

## STRATEGIES TO INCREASE CITIZENS' EMOTIONAL INTELLIGENCE TO FACE TRANSFORMATION OF THE INDUSTRIAL REVOLUTION 4.0 AND ACHIEVE QUALITY EDUCATION

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**Abstract.** At this time, Citizens show behavior that reflects low emotional intelligence so that it has a negative impact on all lines of life. Negative impacts that are rife, namely brawls, sexual harassment, promiscuity, and so forth. To anticipate this problem, efforts are needed to improve the emotional intelligence of citizens in living their daily lives. Emotional intelligence also plays an important role in the creativity and performance of citizens. Therefore, it is necessary to conduct research to explain strategies for increasing citizens' emotional intelligence as an implementation of the transformation of the Industrial Revolution 4.0 to achieve sustainable development goals. This research uses a descriptive method with a qualitative approach. The results of the research are: 1) Improving emotional intelligence in informal education is carried out using strategies, such as increasing emotions from a moral perspective, EQ thinking skills, problem solving, having social skills, self-motivation and achievement skills, and emotional strength. 2) Increasing emotional intelligence in formal education by using student center learning, cooperative learning, and affective learning. The methods applied by the teacher in increasing emotional intelligence, namely lectures plus, active discussion, debate, reward and punishment, examples, simulations and media. 2) Increasing emotional intelligence in formal education by using student center learning, cooperative learning, and affective learning. The methods applied by the teacher in increasing emotional intelligence, namely lectures plus, active discussion, debate, reward and punishment, examples, simulations and media. 2) Increasing emotional intelligence in formal education by using student center learning, cooperative learning, and affective learning. The methods applied by the teacher in increasing emotional intelligence, namely lectures plus, active discussion, debate, reward and punishment, examples, simulations and media.

**Keywords:** Emotional Intelligence, Industrial Revolution, Quality Education

### 1. INTRODUCTION

In the era of industrial revolution transformation 4.0, individuals are required to be able to make changes quickly. So that good adaptability is needed in the sustainability of this era. Not only that, in the era of the industrial revolution 4.0 the level of individual competition has also become tougher. Therefore, the government should prepare proper preparations to adapt to this era. Citizens should have special abilities in facing competition in the industrial era 4.0. In the development of the industrial revolution 4.0 era, this certainly has an impact on everyday life. so individual readiness is needed in dealing with these impacts. However, in reality to be at the ready stage in that era was not as easy as imagined, especially in the implementation of education.

Education in Indonesia is currently always getting criticism from the public. This is because some unscrupulous students and graduates of education display a less commendable attitude, many students participate in brawls, commit crimes, kidnappings, robberies, sexual deviations and others. Not only that, another problem that often arises is the increase in the number of unemployed which is generally experienced by graduates of education. All these conditions make a black mark in the world of education in Indonesia. One of the causes of educational institutions being unable to produce graduates as expected is because many education institutions in Indonesia prioritize

developing intellectual intelligence, insight and skills, without the development of emotional intelligence (Abudin Nata, 2004).

Of the various kinds of problems that arise in the world of education, in order to prepare/produce a generation of quality education, not only highly intellectual, broad-minded, but also must have emotional stability and noble moral ethics. For this reason, the most appropriate step in the world of education is an effort to increase emotional intelligence in Indonesian students. In addition, the general public must also strive to educate their emotions so that an orderly, peaceful and advanced Indonesian State is realized in all aspects of life.

Daniel Goleman explained that, emotional intelligence has various meanings, firstly emotional intelligence does not mean being friendly to all situations and conditions, however, at certain times we are not being friendly, but a firm attitude towards wrong actions such as stating the truth that we have been avoiding so far. Second, emotional intelligence is not intended to free feelings to control oneself and not indulge feelings, but to regulate feelings in such a way that they can be expressed appropriately and effectively so that people can collaborate smoothly to achieve common goals (Daniel Goleman, 2002).

Therefore, it is very necessary to apply the development of student emotional intelligence because emotional intelligence plays an important role in the development of students in achieving success. Goleman states that intellectual intelligence (IQ) only contributes 20% to success, while 80% is another strength factor, such as emotional intelligence or Emotional Quotient (EQ), namely the ability to motivate oneself, deal with stress, control impulses, manage moods (mood), empathize and the ability to work together.

But these two intelligences support each other. The balance between IQ and EQ is the key to a student's learning success at school. Education in schools does not only develop rational intelligence, namely a model of understanding that is usually understood by students, but also must develop students' emotional intelligence.

Emotional intelligence leads a person to learn to recognize and appreciate the feelings of oneself and others and respond appropriately, effectively implementing information and emotional energy in daily life and work. Agus Nggermanto, referring to the results of Daniel Goleman's research, revealed that there are 2 steps in developing EQ, namely: first, realizing and believing that emotions exist and are real. Second, managing emotions becomes a force to achieve the best performance (Nggermanto, 2002).

There are several studies conducted related to emotional intelligence, namely research that proves that high intelligence will affect high learning outcomes (Jannah et al., 2019). There is a significant influence of emotional intelligence on student achievement (Arafa et al., 2022). There is a positive direct influence of emotional intelligence on learning motivation (Anggraini et al., 2022). In Yulika's research (2019) explained that the higher the emotional intelligence and learning motivation, the better the learning achievement of students and vice versa, the lower the emotional intelligence and learning motivation of students, the lower the learning achievement obtained. Afero & Adman (2016) explained that learning independence can be upgraded through increased emotional intelligence. Thus it can be concluded that emotional intelligence can help students achieve the expected goals, someone who has stable emotional intelligence can also manage himself in solving problems or the material he receives so that it will increase knowledge, skills, and the expected learning objectives can be achieved.

Education is the heart of a country. If the quality of education is low, then the state will be negatively affected in all aspects of life. On the other hand, if the country's high quality education will be more advanced than before. Therefore, the world is incessantly preparing and implementing strategies to improve the quality of education, including Indonesia.

This article was created in order to describe in detail the Strategies to Increase Citizens' emotional Intelligence to face transformation of the Industrial Revolution 4.0 and achieve Quality Education. The novelty of this research compared to previous research, namely there is a formulation and description of strategies in increasing emotional intelligence to

deal with the transformation of the industrial revolution 4.0 so as to achieve quality education. In the previous study, it only discussed the analysis of the relationship between emotional intelligence and youth readiness in facing the industrial revolution era 4.0 (Wijaya & Dwicahyani, 2019) in the proceedings of the 2019 national seminar, did not discuss strategies for increasing emotional intelligence and did not describe tips for realizing good education. quality.

Other research, written by Tutuk Ningsih (2019) only discusses the role of Islamic education in shaping the character of students in the era of the industrial revolution 4.0 at Madrasah Tsanawiyah Negeri 1 Banyumas, the article does not discuss emotional intelligence strategies and does not describe how quality education is.

The research conducted by Sunargo & Dwi Hastuti (2019) discusses "overcoming counterproductive work behavior through the integrative role of organizational politics and emotional intelligence in the 4.0 industrial revolution era". However, this research does not discuss strategies for increasing emotional intelligence and does not describe quality education.

Research conducted by Ruhama & Ferdinand (2022) examines the intelligence of theology students to serve in the Industrial Revolution 4.0 era. But it only discusses how important emotional intelligence is in humans which is a differentiator with technological sophistication and does not discuss the quality of education in detail.

Research conducted by Neneng Nurikasari (2022) regarding the development of emotional intelligence to improve students' social attitudes. This study examines the steps in developing emotional intelligence, efforts to develop emotional intelligence, and the inhibiting factors for the development of emotional intelligence. This research does not discuss its relation to the transformation of the industrial revolution 4.0 and offending acts

In Hamidatus Salimah's research (2018) regarding teacher strategies in developing the emotional intelligence of fifth grade students at Madrasah Ibtidaiyah Miftahul Ulum 1 Gejugjati Lekok Pasuruan. His research discusses students' emotional intelligence in Civics learning, and teacher's strategies in developing students' emotional intelligence in learning and outside of learning. This research does not discuss the transformation of the industrial revolution 4.0 and does not mention discussions about quality education. The main objective of this article is to describe strategies for increasing emotional intelligence in dealing with the transformation of the industrial revolution 4.0 and achieving quality education.

## **2. LITERATURE REVIEW**

### **2.1 Emotional Intelligence**

The concept of intelligence is needed in the world of education. educators (parents and teachers) should know the concept of intelligence clearly so that they can guide and foster the development of children's intelligence. This type of intelligence in knowing and understanding oneself and others is called emotional intelligence which stands for IE (Emotional Intelligence). IE looks at objects that are inside humans. Emotional intelligence is the ability to respond to emotional knowledge in the form of receiving, understanding and managing it (Mubayidh, 2006). Emotional intelligence is also a child's ability to control his own emotions and be able to accept and understand the emotions of others. So that children can direct their mindset and behavior both in their daily lives at school, home or society.

Before explaining more about the meaning of emotional intelligence, we will first discuss the meaning of emotion. Literally, the Oxford English Dictionary explains that emotion is any activity or processing of thoughts, passions, feelings, and mental states that are great or overflowing (Zainal & Elham, 2007). Then, Daniel Goleman explained that emotion refers to a feeling and typical thoughts, a biological and psychological state and a tendency to take an action.

Chaptin in the Dictionary of Psychology states that emotion is an arousal state of the organism which consists of conscious changes that are deep in nature from changes in behavior. Emotion is also a response to stimulation that causes physiological changes accompanied by strong feelings and is most likely to erupt. Aisah Indianti explained that

there are many types of emotions, namely fear, sadness, disappointment, and so on which have negative connotations. Other emotions, namely satisfied, happy, excited, and so on have a positive connotation.

The word "emotional intelligence" comes from the concept of social intelligence, which is an ability to understand and manage to take action wisely in human relations (Thorndike). Meanwhile, Salovey and Mayer, in Goleman use the term emotional intelligence to describe a number of skills related to the accuracy of judgments about one's own emotions and the emotions of others, as well as the ability to manage feelings to motivate, plan and achieve life goals (Prawira, 2012). Scientists define various kinds of emotional intelligence such as: the ability to respond to emotional knowledge such as receiving, understanding and managing it.

#### Basic Components of Emotional Intelligence

Salovey and Mayer position emotional intelligence in five main areas, namely the ability to recognize oneself, the ability to control emotions and express one's own emotions appropriately, the ability to motivate oneself, the ability to recognize other people's emotions and the ability to maintain relationships with others. These five components are interrelated with each other and direct a person in every condition that is happening.

a. The ability to recognize one's own emotions

The ability to recognize yourself is the basic ability of emotional intelligence. This ability plays a role in monitoring feelings from time to time. This ability also functions in examining the feelings that arise. This component shows that the child is in the power of emotions where he does not have the ability to observe real feelings. If the child shows a positive attitude or response to these symptoms, it means that he already has good emotional development.

b. The ability to control emotions and express emotions

The ability to control emotions consists of the ability to master oneself, such as entertaining oneself, not feeling anxious, depressed or irritated, and the consequences caused by failure to control basic emotional skills. A child who is good at controlling his emotions will be able to calm himself in the midst of the chaos he is experiencing so that he can get up again.

c. Self-motivated ability

The main ability to motivate yourself which consists of various aspects such as controlling impulses, the power of positive thinking and optimism. Children who have self-motivating skills will be more productive and effective in all the actions they take.

d. The ability to recognize other people's emotions / empathy

Children who are skilled at recognizing other people's emotions we call empathy. Empathy is an ability related to emotional self-awareness. This is as stated by Salovey and Mayer that this includes basic social skills. The two experts say that empathetic people are more able to pick up on hidden social signals that indicate what other people need or want.

e. Ability to build relationships with other people / social skills (social skills)

Hutch and Gardner, in Goleman revealed that the basis of social intelligence is a basic component of interpersonal intelligence. The basics of social intelligence are organizing groups, negotiating problems, personal relationships and social analysis. Aisah Indiaty said that the art of maintaining social relations is the skill of controlling the emotions of other people which consists of social skills that strengthen popularity, leadership, and successful interpersonal relationships.

From the description above, it can be concluded that emotional intelligence plays an important role in the learning process or the learning success of students. Because the learning process not only requires inanimate objects, namely books and other writing tools, but also interacts with humans, namely teachers and other students.

## **2.2 Industrial Revolution 4.0**

In the era of the transformation of the Industrial Revolution 4.0 with advances from modern technology, education is made a top priority in developing the quality of human resources so that it becomes a significant aspect. Where, the quality of human resources depends on the quality of education. Qualified human resources are the most important aspect in nation building. The development of a nation can be seen from how much education advances itself. The determinant of educational success is the high influence of teacher capacity in organizing learning activities. Learning activities should be effective, interesting and fun. In addition, it is necessary to develop several learning models to improve the quality of learning and student learning outcomes.

In carrying out learning activities at this time requires adaptation. Learning behavior focuses on technology. Technology provides opportunities to access the desired data and information. Learners contribute to boundless learning, a key element in changing learning behaviors and preferences in this century. Students focus on the 4Cs, 4Rs, and 4Hs for life and learning, the 4Cs can be described as consisting of communication, collaboration, critical thinking, and creativity; 4R consists of reading, writing, arithmetic and research; 4Hs which consists of head, heart, hands, and health. Content-based learning or recitation is less important to apply in modern classrooms, students can access, learn new experiences through multimedia and several tools. Various content or lessons are not useful for their school hours. However, learning skills must be performed and learned to generate innovation. Career and life skills, ICT and media literacy and innovative learning are vital learning skills. New generations are produced and studied in their lifetime. Teachers must learn to know what are the needs of students, lessons must be interesting and include contemporary content or learning skills needed. Learning activities in modern classrooms focus on process rather than memorization. Curriculum and instruction assist in fulfilling self-efficacy, fulfilling meaningful learning requirements, adapting knowledge and understanding to generate innovation and being responsible to society.

## **2.3 Quality Education**

One of the points of the sustainable development goals that really needs to be achieved is Quality Education. Quality education will have an impact on various aspects, such as the economy, politics, and culture of a country (Cummings & Bain, 2017). The quality of education can be improved by carrying out educational practices related to social life (Anttila & Jussila, 2017; Lazebnikova et al., 2019). Improving the quality of education is determined by school leadership, teacher education, learning outcomes, school atmosphere and parental influence (Al Ahbabi, 2019). This is in line with the opinion of Sahney et al (2008) which explains that the quality of education can be viewed from the aspect of input (resources); process aspects (the process of teaching and learning activities); and aspects of output (student learning outcomes). The well-known education quality standard is Total Quality Management (TQM) which is a quality standard for better quality education. TQM has an effect on improving the quality of education (De Jager & Nieuwenhuis, 2005; Soheli-Uz-Zaman & Anjalin, 2016). As is the case with TQM, Indonesia also has education quality standards described in the National Education Standards (SNP), namely content standards, education assessment standards, education financing standards, graduate competency standards, educator and education staff standards, process standards, facilities and infrastructure standards, and Management Standards (Sani et al, 2015).

There is a need for continuous professional development of teachers in achieving quality education besides that, it is necessary to renew the school curriculum. In implementing the new curriculum, the following needs to be implemented: (1) the ministry can ensure that all teachers must be based on the new curriculum, especially teaching new learning areas; (2) the ministry should upgrade schools by installing the internet so that teachers can access information about the updated school curriculum; (3) Schools

should identify and train staff development facilitators, especially those who can train other people or facilitate teaching in the new learning system;

### **3. RESEARCH METHODS**

This research is a literature study. Literature study is library research. This study only uses library sources to obtain data. In library research, library research is not only the initial stage in preparing a research framework (research design), but empowers library sources to obtain research data (Zed, 2014).

The literature study research design used is narrative review. Narrative Review is a type of research that combines theory, examines various studies, and investigates the methods used in the research being analyzed. The review is done by gathering the wide spectrum of literature produced on the topic and synthesizing it into a correct interpretation coherent and oriented towards major issues, trends, complexities and controversies (Chris Hart, 2018).

The procedure for searching this article is by searching for articles on SINTA 1, SINTA 2, Books, and Thesis pages by typing in the keywords emotional intelligence, industrial revolution 4.0 and quality education. The articles analyzed were sourced from international journals and national journals accredited SINTA 1, SINTA 2, books, and theses. The process of validating/reviewing the quality of literature is carried out with the supervisor. The validation process consists of several provisions such as free accessible journals (OJS), quality of research methodology in articles, quality of data presentation and discussion, adequacy of data for analysis, analyzing 30 articles, references are up to date and relevant. The results of the validation/review of scientific articles are displayed in table form. The validation result table consists of number, author's name, year of publication, article title, journal name, and research results. The data analysis used is the qualitative analysis of the Miles and Huberman model which consists of data reduction, data presentation/data analysis, and drawing conclusions.

### **4. RESULTS AND DISCUSSION**

Scientific articles that have been searched for and validated on scientific articles, books and theses that will be used as data according to the criteria and data needs. Data analysis and data validation are presented in table 1.

**Table 1. Recapitulation of Article Search Results**

No	Article Type	Article search results	Validation Results
1	International Journal (SINTA 1 & SINTA 2)	20	8
3	Thesis	1	1
	Total	21	9

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Quality education will have an impact on various aspects, such as the economy, politics, and culture of a country (Cummings & Bain, 2017). The quality of education can be improved by carrying out educational practices related to social life (Anttila & Jussila, 2017; Lazebnikova et al., 2019). Improving the quality of education is determined by school leadership, teacher education, learning outcomes, school atmosphere and parental influence (Al Ahbabi, 2019).

In addition, self-awareness is also needed which is the first step in assessing a business and performance. So that the teacher must be able to manage and empower time for academic activities during pre-class in educating and upgrading student persistence. Perseverance can affect cognitive and affective participation. Completion of tasks can affect the increase in student persistence. Academic involvement in completing assignments arises from self-awareness as a source of orientation and obligation. Students need to be aware of and required to develop self-management so that they can upgrade their own efforts and gain learning experiences, for example holding activities or assignments that are used as projects or problem-based learning (Alghadari & Audi, 2022).

The involvement of students in the learning process needs to pay attention to the internal and external aspects of students. Within the scope of the family, the family must be able to provide optimal and comprehensive support, students must have the quality of self-regulated learning, learning motivation, and metacognitive aspects.

Related to independent learning, students are constructed from the learning environment of students. Parents should supervise their students intensively so that they can control the development of student learning. Comfortable and quiet family environment conditions will make it easier for students to learn. Support from the family can influence the social and cognitive development of students so that they can develop their potential comprehensively and act independently. Meanwhile, the role of the teacher at school is to create an interactive learning atmosphere and pay attention to students. So that the interaction between the family and school environment will be more conducive in forming and strengthening student learning motivation and the emergence of student interest in learning and student academic achievement.

The learning process or learning experience in the digitalization era is emotional. Content or content focuses on analytical skills and enrichment. The best encouragement in this era is the principle of digitalism towards learning activities or experiences, such as: a) Ideology of change, b) Simplicity, c) Futuristic effects, d) The concept of a better life (Manurung, et al, 2019)

The integration of instructional and transformational leadership models in the learning process can improve the quality of learning outcomes. By paying attention to the needs of teachers, students, and parents in order to improve learning in schools (Shava, 2011). Not only that, emotional intelligence has a positive effect on resilience. Which is related to the impact on increased academic results and achievement (Estrada et al., 2022). Strategies in improving children's emotional intelligence, namely:

#### 4.1 Emotions from a moral standpoint

Today, a moral crisis is happening in Indonesia. There is a lot of coverage in newspapers, television and other media regarding child cases, namely juvenile

delinquency, brawls, drugs, and murder. According to newspaper reports, this is due to inadequate facilities for developing children's morals or lack of development of moral awareness, the influence on every aspect of society, namely: harmony at home, safety on the road, the ability of educators to teach and the integration of social values that are influence on the moral development of children, so it must be considered.

The success of moral development is having emotions and behaviors that show concern for others: helping each other, sharing, being tolerant, loving each other, and willingness to obey the rules of society. To become a moral human being quoted from Lawrence's book, William Damon, a professor at Bown University, who is a leading American expert on the moral development of children and adolescents explains that children must acquire emotional and social skills, namely:

They must practice and understand the difference between "good" and "bad" actions. Develop the habit of consistently "good" behavior. They need to make efforts to develop attention, care and a sense of responsibility for the rights and welfare of others, which is implemented in the form of a friendly, generous, caring and forgiving attitude. They must feel negative emotional reactions such as shame, guilt, anger, fear, and low self-esteem if they violate moral rules.

#### 4.2 EQ Thinking Skills

Humans have the ability to manage their emotions just by thinking. Along with the development of the neocortex, the "brain" manages language and thoughts logically, which makes humans think about their feelings or change those feelings. For example, when someone feels anxious before an exam, he can find ways to calm his mind, such as counting, reading, singing and so on.

At this time, children need different survival skills because technology, communication, and informatics are developing rapidly. Parents must teach their children how to empower intelligence, emotional and social skills in dealing with pressures both from personal, family or a complex social environment.

There are 3 ways that parents do in order to teach children to empower their emotional and social intelligence, namely a) realistic reasoning, b) optimism, depression prevention drugs and can increase achievement, c) changing children's behavior can be done by changing their mindset.

#### 4.3 Solution to problem

Parents often do not give full trust to their children in solving problems. Parents always give help to children when in fact children do not need that help. Parents think that the child has not been able to solve the problem and parents also think that the child's problem must be resolved immediately. In fact, if given opportunities and encouragement to children, children will be able to see a problem from all things and solve problems no matter how complicated it is. The ability to solve problems will continue to develop in line with the stage of development. With the child's experience in solving this problem, it will be a guide for children when dealing with other problems.

Based on an explanation from Lawrence's book, Stephanie Thorton, a professor at the University of Sussex entitled "Children Solving Problems," explains that children are much more capable of solving problems beyond what people think. The child's expertise in solving the problem depends on the experience they have had before. Tips for teaching children to solve problems, such as teaching while setting an example and training children in finding solutions to existing problems.

#### 4.4 Social skills

Tips for improving children's social skills, namely: a) communication skills, more than just talking, b) favors and the need for humor, c) fostering friendship, d) building functions in groups, e) the urgency of manners.

#### 4.5 Self-Motivation and Achievement Skills

Motivated people have the desire and will to face and overcome all obstacles that are in front of them. According to most people, self-motivation is the same as hard work, and hard work will shape personal success and satisfaction. Most people who have self-motivation and ideal determination are those who are experienced in overcoming difficulties in order to achieve the expected levels of success.

Parents can apply various things in order to teach children the skills of self-motivation and achieving success. In Lawrence's book, the researchers explain the general principles for parents to internalize motivation and achievement skills in their children, namely by:

- a. Teach children to expect success
- b. Provide opportunities for children to rule the world
- c. Provide education that is in line with children's interests and learning styles
- d. Teach children to respect attitude and not give up easily
- e. Teach children how important it is to face and overcome failure.

#### 4.6 Emotional Power.

Emotions play a special role in the development of a child to become a happy and successful adult. However, emotional development can get worse, which makes children suffer from the problems they experience, both personal and social, if the emotional strength is not controlled and directed towards positive emotional strength. Theorists agree that there is a set of basic emotions such as love, hate, fear, sadness, and guilt. A whole host of other emotions are based on those basic emotions. Parents should teach their children EQ skills, because with these skills, they will not only direct their children's emotions so that children can deal with the demands of a social life based on technology which is always dynamic. Besides that, Children can also use their understanding of emotions to lead a fulfilling and more successful life. But also genuinely uses his understanding of emotion to achieve a more fulfilling, more successful, and healthy life. Tips that parents do, namely: a) Emotional awareness and communication, b) Communication without words, c) Control of emotions, d) Physical and spiritual healing through emotional therapy.

Increasing emotional intelligence in formal education by using student center learning, cooperative learning, and affective learning models. The methods applied by the teacher in increasing emotional intelligence, namely lecture plus, active discussion, debate, reward and punishment, exemplary, simulation and media.

### CONCLUSION

Increasing emotional intelligence in facing the transformation of the industrial revolution 4.0 and achieving quality education in: 1) Informal education is carried out using strategies, such as increasing emotions from a moral point of view, EQ thinking skills, problem solving, having social skills, self-motivation and achievement skills, and emotional power. 2) Increasing emotional intelligence in formal education by using student center learning, cooperative learning, and affective learning. The methods applied by the teacher in increasing emotional intelligence, namely lecture plus, active discussion, debate, reward and punishment, exemplary, simulation and media.

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