Islamic Education Learning Approaches in Shaping Students' Emotional Intelligence in the Digital Age

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Abstrak

Selama beberapa dekade terakhir akademisi telah disajikan beberapa transformasi dalam studi agama. Umat manusia hidup dalam masa kepedulian mendalam untuk masa depan biosfer. Arus global dapat membawa paradoks bagi praktis pendidikan Islam. Pendidikan Agama Islam (PAI) memiliki peran penting dalam pembentukan akhlak serta moral dalam berkehidupan dan berbangsa, agar terciptanya manusia yang beriman dan bertakwa. Tujuan penelitian ini mendesripsikan diskursus strategi pendekatan pembelajaran PAI, konsep dasar strateginya, klasifikasi pendekatannya, dan strategi pembelajarannya, serta langkah-langkah pengembangannya. Penelitian ini adalah kualitatif, dengan menggunakan sumber data utama dari kepustakaan, sehingga diperlukan sebuah elaborasi data dari berbagai literatur. Adapun prosedur pengumpulan datanya dengan menganalisis kepustakaan secara deskriptif analitik Hasil penelitian mengisyaratkan bahwa dalam beberapa kasus yang terdapat di penelitian ini sudah saatnya pembelajaran PAI mengembangkan pembelajaran yang bersifat aktif melalui perencanaan strategi yang baik sehingga dapat membentuk kecerdasan emosional peserta didik. Implikasi dari hasil ini adalah sumbangsih keilmuan dan konsep strategi pendekatan PAI dan sebagai salah satu upaya dalam mengembangkan kecerdasan emosional siswa.

Kata Kunci: pembelajaran pai, kecerdasan emosional, era digital

Abstract

Over the last several decades have witnessed nothing short of a transformation in the study of religion. The human race lives in a time of deep concern for the future of the biosphere. Globalization can bring a paradox to the practice of Islamic education. Islamic education has a significant role in shaping the ethics and morals in the life of the people and of the nation to create religious and devoted people. The objective of this study was to describe the Islamic education learning approaches discourse strategy, the basic concept, classification, strategies, and its steps of developingto develop. This is a qualitative study using the main data source from literature, so it needs data elaboration from various literature. The data collection procedure by analyzing the literature using an analytical descriptive method. The results show that it's time for Islamic education learning to develop an active learning method through good strategic planning so it can shape the students' emotional intelligence. The implication of this result is scientific contribution and the concept of strategic approaches to Islamic education and as one of the efforts in developing the students' emotional intelligence.

Keywords: Islamic Education Learning, Emotional Intelligence, Digital Age.

Introduction

Over the last several decades, it is seen that significant changes occur in the ways of communication technology is influencing how people practice religion (Campbell, 2016: 1). Also, the last decade has witnessed nothing short of a transformation in the study of religion (Cantwell & Rashid, 2015: 1-74). The human race lives in a time of deep concern for the future of the biosphere. As religions have a great responsibility towards sustainable development (Ventura, 2019: 1). One of the characteristics of religious teaching is the use of media and, in particular, social media (Kgatle, 2018: 1-6). Digital religion is an area of research that has received increasing attention over the last three decades, focusing on the relationship between religion and new media (Forrest & Campbell, 2016: 1-13).

Entering the 21st century is a phase of life that is totally different from the previous era. One of the main characteristics of this century is the extraordinary explosion in the revolution of communication technology. The initial revolution brought great changes to humanity in this world. Consequently, in this century a so-called global community (global citizen) was born, which was a community that could no longer be restricted by the geographical boundaries of a country to communicate and interact (Karim, 2016: 19-35). A community that cannot be separated from racial, ethnic and religious backgrounds in interacting. When free trade begins, all products from countries that have formed cooperation can enter the free market of all member countries. It was similar to the foreign workers who are easier to work in other countries. The competition will always happen in people's daily life and victory will always side with those who have better quality values.

Speaking of globalization in the world of education, this is certainly a challenge and hope for educators because automatically the requirement to increase the quality standard of education will be even higher. Therefore, in this case, it is extremely important for an educator to master the strategies and methods that are appropriate in teaching especially about Islamic Education (which is abbreviated as PAI). Islamic education (PAI) has a significant role in shaping the ethics and morals in the life of the people and of the nation to create religious and devoted people. Family and good teaching are the most important factor in student learning. Good teaching is more important than curriculum, classroom settings, peers, funding, school size and school principals. Expert teachers are more insightful and intelligent compared to experienced teachers. They have a deep understanding of the subject they teach, they can design and represent the material in a way that students can understand,

and they have a variety of teaching strategies that they can use to meet different learning goals.

Theoretically, Islamic education aims to shape the personality of Muslims, by building devotion and increasing faith and educating children to become Muslims who are pious, knowledgeable, skilled, creative based on the Islamic teachings to achieve safety on earth and the afterlife. Daradjat (1992: 25) defines a teacher as a professional educator, therefore implicitly, they are willing to accept and assume the responsibility of education which is borne on the shoulders of parents. Otherwise, emotional intelligence can influence and control oneself when in an unstable condition, but how can a person's emotions be anticipated so the emotion can be expressed with useful things without hurting oneself and others. In more detail, something that a teacher must do in developing student emotions is using "emotional training", and this skill includes the ability to control their own emotional states (Fatimah, 2017: 25).

In the current development of this age, there must be positive and negative impacts in the educational realm with the advent of the digital age or the era of the industrial revolution 4.0. Specifically related to Islamic education learning which also continues to experience constant development and change (Amirudin, 2019: 181–192). The issue of Islamic education learning can be broadly mapped into two groups, namely Islamic education learning in public schools and Islamic education learning in madrasas, and Islamic schools (Sastriani, 2018: 1-18).

Islamic education, especially in the digital age, aimed to form a generation of Muslims who are capable of knowledge and skills in order to be able to carry on with life and be good, safe, prosperous, and harmonious. The formulation of Islamic education is designed to train, and develop every Muslim individual so they are capable of Islamic knowledge and the daily practice and competent in applied-based practical science to manage natural resources in an effort to meet daily needs (Alfinnas, 2018: 804–817). Ethical education plays a great role as a foundation in the growth and development of a human. Education can be taught in every aspect of life; family, academic environment, and also the surrounding community (Bakti & Meidasari, 2014: 21-44). Turbulence in globalization can lead to paradoxes or symptoms of contrasting morality, namely the diametrically opposed clashes of two moral sides. Globalization can bring a paradox to the practice of Islamic education, such as counter morality between those idealized in Islamic education (*das solen*) and reality on the ground

(*das sein),* then the *tajdid* movement in Islamic education should look at the reality of people's lives first (Mahsun, 2013: 260–278).

It is well known that children tend to feel bored in learning Islamic education, so it can be said that Islamic education learning in schools is a failure because students cannot apply what they have learned in school. This can also happen because Islamic education learning is still monotonous and conventional, so the students have less interest. Therefore, as an Islamic education teacher, it is time to develop creative and innovative learning strategies to create a pleasant learning atmosphere for students.

Anyone who has spent time in class will know that students will act, think, and respond to teachers in different ways. Thus, an educator needs to adjust strategies and models that are appropriate in learning Islamic education so they can accommodate students to the maximum. In this case, the writer will build an integrative learning concept in Islamic education in this digital age so it creates an integrative religious, scientific and technological values.

Previous studies on religious learning with emotional intelligence in the digital age include Maryani (2018: 68) and Ahmad & Nurjanah (2016: 16) concludes that there is a significant influence as well as a significant relationship between emotional intelligence in the form of external factors such as the environment, family influence, school influence, community education on morals. Alfinnas (2018: 816) argues that there are two things that need to be developed in Islamic education, namely the digitalization of the material that teaches and helps the generation of Muslims achieve the hasanah of living in the world and the hereafter. Other, Fatimah (2017: 77) found that the role of PAI teachers in developing emotional intelligence will make children able to manage their emotions for the needs of adjustment to the environment and various situations.

This study focuses on two variables, namely the Islamic education learning approaches and the emotional intelligence variable. So, the research question is: how does the Islamic education learning approaches descriptively shape the emotional intelligence of students? the data from this study are the Islamic education learning approaches discourse strategy, the basic concept of strategy: Islamic education learning approaches, classification of Islamic education learning approaches, Inquiry learning strategies on Islamic education, and steps to develop Islamic education learning approaches in the digital age, as well as the formation of emotional intelligence of students through the Islamic education learning approaches.

Literature Review

Islamic Education

Education is one of the institutions which deliberately organized to pass down and develop knowledge, skills, and expertise by older generations to the next generation. Some people try to improve their lives through education. There will be a strong relationship between one's level of education with their level of life. If one's education is excellent, of course their life will also get better and vice versa. Education is basically a conscious effort to develop human resources (HR) for students by encouraging and facilitating the required learning activities. Without the application or provision of education, it can produce people who are less qualified and have no morals.

In learning activities, the teacher certainly has formulated goals to be achieved in the learning process. One of the factors that support the effort to realize these learning objectives is to maintain good communication between teachers and students. Learning will have educational value by building good interactions. Thus, educational institutions have a significant role and contribution to the development of morals, attitudes, and behavior of students. Therefore, teachers as educators need to find strategies or ways of learning that are more effective to attract interest and motivate students to pay attention and understand moral learning.

In its implementation, a moral learning strategy is also needed in order to assist teachers in developing student morals, because basically, a teacher is not only in charge to convey knowledge, but it is much more difficult namely to direct and shape the behavior or personality of students to become individuals who have noble morals. A variety of efforts must be done optimally by every educational institution to achieve the desired goals. It must be acknowledged that learning strategies have a crucial role in the realm of education either directly or indirectly. One of the causes of failure in transferring knowledge to students is because the implementation of learning strategies by teachers in the classroom are incompatible and not varied. Therefore, innovation and creativity of teachers in using learning strategies is something that must be considered.

Likewise, with religious education in Indonesia, where religious education is parallel to general education, but with different goals. Generally, the goal of Islamic education in the learning process is to improve the faith, understanding, appreciation, and practice of students in Islamic teachings so they become Muslims who is devoted to Allah (SWT), and they have a good character in personal life, social, national and state. These goals remain oriented

towards the goal of mentioning national education goals contained in the Law of the Republic of Indonesia. No. 20 of 2003. Islamic education is an effort to educate, understand and practice Islamic values. Islamic education is given by following the requirement that religion is proposed to humans with the aim of realizing people who are devoted to Allah (SWT) and having good character and aiming to produce people who are honest, fair, and have good character. Islamic education also has various main tasks, one of which is to instill morality, because one of the main goals of Islamic education is the establishment of morality as explained previously. Morals are temperament, customs, character, norms, behavioral systems that made by humans (Darajat, 1992: 25) in other words morality is human behavior.

Law of the Republic of Indonesia Number 14 of 2005 on teachers and lecturers, article 1 paragraph 1 states that; Teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, researching and evaluating students in early childhood education through formal education, basic education, and secondary education. Saiful Bahri Djamarah in Pupuh Fathurrohman and Sobry Sutikno argued that teachers are educators who provide a number of knowledge to students in schools. Similarly, Syaiful Sagala also explained: Simply, teachers are people who provide knowledge to students. Teachers are all people who are authorized and responsible for the education of their students, both individually and classically, either at school or outside of school.

By definition the word "teacher" means as a professional educator with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in the formal educational pathways (Daradjat, 1992: 25). From those definitions, it can be interpreted that how big the tasks and responsibilities conducted by a teacher. Therefore, it is not an easy thing to become a professional teacher. It requires a variety of good preparations, especially in carrying out learning activities in schools. Active Learning Strategies in moral subjects are extremely important especially in the learning process in classroom, because the learning process sometimes is so boring that students feel no sympathy for religious education, particularly in the subjects of morality itself. They are not interested in the material of the morality, and in a long time they act indifferent to their own religion, especially the morality. If the process of religious learning, specifically the morality is applied in active learning, it will be very helpful in the process of shaping the behavior of moral students.

Emotional Intelligence

Emotional intelligence is a form of intelligence that involves the ability to monitor

feelings and emotions of oneself or others, to distinguish the two and use this information to guide one's thoughts and actions. Emotional intelligence is divided into several parts including anger, hatred, fear, sadness, compassion, and admiration. A person has a different emotional intelligence but that person must be able to control their own emotions in order to lead to positive things (Kurniawati, 2019: 19). Emotional intelligence is a subset of social intelligence that involves the ability to monitor social feelings that involve the ability of others, sort through them and use this information to guide thoughts and actions. Emotional intelligence is one's ability to recognize one's emotions, manage emotions, motivate oneself, recognize other people's emotions (empathy) and the ability to build relationships (cooperation) with others (Basir, 2019: 2).

Some factors that influence emotional intelligence are psychological factors, emotional training factors, educational factors. Physical changes experienced by adolescents also cause psychological changes which referred to as a period of heightened emotionality, which is a condition when emotional conditions appear stronger or more intense compared to normal circumstances. Strong emotions can be manifested in various forms of behavior such as confusion, explosive emotions, quarrel, unenthusiastic, lazy, forming self-defense mechanisms. This strong emotion does not take place continuously during adolescence (Maryani, 2018: 24).

Islamic education has a significant role in the development of students' personalities, both individually and socially. In the education process, an Islamic education teacher has a role in educational achievement. Teachers as parents in schools are required to have roles like parents as educators, not only to transfer religious knowledge but also as a transfer of values for instilling empathy to others. For this reason, the figure of the teacher as the students' role model, example, and even as a positive figure becomes something important (Nurbaiti, 2017: 30). The methods for developing emotions are telling stories, simulations, demonstrations, sharing feelings, group work, one-minute reflection sessions, connecting subjects with personal experiences, momentum expressing feelings, goal formulation sessions, and time to choose. Choosing the emotional development method applied in the teaching and learning process, because if the use of the method is less suitable it will make the students feel bored in learning. These methods can help to develop emotional intelligence which includes self-awareness, self-motivation, self-control, empathy, and skills in building relationships with others (Dewi, 2016: 140).

Research Methods

The objective of this study is to describe the Islamic education learning approaches discourse strategy, the basic concept of strategy: Islamic education learning approaches, classification of Islamic education learning approaches, Inquiry learning strategies on Islamic education, and steps to develop Islamic education learning approaches in the digital age, as well as the formation of students' emotional intelligence through Islamic education learning approaches.

This is a qualitative study, by searching for meaning, understanding, the definition of a phenomenon, events that are either directly or indirectly involved in the setting under study, contextual and comprehensive. This study using a literature approach in collecting the data from various relevant literature. There are two data sources, namely primary sources and secondary sources. Primary sources include library data such as books, research journals, theses and dissertations which relevant to the research under study, as done by Karim, Mardhotillah, & Samadi (2019: 146–157). While secondary data sourced from several books and field data such as interviews to strengthen the data results and synchronize with some data from books, dissertations, theses, and journals.

The method of data collection is by analyzing inductive and deductive data by building patterns, categories, and themes from the bottom to the top, by processing the data into more abstract information units (Creswell, 2018: 248). Collecting all primary data from the literature, analyzed and synchronized according to the object of this study. After that, sort out the data that is compatible and incompatible, and later on synchronize with the reality that occurs on the ground, especially in the age of disruption. The results are narrated and dialogue with various sources of data that have been collected into a single unit.

Research Findings

A Discourse Strategy of Islamic Education Learning Approaches

Learning strategies are defined as a plan of action conducted in the learning process by using methods and utilizing sources or media that can support the achievement of learning objectives. Learning strategies are a set of learning activities that must be conducted by teachers and students in an effort to achieve the learning objectives. The learning strategy is the whole material and procedures used in learning to be applied to students who are expected to assist students in achieving the learning objectives.

Active Learning Strategy is that in the learning process the teacher must create an atmosphere in such a way that students actively ask, question, and express their ideas. Active

learning aimed to optimize the use of all the potential possessed by students so all students can achieve satisfying learning outcomes according to the personal characteristics they have. Further, active learning also aimed to keep students attention so they remain focused on the learning process. So, active learning is learning that seeks to improve students' cognitive, affective and psychomotor abilities in message processing by emphasizing learning by doing and let the students involve actively and directly in the teaching and learning process, whether physical, intellectual, emotional involvement and pleasant atmosphere for the achievement of learning objectives. The writer adds another strategy that can develop other learning strategies namely Inquiry Learning Strategies.

Inquiry Learning Strategy in Islamic Education

Inquiry learning strategy is a series of learning activities that emphasize the process of students' critical thinking and analysis. This means that students are required to be able to seek and find their own solutions or answers to a problem they encountered. The critical thinking process among them can be done with questions and answers between teachers and students. The aim is to arouse students' curiosity and to encourage students to find out for themselves the answers. Therefore, this inquiry learning strategy can be applied as an alternative to optimizing students' critical thinking skills to achieve the learning objectives. Principles for Using Inquiry Learning Strategies. There are some principles that must be considered by teachers in using inquiry learning strategies, including:

1) Oriented to Intellectual Development

The learning objectives in this learning strategy is optimizing the ability of students' critical thinking, the learning strategy does not emphasize on how students can understand and comprehend the subject matter conveyed by the teacher, but rather on how the process is done by students in searching and find a problem so it can be developed to get the answers for the problems.

2) Principle of Interaction

Interaction in learning process plays important role in which interaction occurs between teacher with student, teacher with teacher, students with students, students with the environment or teacher with the environment. This inquiry learning strategy is one of the strategies which highly requires the principle of interaction. This is because in the process of searching and finding themselves. Students must be able to interact with the teacher first. It can be conducted in the form of questions and answers given from teachers and students.

With the interaction in the form of question and answer, the teacher can help directing students in finding answers to a problem faced.

3) Principle of Asking

The teacher as class facilitator should be able to ask questions to students. The question should be something which can encourage students to think about the answer. In giving questions, of course, the teacher must master the ability to ask questions and techniques to ask well and correctly. Therefore, the teacher's ability to ask questions in the inquiry learning strategy is an alternative to direct students to develop thinking skills owned by students.

4) Principle of Learning to Think

All this time, learning from teacher more emphasizes to students' thinking skill by maximizing the use of left brain. This is more likely to make students can think logically and rationally. The reality of learning is not only the learning process which understands and remembers the material that has been delivered by the teacher. However, in the learning process, the teacher must also be able to optimize students' thinking abilities by utilizing the functions of the right brain. By utilizing the function of the right brain, the teacher can incorporate elements which can affect the emotions and feelings of students so that learning becomes more enjoyable and arouse students' interest to participate in learning.

5) Principle of Openness

In learning process, teacher plays as facilitator to guide and facilitate students in teaching and learning process. The teacher gives freedom to students to be able to explore their thinking skills by giving students the opportunity to look for everything they don't know yet and then prove the truth.

There are steps in implementing Inquiry Learning strategy. In general, the learning process using inquiry learning strategies can follow the following steps:

1) Orientation

This step is how the teacher can guide learning process to be responsive. In this step, the teacher has responsible in conditioning students to be willing and able to optimize their thinking skill to solve problems.

2) Formulating the Problem

The first to do before implementing inquiry learning strategy is formulating the problem. problem formulation is used as a reference to find out the answer to the problem to be solved. Some things which must be considered in formulating the problem, including the following: The teacher should only give the topic what will be learned in learning process.

Teacher has to involve students to formulate their own problems in accordance with the topics determined by the teacher. The teacher gives motivation to students to look for answers to the formulations of the problems which have been made, in which the formulation of the problems which have been made by students is of course the formulation of problems that contain puzzles and the answers can be ascertained. Teachers must have confidence that students have already understood the concepts in the formulation of the problem. The teacher should not force students to formulate problems when students do not understand the concepts which should exist in the formulation of the problem.

3) Formulating Hypothesis

Hypothesis is provisional allegations issued toward a problem. The teacher's task in this case is to help students develop their thinking skills and explore insights into their knowledge. It is useful to help students answer the problems.

4) Collecting The Data

In this step, teacher has responsibility to give motivation to student. The motivation is given in the form of giving questions to students to encourage students to want to develop their thinking skill. It is from the desire and participation of students in answering the teacher's question that this will be used as material to test the hypotheses that have been submitted by students.

5) Testing The Hypothesis

Testing hypothesis is conducted by developing students' thinking skill logically and rationally. Besides, the most important thing in the hypothesis is finding out the level of student confidence in the hypothesis proposed. This is because the hypothesis itself aims to find the truth of answers that are not just arguments, but must be supported by data which can be accounted for.

6) Drawing The Conclusion

After the data of hypothesis result is collected, the last step is drawing the conclusion. In this last step, The teacher has responsible to show relevant data to students to reach accurate conclusions.

Basic Concepts of Strategy: Approach of Islamic Education Learning (PAI)

In etymology, strategy comes from the Greek "strategos" which has a meaning ofan attempt to achieve victory in a war. At first, the word strategy was used in the military environment but the term strategy was used in various fields which had relatively the same essence including being adopted in the context of learning known in terms of learning

strategies (Masitoh, 2019: 37). While in (KBBI) Indonesian Dictionary, it has meaning as tactics, tips and tactics. thus, the general data structure is interpreted as an outline of the direction to act in an effort to achieve predetermined targets (in Saiful Bahri Djamarah: 2006: 206).

In terms, approach for teacher is general approach of teaching which applies in various material fields and it is used to meet various learning objectives, (Eggen & Kauchak: 2012). Through this description, it explains that learning strategy contains a plan to achieve the objectives of this particular learning applies to all levels of class, material areas and topics. As an example; a teacher asks his/her students, including strategies to guide student understanding. Furthermore, there is Djamarah's opinion in Riyanto explaining that strategy is an outline of the course to act in an effort to achieve predetermined targets. Related to learning, strategy can be interpreted as general patterns of educator activities with students in the realization of learning activities to achieve the goals outlined. From some of the descriptions above, I agree with Eggen and Kauchak's opinion that learning strategies are an approach and general planning in learning activities used to achieve learning objectives. It is because learning is not just the material presented, but how to build students to think critically and systematically so that an active and innovative learning process is created.

As an effective teacher, they should designing a plan. Thus, planning can be seen as a primary teaching strategy, as follow:

a) what is important things to be learned by students?

What is important to be learned? this is one of the questions that must be asked to oneself (1 Anderson & Kratwohl, 2001). You will likely rely on textbooks, curriculum guides and standards to answer this question (Reys, Reys & Chaves, 2004). A teacher silently avoids making decisions about what is important to learn by teaching only topics as contained in textbooks (Marzano, 2003). These things are very important to help deciding whether the topic is important enough to be taught.

b) What do I want my students do?

It means, this question asks about learning objectives which are very important because it will guide the whole thought of the teacher while going to design a learning plan. These objectives will make it easier for students to understand the lessons that have been delivered.

c) How will I help students to achieve my objective learning?

Learning activity answers this question. Learning activities are a series of activities which help students to achieve learning goals. This activity is based on the framework of a teaching model.

d) How do I know whether my students have achieved my objective learning?

It can be answered through assessment. assessment is the process of gathering decisions about the progress of student learning. This includes observing the teacher towards students through student writing, the teacher's reaction when students answer questions and students' responses to the teacher when given a quiz or a test.

Classification of Islamic Education Learning Approach

There are several learning strategies recommended to be implemented by the teacher, as followe; a.Strategy of learning to cognitive aspects (thinking), b. Cooperative learning strategy, c. Affective learning strategies

It will explain about three classifications of learning strategies which have been mentioned previously such as;

First, learning strategy which aims to improve thinking skill is learning strategy that emphasizes the thinking skill of students. The strategy in this learning subject matter is not directly presented directly to students. Students will be guided to find their own concepts which must be mastered through a dialogical process. It is carried out continuously by utilizing the experience of students. The learning strategy model of increasing the ability to think is a learning model which refers to the development of students' thinking skills through the study of facts or children's experiences as material to solve the problems being taught.

Second, cooperative learning strategy (group); Cooperative learning model is a series of learning activities conducted by students done through the division of certain groups to achieve the learning objectives that have been formulated. There are four main elements in this cooperative learning strategy, as follow: 1. There are participants in the group, 2. There are rules in the group, 3. There is a learning effort in each group, 4. There are learning objectives for each group.

Third, it is effective learning strategy related to value which is difficult to measure. This includes an Individual's awareness which grows from within a student. Within certain limits, this affection can arise in behavioral events, but its assessment to arrive at conclusions

that can be accounted for requires continuous accuracy and observation, and this is not easy to do. After seeing the basic concepts of the learning strategy, both viewed in terms of understanding, components, and classification can give an idea that developing a learning strategy has a profound effect on education. Inaccuracy in determining the strategy in the learning process will result in failure in achieving learning objectives.

Steps to Develop Approach of Islamic Education Learning in Digital Era

In achieving an effective strategy developing, it needs some steps as follow:

1. Changing the paradigm of Islamic Education Learning

The initial step is by changing paradigm of Islamic education learning. As it is well known in the field, PAI/Islamic education learning tends to be more textual so that it is only normative and less touching on contextual aspects. Though it is very useful to broaden the horizons of the students. Beside, while developing multidisciplinary analysis that emphasizes a deeper understanding of material that is observational and experimental so that it can prove the scientificness of what has been said. It is also useful to train students' critical thinking power, and the realization of conceptualized internalization of values that can be justified.

2. Improving The Professionalism of Islamic Education Teacher

Teacher is the most important in education because from teacher, students can get knowledge. As it is well known, teachers currently tend not to interpret the true meaning of the role of an educator. Thus, learning is only interpreted as a "transfer of knowledge" even though as a good teacher should be able to deliver the knowledge of students up to the implementation stage, the results of which can be seen from the results of student exams.

According to Nana Syaodih Sukmadinata, she explained the development of professional design of the development of educators that an educator certainly has the following things; 1. having social function and significance, 2. having certain expertise/skills, 3. expertise/skills are obtained by using theories and scientific methods, 4. based on clear scientific disciplines, 5. obtained with education in a certain period long enough, 6. application and socialization of professional values, 7. having a code of ethics, 8. freedom to give judgment in solving problems in the work environment, 9. having professional responsibility and autonomy, and 10. there is recognition from the community and rewards for professional services.

From the explanation of the expert above, the certain character or characteristics of a profession gives an illustration that a profession requires a competency and skill based on scientific theory, ethical codes (moral, religious, and law) that can be accounted for. Of course, these rules also apply to the teaching and teaching profession; because educators and lecturers are a profession. As a professional educator, they are not only focused on carrying out their duties as a professional educator but must have knowledge and professional knowledge. These things can be achieved through: 1. long-term training, 2. optimize the role of students, and 3. mastering the four competencies as stated in article 8 that teacher must master pedagogical competencies, personal competencies, social competencies and professional competencies.

It is emphasized by government in order to face the development of the revolution era 4.0 which demands advances in technological science. Thus, if the educator has mastered this, then teacher automatically will be able to respond to the needs of students in increasing their interests and talents.

3. Designing Creative and Innovative Learning Strategies

After conducting learning process, teacher should prepare, design and formulate strategies and methods related to learning to be conducted. Specifically learning in the digital era today, there are several things that must be considered by educators, which relate to the implementation of learning strategies that are integrative in Islamic Education learning. The things that need to be designed are first, designing the contents of the material and the objectives to be achieved or basic competencies and indicators to be achieved. For example, we take an example of material in Islamic Education that discusses "Forbidden Food and Beverage". In Islam, in the sub discussion of forbidden/Haram Drinks (alcohol). The learning strategies taught so far are only up to normative knowledge, for example; when we ask why alcohol is forbidden? because there is the argument that "all alcoholic drink is intoxicating", and "everything that intoxicates is haram/forbidden". thus, in dissecting or teaching material, it only stops to the normative stage. Even though this can be conducted directly research if Islamic Education teachers can work together with chemistry teachers. Thus, children can see, know firsthand the tangible evidence about the prohibition of eating any type of unlawful food.

The second is making teaching team. the purpose of forming this teaching team is like collaboration between Islamic Education teachers and teachers related to the material to be taught as an example of learning about halal and haram food.

4. Completing learning media

Media is aids used in learning. This media will help teachers to give understanding to students. It can be a video, power point and even e-learning and so on which are certainly in accordance with what has been written in the learning design. These aids should have become a necessity that must be owned by schools at this time. If it is reviewed from the needs of the interests and talents of students, it can be added through these media.

Forming Emotional Intelligence Through Islamic Education Learning Approach

Emotional intelligence will become controlling of all desires that are pursued by humans because emotional intelligence involves positive feelings from the development of human personality (Sumikan, 2011: 168). The role of Islamic Education teachers in forming students' emotional intelligence is that they are as educators, mentors, motivators, class managers, and the teacher's role to evaluate. Islamic religious education teachers play an active role in fostering emotional intelligence. The aspects of emotional intelligence that can be developed are recognizing individual's emotions to get a percentage, managing emotions, motivating themselves, and building relationships. Student emotional intelligence is very needed. Therefore, the role of Islamic Education teachers in developing emotional intelligence is good (Khoirunnisa, 2013: 111). Efforts made by teachers to recognize and understand student emotions are: a) The teacher provides stimuli in the form of questions to recognize and understand student emotions from expressions and expressions that arise. b) The teacher gives appreciation (prizes) to students who are able to correctly answer the questions given by the teacher. c) Through the symptoms and behavior displayed. d) The teacher gives stories to recognize and understand students' emotions from the expressions that emerge. e) Through the habituation of each religious education lesson (Dewi, 2016: 145).

Human becoming Islamic Education target is seen from aspects of individual life and aspects of social life as members of the community. This is the position of the emotional intelligence in Islamic education that is clearly seen. As reported in the previous discussion, that one of the characteristics of emotional intelligence is the art of building relationships. This is in line with the aim of Islamic education which focuses on the spiritual strength in

which humans are the targets of Islamic education in terms of individual and social life as members of the community (Cahyo & Kistoro, 2014: 10). The relevance of students' emotional intelligence to Islamic religious education is a way to achieve student success. A student who is successful or certainly has good emotions is able to manage his emotions, can direct his emotions through Islamic education. A successful student is not someone who is doing nothing in vain by learning new talent, but those who are more focused on adjusting their emotions to the demands role (as students) (Riyadi, 2015: 145). The aspects of emotional intelligence developed in PAI learning are self-awareness, self-regulation, the ability to motivate, the ability to empathize and the ability of social skills. The methods used by PAI teachers in developing students' emotional intelligence in PAI learning are the recitation, discussion, plus lecture (lecture and question and answer) method, global method (ganze method), study tour method and the peer teaching method (tutor method) peers) (Khapipudin, 2015: 84). Emotional intelligence is associated with learning Islamic educational material. For teachers, especially Islamic education teachers to further enhance the learning of Islamic education is by paying attention to each of the stages in the learning process in order to improve students' emotional intelligence. For other teachers, it is better to pay attention to emotional skills in learning activities because applying examples of emotional intelligence skills to students is not only the task of Islamic education teachers but also teachers of other fields of study, for example, starting learning begins with bismillaah and ending alhamdallah. This habituation can provide religious values to students which will lead them to emotional intelligence (Ahmad & Nurjanah, 2016: 15).

Conclusion

As the development of revolution era 4.0, it requires to improve the quality of education. When reviewed Islamic Education learning, it currently still tends to be conventional so that it is less liked by students. Thus, from some of these cases, it is time for Islamic Education learning to develop active learning through good strategic planning. Good strategy planning will produce good quality of learning. This can be taken through several steps including: a) Changing the paradigm of Islamic Education learning, b) Increasing the professionalism of Islamic Education teachers, c) Designing creative and innovative learning, and d) Completing learning media. The strategies of Islamic Education learning approach in forming emotional intelligence are applied though the role of teacher through learning.

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