THE ROLE OF TEACHERS IN INSTILLING STUDENTS' EMOTIONAL INTELLIGENCE AT MADRASAH IBTIDAIYAH NEGERI 2 BOLAANG MONGONDOW SELATAN

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Abstract: One of the problems found in various educational institutions is that teachers often forget that there are other achievements and not only make students' intellectual intelligence the goal of learning. Teachers seem to focus on achieving basic competencies in students' knowledge, while emotional intelligence is sometimes neglected. As a result, there is a gap between knowledge and students' emotional intelligence. In addition, paying attention to students' emotional intelligence is actually to help students manage their emotions and be more perfect in their development. Therefore, research related to the role of teachers in instilling students' emotional intelligence needs to be conducted. This study was conducted to answer research questions related to the role of teachers and factors inhibiting the role of teachers in instilling students' emotional intelligence at Madrasah Ibdtidaiyah Negeri 2 Bolaang Mongondow Selatan. This type of research is field research, using a descriptive approach, and qualitative methods. While observation, interviews and documentation were chosen as data collection techniques. The primary data source in the form of interview results was obtained from informants, namely the principal and grade V teachers, while secondary sources were obtained from relevant writings published in books, research results, and online media. The collected data were analyzed using an inductive analysis model. This study found several things to answer the research questions. First, provide advice and examples of exemplary attitudes in daily actions for students to emulate. Second, design learning by including emotional intelligence instillation material into the lesson plan. Third, instill religious values. Fourth, provide small analogies that can be understood such as the advantages of doing good and the disadvantages of doing bad, and provide analogies of the causes and effects of an action. Fifth, provide students with an understanding to position themselves as others. Sixth, ask students to reflect on themselves before acting or speaking. Seventh, teachers ask about things that students have mastered or have not mastered. Eighth, motivate, appreciate and appreciate every student's effort by giving rewards.

Meanwhile, the inhibiting factor for the role of teachers in instilling emotional intelligence in students is the student's environment, both the playing environment in social media, family, and the surrounding environment.

Keywords: role; teacher; emotional intelligence; students; State Elementary Madrasah

Abstrak: Salah satu persoalan yang ditemukan dalam berbagai lembaga pendidikan sekolah adalah para guru sering kali melupakan bahwa ada capaian lain dan bukan hanya menjadikan kecerdasan intelektual siswa sebagai tujuan pembelajaran. Guru tampak fokus mencapai kompetensi dasar pengetahuan siswa saja, sedangkan kecerdasan emosional kadang dikesampingkan. Akibatnya, terjadi kesenjangan antara pengetahuan dengan kecerdasan emosional siswa. Selain itu, memperhatikan kecerdasan emosional siswa sebenarnya adalah untuk membantu siswa mengelola emosinya dan lebih sempurna dalam perkembangannya. Sehingga itu, penelitian terkait peran guru dalam menanamkan kecerdasan emosional siswa perlu dilakukan. Penelitian ini dilakukan untuk menjawab pertanyaan penelitian terkait peran guru dan faktor penghambat peran guru dalam menanamkan kecerdasan emosional siswa di Madrasah Ibdtidaiyah Negeri 2 Bolaang Mongondow Selatan. Jenis penelitian ini adalah penelitian lapangan, menggunakan pendekatan deskriptif, dan metode kualitatif. Sementara observasi, wawancara dan dokumentasi dipilih sebagai teknik pengumpulan data. Sumber data primer berupa hasil wawancara diperoleh dari informan, yakni kepala sekolah dan guru kelas V, sedangkan sumber sekunder diperoleh dari tulisan–tulisan relevan yang dimuat dalam buku, hasil penelitian, dan media online. Data yang terkumpul dianalisis menggunakan model analisis induktif. Penelitian ini menemukan beberapa hal untuk menjawab pertanyaan penelitian. Pertama, memberikan nasehat dan contoh sikap teladan dalam perbuatan sehari-hari untuk bisa ditiru oleh siswa. Kedua, merancang pembelajaran dengan memasukan materi penanaman kecerdasan emosional ke dalam RPP. Ketiga, menanamkan nilai-nilai agama. Keempat, memberikan perumpamaan-perumpamaan kecil yang mampu dipahami seperti keuntungan berbuat baik dan kerugian berbuat buruk, serta memberikan perumpamaan sebab dan akibat dari sebuah perbuatan. Kelima, memberikan pemahaman kepada siswa untuk memposisikan dirinya sebagai orang lain. Keenam, meminta siswa bercermin pada dirinya sendiri sebelum bersikap atau berucap. Ketujuh, guru bertanya mengenai hal yang dikuasai atau tidak dikuasai siswa. Kedelapan, memotivasi, menghargai dan mengapresiasi setiap usaha siswa dengan memberikan reward. Sementara faktor penghambat peran guru dalam menanamkan kecerdasan emosional pada siswa adalah lingkungan siswa, baik lingkungan bermain dalam media sosial, keluarga, dan lingkungan sekitarnya.

Kata kunci: peran; guru; kecerdasan emosional; siswa; Madrasah Ibtidaiyah Negeri

Introduction

Education is an effort to help students' souls to develop both physically and spiritually (Parinussa et al., 2023). Education is a process that will never end (Blossfeld & Von Maurice 2019), which aims to produce the right quality to realize a future human figure that is in line with the cultural values of Pancasila and the culture of the Indonesian nation (Dewantara et al., 2019; Iriany & Paciana, 2019).

The educational process certainly has a goal, namely the goal of National Education in accordance with Law Number 2 of 2003, namely that education is attempted from humans as they are (actualization) by considering various potential possibilities, then it will be directed towards the realization of an ideal human being.

The purpose of education cannot be separated from human faith and piety towards God Almighty, having noble morals, being healthy, intelligent, feeling, being humane, and being able to fulfill various needs of themselves reasonably, being able to control their lusts, being able to establish good relationships with society, and being cultured. Education should be able to develop various potentials that exist in a person from various dimensions. Thus, education has a great purpose in building the human personality because the goals it hopes for are so profound. So, that a good education process will lead to the expected results. Alberts (2022) said that every school is tasked with educating children to become members of society who can think and be useful. One of the goals of national education that has been explained above is to make someone smart. Intelligence is an ability within a person that can be seen from a cognitive or affective perspective.

The phenomenon that occurs in society, especially in the world of schools, is that good grades that are visualized with good academic achievement are still the main focus in educating children. The higher the grades, the better the achievement, then the child will be considered successful. Meanwhile, if the academic achievement is not good, the student is considered not to have studied optimally. Many people assume that a good IQ will bring someone to success. This is actually not quite right. To become a successful person, we need to have a certain intelligence, this is true. There

is no certainty that those with high intellectual intelligence will have a brilliant career.

In school, children tend to be accustomed to undergoing learning activities by participating in a series of activities. They must get good grades as a sign that they really understand a particular lesson. Parents and teachers often forget that other factors in students also need to be instilled and developed (Brooks & Goldstein, 2008; Lestari, 2023). For knowledge, children can actually find out and it is not too difficult to instill understanding in children because basically children learn more easily.

One place where someone can learn to be smart and develop the intelligence they already have is school. School is also the place of choice for parents to entrust their children to be educated to become smart children. Currently, schools have progressed along with changes in the curriculum. The emergence of the 2013 Curriculum which has Core Competencies and Basic Competencies makes the learning process for children in elementary schools including madrasah ibtidaiyah not only directed at children's abilities in terms of knowledge, but is designed so that children are able to have competence in social attitudes, skills, and spiritual attitudes (Muhamad & Saparahayuningsih, 2016; Maryanti et al., 2021). Children's abilities are not only seen from the intellectual intelligence side, because other aspects can also be assessed.

The problem found in the field is that teachers often forget that there are other achievements and not only make children's intellectual intelligence the goal of learning. Many students who are expected to be intelligent children by their parents, are asked for tutoring outside of formal schools, and teachers who seem to focus on achieving Basic Competencies of knowledge only, while emotional intelligence is sometimes sidelined.

Teachers play the biggest role in educating children at school. Teacher and student books are made, school administration needs to be arranged, so the role of teachers is very much needed in helping to make children's development a success, especially while at school. Emotional development for students at school is not easy and light. It takes more effort and attention from teachers at school. In the school environment, there will be a process where students will socialize with friends of the same age. In socializing, it

could be good for children if they are accepted in their socializing. However, it would be better for children to feel accepted in their environment.

In the fifth-grade students of Madrasah Ibtidaiyah Negeri 2 Bolaang Mongondow Selatan, it was found that there were children who had stable emotions and there were also those who were less stable. In children who were less emotionally stable, reactions when angry tended to be excessive, such as slamming tables, throwing books, breaking things, speaking rudely to their friends. Then, when the teacher tried to advise them, the children tended to fight back and were difficult to overcome. Some students who were emotionally unstable tended to be less liked by their friends, and had few friends. Other students tended to be afraid of being friends with children who had rude and angry attitudes. So, the question is how is the role of teachers in the process of instilling emotional intelligence.

At Madrasah Ibtidaiyah Negeri 2 Bolaang Mongondow Selatan, students are given a lot of religious content because this school is a Madrasah Ibtidaiyah Negeri. Students are taught the hadith and the Qur'an. However, in practice, of course, knowledge about religion is not the same as practicing it. Students do know about the hadith recommending sitting when eating and drinking, but their practice is still lacking. Children still need to be reminded to sit when eating or drinking. So, providing knowledge is not difficult, but instilling it in students so that the knowledge is absorbed and can be applied is a complex challenge. Teachers seem to forget that religious values are not enough just by teaching them to them through learning activities. This gives an illustration that educating character and instilling certain values is not easy.

This study focuses on the analysis of the role of teachers in instilling emotional intelligence in students. Then, analyzing the inhibiting factors of the role of teachers in instilling emotional intelligence in students. This study is specifically aimed at Madrasah Ibtidaiyah teachers who have a major role in the process of educating children. Perfect education is certainly visualized by the balance of all abilities and potentials in the child. This study wants educators to be able to consider taking a greater role in instilling emotional intelligence in students. By paying attention to students' emotional intelligence, it is actually to help students manage their emotions and be more perfect in their development.

Method

This type of research is field research which is commonly used in the qualitative research tradition. Lincoln and Guba as quoted by Mulyana (2022) said that this type of field research can present a description of the subject being studied, present a comprehensive description that is similar to what the reader experiences in everyday life, be an effective means of showing the relationship between respondents and researchers, and provide in-depth descriptions needed for assessment. Meanwhile, the research approach used in this study is a descriptive approach. This approach is an approach that is often applied in qualitative research to study, examine, and analyze social phenomena or symptoms in naturally occurring conditions (Moleong, 2001). Judging from the type and approach of research used, the relevant method used in this study is the qualitative research method. Qualitative research aims to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts of people individually or in groups (Sukmadinata, 2005).

This research was conducted at Madrasah Ibtidaiyah Negeri 2 Bolaang Mongondow Selatan from June-August 2024. The data sources for this research are divided into two types, namely primary and secondary data. Primary data is data obtained directly from the first source, namely research informants. Primary data comes from statements and actions obtained by researchers from interviews and direct observations of objects during research activities in the field. In this study, the key informant was the grade V teacher, while the supporting informant was the Principal of Madrasah Ibtidaiyah Negeri 2 Bolaang Mongondow Selatan. The data analysis model used is the analysis model according to Miles and Huberman, namely interactive model analysis. Data analysis takes place simultaneously which is carried out together with the process of data collection, data reduction, data presentation, and conclusions or verification (Bungin, 2003).

Results and Discussion

The Role of Teachers in Instilling Students' Emotional Intelligence

Teachers have a big role in the education process because teachers are figures who are imitated and used as role models for students at school. The

education process is transferred to teachers as parties who are considered capable of helping students to develop their potential. Many schools are built with different visions and missions, as is the case with Madrasah Ibtidaiyah Negeri 2 Bolaang Mongondow Selatan, which is a madrasa that not only aims to educate students academically, but also instills religious values in its learning. The role of teachers is certainly involved in achieving school goals and becoming an agent that initiates change and development of students. Simply put, the role of teachers is to convey knowledge to students. This is as conveyed by Kahembau (2024) that the role of teachers is to convey knowledge to students.

Hamalik (2004) said that the role of teachers is as educators, able to provide services to students so that students are in line with school goals, as mentors, namely being able to provide guidance and assistance to each student so that they are able to understand and direct themselves in making optimal adjustments to their environment. State elementary madrasahs as schools that have an Islamic side, both from the name of the school, learning activities, to the uniforms or clothing of teachers and students, so there should be differences in the way teachers instill certain values in students. That way, the teacher's understanding of his role will also be different and is largely based on religious values. Teachers at Madrasah Ibtidaiyah Negeri 2 Bolaang Mongondow Selatan not only want students to be academically intelligent, but also have good morals. This is in line with the opinion of Sanawiya Gobel (2024) that the role of teachers is to guide and direct students so that they can become better students in terms of academics, morals, and manners.

In fact, the role of teachers is quite broad because their duties are no longer focused on how to teach children to count or read. Teachers have a more complex role because they have to guide students from an academic, emotional, and even spiritual perspective. However, emotions also play an important role in a person in deciding something. Not everyone is able to be emotionally intelligent and this is one of the teacher's duties to instill aspects of emotional intelligence in students as early as possible. By definition, teachers understand emotional intelligence as a child's ability to regulate their attitudes, nature, and speech. Kahembau (2024) said that emotional

intelligence is intelligence in controlling attitudes, behavior, and speech. So that, emotional intelligence is the ability of students to manage their attitudes and nature.

Thus, teachers understand that their role in instilling emotional intelligence is to guide students to be able to regulate their emotions. The way teachers instill emotional intelligence is by giving advice and providing examples for students to imitate. Kahembau (2024) said that teachers play a role in guiding students to be able to manage their emotions. Then, teachers must convey to students about good manners towards older and younger people, as well as how to speak well with others. This can be done verbally and in actions, so that it can be imitated by students.

In emotional intelligence there are six main components that are used as a basis, namely self-awareness, self-regulation, motivation, empathy, social skills, and emotional acceptance. These six aspects will affect students if students are less intelligent in managing them. In general, these six components are categorized into two parts, namely personal skills and social skills. Personal skills are the abilities that a person has to manage themselves, namely concerning self-awareness, self-regulation, and motivation. Individual intelligence in personal skills will help individuals be able to be sensitive and understand their own conditions, both in the form of potential and shortcomings, manage their conditions and resources well, and be able to encourage themselves in achieving goals in the sense that they are able to stand up again after facing failure because they have the ability to motivate themselves.

In addition to the learning process in the classroom, teachers also play a role in designing learning before activities begin. This aims to be a reference for teachers in teaching about the targets and achievements that will be conveyed by the teacher and the achievements that must be achieved by students. This learning plan is also called the Learning Implementation Plan. For State elementary madrasahs, the Core Competencies of social attitudes in grade V are demonstrating honest, disciplined, responsible, polite, caring, and confident behavior in interacting with family, friends, teachers and neighbors and love for the country. When teachers are about to teach, teachers should make a learning plan that will lead teachers to their learning

goals. The activities that will be carried out are made in such a way as to help students achieve their standards.

Someone who has good self-awareness is characterized by several things. First, being able to connect between feelings, thoughts, and actions well. Teachers take an approach to find out the characteristics of students who are different from each other, this is useful for getting to know each other better and understanding students better. By getting to know students better, the process of instilling certain things can be adjusted to the student's condition. After being given advice or instilled with a certain value, students may not immediately understand and practice it. There is a longer process and time in instilling values until students really have those values is normal. This is in accordance with the statement of Kahembau (2024) regarding how to teach students to connect their feelings, thoughts, and behavior. First, the teacher advises and the second is with examples of behavior. This takes time to instill it in students. After being taught, students will understand the material taught by their teacher. This method is used by taking an approach to find out the characteristics of students, one by one. The teacher tries to get to know the students first before teaching or instilling certain values.

Furthermore, Kahembau (2024) tried to insert religious teachings into the process of instilling self-awareness values in students. Students are taught that every action has a reason which will ultimately have consequences for those who do it. So, students will think about the impact of their actions before actually doing an action.

Second, knowing one's own goals and values. When someone has a goal, they will have the enthusiasm to achieve it and feel valuable because they know that they are meaningful and valuable. However, not all individual goals can have a positive impact on others, so instilling goals by basing them on religious teachings with the hope that even though they have goals, they still know what is allowed and what is not is a good effort. It is hoped that the goals made by students are good goals because teachers instill them to return them to religious teachings. Basically, things that are regulated in religion are certainly good things for humans. This is in line with Kahembau (2024) that because Madrasah Ibtidaiyah Negeri 2 Bolaang Mongondow Selatan has an Islamic school background, teachers always return everything

to religious teachings. When they adhere to religion, they come to know about things that are prohibited and allowed, and finally they will have their goal, namely good morals. That way, other characters will follow.

One way to instill goals and self-values is to ask students to reflect on themselves. This means that students see what their dreams are, what they want. However, the most important thing is how someone is able to provide benefits to others. For example, when a student wants to become a teacher, then he realizes that his ideals can later make the knowledge he has useful for others. Another more enjoyable way to instill this is to use interesting stories that contain values and meaningful messages. This is in accordance with Kahembau (2024) who said that the first thing teachers do is ask students to look at themselves. Basically, students' ideals can vary, but the most important thing is that they can become people who are useful to many people. Life goals are important, so they need to have them. The method commonly used is to provide stories and metaphors that contain messages about certain stories.

Third, realizing their strengths and weaknesses. Students are given an understanding that every human being has strengths and weaknesses. This is as stated by Kahembau (2024) that teachers tell students that everyone has strengths and weaknesses. In addition, teachers instill in students that each of them has talents.

Teachers instill in students the ability to recognize their weaknesses. Teachers try to ask questions about their learning difficulties; in this case students can see their academic strengths and weaknesses. If students have weaknesses, then they must also have strengths. In terms of weaknesses outside of learning difficulties such as physical weaknesses, students still have good self-confidence so that they do not realize their weaknesses before their friends start to tease or tease them. In addition, teachers teach them using stories. This is in accordance with Kahembau's statement that teachers apply that everyone has their own strengths and weaknesses. For example, "What lesson do you have more difficulty in?" then the student answers that he finds it more difficult to memorize than to count. From there, students will know their weaknesses and strengths. Teachers also often ask about lesson materials that are considered difficult. Meanwhile, in terms of things outside

of lessons, such as physical problems, students only complain about their condition when their friends call them black or not beautiful. Apart from that, students' self-confidence in class is quite good, and they only complain if they are teased by their friends.

Everyone has their own emotions. There are negative emotions that if not controlled can affect students' interactions with other people or their environment. If a student cannot control his anger, for example he gets angry easily when joked with by his friends and his angry response is excessive, then only a few students want to be friends with him. If this is the case, how can a student learn to work together, while his friends don't even want to get close. That way, a student must be able to control himself, regulate his negative emotions, and maintain positive emotions as much as possible so that his condition remains stable. This is in line with the statement of the class teacher that if we are selfish or angry, then we will be shunned by friends (Kahembau, 2024). In this context, the teacher has explained the positive and negative impacts of good and bad deeds.

The efforts made by teachers to help students have good self-regulation in a simple way are by explaining the advantages and disadvantages. This means that when students do something good, they will get benefits, conversely if they do something bad, they will lose. The most obvious loss is being shunned by friends. Kahembau (2024) teaches students that everything they do must have a reason and also consequences. Teachers instill this by explaining the advantages and disadvantages. If you do something negative, it will also bring negative things to yourself. More to instilling cause and effect or advantages and disadvantages in behaving. Gainau (2021) said that students with low emotional intelligence have the characteristics of having difficulty getting along, liking to be alone, being indifferent, and having difficulty adapting to others.

The instillation of cause and effect or the concept of thinking before acting can be applied as one way to provide students with a simple understanding that what they do if not thought through carefully will become a problem for themselves or even others. However, it is not uncommon for students to lose control and get really angry until they end up fighting with their classmates. Teachers must also act and find ways to control problems

that arise in the classroom. One way that teachers deal with students who are unable to control negative emotions by getting angry is to ask students to calm down by returning them to how Islam teaches to overcome anger. To change positions, and if it has not subsided, they can perform ablution. The teacher tries to calm the students down and separates them until there are no signs that they are still angry.

From the findings above, teachers can find solutions and provide appropriate advice to the parties in trouble. Kahembau (2024) said, when a child is emotional, she suggests sitting down. If it doesn't subside, then lie down. If it still doesn't work, then go to the ablution place. The teacher returned it to religious teachings.

In terms of self-regulation, teachers design learning that aims to instill a sense of responsibility in students. In addition, other characteristics of someone who has good self-regulation include students having a sense of responsibility and being able to innovate.

Teachers need to think about students being able and enthusiastic in learning. Furthermore, students need to be motivated within themselves, and the ability to motivate themselves or others. Motivation can be present depending on a person's mood. A good emotional atmosphere can motivate students to do something like studying. That way, emotions are indeed the fuel that can give birth to motivation. One aspect of motivation is having the drive or enthusiasm to be better. From the results of an interview with Kahembau (2024), two ways were found for teachers to instill enthusiasm in improving the quality of students, namely instilling students to try, and every effort will be appreciated. So, students automatically have the determination to try. Then, after their efforts are appreciated, they will want to be even better. The teacher then provides motivation and appreciation to students through small rewards in addition to positive words.

Based on the interview results above, it can be seen that the first way teachers instill motivation is by showing trust in students by asking them to try first. Teachers need to have a sense of trust in students by letting them do something and being sure they are able to do it. The second way is by giving appreciation to students. Although in the end there will be results that are not as expected, teachers need to appreciate students' efforts by showing

appreciation in the form of words or other small rewards. Thus, teachers can provide encouragement to students that make them feel excited to be better because they see the trust and appreciation from their teachers. Not making students' mentality fall is one wise way to instill enthusiasm. This means, first give encouragement to students so that another enthusiasm is instilled in them. Another way is to give advice that we should be better people than yesterday.

In addition to actions and speech, teachers also need to design learning that helps students learn to take the initiative and be optimistic as a way to build motivation. Active learning can be an alternative choice. Suryana (2016) said that one of the roles of teachers is to provide stimulation by creating good learning so that it can help students' intellectual, emotional, spiritual, and social development. Through active learning, group discussions, students' curiosity will arise which leads them to the courage to ask questions. Then, through question and answer interactions, students are trained to be optimistic to dare to answer or submit opinions. Kahembau (2024) said that teachers usually use the question and answer method to make the learning process active. The teacher asks students to state the meaning of a lesson using their own language. In addition, group discussions to make students have the initiative to ask or answer. This method encourages students to be curious and active. In addition, presentations, teachers must require each group to ask questions.

In terms of motivation, the teacher provides an overview of the benefits of studying the lessons to be learned in everyday life so that it is expected to be able to raise students' motivation before learning activities begin. This is stated in each lesson from lessons 1-6 in the preliminary activities in the RPP for class V. Meanwhile, the teacher asks students to discuss with their friends, the teacher tries to build student initiative and is trained to be optimistic in telling their group members about their ideas or thoughts. Thus, it can be concluded that the teacher plays a role in instilling student motivation.

In addition to personal skills, aspects of emotional intelligence are also included in the category of social skills. Social skills will determine a person in dealing with their relationships with others which are shown by good

speaking and communication skills. When someone is good at social skills, they are able to work with others well, able to help others to develop. The three aspects that are included in social skills are empathy, social skills, and emotional acceptance. For students, these three things can be trained early on with the help of teachers at school.

Because of interacting with others at school, students must learn to understand others, namely understanding what others think, feel, need and how to respect others which is called empathy. The empathy possessed by students of Madrasah Ibtidaiyah is different when compared to the empathy of students of Madrasah Aliyah. Students at the Madrasah Ibtidaiyah level have the sensitivity to realize their friends who behave differently. Kahembau (2024) said that the sense of concern of students of Madrasah Ibtidaiyah is different from that of students of Madrasah Aliyah. However, they know when their friends behave differently. For example, they will ask when their friends choose to be silent.

Although not the same as adults, this emerging sensitivity has a good meaning. Students already have an empathetic side in themselves and the hope is that in the future it can develop further. To instill sensitivity towards others, efforts made by teachers can be by asking students to position themselves as others. This is in accordance with the results of an interview with Kahembau (2024) that she always teaches students to be able to position themselves with other people or their friends.

The Factors of Inhibiting in Developing Students' Emotional Intelligence

Teachers' efforts to instill emotional intelligence in students at school in reality do not always go well. There are several factors that hinder teachers in instilling emotional intelligence, namely internal and external factors. These internal factors include children who are still at the level of imitation. While external factors are environmental influences that can have a greater influence in instilling emotional intelligence in students.

Kahembau (2024) said that one of the inhibiting factors for teachers in instilling emotional intelligence is because students are still at the imitation stage. This happens because students are still classified as children, so whatever happens in the surrounding environment, including an

environment that does not support, instinctively children will imitate. In other words, this internal factor depends on the environment. Things that are already good in students can change because of the environment, especially children who are still lacking in emotional intelligence. This imitation stage occurs because children are not yet fully able to take a stance regarding themselves, so they imitate. In this context, instilling emotional intelligence is by providing exemplary examples and positive values in students to minimize what they imitate.

The second factor inhibiting the cultivation of emotional intelligence is external factors, namely the environment. The child's play environment, both in the real world and the virtual world (social media), includes his own family environment. When a child is outside of school, what he sees and imitates is no longer his teacher but the people he meets in his environment. An environment that does not support the child's emotional development inhibits the efforts that the teacher has made. Kahembau (2024) said that the child's social environment can vary and also influence the cultivation of emotional intelligence, both in the play environment and the family environment.

The environment can easily make children compare themselves to others, or assume that what others do is right and they can follow it. Meanwhile, not all things that are done by others can be imitated and are not in accordance with the values taught by teachers at school, for example, children see their parents saying rude things, are not disciplined, and have no responsibility, it will later be embedded in them. In fact, Kahembau (2024) said that at school, all good things have been taught by teachers but do not continue outside of school. Thus, good cooperation is needed between teachers at school and parents at home including the community in instilling emotional intelligence in students.

Conclusion

The role of teachers in instilling students' emotional intelligence is carried out in several ways, namely: first, providing advice and examples of exemplary attitudes in everyday actions for students to imitate. Second, designing learning by including emotional intelligence instillation material in the lesson plan, namely aspects of attitudes in the form of responsibility,

independence, and cooperation. Third, instilling religious values so that students are able to rely on the teachings of their religion, this is done by teachers in the aspect of emotional intelligence self-regulation, so that students do not get angry excessively. Fourth, providing small analogies that can be understood such as the advantages of doing good and the disadvantages of doing bad, as well as providing analogies of the causes and effects of an action. Fifth, providing an understanding to students to position themselves as other people, so that students can better understand the conditions of others. Sixth, asking students to reflect on themselves before acting or speaking, so that students know how other people accept the actions or words they do. Seventh, teachers ask about things that students have mastered or not mastered, so that students are able to realize what they lack and what their strengths are. Eighth, motivate, appreciate and appreciate every student's effort by giving rewards so that students actively develop themselves to be better. While the inhibiting factor of the teacher's role in instilling emotional intelligence in students is the student's environment, both the playing environment in social media, family, and the surrounding environment.

From the results of the existing research, this study suggests several things. First, the way class teachers in instill emotional intelligence in students should be more diverse, not limited to being role models or making group learning but being able to make new innovations in instilling emotional intelligence. Second, there is good cooperation between all parties starting from teachers, parents, and the community, together building an appropriate environment for the success of instilling emotional intelligence in students.

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