



Teacher Emotional Intelligence in Motivating Student Learning at SMPN 24 Batanghari Jambi

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Received: June 09, 2021	Revised: June 22, 2021	Accepted: June 25, 2021	Online: June 25, 2021
ABSTRACT This article explains how emotional intelligence an educator's energy is able to give the maximal contribution in motivating to learn the student. The teacher is a professional educator with the special duty of educating, teaching, guiding, instructing, training, assessing and evaluating educated competitors [at the] band of formal education. intelligence a teacher in so many areas is needed, one of them is emotional intelligence. Motivate the part of internal factors and represent psychology in its relation/link with the school activity. Educator energy as a human resource representing a big investment asset which if exploited will become a very valuable capital in reaching the intention of an educational institute beside another capital source. Educator energy as a special component and handle of calyx education plays a very significant role in educational efficacy. For the reason, besides the standard interest which must be owned by a teacher, emotional intelligence plays a role which is significant enough in forming the characteristics of a teacher remembering with the emotional intelligence, a teacher will be able to control his emotions and also be able to play the role it's social with the teacher humanity, students, and also societ			
Keywords: <i>Emotional intelligence, Teachers, Motivate students</i>			

Journal Homepage <https://ejournal.iainbatanghari.ac.id/index.php/attasyrih/index>

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How to cite: Mutalib, A., Dylan, M. (2021). Teacher Emotional Intelligence in Motivating Student Learning at SMPN 24 Batanghari Jambi. *At-Tasyrih: Jurnal Pendidikan dan Hukum Islam*, 7(1), 26-37. <https://doi.org/10.55849/attasyrih.v7i1.86>

Published by: Pusat Penelitian dan Pengabdian Masyarakat, Institut Agama Islam Nusantara Batang Hari

INTRODUCTION

Education has a very important role in life (Nadya dkk., 2022). Therefore education always gets more attention in all aspects. Education as a conscious effort or a learning process carried out by teachers and students with the aim of achieving better change. In this case we as educators are one of the determining factors for the success of any educational effort (Rahmah dkk., 2022). That is why a teacher must always be able to make innovations in education. Likewise in student learning efforts, teachers are required to have multiple roles so as to be able to create effective learning conditions (Rohmalimna dkk., 2022). Especially regarding the curriculum contained in article 37 paragraph 1 which reads "compulsory primary and secondary education curriculum loading education religion (National Education System Law, 2000: 25) From these articles it is explained that religious education is intended to form students into

human beings who believe and fear God Almighty and have noble character.

Someone will be successful in learning, if in himself there is a desire to learn. This is the principle in education and teaching (Najeed dkk., 2022). This desire and drive is called Motivation. Motivation in this case includes: first, knowing what will be learned. Second, knowing why it is worth learning.

Based on these two elements, this is a good starting point for learning. Because without motivation (will not understand what is learned and do not understand why this is learned) (Nopiana dkk., 2022). Religion is able to meet the basic needs of individuals and fill the emptiness of the soul man. Religion is education that improves human attitudes and behavior (Hartini dkk., 2022). Fostering noble character such as truth, sincerity, honesty, justice, compassion, love to love, and revive the human conscience to pay attention to (muroqobah) Allah SWT, both alone and with other people. Because religion aims to form a capable person to live in society (worldly life) and as a golden bridge to achieve ukhrawi happiness (Safitri dkk., 2022). Religion gives us spiritual values which are the basis of human life, even their natural life. Because without a spiritual mental foundation, humans will not be able to realize a balance between two opposing forces, namely the forces of good and evil (Ilham dkk., 2022). As the word of Allah SWT in Surah Yusuf verse 53 which means; And I do not free myself (from guilt), because verily it is lust always enjoins evil, except for the desires that my Lord has given grace to. Verily, my Lord is Most Forgiving, Most Merciful. (Religious Ministry of the Republic of Indonesia, .2000: 193) Humans are God's greatest creatures perfect and noble in this world, because it is perfect that humans are endowed with various extraordinary potentials including the potential for intelligence or intelligence quotient (IQ) and emotional intelligence or emotional quotient (EQ) (Firman dkk., 2022). Emotional intelligence (EQ) will be effective if a person is able to function his EQ. Regarding intellectual intelligence, there are those who say that intellectual intelligence cannot be much changed by experience and education. Intellectual intelligence tends to be innate so we can't do much to improve it (Anoum dkk., 2022). Meanwhile, emotional intelligence can be trained, learned and developed at times children, so there are still opportunities to develop and improve them to contribute to the success of one's life. The concept of emotional intelligence is still relatively new, therefore it is not well known as we know the greatness of intellectual intelligence, nor has it been developed much by the world of education (Demina dkk., 2022). Therefore, the concepts and practices of education that have been going on until now still tend to be carried out and prioritize intellectual intelligence.

Educators as human resources (human resources) are a large investment asset which if utilized will be a very valuable capital in achieving the goals of educational institutions in addition to other sources of capital. Educators as the main component and holders of education play a very significant role in the success of education (Hikmah dkk., 2022). Therefore, in addition to the competency standards that must be possessed by a teacher, emotional intelligence plays a significant role in shaping the characteristics of a teacher considering that with emotional intelligence, a teacher will be able to control his emotions

and be able to play his social role with fellow teachers, students, and the community surrounding.

This, emotional intelligence, and learning motivation have a significant contribution is quite large in the success of student achievement so that it is imperative for educators to always pay attention to and improve emotional intelligence (Dewi S dkk., 2022), and be able to boost the learning achievement of their students without forgetting other factors that are also related to student achievement.

RESEARCH METHODOLOGY

This research is a quantitative research with a survey approach type. According to Suharsimi Arikunto, quantitative research is a research approach that is required to use numbers, starting from data collection, interpretation of the data, and the appearance of the results (Keshav dkk., 2022). The population in this study were all 13 teachers at Madrasah Aliyah Negeri 3 Batanghari In this study the research sample was the entire study population (Kartel dkk., 2022). this is because the study population is less than 100 people, so researchers use total sampling as a sampling technique. Total sampling means making all members of the population as the research sample. So in this study, all 13 teachers at Madrasah Aliyah Negeri 3 Batanghari were the research samples. Validity is the truth or validity of the research instrument used. Validity shows the extent to which the measuring tool measures what you want to measures.

- a) If r_{count} is positive and $r_{count} > r_{table}$ then the variable is valid
- b) If r_{count} is not positive and $r_{count} < r_{table}$ then the variable is invalid.

RESULT AND DISCUSSION

Many researchers have discussed emotional intelligence (emotional quotient). Emotional intelligence is associated with a person's performance. According to Trihandini (2005:108), intellectual intelligence, emotional intelligence and spiritual intelligence have a positive and significant effect on employee performance. While the variable that has the greatest influence on employee performance is emotional intelligence. (Meirnayati, 2011:249) Meanwhile, said Hidayati, et al., when tested separately emotional intelligence showed a significant positive correlation with employee performance, namely $r=0.527$, $p<.01$. Meanwhile, in the context of learning, emotional intelligence also has an important role (Qureshi dkk., 2022). This is evident in several factors, such as the effect on learning achievement; generate student learning motivation (Yuwono et al, 2011: 24); shape and build student character (Yassar, 2014: 41) Not only that, emotional intelligence can also affect teacher performance (Priyono et al, 2016: 71) and social competence of teachers. Therefore, Asy'ari et al. (2014: 85) , defines emotional intelligence as more than a person's ability to motivate oneself, resilience in the face of failure, controlling emotions, and delaying gratification and managing the state of the soul. Through emotional intelligence, a person can place his emotions in the right portion, sort out satisfaction, and set the mood. interpret emotional intelligence as a person's greater ability to motivate oneself, resilience in the face of failure, control emotions, and delay gratification and

regulate the state of the soul (Egger dkk., 2019). Through emotional intelligence, a person can place his emotions in the right portion, sort out satisfaction, and set the mood. interpret emotional intelligence as a person's greater ability to motivate oneself, resilience in the face of failure, control emotions, and delay gratification and regulate the state of the soul (Jamshed & Majeed, 2019). Through emotional intelligence, a person can place his emotions in the right portion, sort out satisfaction, and set the mood.

Intelligence is a person's ability to deal with or adapt to the environment effectively, quickly and precisely. Emotional intelligence is

person's ability to manage his emotions and respond well to the emotions of others, especially in building relationships with other people (Choi dkk., 2021). (Rahman et al, 2018: 167) Emotional intelligence has several aspects. at least, Lanawati (1999:86) inventoried five aspects contained in emotional intelligence. Lanawati has developed each of these dimensions referring to the five domains developed by Golemen (1995), while Lynn has developed them referring to the five domains of Salovey and Mayer.

The five dimensions of emotional intelligence that have been put forward by Lanawati include; self-awareness, self-control, self-motivation, empathy, and social skills (Latha & Jeeva, 2019). While the five dimensions according to Lynn are: self-awareness and self-control, empathy, social skills, ability to influence others (personal influence), and foresight (mastery of vision). (Rahman, 2000:168).

Furthermore, with regard to student learning motivation. Motivation comes from words "motive", which is interpreted as an effort that encourages to do something, even motive can be interpreted as an internal condition (preparedness), starting from the word motive, then the word motive is interpreted as a driving force that has become active, motives become active at certain moments, especially when the need to achieve goals is felt or urgent (McDermott dkk., 2019). (Sudirman, 2007:73) Meanwhile, Mc. Donald (2007:74) says motivation is a marked change in energy within a person with the emergence of feeling and preceded by a response to the existence of a purpose. In this regard, Donald sees that there are three elements contained in motivation and are interrelated.

First, motivation initiates the occurrence of energy changes in each individual human being (Li dkk., 2021). Development will bring about several energy changes in the system Neurophysiologically existing in human organizations. Second, motivation is characterized by the emergence of feelings (feeling) (Chuah & Yu, 2021), and one's affection (Petrocchi & Cheli, 2019). In this case motivation is relevant to psychological issues, affection and emotions that can determine human behavior. Third, motivation will be stimulated because of a goal. So motivation in this case is actually a response to an action, namely a goal.

Responding to this, Rusyan, et al (1989:85)., called motivation as strength that encourages someone to do something in achieving goals. (Ardhana, 2005:165} Ardhana also said, that motivation can be viewed as a general term that refers to the regulation of individual behavior where needs or drives from within and incentives from the environment encourage individuals to satisfy their needs or to strive towards achieving

the expected goals (Verstraete dkk., 2019). Meanwhile, Gleitman & Reiber in Syah (2003:136) emphasized that motivation is an energizer to act in a directed manner. Based on the description and explanation above, it can be stated that motivation is the overall driving force both from within and from outside by creating a series of efforts to provide certain conditions that ensure continuity and provide direction to activities so that the goals desired by the subject can be achieved.

Furthermore, related to learning is interpreted as a form of behavior that occurs in a person. Suryabrata (2004:248) explains, learning is a process of change to gain new skills due to effort or intentional. Meanwhile, Crow & Crow explained, learning is a change in 26 behavioral responses (such as innovation, elimination or modification of responses, which contain the equivalent of determinations) which are partly or wholly caused by experience (Heath dkk., 2020). (Crow, 189:279) Based on these exposures it can be said that learning is change. And that change is basically new knowledge and skills in this change that occurs because of effort. This is in accordance with the word of Allah SWT in QS. Ar-Ro'duparagraph 11 which means; "Indeed, Allah does not change the condition of a people until they change their own condition. (Ministry of Religion, 2005:25)

After describing the definition of motivation in learning, it can be said that motivation to learn is a driving force or arousing and directing individual enthusiasm to carry out learning actions. According to Sadirman, learning motivation is a psychic factor that is non-intellectual in nature, its broad role is in terms of generating passion, feeling happy and eager to learn, students who have strong motivation will have a lot of energy to carry out learning activities.

It can be said that motivation to learn is motivation that is able to provide encouragement to students to learn and continue the lesson by providing a predetermined direction or goal. Other than that, motivation can also be said as a series of efforts to provide certain conditions, so that someone is able and wants to do something. And when he doesn't like it, he tries to get rid of that feeling of dislike. So motivation can be stimulated by external factors, but it can grow from that person.

Motivation that exists in humans actually has its own characteristics. As Sardiman (2007: 75) says, the characteristics of motivation consist of several things, namely: (a) diligently facing a task (can work continuously for a long time, not stopping before it is finished; (b) to face difficulties (not giving up quickly) desperate); Does not require encouragement from outside to perform as well as possible; (c) shows interest in various problems; (d) Prefers to work alone; (e) gets bored quickly with routine tasks; (f) can defend his opinion (if you are sure of something); (g) it is not easy to let go of what you believe in; and (h) you like to find and solve problems. The principle of motivation is an integral part of the principles of teaching. The use of motivation in teaching not only complements teaching procedures, but also becomes a determining factor for effective teaching. Thus, the use of the principle of motivation is essential in the teaching and learning process.

Dynamics of Emotional Intelligence of Islamic Religious Education (PAI) Teachers in SMPN 24 Batanghari, Jambi The teacher is interpreted as a professional educator who

has the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in the formal education pathway. 25 In addition, professionally teachers are required to develop their professionalism in accordance with the development and progress of science and technology. As a form of profession, the teacher's task is to educate, teach and train their students. The teacher's task as an educator means continuing and developing the values of life to students. As a teacher, the teacher's job is to continue and develop science and technology for students. And as a trainer, the teacher's job is to develop skills and apply them in life for the future of students.

carried out effectively and efficiently by someone who is prepared to master teacher competence through special education and/or training. Therefore, the utilization of the teaching profession is formally carried out in a formal education environment, so teachers must have and meet the requirements or qualifications or competencies according to the type and level of school where they work.

Furthermore, Islamic Religious Education (PAI) teachers are teachers who have great responsibility, being able to direct students towards good personalities that are useful in the world and achieve happiness in the hereafter. PAI teachers must be role models for their students. Therefore, according to Ridla (2008:32) PAI teachers should be consistent and committed to their professionalism. This can be displayed through his activities, both as a murabbî, mu'allim, murshid, mu'addib, and mudarris. As a professional, the teacher is required to be able to develop, manage and maintain the potential, interests, talents and abilities of the participants gradually and continuously. Muzakki (2013: 23) Efforts and efforts to develop these elements can be carried out through various activities, such as; study, experiments, problem solving and so on. Through these activities will be able to produce positive values in the form of a rational attitude—empirical, objective-empirical and objective mathematical. Act as a professional, if the teacher has deep emotional intelligence motivate student learning. Ideally motivation is not only given to other people, but also must grow and develop within a teacher. It is said by Dimyati et al (2009:80), motivation is a mental drive that moves and directs human behavior, including learning behavior. That's why motivation becomes very important for students and teachers. According to Yamin (2007:82) Motivation is one of the important determinants in learning. Motivation is a behavior that will determine the needs or form of behavior to achieve goals. Thus, providing motivation to students means that a teacher has empowered the affective domain of students so they can do something, through direct (external) reinforcement, substitute reinforcement, and self-reinforcement.

Learning is a daily activity for school students. Some of these learning activities are carried out at school, at home, and in other places such as in museums, libraries, zoos, rice fields, rivers, or forests. Taking this into account, learning activities can be carried out naturally and at the same time can also be designed in existing learning designs. As for learning activities that are included in the teacher's design, if students study in these places

to do school assignments. In addition, there are also learning activities that are not included in the teacher's plan. That is, students learn because of their own desires. Knowledge about "learning, because assigned" and "learning, therefore "self-motivation" important for teachers and prospective teachers.

Motivation in learning can be divided into two types, namely: intrinsic motivation and extrinsic motivation (Yamin, 2007:85). Intrinsic motivation is learning activities initiated and continued, based on the appreciation of a need and encouragement that is absolutely related to learning activities. Meanwhile, extrinsic motivation is a learning activity that grows out of one's drives and needs that are not absolutely related to one's own learning activities.

A person learns not determined by the forces that come from within him, or by stimuli that come from the environment, but through mutual interaction of individual and environmental determinants. Learning can be interpreted as a change in one's behavior through practice and experience, motivation will give better results in one's actions. Therefore, learning outcomes can be measured in the form of changes in knowledge, attitudes and skills, changes that are better than before, for example from not being able to being able to, from being impolite to being polite.

Besides having intelligence in providing motivation, professional teachers too must be able to control emotions. Regarding teacher emotional control is important in the learning process. Emotional intelligence as one of the intelligences that must be owned by the teacher which is needed to deal with and solve problems, namely the teacher's intelligence to place behavior in achieving success, because with this emotional intelligence a person is able to work outside the boundaries, able to change rules and situations, allows one to have patience in completing tasks step by step until success is achieved, including success in learning.

Likewise, the role of the Islamic Religious Education teacher in providing educational motivation, so that students are more enthusiastic and motivated in learning. In other words, emotional intelligence is the ability to think logically and systematically and the ability to create situations can be well organized so that it can work optimally.

The Importance of Learning Achievement Motivation in Islamic Religious Education (PAI)

Islamic Religious Education teachers teach material on how to read al-Qur'an by applying mad punctuation and signs waqf to students the purpose of this learning is done so that students are able to read al-Koran properly and correctly in accordance with the law of reciting the tajwid.

Motivation as a complex condition in an organism that directs behavior in a goal. Learning outcomes will be optimal if there is motivation, the more precise the motivation given, the more successful the lesson will be. Motivation aims to direct, activate and enhance activities. In directing the individual from the target to be achieved. If a goal or goal is something that is desired by the individual, then motivation plays a role in activating and increasing activity. An act or activity that is not motivated or whose motive is very weak, will most likely not bring results. Conversely, if the motivation is large or

strong, directed and full of enthusiasm will produce enormous learning achievements

There are at least two kinds of motivation that exist within an individual or student, namely extrinsic motivation, this is because students only learn to fulfill obligations, learn to avoid punishment, learn to get prizes, learn to get praise from others, learn to gain social prestige and study for a job. Meanwhile, intrinsic motivation refers to the fact that there is power from within oneself to get satisfaction, namely increasing knowledge, skills and so on. Motivation to learn is very closely related to student achievement, because with great motivation means a person's learning actions. Because this motivation encourages a person to be disciplined and work hard to achieve what he aspires to.

Obstacles of PAI Teachers at SMPN 24 Batanghari Jambi in Motivating Student Learning At least, there are two obstacles faced by PAI teachers at SMPN 24 Batanghari Jambi in providing learning motivation to students. First, factors that come from within the individual or students (internal). Learning achievement has an important position in education, because it will be used as a benchmark for the success of the learning process, as well as evaluation material for the teacher. Therefore, motivation plays an important role in achieving the learning objectives desired by the teacher in every lesson at school. So learning achievement is the result of learning or subject value achieved by students through tests or exams given by the teacher. Student achievement is much influenced by various factors, both from within and from outside. Learning achievement achieved by students is essentially the result of the interaction between these various factors. Especially factors that come from oneself, which include the condition and physical well-being of individuals such as physical health. Then it concerns the state of mental health.

Factors that come from outside the student (external). Social factors (family/house conditions). stairs) is a factor causing the ups and downs of student achievement at school. because, if the child is in a harmonious family, the child will feel comfortable living in the family and his learning activities will be directed, this will increase the child's learning achievement. And vice versa, if the child lives in a family that is less harmonious, then the child becomes uncomfortable living in the family. Such a situation will make children lazy to learn so that their learning achievement decreases.

Thus learning achievement is influenced by internal and external factors student. With student learning motivation, the teacher is able to deal with the constraints that students have, namely placing emotional intelligence as a measure of teacher success in motivating student learning in every school. Encouragement or motivation has great meaning for one's learning activities, without encouragement the power of learning will not work. A student will get optimal learning achievement if there is motivation. Because motivation will always determine the intensity of students' learning efforts. Motivation has a very strategic role in one's activities because no one learns without motivation from other people, especially teachers who educate them at school.

The Efforts of PAI Teachers at SMPN 24 Batanghari Jambi in Facing Obstacles Student Learning

The efforts made by Islamic religious education (PAI) teachers at SMPN 24 Batanghari Jambi in dealing with student learning obstacles is done in several ways. First,

improve the ability of emotional intelligence in the learning process. In educational institutions there needs to be encouragement and full support in these educational institutions. The role of the principal is very important in efforts to deal with student learning obstacles. The efforts of Islamic religious education teachers in dealing with student learning obstacles by increasing the emotional intelligence of teachers, especially maintaining behavior when educating students and working together with parents so that they always motivate their children. Based on the description above, it can be understood that the efforts of the school principal in improving the ability of teachers to deal with student learning obstacles require cooperation with related parties.

A good teacher is a teacher who has good emotional intelligence 30 able to deal with student learning difficulties and always provide motivation to students who are experiencing these learning difficulties. This effort by holding deliberations in increasing student learning motivation with the student's family. To motivate student learning, teachers must have good emotional intelligence because with this ability they can be used as the teacher's main capital in dealing with all obstacles to student learning, and teachers must be able to find solutions to arouse student learning enthusiasm so that students have good achievements. The intensity of the teacher always discusses with fellow teachers and sometimes invites the parents of students to exchange ideas in dealing with student learning obstacles considering that motivation plays an important role in learning to achieve achievement.

Thus, it can be said that there has been an effort towards improvement or increasing the potential of Islamic Religious Education (PAI) teachers at SMPN 24 Batanghari Jambi, especially in terms of students' emotional intelligence abilities. Students are potential human beings who need educators. At school, it is the teacher who is obliged to educate him. In the classroom the teacher will face a number of students with different life backgrounds. Students generally have different backgrounds. In class the behavior of students will always show differences, from quiet, talkative, gloomy and so on. All of these student behaviors color the classroom atmosphere. This makes every teacher must have high emotional intelligence. Because with emotional intelligence, the teacher is able to motivate learning so that the teaching and learning process runs effectively and efficiently.

Emotional intelligence becomes a unit that is interrelated and cannot be separated in learning. With emotional intelligence the teacher is able to take advantage of learning time to provide motivation in students. In other words, emotional intelligence is a potential that must be owned by every teacher to think logically and systematically and the ability to create good situations, so that students are motivated in learning and able to achieve good achievements.

Second, take advantage of learning time. Efforts made by PAI teachers in utilizing Islamic Religious Education (PAI) learning time effectively and efficiently. Time in the learning process of Islamic Religious Education (PAI) must be used as efficiently as possible. Before teaching, a teacher maximizes the preparation needed in the learning process so that there is sufficient learning time and learning objectives reach students, so

that students feel motivated to learn and have good learning achievements, especially in learning Islamic Religious Education (PAI) which is taught to them. they. Based on this information, it can be seen that the teacher must be professional in using the predetermined learning time to carry out the learning process in each particular school.

CONCLUSION

Based on the explanation that has been stated previously, to make it easier for readers to understand the reading clearly about the discussion in this article, the writer can conclude that the emotional intelligence of Islamic Religious Education (PAI) teachers is a series of abilities, competencies and non-cognitive skills that are able to influence a person's ability . Emotional intelligence as one of the intelligences that must be owned by the teacher which is needed to deal with and solve problems, namely the teacher's intelligence to place behavior in achieving success, is closely related to student achievement by Motivation. Because motivation aims to direct, activate and enhance activities in learning. Obstacles of Islamic religious education teachers in motivating student learning, namely: intrinsic factors and extrinsic factors that exist within students. Efforts of Islamic Religious Education Teachers (PAI) in dealing with student learning obstacles by increasing emotional intelligence abilities in the learning process and utilizing learning time effectively and efficiently

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