

# The Role of Teachers in Facilitating The Development of Emotional Intelligence of Students: A Case Study of SMK Students in Surakarta

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## Abstract:

The development of the world of education in Indonesia has adapted to the global dynamics and demands of the evolving world of work. Emotional intelligence, which includes self-awareness, emotional control, self-motivation, empathy, and collaborative skills, is recognized as the key to preparing younger generations for the complexities of the globalization era. This research focuses on the High School of Teaching (SMK) in Surakarta, Indonesia, where emotional intelligence becomes a crucial aspect, in addition to technical expertise. Daniel Goleman suggests that individual success is more influenced by emotional intelligence than intellectual intelligence. This research uses qualitative research methods with a descriptive approach with data collection performed by observation and interview. Participants were selected purposely for sampling because they had a deep understanding or experience of the subject being studied, namely students of the XI RPL class. The results of the study on the development of emotional intelligence of SMK students showed the role of teachers in helping students develop self-awareness and manage emotions effectively. Students showed improvements in the aspects of self-awareness, emotional control, self-motivation, empathy, and collaboration during learning. The teacher's role as a facilitator and mentor became crucial in creating a positive learning environment. Teachers not only provide lessons but also guide students in facing challenges and conflicts wisely.

**Keywords:** *Character education, Emotional intelligence, Teacher role, Student empowerment*

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## Introduction

Education in Indonesia has evolved in line with global dynamics and changes in the demands of the workforce. The focus of education is no longer limited to the cognitive aspect but also extends to the emotional dimension as an integral part of the character formation of students. Character education is a system of instilling character values in school citizens which includes components of knowledge, awareness or willingness, and action to implement these values, both towards God Almighty (YME), oneself, others, the environment, and nationality to become a perfect human being (Rismayanthi, 2011). Thus, the aspect that needs to be emphasized in the formation of character in students is to have good character and apply it in daily life behavior. According to Gusniwati (2015), emotional intelligence is the ability to feel, understand others, and effectively apply the power and sensitivity of emotions as a source of energy and information in interacting with others. Thus, emotional intelligence is the ability of individuals to understand, manage, and use their emotions effectively. In addition, emotional intelligence which involves self-awareness, emotion management, empathy, and social skills is a key to preparing young people to face the challenges and complexities of the era of globalization.

Vocational High Schools (SMKs) in Indonesia, including in Surakarta, play a strategic role in preparing students for the workforce. The workforce demands adaptive skills, stress management, effective collaboration, and mental

toughness. Therefore, SMK students need to be equipped with not only technical skills but also adequate emotional intelligence to adapt to the dynamic and complex work environment. The concentration indicators can be measured through observable student behaviors, including giving full attention during the learning process, maintaining continuous focus on the lesson, paying attention to and respecting others when speaking, and following the teacher's instructions (Pramistawati, 2022). According to Goleman (2003), individual success in life is not only dependent on a high level of intellectual intelligence but is more dominantly influenced by the level of emotional intelligence that one possesses. Furthermore, Goleman explains that the percentage of intellectual intelligence to achievement is only 20%, while the remaining 80% of emotional intelligence includes self-motivation, emotion management, self-awareness, empathy, and collaboration skills. This is in line with the results of research by Supriyanti and Troena (2012), where 80% of work performance is determined by soft skills (character) and the remaining 20% by hard skills (knowledge and skills).

Daniel Goleman, in his book entitled "Emotional Intelligence", exposes the following five elements of emotional intelligence (Goleman, 2003): (a) Self-awareness: the ability to recognize and understand emotions being felt within an individual. Individuals with good self-consciousness can more easily recognize emotions and understand how those emotions affect their behavior and decisions. (b) Emotional control: the ability to regulate and manage emotional reactions wisely and productively and avoid impulsive actions. Goleman emphasized the importance of self-control in difficult or stressful situations so that individuals can respond wisely and not bear negative emotions. (c) Self-motivation: the ability to direct positive emotions and energies towards achieving goals. Individuals with high self-motivation can stay focused, stand up to challenges, and desired results despite obstacles. (d) Empathy: the ability to understand and feel the feelings of others. Goleman stressed that empathy plays a key role in shaping healthy and productive interpersonal relationships. An empathic individual can respond better to the needs and feelings of others. (e) Collaborative skills: the ability to interact and collaborate with others. The ability to work with others is an important factor in achieving common goals.

The importance of the role of teachers in facilitating the development of emotional intelligence of SMK students where teachers not only act as teachers of lessons but also as facilitators, mentors, and even parents for students. The interaction and dynamics in the classroom, as well as the learning methods applied, can influence how students' emotions develop. A positive and conducive learning environment can be a boost to the growth of the emotional intelligence of students. On the contrary, a rigid, stressful, and low-appreciation environment can hinder the development of students' emotions. According to a study conducted by Rahmawati and Tanah Boleh (2022) characteristics of adolescent emotional development typically include high energy, emotional burst, and imperfect self-control. In addition, the emotional intelligence components of SMK students include self-awareness, emotional control, self-motivation, empathy, and social relationships. (Iriyanti et al., 2022). According to Wulandari (2012) emotionally speaking individuals can know and manage their feelings well, as well as being able to read and deal with other people's feelings effectively. Pressures to achievement in the field of expertise, tight competition in the workplace, and high expectations from parents can be sources of stress and anxiety for students. In addition, adolescent characteristics that are susceptible to emotional fluctuations and complex social associations become the dynamics in the development of their emotional intelligence. With the complexity and uniqueness of the context of SMK students in Surakarta, this research was carried out to find out the role of teachers in facilitating the development of the emotional intelligence of students.

## Research Method

In this study, the author uses qualitative research methods with a descriptive approach. The descriptive qualitative research method is a type of research method used to collect and analyze data in terms of human words and actions. A qualitative study is one of the research procedures that produces descriptive data in the form of speech or writing and the behavior of people who are observed. (Bogdan Taylor quoted Basrowi dan Sukidin, 2002). This research aims to describe and describe existing social phenomena, both natural and human engineering, which pay more attention to characteristics, qualities, and interrelationships. Data collection was done with observations and interviews. Participants were selected purposively for sampling because they had an in-depth understanding or experience of the subject being studied. The data analysis technique used is descriptive analysis which aims to provide an overview of the case studied based on the observations of learning practices that have been done in the field. The data collection was carried out after the teacher conducted the database lesson in the state school in Surakarta. The detailed data collection with observation was carried out at the time the class lasted 4 hours of lessons.

## Result and Discussion

### Result

Based on the results of qualitative analysis of interview data and observation data related to the development of emotional intelligence of students during learning, here are the findings and behavioral patterns of students in Table 1.

Table 1. Aspects of the development of emotional intelligence of students during learning

| Aspects            | Descriptions  |
|--------------------|---|
| The self-awareness | seen by them is better able to identify and understand their feelings during learning, whether it's the sense of enthusiasm when understanding new concepts or the feeling of frustration when facing difficulties.   |
| Emotional control  | Students can respond to stressful or conflict situations more calmly and wisely when they are confronted by situations where a problem is given and they are assigned to complete tasks within a specified time limit.  |
| Self-motivation    | Students show improvements in self-motivation where they are more able to direct their positive emotions towards achieving goals and more persistent in overcoming obstacles, reflecting the progress on the self-motivation elements reflected when students encounter difficulties changing errors in the code of the program in progress so students can find solutions independently. |
| Empathy            | Students experience an improvement in empathy where they are more sensitive to the feelings and needs of others, reflecting the development of the empathic element that is realized through peer tutor learning.   |
| Collaboration      | Students showed an improvement in their ability to collaborate and interact positively with their friends. Collaboration and constructive contributions in a learning environment indicate developments in the element of collaborative ability.  |

### Discussion

The teacher's role in facilitating the development of emotional intelligence is to help students develop self-awareness related to their emotions. By providing time and structured reflection, teachers help students understand their feelings in addition to showing how to deal with challenges, stress, or conflict wisely, the teacher gives students a good example of how to manage emotions effectively. Nowadays classrooms and learning spaces become places or spaces for students to express themselves because teachers give full space to students, teachers understand that each student has a different way and style of expression. Therefore, teachers need to show empathy and understanding towards students who are not yet able to express themselves properly. Teachers provide support and guidance to learners to develop their self-expression skills. This can be done through discussion activities, counseling, or other activities that are appropriate to the needs of the student. The role of teachers in improving the emotional intelligence of students is also in line with the research carried out by Ramli and Nanang Prianto (2019:24) The results of this research stated the role of the teacher of Islamic Religion education SMK Muhammadiyah Parepare played in giving incentive and motivation to students, both in the learning process and outside of the process of learning to create students who can control their emotions to be students who have emotional Intelligence. Mutmainah (2018) in his research also said that the efforts of teachers are very important for the improvement of emotional and spiritual student's efforts are carried out such as doing good planning, optimizing the readiness of pupils, conducting analysis and evaluation of each learning, using persuasive language, injecting various approaches, cultivating aspiration and learning spirit from practice. This is in line with the opinion of Fitriani (2020). Teacher leadership style and teaching methods also play a role in the formation of the emotional intelligence of children. Setyowati (2018) argues that educators need to design a learning model that promotes student involvement and activity. When students achieve their learning objectives in a positive environment, it boosts both their motivation and confidence levels. Pebrioni (2021) said that Training supports educators in improving the quality and quantity of their output, reducing the time required for learning to meet specified performance standards, cultivating heightened loyalty, attitude, and collaboration, fulfilling human resource planning needs, and facilitating self-improvement and personal growth. Teachers must be able to conduct good class management so that they can develop the child's emotional intelligence. This is reinforced by the opinion of Hanifah (2016) that with an understanding of students, it is hoped that teachers will be able to interact effectively with students. educate. Based on observations, the emotional development of students is already able to manage their emotions well, when they are unhappy to show angry expressions, When they like something show happy expressions, and so on.

Nevertheless, the role of the teacher is essential in observing the development of emotional participants through the expressions they give, so that the emotions do not go out of context as appropriate.

## Conclusion

The conclusions of this study highlight the critical role of teachers in facilitating the development of the emotional intelligence of students at the Secondary School of Education (SMK) in Surakarta, Indonesia. The results of the qualitative analysis of the interview data and observations showed positive changes in aspects of the emotional intelligence of students during the learning process. In Table 1, it is seen that students experience improvements in the aspects of self-awareness, emotional control, self-motivation, empathy, and collaboration. They are better able to identify and understand their feelings, respond to stressful situations more wisely, show increased self-motivation, are more sensitive to the feelings of others, and improve their ability to collaborate. The role of the teacher in this process is very real. They help students develop self-awareness related to their emotions by giving them time and structured reflection. Besides, teachers set an example in facing challenges, stresses, or conflicts wisely. Classrooms and learning rooms become places where students can express themselves, and teachers understand the uniqueness of each student in their expression. This study emphasizes that the role of teachers is not only as material suppliers, but also as facilitators, mentors, and even parents for students. Teachers contribute to the development of self-awareness by providing structured reflection and guiding students in facing challenges, stresses, and conflicts wisely. Thus, this research reinforces the understanding that emotional intelligence is not only essential for the student's well-being but also essential for success in the dynamic and complex working environment in the modern era.

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