

ISLAMIC EDUCATION TEACHES EMOTIONALLY INTELLIGENT STUDENTS IN DIGITAL ERA

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ABSTRACT

Islamic education represents a pivotal response to globalization, shaping the ethical and moral fabric of society to cultivate devout and virtuous individuals (Piety, 2020). This study aims to explore the role of emotional intelligence in Islamic education, particularly in the context of digitalization and its developmental pathways. Employing a qualitative research approach, this study relies on literature review as its primary data source, offering a descriptive analysis to illuminate key insights. The findings underscore the necessity for Islamic education to innovate its pedagogical strategies, fostering active student engagement through strategic planning aimed at enhancing emotional intelligence. This contributes both scientifically and strategically to the advancement of Islamic education, emphasizing the development of students' self-emotional intelligence.

Keywords: Islamic Education; Religious; Emotional Intelligence; Era; Digital

A. INTRODUCTION

Education is a transformative process that empowers students to comprehend, analyze critically, and develop moral character (Arewen & Puspita, 2020). This process extends beyond academic knowledge, emphasizing the cultivation of moral values such as tolerance, cooperation, and adaptability, which are essential in a rapidly changing global context (Handayani, 2017; Strimel & Grubbs, 2016). In the realm of Islamic education, the goal is to imbue students with moral integrity, spiritual growth, and practical competence, aligning teachings with contemporary educational tools like technology (Albani, 2019; Akrim, 2022). This integration reflects the evolving challenges and opportunities in educational management, facilitating easier access to knowledge resources (Rindrayani, 2020; Salsabila, 2022).

Today's educational landscape witnesses the pervasive influence of social media and the internet, which educators utilize to engage digital-native students effectively (Fadhilah & Khoirunnisa, 2022; Fakhrurazi et al., 2022). This shift underscores the importance of adapting teaching methods to accommodate technological advancements and the psychological profiles of millennial learners, ensuring meaningful communication and information exchange (Nisa & Susandi, 2021b; Sukanthi, 2022). Emotional intelligence plays a pivotal role in both general education and Islamic studies, enhancing students' ability to manage emotions, cultivate relationships, and navigate social complexities (Khassawneh et al., 2022; Mustafina et al., 2020). This competence is crucial for fostering academic success and nurturing ethical behavior, essential qualities in Islamic teachings (Ahmad et al., 2020).

Therefore, integrating digital tools with Islamic educational principles can optimize learning outcomes, fostering holistic development grounded in both religious values and contemporary knowledge (Anggoro et al., 2023; Yusri et al., 2020). This approach not only enhances academic performance but also enriches students' emotional intelligence, preparing them to excel in a globalized world (MacCann et al., 2020). In conclusion, the synergy

between educational methodologies, emotional intelligence, and Islamic values holds promise for advancing learning in the digital era. Future research should explore how different learning approaches in Islamic education can further develop students' emotional intelligence and academic achievement.

B. LITERATURE REVIEW

1. Islamic Education

Education serves as a crucial conduit for transferring knowledge, skills, and expertise from one generation to the next. Quality education enhances life outcomes, whereas its absence can lead to societal and moral decline (Rindrayani, 2020). Effective educational strategies are essential, including moral education, to foster students' ethical development. Educational institutions must optimize various approaches to achieve these goals, directly impacting schools and students alike. Therefore, teachers' creativity in pedagogical methods is paramount.

Similarly, Islamic religious education aims to deepen participants' faith, understanding, and application of Islamic teachings, fostering individuals who exemplify noble character personally, socially, nationally, and in civic life. Islamic education is fundamentally about instilling Islamic values to cultivate individuals who are devout, morally upright, and ethically principled. The framework for constructing Islamic education encompasses comprehensive plans that address all facets of Islamic learning (Primarni et al., 2022).

2. Emotional Intelligence

According to Daniel Goleman's research, emotional intelligence is a crucial factor contributing to overall intelligence (Riyadi, 2015). Emotional intelligence, distinct from cognitive intelligence, comprises the ability to understand and manage emotions effectively, which is essential for achieving personal goals (Hadiati & SY, 2022; Yusuf et al., 2021). Emotional intelligence specifically involves insight into one's own emotions and their impact on actions, particularly in learning activities (Bansal, 2020). Saraswati et al. (2022) emphasized that maximizing adaptability requires awareness of future needs, increased self-control, curiosity in gathering information, and confidence in pursuing goals actively and flexibly.

Emotional intelligence significantly influences students' motivation to continue their education by enabling them to effectively manage their emotional and cognitive abilities in social contexts (Chang & Tsai, 2022; Mac Cann et al., 2020; Navas et al., 2022). It encompasses understanding one's own and others' emotions, self-motivation, and adept handling of internal and external feelings during interactions (Bansal, 2020).

Students with strong emotional intelligence can self-motivate and align their actions with their emotional state and situational demands (Snowden et al., 2018). The five key dimensions of emotional intelligence include recognizing one's own emotions, managing emotions, self-motivation in overcoming setbacks, recognizing others' emotions, and building positive social relationships (Ayu, 2018).

3. Era digitalization

Globalization, driven by rapid advancements in science and technology, has profoundly reshaped contemporary life across all domains. This evolution underscores the need for an increased focus on education, as individuals must increasingly grasp scientific and technological concepts (Akrim, 2022; Chick et al., 2020).

The development of science and technology, particularly in information, communication, and transportation sectors, has facilitated global interconnectedness, thereby transforming the world into a cohesive global structure (Haleem et al., 2022). This accessibility to information and communication has significant implications for societies and nations, influencing the mindset, psychology, and attitudes of the younger generation, including in Indonesia (Fransyai et al., 2021).

Technological tools like television, mobile phones, and computers, primarily originating from Western countries, have become indispensable in daily life, enhancing productivity and efficiency (Hamilton, 2018). These advancements have also accelerated knowledge accumulation and interpersonal communication (Meliani et al., 2023).

In the context of globalization, harnessing digitalization for the advancement of religious education requires careful consideration of factors such as technological design, student psychology, developmental psychology, and content characteristics (Frontzen et al., 2019). Effective utilization and development of educational media, including projectors and electronic devices, are essential for improving learning outcomes and accommodating diverse learning styles (Nisa & Susandi, 2021b; Strimel & Grubbs, 2016b; Sukanti, 2022).

Educators and students alike must embrace these technological advancements to facilitate dynamic teaching and learning processes, moving beyond traditional methods to foster effective educational experiences.

C. RESEARCH METHODS

This study adopts a qualitative research approach, focusing on uncovering meanings, understanding phenomena, and providing contextual and comprehensive definitions of events directly or indirectly related to the study environment (Creswell, 2014). Data for this research were derived from various previously published sources and analyzed using literature-based techniques, without the need for fieldwork or library visits.

Primary sources, such as books, journals, and dissertations pertinent to the research topic, were extensively utilized (Karim et al., 2019). Additionally, secondary data, including interviews and other field observations, complemented the primary sources to bolster data authenticity and reliability.

The integration of primary and secondary data ensured a robust foundation for the study, aligning theoretical insights with empirical realities encountered in the field. The findings are presented in a narrative format and discussed alongside multiple data sources, providing a coherent and comprehensive analysis of the research subject.

D. RESULTS AND DISCUSSION

1. Emotional Intelligence Investigation

Various types of emotional intelligence and their indicators based on research data results include the following ;

Table 1 . Emotional intelligence with each of its indicators

Aspec	Indicator
Self - awareness dimension of emotional intelligence	Recognizing and feeling one 's own emotions
	understand the causes of feelings that arise
	to recognize the influence of feelings on an action

Self - regulation emotional intelligence	Be tolerant of frustration
	Able to control anger
	Controlling aggressive behavior
	Having a positive view of each thing
	Having the ability to control stress and anxiety
Self - Motivation Dimension Emotional Intelligence	Able to control impulses
	Be optimistic and enthusiastic about learning
	Focus attention on the task
Emotional intelligence dimension Empathy	Having an open nature towards differences other people's views and opinions
	Having a sense of place and sensitivity towards people other
Emotional intelligence dimension Social skill	Understanding the importance of building good relationships
	Able to resolve conflicts well
	Having good communication skills
	Having a friendly nature , easy to get along with and cooperate
	Has a tolerant attitude
	Be democratic

Referring to the table on Emotional Intelligence above, it is crucial to recognize how emotional factors influence the ability to store information in long-term memory within educational contexts. Individuals experience emotions when they focus their attention on specific material. For instance, developing a keen interest in a subject motivates further research, driven by personal curiosity (Fadilah & Wijaya, 2022). Motivations for selecting study programs and pursuing education vary widely. Personal interests stem from unique characteristics, values, and individual traits, shaping emotional responses and influencing goal-directed activities. Situational interest, on the other hand, emerges in relevant contexts influenced by environmental factors (Khassawneh et al., 2022; Mustafina et al., 2020). Such interests can be transient but impactful, momentarily capturing attention and fostering engagement even when inherent personal interest may initially be absent.

This illustrates how individuals can cultivate interest in a subject matter, driven by both personal and situational factors, thereby enhancing learning and memory retention in educational settings.

2. Emotional intelligence contributes to Islamic Religious Education

The role of emotional intelligence in Islamic Religious Education is significant, as it influences the cultivation of positive human emotions within the educational context (Mustafina et al., 2020; Nisa & Susandi, 2021). Teachers of Islamic religious education assume multiple roles such as educators, mentors, motivators, and classroom managers. Evaluating student progress is also a crucial part of their responsibilities. Islamic religious educators actively contribute to enhancing emotional intelligence among students. They focus on improving various components of emotional intelligence, including identifying individual emotions, managing emotions effectively, self-motivation, and building

interpersonal relationships. Self-awareness in emotional intelligence is particularly important in this context. Therefore, Islamic Religious Education teachers play a pivotal role in fostering emotional intelligence development among students (Hadiati & SY, 2022).

Here are examples of strategies educators employ to recognize and understand students' emotions:

- a) Teachers stimulate discussions that prompt students to express their emotions through questions and class interactions.
- b) Teachers acknowledge and reward students who provide thoughtful responses to questions, reinforcing positive emotional expressions.
- c) Teachers observe behavioral cues and patterns to gauge emotional states and reactions.
- d) Teachers use storytelling as a tool to help students identify and understand their emotions based on their expressions and reactions.
- e) Teachers integrate emotional intelligence development into religious studies consistently (Khasawneh et al., 2022; Mustafina et al., 2020).

These efforts illustrate how Islamic Religious Education teachers actively contribute to enhancing emotional intelligence, thereby enriching the educational experience for their students.

3. Islamic Education through Social Media in the Digital Era

A person's emotional intelligence shapes their character. In this context, students can recognize, manage, and motivate their own emotions, as well as those of others. Therefore, character development becomes the primary objective of education. Participation in educational programs has proven successful when students possess good character. Educational institutions exist not only to emphasize knowledge components, as some schools do, but also aspects such as faith and piety (Onyema et al., 2019; Rizki, 2023). This mission aligns with the mandate of national education. According to Law No. 20 of 2013, schools are required to follow the curriculum, which emphasizes certain aspects of attitude, knowledge, and skills. The concept emphasizes a balance between a person's hard and soft skills, including spiritual, social, intellectual, and practical aspects of life. Teachers are not merely information providers but also mentors who set good examples for students to follow, ensuring a successful learning process by instilling values (Strimel & Grubbs, 2016).

Therefore, educational institutions aim not only to impart knowledge but also to cultivate character and personality in participants. Both objectives are pursued simultaneously, positioning educational institutions at the forefront in combating hate speech and misinformation, and guiding future generations. For the millennial generation, the digital era presents both challenges and opportunities in education. Given their dependency on social media, which influences dynamics and changes, there are opportunities to address family well-being issues through platforms like Instagram, YouTube, Facebook, and WhatsApp (Onyema et al., 2019; Qureshi et al., 2021). Social media's purpose extends to ensuring the next generation is well-versed in science and technology, while also promoting religious understanding, practice, and transmission of knowledge as a commitment and obligation. Islamic religious education aims to cultivate a millennial generation that is well-informed and responsible.

The emergence of social media platforms has altered the landscape of religious education, offering new avenues for study and engagement alongside traditional educational systems. This evolution prompts various interpretations on how Islamic education should prepare the next generation, recognizing that challenges on social media differ from those in

real life. Efforts to improve communication among members both within and outside educational institutions can mitigate challenges in Islamic education

E. CONCLUSION

To keep up with the rapid development of digitalization, educational standards must be raised. When the teaching of Islamic Education is examined closely, it turns out that it is still conventional in nature, which is one of the reasons why students do not develop. As a result of these conditions, Islamic education must now promote active learning through comprehensive strategic planning. Specifically, it should focus on developing emotional intelligence, character, and emotional management skills that are essential for students to comprehend and store information in their long-term memory within an educational context. Therefore, the use of social media can be considered as part of the solution to this problem. High-level strategic planning will ultimately lead to higher quality learning outcomes.

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