

Management of Teachers' Emotional Intelligence in the Industrial Revolution 4.0 Era

Arifin

Department of Educational Sciences
Universitas Negeri Gorontalo, Indonesia
arifin@ung.ac.id

Abstract: This article discusses teachers' emotional intelligence management in realization of schools with characters and in preparing themselves to face the Industrial Revolution 4.0. The current study was designed as a phenomenology study. The subject of the study consisted of a group of principals and teachers. The results showed that: a) the teachers were able to evaluate their strengths and limitations in recognizing and understanding the school's work procedure (self-awareness); b) the teachers were able to manage their emotions and negative impulses when faced with problems (self-management); c) the teachers were able to show empathy and desire to help other people (social awareness); d) the teachers were driven by intrinsic motivation to be better individuals, work hard, believe in career development, and adapt to a new environment (self-motivation); e) the teachers were able to maintain good relationships with their superintendent, fellow teachers/staff, students, and other people (relationship management).

Keywords: management, emotional intelligence, teachers

I. INTRODUCTION

The ability to manage emotions belongs to one of the competencies needed by an individual to face the Fourth Industrial Revolution (4.0). The rise of artificial intelligence in industrial processes is indeed able to alleviate human concerns about work and improve productivity. However, artificial intelligence cannot fully replace humans since it has no sense of emotions or conscience. Sincerity, understanding, and empathy are capacities that can only be managed by humans and cannot be replaced by any sophisticated robot.

Emotional intelligence (EI) is the ability to control, understand, accept, and manage one's own emotions as well as the emotions of others. Emotional intelligence consists of several aspects, including the understanding of one's own emotions, the ability to manage and respond to emotions, the ability to recognize what matters in life, the understanding of the emotions of theirs, and the ability to establish social relationships. Emotional intelligence is a set of skills that need to be inculcated from an early age.

Research has shown that Emotional Intelligence (EI) can predict more than 54% variables of success in relationships, health, and life quality. The promotion of teachers' Emotional Intelligence is crucial because: (a) the results of the study by Goleman (2001) that suggest that Intelligence Quotient (IQ) only contributes 20% to one's success, while the other 80% was influenced by other factors; on the other hand, Davis (2006) concludes that 25% of one's performance is affected by his/her IQ; (b) education at schools has been focused on the students' intellectual aspects rather than the students' emotional intelligence, (c) Regulation no. 20/2003 on the National Education System chapter 1, article 1 states that "...education needs to be able to develop students' potentials to the fullest so that they can possess high spirituality, high self control, noble personality, noble attitudes, intelligence, and other skills that are useful for them to thrive in life, society, and country".

Education that is held by teachers with wonderful characters will result in a generation with great characters because teachers play an important role as the role models. The process of shaping students' characters requires commitment and hard work. Therefore, teachers need to consistently provide life guidance for their students so that the students can become "whole human beings" who are religious, honest, honorable, and compassionate as God's creatures.

Assigning teachers to be emotionally intelligent is very important because in fact many teachers are cognitively intelligent, but not very good at managing their emotions and spirituality. Many people are educated and highly intellectual, but fail to develop their careers due to low emotional intelligence (Agustian, 2005). Goleman (2002) also believes that exemplary humans can maximize their intelligence, including emotional intelligence. In one of his research, Goleman identified that EQ has more significant importance to achievement compared to IQ, either in education or in other fields.

Madrasah Ibtidaiyah Muhammadiyah (MIM) Wumialo Gorontalo is a public Islamic elementary school that upholds character values both for the teachers and the students. As a formal educational institution, this Madrasah continues to support character education through the effort to develop the teachers' emotional intelligence.

II. METHOD

This study was designed as a phenomenology study. The focus of this qualitative study was to observe the development of teachers' emotional intelligence as a process, phenomenon, or activity to reveal the truth. In other words, an in-depth observation was conducted to understand a social phenomenon comprehensively and contextually in its existing nature by describing the the empirical reality of the observed object. In this study, the researchers had the main role as the primary instrument.

The researcher's presence was mandatory to maintain the natural conditions of the setting.

This study was carried out in the Gorontalo province. The observation was conducted at Madrasah Ibtidaiyah Wumialo Gorontalo and the analysis was directed at the teachers' emotional intelligence aspects. Data collection was performed through in-depth interview, participant observation, and documentation. The data collected were in the form of words, behaviors, and attitudes of the school's actors as well as the records (documents, manuscripts, and notes) of the teachers' emotional intelligence. The data were obtained from the school's principal as the main key informants and a group of teachers who had been sampled using purposive sampling and snowball sampling techniques.

This study employed an individual cases technique for data analysis which consisted of three stages: data reduction, presentation of the result, and conclusion drawing (making a temporary conclusion, verification, and final conclusion) (Miles & Huberman, 1992). There were four approaches to evaluating the trustworthiness of the data (Sugiyono, 2010), including measuring the credibility, transferability, dependence, and confirmability of the findings.

III. FINDING AND DISCUSSION

The findings of this study are classified based on the indicators of teachers' emotional intelligence. The description of each of the indicators is presented as follows:

a. Teachers' Self-Awareness

Self-awareness is the capacity for feelings recognition and introspection to make a decision. Self-awareness allows someone to set a realistic standard for him/herself, including strengths and weaknesses. In this study, teachers' self awareness refers to the ability of the teachers to recognize their limitations and tasks that must be carried out.

The teachers at MIM Wumialo Gorontalo conducted a self evaluation by gathering feedback from the students, fellow teachers, and the principal. It suggests that the teachers have attempted to recognize their limitations and by knowing their weaknesses, they plan on improving themselves in the future. (Goleman, 2000).

The findings also suggest that the teachers at MIM Wumialo Kota Gorontalo generally have high self-awareness of tasks to be completed. It is indicated by their ability to understand the school's work procedure to improve their performance. Teachers who are highly competent in managing their emotions will be committed to their responsibility and by developing such emotional intelligence, the teachers will be able to enhance their performance at work (Melianawati, Prihanto, & Tjahjoanggoro, 2001)

b. Teachers' Self-Management

Self-management skills include the ability to manage emotions, express emotions properly, and listen to the heart to organize actions on a daily basis. The majority of the teachers at MIM Wumialo Gorontalo had similar ways in managing their emotions when faced with

problems in the classrooms. The professionalism of the teachers was shown clearly through their ability to make a clear distinction between their personal matters and school's activities. These teachers can be considered to have high emotional intelligence. As stated earlier, emotional intelligence can contribute 80% to the success of someone in life. This emotional intelligence covers the ability to manage frustration, control oneself, control one's own feelings, work with other people, and have empathy for others (Goleman.2002).

Furthermore, the findings also showed that the teachers had been fully responsible for their duty at school by becoming a good role model for their students. The teachers are able to demonstrate the ability to promote the students' cognitive and emotional intelligence. Teachers with high emotional intelligence will be committed and fully responsible for the tasks given to them (Naderi, 2012).

c. Teachers' Social Awareness

Teachers' social awareness is shown through their ability to feel what other people feel, understand other people's perspectives, establish mutual trusting relationships with others, and align themselves with various types of individuals. Teachers' social awareness in this study specifically refers to the way of the teachers to show empathy for other people and provide good service for the students at school.

The teachers at MIM Wumialo Gorontalo generally showed their empathy through a social program designed by the school, called "Suka Duka". This program has taught the teachers to be generous and helpful. It has also accommodated the development of the teachers' empathy where they learn to feel what other people feel. In this program, the teachers, for example, are invited to a regular Quran-reading meeting and visit fellow teachers who are hospitalized or in grief. The teachers' social awareness is also shown in the service they provide for the students. The teachers always implement various methods that can keep their students' interest in learning. Yin & Zhang (2013) state that teachers who can manage their emotions will be willing to help each other in improving their teaching strategy. Besides, teachers with high emotional intelligence also have high teaching-satisfaction. These things focus on how to arouse empathy for moral ethics and social services that can create a school environment that is more caring and respectful among students, teachers, and parents.

d. Teachers' Self-Motivation

Self-motivation is the ability to use passion, enthusiasm, and energy to achieve a better state of life and take initiative and act effectively in facing failures and frustration. The indicators of self-motivation in this study include having the urge to be a better person and adapt to a new environment.

The teachers at MIM Wumialo Gorontalo have demonstrated an ability to motivate themselves to work and have confidence in taking action. These teachers are personally driven by their commitment to their responsibility at school. They perceive teaching as a noble profession. They are always rewarded by their

superintendent when their work performance is satisfactory. There is also an openness among fellow teachers so that they can develop themselves to their fullest potential. The teachers are willing to interact with the students and other teachers at school, improve their welfare, and provide moral education for children. In line with that, Platsidou (2010) in his study showed that teachers with high emotional intelligence rarely experienced fatigue and were more encouraged to work hard. Self-motivation is one of the keys to success. It is a psychological trait that may provide a great contribution to one's level of commitment. Motivation is a psychological condition that triggers, directs, and maintains a particular behavior.

The teachers at MIM Wumialo Kota Gorontalo also demonstrated their adaptive skills by adjusting themselves to the work environment. They were seemingly able to build good communication with the people working in the area and become friendly to everyone. They do so to be accepted in the new environment.

e. Teacher's Relationship Management

The ability of the teachers to handle their emotions is also shown through their ability to create and maintain relationships with other people. It can be by influencing, leading, deliberating, resolving disputes and working in teams. The indicators of teachers' relationship management include the ability of the teachers to communicate with other people and show a friendly/democratic attitude towards others.

The findings of this study showed that the teachers at MIM Wumialo were able to establish good relationships with the principal, fellow teachers, and students. It was indicated by the way the teachers communicated in meetings with the principal and fellow teachers and in the classrooms with the students. These communication skills are driven by the teachers' willingness to succeed in maintaining a harmonious relationship with the people around them. Olatomide & Akomolafe (2013) in their study reveal that work satisfaction and emotional intelligence have a significant effect on the organization commitment, including the commitment to establish good communication and relationships among the members.

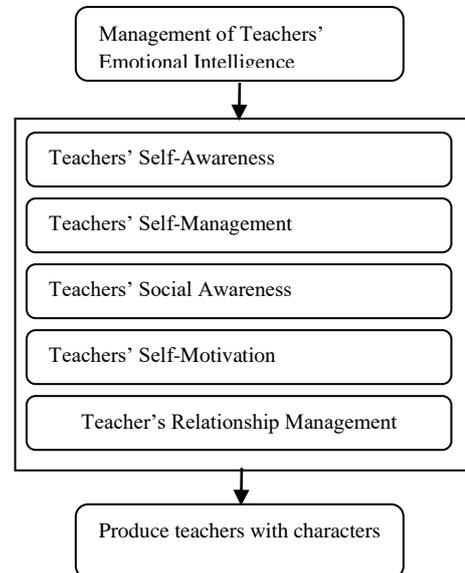
Teachers' emotional intelligence basically can be enhanced through self-improvement on a daily basis. It is the responsibility of the teachers to improve their self-quality. Otherwise, they can develop a split personality and suffer from the dissociative identity disorder.

IV. CONCLUSION

Emotional intelligence belongs to one of the competencies needed to face the Fourth Industrial Revolution (4.0). Teachers as one of the pillars of education needs to be able to manage their emotions in facing the advancement of the era, which is indicated by the rise of artificial intelligence.

The ability to manage emotions is called emotional intelligence (EI). Emotional Intelligence (EI) allows individuals to manage, understand, accept, and control their own emotions as well as the emotions of others. EI consists of several aspects, including the awareness and understanding of one's own emotions, the ability to

manage and respond to emotions, the ability to recognize what matters in life, the understanding of the emotions of theirs, and the ability to establish social relationships. By strengthening the teachers' emotional intelligence, it is expected that the values and social and psychological conditions of the school can be maintained properly in realization of schools with characters in the Industrial Revolution 4.0 era.



REFERENCES

- [1] Agustian, A. G. 2005. *Rahasia Sukses Membangun Kecerdasan Emosi dan spiritualESQ*. Jakarta. Arga,
- [2] Chan, D. W. (2006). Emotional intelligence and components of burnout among Chinese secondary school teachers in Hong Kong. *Teaching and teacher education*, 22(8), 1042-1054.
- [3] Cooper dan Sawaf. 2002. *Executive EQ* (Penerjemah : Widodo). Jakarta. Gramedia Pustaka Umum
- [4] Goleman, D. 2002. *Emotional Intelligence: Kecerdasan Emosional, Mengapa EI lebih penting dari IQ*. (Terj.). Jakarta: 1998 PT Gramedia Pustaka Utama
- [5] Gunawan, W A. 2005. *Born To Be a Genius*. Jakarta: PT.Gramedia Pustaka Utama
- [6] Kunandar. 2007. *Guru profesional*. Jakarta : PT Rajagrafindo Persada
- [7] Lickona, T. 1991. *Educating for Character. How Our School can Teach Respect and Responsibility*. New York: Bantam Books
- [8] Melianawati, Prihanto, S. dan Tjahjoanggoro. 2001. Hubungan Antara Kecerdasan Emosional Dengan Kinerja Karyawan. *Indonesia Psychological Journal*. 17. 1. 57-62. Fakultas Psikologi Universitas Surabaya.
- [9] Muhyidin, 2007. *Manajemen ESQ Power*, Jogjakarta : DIVA Press Bandung: Remaja Rosdakarya
- [10] Musfiroh. Takdiratun. 2008. *Character building*. Yogyakarta: Tiara Wacana
- [11] Naderi Anari, N. 2012. Teachers: emotional intelligence, job satisfaction, and organizational commitment. *Journal of workplace Learning*, 24(4), 256-269.
- [12] Olatomide, O. O., & Akomolafe, M. J. 2013. Job satisfaction and emotional intelligence as predictors of organizational commitment of secondary school teachers. *Ife Psychologia: An International Journal*, 21(2), 65-74.

- [13] Patton, H., 1998, *Emotional Intelligence Di Tempat Kerja*, (Alih Bahasa Dahlan) Jakarta:Pustaka Delapratasa, PT Alberta. Cv.
- [14] Platsidou, M. 2010. Trait emotional intelligence of Greek special education teachers in relation to burnout and job satisfaction. *School psychology international*, 31(1), 60-76.
- [15] Santroock, J.W. 2008 *Educational Psychology*, 3rd Edition. New York: Mc Grow Hill Companies, Inc.
- [16] Sugiyono. 2010. *Metode Penelitian Kuantitatif, kualitatif dan R& D*. Bandung :
- [17] Suharsono, 2004. *Akserlasi Intelegensi Optimalkan IQ, EQ, dan SQ*. Jakarta: Garmedia Pustaka Utama
- [18] Wyne, E.A. 1991. *Character and Academics in the Elementary school*. In J.S. Benigna (ed). *Moral Character, and Civic Education in the Elementary School*. New York: Teachers College Press
- [19] Yin, H. B., Lee, J. C. K., & Zhang, Z. H. 2013. Exploring the relationship among teachers' emotional intelligence, emotional labor strategies and teaching satisfaction. *Teaching and teacher education*, 35, 137-145. G. Eason, B. Noble, and I. N. Sneddon, "On certain integrals of Lipschitz-Hankel type involving products of Bessel functions," *Phil. Trans. Roy. Soc. London*, vol. A247, pp. 529–551, April 1955. (references)