe, Lhokseumawe, Indonesia

*Corresponding author: rd.nushur@gmail.com


ABSTRACT

The values of emotional intelligence possessed by teachers are one of the factors which may influence teacher performance in education. Good performance of teachers will also have an impact on students, including on students' motivation. Students' motivation in the learning process is one of the most important factors that must be fostered and developed because in the end it will affect the achievement of learning outcomes. This study aims to investigate the use of teachers' emotional intelligence at an Islamic private school in North Aceh, Aceh Province and also how it impacts students' motivation in the teaching and learning process. The study used qualitative research methods. Data were collected by observation, documentation study, and interview. The population of this study were the teachers and students at an Islamic private school in North Aceh. The results showed that the teachers have tried to understand the situation of students, carry out evaluations, and guide students to be better. The teachers also have more prominent social competences and work together with fellow teachers, administrative staff, and the surrounding community.

KEYWORDS: *Students' Motivation, Teachers' Emotional Intelligence, Teaching Learning Process.*

INTRODUCTION

Having emotional intelligence is important for a teacher because it can affect their performance, especially in the field of education. Teachers' good performance will also have a good impact on their students, including on students' motivation. Students' motivation in the learning process is an important factor that should be fostered and developed so that it will help enhance their learning achievements. Teachers have a big role in the entire educational process, especially in schools. The attitudes and behavior of teachers in the educational process will have a strong influence in fostering student behavior and personality. Nurdin and Usman (2002) state that teachers have a position that is very decisive for the success of learning, starting from designing the material,



managing, implementing, and evaluating, and thus the performance of the teachers must certainly be the most concerned factor.

In the world of education, performance is the result achieved by teachers in doing their tasks or job based on skills, experience, sincerity, and time used in the teaching and learning process. In addition, teachers also need to increase loyalty and high commitment in teaching. This is where teachers' emotional intelligence needs to be applied. Goleman (2000) argues that emotional intelligence can help a person learn practical skills in five elements: self-awareness, self-motivation, self-control, empathy, and social skills. In addition, in real life, emotional and social skills are said to be more influential in achieving life success than their intellectual abilities. (Goleman, 2000).

This present study concerns with the use of teachers' emotional intelligence at a private Islamic secondary school located in North Aceh, Aceh Province, in an effort to increase students' motivation in the teaching and learning process. It is interesting to carry out considering that motivation is one of the most important attitudes that every individual, especially students, needs to achieve their goals and get the best results.

LITERATURE REVIEW

EMOTIONAL INTELLIGENCE (EI)

Intelligence is often referred to as the highest mental ability of a living being that only humans have. Intelligence is present in every individual from birth, and since then the potential for a person's intelligence begins to function to influence the tempo and quality of life development (Goleman, 2000). When the quality of intelligence develops, its function is also more meaningful, namely as the influence of the quality of adjusting to the environment.

Emotional intelligence is commonly referred to as street smart, or a person's ability to read political and social situations spontaneously according to the wants and needs of others, and then rearrange them as needed (Adz-Dzakiey, 2008). Cooper and Sawaf (2003) argue that having rational intelligence alone cannot help in dealing with the turmoil of life, and thus emotional intelligence acts as a motivator for humans to seek benefits and unique potentials in themselves and activate the deepest aspirations and values of life, so that they are able to change and thoughts become wholesome actions. This emotional intelligence consists of five elements: self-awareness, self-regulation, motivation, empathy, and social skills (Goleman, 2000). According to Hay Group, McClelland Centre for Research and Innovation (2005, pp. 3-4), the aspects of emotional intelligence based on The Emotional Competence Inventory 2.0 (ECI) include Self-



Awareness, Self-Management, Social Awareness, and Relationship Management, which will be described in more detail as follows:

1. *Self-Awareness*

Self-awareness is the ability to know one's internal state, preferences, resources and intuition. There are three stages of self-awareness:

- a. *Emotional Self-Awareness*: the capability to identify one's emotions and how they affect their environment or social.
- b. *Accurate Self-Assessment*: the capability to identify one's strengths and limitations, so as to provide solutions to problems faced by students.
- c. *Self-Confidence*: a strong conviction in a person of one's own abilities and capabilities.

2. *Self-Management*

Self-management is the ability to manage one's internal state, impulses, and resources, which involves:

- a. *Emotional Self-Control*: Keeping chaotic emotions and impulses under control.
- b. *Transparency*: Display honesty, integrity and trustworthiness.
- c. *Adaptability*: Flexibility in adapting to changing conditions and situations or in overcoming various problems.
- d. *Achievement*: Encouragement to improve performance to comply with quality standards.
- e. *Initiative*: Readiness to take action and take advantage of opportunities.
- f. *Optimism*: Persistence in achieving goals and what is desired although facing various obstacles and setbacks.

3. *Social Awareness*


Awareness of other people's feelings, needs, and affairs, including:

- a. *Empathy*: Feeling the feelings and perspectives of others, and taking action on their needs.
- b. *Organizational Awareness*: Read the emotional state in the group and the strength of the relationship.
- c. *Service Orientation*: Recognizing and fulfilling client needs.

4. *Relationship Management*

Relationship management is the expertise in influencing the desired response to others. The aspects in it include:

- a. *Developing Others*: Feeling the development needs of others and supporting their abilities.
- b. *Inspirational Leadership*: Guiding and motivating with compelling ideas.

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- c. *Change Catalyst*: Initiate, organize, and lead in a new direction.
 - d. *Influence*: Having a level of strategy to persuade others.
 - e. *Conflict Management*: Negotiating and resolving disputes.
 - f. *Teamwork and Collaboration*: Creating group synergy in achieving collective goals.

Every aspect included in EI is a characteristic that needed to be possessed by professional teachers. The quality of learning can be improved by developing emotional intelligence (Segal, 2000).

MOTIVATION IN LEARNING

Sanjaya (2010) states that motivation is a dynamic aspect of learning. In general, cases of underachieving students are not because they are less capable academically, but they do not have the motivation to learn leading them not to do the best. Motivation is a condition that moves a person in a directed way to achieve goals (Winardi, 2002).

In traditional learning which applies an expository approach, teachers sometimes forget to implement the motivational elements. Teachers seem to demand students to accept what they teach. Such conditions are very ineffective because students lose optimal learning opportunities so as to provide good learning outcomes. Therefore, in the modern learning process, motivation is placed as one of the important factors because it does not only affect students' process in learning, but also their learning achievement. Motivation is a condition in a person where he has a strong desire to do something in order to achieve a goal or what he wants. According to Mc Donald as cited in Kompri (2016), motivation is a condition that changes the energy in a person to achieve goals, and this can be seen by the presence of feelings and reactions to obtain what is desired. Woodwort as cited in Sanjaya (2010) states that a motive is a set that can make individuals carry out certain activities to achieve goals. Thus, motivation is an impetus that can lead to certain behaviors directed at achieving a certain goal. The behavior or actions shown by a person in an effort to achieve certain goals really depend on the motive he has. According to Sardiman (2006), motivation functions to make humans as a driving force in every activity carried out, helps humans in determining the direction of goals to be achieved, and helps humans in choosing harmonious actions in the process of achieving goals. However, although motivation may be caused by external factors, it grows within an individual.

RESEARCH METHODS

This study used descriptive qualitative methods, with the intention of examining the problem at the time of the study. Data were collected by conducting field observations,

documentary studies, and interviews. The qualitative approach was used to examine the problem and get a deeper meaning about the application of Emotional Intelligence values in an effort to increase the motivation of students at a private Islamic secondary school in North Aceh, Aceh Province.

The qualitative approach used in this study was based on several considerations, namely in order to develop the concept of thinking and understand the patterns contained in the application of the values of emotional intelligence in helping to motivate students. By looking at the whole situation, the process of improving teacher professionalism is sensitive to the people being studied and explained inductively. In addition, this study also aimed to analyze and interpret facts, symptoms, and events related to the application of emotional intelligence values, in the context of space, time and situations experienced.

The subjects of this study were three teachers of a private Islamic secondary school in North Aceh who were randomly selected based on their tenure and background in the field of study, with the following details: one teacher with a tenure of more than ten years who teaches Social Sciences subjects, one teacher with a working period of five to ten years teaching English, and one teacher with a service period of less than five years who teaches Natural Science Education.

RESULTS AND DISCUSSIONS

The following section discusses the results of the study. There are three interviewed teachers with the following initials G-1, G-2, and G-3.

1. *Self-Awareness*

The teacher (G-1) explained that they can understand the situation of the students with their daily attitudes and behavior, as seen from how they interact with teachers and friends. In addition, he believed that every child has their own strengths and weaknesses. A teacher must be able to recognize those and provide input and solutions to problems that are often faced by students. He added that by recognizing the strengths and weaknesses of students, he as a teacher can guide them to continue to develop their potential so that they can foster self-confidence in their students.

The teacher (G-2) gave the answer that a teacher should understand the students' conditions even though there are still many shortcomings that he has in dealing with each student's problems, but he has tried his best to learn the characters of each student in his upbringing. Even more so for students who have problems in the learning process, he believed that student delinquency has its own causes. As a teacher, solving

the problems of students who seem less interested in the learning process is a challenge in itself. According to him, teachers must be able to foster student motivation through interesting learning models.

The teacher (G-3) said that he found it difficult to deal with students who lack motivation to learn. This is even more so if they start annoying other friends who are focused on studying. Sometimes he gives light punishment such as cleaning the yard around the class as a penalty. He has tried to be more communicative, but there are still students who argue and answer every time he is advised.

2. *Self-Management*

According to G-1, being a teacher is not easy, every day they deal with various behaviors of students who come from different backgrounds. However, it is very important for a teacher to control his emotions. It is not easy, but over time dealing with various problems in the field, they will get used to and be able to adapt to the situation. Besides that, according to him, a teacher must be honest and have high integrity so that they can foster the trust of students, peers, and superiors. In improving performance in accordance with quality standards, teachers must also cultivate high motivation, so that the expected results can be achieved maximally. Maybe in some time teachers will face obstacles, but the readiness to act, take full advantage of opportunities, persevere and believe in doing our best will certainly produce the desired results. Teachers should make every obstacle to learn to continue to grow to be the best.

G-2 explained that being a teacher *“makes us students too because when we teach we will also learn. Being a teacher makes us learn to control ourselves; we learn to be patient, caring, and cultivate compassion. When we do this work with a sincere heart and high enthusiasm, the trust of our students, colleagues, and superiors will be won. Obstacles are of course we face, almost every day there are problems that arise, generally from students, which sometimes make us lose control, but from each experience we learn to be wiser in exposing them all.”*

G-3 admitted that they still have difficulty in controlling their emotions when dealing with students with problems, especially if they are being rude. He saw a lot of differences in the attitudes of a student then and now. According to him, this could be due to the times and family who do not care. However, he kept trying to solve every problem with a cool head so that he received respect from the students. In addition, he also received a lot of input from older teachers in dealing with students.

3. *Social Awareness*

According to G-1, a teacher must also be sensitive to the needs of his students. As a parent of students at school, a teacher must have a high sense of empathy, namely being aware of the feelings and needs of students so that they can take action based on needs. Reading students' emotions can be done by getting to know them better. Establishing a harmonious relationship with students will have a positive impact on their development and motivation to learn. A teacher is a service provider who should understand what students need in the learning and teaching process.


G-2 argued that a sense of empathy for a teacher is one of the main assets that can strengthen the relationship between students and teachers, so that their learning motivation can grow and develop well, a harmonious atmosphere that can grow from mutual respect and understanding can create an atmosphere. Learning is fun, so students do not feel pressured when undergoing the learning process.

G-3 agreed that a teacher must have a high sense of empathy in order to establish a harmonious relationship within the school environment, both with students, between peers, and also with superiors. Having a harmonious relationship and work environment can foster motivation to work for teachers and motivation to learn for students. We can fertilize and hone a sense of empathy so that we get used to it.

4. *Relationship Management*

According to G-1, a teacher must be able to feel the needs of students and support their development. The learning that is applied must also be based on their needs, so that the material being taught can be well received and understood. Besides doing the learning and teaching process in the classroom, he also usually provides external guidance outside the classroom and provides motivation to reach a better future that everyone has the opportunity to develop even though he has to get out of his safe zone. He used to provide motivation with success stories of children from rural areas or rural areas who dared to leave the area to achieve success. He applied this strategy when he wanted to persuade or guide his students to be more enthusiastic in learning. However, it cannot be denied that there are various challenges in this world of teaching, conflicts often occur between students, but as a teacher he must rack his brains in resolving these disputes, so as to create synergistic and harmonious relationships in achieving collective goals.

G - 2 agreed that a teacher must be able to feel what students need and provide them with support according to what is needed, especially emotionally. Some children with family backgrounds who are less responsive to education are the main targets.



According to him, they should be given more motivation so that their interest and enthusiasm for learning can continue to grow and develop. G-2 added that he really aspires to be a teacher who can provide comfort in the learning and teaching process as well as being a teacher who can help his students find solutions to their problems. If there is a dispute between his students, he will resolve it amicably. According to him, solidarity must continue to be fostered in order to achieve the desired goals.

G-3 admitted that he still needs to learn a lot in understanding the nature and condition of all his students. Some of the students seem to be closed off, perhaps because of their family backgrounds who don't really care about education. Some families here feel hands-off with their children's education after taking them to school. They give full responsibility to the teacher for the problem of the education their child receives without being willing to cooperate properly. However, he tried to be able to understand the condition of his students, even though some of them did not take them seriously. He also tried to foster a sense of unity in his students so that they can achieve the expected desires.

Based on the research results, overall the teachers have implemented good Emotional Intelligence although some of them still find difficulties due to being inexperienced, but they have tried and are willing to learn to be better. The findings here conform to those in a study by Asrar-ul-Haq, Anwar, and Hassan (2017) which found that emotional self-awareness, self-confidence, achievements, conflict management, and developing others, all have a favorable and meaningful impact on teacher job performance.

In addition, every year the school evaluates the learning process that has been running. Teachers who have a good EI can be seen from their attitudes, being more responsive to problems faced at school. They realize that teachers need not be afraid to give constructive advice or criticism for the benefit of the world of education. They believe that teachers must be observant, especially in the development of their students' education. They are also aware of the task assigned to them, and feel dissatisfied if the task is not completed properly.

In an effort to develop self-potential, these teachers have hopes and aspirations to achieve maximum work performance. Various ways have been done by the teacher in an effort to improve self-ability and students' abilities in learning at school. One of the methods recommended is to conduct Classroom Action Research (CAR) in an effort to develop self-potential and students in school.

The motivation of the teachers in this school can also be seen from the way they interact with fellow teachers and the community. A person's need to establish a harmonious

relationship with the people around him is a form of concern shown through communication and social attitudes. The need for affiliation becomes the motivation and encourages the person to connect with others and make as many friends as possible. Thus teachers who are motivated to work are teachers who always have good relationships with everyone around them. Such teachers can be said to have high emotional intelligence because they always try to do good with others, and have high empathy, both at work and in society.


CONCLUSIONS

The study concludes that in regard to EI, the teachers here have always tried to understand the situation of students, carry out evaluations, and guide students to be better. The teachers in this school have more prominent social competences and they always work together with fellow teachers, administrative staff, and the surrounding community. In addition, students in this school generally have good motivation in learning, but there are still some who are less motivated.

This study suggests that schools and all levels of society need to support their teachers emotionally in order to increase teaching motivation and give their best performance as teachers. Researchers who are also interested in this field of research can further examine the relationship between emotional intelligence and teacher performance in the teaching and learning process.

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