



Strategies of Islamic Education Teachers in Developing Emotional Intelligence in Students at Madrasah Aliyah Negeri 1 Padangsidempuan

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Submitted: 21/01/2026
1st Revised: 7/02/2026
2nd Revised: 22/02/2026
Accepted: 24/02/2026
Online Published: 26/02/2026

Citation: Halimatussaddiah, et.al.Strategies of Islamic Education Teachers in Developing Emotional Intelligence in Students at Madrasah Aliyah Negeri 1 Padangsidempuan. *International Journal of Basic Educational Research*, 33-40. <https://doi.org/10.14421/64fp1g74>

Abstract

This research is motivated by the important role of Islamic Religious Education teachers in developing students who are not only intellectually intelligent but also possess good emotional intelligence. Emotional intelligence is essential for students in controlling emotions, developing empathy, motivating themselves, and building harmonious social relationships. However, in reality, there are still students who have difficulty managing their emotions, show low levels of empathy, and demonstrate behavior that is not in accordance with moral and Islamic values. This study aims to examine the strategies used by Islamic Religious Education teachers in shaping students' emotional intelligence at MAN 1 Padangsidempuan. This research employs a qualitative approach with a field research design. The subjects of this study are Islamic Religious Education teachers and students of MAN 1 Padangsidempuan. Data were collected through observation, interviews, and documentation. Data analysis was carried out through data reduction, data display, and conclusion drawing. The results of the study indicate that the strategies applied by Islamic Religious Education teachers in developing students' emotional intelligence include religious habituation, role modeling, personal approaches, discussion-based learning, and continuous motivation. These strategies have a positive impact on students' ability to recognize and manage emotions, develop empathy, enhance self-motivation, and build positive social relationships in daily life.

Keyword: Teacher Strategy, Islamic Religious Education, Emotional Intelligence

Introduction

Education is a very important process in shaping the quality of human resources, both intellectually, spiritually, and emotionally. Through education, students are expected to be able to develop their full potential to become people who are faithful, knowledgeable, noble, and responsible in society. One important aspect that needs to be considered in education today is students' emotional intelligence. Emotional intelligence plays a major role in helping students recognize, manage, and express their emotions appropriately, as well as enabling them to establish good social relationships with their surroundings.

In reality, student success is not only determined by intellectual intelligence, but also by emotional intelligence. Students who have good emotional intelligence tend to be able to control themselves, have empathy, self-motivation, and are able to resolve conflicts in a positive manner. However, the reality in the field shows that there are still many students who experience emotional problems, such as being unable to control their emotions, being easily angered, having low empathy, and lacking responsibility for school tasks and rules. This condition certainly has an impact on the learning process and student behavior in daily life. Islamic Religious Education plays a strategic role in shaping students' personalities and emotional intelligence. Through religious education, moral values, noble character, patience, honesty, responsibility, and self-control can be instilled in a focused and sustainable manner.

Islamic Education teachers, as educators, have a big responsibility in guiding and shaping students' character and emotional intelligence. Teachers not only act as instructors, but also as role models, mentors, and motivators who can set real examples in everyday life. Teachers' strategies in the learning process greatly determine the success of shaping students' emotional intelligence. Appropriate strategies, such as religious habits, role modeling, personal approaches, and interactive learning, can help students develop the ability to recognize and manage their emotions well. Based on initial observations at MAN 1 Padangsidempuan, there are still some students who exhibit undisciplined behavior, lack of respect for teachers, low motivation to learn, and a lack of concern for their social environment. This shows that students' emotional intelligence still needs to be improved.

Therefore, the role of Islamic Education teachers is very much needed to design and implement effective strategies in shaping students' emotional intelligence. This effort is expected to help students become individuals with noble character, empathy, and the ability to establish harmonious social relationships. Based on this description, the researcher is interested in conducting research entitled "Strategies of Islamic Education Teachers in Shaping Emotional Intelligence in Students at MAN 1 Padangsidempuan" to identify and describe the strategies used by teachers in optimally shaping students' emotional intelligence.

Methods

This study uses a qualitative approach with field research. The qualitative approach was chosen because this study aims to gain an in-depth understanding of the phenomena occurring in the field related to Islamic Education teachers' strategies in shaping students' emotional intelligence. Qualitative research emphasizes meaning, understanding, and social processes that occur naturally without any special treatment from the researcher. This research was conducted at MAN 1 Padangsidempuan, located in the city of Padangsidempuan. This location was chosen based on the consideration that this school is a formal educational institution that plays a strategic role in shaping students' character and emotional intelligence through Islamic Religious Education. The research was conducted in the odd semester of the 2024/2025 academic year until the completion of the research data collection. The subjects in this study were Islamic Religious Education teachers and students of MAN 1 Padangsidempuan. Islamic Religious Education teachers were used as the main informants because they have a direct role in the learning process and in fostering students' emotional intelligence.

Meanwhile, the object of this study is the strategies of Islamic Religious Education teachers in shaping students' emotional intelligence, which includes the ability to recognize one's emotions, manage emotions, motivate oneself, empathize, and the ability to foster social relationships.

Result

This section may be divided into subheadings. It should provide a concise and precise description of the experimental results, their interpretation, and the experimental conclusions that can be drawn. Based on the results of research conducted at MAN 1 Padangsidempuan, it is known that Islamic Education teachers have a very important role in shaping students' emotional intelligence. Teachers not only deliver lesson material, but also strive to nurture students' attitudes, behavior, and emotions through various learning strategies and habits applied at school.

Observations show that Islamic Education teachers apply religious habit formation strategies in everyday school life. Habits such as praying in congregation, reciting prayers before and after lessons, and fostering Islamic morals are means of training students to control their emotions and cultivate inner peace. The strategy of exemplary behavior is also one of the main approaches used by teachers. Teachers try to demonstrate patience, discipline, honesty, and responsibility in all their activities. This exemplary behavior has a positive influence because students indirectly imitate the teachers' behavior in managing their emotions and attitudes in their daily lives.

Based on the interview results, Islamic Education teachers stated that a personal approach is essential in developing students' emotional intelligence. Teachers strive to understand students' backgrounds and emotional conditions through direct communication, especially with students who often experience disciplinary problems or difficulty controlling their emotions. In the classroom learning process, teachers use discussion and question-and-answer methods to train students to express their opinions and respect the opinions of others. This method helps students learn to be patient, control their emotions, and build positive social interactions.

However, Islamic Education teachers strive to overcome these obstacles with patience and consistency. Teachers adjust their teaching approaches to the conditions of their students and collaborate with the school and parents to support the emotional development of students. Based on these results and discussions, it can be concluded that the strategies employed by Islamic Education teachers at MAN 1 Padangsidempuan play a significant role in shaping students' emotional intelligence. Through religious habits, role modeling, personal approaches, discussion methods, and motivation, students are able to develop the ability to recognize and manage emotions, foster empathy, and build good social relationships.

Discussion

This study also found that teachers play a role in fostering empathy in students. Teachers instill values of caring, mutual respect, and helping others, so that students are able to understand the feelings of others and be more sensitive to their social environment. In fostering social relationships, teachers accustom students to working together in groups, respecting differences of opinion, and maintaining harmony among friends. This habit trains students' social skills as part of emotional intelligence. The results and discussion of the study show that the strategies used by Islamic Education teachers are in line with the theory of emotional intelligence, which includes self-awareness, emotional control, self-motivation, empathy, and the ability to foster social relationships. The strategies applied by teachers are able to support the development of these five aspects. However, the researchers found several obstacles in the application of emotional intelligence formation strategies, such as differences in student character, the influence of the family environment, and limited learning time at school.



Islamic Education teachers also implement continuous motivation strategies. Motivation is provided through advice, positive reinforcement, and spiritual encouragement so that students have enthusiasm for learning, self-confidence, and are able to face problems without expressing negative emotions. The results of the study show that students who receive motivation and attention from teachers experience better behavioral changes. Students become more disciplined, responsible, and able to control their emotions when facing challenging situations, both in and outside of school. In terms of recognizing their own emotions, teachers guide students to understand the feelings that arise within them. Teachers relate the learning material to Islamic values, such as the importance of muhasabah and patience, so that students are able to recognize and understand their own emotions. In managing emotions, Islamic Education teachers teach students not to be easily angered, to be able to restrain themselves, and to resolve conflicts in a good manner. Moral education and real examples from teachers are effective means of shaping students' emotional control skills

Conclusion

Based on the results of research and discussion regarding the strategies of Islamic Education teachers in shaping students' emotional intelligence at MAN 1 Padangsidempuan, it can be concluded that Islamic Education teachers have a very important role in nurturing and developing students' emotional intelligence. Teachers not only function as conveyors of learning material, but also as mentors, role models, and motivators in shaping students' attitudes and behavior. The strategies applied by Islamic Education teachers in shaping students' emotional intelligence include religious habits, role modeling, a personal approach, discussion-based learning, and continuous motivation. These strategies are applied both inside and outside of learning activities so that they can help students recognize and manage their emotions, increase self-motivation, foster empathy, and foster harmonious social relationships. The implementation of this strategy had a positive impact on changes in student behavior, such as increased discipline, responsibility, emotional control, and mutual respect among peers. Although there were several obstacles in its implementation, such as differences in student character and limited learning time, Islamic Education teachers continued to overcome these obstacles through a patient, consistent, and sustainable approach. Thus, the strategies employed by Islamic Education teachers have proven to contribute significantly to shaping students' emotional intelligence at MAN 1 Padangsidempuan.

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