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**Teacher Strategy In Improving Students' Emotional Intelligence  
Through Islamic Religious Education In State High School 3 Jombang**

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**ABSTRACT :**

The focus of this research is the planning strategies of teachers in enhancing students' emotional intelligence through Islamic religious education for 11th-grade social studies students at SMA Negeri 3 Jombang. This study uses a qualitative approach with a case study type of research. The data collection methods used are interviews, observations, and documentation. The data analysis technique uses an inductive method with stages of data condensation, data display, and drawing conclusions and verification. The conclusions of this research are: (1) The planning strategies of teachers in enhancing students' emotional intelligence through Islamic religious education for 11th-grade social studies students at SMA Negeri 3 Jombang include (a) planning, implementation, and control; (b) strategies for enhancing emotional intelligence in the classroom; (c) strategies of teachers in enhancing emotional intelligence through Islamic religious education outside the classroom by always being role models/uswatun khasanah, always giving advice, and habituating religious activities. (2) Implementation of teachers' strategies in enhancing students' emotional intelligence through Islamic religious education for 11th-grade social sciences at SMA Negeri 3 Jombang: (a) Commendable attitudes of students in the classroom include being able to solve problems well, showing care and empathy toward others, and reminding each other of learning responsibilities; (b) Commendable attitudes of students outside the classroom include not being easily offended when bullied and being able to control themselves from using foul or dirty language. (3) Strategy evaluation in terms of supporting factors includes the school environment, family, and the students themselves. Inhibiting factors include excessive internet use, peer environment, and personal issues.

**Key words:** *Students, Teachers, Strategy, Emotional Intelligence, Islamic Religious Education.*

## INTRODUCTION

Education is a process carried out consciously, systematically, and in a planned manner with the aim of changing as well as developing behavior in the desired direction. Schools, as formal institutions, play a role as the main means of realizing these goals (Mahmud, 2012). Education can also be defined as a process with certain methods through which people acquire knowledge, understanding, and ways of behaving that are appropriate to their needs. This shows that education is never separated from human life and has a close relationship with humans. Humans need education in the course of their lives to develop their personality and abilities.

Emotional intelligence (Emotional Quotient) according to Goleman is an additional ability possessed by a person to motivate themselves, endure setbacks, control themselves and delay gratification, as well as manage their mental state. With emotional intelligence, individuals can

understand and respond to their own feelings well and are able to read and respond to the feelings of others effectively. Individuals with good emotional intelligence skills will succeed in life and have the motivation to achieve (Saparwadi, 2022).

Students who are unable to control their emotions tend to face inner conflicts that impact their learning motivation and may even lead to deviant behavior. Safaria explains that individuals who can manage their emotions will demonstrate greater responsibility, focus on the tasks at hand, possess good self-control, and have the potential to achieve higher academic success (Triantoro Safaria, 2012). The development and control of students' emotions can be carried out through the involvement and strategies implemented by teachers. The ability to manage emotions is an important aspect for students, and teachers function to help them master this skill. According to Djamarah, a teacher's strategy is a series of actions that educators must implement in order to achieve learning objectives effectively and efficiently (Syaiful Bahri Djamarah, 2002).

SMA Negeri 3 Jombang is a public school that emphasizes Islamic religious activities, which is what makes the research location unique. SMA Negeri 3 Jombang regularly commemorates National Santri Day, the birthday of Prophet Muhammad SAW, Halal Bihalal, and routine religious activities such as congregational dhuhr prayers, istighosah, and sholawat diba'. These activities support the enhancement of religious character and, in particular, the emotional intelligence of students at SMA Negeri 3 Jombang.

Based on the researcher's interviews with the PAI teacher, several aspects of the emotional intelligence of 11th-grade students at SMA Negeri 3 Jombang, specifically the XI IPS class, were identified. In this class, students are able to manage their emotions both inside and outside the classroom, such as being able to adapt to tasks or homework they are facing, interact well with those around them, demonstrate self-control, and not easily give up. Observations also revealed that most XI IPS students are friendly and smile easily. Some of them even offered help when the researcher visited the class, and they did not hesitate to provide supportive information regarding the teacher's strategies in PAI related to emotional intelligence, resulting in commendable attitudes in students both inside and outside the classroom.

The PAI teacher at SMA Negeri 3 Jombang has implemented several strategies to enhance students' emotional intelligence, such as habituation and exemplary behavior. The habituation carried out by the PAI teacher includes giving directions and lectures before learning, motivating students with stories and jokes. The PAI teacher sets an example by inviting students to perform Dhuha prayer, dressing appropriately, showing respect, and maintaining discipline when entering the classroom. The PAI teacher is also one of the teachers liked by 11th-grade social science students because of his teaching method and guidance using jokes and humor.

Generally, guidance and counseling teachers in an institution become the center for controlling emotional intelligence. The role of guidance and counseling teachers is also important in handling students' behavioral and emotional conflicts. However, it is different at SMA Negeri 3 Jombang, where Islamic Religious Education (PAI) teachers also play a role in enhancing students' emotional intelligence, especially through Islamic religious education learning. In addition, PAI teachers at the institution are also the most favored religion teachers and, of course, serve as role models and examples for the students. This is further reinforced by their role as OSIS (Intra-School Student Organization) advisors, which brings PAI teachers closer to the students.

Based on this background, this study will focus on teachers' strategies in enhancing emotional intelligence, the outcomes of teachers' strategies through Islamic religious education on emotional intelligence, and the supporting and inhibiting factors teachers face in improving students' emotional regulation. This study aims to : 1) Describing the teacher's strategy planning in improving students' emotional intelligence through Islamic religious education for 11th-grade Social Science students at SMA Negeri 3 Jombang;? 2.) Describing the implementation of the teacher's strategy through Islamic religious education on the emotional intelligence of 11th-grade Social Science students at SMA Negeri 3 Jombang;? 3) Describing the evaluation of the teacher's strategy in improving students' emotional intelligence through Islamic religious education for 11th-grade Social Science students at SMA Negeri 3 Jombang;?

## **Methods**

This research uses qualitative research. It aims to provide an overview of teachers' strategies in enhancing students' emotional intelligence through Islamic religious education for 11th-grade social science students at SMA Negeri 3 Jombang. Therefore, the qualitative approach is suitable to accommodate this objective. The type of research chosen is a case study, with data collected in the form of verbal descriptions rather than statistical figures (Yatim Riyanto, 2002). This case study is conducted to examine the cases that arise regarding teachers' strategies in improving students' emotional intelligence through Islamic religious education for 11th-grade social science students at SMA Negeri 3 Jombang.

In the study on teachers' strategies to enhance students' emotional intelligence through Islamic Religious Education in the eleventh grade of Social Sciences at SMA Negeri 3 Jombang, the researcher acted both as an instrument and as a data collector. The researcher's presence at the research site was realized by visiting the school directly. In this context, the researcher took on the role of a participant observer, allowing for direct observation of the research subjects. This role enabled the researcher to obtain more comprehensive data through intensive interaction with the

Islamic Religious Education teachers, students, the principal, and the vice principal in charge of student affairs.

To achieve the research objectives, the researcher employed several data collection techniques, namely observation, interviews, and documentation. The recording process was supported by the use of simple tools such as notebooks, paper, and writing instruments. Data analysis was carried out following the Miles & Huberman model, which includes three main stages: data condensation, data display, and conclusion drawing/verification.

## Result

### Strategic Teacher Planning in Enhancing Students' Emotional Intelligence through Islamic Religious Education for 11th Grade Social Science Students at SMA Negeri 3 Jombang

**Table 1. Strategy Aspects and Main Activities**

No.	Strategy Aspect	Main Activities/Implementation	Objectives for Students' Emotional Intelligence
A.	<b>Teacher Strategy Planning in the Classroom</b>	1. Preparing written teaching modules and lesson plans (RPP). 2. Linking PAI materials with emotional values such as politeness, patience, and forgiveness. 3. Identifying students' emotional characteristics through observation and empathetic interaction. 4. Beginning lessons with short Qur'anic surahs and stories about the Prophet's exemplary character.	To guide students in understanding moral and spiritual values that shape self-control and empathy.
B.	<b>Implementation of Strategies in the Classroom</b>	1. Applying the lecture-plus method (lecture combined with question-and-answer). 2. Using discussion/cooperative learning methods by dividing students into groups. 3. Utilizing films and Islamic storybooks that highlight the prophets' characteristics.	To improve students' emotional understanding, teamwork ability, and reflection on Islamic moral values.
C.	<b>Control or Supervision of Strategies in the Classroom</b>	1. Providing advice, rewards, and punishment proportionally. 2. Encouraging the regular recitation of good phrases (kalimat thayyibah) and Qur'anic verses before and after learning.	To instill discipline, internal motivation, and emotional self-regulation in students.

No.	Strategy Aspect	Main Activities/Implementation	Objectives for Students' Emotional Intelligence
D.	Steps to Enhance Emotional Intelligence in the Classroom	1. Encouraging self-awareness through good deeds, dhikr (remembrance of Allah), and self-reflection. 2. Building students' self-confidence by providing good role models, recalling parents' struggles, and emphasizing positive self-values from the Qur'an. 3. Guiding students to manage unstable emotions through advice, motivation, and cooperative learning. 4. Training adaptability and social interaction through group collaboration. 5. Encouraging openness to new ideas through cooperative learning, feedback, and question-and-answer activities.	To improve self-awareness, confidence, emotional control, social skills, and openness to new perspectives.
E.	Teacher Strategies Outside the Classroom	1. Being a good role model ( <i>uswatun hasanah</i> ): generous, patient, smiling, and calm in facing problems. 2. Giving advice to control emotions, avoid vulgar words, and prioritize peace, empathy, and tolerance. 3. Fostering religious habits such as congregational prayer, Dhuha prayer, Qur'an recitation, Yasin reading every Friday, and weekly <i>liqo'</i> gatherings.	To internalize Islamic values through modeling and religious habituation that strengthen emotional intelligence.

**Subsection 2 Implementation of Teacher Strategies through Islamic Religious Education on the Emotional Intelligence of 11th Grade Social Studies Students at SMA Negeri 3 Jombang**

**Table 2. Strategy Context and Impacts on Students**

No.	Strategy Context	Observed Results / Outcomes	Impact on Students' Emotional Intelligence
1.	Inside the Classroom (Learning Process)	- Increased enthusiasm and participation in teaching and learning activities.- Encouraged peer motivation and collaborative learning.- Created a more active, effective, and enjoyable learning environment.- Built a conducive classroom atmosphere.- Developed the ability to handle learning problems and interpersonal conflicts constructively.	Improved self-confidence, teamwork skills, adaptability, and emotional regulation during classroom interactions.

No.	Strategy Context	Observed Results / Outcomes	Impact on Students' Emotional Intelligence
2.	Inside the Classroom (Character and Social Behavior)	- Developed students' ability to solve problems calmly and rationally.- Fostered care and empathy towards others.- Encouraged mutual reminders about learning responsibilities and moral conduct.	Strengthened empathy, problem-solving skills, social awareness, and responsibility.
3.	Outside the Classroom (Attitude and Behavior)	- Students are not easily offended when bullied or criticized.- Able to control emotions and refrain from using vulgar or obscene language.- Prioritize peace during conflicts and practice patience, empathy, tolerance, and positive assumptions ( <i>khusnudzon</i> ).- Demonstrate contentment ( <i>qonaah</i> ) and emotional stability in daily interactions.	Enhanced emotional maturity, self-control, tolerance, and positive social relationships outside the classroom.

## Discussion

### Strategic Teacher Planning in Enhancing Students' Emotional Intelligence through Islamic Religious Education for 11th Grade Social Science Class at SMA Negeri 3 Jombang.

For a teacher, especially an Islamic Religious Education (PAI) teacher, emotional intelligence is an important competency that must be possessed. The role of a PAI teacher is not limited to delivering material, but also includes being a mentor who sets an example, builds closeness with students, and integrates spiritual and moral guidance into the learning process. Therefore, PAI teachers need appropriate strategies to help students develop emotional intelligence through religious learning activities.

The majority of eleventh-grade social studies students at SMA Negeri 3 Jombang exhibit a good level of emotional intelligence. The principal, Zainal Fatoni, noted that this is reflected in the students' ability to appreciate their peers' opinions, control their emotions during discussions, and maintain a positive attitude in daily interactions. This view aligns with the statement of the Vice Principal for Student Affairs, Yully Supriyadi, who affirmed that the students possess emotional balance, can adapt to tasks, interact with their surrounding environment, and demonstrate self-control and diligence (Zainal Fatoni, 2024).

Thus, it can be understood that the picture of emotional intelligence of 11th grade social studies students at SMA Negeri 3 Jombang is being able to manage emotions both inside and outside the classroom. For example, being able to adapt to the tasks or homework they are

currently facing, being able to socialize with the people around them, having self-control, and not giving up easily.

Overall, students' emotional intelligence is reflected in their ability to manage their feelings, adapt both inside and outside the classroom, and maintain healthy social relationships. A good level of emotional intelligence also supports self-awareness, self-control, and motivation to strive for optimal performance. The role of teachers in this regard is important as facilitators who help students develop emotion management skills through appropriate learning strategies.

- a. The formulation and planning of teacher strategies in the classroom to improve students' emotional intelligence through Islamic Education (PAI) learning are as follows: (1) Written planning in the form of teaching modules and lesson plans (RPP). (2) Unwritten planning includes linking students' emotional intelligence with PAI learning materials (politeness, courtesy, good language, patience, and forgiveness), (2) identifying children's emotional characters by observing their behavior and interacting with empathy, (3) before starting PAI learning by reading short surahs and telling stories about the Prophet's qualities and deriving lessons from those qualities.
- b. Implementation of teacher strategies in the classroom to enhance students' emotional intelligence through Islamic Religious Education (PAI) learning: (1) Using the lecture-plus method and discussion/cooperative method. The lecture-plus method applied by the Islamic Religious Education teacher combines the lecture method with the question-and-answer method. The discussion/cooperative method involves dividing students into several groups to discuss PAI learning material. (2) The teacher uses film and Islamic storybook media. The films and stories contain the traits of the prophets, and students are encouraged to derive lessons from them.
- c. Control of teacher strategies in the classroom to enhance students' emotional intelligence through PAI learning: (1) Providing advice, rewards, and punishment. (2) Regular practice of reading good phrases (kalimat thoyyibah) and Qur'anic verses before and after learning.
- d. Teacher strategies in enhancing students' emotional intelligence in the classroom :
  - 1) Students are encouraged to recognize themselves by doing good deeds, remembering Allah (dhikr), reflecting on mistakes, and asking for forgiveness from Allah SWT.
  - 2) Students are encouraged to believe in their own abilities by setting a good example, recognizing themselves, remembering the struggles of their parents, and having positive traits towards themselves as stated in the Quran.
  - 3) Students are guided to manage unstable emotions by receiving advice and motivation, and by applying cooperative or group learning methods.

- 4) Students are encouraged to be flexible and easily adapt to changes in the classroom through cooperative learning. They are trained to build social relationships with their group peers and to manage their emotions within the group.
  - 5) Students are encouraged to be open to new ideas through the implementation of cooperative strategies, feedback provision, and the question-and-answer method. In cooperative learning, students interact directly with their peers through small, collaborative group work. Feedback is used as a means of reflection for both teachers and students, while the question-and-answer method is employed to foster enthusiasm, encourage active participation, and train students' courage in asking and answering questions
- e. The strategy of Islamic Education teachers in enhancing students' emotional intelligence outside the classroom is always to be a role model/uswatun khasanah, always give advice, and habituate religious activities.
- 1) The exemplary behavior demonstrated by the teacher includes being generous, smiling often, practicing patience, remaining calm in facing various problems outside the classroom, creating harmonious relationships with others, and so on.
  - 2) The teacher's advice is not to be easily offended and to control oneself from using vulgar or dirty words. Prioritize peace, patience, empathy, tolerance, having good assumptions, and always being content.
  - 3) The habituation of religious activities includes praying in congregation, performing Dhuha prayer, the habit of giving short sermons after the midday prayer in congregation, reciting the Quran before lessons begin, reciting Yasin every Friday, and regular weekly liqo' religious gatherings.

Sanjaya emphasizes that strategy is an important component that determines the success of achieving goals. Without the implementation of the right strategy, various other learning components will be meaningless in the process of attaining the desired results (Wina Sanjaya, 2010). Therefore, teachers need to have a deep understanding of the role of methods and strategies so that the implementation of learning can run optimally (Hamzah B, 2009).

The implementation of teacher strategies to enhance students' emotional intelligence in the classroom is carried out through several methods. First, the teacher uses a lecture method combined with question and answer, so that students not only listen to explanations but also interact directly. Second, the teacher applies a cooperative discussion method by dividing students into small groups to discuss Islamic Religious Education material. In addition, Teachers also utilize

learning media such as films and Islamic storybooks containing stories of the prophets to encourage students to take moral lessons from those stories.

As for the control strategies of teachers in the classroom, they are implemented through habituation approaches and providing guidance. This includes giving advice, rewards, and educational sanctions to students. In addition, teachers habituate students to read good phrases and verses from the Qur'an before and after lessons as a means of instilling religious values and controlling emotions spiritually.

Teachers' strategies in enhancing students' emotional intelligence through PAI (Islamic Education) learning both inside and outside the classroom, as stated by Uno, are methods that a teacher will choose and use to educate and deliver learning materials so that it will make it easier for students to receive, understand, and apply them (Hamzah B, 2009). These classroom strategies include activities, methods, or techniques employed by teachers for students by utilizing available learning resources and media in order to achieve objectives effectively and efficiently. Efforts to implement teacher strategies in and out of the classroom should at least encompass role modeling, applying the principle of continuity/routine (habituation in all aspects), and the instillation of values (Abdullah Nashih, 2019).

It can be understood that through strategic planning, there is an important role in guiding the development of students' emotional intelligence. Through proper planning, teachers can determine the extent to which learning objectives are achieved while also using it as a control tool. Planning also provides valuable feedback for teachers in preparing the next learning program. Then, at the stage of implementing strategies in the classroom to improve students' emotional intelligence through Islamic education for 11th grade social science students at SMA Negeri 3 Jombang, teachers use various teaching methods and media to support the enhancement of students' emotional intelligence. Furthermore, the control stage focuses on efforts to ensure that the strategies that have been implemented continue to run according to their objectives, so that the development of students' emotional intelligence proceeds in a directed and consistent manner.

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the strategies that have been implemented continue to run according to their objectives, so that the development of students' emotional intelligence proceeds in a directed and consistent manner.

In addition, teachers also have ways to make students easily accept and be open to new ideas in the classroom to enhance students' emotional intelligence through PAI learning using cooperative strategies, feedback, and question-and-answer sessions. Students interact directly with their peers, learning by studying and working in small groups collaboratively. Feedback is used as a reflection tool for both teachers and students. In the question-and-answer method, teachers strive to make students enthusiastic about the material presented. Consequently, they also encourage students to ask questions and seek answers.

Findings indicate managing unstable emotions, being receptive and open, and being flexible to changes are in line with Goleman's theory of self-regulation/self-control. It involves managing emotions in a way that facilitates achieving goals by handling one's own conditions, impulses, and resources. This includes the ability to manage destructive emotions and inner urges, being adaptable to change, and being responsible for personal performance. It also entails being receptive and open to new ideas, approaches, and information (Saparwadi, 2007).

Teachers also encourage students to get accustomed to accepting other people's points of view in class discussions. This is done by setting shared learning goals, fostering an attitude of mutual respect for opinions, and training students to listen to others. At the same time, students are also required to be sensitive to the feelings of their classmates. This empathetic attitude is manifested through care, support, and non-indifference towards others.

Findings regarding the ability to accept others' perspectives and sensitivity to the feelings of others align with the concept of empathy as explained by Goleman. Empathy is understood as an individual's ability to read the feelings, needs, and emotions of others. In the classroom context, understanding others' perspectives is key to building effective communication and avoiding misunderstandings. Students with emotional sensitivity generally care more about the interests of others and exhibit high levels of empathy.

Then, the way teachers help students to inspire others in the classroom to enhance students' emotional intelligence is by instilling a sense of brotherhood among students through Islamic Religious Education (PAI) learning using discussion methods. Students are trained to respect others and provide mutual support. Meanwhile, the way teachers help students develop the ability to solve problems or conflicts in the classroom to improve students' emotional intelligence through PAI learning is by actively involving students in learning, whether through questions and answers, discussions, and so on. If problems or conflicts occur in the classroom,

teachers encourage students to respect others' opinions and be content with the conditions and circumstances in the classroom.

The institution also plays a role in facilitating teachers' strategies to enhance students' emotional intelligence through Islamic religious education for 11th-grade social science students at SMA Negeri 3 Jombang, such as by habituating short sermons (kultum) after congregational Dhuhr, reciting the Quran before lessons begin, reciting Yasin every Friday, and holding regular weekly religious study sessions (liqo'). The discipline of both students and teachers in the school environment supports this process. In general, the institution has provided the basic teachings found in Islam. These teachings are contained in the Qur'an and Hadith. Thus, Islamic religious education (PAI) is directed towards shaping students' personalities and character in accordance with Islamic teachings through Islamic values (Abdullah Nashih, 2018).

According to Muzakki, religious habituation in a particular religion plays an important role in strengthening spiritual and emotional aspects, enhancing understanding and love for the teachings of Islam, and building a character that is Islamic in nature and possesses good morality (Hawwin Muzakki). Therefore, the learning and habituation of Islamic religious activities can serve as an example for other educational institutions in strengthening education and shaping students into a generation with noble character.

### **Implementation of Teacher Strategies through Islamic Religious Education on the Emotional Intelligence of 11th Grade Social Studies Students at SMA Negeri 3 Jombang**

Emotional intelligence plays a very important role in the process of facing social life, which requires interaction with others. Without emotional intelligence, a person will not be able to live as an individual who interacts with their surrounding environment. In addition, the benefits of emotional intelligence can increase happiness, minimize conflicts, and maintain good relationships with others. Through the teacher's strategies in Islamic religious education towards emotional intelligence, the results will be visible in the attitudes and behavior of students.

Based on field findings, the results of the teacher's strategy through Islamic religious education on the emotional intelligence of 11th-grade social studies students at SMA Negeri 3 Jombang in the classroom are that it can direct students to be more enthusiastic in participating in the teaching and learning process, always encourage their peers to learn, make the class more active, effective, and enjoyable, and create a conducive classroom by being able to overcome various learning problems and conflicts. The results of the strategy are also based on the teaching methods applied by the Islamic Education (PAI) teacher. There are two methods applied, namely the lecture plus method and the discussion or cooperative method.

- a. The results of the teacher's strategies in the classroom are increased enthusiasm in participating in the teaching and learning process, encouraging fellow students to learn, a more active, effective, and enjoyable class, creating a conducive classroom, and being able to handle various learning problems and conflicts.
- b. The results of the teacher's strategies in the classroom are being able to solve problems well, having care and empathy for others, and reminding each other of learning obligations.
- c. The results of the teacher's strategies, reflected in students' commendable attitudes outside the classroom, include not being easily offended when bullied and being able to control themselves from using dirty/obscene language. They prioritize peace during conflicts as they are equipped with patience, empathy, tolerance, having positive assumptions (khusnudzon), and always being content (qonaah).

### **Evaluasi Strategi Guru dalam Meningkatkan Kecerdasan Emosional Siswa melalui Pendidikan Agama Islam Kelas XI IPS di SMA Negeri 3 Jombang**

The emotional turmoil experienced by adolescents is influenced by various supporting and inhibiting factors, such as their living environment, family, school, peers, and the activities they engage in daily. Adolescence, which is closely linked to a social environment for interaction, demands that they adapt effectively. If the activities carried out at school (as adolescents generally spend most of their time at school) are insufficient to meet the demands of their energy surge, adolescents often channel their excess energy in negative directions, such as undesirable or even criminal behavior. This illustrates how profound the emotional turbulence can be within adolescents when interacting in their environment.

- a. Supporting factors for the strategy to improve students' emotional intelligence through Islamic Education (PAI) learning are the school and family environment, age, gender, changes in perspective, awareness, and willingness. Supporting factors for the strategy to improve students' emotional intelligence through PAI learning in the classroom include (1) all teachers, especially PAI teachers, who are key figures in the school providing role models of good behavior in controlling emotions for their students; teachers must be creative in applying methods, strategies, and their roles effectively, and (2) parents, as the first environment for students, whose support is essential in developing students' emotional intelligence. (3) students' self-motivation; essentially, emotional intelligence is formed not solely based on a child's academic intelligence but also on the student's personality or character. Teachers in enhancing emotional intelligence are also influenced by supporting factors from aspects such as enthusiasm, learning concentration, and social

adjustment in the classroom, which are related to both family and non-family environments. Family environment factors, family relationships, and the way they express emotions will affect a child's emotional development. School is an environmental factor that supports and manages students' emotional intelligence in terms of enthusiasm and learning concentration through providing good advice and positive examples. Having good emotional intelligence also makes it easier for students to listen and respond appropriately. Teachers in enhancing emotional intelligence are also influenced by supportive institutional factors, where the institution facilitates habits both inside and outside the classroom, such as the habit of praying, reading verses from the Qur'an, performing congregational prayers, and habituating Islamic values such as 3S (greeting, addressing, smiling). For the institution, the PAI teachers and especially the students' parents are the main factors that support the development of good emotional intelligence in students.

- b. Factors that hinder teachers in improving students' emotional intelligence through Islamic Education (PAI) learning include excessive internet use, peer environment, and self-related factors. These obstacles affect students' enthusiasm, learning concentration, and social adjustment in the classroom. If there are challenges in the classroom, teachers always stimulate students' emotions through advice and motivation, provide examples in daily life, and set exemplary behavior. In addition, obstacles to improving students' emotional intelligence through PAI learning can be addressed through supervision and control during the learning process. According to Wina Sanjaya, the functions of supervision and control in the learning process include: 1) an important tool as feedback for students, 2) to determine how well students have achieved the objectives that have been set, 3) to provide information for developing curriculum programs, 4) outcome information, and 5) feedback for stakeholders (Wina Sanjaya, 2012).

## **Conclusion**

In line with the results of the research that has been conducted, the conclusion that can be drawn from this study is:

1. Teacher's strategy planning in improving students' emotional intelligence through Islamic religious education for 11th grade social studies students at SMA Negeri 3 Jombang: (a) Planning (written planning, unwritten planning, and identifying emotional character), implementation (lecture-plus method and discussion/cooperative method), and control (advice, rewards and punishments, and habituation); (b) Strategies to enhance emotional intelligence in the classroom based on indicators such as recognizing one's own emotions, self-confidence, flexibility and managing unstable emotions, drive for achievement, positive

- and optimistic thinking, sensitivity, motivating others, and the ability to resolve problems or conflicts; (c) Teacher strategies outside the classroom include always being a role model/exemplary figure, consistently giving advice, and habituating religious activities.
2. Implementation of teachers' strategies through Islamic religious education on the emotional intelligence of XI IPS students at SMA Negeri 3 Jombang: (a) Commendable student behaviors in the classroom such as being able to solve problems well, having care and empathy towards others, and reminding each other of their study obligations, (b) Commendable student behaviors outside the classroom such as not easily getting offended when bullied and being able to control themselves from using foul or dirty language.
  3. Teacher evaluation in enhancing students' emotional intelligence through Islamic religious education for 11th grade social studies students at SMA Negeri 3 Jombang (a) Supporting factors include school and family environment, age, gender, changes in perspective, awareness, and willingness. (b) Inhibiting factors include excessive internet use, peer environment, and oneself.

## ACKNOWLEDGMENTS

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