

The Role of Emotional Intelligence in Solving Disciplinary Problems in Class XI SMA Negeri Colomadu

1st Jermanda Ridwan Kurniaji¹, 2nd Mahasri Shobahiya²

{o10024018@student.ums.ac.id¹, mahasri.shobahiya@ums.ac.id²}

University of Muhammadiyah Surakarta, 085895951045¹, University of Muhammadiyah Surakarta, 081126588765²

Abstract. Schools are educational institutions that aim to develop spiritual intelligence, emotional intelligence, and intellectual intelligence in students in line with the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System. Schools are the pioneers of discipline, but the application of discipline is still problematic. Emotional intelligence is needed to overcome the growth of selfishness, prioritizing violence. This research will also look at how solutions can be made to solve this discipline problem. The research method is qualitative research with field data analysis in the form of interviews and observations. The results of this study are the internalization method with 1) home visit, 2) cultural, 3) group counseling, 4) opportunity to confide. The role of emotional intelligence in solving student discipline problems as self-control of bad behavior, facilitating adaptation, increasing empathy, measuring good or bad, and increasing a sense of responsibility for his pride.

Keywords: Intelligence, emotional, disciplinary.

1 Introduction

Schools are educational institutions that aim to develop spiritual intelligence, emotional intelligence, and intellectual intelligence in students. So as to form a national character who obeys religion, has noble character, and has broad insight. The definition of education stated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state [1]. So it is very important that spiritual intelligence and emotional intelligence are in the running of education.

Emotional intelligence is very difficult to achieve, but there must also be a few of the students who have emotional intelligence in themselves because of their experience and broad insight. The gap is that in the education unit, there must be a lot of problems that arise at any time and place, problem after problem will definitely arise. Including in SMA Negeri Colomadu, a

myriad of problems regarding student affairs, consisting of moral problems, morality, discipline, and academic problems must be found. Student problems, including laziness to go to school due to a psychological problem caused by internal and external factors, are still easy to find. Discipline problems of students who are late for school are also found almost every morning. Then the problem of bullying between students that still exists at the Senior High School level.

Problems that always exist in Colomadu State High School must always be controlled so that these basic problems do not become widespread and have a worse impact. Because if the problem is not resolved immediately, it could be that these negative things can become a poison that is increasingly widespread and becomes commonplace so that the implementation of education at Colomadu State High School can be said to have failed because it cannot educate students both academically, spiritually, and emotionally. Whereas every human being has been equipped by the Creator in the form of reason, mind, and heart to achieve life goals.

Schools must also be able to pioneer a disciplined attitude, lest students who go to school do not become undisciplined individuals. Because the base of success is discipline, if discipline is enforced then success will be easy to achieve. The problem is that currently the education unit also finds it difficult to solve problems in the old way. Based on information that currently teachers or schools are not allowed to have empirical punishment (physical and verbal), with this, it could be that the violator will not be deterred by his bad actions with this, especially the school counseling guidance teacher himself has difficulty overcoming it, can only do verbal warnings (advice) and record points. A few years ago, when a student was late for school he would be punished by cleaning the school environment, but now it is not allowed. Surely it is done to make a deterrent and so that the student does not repeat his mistake. However, this action is currently not allowed by superiors because it is considered bullying.

So this discipline problem requires other ways so that this basic thing can be grounded properly. One of them is by linking the heart and mind as a way to solve this discipline problem. Because emotional skills include self-control, enthusiasm, and perseverance, as well as the ability to motivate oneself. Emotional intelligence can be taught and will provide better opportunities to utilize intellectual potential. Emotional intelligence is needed to overcome the growth of selfishness, prioritizing violence, and other evil traits. People who have emotional intelligence can control themselves, have moral control, have a good will, can empathize (be able to read other people's feelings), and are sensitive to the needs and suffering of others so that they have a commendable character (character) and build more harmonious interpersonal relationships [2]. So one of the ways that must be done is to improve the emotional intelligence of problematic students, because the problematic students in class XI of Colomadu State High School are not emotionally good.

This research will also look at how the best solution can be done to solve this discipline problem. Utilizing the emotional component definitely requires a strategy or method to be able to control it so that the child's emotional can be good and smart and can be used for the discipline aspect in substance. Cooperative is a learning theory that aims to focus on the behavior of mutual help or cooperation between people in a systematic structure in a group [3]. Moreover, this cooperative is not only a transfer of knowledge but also a transfer of value or substance and the value of happiness [4].

According to the counseling teacher, the level of patience of students at SMA Negeri Colomadu is also low. Whereas patience is also closely related to emotional, the higher the patience, the level of emotional intelligence of students will be good. So the command to patience stated in

the holy book of the Qur'an is a lesson for humans so that they can develop their emotional intelligence. Allah SWT says: "Make patience and prayer your helper. and indeed that is very heavy, except for those who are khushu'," (Q.S. Al-Baqarah: 45) .

Allah SWT says in another verse related to the word patience which is related to morals and ethics. Good morals and ethics are the characteristics of emotional intelligence. The Qur'anic verse reads, "And those who are patient for the sake of seeking the pleasure of their Lord, and establish prayer, and spend some of the sustenance We give them, secretly or openly, and repel evil with good; those are the ones who have the end." (Q.S. Ar-Rad:22).

The two verses above relate to emotional in the aspect of patience, as well as spirituality can build a better condition of the heart. By being able to control emotional intelligence, Allah SWT will be pleased with us, so that this discipline problem will decrease.

So with this background, this research study will discuss the role of emotional intelligence in class XI students of Colomadu State High School in reducing student discipline problems that have been expressed in the paragraphs above, so here it really requires the role of counseling teachers in transferring emotional values.

2 Research Method

This research uses qualitative research design of field research with data analysis of interviews, observations, documents, and documentation. This research aims to see how the role of emotional intelligence in solving student discipline problems in class XI of Colomadu State High School. In this study, researchers interviewed the Counseling Guidance teacher as an informant that researchers trust. Observation, interviews, and documentation as information data collection techniques used. The data analysis technique uses the Miles and Huberman model, namely: data condensation, data presentation, and data verification and conclusions [5].

3 Result And Discussion

3.1 Definition of Emotional Intelligence

3.1.1 Definition of Intelligence

Intelligence in English is intelligence, in Arabic it is al-dzaka. According to the meaning of the language is understanding, speed, and also the perfection of something which means, the ability when understanding something precisely and perfectly [6]. Intelligence comes from the word cerdas which literally means perfect development of the mind, clever, and sharp mind. Intelligent also means perfect body growth such as healthy and physically strong [7]. So intelligence is the ability of the highest level of the spirit of living things that only humans have, this intelligence has been provided by Allah Swt to humans since they were born, so this innate intelligence is the forerunner of development that can grow to improve the quality of life of individual humans.

The word intelligence is a noun that describes a verb or adverb. Humans show their intelligence when behaving in situations intelligently or stupidly, so that a person can be seen in the way the person behaves [8]. Intelligence is the ability to solve problems correctly, relatively faster than one's biological or physical age [9].

Based on research conducted by J.P. Chaplin, he formulated three definitions of intelligence, namely:

- 1) The ability to deal with and adapt to current situations quickly and effectively.
- 2) The ability to use abstract concepts effectively, which includes four elements, namely understanding, opinion, control, and criticism.
- 3) The ability to understand connections and learn quickly [10].

Initially, intelligence was only defined as the cognitive aspect, but based on current developments in life, intelligence also involves aspects of conscience or what is called affective. So that intelligence must be in cognitive and affective aspects, even now psychomotor as well [11]. So the intelligence of individuals varies due to the development of their abilities.

Jusuf Mudzakir in his book explains that there are 3 kinds of intelligence:

- 1) Heart Intelligence
- 2) Intellectual/intuitive (inspiration, laduni knowledge, and hunches), emotional (calm, responsive, patient), moral (polite, wise, not arrogant) spiritual (inclusive and tolerant)
- 3) “(Those) who are patient and to God alone do they put their trust.” (Q.S. An-Nahl: 42)
- 4) Intellectual Intelligence
- 5) Thinking, understanding, paying attention, seeing carefully, analogy, interpretation, pondering, reasoning, remembering, predicting, perception and solving problems rationally.
- 6) “And these parables We have made for mankind that they may think.” (Q.S. Al-Hasyr: 21)
- 7) Intelligence of Lust
- 8) Lust in a matter where he can control when lust is at its peak.
- 9) “And I do not exempt myself (from blame), for indeed lust always urges to evil, except that lust which my Lord has mercy upon. Verily, my Lord is Oft-Forgiving, Most Merciful.” (Q.S. Yusuf: 53)

Howard Gardner, a Harvard University professor, introduced the following eight intelligences:

- 1) Linguistic Intelligence, an ability related to the ability to capture words and the ability to compose sentences.
- 2) Logical Mathematical Intelligence, the ability to calculate arithmetic and think logically, analytically up to complex systems of thought.
- 3) Musical Intelligence, the ability to understand musical tones and compositions.
- 4) Spacial Intelligence, the ability to see in perspective, able to fit the context of the environment.
- 5) Bodily Kinesthetic Intelligence, the ability to understand the body or physical.
- 6) Interpersonal Intelligence, the ability to understand other people.
- 7) Intrapersonal Intelligence, the ability to understand one's own emotions.
- 8) Naturalist Intelligence, the ability to recognize objects around [12].

Therefore, intelligence is the ability to think to solve various life problems and take actions that can produce something of value and benefit to others.

3.1.2 Definition of Emotional

The root of the word emotion is movere, a Latin verb meaning “to move, to move” plus the prefix “e-” to give the meaning “to move away”, implying that the tendency to act is an absolute in emotions which means “to move away”, implying that the tendency to act is an absolute in emotional [13].

Here are some forms of emotion proposed by Daniel Goleman:

- 1) Anger: Violent, raging, hate, annoyance, irritation, annoyance, bitterness, anger, offense, hostility, and violence.
- 2) Sadness: poignant, sad, gloomy, gloomy, melancholy, self-pity, loneliness, rejection, despair, severe depression.
- 3) Fear: anxiety, dread, nervousness, worry, apprehension, a feeling of extreme dread, watchfulness, uneasiness, horror, paranoia, phobia, and panic.
- 4) Enjoyment: happy, joyful, carefree, satisfied, pleased, amused, proud, sensory pleasure, amazement, fascination, contentment, sense of fulfillment, overwhelming joy, delight.
- 5) Love: acceptance, friendship, trust, kindness, affection, devotion, respect, intimacy, and affection.
- 6) Surprised: gasp, surprise, amazement, stunned.
- 7) Annoyed: contempt, disgust, disgust, nausea, hatred, dislike, want to vomit.
- 8) Embarrassment: guilt, shame, embarrassment, irritation, regret, humiliation, disgrace, and heartbreak.

Emotion is the affective color that accompanies every state of individual behavior. Affective is the particular feeling of a person at the time of encountering a condition [14].

The Qur'an describes emotions as a gift from Allah swt. given to all human beings as a perfection of His creation (Q. S An-Najm [53]: 43), then the Qur'an mandates to control these emotions so that they are not excessive. For this reason, the Qur'an teaches us to believe in Allah swt. and carry out the teachings that have been exemplified by the Prophet Muhammad, all of which will give strength to believers to control their emotions [15].

With some of the above opinions about emotions, it can be concluded that the feelings of the soul and heart that encourage humans to act according to conditions with expressive actions.

3.1.3 Definition of Emotional Intelligence

Emotional intelligence, a term first coined by John Mayer of the University of New Hampshire and Peter Salovey of Harvard University in 1990, is to explain the emotional qualities that are important for success, including empathy, expressing and understanding feelings, controlling anger, adaptation, problem solving, perseverance, diversity [16].

Emotional intelligence is an ability that describes the intelligence of the heart, which makes a person successful and happy in life, related to personal relationships and others, responsible for self-esteem, self-awareness, social sensitivity, and the ability to recognize oneself (self-awareness, self-control, and motivation) and the feelings of others (through empathy and social skills) [17].

In the Qur'an Surah An-Nahl verse 78 which means: "And Allah took you out of your mother's womb knowing nothing, and He gave you hearing, sight, and a heart, that you may be grateful." Allah emphasizes that humans are born with ignorance and then equipped with hearing, sight, and also a conscience to benefit in life.

From some of the above definitions, the author can conclude that emotional intelligence is the accuracy and intelligence in managing feelings or conscience in accordance with certain conditions that are manifested in commendable behavior to create a comfortable and peaceful life.

3.1.4 Factors That Support Emotional Intelligence In Individuals

Emotional intelligence is a person's ability to recognize, understand, and manage their own emotions as well as understand and influence the emotions of others. Some of the factors that support individuals to have good emotional intelligence include biological, environmental and learning aspects.

3.1.4.1 Biological Factors

Neurological Balance: Brain functions, especially the amygdala and prefrontal cortex, play an important role in emotional processing and rational decision-making.

Temperament: Some individuals have an innate tendency to be calmer or easier to manage emotions than others.

3.1.4.2 Environmental Influences

Family Parenting: Parenting that supports the recognition and management of emotions, such as open communication, supports children to learn to manage their emotions early on. Responsive and empathic parents help children develop self-confidence and the ability to understand the emotions of others.

3.1.4.3 Social Experiences and Culture

Social Experiences An environment that supports social interaction helps individuals recognize different types of emotions and how to handle them.

Culture: A culture that emphasizes empathy, cooperation, and self-control will shape individuals with higher emotional intelligence.

3.1.4.4 Practice and Self-Development

Self-Reflection: The habit of reflecting on one's feelings, actions, and their impact on others helps one understand oneself better.

Mindfulness: Mindfulness practice helps individuals manage stress and improve the ability to manage emotions wisely.

Learning Empathy: Actively listening and trying to understand others' perspectives supports the development of emotional intelligence.

3.1.4.5 Social Support

Positive Relationships: Relationships with supportive friends, family, or mentors provide opportunities to learn from others' behavior in dealing with emotions.

Healthy Work Environment: Workplaces that encourage open communication, respect for diversity, and healthy conflict resolution help individuals hone their emotional intelligence.

3.1.4.6 Motivation and Desire to Learn

Desire to Grow: Individuals who are motivated to improve their interpersonal relationships are more open to emotional learning.

Willingness to Accept Feedback: The ability to accept criticism builds the ability to recognize emotional deficiencies and correct them.

3.2 Methods in Internalizing Emotional Intelligence in Class XI of Colomadu State Senior High School

Some student problems at SMA Negeri Colomadu are so many, the problem of student discipline at SMA Negeri Colomadu based on the results of research to the Counseling Guidance teacher (BK) Mrs. Eko that 60% of the problems in this school are discipline problems. This discipline problem is recorded including time discipline, study discipline, and worship discipline with the types of violations in the following table:

Table 1. Discipline violations.

Level of Offense	Type Of Offense	Total
1 st -serious offenses	1 1 st missed days of school	3 cases
2 nd -medium offense	1.1 2 nd late for school	123 cases
3 rd -medium offense	skipping lessons	46 cases
4 th -low offense	not wearing complete attributes	69 cases

Of course this problem will affect student learning outcomes, the school should be able to educate but instead it is the opposite. Based on thesis research that discipline and learning outcomes are interconnected, if the discipline is high, the learning outcomes obtained are also getting better. This school counseling teacher said so too, so with this discipline problem should not be left unchecked.

Some student discipline problems at SMA Negeri Colomadu have several factors that cause these problems to arise, the first factor is a broken home family, the second is special needs (there is a psychological disorder), the third is bullying, the fourth is an environment that demotivates school (learning). These existing factors will affect the psychological condition of students, which will then interfere with individual emotions. Every student has the potential for intelligence in any aspect. Students' emotional intelligence can be internalized and trained with the following methods and strategies:

- 1) Home visit: based on the results of the interview *"I home visit, usually children who are lazy to go to school are children whose economy is below average and children who are broken are really very difficult to get them back to school again so it takes extraordinary handling."* The problem of students who are lazy to go to school is visited by the BK teacher at his home to examine the cause of the problem, and then there is a process of internalizing emotional intelligence so that emotions can be managed properly so that the function of reason can also work properly. And this is very effective because the emotional condition of students and families when the teacher comes to their home will decay, so that the emotions will soften and will get motivation so that a sense of enthusiasm to return to school with a sense of optimism never give up with a note that there must be a little step by little.
- 2) Cultural: based on the results of the interview *"if I usually approach the child, and if the child is very problematic, the child is invited to chat outside of school hours."* Teachers approach students to try to advise them, especially to educate them emotionally so that they do not go astray. Some students talk to the counseling teacher outside of school hours in the

form of eating together. The problem child is a member of the “punk kid” group, the teacher starts to chat casually while eating together, Mrs. Eko as a counseling teacher when outside of school hours she does not want to be called a teacher, but just think of it as her own mother. So that it makes children emotionally more comfortable when telling stories, so that teachers can provide advice, advice, and train students' emotions so that when students encounter a problem, students can overcome with their emotional intelligence abilities so that the problem does not get more complicated and get the best solution. There was a student who did not come in every Friday, after being examined it turned out that the student worked every Friday as a truck driver, and finally after counseling several times in a cultural way a solution was obtained that because the child had no desire to go to school, he finally dropped out of school.

- 3) Group counseling: based on the results of the interview *“There are heads of trust from the BK teacher in each class / problem / group. Mrs. BK said please take care of him and if there are problems, you can report to Mrs. BK.”* The teacher forms a group of students who help the BK teacher in overcoming serious problems. Each class has group counseling. With this, the BK teacher has wider access to teach students to be emotionally intelligent and can manage their emotions, which are initially sad then can be calm, which are initially irritable then can be patient in finding problems. With this group counseling, counseling teachers are facilitated in accessing information on student development.
- 4) Open anytime to confide in: based on the results of the interview *“Then I also provide opportunities for students if they want to confide in the counseling office until the afternoon.”* one way to internalize emotional intelligence is by teachers providing opportunities for students to confide in, telling stories about problems that make students sad, have no school motivation, lazy, upset, disappointed, heartbroken, lonely, anxious. After confiding in the students, they will be relieved, then the counseling teacher gradually digs and provides peace so that their emotions improve and are told how to overcome these conditions.

3.3 The Role of Emotional Intelligence in Discipline Problem Solving in Class XI of Colomadu State Senior High School

Emotional intelligence plays a major role in responding to conditions. Many students fail in learning because they do not have good emotional intelligence. Because intellectual intelligence, emotional intelligence, and spiritual intelligence must be in line well. The following is the role of students' emotional intelligence in solving disciplinary problems in class XI of Colomadu State High School:

- 1) As a self-control of bad behavior to behave according to the rules, students with good emotional intelligence will understand feelings in their place, when to use and when to vent. When students understand that going to school must be on time and not be late, then students with their hearts will empathize with themselves so that they can wake up early and then prepare well that they will go to school on time. Moreover, emotionally intelligent will try to arouse self-motivation to be enthusiastic in the discipline of going to school, because going to school needs self-motivation. It will also affect the motivation to learn in class.
- 2) Facilitating adaptation to the rules / rules of the school and the surrounding environment, the student's emotional intelligence that he has will easily understand the rules and the surrounding environment well, respond, respond, and behave appropriately and carefully. So that then he can follow the rules properly, about worship, and academics so that he can adapt or adjust with pleasure without compulsion or anxiety and fear.
- 3) As an increase in empathy and respect for oneself and others, students with emotional intelligence will be sympathetic to their teachers and schoolmates, because by going to

- school on time, going to school every day unless there is an obstacle / illness then he will respect his teachers and friends, meaning he does not underestimate everything in school. When he looks at his past, which often skipped school, he thinks that as long as he was careless, he did not respect and empathize with the teacher. Also with the discipline of worship and study.
- 4) As a measure of good or bad/ethical or unethical, good emotional intelligence will be able to determine what is ethical or unethical. Determining the ethical size or not of one action with another, one emotion with another. So that students are able to assess and think first before venting their emotions. If students have emotional intelligence, they will be sad when they are late for school and will not repeat it again, they will be sad when they violate discipline during the flag ceremony by not using complete attributes so they will not repeat it again.
 - 5) As an increase in a sense of responsibility for his self-esteem, with students who have a high level of discipline, his self-esteem increases. Intelligence in responsibility will keep students from low self-esteem in front of teachers and peers.

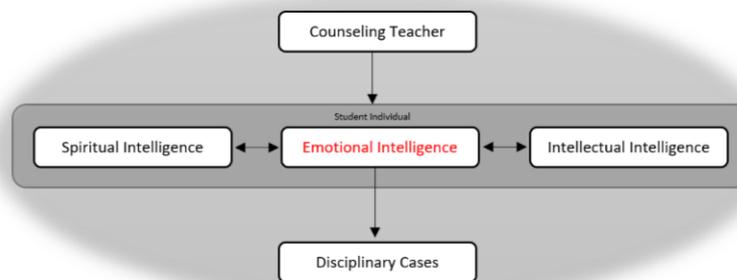


Fig. 1. Discipline problem solving linkage chart.

Emotional intelligence builds in students the goodness in action, to achieve success and happiness in the learning process. So discipline will always depend on emotional intelligence because it will be good at positioning itself on the spot. Increasing students' emotional intelligence, the goal of education will be achieved with the formation of a nation's character that obeys religion and has noble character, of course discipline will improve student learning outcomes.

3.3.1 How Emotional Intelligence Can Solve Discipline Problems

Students with emotional intelligence ability can solve discipline problems [18]. In the context of solving discipline problems, emotional intelligence plays an important role, both for individuals facing discipline problems and for leaders, educators, or parents who are tasked with handling discipline violations.

3.3.1.1 Understanding the Causes of Discipline Problems, Emotional intelligence helps understand the reasons behind discipline offenses by:

Empathy: Understanding the emotional state of the individual who broke the rule, whether they are under stress or confusion.

Non-Confrontational Approach: Avoiding excessive emotional reactions to discipline offenses, so that the focus remains on solving the problem.

3.3.1.2 Managing Emotions in Conflict Situations, In dealing with disciplinary offenses, the ability to manage emotions is essential:

Avoiding Negative Emotions: Emotional intelligence allows the leader or educator to remain calm and unruffled, resulting in rational problem solving.

Positive Communication: By managing emotions, the delivery becomes more constructive and does not cause distress or defensiveness in the offender.

An educator who remains calm in the face of students who do not adhere to the schedule will be more effective in explaining the importance of discipline than one who is immediately angry.

3.3.1.3 Improving Communication and Negotiation

Emotional intelligence supports effective communication skills in resolving disciplinary issues:

Active Listening: Provides space for individuals to explain their situation without interruption or judgment.

Negotiating Solutions: Invites individuals to engage in finding mutually acceptable solutions, so they feel valued.

3.3.1.4 Building Individual Awareness and Responsibility

Emotional intelligence helps encourage individuals to realize their mistakes without feeling excessively punished.

Awareness Cultivation: Using an approach that encourages offenders to understand the impact of their actions on others.

Positive Reinforcement: Provides encouragement to correct behavior without undermining their self-confidence.

3.3.1.5 Preventing Repeat Offenses

With emotional intelligence, the approach to solving discipline problems focuses not only on punishment but also on prevention.

Relationship Building: A positive relationship between the leader or educator and the individual creates respect and commitment to follow the rules.

Emotional Environment Management: Creating an atmosphere that supports collective discipline through respect for values.

Emotional intelligence plays a significant role in solving discipline problems by enabling a more empathetic, communicative, and constructive approach [19]. By managing emotions and understanding the emotional dynamics of individuals, leaders, educators, or parents can create solutions that not only correct behavior but also prevent similar infractions in the future. This approach supports the creation of a more harmonious environment and sustainable discipline.

4 Conclusion

Schools are educational institutions that aim to develop spiritual intelligence, emotional intelligence, and intellectual intelligence in students. Schools must also be a pioneer of discipline. Emotional intelligence is the accuracy and intelligence in managing feelings or conscience in accordance with certain conditions that are manifested in commendable behavior to create a comfortable and peaceful life.

The methods applied by counseling teachers to internalize emotional intelligence to overcome student discipline problems are 1) Home visit, 2) Cultural, 3) Group counseling, 4) Open for students to confide in. Then the role of emotional intelligence for solving student discipline problems in class XI of Colomadu State High School is as self-control of bad behavior to behave according to the rules, facilitate adaptation to school rules/rules and the surrounding environment, empathize and respect yourself and others, as a benchmark for good or bad/ethical or unethical, good emotional intelligence will be able to determine which is ethical or unethical, as an increase in the sense of responsibility for his pride. Emotional intelligence will minimize problems, and can solve problems well.

The emotional intelligence carried out by the counseling teacher of SMA Negeri Colomadu must be fully supported by the principal, school structure, teachers, and all students, considering that the punishment for violations committed by students cannot be physical or any form except points, so the most effective way is to educate the emotional intelligence of all students in general and problematic students in particular.

References

- [1] Eneng Muslihah, Ilmu Pendidikan Islam (Jakarta: Diadit Media, 2011)
- [2] Zuchdi, Humanisasi Pendidikan (Jakarta: Bumi Askara, 2009)
- [3] Abudin Nata, Filsafat Pendidikan Islam, (Jakarta: Logos Wacana Ilmu, 1997), Cet. Ke-1
- [4] Fauziah, Mira. 2019. "KONSEP KEBAIKAN DALAM PERSPEKTIF DAKWAH." AL-IDARAH : JURNAL MANAJEMEN DAN ADMINISTRASI ISLAM 3
- [5] Miles, M.B, Huberman, A.M, & Saldana, J. (2014). Qualitative Data Analysis, A Methods Sourcebook, Edition 3. USA: Sage Publications. Terjemahan Tjetjep Rohindi Rohidi, UI-Press.
- [6] Ramayulis, Ilmu Pendidikan Islam, (Jakarta: Kalam Mulia, 2002), Edisi revisi Cet. Ke-7
- [7] WJS. Poerwadarminta, Kamus Umum Bahasa Indonesia, (Jakarta: Balai Pustaka, 1985), h. 333.
- [8] M. Alisuf Sabri, Psikologi Pendidikan, (Jakarta: Pedoman Ilmu Jaya, 2010), Cet. Ke-4.
- [9] Suharsono, *Mencerdaskan Anak* (Depok, Inisiasi Press, 2003), h.43.
- [10] J.P. Chaplin, Kamus Lengkap Psikologi, Terj. Kartini Kartono, Judul asli, Dictionary of Psychology (Jakarta: Rajawali Pers, 2008)
- [11] Abdul Mujib dan Jusuf Mudzakir, Nuansa-nuansa Psikologi Islam, (Jakarta: PT. Raja Grafindo Persada, 2001), Cet. Ke-1
- [12] Toto Tasmara, *Kecerdasan Ruhaniah, (Trancendental Intelligence)*, (Jakarta: Gema Insani Press, 2001), cet. Ke-1, h. 48.
- [13] Daniel Goleman, *Emotional Intelligence, Kecerdasan Emosional*, Terj. T. Hermaya, (Jakarta: PT. Gramedia Pustaka Utama, 2001), Cet. Ke-11
- [14] Syamsu Yusuf LN, *Psikologi Perkembangan Anak dan Remaja*, (Bandung: PT Remaja Karya, 2010), Cet. Ke-11
- [15] Maria Qibtiyah, Emosi Dalam Perspektif Al-Qur'an. (Universitas PTIQ Jakarta, 2023). Hal. Cover belakang
- [16] Lawrence E. Shapiro, *Mengajarkan Emosional Intelligence pada Anak*, (Jakarta: PT. Gramedia Pustaka Utama, 2003), Cet. Ke-4
- [17] Jeanne Segal, *Melejitkan Kepekaan Emosional* (Bandung: Kaifa, 2002)
- [18] Windi Rahayu, Hubungan Kedisiplinan Siswa dengan Hasil Belajar Bahasa Indonesia Siswa Kelas VIII SMP Negeri 14 Pekanbaru. Skripsi (Univ. Islam Riau Pekanbaru, 2022)
- [19] Bobbi De Porter dan Mike Hernacki, *Quantum Learning, Membiasakan Belajar Nyaman dan Menyenangkan*, Terj. Alawiyah Abdurrahman, (Bandung: Kaifa, 1999)