

Strengthening Emotional Intelligence in Developing the Madrasah Teachers' Professionalism

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Strengthening Emotional Intelligence in Developing the Madrasah Teachers' Professionalism

Penguatan Kecerdasan Emosional dalam Mengembangkan Profesionalisme Guru Madrasah

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ABSTRAK

Tujuan kajian ini adalah untuk menganalisis pengaruh kecerdasan emosi dalam pembentukan profesionalisme guru madrasah. Sejumlah 320 guru telah diambil dalam kajian ini yang terdiri daripada guru-guru Madrasah Aliyah negeri dan swasta di 12 kabupaten/kota di seluruh Provinsi Riau, Indonesia. Dengan menggunakan reka bentuk penyelidikan kuantitatif dengan pendekatan pemeriksaan *ex post facto*. Keputusan menunjukkan, tahap kecerdasan emosi guru adalah tinggi manakala tahap profesionalisme guru rendah. Tidak ada kesan jantina pada kecerdasan emosi guru madrasah, dan juga tahap usia guru. Manakala lama sertifikasi dan tempoh pengajaran mempunyai pengaruh terhadap kecerdasan emosi guru-guru madrasah. Guru yang bersertifikasi melebihi 5 tahun mempunyai kecerdasan emosi yang tinggi, demikian juga dengan guru yang mengajar antara 21-30 tahun. Tidak ada pengaruh gender dalam mengembangkan profesionalisme guru madrasah, manakala usia guru, lamanya sertifikasi, dan lamanya pengajaran mempunyai pengaruh dalam mengembangkan profesionalisme guru madrasah. Guru berumur antara 41-50 tahun mempunyai profesionalisme yang tinggi, demikian juga guru yang bersertifikasi melebihi 5 tahun mempunyai profesionalisme yang tinggi. Guru yang mempunyai pengalaman mengajar antara 20-30 tahun mempunyai profesionalisme yang lebih tinggi daripada pengalaman mengajar yang lain. Kecerdasan emosi guru mempunyai hubungan yang signifikan namun lemah terhadap profesionalisme guru. Kajian ini mencadangkan pembentukan modul pencegahan serta intervensi profesionalisme guru melalui elemen kecerdasan emosi.

Kata kunci: Kecerdasan emosi; profesionalisme guru; Madrasah Aliyah; pendidikan Islam; pembelajaran.

ABSTRACT

The purpose of this study is to analyze contributions of emotional intelligence in developing professionalism of madrasah. A total of 320 teachers was involved in the sample of this study consisted of public and private Madrasah Aliyah teachers in 12 districts/cities throughout Riau Province, Indonesia. This study utilized *ex post facto* research approach in quantitative research design. Data were analyzed using descriptive and inferential statistics. The results showed that the level of emotional intelligence was high while professionalism was low. There was no effect of gender on the emotional intelligence of the teachers, as well as the teacher's age, while certification and teaching duration have an impact on the emotional intelligence. Teacher who is over 5 years of certification has a high emotional intelligence, and who teach between 21-30 years have a high level of emotional intelligence. There is no influence of gender in developing the professionalism of madrasah teachers, while teacher age, certification, and teaching duration have an influence. The ages of teacher between 41-50 have a high professionalism and teacher who are over 5 years of certification have high professionalism, and teachers with 20-30 years of teaching experience have high professionalism. Emotional intelligence had a small but significant contribution to professionalism. This study supported the formation of prevention modules and the intervention of teacher professionalism through emotional intelligence elements.

Keywords: Emotional intelligence; teacher professionalism; Madrasah Aliyah; Islamic education; teaching

INTRODUCTION

The position of teachers is very strategic in Islam. Besides carrying out scientific missions to help the learners master the science, they also have the holy duty, prophetic mission, namely guiding and

directing learners towards the way of Allah SWT (Kosim, 2008). Therefore, the first step to build a generation of this nation regarding the education is firstly to develop the quality of educators (Azmi and Siren 2018; Daulay 2007). A country is required to prioritize the development of teacher education

in its surrounding policies. Teachers are capable of educating generations of religious intellectual, scientist, science, as well as building the character of the students to have the value of *tauhid* (Rohana 2013, Tambak and Sukenti 2020; Buttho, 2016). At this level, it seems important to develop Islamic professional teachers as a form of developing the teaching profession in Islam.

One of the phenomenal efforts of the Indonesian government in improving the quality of teachers is by establishing the Law of the Republic of Indonesia Number 14 Year 2005 concerning on Teachers and Lecturers. The issuance of this law is a milestone in reforming the improvement of the quality of education and welfare of Indonesian teachers with the educators' certification. The certification program will bring up the welfare of all Indonesian teachers. Article 8 illustrates, "teachers must have academic qualifications, competencies, educator certificates, physical and spiritual health, and have the ability to realize the goals of national education".

After 12 years, a study conducted by Nasruddin (2018) found that the Teachers and Lecturers Law has not been able to become a spirit for teachers to improve the quality of their performance. Salim (2017) conducted a survey to 15 thousand teachers in Indonesia who have been certified in 2007 to 2017 and the results found a decrease in the performance of certified teachers as much as 34%. Data released by Kompas Daily also proves that based on the results of certified teacher competency test by the Ministry of Education and Culture conducted to 243,619 from 373,515 teachers, the average value of teacher competence test is 44.55 which is still below the desired average (Kompas 2016; Astuti 2016).

Similarly, based on interviews with some *madrasah* heads in Riau Province, the teachers in *Madrasah Aliyah* in Riau Province did not fulfill several professional teacher assignments. Teachers who teach Islamic religious education in some *madrasah* are trapped in their routine activities. Teachers who actually improve the quality from year to year as a professional certificate are not directly proportional to the achievements and high performance generated. The professional allowance given by the government is to support the quality of the teacher's performance. According to Wekke and Lubis (2015), professional allowance is devoted to develop self-quality and is crucial because it will result in learning, evaluation, and quality management, so that learners can understand the learning materials quickly.

The problem of professionalism of *madrasah* teachers is assumed to be influenced by emotional intelligence. According to Risma (2012), emotional intelligence has a significant effect on the professionalism of teachers to be able to improve its performance in their work. Meanwhile, the research conducted by Ratnasari and Muttaqiyathun (2013) and Iskandar (2014) resulted that teachers should have high emotional intelligence to be able to use his feelings to the maximum in order to recognize himself and his environment. A teacher who has a high emotional intelligence will have high professionalism and vice versa.

Based on the aforementioned background, the research problems formulated include; What is the level of emotional intelligence and professionalism of *Madrasah Aliyah* teachers in Riau Province, Indonesia? How is the difference between emotional intelligence and professionalism based on the background of *Madrasah Aliyah* teachers in Riau Province? How is the influence of emotional intelligence on professionalism formation of *Madrasah Aliyah* teachers in Riau Province? This study is intended to analyze the influence of emotional intelligence on professionalism of *Madrasah Aliyah* teachers in Riau Province. This research is useful for expanding the concepts of *madrasah* teacher professionalism and emotional intelligence.

EMOTIONAL INTELLIGENCE

According to Goleman (2001), emotional intelligence is the ability of a person to manage oneself in dealing with other people around him by using all of his psychological potential with self-control, passion and persistence, self-motivation and survival in frustration, controlling impulse and not exaggerating fun, maintaining mood and keeping stress burden not crippling the ability to think, empathize and pray. According to Sunar (2010), emotional intelligence is a person's ability to receive, assess, manage, and control the emotions of himself and others around him. Shapiro (2003) defines emotional intelligence as a subset of social intelligence that involves the ability to monitor social feelings that involve capability in others, sorting them all out and using this information to guide thoughts and actions.

Agustian (2007), an inventor of emotional and spiritual intelligence in 2001, says that emotional

intelligence is the ability to feel. The key to emotional intelligence is on human honesty in conscience. It is the voice of the heart that should be the center of the principle that can provide security, guidance, strength and wisdom. Emotional intelligence is built on six principles based on the 6 pillars of faith starting from: star principle, angel principle, leadership principle, learning principle, vision principle, and well organized principle. Emotional intelligence is the ability to feel. The key to emotional intelligence is on human honesty in conscience. This section will create the format of emotional intelligence based on spiritual awareness and in accordance to the deepest inner voice of the person (self-conscience).

PROFESSIONALISM OF TEACHER

Meanwhile, the professionalism of teachers is an open-ended situation of freedom for teachers to develop effective learning in higher standards with a sense of responsibility and self-directed to continually develop themselves as teachers (Sutarmanto 2014; Tambak and Sukenti 2020; Asy'ari 2016). The general theory of professionalism of madrasah teachers refers to the competence of Indonesian professional teachers, namely the Law of the Republic of Indonesia No 14 Year 2005 on Teachers and Lecturers, as well as the Regulation of the Minister of National Education Number 16 Year 2007, Government Regulation Number 74 Year 2008 and Regulation of the Minister of Religious Affairs of the Republic of Indonesia Number 16 of 2010 Article 16 (Indonesian Ministry of Religious Affairs, 2010). Competence is a set of knowledge, skills, and behaviors that must be possessed, lived and mastered by teachers or lecturers in performing professional duties. Teacher competence as referred to in paragraph (1) of Government Regulation Number 74 Year 2008 covers pedagogic competence, personality competence, social competence and professional competence obtained through professional education (Indonesian Ministry of State Secretariat, 2008, Amri, 2016).

Based on the regulation of the Minister of Religious Affairs of the Republic of Indonesia Number 16 Year 2010 Article 16, there should be one more competence especially for madrasah teachers that is leadership competence (Indonesian Ministry of Religious Affairs 2010; Imron 2017). Furthermore, there is the difference of competence of madrasah teachers with other teachers by adding one competence that is leadership competence.

Thus, it can be emphasized here that the professionalism of madrasah teachers should refer to Regulation of the Minister of Religious Affairs No. 16 of 2010 with five competencies namely pedagogic competence, personality competence, social competence, professional competence, and leadership competence.

METHODS

This research was a quantitative research (Sugiyono 2014) aiming to determine the formulation and relationship between two or more variables consisting of independent variables and dependent variables. This study was carried out using the *ex post facto* research approach that was a study that tried to review the variations existed in the variables studied (Sudijono 2012).

The population of this study was all of *Madrasah Aliyah* teachers who teach *Akidah Akhlak, Qur'an* and *Hadith, Fiqh, and History of Islamic Culture* subjects who had been certified or not certified in 12 districts/cities in Riau Province, Indonesia, amounted to 1088 teachers. By using Slovin formula as sampling technique with percentage of error desired or tolerated by 4% (0.04) (Sugiyono 2012), the samples of this study were 397 teachers in all *Madrasah Aliyah Negeri* (MAN) and *Madrasah Aliyah Swasta* (MAS) in Riau Province, Indonesia both civil servant teachers as well as non-civil servant teachers, both certified teachers or non-certified teachers. In order to be a proportional sample, this study involved a fraction of teachers sample from each *Madrasah Aliyah* in 12 districts/cities throughout Riau Province. This study utilized systematic random sampling technique to determine the sample (Sudijono 2012; Sugiyono 2012).

Furthermore, the research instruments were prepared for emotional intelligence and teacher professionalism. The instrument of emotional intelligence was arranged with 6 (six) constructs including recognize self-emotion, manage self-emotion, self-motivate, identify other people's emotions, build relationships with others, apply star principle, leadership principle, learning principle, vision principle, and well organized principle. The instrument of teacher professionalism was built on 5 (five) constructs namely pedagogic competence, social competence, professional competence, personality competence, social competence, and leadership competence.

Questionnaires were used to collect research data. Questionnaire is considered as one of the best ways to get information from respondents (Tuckman, 1978). According to Sugiyono (2014), questionnaire is a technique of data collection by giving a set of written questions/statements to the respondent to get the answers. The questions/statements in this questionnaire used positive and negative sentences. Questionnaire is the easiest way to get information (Razali, 1999). Data were analyzed using descriptive and inference statistics. Descriptive statistics are used to refer to variables related to the presence of min (average) and percent. Statistical analysis of inference is used to test hypotheses that have been developed through t-test, ANOVA, and simple linear regression ($p < 0.05$).

RESULT

EMOTIONAL INTELLIGENCE PROFILE OF MADRASAH TEACHERS

Emotional Intelligence of Madrasah Teachers Level. Emotional intelligence of *Madrasah Aliyah* teachers in Riau Province is at a high stage. Table 1 shows that 197 or 60% of teachers with an average level of emotional intelligence of *Madrasah Aliyah* teachers in Riau Province (mean = 255.00, sd = 33.791) are at a high level. This shows that *Madrasah Aliyah* teachers in Riau Province have owned and mastered emotional intelligence in educating students.

TABLE 1. Emotional Intelligence Level

Description	Low Stage		HighStage		Mean	Sd	Level
	N	%	N	%			
Emotional Intelligence	127	40	193	60	255.00	33.791	High

Emotional Intelligence Based on Teacher Background There are four things studied about the background of teachers, namely gender, age, teaching length and length of certification associated with emotional intelligence. By considering the gender of *Madrasah Aliyah* teachers using T test, Table 2 shows that was conducted to compare the effect of gender of madrasah teachers on emotional

intelligence, in a male and female conditions. There was not significant effect of gender the madrasah aliyah teacher on emotional intelligence at the $p > 0.05$ level for the three condition [T (24.63, 19.63) = -1.698, $p = 0.091$]. Taken together, these results suggest that gender levels of the madrasah aliyah teachers really do not have an effect on emotional intelligence.

TABLE 2. The Differences in Emotional Intelligence by Gender

Gender	N	SD	Df	T	P
Male	179	24.636	318	-1.698	0.091
Female	141	19.632			

From the background of age madrasah aliyah teacher, Table 3, a one-way between subjects ANOVA was conducted to compare the effect the age of madrasah aliyah teachers on emotional intelligence in a old age and young age conditions. There was not significant effect of age of the madrasah aliyah

teachers on emotional intelligence at the $p > 0.05$ level for the three condition [F (3, 316) = 1.310, $p = 0.271$]. Taken together, these results suggest that age levels of the madrasah aliyah teachers really do not have an effect on emotional intelligence.

TABLE 3. The Differences of Emotional Intelligence based on Age

Description	Sum of Squares	Df	Mean Square	F	P
Among Groups	4473.737	3	1491.246	1.310	0.271
Inside Group	359774.263	316	1138.526		
	364248.000	319			

Using ANOVA test, table 4 illustrates that there is a difference in teacher's emotional intelligence based on the length of certification. Emotional intelligence from other backgrounds is based on the length of certification of *Madrasah Aliyah* teachers in Riau Province. Post hoc comparisons using the Tukey HSD test indicate that mean score for the certification over 5 years old condition

($M = 262.41$, $SD = 34.93$) was significantly different than the certification under 5 years old condition ($M = 252.74$, $SD = 34.11$). However, the teachers not certified condition ($M = 194.52$, $SD = 28.363$) did not significantly differ from the emotional intelligence based on the certification over 5 years old condition and certification under 5 years old condition.

TABLE 4. The Differences in Emotional Intelligence According to the Period of Certification

Old Certification	N	Mean	SD	P
<5 years	109	252.74	34.111	0.001
> 5 years	134	262.41	34.931	
Not certified	77	245.30	28.363	
Amount	320	194.52	22.924	

Taken together, these results suggest that high levels of the old certification really do have an effect on emotional intelligence of madrasah aliyah teachers. Specifically, our results suggest that when the teacher the longer the certification period, they have high emotional intelligence that is useful in teaching. However, it should be noted that old certification level must be high in order to see an effect. The teachers not certified levels do not appear to significantly increase emotional intelligence.

Using ANOVA test, Table 5 shows that there are differences in emotional intelligence of *Madrasah Aliyah* teachers in Riau Province in the terms of teaching duration. Post hoc comparisons using the

Tukey HSD test indicate that mean score for the teacher teaching duration between 21-30 years condition ($M = 262.35$, $SD = 34.89$) was significantly different than the teacher teaching duration is above 31 years condition ($M = 243.80$, $SD = 37.82$) and teacher teaching duration between 10-20 years condition ($M = 257.71$, $SD = 34.86$). However, the teacher teaching duration under 10 years condition ($M = 245.91$, $SD = 29.24$) did not significantly differ from the teacher teaching duration between 21-30 years, teacher teaching duration is above 31 years and teacher teaching duration between 10-20 years condition.

TABLE 5. Differences in Emotional Intelligence Based on Period of Teaching Experience

Teaching Duration	N	Mean	SD	P
< 10 Years	97	245.91	29.242	0.007
10-20 Years	143	257.71	34.860	
21-30 Years	75	262.35	34.893	
> 31 Years	5	243.80	37.825	

Taken together, these results suggest that the teachers teaching duration between twenty one to thirty years levels of the period of teaching experience really do have an effect on emotional intelligence of madrasah aliyah teachers. Specifically, our results suggest that when the teacher the longer teaching experience period between twenty one to thirty years, they have high emotional intelligence that is useful in teaching. However, it should be noted that old teacher teaching duration level must be high in order between twenty one to thirty years to see

an effect. The teachers teaching duration under ten years, over thirty years, and between ten to twenty years levels do not appear to significantly increase emotional intelligence.

THE PROFILE OF *MADRASAH* TEACHER PROFESSIONALISM

The Level of Teacher Professionalism. Table 6 shows that *Madrasah Aliyah* teachers in Riau Province have a low level of mastery and professional

competence. This is indicated by the value (mean = 215.71, sd = 24.322) which is at a low level. There are 165 teachers or 52% who have low teacher professionalism.

TABLE 6. The Level of Teacher Professionalism

Variable	Low Stage		High Stage		Mean	Sd	Level
	N	%	N	%			
Teacher Professionalism	165	52	155	48	215.71	24.322	Low

The Professionalism of Madrasah Teacher Based on Their Background. Based on the gender background, it can be seen in Table 7 that *Madrasah Aliyah* teachers in Riau Province do not have a professionalism differences on gender. Using the T test, Table 7 shows that was conducted to compare the effect of gender of madrasah teachers on professionalism of madrasah teachers, in a male

and female conditions. There was not significant effect of age the madrasah aliyah teacher on teacher professionalism at the $p > 0.05$ level for the three condition [T (24.53, 19.73) = -1.114, $p = 0.266$]. Taken together, these results suggest that gender levels of the madrasah aliyah teachers really do not have an effect on teacher professionalism.

TABLE 7. Teacher Professionalism Differences Based on Gender

Gender	N	SD	Df	T	P
Male	168	24.535	318	-1.114	0.266
Female	152	19.733			

Table 8 shows the differences based on the age of teacher professionalism. Post hoc comparisons using the Tukey HSD test indicate that mean score for the age of teacher between 41-50 years condition (M = 221.66, SD = 24.33) was significantly different than the age of teacher above 50 years condition (M = 214.33, SD = 11.24) on madrasah teachers

professionalism. However, the age of teacher between 31-40 years condition (M = 212.09, SD = 24.75) did not significantly differ from the age of teacher under 30 years and age of teacher above 50 years condition on madrasah teacher professionalism.

TABLE 8. Teacher Professionalism Differences Based on the Age

Age	N	Mean	SD	P
< 30 Age	47	212.62	23.753	0.012
31-40 Age	143	212.09	24.759	
41-50 Age	115	221.66	24.335	
> 50 Age	15	214.33	11.2442	

Taken together, these results suggest that the age of teachers between forty-one to fifty years levels of the based in the age really do have an effect on madrasah teacher professionalism. Specifically, our results suggest that when the teacher have ages between forty-one to fifty years, they have high teacher professionalism that is useful in teaching. However, it should be noted that old golden age of teacher level must be high in order between forty-one to fifty years to see an effect. The age of teachers under thirty years, over fifty years, and between thirty one to forty years levels do not appear to significantly increase teachers professionalism.

Viewed from the length of certification background, it illustrates that the professionalism

of *Madrasah Aliyah* teachers in Riau Province has differences. In table 9, using ANOVA test, to shows the difference of professionalism of *Madrasah Aliyah* teachers based on the length of certification. Post hoc comparisons using the Tukey HSD test indicate that mean score for the period of certification above five years condition (M = 221.84, SD = 24.27) was significantly different than the period of certification under five years condition (M = 214.76, SD = 24.62) on madrasah teachers professionalism. However, the teachers not yet certified (M = 206.39, SD = 20.85) did not significantly differ from the duration of certification under five years condition on madrasah teacher professionalism.

TABLE 9. The Differences in *Madrasah* Teachers' Professionalism Based on the Period of Certification

Period of Certification	N	Mean	SD	F	P
< 5Year	109	214.76	24.623	10.599	0.000
> 5 Year	134	221.84	24.272		
Not yet certified	77	206.39	20.853		
Amount	320				

Taken together, these results suggest that the duration of certification above five years levels really do have an effect on madrasah teacher professionalism. Specifically, our results suggest that when the teacher have a duration of certification above five years condition, they have high teacher professionalism that is useful in teaching. However, it should be noted that golden age of teaching level must be high in order above five years to see an effect. The duration of certification under five years, and not yet certified levels do not appear to significantly increase teachers professionalism.

Based on the length of teaching experience background, Table 10, using the ANOVA test illustrates that shows the difference of period of

teaching experiences *Madrasah Aliyah* teachers in Riau Province. Post hoc comparisons using the Tukey HSD test indicate that mean score for the teaching duration between 21-31 years condition (M = 233.20, SD = 21.34) was significantly different than the teaching duration between 10-20 years condition (M = 213.24, SD = 23.35) and teaching duration above 31 years condition (M = 203.60, SD = 18.56) on madrasah teachers professionalism. However, teaching duration under 10 years (M = 206.46, SD = 21.24) did not significantly differ from the teaching duration above 31 years, and teaching duration between 21-30 years condition on madrasah teacher professionalism.

TABLE 10. Professionalism Differences of *Madrasah Aliyah* Teachers Based on Period of Teaching Experiences

Teaching Duration	N	Mean	SD	F	P
< 10 Year	97	206.46	21.242	22.195	0.000
10-20 Year	143	213.24	23.353		
21-30 Year	75	233.20	21.348		
> 31 Year	5	203.60	18.569		

Taken together, these results suggest that the period experiences of teaching duration between twenty one to thirty years levels really do have an effect on madrasah teacher professionalism. Specifically, our results suggest that when the teacher has a teaching duration between twenty one to thirty years condition, they have high teacher professionalism that is useful in teaching. However, it should be noted that golden age of teaching level must be high in order teaching duration between twenty one to thirty years to see an effect. The teaching duration between ten to twenty years, teaching duration under ten years, and teaching duration above thirty years levels do not appear to significantly increase teachers professionalism.

THE INFLUENCE OF EMOTIONAL INTELLIGENCE ON PROFESSIONALISM OF *MADRASAH ALIYAH* TEACHERS

Table 11, using simple linear regression, shows that there is an effect of emotional intelligence on the professionalism of *Madrasah Aliyah* teachers in Riau Province. This is shown by the value of (F = 25.676), and the probability value (0.000) that is smaller than the value of significance (0.05) (P < 0.05). Based on this case, the hypothesis of research stating that there is influence of emotional intelligence on the professionalism of *Madrasah Aliyah* teachers in Riau Province is accepted.

TABLE 11. The Influence of Emotional Intelligence on Professionalism of *Madrasah Aliyah* Teachers

Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	14098.359	1	14098.359	25.676	.000 ^b
	Residual	174607.191	319	549.079		
	Total	188705.550	320			

Furthermore, Table 12 clearly illustrates the effect of emotional intelligence on the professionalism of Madrasah Aliyah teachers in Riau Province of 0.075 or 7.5%. This is indicated by the value of (R = 0.237) and the value of (R Square

= 0.075). R Square value of (0.075) or (7.5%) describes that the effect of emotional intelligence on the professionalism of Madrasah Aliyah teachers in Riau Province is in the low category.

5 TABLE 12. Magnitude of Emotional Intelligence Influence on Professionalism of Madrasah Aliyah Teachers

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.273a	.075	.072	23.432	.888

DISCUSSION

The results of the study illustrate that the gender levels of the madrasah aliyah teachers really do not have an effect on emotional intelligence. The results of this study is confirmed by a research of Masdudi (2016) which states that in terms of gender, men and women early childhood teachers do not have differences in terms of emotional intelligence. This confirms that male and female teachers do not have different emotional intelligence in carrying out the activities of learning. These results suggest that age levels of the madrasah aliyah teachers really do not have an effect on emotional intelligence. It confirms that the age of and old or young teacher is not a determinant of emotional intelligence in the learning process (Asyari 2016; Kartilawati and Warohmah 2014).

Levels of the old certification have an effect on emotional intelligence of madrasah aliyah teachers. Specifically, our results suggest that when the teacher the longer the certification period, they have high emotional intelligence that is useful in teaching. However, it should be noted that old certification level must be high in order to see an effect. This result is corroborated by Herawaty's (2016) study which confirms that in terms of teacher backgrounds, teachers' emotional intelligence that has long been certified differs from those newly certified. Teaching duration between twenty one to thirty years levels of the period of teaching experience have an effect on emotional intelligence. The teacher as a longer teaching experience period between twenty one to thirty years, they have high emotional intelligence that is useful in teaching. This result strengthens the research conducted by Suhendro (2012) which resulted that teachers have differences in terms of emotional intelligence based on their teaching time.

The gender of the madrasah aliyah teachers not have an effect on teacher professionalism. Mahmuda (2016) revealed that male and female teachers have the same professionalism in the process of running

the teacher profession. Amra (2016) which asserts that the professionalism of male and female teachers do not have differences in the learning process. The age of teachers between forty one to fifty years levels of the based in the age have an effect on madrasah teacher professionalism. They have high teacher professionalism that is useful in teaching. Rosavitri, Nurjanah and Sari (2017) stating that teachers who have aged 5 years have high professionalism compared to those aged 25 years.

The duration of certification above five years levels have an effect on madrasah teacher professionalism. They have high teacher professionalism that is useful in teaching. Samrin's (2014) study which confirms that certified teachers have higher professionalism than the newly certified teachers. The period experiences of teaching duration between twenty one to thirty years levels really do have an effect on madrasah teacher professionalism. The teacher have a teaching duration between twenty one to thirty years condition, they have high teacher professionalism that is useful in teaching. However, it should be noted that golden age of teaching level must be high in order teaching duration between twenty one to thirty years to see an effect. The results of this study are in accordance with a research conducted by Kuraedah (2013) which concludes that teachers who have been teaching for a long period of time have higher professionalism than those new in teaching.

Besides that, the results of the study illustrate that the construct of emotional intelligence is able to influence the professionalism of Madrasah Aliyah teachers in Riau Province, Indonesia. Emotional intelligence must be owned by Madrasah Aliyah teachers to professional in carrying out their occupation. Emotional intelligence is the ability to manage the emotions of self, to recognize the emotions of self, to motivate one self, to recognize the emotions of others, and to connect with others, which must be owned by Madrasah Aliyah teachers in Riau Province (Goleman 2000; Sunar 2010;

Luneto 2015). Rupande (2015) which asserted that the teachers who have emotional intelligence are able to develop learners to recognize themselves and others so that they are able to raise their self-confidence and have high independence in the learning process. The emotional intelligence possessed by the teacher is able to develop the individual academic abilities and the development of social aspects, as well as being able to build team collaboration and good learning interaction with teachers and learners (Hie and Samsu 2019; Noer, Tambak and Rahman 2017; Tambak and Sukenti 2019). Therefore, emotional intelligence will create morality and then produce a good personality (Zahrin, Idris, Mastor, Ahmad, Ismail and Osman 2017; Hutagalung 2014; Nugraheni 2016).

The importance of emotional intelligence in improving performance (Rachmi (2013) on the success of student performance in lectures. Emotional intelligence influences the success of student activity in teachers. The measurement of emotional intelligence consists of aspects of self-knowledge, self-control, motivation, empathy and social skills. The emotional intelligence partially affects the performance of *madrasah* teachers in the dimension of social skills. While the dimensions of self-knowledge, self-control, self-motivation, and empathy do not partially affect the performance of teachers. While the dimensions of social skills, self-knowledge, self-control, self-motivation, and empathy collectively have an influence on the performance of *madrasah* teachers (Ratnasari and Muttaqiyathun 2014; Tanjung, Azmi and Syafaruddin 2017).

Teacher performance can be improved and good if they have emotional intelligence (Wibowo, Ediaty and Masykur 2015). Emotional intelligence affects the creativity of teachers in teaching. In the learning process, teachers are required to be professional in terms of attitude and being creative in forming the patterns of interaction that can encourage students to learn. The formation of attitude and creativity requires emotional intelligence which can influence the thoughts, feelings, responses, and manipulate the information in a harmonious relationship with students (Asyari 2016). Emotional intelligence affects the performance of teachers. Emotional intelligence and teacher participation in scientific forums have a direct impact on the teachers' self-efficacy (Herawaty 2016; Iskandar, Ambarita and Sowiayah 2017).

Strengthening emotional intelligence of *madrasah* teachers will make teaching professionalism and mastery of teaching students become higher. The results of Hoffman's (2017) study revealed that social emotional learning is part of emotional intelligence, which in practice is another way to focus on the measurement and remediation of individual deficits rather than a way to redirect educators' focus to the context of classrooms and schools relationships. The guarantees of social emotional learning to foster increased achievement and equity in education may not be realized unless there is more work to be done to connect ideals with practices and to address the political and cultural assumptions that are being built in to contemporary approaches.

Emotional intelligence influences the commitment of teachers in running the profession (Fatwa 2017), prosocial behavior of teacher (Sabiq and Djalali 2012; Shaughnessy and Boerst 2017) and learning achievement of learners (Jannah, Susanti and Benni 2016). Altan, Lane and Dottin (2017) revealed that emotional intelligence can develop teacher professionalism in teaching. Intelligent behaviors are related directly to educational learning theories vis-à-vis thoughtfulness, and to learning theories that support learning or mindfulness. Placing dispositions as habits of mind in selected educational theories may guide and support the professional development of teaching dispositions. Nawi, Redzuan, Ahmad and Nawi (2015) which revealed that the emotional intelligence of a person in school can improve production performance in carrying out a profession.

CONCLUSION

The findings of this study indicate that the mastery of emotional intelligence of *madrasah* teachers is high, while their professionalism is low. There was no effect of gender on the emotional intelligence of the teachers, as well as the teacher's age, while certification and teaching duration have an impact on the emotional intelligence. Teacher who is over 5 years of certification has a higher emotional intelligence than a teacher under five years of age. Teachers who teach between 21-30 years have a higher level of emotional intelligence than other teachers. There is no influence of gender in developing the professionalism of *madrasah* teachers, while teacher age, certification, and teaching duration have an

influence. The ages of teacher between 41-50 have a higher professionalism than other teachers. Teachers who are over 5 years of certification have higher professionalism than teachers under 5 years. Teachers with 20-30 years of teaching experience have higher professionalism than other teaching experience. Emotional intelligence had a small but significant contribution to professionalism. Emotional intelligence contributes in shaping the professionalism of madrasah teachers. This condition indicates that the constructs of emotional intelligence has low contribution in shaping the professionalism. Therefore, there needs to be a commitment to the teachers of *Madrasah Aliyah* about emotional intelligence in order to increase their professionalism.

The practical implications of this research is to contribute to the Ministry of Religious Affairs of the Republic of Indonesia in the preparation of educational curricula at the level of Islamic universities that organize teacher education by including the material of emotional intelligence to form the professionalism of *Madrasah Aliyah* teachers throughout Indonesia. Emotional intelligence is very relevant given to prospective teachers for their provision to be a teacher at *madrasah* in Indonesia and other public education institution. It is universally expected to strengthen the curriculum with an understanding of emotional intelligence for *Madrasah Aliyah* teachers in Indonesia.

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