



TEACHERS' ROLES IN FOSTERING EMOTIONAL INTELLIGENCE DEVELOPMENT AMONG ELEMENTARY SCHOOL STUDENTS: A QUALITATIVE CASE STUDY

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ABSTRACT

Teachers play a crucial role in the development of students' personalities. This role is not easy because, in addition to mastering the concepts taught to students, teachers must also be able to understand student characteristics. Teachers must be able to be role models, motivators, and evaluators for students. This study aims to comprehensively examine the role of teachers in fostering and developing emotional intelligence in second-grade students at Muhammadiyah 01 Mantingan Elementary School, Ngawi. This study uses a qualitative descriptive approach, with data analysis techniques that include observation, interviews, documentation, and field notes. The subjects of the study were one second-grade teacher and 24 second-grade students. The results of this study indicate that teachers play an important role as role models in shaping students' emotional intelligence and have implemented it optimally. The teacher's role as a motivator in shaping the emotional intelligence of second-grade students has also been running optimally, as seen from the students' active participation during the learning process. In addition, the role of an educator as an evaluator during the process of developing students' emotional intelligence has also been carried out independently by second-grade students and has also been implemented quite well. The forms of students' emotional intelligence are as follows: 1) self-awareness, namely being able to understand oneself, 2) emotional management where students are able to control emotions in every situation, 3) motivation including high enthusiasm in learning, 4) empathy towards others and 5) social skills, being able to interact with teachers and friends.

Keywords: *Elementary School Students, Emotional Intelligence, Teacher Role*

ABSTRAK

Guru memiliki peranan penting dalam perkembangan kepribadian siswa. peran ini tidak mudah karena selain harus menguasai konsep yang diajarkan ke siswa, guru juga harus dapat memahami karakteristik siswa. Guru harus mampu menjadi model, motivator dan juga evaluator bagi siswa. Penelitian ini bertujuan untuk mengkaji secara komprehensif peran guru dalam upaya membina dan mengembangkan kecerdasan emosional siswa kelas II SD Muhammadiyah 01 Mantingan Ngawi. Penelitian ini menggunakan pendekatan kualitatif deskripsi, dengan teknik analisis data yang meliputi observasi, wawancara, dokumentasi dan pencatatan lapangan. Subjek penelitian ialah satu guru kelas dan 24 siswa. Hasil penelitian ini menunjukkan bahwa guru memiliki peran penting sebagai teladan dalam membentuk kecerdasan emosional peserta didik dan telah dilaksanakan secara optimal. Peran guru sebagai motivator dalam membentuk kecerdasan emosional siswa kelas II juga telah berjalan dengan maksimal dapat dilihat dari partisipasi aktif siswa selama pembelajaran berlangsung. Selain hal tersebut, peran seorang pendidik sebagai evaluator selama proses pembentukan kecerdasan emosional siswa turut dilaksanakan secara mandiri oleh siswa kelas II dan

juga sudah terlaksana cukup baik. Adapun bentuk kecerdasan emosional siswa sebagai berikut : 1) kesadaran diri yakni mampu memahami dirinya sendiri, 2) pengelolaan emosi dimana siswa mampu mengendalikan emosi dalam setiap situasi, 3) motivasi meliputi semangat yang tinggi dalam belajar, 4) sikap empati terhadap sesama dan 5) keterampilan sosial mampu berinteraksi dengan guru maupun dengan temannya.

Keywords: *Kecerdasan Emosional, Peran Guru, Siswa Sekolah Dasar*

1. Introduction

In the world of education, emotional intelligence needs serious attention because it is one of the most important aspects in student development. Emotional intelligence is basically a person's ability to understand and manage emotions well within themselves. According to Daniel Goleman's theory on the definition of emotional intelligence, emotional intelligence involves a person's ability to intelligently regulate their emotional life; maintain emotional balance and how to express it appropriately through five dimensions: 1) self-awareness, namely recognizing emotions and their impacts, 2) self-management, namely the ability to manage oneself, 3) motivation, namely the drive to achieve goals, 4) empathy, namely the ability to understand the feelings of others and 5) social skills, namely the ability to communicate with others (Armandani & Arifani, 2024). These dimensions are the reference for researchers' observations to measure and describe the intelligence of second-grade students at Muhammadiyah 01 Mantingan Ngawi Elementary School.

According to *American Academy of Pediatrics* Emotional development refers to a child's ability to manage and express their emotions effectively, both positive emotions like joy and love, and negative emotions like anger or sadness. Children with good emotional development are also able to establish healthy relationships with peers and adults. Emotional development is closely related to a child's social development. When a child is able to understand and respond positively to their own and others' emotions, they will find it easier to interact socially. Therefore, these two aspects are interconnected and often referred to as socio-emotional development, which is an important foundation for a child's overall growth and development (Sari et al., 2020).

In practice, problems with students' emotional intelligence often arise. Students who cannot control their emotions tend to express themselves excessively, such as having tantrums, getting into fights, using abusive language toward friends and teachers, and other negative behaviors. Furthermore, students are easily offended and involved in *bullying*, Lack of self-confidence, poor communication with peers, and often selfish and self-centered behavior. The result of this inability to manage emotions is difficulty understanding the lessons delivered by teachers and difficulty establishing good relationships with peers. Students tend to be selfish and self-righteous. When students do not receive guidance and support from their parents, the role of teachers is crucial in helping to foster and guide students' emotional intelligence, as teachers interact directly with students every day at school. Teachers focus not only on students' intellectual intelligence but also on their emotional intelligence.

The variable that plays a role in guiding and fostering students' emotional intelligence is the role of a teacher. Teaching is a very noble profession with the task of educating and teaching students from early childhood education, elementary education, junior high school, to high school. The duties and responsibilities of teachers are to teach, educate, guide, direct, train, and evaluate students according to the curriculum, competency standards, and characteristics of their students. Competencies such as pedagogical, professional, social, and personality that are in accordance with the professional code of ethics must be possessed by a teacher (Romadhon, 2025) (Susanti et al., 2023). Educating and teaching have their own

meaning. Educating is the process of instilling character values in students, while teaching is the process of learning and teaching to achieve learning objectives. Which supports children's cognitive, social, and emotional growth (Ergasheva, 2025).

The teacher role indicators used as a source of teacher competence include: 1) teachers as role models, which can be seen from personality competence in words, appearance, and attitude, 2) teachers as mentors, including pedagogical and social competence in guiding students, and 3) teachers as advisors, including personality and social competence where the teacher is able to provide motivation and direction to students. These three indicators are then analyzed with the emotional intelligence indicators proposed by Goleman regarding their relationship. The role of teachers in guiding students' emotional intelligence becomes important when students do not receive direct guidance from their parents, where a teacher interacts every day with students in the school environment. The teacher's task is not only focused on intellectual matters, but must also focus on students' emotional intelligence.

Based on observations conducted by researchers prior to the study, it was found that the majority of students at Muhammadiyah 01 Mantingan Ngawi Elementary School have quite good emotional intelligence. For example, shaking hands with teachers when entering the school gate, greeting teachers, disposing of trash properly, and some do not engage in bullying. These student activities are in line with Goleman's theory that emotional intelligence has five dimensions starting from self-awareness, self-management, motivation, empathy and social skills. The habit of shaking hands and greeting teachers is a form of empathy and social skills. The behavior of disposing of trash in its place is a form of self-management, and the attitude of students not engaging in bullying is a form of empathy dimension, namely students are sensitive to the feelings of their peers (Chintya & Sit, 2024).

This also aligns with Lickona's argument that good character develops from repeated habits (Sumantri et al., 2025), teacher role models, and the surrounding environment. Therefore, the emotional intelligence of second-grade students is inextricably linked to the teacher's role in continuous guidance. Therefore, this study aims to analyze the role of teachers in fostering the emotional intelligence of elementary school students.

Research conducted by (Fauziah et al., 2025), found that emotional intelligence consists of at least self-awareness, self-management, motivation, empathy, and social skills. These aspects form the foundation for developing strong character, enabling students to manage stress, resolve problems, and maintain harmonious relationships with both teachers and peers. The teacher's role as a facilitator is crucial in guiding students to control their emotions. Therefore, the learning process focuses not only on academic achievement but also on developing responsible individuals who care about the environment and are able to make positive contributions to society.

The next research by Annisa Armandani, et al, entitled "The Role of Teachers in Building Emotional Intelligence in Elementary School Students". The purpose of this study is to describe the role of teachers as models and role models, as guides, and as advisors in building emotional intelligence in elementary school students. Based on the research results, teachers have an important role in building emotional intelligence in students, including as models and role models, guides, and advisors. With these three roles, teachers can help shape students' emotional intelligence to be better, such as time discipline, reduced fights, enthusiasm in going to congregational prayers, and maintaining communication and cohesiveness with all school members. The similarity of this study with previous studies is that both use descriptive methods with a qualitative approach. The difference is that in data collection, previous studies used emotional intelligence questionnaires and interviews.

While in this study, observation, interviews, and documentation were used (Armandani & Arifani, 2024).

The novelty of this research lies in its comprehensive analysis of the teacher's role in fostering emotional intelligence in lower-grade students by integrating Daniel Goleman's EQ indicators with Muhammadiyah's distinctive Islamic character values. Previous research has tended to focus on general character education or EQ development at the secondary school level, while research specifically exploring emotional development strategies for second-grade students remains very limited. Therefore, this study provides a new contribution in the form of an in-depth understanding of teacher strategies in fostering emotional intelligence through role modeling, habituation, positive reinforcement, and emotional management in daily interactions. This integrative approach is expected to enrich the literature on EQ development in elementary school-aged children and provide practical recommendations for teachers, schools, and education policymakers.

Based on the above background, this study aims to analyze the role of teachers in fostering emotional intelligence in second-grade elementary school students at Muhammadiyah 01 Mantingan Elementary School. This research is expected to contribute to the development of educational theory and practice, particularly in terms of effective classroom management to improve elementary school students' emotional intelligence. This research can also provide recommendations for teachers, schools, and the government to improve the quality of education in Indonesia.

2. Methods

This research was conducted on November 9, 2024 to April 2025 at Muhammadiyah 01 Mantingan Elementary School. The method chosen in this research is qualitative, with a descriptive approach (Creswell, 2017) (Nuri & Setyo, 2025) which is an approach that aims to analyze in depth the phenomena that occur naturally in the field. The research subjects included one class teacher and 24 second-grade students, the selection of research subjects was based on: 1) second-grade students, namely at that phase are in emotional development, where they are just starting to interact with the social environment and learn to adapt, 2) second-grade teachers are seen as active in implementing relevant character building strategies for children. Only one class was included because the researcher wanted to study in depth not to compare classes, so that in collecting data it was considered adequate with the principles of qualitative research. The object of research consists of the role of teachers in guiding and fostering students' emotional intelligence.

Data collection techniques used: 1) observation where researchers conducted directly during the learning process both inside and outside the classroom, 2) in-depth interviews with class II teachers with interview topics including emotional intelligence, strategies applied in guiding and fostering student emotions, 3) documentation to strengthen data including teaching modules, photos of student activities and other relevant documents, 4) triangulation as a form of validity checking by cross-checking information obtained by researchers by including source triangulation and technical triangulation (Pitria & Damanik, 2024). Data analysis techniques with the Miles and Huberman model, namely 1) data reduction, namely the process of simplifying data, 2) data presentation, namely systematically compiling information and 3) data conclusions, namely the final interpretation of all data (Qomaruddin & Halimah, 2024). The indicators used in fostering students' emotional intelligence are integrating what was proposed by Goleman and Muhammadiyah values in the formation of Islamic character as follows:

Table 1. Indicators for developing students' emotional intelligence

No	Indicator	Goleman Dimensions	Muhammadiyah Values
1	Providing Examples of Positive Attitudes	Self-awareness	Islamic Exemplary
2	Providing examples of disciplined attitudes	Self-regulation	Discipline
3	Teaching Children to Recognize Emotions	Self-awareness	Reflection
4	Training the Ability to Manage Emotions	Self-regulation	Self-control
5	Encouraging Children to Express Feelings with Words	Social skills	Communication
6	Getting Children Used to Listening	Empathy	Respecting others
7	Giving Praise and Positive Support	Motivation	Positive reinforcement
8	Role Play or Storytelling	Social skills	Value-based

3. Results and Discussion

3.1 Results

Based on the results of observations and interviews, it is known that teachers carry out their roles well, where the teacher's role used as a source of teacher competence includes: 1) teacher as role model 2) teacher as motivator 3) teacher as evaluator.

3.1.1 The Role of Teachers as Models in Fostering Students' Emotional Intelligence

A teacher, in fulfilling their role as a role model in establishing the rules and regulations applicable to students, must always be a good role model for their students. Examples of good role models include attitudes, speaking style, habits, relationships with others, ways of thinking, time discipline, wearing a complete uniform, disposing of trash properly, tidying up used items and stationery, and caring for friends in need.



Figure 1. Forming a disciplined character, arriving on time, and an attitude of respect

Habituation is an activity carried out continuously in a child's daily life so that it becomes a good habit. This habituation encompasses aspects of moral development, religious values, morals, social-emotional development, and independence. Positive habits implemented from an early age will have a significant impact on a child's future development. According to Novan Ardy Wiyani, habituation is very effective when applied to early childhood. This is because early childhood has a strong memory and an immature personality, so they are more easily guided through various routine habits. Early habituation will foster repeated interests, and ultimately become part of the child's personality. By implementing this habituation program, it is very appropriate to solve student problems, namely to instill discipline in managing time, as well as an effort to develop students' morals and emotional control (Sunaryati et al., 2024).



Figure 2. Getting children used to listening to and respecting teachers

The role of the teacher is to teach the most basic attitudes to students, if students still do not care about arriving on time or entering class on time, the teacher will give an example to arrive early to school and enter class on time and the teacher will give advice to students who have not been able to do this. The teacher also gives an example of how to dress well, by dressing neatly and according to the teacher's uniform schedule, so that if there are still students who have not used the uniform properly, the teacher will give advice that by using a neat uniform, it will improve value student.

Discipline will be realized if the teacher's performance in teaching is in accordance with applicable school standards, so that it can serve as a guideline for students. This is in line with his opinion. That teachers must be able to instill the values of discipline in students, especially self-discipline and eliminate students' habits of actions that cause discipline problems. Teachers need to do this to avoid students' undisciplined behavior or violations of established school rules. Furthermore, instilling a disciplined character in students must be balanced with support from the students' social environment, such as the family environment and the students' community environment, because discipline is a component in developing children's emotional intelligence (Amelia & Dafit, 2023).

Teachers also teach students to dispose of trash in its place, not to throw it carelessly and dirty the classroom or the school environment. Tidy up stationery after use before recess or before going home so that nothing is left behind or lost. When there are still students who are indifferent to this, the teacher reprimands and advises that indeed God is holy and loves holy things and God is very clean and loves cleanliness. In addition, teachers also teach to care for friends who are in need of help, such as friends who left their stationery, forgot to bring textbooks, so that students can share with friends who need help. Teachers always convey that as social beings we should not be selfish and only prioritize personal interests but be sensitive to others and the environment. Teachers also model polite language to students. When teachers still hear students throwing rude words at their friends, teachers reprimand and advise that this is not good.

The instilling of socially conscious character is one of the dimensions of Faith, Piety, Noble Morals, and Global Diversity in the Pancasila student profile established by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. This value is an important foundation in strengthening the momentum towards Golden Indonesia 2045. Rokhman emphasized that Indonesia has great potential one hundred years after its independence, and education is a strategic place to realize this potential. Education in Indonesia, he said, must transform from merely a place to transfer knowledge to a forum for the formation of students' attitudes, behaviors, and characters. One of the main characters that need to be instilled is social consciousness, namely an attitude of sensitivity in acting to help others and provide benefits to the surrounding community (in this case in line with the dimension of mutual cooperation in the Pancasila profile). In this context, the role of educators is very important and irreplaceable, because they have a moral and professional responsibility to shape the personality of students through role models and habituation of character values in the learning process (Arif et al., 2021) and focus on the formation of student character embedded in the values of Pancasila (Anisah et al., 2024).

The role and responsibility of teachers as public figures and functional staff are very important, because teachers are the main educators and instructors in formal education, starting from Kindergarten (TK), Elementary School (SD), Junior High School (SMP), to Senior High School/Vocational School (SMA/SMK). According to the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, Article 1 Paragraph 1 states that teachers are professional educators who have the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education in formal education, elementary education, and secondary education. This is also emphasized in the Government Regulation of the Republic of Indonesia No. 74 of 2008 concerning Teachers, Article 1, which explains the seven main tasks of teachers, namely: educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education (Fahrudin & Sari, 2020) teachers must be responsible for guiding students, so that they are independent (Hayati & Masyithoh, 2024).

The role of Muhammadiyah 01 Mantingan Elementary School teachers as role models and role models for students in various aspects, teachers provide real examples of how to behave and act, both in academic contexts and daily life. Every morning, teachers greet students who come to school, also respect each other among fellow school members, friendly attitudes towards everyone, teacher discipline, and also respect for others. These statements are behaviors that indirectly serve as examples for students to implement as exemplified by the teachers.

3.1.2. The Role of Teachers as Motivators in Developing Students' Emotional Intelligence

The responsibility of a teacher as a learning director is to inspire, maintain, and increase student motivation. (Wisda et al., 2022) Teachers must be able to provide motivation to students in the process of student learning activities, provide an overview of what students must do next and appreciate what students have achieved. Teachers also carry out their duties as motivators in recognizing feelings of self-confidence, sadness, jealousy, and feelings of loss in students during the learning process.

Teachers as Motivators along with the shift in the learning paradigm from being teacher-oriented (teacher oriented) towards student-centered learning (student oriented), the role of teachers in the learning process has also changed. One important role that is increasingly emphasized is the role of teachers as motivators. The success of the learning process is highly dependent on student learning motivation. Therefore, teachers are required

to be able to foster and awaken student learning motivation so that they have an internal drive to learn. High motivation will encourage students to be more active, creative, and enthusiastic in participating in learning activities. To achieve optimal learning outcomes, teachers must be creative and innovative in creating an interesting and enjoyable learning atmosphere. Thus, effective learning behavior will be formed in students, which ultimately supports the achievement of overall learning objectives (Jiniyah et al., 2023) and consider student motivation in academic aspects (Kirkpatrick et al., 2024).

In the learning process, the teacher shows appreciation to students in the form of praise such as "your writing is very good, neat, even the size is correct, good job "Son." Teachers also provide opportunities for each student to perform in front of the class by providing educational games to encourage children to be happy and confident in advancing. They always take the time to listen to students' stories, assist students who are still having difficulty with assignments, and always guide children to be independent in facing whatever may come their way.

In the world of education, motivation plays a crucial and dominant role in determining whether or not learning objectives are achieved. Motivation in the teaching and learning process is one of the primary instruments that can determine student success in learning. When a student locks himself in his room to study for an exam, this occurs because of an internal drive—motivation—that drives him to study for success and graduation. Therefore, the role of the teacher is not limited to merely conveying the lesson material, but must also act as a motivator for students. Teachers must be able to foster a passion for learning and provide positive encouragement so that students are encouraged to excel. Students who have high learning motivation tend to achieve better learning outcomes than students who have low motivation or even no motivation at all. Therefore, providing appropriate motivation by teachers is crucial in supporting the success of the overall learning process. (Rahmiati & Fatimah, 2023)

Muhammadiyah 01 Mantingan Elementary School teachers play an important role in the teaching and learning process, providing encouragement, motivation, and positive responses to foster students' enthusiasm for learning both in and outside the classroom. Fostering students' self-confidence involves teachers assisting students in understanding and utilizing their potential, allowing them to feel confident in making decisions without relying on others. Teachers can also create a conducive, active, and enjoyable learning environment, enabling students to feel comfortable and enthusiastic about learning. Learning activities using media help students develop thinking skills and increase their activity (Umami et al., 2025).

Table 2. Indicators and elements of emotional intelligence

No	How to Build Emotional Intelligence	Explanation	Impact of development
1	Providing Examples of Positive Attitudes	Teachers demonstrate good speaking attitudes, patience, empathy, and self-control in everyday life.	Students gradually imitate the behavior presented by the teacher, starting from politeness, self-control and empathy towards others.
2	Providing examples of disciplined attitudes	Teachers demonstrate the attitude of arriving on time, entering class on	Motivating students to apply

		time, dressing well according to the rules.	discipline both at school and at home
3	Teaching Children to Recognize Emotions	Help children recognize and name their feelings such as happy, sad, angry, or afraid.	Second grade students become more empathetic towards their own and their peers' emotions.
4	Training the Ability to Manage Emotions	Teach yourself how to calm down when you are angry or disappointed, for example by taking deep breaths.	Students demonstrate good attitudes in controlling themselves and are not easily influenced in conflicts.
5	Encouraging Children to Express Feelings with Words	Encourage children to express their feelings verbally rather than showing aggressive behavior.	Students are used to expressing their wishes
6	Getting Children Used to Listening	Train children to listen to others when they speak, so that they grow empathy and appreciate differences.	The growth of empathy and respect for differences
7	Giving Praise and Positive Support	Give appreciation for children's efforts in controlling emotions or being kind to friends.	Students feel valued and motivated to demonstrate positive behavior.
8	Role Play or Storytelling	Use role-playing or stories to help children understand other people's feelings and points of view.	Students' empathy and social skills develop significantly

3.1.3. The Role of Teachers as Evaluators in Developing Students' Emotional Intelligence

Based on observations and interviews, it was found that teachers can act as evaluators with a concept of fairness toward students regarding the level of achievement of learning objectives, the success of student mastery of the material, and the effectiveness of the learning methods implemented during the learning process. Teachers provide assessments according to each individual student's ability.

As assessors of student learning outcomes, teachers play a crucial role in consistently monitoring and evaluating student learning outcomes over time. The information obtained through this evaluation process provides invaluable feedback for the teaching and learning process. With appropriate evaluation, teachers can not only determine the extent of student learning achievement but also determine constructive follow-up steps. For students who have demonstrated good performance, teachers can provide reinforcement and additional challenges. Meanwhile, for students who are still experiencing difficulties, teachers can develop remedial learning strategies or approaches more tailored to their needs. Thus,

evaluation serves not only as a measuring tool but also as a diagnostic and development tool to improve the overall quality of learning (Kvintová et al., 2025)



Figure 3. Giving rewards

At Muhammadiyah 01 Mantingan Elementary School, the role of evaluator is to conduct evaluations to determine the level of student understanding of the material that has been presented. Teachers can carry out evaluations in various ways, such as tests, assignments, observations, and presentations. The function of evaluation is not only for students but also for teachers, namely, it is used to evaluate the effectiveness of methods, strategies, and teaching materials used in the learning process. From these evaluations, Muhammadiyah Elementary School teachers can determine how successful the learning process has been so far.



Figure 4. Teaching and Learning Process

3.2 Discussion

3.2.1. The Role of Teachers as Models in Fostering Students' Emotional Intelligence

Based on observations at Muhammadiyah 01 Mantingan Elementary School during the learning process, the role consistently applied in daily learning is role modelling. Frequently recorded teacher behaviors include neat dress, punctuality, and a friendly attitude toward all students. Teachers here consistently arrive on time (in this case before the start of class), greet students in a friendly manner, and demonstrate empathy toward students who are struggling with learning.

This is in line with what Wisda (Wisda et al., 2022) stated that one of the fundamental principles that must be a teacher's principle is understanding the teacher as a good role model for students. If a teacher does not understand this principle well, a teacher will neglect the learning process and not be given much attention by his students. As a result, students' respect for the teacher will decrease. Furthermore, it is explained that an educator is obliged to foster and guide his students with various knowledge, especially religious knowledge. In addition, an educator must think about the morals, behavior, and attitudes that must be developed and fostered in students. One effort to equip students with abilities is to orient learning to students' real lives (Jaenudin et al., 2025).

Thus, there are indicators that have not been consistently realized, namely students in managing emotions, while the emotional intelligence that has an impact is self-awareness and empathy, where students begin to develop an attitude of recognizing each other's feelings, and are willing to apologize when they make mistakes.

3.2.2. The Role of Teachers as Motivators in Developing Students' Emotional Intelligence

As professional educators, teachers play a crucial role in the world of education. In addition to teaching, teachers also serve as motivators for their students. Teachers are responsible for assisting and guiding students, inspiring, maintaining, and enhancing their motivation, providing concrete information and descriptions of what students should do after completing learning activities, and appreciating their achievements.

Teacher Appreciation as a Motivator for Students: Giving appreciation to students when they answer questions, whether they are correct or incorrect, is an effective strategy for increasing learning motivation. This appreciation will be more meaningful if accompanied by direct mention of the student's name. When students feel recognized and appreciated by their teacher, they tend to feel more confident, enthusiastic, and motivated to continue learning and actively participate in learning. Teachers' appreciation can be expressed not only through words of praise but also through body language such as thumbs-up gestures, friendly and enthusiastic facial expressions, and enthusiastic intonation. All of these elements will reinforce the positive message students receive, making them feel that their efforts are recognized and appreciated, regardless of whether their answers are correct or not. Therefore, teachers who consistently provide sincere and personal appreciation will create a positive learning environment, where every student feels safe, valued, and motivated to continue developing (Siswanto & Cendana, 2022)

To foster students' emotional intelligence, teachers at Muhammadiyah 01 Mantingan Elementary School must increase students' interest in learning by giving praise or giving...reward for the achievements achieved by students, both academic and non-academic achievements, encouraging healthy competition between students by *fastabiqul khairat*, and working well with each other. Teachers also encourage students to be confident every time they are asked to come forward and work on questions or present in front of the class. Every student is given the same opportunity, both boys and girls, so that in the learning process not only the teacher is actively involved in delivering the material, but students are also actively involved in providing feedback in learning, so that learning feels more enthusiastic and enjoyable.

Reward as an educational tool in the learning process carried out by educators for students can make students feel more appreciated so that students will be encouraged to do the same thing again, but in giving it must also meet the requirements in line with M Teguh et al. In addition, with the reward given to students, it is hoped that students will have a stronger will to do better and improve the achievements they have achieved. As a form of appreciation for students, rewards are expected to raise the spirit of children who have succeeded in doing good (Nadhifa et al., 2024).

In addition to emotional intelligence, students' interest in a subject also significantly influences their learning process. Without interest in participating in learning, the material learned will simply pass by without leaving a lasting impression on students. Essentially, interest is a form of acceptance of a relationship between oneself and something external. This interest can be expressed through statements indicating that someone prefers one thing over another. Furthermore, interest can also be manifested through active participation in an activity. In other words, the higher a student's interest in a subject, the greater their chances of actively engaging and understanding the material better (Santika et al., 2019).

Teachers at Muhammadiyah 01 Mantingan Elementary School frequently employ a variety of learning methods to keep students engaged and motivated to compete positively with their peers. By using games, second-grade students at Muhammadiyah 01 Mantingan Elementary School actively participate and enjoy playing games in front of the class. If any students are still shy about coming forward, the teacher encourages them by giving prizes to those who dare to come forward.

Classroom management skills include creating a space where all students can move freely and where teachers can control student behavior. Other important elements of a comfortable learning environment include temperature, ventilation, and lighting. Finally, materials used for instruction should be stored in a dedicated area that is easily accessible when needed. When all of these indicators are applied to every learning activity, students' interest and attention will be focused on every word and sentence delivered by the teacher, making it easier for them to grasp the material being taught. This will create effective teaching and learning activities. enjoyable, then it will have a good impact and even student interest can increase (Septiana et al., 2024).

Indicators that haven't been optimally achieved for students with low motivation, so passive students are still less able to respond to stimuli. Meanwhile, developing emotional intelligence includes self-motivation, healthy competition, and self-confidence (this can be evidenced by students daring to step forward and starting to develop a motivation to achieve).

3.2.3. The Role of Teachers as Evaluators in Developing Students' Emotional Intelligence

The role of teachers as evaluators in the formation of children's emotional intelligence in the formation of the concept of justice to ensure and know the assessment of the level and effectiveness of the methods applied to students (Pitria & Damanik, 2024).

Based on observations and interviews, the teacher's role as evaluator in assessing success was carried out quite well. The teacher assessed based on what they observed, provided questions related to the learning material, and administered quizzes related to the material. The teacher observed each student's process and progress, both in terms of their activeness and responsibility in completing assigned tasks.

Student proficiency in educational activities can be measured by a teacher's ingenuity in pedagogy, which includes classroom administration, the instructional resources used, the educational media used, and mastery of the subject matter. This is because when a teacher is skilled in delivering subject matter, it will inherently attract students' attention and enthusiasm, encouraging their active participation in the learning process. This is in line with Laia's opinion, which emphasizes that the primary focus of a teacher's function in the learning process is the implementation of assessment, or in other words, evaluation (evaluator). Teachers act as parental figures who are respected and imitated by their students. In essence, the presence of teachers is crucial for students to achieve educational success. (Laia, 2023)

From the explanation above, there are still evaluations that have not been implemented, starting from a structured evaluation of students' emotional intelligence development, to assessments of emotional control, empathy, and cooperation that are still informal. This is a separate note for teachers to consistently monitor emotional intelligence development, while the role of teacher evaluators is seen in responsibility and feedback skills. Based on observations, students demonstrate a responsible attitude in completing assignments and an attitude of self-efficacy and realistic openness. Ultimately, these habits can achieve learning goals with better results. Thus, this method can gradually eradicate the rigidity of the education system (Fatmawati et al., 2025).

4. Conclusion

From the presentation in this study, it can be concluded that the role of teachers in fostering students' emotional intelligence at SD Muhammadiyah 01 Mantingan Ngawi, namely *First*, the teacher provides inspiration to students with sentences of praise for the achievements made by students, in this case fostering an attitude of self-confidence so that students feel appreciated and motivating students to continue trying in facing difficulties as well as a form of appreciation for the success of others, *second*, Teachers use varied and enjoyable learning methods to create a conducive learning space, providing positive examples in terms of discipline, politeness, neatness, caring and friendliness to students equally by being fair and firm to students who disrupt the learning process. The role of teachers in fostering emotional intelligence is very important to implement, therefore, teachers must be able to provide role models to students to help them achieve the best results in their future lives. Suggestions for further research are to explore digital technology in fostering emotional intelligence in collaboration between teachers and parents.

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