THE ROLE OF UNDERSTANDING ISLAM AND DEVELOPING EMOTIONAL INTELLIGENCE IN STUDENTS AT AL FALAHIYAH MODERN MADRASAH ALIYAH

Yulianika[1], Mahmud Arif [2], Gerry Mandala[3], Aliya Izet Bigovic [4], Siti Nuri Nurhaidah[5]
[1] Universitas Islam Negeri Sunan Kalijaga, Yogyakarta
[2] Universitas Islam Negeri Sunan Kalijaga, Yogyakarta
[3] Universitas Islam Negeri Salatiga, Salatiga
[4] Universitas Islam Negeri Sunan Kalijaga, Yogyakarta
[5] Universitas Islam Assyafi'iyah Jakarta, Jakarta

Corresponding Author:

Yulianika

Department of Islamic Education, Faculty of Tarbiyah and Teacher Training, UIN Sunan Kalijaga Yogyakarta. Jl. Laksda Adisucipto, Papringan, Caturtunggal, Depok District, Sleman Regency, Special Region of Yogyakarta 55281, Indonesia. Email: 24204011051.student.uin-suka.ac.id

Article Info

Abstract

This study explores the relationship between understanding Islam and the development of emotional intelligence (EI) in students at Madrasah Aliyah Modern Al Falahiyah. The main objective of this study is to examine how Islamic teachings contribute to shaping students' emotional awareness, emotion management, and social behavior. Using a qualitative approach with a descriptive research type, this study collected data through semi-structured interviews, observations, and documentation. The results show that Islamic religious education plays an important role in improving students' emotional intelligence by instilling values such as patience, empathy, and self-control. These values, which are embedded in Islamic teachings, guide students to recognize, understand, and manage their emotions, especially when facing academic and social challenges. These findings highlight the importance of integrating Islamic principles into the educational process to support a holistic approach to character development. This study contributes to the field of educational psychology by describing how emotional intelligence can be developed through religious education, as well as providing implications for enhancing personal growth and social dynamics in educational settings.

INTRODUCTION

Emotional intelligence (EQ) is the ability to control emotions and direct them toward more positive things (Tortosa Martínez dkk., 2023). A person can do something because they are driven by emotion, which means that a person can be very rational at one moment and very emotional at another. Therefore, emotions have rationality, and not everyone can show the same reaction to their emotions (Arieska dkk., 2018).

Education aims not only to improve students' academic knowledge, but also to shape their character and social skills (Yoong dkk., 2023). One important aspect of character building is the development of emotional intelligence (EQ). Emotional intelligence refers to a person's ability to recognize, understand, manage, and use emotions in a positive way to cope with stress, interact with others, and make wise decisions.

The goal of Islamic religious education is not only to give students a better understanding of Islamic teachings, but also to contribute to the formation of students' character, morality, and social behavior (Vyas dkk., 2023). Social skills are an important component that must be developed in the educational process because social interactions are becoming increasingly complex as time goes on. Islamic religious education is an important component in building a person's character and morals, especially in a society where the majority of people are Muslim (Nurhaliza, 2024)

This is important because by utilizing their emotions, students are able to overcome discomfort in carrying out their responsibilities as learners, namely their responsibility to learn (Martín Vegas, 2018). The ability to control emotions is useful when students have completed their education at school and become part of society, enabling them to adapt and not be rigid in following developments (Fauziatun & Misbah, 2020)

However, even though emotional intelligence is very important, EQ development often receives little attention in formal education. Many education systems focus more on cognitive aspects, such as improving students' intellectual and academic abilities, while emotional aspects are often neglected (Tomasella dkk., 2023). In fact, emotional intelligence plays a significant role in shaping students' personalities and preparing them to face more complex life challenges. Therefore, the development of emotional intelligence needs to receive greater attention in the education curriculum.

In addition, Islamic education is evident in the way it teaches the younger generation to deal with failure and difficulties (Soboleva dkk., 2023). In this situation, education does not only concentrate on academic success but also on building emotional and spiritual strength that enables a person to face life's difficulties. In this understanding of Islamic education, several aspects are emphasized, namely perseverance, patience, and fortitude (Jamil, 2020)

The Qur'an teaches a deep understanding of self-control and empathy, honesty (shidq), and self-restraint (sabr) in social interactions. In the context of Islam, emotional intelligence is in line with its teachings. Emotional intelligence consists of the ability to act wisely in various contexts of life (Ginting dkk., 2025). Islamic Religious Education is very important in this framework because it is intended to instill religious values and shape the personalities of students so that they have emotional and moral maturity. IR is not only normative about "what is right and wrong," but also helps students internalize these principles into their daily actions. IR teachers serve as a link between religious knowledge and students' emotional intelligence (Rizka dkk., 2024)

"The ability to recognize one's own feelings and emotions as well as those of others, distinguish between them, and use this information to guide one's thoughts and actions" is the first definition of the term emotional intelligence, popularized by Daniel Goleman (1995) in his book Emotional Intelligence: Why It Can Matter More Than IQ (Reyes-Wapano, 2021). Goleman then classified emotional intelligence into five main dimensions:

1. Self-awareness: the ability to recognize one's own emotions
2. Self-regulation: the ability to manage emotions in order to remain productive
3. Motivation: the internal drive to achieve goals with optimism
4. Empathy: the ability to understand the emotions of others
5. Social skills: the ability to build healthy and effective relationships (Bongsu & Bakar, 2023).

Therefore, it is important to examine more deeply the relationship between understanding Islam and the development of students' emotional intelligence, as well as how Islamic teachings can be integrated more effectively into the educational process to support the formation of better character and emotional intelligence in students (Nuryana dkk., 2025). This study aims to explore the extent to which Islamic understanding influences the development of students' emotional intelligence, as well as how the implementation of Islamic teachings can enrich the educational process in achieving the goal of holistic character building.

RESEARCH METHOD

This study uses a qualitative approach with a descriptive research type (Mangal, 2023). This approach was chosen because it aims to explore a deep understanding of the relationship between understanding Islam and the development of students' emotional intelligence (Kotze & Miller, 2023). This study focuses more on phenomena that occur in the context of Islamic religious education, so that it can provide deeper insight into how Islamic teachings influence students' emotional intelligence in their daily lives.

This study was conducted in Oktober 2025 at Madrasah Aliyah Moderen Al Falahiyah. The choice of research location was based on the existence of a well-structured Islamic Religious Education program and the diversity of student backgrounds that supported the study of how Islamic religious understanding influences students' emotional intelligence at school. The objects of this study were students of Madrasah Aliyah Moderen Al Falahiyah who took Islamic Religious Education classes, as well as Islamic religious teachers who taught at the school (Kuday & Erdoğan, 2023). This study prioritized purposive sampling, whereby students and teachers who were considered relevant to the research focus were selected as informants. The selection of subjects was based on their assessment of how Islamic teachings can shape students' emotional intelligence.

The instruments used in this study were semi-structured interviews, observations, and documentation (Thomas, 2025). Interviews were conducted with students and teachers to explore their views on the relationship between Islamic teachings and emotional intelligence. Observations were conducted in classrooms to see the application of religious values in students' daily behavior (Cordner, 2023). Additional data sources were obtained through documentation, such as learning materials or records of student activities relevant to the research context.

The collected data will be analyzed using thematic analysis. The analysis process begins with transcribing interviews and observation results to facilitate coding. Then, coding is done by labeling relevant data, which is then grouped into categories or themes (Spencer, 2023). After that, the researcher will draw conclusions based on the themes found to answer the research questions and gain an understanding of the influence of Islamic understanding on students' emotional intelligence.

To ensure the validity and reliability of the data, this study uses triangulation techniques, which involve comparing data from various sources, such as interviews, observations, and documentation (Puzanova dkk., 2023). This aims to obtain consistent and reliable results. In addition, the researcher will also maintain data confidentiality and ensure that all participants have provided informed consent.

RESULTS AND DISCUSSION

Understanding Islam not only shapes knowledge, but also guides inner attitudes and habits that influence how students recognize and manage their emotions, especially when facing social and academic pressures. Emotional intelligence is the ability to recognize, understand, manage, and use emotions effectively, both in oneself and in others. The concept of emotional intelligence is closely related to Islamic values. The values of patience, empathy, and sincerity are essentially born from a person's emotional intelligence. Emotional intelligence enables a person to manage their emotions and even build good relationships with others.

This potential shows emotional intelligence as an effective instrument in increasing the religiosity of students. The habit of acting and behaving in accordance with Islamic values at school, in the family, or in general in society is often driven by an understanding and practice of Islamic spirituality (Abdullah & Abd Rahman, 2023).

Islamic Education teachers explain that Islamic education for students is "spiritual education" that contributes greatly to character and personality building, including morals such as empathy and sympathy, which are learned through materials and hadiths in madrasas. Scientifically, strengthening religiosity and instilling values can be related to aspects of students' emotional intelligence and social attitudes in educational research (Danial, 2025).

This section discusses the results of research related to the role of understanding Islam in developing students' emotional intelligence. Data obtained from interviews with Islamic Education teachers and related psychological theories provide a clear picture of the relationship between understanding Islam and student development. Students' emotional intelligence affects many aspects of their lives, including academic achievement, social relationships, and their ability to face daily challenges.

One very important aspect of emotional intelligence is self-awareness. Self-awareness is an individual's ability to understand their own feelings and how those feelings influence the way they think and act (Sugiarto & Suhaili, 2022). According to (Goleman dkk., 2018) Self-awareness is a comprehensive understanding of one's emotions, strengths, weaknesses, needs, and desires. Psychologists use the terms "metacognition" and "metamood" to describe a person's awareness of their thought processes and emotions. Awareness of this second level of consciousness is the core of self-awareness. Knowledge of one's cognitive processes can help them choose the right situations and strategies in the future because the metacognitive process gives them the ability to control their cognitive activities.

Talking about consciousness means not having mental problems. All psychological events, whether conscious or unconscious, are included in this psychological meaning. There are two components of the human psyche: the conscious and the unconscious. These two realms are connected in a conventional way and complement each other. The conscious realm adapts to the outside world, while the unconscious realm adapts to itself or the outside world.

Self-awareness not only helps individuals recognize their feelings but also recognize their strengths and weaknesses. In the context of education, self-awareness helps students to focus more and understand their feelings when facing various situations at school.

Understanding Islam plays an important role in shaping students' self-awareness. In Islamic teachings, one of the main concepts is muhasabah, or self-introspection. Muhasabah is a process of reflecting and evaluating oneself to determine whether one is on the right path in carrying out one's obligations as a Muslim (Nabila, 2022). The Islamic Education teachers who

were interviewed stated that understanding Islam helps students to know themselves better, "Islam contributes to the formation of students' character and personality, including in understanding themselves." With this understanding, students are taught to always remember their purpose in life and to be responsible for their actions.

This is reflected in the teachings of the Qur'an, especially in Surah Al-Hashr (59:18), which reminds Muslims to reflect on their actions and always improve themselves (Pardi dkk., 2025). In education, reflecting on what has been done so far and planning for a better future is very important. Thus, students who understand Islamic values will find it easier to understand their feelings, recognize positive or negative emotions that arise, and manage themselves better.

Emotion management is one of the main components of emotional intelligence that helps a person manage their feelings in a constructive way. The ability to control emotions such as anger, anxiety, or frustration is very important in social and academic life. In psychology, self-regulation or emotional management is the ability to control feelings and emotions when facing stressful situations (Fatihah, 2024).

According to Daniel Goleman, self-regulation is the ability to maintain positive feelings, even when facing difficulties, as this can lead to self-awareness. If someone can comfort themselves when they are sad, eliminate anxiety, get rid of disappointment, and recover from sadness, then it can be said that they are successful in managing their emotions well.

Islam teaches many values that greatly support emotional management. One of them is the concept of patience. In Islamic teachings, patience is defined as the ability to restrain oneself and remain calm in the face of life's trials (Mutaqin, 2022). This is very relevant to the concept of self-regulation in emotional intelligence. In Surah Al-Baqarah (2:153), Allah says: "O you who believe, seek help through patience and prayer, for indeed, Allah is with those who are patient." This verse shows that patience is key in managing feelings when facing various challenges in life. .

The Islamic Religious Education teacher interviewed also emphasized this point, "We teach students to practice patience, such as when doing difficult tasks. In this way, they learn not to get angry or frustrated easily." In this case, teaching the value of patience is not only applied in the context of worship, but also in students' daily activities, such as doing homework or dealing with social problems at school. This process helps students learn to control their emotions, improve their self-regulation, and face challenges more wisely.

Self-motivation is an important element of emotional intelligence that drives individuals to achieve their goals (Simaremare dkk., 2025). Intrinsic motivation, which comes from within, is very important for achieving long-term goals. Self-Determination Theory explains that individuals with intrinsic motivation are more likely to succeed in achieving their goals because the drive comes from their internal needs, not from external influences (Deci, 1971). In education, this motivation is essential to ensure that students not only succeed academically, but also develop in terms of character and social skills.

In Islamic teachings, self-motivation is strongly emphasized through the concepts of ikhtiar (effort) and tawakal (surrender). Islam teaches that every effort must be made with sincerity, but the results are left to Allah. An Islamic religious education teacher stated in an interview, "We always remind students that in Islam, success is not only measured by results,

but also by effort and sincerity." This value encourages students to continue trying even in the face of failure and not to give up in difficult situations. This strengthens their intrinsic motivation and helps them to be more resilient in achieving their life goals.

Through this learning process, students can develop stronger self-motivation, which is not only driven by the expectation of positive results, but also by the understanding that good effort itself is part of worship and obedience to Allah. Thus, understanding Islam plays an important role in developing students' self-motivation, which is directly related to their ability to overcome challenges and achieve their goals.

Empathy is the ability to understand and feel the feelings of others (Amalia, 2019). In social psychology, the Empathy Theory proposed by Daniel Batson (1991) explains that empathy encourages individuals to act in ways that benefit others (Argasiam, 2024). In education, empathy is the basis for building good social relationships, reducing aggressive behavior, and increasing positive social interaction.

Islam teaches the value of ukhuwah (brotherhood), which emphasizes mutual respect and care for others. In Surah Al-Hujurat (49:10), Allah says, "Verily, the believers are brothers." This concept teaches students to be more sensitive to the feelings of others and helps them develop empathy in their social interactions. An Islamic Education teacher explained in an interview, "In Islam, we teach students to respect and care for others. We often hold social activities to teach them about empathy."

Developing empathy through activities such as community service, sharing with those in need, or even simply supporting one another in the school environment, is very important in shaping students' personalities to be caring and sensitive to the feelings of others. With a more in-depth teaching of empathy through Islamic values, students can more easily build healthy and harmonious relationships with classmates, teachers, and other members of the community.

Social skills are an important dimension of emotional intelligence that includes the ability to interact effectively with others (Shofiyah dkk., 2020). In the Social Skills Training theory developed by Goldstein (1999), social skills include the ability to communicate effectively, manage conflict, and build positive relationships. These skills are very important in students' social and academic lives, because students who have good social skills are better able to work together in groups, resolve conflicts constructively, and communicate well (Umbara, 2012).

In Islam, social skills are strongly emphasized through the concept of adab (etiquette) in speaking and interacting with others. The hadith of the Prophet Muhammad SAW, which reads, "Whoever believes in Allah and the Last Day, let him speak good or remain silent" (HR. Bukhari and Muslim), teaches students to speak with adab and guard their speech when interacting with others. Islamic Education teachers added, "We often form working groups to encourage students to interact with one another, as they tend to be more introverted and preoccupied with their gadgets." These group activities serve as a means to enhance students' social skills, which can improve their social relationships with friends and teachers.

CONCLUSION

Understanding Islam plays a very important role in developing students' emotional intelligence (EI), especially in terms of self-awareness, emotion management, and social skills

development. Islamic teachings, which emphasize values such as patience, empathy, and self-control, have been proven to help students manage their emotions, both in academic and social contexts. Instilling these values through Islamic religious education at Madrasah Aliyah Modern Al Falahiyah has a positive impact on students' character and personality, strengthens their relationships with others, and improves their ability to face life's challenges. Therefore, integrating Islamic principles into the education curriculum is essential to support the development of emotional intelligence that is balanced with students' intellectual development. This study shows that Islamic religious education does not only focus on religious knowledge, but also has a significant contribution in shaping students' character and emotional intelligence, which in turn can improve the quality of their social relationships and psychological well-being.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization, Project administration, Validation, Writing, review and editing.
Author 2: Conceptualization, Data curation, Investigation, Thesis supervisiona and Research guidance
Author 3: Data curation and Investigation.
Author 4: Formal analysis and Methodology
Author 5: Supervision and Writing Draft

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