


## **An Analysis of Application Contextual Teaching and Learning (CTL) Model in PAI Learning and Its Implications for Students' Emotional Intelligence**

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### **Abstract**

In general, understanding human abilities is often only measured in terms of cognitive intelligence, namely things that can be measured with numbers. Emotional intelligence is the basic capital for students to face the future because with emotional intelligence a person will be successful in facing various challenges, including challenges to succeed academically. The aim of the research was to analyze how the CTL model is applied in PAI learning and its implications for the emotional intelligence of students at Al-Ikhwan Sesait Islamic High School, Kayangan sub-district, North Lombok Regency. This type of research is descriptive research with a qualitative approach, data collection techniques used in the form of observation, interviews and documentation. Data analysis techniques include data reduction, data presentation, and drawing conclusions. This research was conducted at Al-Ikhwan Sesait Islamic High School, Kayangan sub-district, North Lombok Regency. Based on the research results, it was found that al-Ikhwan Islamic High School has implemented the CTL model in PAI learning. In its application, teachers apply the CTL model in accordance with the general principles that must exist in the application of the CTL model, including involving students in discovering the material, encouraging students to find connections between the material being studied and real life situations and encouraging students to be able to apply it in everyday life. day. Applying the CTL model at Al-Ikhwan Sesait Islamic High School has implications for the formation of students' emotional intelligence including: 1). Self-awareness, 2) self-regulation, 3) motivation 4) empathy, and, 5) social skills. This is in accordance with the indicators of emotional intelligence according to Goelman's theory..

**Keywords:** Model, CTL, Intelligence, Emotional, PAI

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## **INTRODUCTION**

Another important aspect that must be developed in the learning process is emotional intelligence in addition to cognitive intelligence (Fauziyyah, 2017). The ability to recognize one's own emotions, manage them, motivate oneself, recognize the emotions of others, and build collaborative relationships with others is called emotional intelligence, according to Goleman, an expert on emotional intelligence. The ability to control yourself, drive, remain persistent, and motivate yourself is also included in emotional intelligence.

This expertise includes managers (Suharso, 2015). Emotional intelligence is something that cannot be inherited but can be trained and developed in a person through education (Shapiro, 1997). Therefore, schools must build students' emotional intelligence, because emotional intelligence has a significant contribution to learning success. (Asiva Noor Rachmayani, 2015a)

However, emotional intelligence often escapes the attention of many people. In general, understanding human abilities is often only measured in terms of cognitive intelligence, namely things that can be measured with numbers. For example, when students receive a report card, most people conclude that the student is intelligent if they get high grades and vice versa (Sulastri et al., 2022). Most schools also make learning achievement the main benchmark for intellectual development without paying attention to the emotional development of their students, so that it is not uncommon for students to experience stress when facing exams, and what's more, when they see that their learning achievements are not improving. Apart from learning achievement, a teacher in the classroom must also be able to shape students' emotional attitudes, including better mastery of learning methods, so that they will form students who have emotional intelligence in line with expectations. (Artini et al., 2013) The reality is that human intelligence or abilities are actually very diverse, one of which is no less important is having emotional intelligence.

The importance of students having good emotional intelligence was stated by Kurniawan who said that emotional intelligence is the basic capital for students to face the future because with emotional intelligence a person will be successful in facing various challenges, including challenges to succeed academically. (Kurniawan, 2013). One of the important components that students must have to achieve good learning achievement at school is emotional intelligence. Students who have well-developed emotional skills have a greater chance of succeeding in the classroom and mastering habits of mind that drive their productivity (Septiarini, 2018). Daniel Goleman also recognizes the importance of emotional intelligence to a person's success in life, stating that what he calls emotional intelligence influences 80% of a person's success in life, and intellectual intelligence only influences 20%. (Damayanti et al., 2021). The formation of good emotional intelligence is certainly influenced by many things, one of which is the school and the systems within it.

School is one of the factors that play a role in increasing children's intelligence because in this place children receive education for longer. Teachers play an important role in developing children's potential through various means, such as techniques, leadership styles, models and teaching methods, so that children's emotional intelligence can develop fully (Warastri, 2021). The use of the CTL (Contextual Teaching and Learning) model utilizes seven main components of effective learning, namely constructivism, asking, inquiry, and learning community. This model helps teachers convey the material they teach to students' real-world situations. Combining subject matter with students' daily contexts in contextual learning will produce in-depth knowledge bases where students have a rich understanding of problems and ways to solve them. (Ridwan, 2022).

Previous research was conducted by Aris Salman Alfarisi with the title "Developing Emotional Intelligence using the Contextual Teaching Learning Method in Aqidah Moral Subjects at MTs. Nurul Athfal Long Well, Cikulur-Lebak". (Asrowi, 2019) This research uses the classroom action research method and only conducts research in the classroom, while the research that the researcher will carry out uses descriptive qualitative methods and carries out observations in the classroom and outside the classroom to obtain more accurate information. Other research was also conducted by Muhammad Alwi Muhtar who linked the PBL model and its influence on emotional intelligence and learning outcomes (Muhtar et al., 2024). Karina also conducted research on emotional intelligence which is associated with project-based learning models (Karina et al., 2014). Most previous research associates emotional intelligence with PBL models and project-based learning

and uses quantitative research methods. In the research that the researchers will conduct, researchers are interested in studying more deeply the application of the CTL model and its implications for students' emotional intelligence.

Based on the results of observations, Al-Ikhwan Islamic High School applies the CTL model in class -Ikhwan Sesait, Kayangan District, KLU. The aim of the research is to analyze how the CTL model is applied in PAI learning and its implications for the emotional intelligence of students at Al-Ikhwan Sesait Islamic High School, Kayangan sub-district, North Lomok Regency.

## **METHOD**

The research method used in this research is a qualitative method with a descriptive approach. A qualitative approach is research that displays assessment procedures that produce descriptive data in the form of written or spoken words from people and observed behavior. In this case, the researcher interprets and explains the data obtained by the researcher from observation, interviews, documentation, so as to get detailed and clear answers to problems. (Asiva Noor Rachmayani, 2015). In this case, observations are carried out by researchers inside and outside the classroom, covering learning activities as well as student activities outside the classroom. Interviews were conducted with Islamic religious education teachers, namely Ustadz Toni Heriawan QH, S.Pd and class X students. Documentation was carried out as an effort to strengthen the findings in the form of observations and interviews (Pahleviannur et al., 2022)

Researchers will conduct research at the Al-Ikhwan Islamic High School in Sesait, while the object of research in this research is class X, totaling 27 students. The research will be conducted from September to October. The data analysis technique that researchers will use is the Miles and Huberman technique. Miles and Huberman stated that activities in qualitative data analysis are carried out interactively and continue continuously until completion, so that the data is saturated. The measure of data saturation is characterized by no further data or new information being obtained. According to Miles and Huberman, the data analysis technique consists of three stages, including data reduction, data presentation and drawing conclusions (Saleh, 2017).

## **RESULT AND DISCUSSION**

### **Implementation of the Contextual Teaching and Learning (CTL) Model in Class X Islamic Religious Education (PAI) Learning at Al-Ikhwan Sesait Islamic High School**

Based on the results of interviews conducted with PAI teachers at Al-Ikhwan Islamic High School, namely *Ustadz* Toni said that in implementing PAI learning at Al-Ikhwan Islamic High School, the CTL model was applied. Based on the results of observations of the application of the CTL model in PAI learning at Al-Ikhwan Islamic High School through the following steps:

1. The teacher enters the classroom and says hello.
2. Opening Activities (students straighten their seats according to learning needs, the teacher takes attendance and delivers an *apserefsi*).
3. The teacher conveys motivation and learning objectives.
4. The teacher begins the delivery of the material by asking questions related to the material to be taught.
5. Students are divided into 4 groups, each group gets different material. Among them:
  - a. Group 1: Spree and Riya'
  - b. Group 2: Sum'ah
  - c. Group 3: Takabur
  - d. Group 4: Hasad

6. Each group is directed to find as much information as possible regarding the material they obtain, including:
  - a. Definition and various types
  - c. Case analysis (each group is given each case according to the material obtained based on examples that are often encountered in everyday life, for example: people who are experts in worship, diligent in alms and donations but often tell other people what they do, then the case of someone who likes spends a lot of his wealth for personal enjoyment, but there are orphans next to his house who need help)
  - d. Each group is required to find a solution to the problem given.
  - and. There is 1 group appointed by the teacher to present their findings regarding the material and cases that have been given
  - f. The other 3 groups prepared questions according to what they did not understand or wanted to provide input and other solutions related to the problem being studied.
  - g. The group conducting the presentation provides conclusions and analysis of the cases that have been studied together.
7. The teacher provides reinforcement and conclusions on the material for groups that have made presentations.
8. The teacher gives directions to groups that have not done their presentations to prepare them for the coming week.
9. The learning is closed by reciting the kafaratul majlis prayer together.

Students receiving and understanding the material provided depends on the quality of the learning process in class. Therefore, whether students are active or not in responding to learning is also largely determined by how the teacher designs learning (Kurniawan, 2015). Based on the results of observations conducted by researchers at Al-Ikhwan Islamic High School in class ).

The concepts that teachers must pay attention to in implementing the Contextual Teaching and Learning (CTL) model are, first, Contextual Teaching and Learning (CTL) emphasizes the process of student involvement in discovering material, meaning that the learning process is oriented towards a direct experience process (Zulaiha, 2016 ). The application of this concept at Al-Ikhwan Islamic High School can be seen when participants are given the freedom to search for material through learning media in the form of *cell phone*. The learning process in the context of Contextual Teaching and Learning (CTL) does not expect students to only receive lessons, but rather the process of searching and finding the lesson material themselves.

Second, Contextual Teaching and Learning (CTL) encourages students to be able to find connections between the material being studied and real life situations, meaning that students are required to be able to grasp the relationship between learning experiences at school and real life, not only for students that the material will be functionally meaningful. However, the material studied will be firmly embedded in students' memories, so it is not easy to forget (Syafi et al., 2022). The case analysis given in the PAI learning process at Al-Ikhwan Islamic High School which is given to each group is based on situations that are often encountered in everyday life and is also part of the application of the CTL concept which connects learning experiences or learning materials with real situations in everyday life. . This is because learning in schools should not only focus on providing theoretical skills, but on ensuring that students' learning experiences are always linked to real problems in their environment. Thus, the essence of the CTL model is to connect each learning material or topic with real life (Mulia & Dewi, 2023).

Third, Contextual Teaching and Learning (CTL) encourages students to be able to apply it in life, meaning that CTL not only expects students to be able to understand the material they are studying, but also how the learning material can color their behavior in

everyday life. Learning material in the context of Contextual Teaching and Learning (CTL) is not to be piled up in the brain and then forgotten, but as a provision for them in navigating real life. (Ummah, 2019)

The material provided using the Contextual Teaching and Learning (CTL) approach should be adjusted to the objectives to be achieved, namely that students not only understand the material provided, but can also practice it in everyday life. (Mahsudi & Azzahro, 2020) This is in line with the information The results of an interview with the PAI Class In my opinion, adapting the material to the model or method is very important, and not all learning materials can apply the CTL model. In implementing CTL, I use the material "Living a life full of benefits by avoiding extravagance, riya', sum'ah, takabur and hasad".

The application of the CTL model in PAI learning at Al-Ikhwan Islamic High School class X is carried out in several learning activities starting from initial activities, core activities and closing activities. According to Johnson in Nurhadi, there are 8 components which are steps and characteristics in contextual learning, namely as follows:

1. Have meaningful relationships (*making meaningful connection*). Students can organize themselves as people who learn actively, in its application at Al-Ikhwan Islamic High School it can be seen when students carry out active learning by searching for learning materials, group discussions, case analysis and making presentations.
2. Carrying out significant activities (*doing significant work*). Students make connections between school and various contexts that exist in real life. In its application at Al-Ikhwan Islamic High School, it can be seen when students relate cases related to learning material to events that often occur in everyday life.
3. Self-regulated learning (*self-regulated learning*). Students carry out significant activities: there is a goal, there are dealings with other people, there is a connection with making choices, and there is a product or result that is real in nature.
4. Work together (*collaborating*). Students can work together. Teachers and students work effectively in groups, teachers help students understand how they influence and communicate with each other, this is applied in the application of the CTL model in PAI learning at Al-Ikwan Islamic High School.
5. Think critically and creatively (critical and creative thinking). Students can use higher levels of thinking critically and creatively: they can analyze, synthesize, solve problems, make decisions, and use logic and evidence.
6. Nurturing or nurturing the individual. Students maintain their personality: knowing, paying attention, giving hope
7. Achieving high standards (reaching high standards). Students recognize and achieve high standards: identify goals and motivate students to achieve them. Teachers show students how to achieve what is called "excellence". (Very good.
8. Using authentic assessment. Students use academic knowledge in real-world contexts for a meaningful purpose. For example, students may describe academic information they have learned to publish in real life. (Hasibuan & Pd, 2014)

The observation results show that most of the components that are characteristic of the CTL model in its application at Al-Ikhwan Sesait Islamic High School have been implemented, including making meaningful relationships, carrying out significant learning activities, self-regulated learning, learning to work together. This can be seen when the teacher give freedom to the group in exploring the material they have obtained. Critical thinking and caring for students' personalities can be seen when students in their groups are trained to analyze cases that have been obtained and then make presentations. The component in implementing the CTL model that has not been implemented is carrying out an authentic assessment.

## **Implications of the CTL Model for the Emotional Intelligence of Class X Students at Al-Ikhwan Sesait Islamic High School**

The process of implementing the CTL model in PAI learning at Al-Ikhwan Islamic High School has an unintended impact both in the classroom and outside the classroom, namely the formation of emotional intelligence in students. This is based on observations made by researchers who see that most of the learning process from beginning to end has implications for the formation of students' emotional intelligence. The learning process that the researchers mean is:

1. The greeting made by the teacher has implications for students' ability to communicate effectively.
2. The delivery of motivation and learning objectives has implications for the formation of learning motivation in students, this can be proven by students being able to follow the lesson from start to finish well.
3. Group division in the learning process has implications for students' social skills, namely being able to collaborate with group members in the learning process.
4. The process of delivering learning material about extravagance and luxury is then linked to events in everyday life which has implications for the formation of students' empathy. This can be seen when students are required to be sensitive to their surroundings so that they do not use their assets excessively for something that is not necessary.

Apart from the above, based on the results of an interview conducted by one of the students, Nia Raturrahmi, said that "the division into groups actually did not match what was expected, but because the group members had been determined by the ustadz, I still accepted it and tried to collaborate with the group members." This shows that the application of the CTL model has implications for students' emotional intelligence in terms of self-regulation, namely when students are able to manage emotions even though they do not match what they want.

Emotional intelligence in class X students at Al-Ikhwan Islamic High School is not only formed in the classroom but can also be seen in student activities outside the classroom. Based on the results of observations, emotional intelligence can be seen when students can establish good communication with their friends. The emotional intelligence of students outside the classroom was also seen when class

School is one of the factors that plays a very important role in increasing children's intelligence, because in this environment children receive education for longer (Nugraha et al., 2024). Teachers play an important role in developing children's potential through several methods, including techniques, leadership styles, teaching models and methods so that emotional intelligence develops optimally (Warastri, 2021). In this case, the use of the CTL (Contextual Teaching and Learning) model helps teachers link the material they teach with students' real world situations and encourages students to make connections between the knowledge they have and its application in their daily lives, by involving the seven main components of effective learning, namely: constructivism (Constructivism), asking (Questioning), finding (Inquiry), learning community (Learning Community), modeling (Modeling), and actual assessment (Authentic Assessment). This model assumes that the mind naturally seeks the meaning of the context according to the real situation environment a person, and that can happen through the search for relationships that make sense and are beneficial. Combining subject matter with students' daily contexts in contextual learning will produce in-depth knowledge bases where students have a rich understanding of problems and ways to solve them. (Ridwan, 2022). With this application, the CTL model has implications for students' emotional intelligence.

According to Goelman's theory, emotional intelligence has the following five characteristics: 1) Self-awareness, 2) self-regulation, 3) motivation, 4) empathy and, 5) social skills (Nasution et al., 2023). "Emotional intelligence of class The implications of the

CTL model for students' emotional intelligence can be seen from the beginning of learning to the end, including:

1. The greeting made by the teacher has implications for students' ability to communicate effectively.
2. The delivery of motivation and learning objectives has implications for the formation of learning motivation in students, this can be proven by students being able to follow the lesson from start to finish well.
3. Group division in the learning process has implications for students' social skills, namely being able to collaborate with group members in the learning process.
4. The process of delivering learning material about extravagance and luxury is then linked to events in everyday life which has implications for the formation of students' empathy. This can be seen when students are required to be sensitive to their surroundings so that they do not use their assets excessively for something that is not necessary.

Students are given the freedom to search for their own material with assistance in the form of cellphones according to the group material they have obtained. This is in accordance with one of the indicators of emotional intelligence, namely self-motivation (Asiva Noor Rachmayani, 2015a). Motivating yourself is the ability to organize emotions as a tool to achieve goals in terms of paying attention, motivating yourself and controlling yourself. People who have these skills tend to be much more productive and effective in whatever they do. (Warastri, 2021). Students who are given the freedom to search for their own material are required to be able to pay more attention, increase productivity, so that this forms students' self-motivation.

In implementing the learning process, students are divided into 4 groups, and given case studies according to the sub-material obtained. This is in emotional intelligence, as a means of cultivating good emotional intelligence according to the indicator, namely recognizing other people's emotions (Doho et al., 2023). In group discussions, students are required to build relationships between one student and other students within the group. Group members are also required to build relationships with other group members. Therefore, one indicator of emotional intelligence, namely building relationships, can be seen when PAI teachers or Ustadz Toni Heriawan form study groups.

Recognizing other people's emotions or empathy is the ability to feel other people, being able to understand their perspective, cultivating relationships of mutual trust and harmonizing with other people or society. People who have empathy are better able to pick up on hidden social signals that indicate what other people need or want. (Warastri, 2021) recognizing other people's emotions or empathy can also be formed through cooperation or group formation. The material provided to students is also very helpful in forming an empathetic attitude, in this case based on the results of observations the material provided is very closely related to empathy.

Apart from recognizing other people's emotions, building relationships is an indicator of emotional intelligence (Asiva Noor Rachmayani, 2015). In this case, building relationships is carried out in the learning process by forming study groups. Building relationships, namely the ability to control and handle emotions well when dealing with other people, carefully reading situations and social networks, interacting smoothly, understanding and acting wisely in relationships between people. In short, social skills are the art of influencing other people. (Warastri, 2021)

Researchers also carry out observation activities outside of class, this is done to see students' emotional intelligence outside of class hours. Class cleaning the school environment together with other female students who menstruate. This is a form of good emotional management in accordance with the indicators that must be present in emotional intelligence. (Warastri, 2021)

In its application, the CTL model has implications for the emotional intelligence possessed by students. Among the indicators in the learning process that can be seen are, self-motivation, recognizing other people's emotions (empathy) and building relationships. Emotional intelligence outside of class hours can be seen when students can manage emotions well.

However, there are certainly difficulties experienced by teachers and students in implementing the CTL model and its implications for emotional intelligence, the obstacles or difficulties that researchers found were:

1. When providing group material, there are students who do not agree with the material obtained, this requires discussion which takes up quite a lot of learning time.
2. Not all students bring cellphones, even though the learning material has been distributed by the teacher via cellphone.
3. There is a lack of learning hours, so that one of the important components in implementing the CTL model is not implemented, namely carrying out evaluations or assessments.

## CONCLUSION

Based on research that has been conducted regarding the analysis of the application of the CTL model in PAI learning and its implications for students' emotional intelligence at Al-Ikhwan Sesait Islamic High School, Kayangan District, KLU, it can be concluded that al-Ikhwan Islamic High School applies the CTL model to PAI learning. In its application, the teacher applies the CTL model in accordance with the general principles that must exist in the application of the CTL model, including involving students in discovering the material, encouraging students to find connections between the material studied and real life situations and encouraging students to be able to apply it in life. Applying the CTL model at Al-Ikhwan Sesait Islamic High School has implications for the formation of students' emotional intelligence including: 1) Self-awareness, 2) self-regulation, 3) motivation 4) empathy, and, 5) social skills. This is in accordance with the indicators of emotional intelligence according to Goelman's theory.

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