

## Emotional Intelligence as a Medium to Improve the Learning Achievement of Students at MI Raudlatul Ulum Bojonegoro

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### **Abstract:**

*The issue of low academic achievement among students at MI Raudlatul Ulum Bojonegoro is influenced not only by cognitive factors but also by non-cognitive aspects such as difficulties in managing emotions, low self-confidence, and limited learning motivation. This study aims to analyze the role of emotional intelligence as a medium for improving students' academic achievement, focusing on self-awareness, emotional regulation, and the development of positive social interactions. Employing a qualitative approach with a case study design, this research involved students, classroom teachers, and homeroom teachers as key informants. Data were collected through observations, in-depth interviews, and documentation, then analyzed using data reduction, data display, and conclusion drawing. The findings reveal that students with higher emotional intelligence are more capable of managing anxiety during learning activities, maintaining concentration, and developing intrinsic motivation, all of which significantly contribute to better academic performance. Additionally, students' empathy and effective communication skills were found to foster cooperative behavior and create a more conducive classroom environment. Theoretically, this study reinforces the importance of emotional intelligence as a key determinant of learning success. Practically, it highlights the need for integrating emotional intelligence development into learning strategies through teacher guidance, positive behavioral habituation, and strengthening socio-emotional competencies to optimally support improvements in students' academic achievement.*

**Keywords:** Academic achievement, Emotional development, Emotional intelligence

## INTRODUCTION

Education is an essential factor that plays a vital role in shaping the quality of human resources in the future (Permatasari & Tandiyuk, 2023; Tri & others, 2022). The success of education is not only determined by cognitive aspects but is also influenced by the emotional management abilities of each student (Pietarinen et al., 2014; Zhoc et al., 2020). In the learning process, positive emotions can enhance learning motivation, while negative emotions may hinder academic achievement. In the modern era, learners face various complex learning demands,

making emotional control increasingly important. Teachers are not only responsible for delivering knowledge but are also expected to assist students in managing their emotions. Relevant character education should incorporate emotional intelligence as one of the core competencies. Emotional intelligence includes the ability to recognize, control, and appropriately express one's own emotions as well as those of others (Buşu, 2020; Mayer et al., 2016). Therefore, emotional intelligence becomes an essential indicator in supporting learning success. Thus, the enhancement of emotional intelligence is believed to contribute to improving the quality of learning in schools.

Learning achievement reflects the success of students in understanding the material provided (Leppänen et al., 2017; Menekse, 2020). It not only represents knowledge acquisition but also functions as a benchmark for educational effectiveness. Various internal and external factors influence students' learning achievement. Internal factors include cognitive ability, motivation, interest, and psychological conditions such as emotional stability, while external factors encompass family environment, school conditions, and social support. Among these factors, emotional intelligence has gained increasing attention due to its direct influence on the learning process. Students with good emotional abilities tend to concentrate more easily and interact more effectively in class activities. Therefore, emotional intelligence can be considered a relevant predictor of students' academic achievement.

The learning period at Madrasah Ibtidaiyah (MI) is a crucial stage in developing both cognitive and emotional aspects. At this phase, students begin to learn how to recognize and manage emotions arising from various learning and social situations. Teachers hold a strategic role in guiding students to channel their emotions positively. A supportive school environment is also necessary to foster emotional development. When students' emotional intelligence develops well, their ability to receive and understand learning material also improves. Students are more capable of overcoming academic pressure and adapting to various learning methods. Hence, it is important for primary educational institutions to pay attention to the development of emotional intelligence as an integral part of the learning process. This shows that emotional intelligence is an essential component that can determine students' academic achievement.

Despite the significant role of emotional intelligence, some students still struggle in managing their emotions throughout the learning process. Certain students are unable to control

their emotions when confronted with academic challenges, such as receiving low grades or having difficulties understanding learning material. This leads to decreased motivation and declining academic outcomes. At MI Raudlatul Ulum Bojonegoro, variations in learning achievement among students remain noticeable. Inconsistent task completion, excessive anxiety, and lack of confidence indicate the low emotional intelligence of some students. Teachers often face challenges in fostering a positive and emotionally stable learning attitude. This condition highlights an issue that requires further analysis. Therefore, a deeper study is needed regarding the relationship between emotional intelligence and students' learning achievement.

Previous studies have shown that emotional intelligence has a positive effect on learning achievement. Study A indicates that students with high emotional intelligence can better adapt to learning situations, resulting in increased performance. Other research findings show that emotional regulation influences learners' attention and focus. Additionally, good social interaction supports academic success. These studies affirm that emotional intelligence is an important predictor of academic outcomes, reinforcing its relevance in educational settings. However, research specifically focusing on primary education, particularly within religious-based institutions, is still limited. Thus, previous studies serve as an important reference for the development of this research.

Other research also reveals that emotional intelligence improvement programs can enhance students' confidence and motivation. Strong interpersonal skills help students build positive relationships with peers and teachers, supporting a more effective and comfortable learning environment. These studies confirm that emotional intelligence can be trained and improved through systematic character education programs. Furthermore, stress management and self-control are crucial factors in supporting learning success. Although many studies have been conducted at the secondary school level, research on Madrasah Ibtidaiyah is still relatively scarce. This gap shows the need for more focused research on children in the primary education stage. Therefore, the present study attempts to fill this gap.

Based on previous research, studies that specifically examine emotional intelligence as a predictor of learning achievement at the MI level—especially in Islamic educational environments—are still limited. The religious environment instills spiritual values that may

influence emotional development. However, little research has explored how this context contributes to students' academic abilities. Additionally, most studies were conducted at the secondary education level, thus lacking representation of MI student developmental characteristics. This research differs by focusing on the relationship between emotional intelligence and learning achievement at MI Raudlatul Ulum Bojonegoro as a specific local context. Therefore, this study presents novelty in providing more applicable insights aligned with primary education needs. It is expected to offer an empirical contribution to the development of emotional intelligence-based learning strategies in Islamic schools.

The primary objective of this research is to analyze the relationship between emotional intelligence and the learning achievement of students at MI Raudlatul Ulum Bojonegoro. This study aims to identify the level of students' emotional intelligence as part of internal factors influencing academic outcomes. Additionally, this research seeks to determine how far emotional intelligence affects their learning achievement. The results are expected to serve as a consideration for teachers and schools in designing more effective learning strategies. The study also aims to provide solutions to the issue of low emotional regulation among students. Through the findings of this research, the school may improve its educational services by strengthening students' emotional competence. Overall, this study is directed toward supporting the improvement of educational quality at MI Raudlatul Ulum Bojonegoro.

## **RESEACRH METHOD**

This study employs a qualitative research approach with a case study design to examine in depth the relationship between emotional intelligence and the learning achievement of students at MI Raudlatul Ulum Bojonegoro(Khilmiyah, 2016). This approach was chosen because it enables a holistic description of phenomena through an understanding of students' behavior, emotional experiences, and learning processes. The research emphasizes the interpretation of field data rather than mere numerical measurement, ensuring that the results better reflect the students' social realities. A case study design is used to explore conditions and symptoms that occur within a specific group of students in a particular context, namely in a madrasah environment grounded in religious values. Throughout the research process, the researcher directly interacts with the subjects to understand their emotional conditions during learning activities. The study is conducted

naturalistically in the school environment so that the data obtained are authentic and reflective of real conditions. Thus, this research is expected to provide a comprehensive description of the role of emotional intelligence in supporting students' academic achievement at the MI level.

The data sources of this study consist of primary data obtained directly from students, teachers, and homeroom teachers through observations and in-depth interviews(Masrukhin, 2014). The informants were selected using purposive sampling, namely the selection of subjects based on certain criteria such as variations in learning achievement and students' emotional characteristics. Data were collected through participatory observation in the classroom and school environment to observe students' emotional behavior during interactions in learning activities. In addition, semi-structured interviews were conducted to explore information related to how students regulate their emotions and how it affects their motivation and academic performance. Documentation such as report card scores and student progress records were also used to strengthen the data regarding learning achievement. All data collected were recorded systematically in field notes and interview transcripts. To ensure the validity of the data, the researcher conducted source and technique triangulation by comparing data from observations, interviews, and documentation. This aims to ensure that the data obtained are accurate and accountable.

The data analysis technique used in this research refers to Miles and Huberman's model, consisting of three stages: data reduction, data display, and conclusion drawing(Huberman & others, 2019). In the data reduction stage, the researcher selected and focused on data relevant to students' emotional intelligence and academic achievement, then categorized them based on the indicators being studied. The data were then presented in narrative form, matrices, and relationship patterns to facilitate interpretation. The final step, conclusion drawing, was carried out continuously throughout the research until strong and consistent findings were obtained. The analysis was conducted inductively, meaning conclusions were based on field data rather than solely derived from theory. To maintain the credibility of the findings, the researcher performed member checking by confirming interpretations with related informants. The results of this analysis were then presented in descriptive form to answer the predetermined research focus. Therefore, this qualitative data analysis is expected to yield an in-depth understanding of how

emotional intelligence influences learning achievement among students at MI Raudlatul Ulum Bojonegoro.

## **RESULT AND DISCUSSION**

### **A. Emotional Intelligence**

Emotional intelligence refers to an individual's ability to understand and manage emotions appropriately so that these emotions can influence thoughts, attitudes, and actions in daily life. According to Daniel Goleman, emotional intelligence includes skills such as recognizing one's own emotions (self-awareness), controlling emotional reactions (self-regulation), self-motivation (motivation), understanding others' feelings (empathy), and building effective social relationships (social skills). These abilities serve as an important foundation for the development of character and personality, especially for children at the elementary school level who are still in the process of forming emotional control. At this stage, students need to be guided to identify the emotions that arise, whether when dealing with conflicts, completing assignments, or encountering new experiences in the learning process. When emotional intelligence is developed optimally from an early age, students tend to grow into individuals who are resilient under pressure, not easily discouraged, and capable of making wise decisions.

In the context of elementary education, emotional intelligence is closely related to how students adapt to a competitive learning environment with intense social interactions. Students with good emotional intelligence are more likely to adapt to the diverse characteristics of their peers, understand teacher instructions, and demonstrate cooperative behavior during group learning. They also have the ability to control themselves when experiencing anger or disappointment and can express happiness without causing conflict with others. Conversely, students who struggle to manage their emotions tend to show aggressive, anxious, withdrawn, or insecure behavior, which ultimately hinders their learning participation. Therefore, teachers play a strategic role in helping students develop emotional skills through personal guidance, habituation of good character, and warm as well as educational communication.

Emotional intelligence also contributes to students' learning motivation, concentration, and problem-solving abilities in academic activities. Positive emotions such as confidence,

enthusiasm, and comfort in learning can improve information processing and strengthen long-term memory. When students can manage anxiety during examinations or view mistakes as part of the learning process, their academic performance tends to improve. A learning environment that provides a sense of safety, appreciation, and unconditional acceptance can support emotional development while minimizing psychological pressure. Thus, emotional intelligence does not only support learning success but also becomes an integral part of effective and holistic education. Strengthening emotional intelligence from an early age is a character investment that remains beneficial as students progress to higher education levels and face increasingly complex life challenges.

#### **B. Emotional Intelligence of MI Raudlatul Ulum Students**

Based on observations and interviews conducted with teachers and students, it is known that the emotional intelligence of students at MI Raudlatul Ulum is categorized as quite good and shows positive development in line with the Islamic character habituation applied at the school. Students are generally able to recognize their basic emotions, such as feeling happy when receiving praise or feeling sad when facing difficulties in completing assignments. When encountering problems in the learning process, most students are able to express what they feel through verbal communication, either to their peers or teachers. However, there are still some students who struggle to understand the source of negative emotions that arise suddenly, and thus require guidance to help them better reflect on their feelings. Teachers play a strategic role in assisting this process by providing emotional guidance personally, especially when students show symptoms of withdrawal, lack of enthusiasm, or loss of focus during learning activities.

In terms of self-management, students have demonstrated basic abilities in regulating their emotions, although not yet fully stable. When facing challenging school tasks, some students remain calm and try to complete the work independently, while others tend to display impulsive reactions such as crying, sudden anger, or leaving their seats. This is often experienced by students who have not yet developed mature self-control or who lack motivational support from their families at home. Teachers attempt to provide understanding on how to respond to academic pressure in a healthy manner through guidance and emotional



regulation exercises, such as deep breathing, asking for help politely, or calming themselves before taking action. This approach has gradually shown positive impacts as students begin to demonstrate more controlled behavior and a growing awareness to correct their attitudes when being reminded.

The motivational aspect is also an important component of emotional intelligence that continues to develop among MI Raudlatul Ulum students. Findings indicate that students feel more motivated to learn when teachers use active and contextual learning methods, especially those involving educational games or direct experiences. External motivation such as rewards, praise, and parental support contributes significantly in boosting students' enthusiasm to achieve better academic outcomes. However, intrinsic motivation is not yet evenly developed among students. Some still tend to study merely to avoid punishment or simply follow the teacher's instructions without forming a personal desire to improve. This highlights the need for more intensive efforts from teachers and the school to foster long-term intrinsic motivation among students rather than temporary compliance.

Meanwhile, aspects of empathy and social skills have begun to develop well in line with the routine implementation of collaborative learning activities. Students generally demonstrate caring attitudes, willingness to help peers in difficulties, and the ability to work together in completing tasks. Nevertheless, minor arguments or conflicts sometimes occur due to differences in opinions or emotional imbalance among students. Teachers regard these occurrences as a part of students' social learning process and utilize them as learning opportunities to teach effective communication, peaceful conflict resolution, and perspective-taking. With consistent character education practices, the emotional intelligence of students at MI Raudlatul Ulum shows strong potential for significant growth, contributing meaningfully to their academic performance and the development of noble character.

### **C. Emotional Intelligence as a Medium to Improve Academic Achievement**

Research findings indicate that emotional intelligence plays a significant role as a medium for improving students' academic achievement at MI Raudlatul Ulum. Students who are capable of understanding and managing their emotions properly demonstrate more stable mental readiness in facing various academic challenges. Emotional stability helps them



maintain optimal concentration throughout the learning process. With a calm psychological condition, students are able to avoid excessive stress and more easily receive, process, and retain information delivered by teachers. This aligns with teachers' observations stating that students with higher self-confidence are more courageous in asking questions, expressing opinions, and completing school tasks on time. In contrast, students who struggle with emotional control often show a tendency to give up easily and lack enthusiasm for learning, which eventually affects their academic performance.

Furthermore, emotional intelligence influences the effectiveness of students' social interactions in learning activities, particularly in group work. Students with higher levels of empathy tend to be more communicative and can establish positive social relationships with peers. They are capable of understanding others' feelings, offering support, and appreciating diverse perspectives within a group. Such social skills foster better teamwork, enabling group assignments to be completed effectively and resulting in improved learning outcomes. When communication within the group runs smoothly and is built on trust, a more conducive and enjoyable learning environment is created, ultimately enhancing academic performance.

Motivation, as another crucial component of emotional intelligence, also contributes to improving academic achievement. Students with strong intrinsic motivation show perseverance in completing tasks, determination in solving problems, and continuous efforts to correct mistakes. Their motivation arises from a genuine personal desire to succeed rather than relying solely on external pressure or punishment. Meanwhile, students whose motivation depends heavily on external reinforcement tend to lose enthusiasm when rewards or praise are absent. This finding emphasizes that fostering intrinsic motivation is essential for achieving sustainable academic success.

The ability to regulate emotions likewise enhances students' self-confidence when facing challenging academic situations such as exams, presentations, or difficult assignments. Students with good emotional regulation are able to reduce anxiety, stay focused on their goals, and maintain academic performance even under pressure. Conversely, those with low emotional intelligence are more prone to mental barriers such as panic, excessive fear, and cognitive blocks, which lead to decreased learning outcomes. Therefore, the development of

emotional intelligence must be prioritized to help students face academic pressure in a healthy and adaptive way.

In conclusion, emotional intelligence functions as a medium that not only supports the creation of a positive learning atmosphere but also becomes a key determinant of students' academic success. The implementation of learning strategies that emphasize emotional aspects such as empathetic communication, positive reinforcement, self-control training, and personalized guidance from teachers has proven to enhance students' self-confidence and learning motivation. With continuous support from teachers, schools, and families, students' emotional intelligence can be developed sustainably, yielding a significant impact on achieving optimal and consistent academic performance.

## **CONCLUSION**

Emotional intelligence plays a significant role in enhancing the academic achievement of students at MI Raudlatul Ulum Bojonegoro. Students who are able to understand, manage, and express their emotions positively tend to exhibit higher learning motivation, better concentration, and greater mental readiness in facing academic challenges. Empathy and social skills also contribute to a cooperative and conducive learning environment, thereby promoting effective educational interactions. Consequently, emotional intelligence can serve as a strategic medium in the learning process through teacher guidance, habituation of positive emotional values, and the creation of a supportive school environment to optimally foster students' academic achievement.

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