

# Strategies for Improving and Managing Emotional Intelligence in the Environment of Secondary School Teachers in Madura Island

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## Abstract

Emotional intelligence has a significant impact on teachers' work performance and the quality of education in schools in Madura Island. Teachers' ability to manage stress, communicate effectively, motivate students, lead well, build social skills, and make wise decisions contributes to the creation of a positive learning environment and supports students' academic achievement. This study uses qualitative methods to explore the importance of emotional intelligence in the context of secondary schools in Madura Island and identify effective strategies for its improvement and management. The results of the study show that teachers' emotional intelligence has a great influence on learning effectiveness and overall well-being in schools. Teachers with high emotional intelligence are able to interact empathetically with students and create a conducive learning environment. Key strategies identified to improve teachers' emotional intelligence include training and professional development, mentoring and coaching, the use of mindfulness techniques, and self-reflection. The management of emotional intelligence entails the creation of a supportive culture and structures that facilitate emotional well-being, which in turn will improve the quality of education and student success. This study emphasizes the importance of investment in the development of emotional intelligence as an integral part of the strategy to improve teacher performance and well-being in Madura Island.

## 1. Introduction

In the context of an ever-evolving and increasingly complex world of work, the success of individuals and organizations depends not only on technical skills and professional knowledge, but also on the ability to manage and utilize emotions effectively. Emotional intelligence has gained widespread recognition as a key factor affecting work performance and productivity. Emotional intelligence is an important skill that has a positive impact on several areas of daily life (Drigas et al., 2021). Emotional intelligence encompasses a person's ability to recognize, understand, and manage emotions both one's own and those of others and has been shown to play a significant role in various aspects of professional performance.

Emotional intelligence has become an important factor for the effectiveness of organizations around the world, and many studies have been conducted to link its importance to the effectiveness of organizations and

their productivity (Alzoubi & Aziz, 2021). In a often stressful work environment, the ability to manage stress is crucial. Individuals with high emotional intelligence showed a better ability to recognize early signs of stress and implement effective coping strategies. By managing their emotions constructively, they can maintain calm and focus, even under heavy stress. This ability not only increases personal productivity but also reduces the risk of burnout, allowing individuals to maintain high performance in the long run.

Effective communication is one of the keys to the success of teams and organizations. Communication accompanied by emotional intelligence is the bond that binds stakeholders (Drigas & Chara, 2020). Emotional intelligence allows individuals to better understand and respond to the emotions of others, which favors more positive and productive interactions. These abilities help in reducing conflict, building constructive relationships, and improving teamwork. With communication skills supported by emotional intelligence, individuals can convey ideas and feedback in a clearer and more empathetic manner, contributing to a more harmonious and efficient work environment.

Emotional intelligence also plays an important role in influencing motivation. Individuals with high emotional intelligence often have a strong internal drive to achieve goals and stay focused despite facing various obstacles. They tend to be more resilient and able to overcome obstacles more effectively. This strong motivation contributes to improved individual performance, results in better work outcomes and assists the organization in achieving its strategic goals. A person who has emotional intelligence not only has the skills to motivate himself and improve himself, but also has the skills to motivate others (Drigas et al., 2021).

In the context of leadership, emotional intelligence plays a very important role. Leaders who have Emotional Intelligence who are high able to motivate, inspire, and guide their teams in a more effective way. They are also better able to handle conflicts, create a positive work environment, and support the development of team members. This ability has a direct impact on team performance and the quality of work output, as well as contributing to the culture of organizations such as schools. Emotions are one of the significant dimensions of influence as they shape the mental and social life landscape of school leaders (Tai & Kareem, 2018).

Emotional intelligence also includes social skills that support the building of strong relationships and collaboration in the workplace. At this level, emotionally intelligent people can inspire, collaborate, interact constructively, and influence others positively, thus helping them in managing their emotions (Drigas et al., 2021). The ability to interact with empathy and build trust facilitates better cooperation within the team. Moreover, Emotional Intelligence affect the individual's ability to make decisions. By considering emotional factors along with rational aspects, individuals can make more informed decisions and positively impact work outcomes.

In an educational environment, where daily interactions involve students, parents, and co-workers, emotional intelligence plays a very significant role in influencing the work performance of teachers in the island of Madura. Emotional intelligence refers to an individual's ability to recognize, understand, and manage emotions both one's own and the emotions of others. In the context of education, this ability is very important in forming a positive learning environment and supporting academic achievement and character development of students. Emotional intelligence skills such as recognizing one's own emotions and those of others, understanding the causes and consequences of emotions, and regulating emotions are fundamental to a child's academic and social success (Torrente et al., 2016).

Emotional intelligence has a significant impact on teachers' work performance in the school environment in Madura Island. With the ability to manage stress, communicate effectively, motivate students, lead well, build social skills, and make informed decisions, teachers can create a positive learning environment and support students' academic achievement. Investing in the development of emotional intelligence not only improves teacher performance but also contributes to student success and the overall quality of education in schools. Therefore, an effective strategy is needed in an effort to improve and manage emotional intelligence in the environment of school teachers in Madura Island.

## 2. Research Methods

This study adopts a qualitative approach to explore and understand strategies for improving and managing emotional intelligence among school teachers. Qualitative research can be broadly defined as a type of inquiry that is naturalistic in nature and deals with non-numerical data (Nassaji, 2020). This approach was chosen because of its ability to explore subjective experiences and deep perspectives of individuals directly involved in the context. Data were collected through a semi-structured interview method. This method was chosen because it provides flexibility in exploring the informant's answers in depth, as well as allowing the researcher to follow the flow of the conversation and ask relevant follow-up questions.

A total of 8 school teachers were selected from each district on the island of Madura, namely Bangkalan, Sampang, Pamekasan and Sumenep as many as 2 people as informants for this study. The selection was carried out using the purposive sampling technique, which is to select teachers who have direct experience in the management and application of emotional intelligence in the context of teaching. Informants are selected based

on criteria such as teaching experience, training in emotional intelligence, and involvement in professional development programs.

Interviews are conducted face-to-face with the duration of each interview being around 60-90 minutes. During the interview, each session is recorded with permission from the informant to ensure data accuracy and ease of analysis. Researchers seek to create a comfortable and supportive atmosphere to ensure informants feel free to express their views and experiences openly. The data obtained from the interviews will be transcribed and analyzed using thematic analysis techniques. The analysis process involves identifying the main themes that emerge from the teachers' answers, grouping the information into thematic categories, and interpreting the meaning in the context of the research. The results of the analysis will be used to understand strategies and best practices in improving and managing emotional intelligence in the school teacher environment in the island of Madura.

### 3. Results and Discussion

#### 3.1 Significance of Teachers' Emotional Intelligence'

Teachers with high emotional intelligence can better manage the classroom, overcome conflicts, and respond to students' emotional needs. Emotional intelligence and self-efficacy are considered the two most basic characteristics of teachers to create a positive effect on students (Valente et al., 2020). This helps create a harmonious and conducive learning environment. A positive and supportive classroom atmosphere by utilizing emotion management techniques, such as tone of voice, positive body language, and a friendly attitude. This positive atmosphere can increase student engagement and motivation

Effective classroom management strategies require a combination of skills in setting clear rules and expectations, managing time well, creating a positive environment, using positive behavior management techniques, and adapting learning strategies. By implementing these strategies, teachers can create classes that are structured, supportive, and conducive to all students. A positive learning environment not only improves students' academic outcomes but also their emotional well-being and creates a more satisfying and productive learning experience.

Emotional intelligence allows teachers to build stronger and more empathetic relationships with students, which can increase student motivation and engagement in the learning process. Positive Interaction with Students is an important concept in education that encompasses the various ways teachers relate to students in a constructive and supportive way. Positive interaction with students refers to the approaches and actions taken by educators with the goal of facilitating a safe, enjoyable learning environment and motivating students to reach their full potential.

Next is with regard to Professional Well-Being. Professional Well-Being is a concept that refers to a state in which a person feels satisfied, balanced, and healthy in the context of their work. It involves various aspects that affect a person's quality of life and work effectiveness. Teachers who have emotional intelligence skills tend to experience lower stress levels and higher job satisfaction. Professional well-being in the context of supporting student learning success refers to a state in which educators including teachers, counselors, and other educational staff feel prosperous, satisfied, and effective in their roles. This professional well-being is very important because it directly affects the quality of learning and support, they can provide to students.

#### 3.2 Strategies for Increasing Teachers' Emotional Intelligence in Madura Island

The strategy of increasing teachers' emotional intelligence in Madura Island has a significant important role in improving the quality of education and welfare in the school environment. Teachers with high emotional intelligence can interact with students in a more empathetic way and understand their emotional needs. Emotional Intelligence as the ability to monitor the feelings and emotions of oneself and others, to distinguish them and use this information to guide one's thoughts and actions (Gómez-leal et al., 2021). This can help in creating a more supportive and productive classroom environment, as well as improving the student learning experience.

Improving teachers' emotional intelligence through training and professional development is an important strategy to create a more positive and supportive learning environment. High emotional intelligence can help teachers manage stress, communicate more effectively, and build healthy relationships with students. Some strategies that can be applied to improve teachers' emotional intelligence include Training and Professional Development. Improving teachers' emotional intelligence through training and professional development is a highly effective strategy to improve the quality of teaching and create a more supportive learning environment. The implementation of training such as workshops can introduce the basics of emotional intelligence, increase self-awareness, self-management, motivation, empathy, and social skills. Training that focuses on practical skills

such as stress management techniques, empathetic communication, and conflict resolution is a strategy that needs to be built on an ongoing basis.

In addition, mentoring and coaching are two important approaches in professional development that can be very effective in improving teachers' emotional intelligence in schools. Both involve personal and professional support to help teachers grow and develop in their roles. The primary goal of mentoring and coaching is to help develop the skills, knowledge, and attitudes necessary to achieve success in a teaching career. By applying mentoring and coaching in teachers' professional development, schools can help teachers develop their emotional intelligence effectively. This not only improves their ability to manage emotions and interactions with students but also improves their overall well-being, ultimately supporting a more positive and productive learning environment.

The following strategy is the use of mindfulness techniques that are very effective to increase teachers' emotional intelligence. Mindfulness is a practice that involves full attention and without judgment of the present experience. These techniques can help teachers manage emotions, improve focus, and build better relationships with students. The application of mindfulness techniques can help teachers better manage their emotions, increase focus and productivity, and create a more positive learning environment. Mindfulness techniques can help teachers manage stress and increase their emotional awareness. Exercises such as meditation or deep breathing can become part of the daily routine. Mindfulness not only supports teachers' personal well-being but also improves their interaction with students, ultimately contributing to student learning success.

Finally, it is related to self-reflection as a process of introspection that involves assessing and understanding personal experiences, feelings, and individual reactions to certain situations. In the context of improving teachers' emotional intelligence in schools, self-reflection is an important tool that helps teachers to better understand and manage their emotions, improve interpersonal skills, and improve their teaching practices. Self-reflection helps teachers to better understand and manage their emotions, self-reflection can improve self-awareness, emotion management, and interpersonal skills. This in turn contributes to a more positive and effective learning environment. Proper implementation of self-reflection practices in professional training and support can amplify their impact and support the sustainable development of teachers' emotional intelligence.

### 3.3 Management of Emotional Intelligence in the School Environment in Madura Island

Emotional Intelligence is defined as the ability to understand, assess, and express emotions accurately; the ability to access and generate feelings when they facilitate cognition; the ability to understand information loaded with influence and utilize emotional knowledge; and the ability to regulate emotions to promote growth and well-being (Mérida-lópez et al., 2020). Managing emotional intelligence in the school environment is an important strategy to create a positive and supportive learning environment for both students and staff. Emotional intelligence includes the ability to recognize, understand, and manage one's own emotions as well as the emotions of others. In schools, managing emotional intelligence can help improve classroom atmosphere, improve interpersonal relationships, and support academic achievement.

A supportive school culture in the management of emotional intelligence refers to the environment and culture built in the school to promote the development and application of emotional intelligence both among students and staff. This culture creates an atmosphere that allows individuals to manage their emotions effectively, interact with others positively, and support emotional well-being. A supportive school culture is a set of values, norms, and practices that create an environment where emotional intelligence is valued and promoted. It covers a wide range of aspects, from school policies to day-to-day interactions between members of the school community.

Support from school leaders in the management of emotional intelligence refers to the active role and commitment of school principals and other leaders in creating and maintaining an environment that supports the development and application of emotional intelligence throughout the school community. This support is important because effective leadership can influence how emotional intelligence is applied and valued in daily practice. Leadership behavior is an influential factor in teachers' teaching strategies (Chen & Guo, 2018). Support from school leaders is the involvement and commitment of school principals, vice principals, and other leaders in promoting, implementing, and maintaining practices that support the management of emotional intelligence in the school environment. The goal is to ensure that the management of emotional intelligence becomes an integral part of the school's culture and daily practice, thus creating a healthy and productive environment for students and staff.

The creation of a community of support in the management of emotional intelligence refers to the process of building an environment where members of the school community, such as students, teachers, and staff, support each other in managing their emotions. It involves working to create a social structure that encourages empathy, open communication, and cooperation, as well as providing the emotional and practical support necessary to overcome emotional challenges.

The creation of a support community is the process of building and maintaining a social network that provides emotional, practical, and social support to its members. In the context of managing emotional intelligence, this means creating an atmosphere where each individual feels welcome, heard, and valued, and has access to the support they need to manage their emotions effectively. The goal of creating a community of support is to strengthen the emotional well-being of community members, promote positive interactions, and build a supportive culture.

The last is the implementation of Evaluation and Feedback. Emotional intelligence management is a process that involves a systematic assessment of the effectiveness of programs, policies, or strategies implemented to manage and improve emotional intelligence in a school or organizational environment. This process aims to understand how well efforts are being made in support of emotional intelligence management, as well as to identify areas that need to be improved or improved. Develop a system to evaluate the effectiveness of emotional intelligence management strategies and provide constructive feedback to teachers. This evaluation can be done through surveys, class observations, or group discussions.

#### 4. Conclusion

Teachers' emotional intelligence has a significant impact on learning effectiveness and overall well-being in schools. Teachers with high emotional intelligence are able to manage their emotions well, interact empathetically with students, and create a positive learning environment. Improving teachers' emotional intelligence requires a systematic and continuous approach. Some of the key strategies to improve teachers' emotional intelligence in secondary schools in Madura Island include professional training and development, mentoring and coaching, the use of mindfulness techniques, and self-reflection. Managing emotional intelligence in a school environment requires the creation of a supportive culture and structures that facilitate emotional well-being.

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#### Conflict of Interest

Authors declare that there is no conflict of interests regarding the publication of the paper.

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