



The Mastery of Teacher Emotional Intelligence Facing 21st Century Learning

Denny Defrianti^{1*}, Iskandar²

¹Fakultas Ilmu Pendidikan, Universitas Jambi, Jambi, Indonesia

²Fakultas Tarbiyah dan Keguruan, UIN Sulthan Thaha Saifuddin Jambi, Jambi, Indonesia

Article History:

Received: April 20, 2022

Revised: May 15, 2022

Accepted: May 25, 2022

Published: June 17, 2022

Keywords:

Teacher, Emotional Intellegency,
21st Century Learning

*Correspondence Author:

ddefrianti@unja.ac.id

Abstract: 21st century learning is marked by the era of digital disruption that requires teachers who have high skills through mastering emotional intelligence to prepare superior and competitive students. The purpose of this study was to determine how the emotional intelligence mastery of teachers in 21st century learning. This study used mixed methods with explanatory models. The data collection instrument used a questionnaire and interview guidelines. The data collected were analyzed by quantitative and qualitative descriptive. The research respondents were teachers in Jambi province who attended the training 20 people and those who did not attend the training 20 people with a total of 40 people. Sample selection was done by purposive sampling technique. The results showed that the average emotional intelligence of teachers was high with the average score of the intelligence of teachers attending training with a mean score of 83.30 and teachers without training with a mean score of 78.02. Furthermore, the emotional intelligence of teachers who are trained significantly affects 21st century learning which dominantly uses technology with the homogeneity test results of 0.333 with a Sig value. 0.020 where t count > 0.05 , while for the t test, the t -test value is < 0.05 . However, in the learning process, teachers still find it difficult to integrate the use of technology so that high psychological pressure causes self-awareness and self-control to be less stable so that teachers find it difficult to determine the appropriate learning model to use.

INTRODUCTION

The Teachers in 21st-century learning are marked by the era of digital disruption in which the use of information technology is very dominant in influencing the interaction process of educators and students who are ready to use information technology to meet competitive qualities (Iskandar et al., 2019; Osman & Marimuthu, 2010)

The use of information technology by teachers and students has not been maximized; therefore, the ability to integrate learning models using information technology in the delivery and mastery of the material is essential; this shows that the knowledge of the use of information technology by teachers in schools is still weak even though the teacher has had a long teaching experience because it is necessary to make

adjustments in increasing skills in using information technology gradually which is full of competence problems and psychological pressure (Lestari, 2015).

The rapid changes in this era of disruption are a challenge for the 21st-century education process; therefore, educators and students must respond quickly through increasing competence, especially skills, to integrate technology into learning. According to (Goleman, 2000), the dynamics of facing change for educators and students require the ability to control themselves, manage themselves, and have communication skills to control their emotions toward themselves and others.

Untreated emotions disrupt the mind and body, while emotions that are altered in ability ensure better productivity, more satisfaction derived from daily activities, and positive interpersonal relationships; they encourage us to take responsibility and increase our self-control, among other things. Many other things. Our efforts to develop and optimize emotional engagement in achieving individual success are aimed at the following goals: discovering the four unique areas of EQ: self-awareness, self-management, social awareness, and relationship management. Develop EQ through special techniques; Using EQ for cognitive and interrelationship benefits, lowering stress levels, increasing individual productivity, understanding emotions, and interacting positively with others (Danciu, 2010; Özer et al., 2016).

Using related concepts such as social skills, interpersonal competence, psychological maturity, emotional conscience, social development, social and emotional learning, and emotional intelligence in investigating the dimensions of emotional intelligence to obtain increased levels of social and emotional competence, some of the relationships between emotional intelligence and other phenomena, individual performance, group performance, interpersonal social change, adaptation to 21st-century learning changes require integration of intrapersonal intelligence (labeling one's own emotions) and interpersonal intelligence (understanding other people's emotions) also needs to include abilities that can be categorized into five areas: self-awareness, emotional control, self-motivation, empathy, capacity to create relationships (sari et al., 2020; Mangkunegara & Puspitasari, 2015)

The ability of a person's intelligence to act in his profession is needed in adapting to various circumstances and fulfilling self-potential; a person's ability to accept challenges is constantly changing following changing circumstances. And the ability to build and foster communication with others, as well as the ability of spiritual aspects and maturity in determining success in the field of education (Iskandar et al., 2009; Wang, 2019)

Emotional intelligence is a person's ability to regulate his emotional life with intelligence, maintain emotional harmony, and express self-awareness, self-control, self-motivation, empathy, and social skills. Emotional intelligence cannot be possessed suddenly but requires a process of learning it and the environment that forms emotional intelligence has a significant influence (Martina et al., 2015; Syafrimen et al., 2017).

Some of the skills and competencies required in the profile of the teaching profession can be identified in the emotional intelligence model, whether emotional intelligence is treated as cognitive ability or personality trait: awareness of their own

emotions, assertiveness, empathy, sociability, social responsibility, problem-solving, flexibility, control self, motivation, communication, cooperation, teamwork (Wang, 2019; Mustafa et al., 2014; Goleman, 2004).

Educators and students facing 21st-century learning need to be facilitated with the ability to understand and implement emotional intelligence to develop their potential to build critical thinking patterns, analytical thinking, and creative thinking in decision making and communication skills to guide and direct students in building understanding and creativity in competing in the 21st century with a high level of digital understanding and skills. Professional educators must be able to facilitate students using information technology to support their learning. For this reason, being an educator is to master and carry out the dimensions of emotional intelligence in learning, especially in using technology to facilitate the delivery and mastery of learning materials to students.

Emotional intelligence is a subset of intelligence that includes the ability to monitor the emotions of oneself and others and use that information to guide thoughts and actions. Intelligence is not enough to deal with various disturbances, difficulties, and the dynamics of life in a dynamic learning environment. The ability to thrive for all is the ability to avoid problems and see each problem to mobilize one's strength to deal with problems. Therefore, knowing emotional intelligence is very important in the learning process. That way, educators and students will be able to face various problems, be enthusiastic, tenacious, diligent, and responsible, and establish good communication with other individuals and groups in building collaboration and teamwork to solve problems, especially in the use of technology to support and facilitate educators and students. Students master the material and communication interactions in learning.

The importance of educators and students having and developing emotional intelligence abilities in learning which is full of challenges in this digital disruption era which can create unstable levels of emotional stress that can affect the quality of the learning process. This study tries to provide emotional intelligence to PAI teachers to master and implement the dimensions of emotional intelligence in learning.

METHOD

This study uses mixed methods with explanatory models (Creswell, 2009; Iskandar et al, 2021). The research respondents were 40 PAI teachers consisting of 20 teachers who attended training and 20 without training. The sample selection was made by purposive sampling technique (Iskandar, 2013).

Training on understanding emotional intelligence in mastering teacher information technology will be carried out through 3 (three) stages, namely: the first stage is initiated by providing an understanding of the concept of managing emotional intelligence in 21st-century learning; the second stage is the application of emotional intelligence about the use of information technology in learning; the third stage the teacher demonstrates learning using information technology based on emotional intelligence which is described into learning tools (RPS and LKPS) that are easy to understand and implement by students.

RESULT AND DISCUSSION

Mastery of the dimensions of emotional intelligence for teachers is crucial in 21st-century learning, the results of the study show that the average mastery of the dimensions of emotional intelligence for PAI teachers is high, but there are still significant differences in emotional intelligence between teachers who attend training with a mean score of 83.30 and teachers who do not—participated in the training with a mean score of 78.02. In line with the Bar-On model, training programs for understanding and mastering emotional intelligence can improve emotional intelligence competencies as participants integrate these competencies into personal identity and professional professionalism in teaching and modifying behavior related to emotional intelligence dimensions (Dolev. N, 2016).

The significant difference is in the dimensions of self-motivation and building social skills; this is because the teacher masters the concepts and practices of the emotional intelligence dimension, which is integrated with technology in learning, can increase self-motivation and the ability to build excellent and fast communication between teachers and students through interactive in learning. In the dimensions of self-emotional awareness and self-control, there are minor differences, meaning that self-awareness and self-control in using technology for learning need to be increased to overcome problems in achieving learning goals.

Teachers' understanding of technology integration in the implementation of learning has not been able to understand the characteristics of the material, so it is difficult to find models and learning approaches that follow the material to be taught. Therefore, understanding emotional intelligence in its application in learning still needs to be improved. Weak knowledge and application of technology use in learning because knowledge and technology integration in teachers are still low; therefore, there is a need for further development to increase knowledge and ongoing efforts to apply technology-based learning in schools (Mangkunegara & Puspitasari, 2015).

Given the importance of emotional intelligence in supporting a student's learning process, knowledge about emotional intelligence is essential for teachers to develop emotional intelligence. Educators and students with emotional intelligence have better control over the learning process and a higher learning awareness level. It is a great asset for students to achieve high standards of learning outcomes in a variety of academic and non-academic disciplines. Emotional intelligence can put a person's emotions into proportion, classify satisfaction, and adjust moods. Mood adjustment is the essence of good social relationships. If someone can adapt and empathize well with other people's moods, that person will have an excellent emotional level and more easily adapt to social and environmental interactions (Doppelt, 2003). Emotional intelligence, like social intelligence, refers to an individual's ability to monitor one's and others' emotions and the ability to distinguish one's emotions from those of others. This ability is used to guide thought patterns and actions, especially in the face of stress in learning technology (Kademi, 2014; Wang, 2019).

Furthermore, the emotional intelligence of trained teachers significantly affects 21st-century learning, dominantly using technology with the homogeneity test result of

0.333 with a Sig value 0.020 where $t_{\text{count}} > 0.05$, while for the t_{test} , the t_{test} value is < 0.05 .

Based on the results of observations and interviews that the mastery of emotional intelligence is vital for teachers to apply technology in learning, but it is less stable; teachers still find it challenging to integrate the use of technology so that psychological pressure is high, which results in self-awareness and self-control less stable resulting from the difficulty of teachers determining models. Learning that is suitable for use, furthermore learning, still does not lead to the use of technology; this is indicated by the use of lesson plans that do not meet the standards.

PAI learning at the senior high school level has complete educational domain content such as attitudes, knowledge, and skills, as stated in the lesson plans. However, in its presentation, it has not been designed based on the dimensions of emotional intelligence to face 21st-century learning. Mastery of PAI teachers about emotional intelligence in utilizing Information Technology is essential in implementing learning as a reference for learning in the current digital era with learning models (banded learning and online). The use of information technology in learning is currently changing to data technology, which is used to strengthen knowledge, content, and pedagogics by mastering virtual data through networks (online – online) (Gümüş & Okur, 2010).

Learning carried out by teachers and students with an emotional intelligence mastery approach with the use of information technology can do learning anywhere and anytime using a computer (laptop, smartphone) both online and offline by using various relevant applications (zoom, e-learning, google meet, WhatsApp) and so on. With the implementation of the emotional intelligence mastery approach in the use of information technology, it can be a model to help students learn anywhere without being limited by time and place, and teachers can control student learning systematically through simple and complex features/applications on the internet that are by the character of learning content needs. So that students mastering teaching materials are helped quickly and easily (Iskandar, 2016; Assareh & Hosseini Bidokht, 2011).

From the results of interviews with PAI teachers from various schools, starting from schools located in urban centers and villages, they already know information technology. They have essential equipment such as laptops/android phones connected to internet access. However, most teachers and students are still the problem with high-cost learning, so internet access is still not optimal, and the knowledge of the use of information technology is still limited.

The importance of Emotional Intelligence abilities in dealing with students who face the impact of advances in information technology so that emotional self-awareness and awareness of understanding people's emotions collectively must be integrated into the Blended Learning Model to become a compelling offer for the application of Emotional Intelligence, with a limited blend of learning in the classroom. Schools with interactive learning online/online systems using technology with computer/smartphone tools through features/applications related to learning needs that can be developed following the needs of content/teaching materials as learning media, with the design of a relevant learning process approach with content that the learning process is connected to

information technology. The learning process is integrated with the ability to understand the characteristics of educators and students both psychologically and physically with an approach based on the dimensions of intelligence and emotion.

Teachers are people whom their students should imitate. In other words, an intelligent teacher is a teacher who can be a role model. It is said that if the teacher can control himself, then his emotional intelligence index is good. Being calm makes it easier for intelligent teachers to create motivation to build a stable emotional state. A stable emotional state makes it easier for intelligent teachers to learn and continue to develop their skills.

The ability of a teacher's emotional intelligence significantly affects one of the abilities that professional teachers, namely social skills, must possess. The importance of emotional intelligence is understanding oneself and others effectively, identifying them well, adapting to the environment, and being able to adapt and face ever-changing challenges. The role of religious teachers in developing children's emotional and spiritual intelligence is vital. However, developing students' emotional intelligence is a shared responsibility. All teachers have the same task. Therefore, all teachers expect a high level of emotional intelligence so that it can help students improve their emotional intelligence.

Mastery of emotional intelligence dimensions by educators and students, namely self-awareness, self-control, emotional management, self-motivation, understanding of others, communication skills, spirituality, and maturity, are essential in using information and communication technology for cognition. The teacher and student learning process can be a mean When teachers and students learn how and when, with the help of information and communication technology that is accessed through computers, netbooks, and mobile phones. You can intelligently determine where it will run Internet or offline. Currently, information technology in schools has not been utilized optimally; many variables influence it, especially the lack of knowledge and understanding of teachers and students in using technology to facilitate the learning process and learning achievement (Sastradika & Jumadi, 2018; Safitri & Suparwoto, 2018).

Knowledge of information technology is a must for educators and students to master even though the teacher has a long teaching experience (Lestari, 2015). The progress and existence of technology and information through internet access certainly cannot be avoided by the community, especially educational institutions. However, they must be actively used as a tool of strength for teachers and students to excel. To protect the use of technology and information in the educational process, educators and students use emotional intelligence to recognize themselves, manage emotions, motivate themselves and other people's emotions, and construct other people's emotions. Emotional intelligence can be reflected in student activities and learning processes, such as learning, making online assignments, online discussions, and online learning evaluations. By optimizing the ability of emotional intelligence during the educational process, educators and students can improve school achievement and student achievement to achieve learning goals (Mukhtar & Iskandar, 2010).

CONCLUSION

Based on the results of the research that has been described, it can be concluded that first, the profile of the ability to master emotional intelligence of PAI teachers has a high average score, especially teachers attending training with a mean score of 83.30 and teachers without training with a mean score of 78.02, but from the interviews shows the emotional intelligence of teachers in using technology which results in high psychological pressure so that emotional stability and emotional control of teachers are lacking which makes it difficult for teachers to integrate technology in learning. Second, there is the influence of emotional intelligence in the use of information technology in learning which is depicted through the t-test showing that $t\text{-test} < 0.05$, a significant influence on the dimensions of social skills, teacher motivation in using technology in learning is essential but still needs to increase mastery of the dimensions of emotional intelligence in learning.

For scientific development suggestions, it is necessary to conduct a teacher training program to master the understanding of Emotional Intelligence in 21st-century learning. The following research is needed to develop a learning model with an emotional intelligence approach in using information technology in 21st-century learning.

ACKNOWLEDGMENT

The author would like to thank all who have contributed to the writing of this article, especially the teachers of PAI SLTA Jambi province who have provided and taken the time to provide data information about this research.

REFERENCES

- Assareh, A., & Hosseini Bidokht, M. (2011). Barriers to E-Teaching and E-learning. *Procedia Computer Science*, 3, 791–795. <https://doi.org/10.1016/j.procs.2010.12.129>
- Creswell, J. W. (2009). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* (Third Edit, Vol. 8). SAGE Publication. <https://doi.org/10.1163/22118993-90000268>
- Danciu, E. L. (2010). Methods of developing children's emotional intelligence. *Procedia-Social and Behavioral Sciences*, 5, 2227–2233. <https://doi.org/10.1016/j.sbspro.2010.07.440>
- Danciu, E. L. (2010). Methods of developing children's emotional intelligence. *Procedia-Social and Behavioral Sciences*, 5, 2227–2233. <https://doi.org/10.1016/j.sbspro.2010.07.440>
- Dolev, N. (2016) Teachers' emotional intelligence: The impact of training. https://www.researchgate.net/publication/307167579_Teachers%27_emotional_intelligence_The_impact_of_training

- Doppelt, Y. (2003). Implementation and assessment of project-based learning in a flexible environment. *International Journal of Technology and Design Education*, 13(3), 255–272. <https://doi.org/10.1023/A:1026125427344>
- Goleman, D. Emotional competence: Senior executives need a healthy dose of EC. *Executive Excellence* (1999).
- Goleman, D. Emotional intelligence: Issues in paradigm building. *The emotionally intelligent workplace* (2001).
- Goleman, D. (2003). *Working with Emotional Intelligence (Terjemahan Alex Kantjono W)*. Jakarta: PT Gramedia Pustaka Utama.
- Goleman, D. (2004). *Emotional Intelligence Kecerdasan Emosional mengapa EI lebih penting daripada IQ*. Jakarta: PT Gramedia Pustaka Utama.
- Gümüş, S., & Okur, M. R. (2010). Using multimedia objects in online learning environment. *Procedia-Social and Behavioral Sciences*, 2(2), 5157–5161. <https://doi.org/10.1016/j.sbspro.2010.03.838>
- Hardianto, D. (2008). Pemanfaatan Software Komputer untuk Meningkatkan Kecerdasan Emosi (EQ) Anak. *Majalah Ilmiah Pembelajaran*, 4, 2008.
- Iskandar, (2009) Psikologi Pendidikan. Jakarta: Gaung PersadaPress
- Iskandar, Rohaty Mohd. Majzub, & Zuria Mahmud. (2009). Kecerdasan Emosi dan Komitmen Pekerjaan dalam Kalangan Pensyarah Universiti di Indonesia. *Jurnal Pendidikan Malaysia*, 34(1), 173–186.
- Iskandar, (2013) Metodologi Penelitian Pendidikan dan Sosial. Jakarta: Referensi.
- Iskandar. (2016). Elearning Model Implementation to Improve the Learning Quality in Iain Sulthan Thaha Saifuddin Jambi: (Case Study on eLearning Model of Guidance and Counseling Subject English Study Program 3rd Semester). *International Journal of Science and Research (IJSR)*, 5(12), 1013–1017. <https://doi.org/10.21275/ART20163512>
- Iskandar, Sastradika, D., & Defrianti, D. (2019). Optimizing Inquiry-based Learning Activity in Improving Students' Scientific Literacy Skills. *Journal of Physics: Conference Series*, 1233(1). <https://doi.org/10.1088/1742-6596/1233/1/012061>
- Iskandar, dkk. (2021) Metode Penelitian Campuran “Konsep Prosedur dan Contoh”. Jawa Tengah: PT NEM.
- Kadini, (2014) Pentingnya Kecerdasan Emosi dalam Pembelajaran. <http://e-journal.unipma.ac.id/index.php/equilibrium/article/view/601>
- Mukhtar & Iskandar, (2010) Desain Pembelajaran berbasis TIK. Jakarta: Gaung PersadaPress.
- Lestari, S. (2015). Analisis Kemampuan Technological Pedagogical Content Knowledge (TPACK) pada Guru Biologi SMA dalam Materi Sistem Saraf. *Seminar Nasional XII Pendidikan Biologi FKIP UNS 2015*, 1(1), 123–136.
- Mangkunegara, A. A. A. P., & Puspitasari, M. (2015). Kecerdasan Emosi, Stress Kerja, dan Kinerja Guru SMA. *Jurnal Kependidikan*, 45(2), 142–155. <https://doi.org/https://doi.org/10.21831/jk.v45i2.7491>

- Martina, M., Denisa, M., & Mariana, S. (2015). Emotional Intelligence of Managers. *Procedia Economics and Finance*, 26(15), 1119–1123. [https://doi.org/10.1016/s2212-5671\(15\)00939-9](https://doi.org/10.1016/s2212-5671(15)00939-9)
- Mustapha, R., Ariffin, S. R., Najmuddin, S., & Hassan, S. (2003). Kecerdasan emosi dan hubungannya dengan nilai kerja. *Jurnal Teknologi*, 39(1995), 77–84.
- Mustafa, M. Z., Ismail, F. N., & Buntat, Y. (2014). Emotional Intelligence and Organizational Commitment among Polytechnic Lecturers: A Case Study On Malaysia Northern Zone Polytechnic. *Journal of Education and Practice*, 5(20), 13–22.
- Osman, K., & Marimuthu, N. (2010). Setting new learning targets for the 21st century science education in Malaysia. *Procedia - Social and Behavioral Sciences*, 2(2), 3737–3741. <https://doi.org/10.1016/j.sbspro.2010.03.581>
- Özer, E., Hamarta, E., & Deniz, M. E. (2016). Emotional Intelligence, Core-Self Evaluation, and Life Satisfaction. *Psychology*, 07(02), 145–153. <https://doi.org/10.4236/psych.2016.72017>
- sari, W., Qomariah, N., & Setyowati, T. (2020). The Role of Emotional Intelligence, Spiritual Intelligence And Work Motivation In Improving The Performance of Hotel Employees. *International Journal of Economics and Management Studies*, 7(6), 112–118. <https://doi.org/10.14445/23939125/ijems-v7i6p116>
- Syafrimen, Ishak, N. M., & Erlina, N. (2017). Emotional intelligence profile of prospective teachers. *Journal of Engineering and Applied Sciences*, 12(7), 1677–1680. <https://doi.org/https://doi.org/10.3923/jeasci.2017.1677.1680>
- Wang, C. J. (2019). Facilitating the emotional intelligence development of students: Use of technological pedagogical content knowledge (TPACK). *Journal of Hospitality, Leisure, Sport and Tourism Education*, May, 100198. <https://doi.org/10.1016/j.jhlste.2019.100198>