Implementation of Emotional Approach to Islamic Religious Education in SMP Masmur Pekanbaru

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Abstract	
This study aims to analyze the application of emotional approach by educators in the field of Islamic Religious Education (PAI) at Masmur Junior High School Pekanbaru. The emotional approach focuses on managing positive relationships between educators and students, with the aim of creating a learning atmosphere that is conducive, comfortable, and supports students' psychological development. The research method used was qualitative with data collection techniques through interviews and observations. The results showed that the application of emotional approach in Masmur Junior High School Pekanbaru includes several strategies, such as introductory sessions, emotional support, the use of suggestion boxes, rewards for active students, and the application of educational games. In addition, this study also identified supporting and inhibiting factors in the implementation of this approach. Supporting factors include school management support, educator readiness, and good communication, while inhibiting factors include time constraints and learners' attitudes.	**Keywords:** Application Of Emotional Approach; Fieldof Study; Islamic Education.

Abstrak	
Penelitian ini bertujuan untuk menganalisis penerapan pendekatan emosional oleh pendidik dalam bidang studi Pendidikan Agama Islam (PAI) di SMP Masmur Pekanbaru. Pendekatan emosional berfokus pada pengelolaan hubungan yang positif antara pendidik dan peserta didik, dengan tujuan menciptakan suasana belajar yang kondusif, nyaman, dan mendukung perkembangan psikologis siswa. Metode penelitian yang digunakan adalah kualitatif dengan teknik pengumpulan data melalui wawancara dan observasi, Hasil penelitian menunjukkan bahwa penerapan pendekatan emosional di SMP Masmur Pekanbaru meliputi beberapa strategi, seperti sesi perkenalan, dukungan emosional, penggunaan kotak saran, penghargaan untuk siswa aktif, serta penerapan permainan edukatif. Selain itu, penelitian ini juga mengidentifikasi faktor pendukung dan penghambat dalam penerapan pendekatan ini. Faktor pendukung meliputi dukungan manajemen sekolah, kesiapan pendidik, dan komunikasi yang baik, sementara faktor penghambat termasuk keterbatasan waktu dan sikap peserta didik.	**Kata Kunci:** Penerapan; Pendekatan , Emosional; Pendidikan Agama Islam.

1. Introduction

Education is the main foundation in the formation of a superior generation and is able to face various challenges in the modern era (Haluti, et al., 2023). Islamic Religious Education (PAI) has a very important role in shaping the religious, moral, and moral character of students, especially at the junior high school level. In this phase, learners are not only in the stage of intellectual development, but also experience significant changes in emotional and social aspects. Their curiosity is at its highest peak, where they seek to explore the environment around them and seek recognition for their skills, which results in their need for attention and support from educators, not only in terms of academic knowledge, but also in emotional and social development in a broad context. In an effort to showcase their abilities and prowess, learners at this age often look for ways to express themselves, either through academic achievements or extracurricular activities. Therefore, it is important for educators to understand that they do not only function as deliverers of material, but also as mentors who can provide emotional support. In this case, a holistic approach is needed to create a learning environment that not only supports academic achievement, but also helps learners feel valued and cared for. Thus, education can be an effective tool in shaping individuals who are not only intellectually intelligent, but also have good character and are able to interact positively with society.

At the junior high school level, learners experience an important period characterized by various significant changes, both physically and psychologically. Physically, male learners begin to show changes such as the growth of Adam's apple, moustache, and voice changes, while female learners experience visible changes in the growth of breast glands and sometimes their complaints of pain during menstruation. These physical changes are also accompanied by their psychological changes, such as their increased curiosity, and they also begin to have a strong desire for recognition, both from peers and from the adults around them. Even the desire to attract attention from the opposite sex influences the way they interact and the way they learn. This allows them to have more group discussions, but they also feel anxious or unsure of themselves in social situations. So it is very important for educators to pay more attention to learners by understanding the individual needs of learners. Creating a fun and communicative learning atmosphere is essential, where educators communicate gently and empathetically. With the right emotional approach, educators can help learners overcome the challenges they face, so that they can develop optimally, both in academic aspects and in their personality development (Wibowo, 2022).

Although the field of study of Islamic Religious Education has great potential to shape the characteristics of students, many students at the junior high school level show less enthusiasm in following Islamic Religious Education learning, most students show a lack of interest, which has an impact on the low quality of their learning outcomes so that educators face difficulties in increasing students' interest in learning Islamic Religious Education (PAI), This phenomenon shows that conventional approaches are often insufficient to attract the attention

and involvement of students, especially in the field of study of PAI. In an effort to achieve optimal learning outcomes, educators are required to be creative and innovative in generating students' interest in learning (Suprihatin, 2015).

One of the efforts that can be made by educators is to implement an emotional approach in the learning process. This approach focuses on developing positive emotional relationships between educators and learners, so that learners feel more connected to the material being taught. By building a fun and emotionally relevant learning atmosphere, educators can increase students' interest in learning. For example, using inspirational stories, interactive discussions or activities that involve personal experiences can make learning more interesting. In addition, acknowledging and respecting students' feelings will also help them feel more comfortable and engaged in the learning process." (Sari, 2021)

The emotional learning approach is a very important strategy in the modern educational context, as it emphasizes the role of emotional management in the teaching and learning process. It aims to build a positive emotional connection between educators and learners, so that learners feel more connected to the material being taught. When the learning environment is created with a safe and supportive atmosphere, students will feel valued, which in turn increases their motivation to actively participate in every learning activity. Thus, this approach focuses not only on academic achievement, but also on developing students' character and social skills. This is especially important during adolescence, where individuals are searching for self-identity and need strong emotional support from educators. Educators who are able to understand and respond to students' emotional needs will be more effective in creating an inspiring and productive learning atmosphere (Wibowo, 2022).

Previous research shows a strong link between emotional-based learning approaches and increased interest in learning. For example, Astuti (2021) found that approaches that prioritize emotional aspects can increase students' learning motivation in various subjects, including PAI. Sari D (2023) also emphasized that effective emotional management in learning can create an environment that supports students' intrinsic motivation, which has a positive impact on learning interest and achievement. In addition, research by Hermawan (2020) suggests that the integration of emotional approaches in religious learning can help students better understand the values taught and make them more relevant to daily life. Although many studies show the positive effects of this approach, research that specifically examines its effect on increasing interest in learning PAI in junior high school students is still very limited. Most studies have focused on other subjects, such as math, language or social science. This gap is the basis for this study to further explore how an emotional-based approach can be applied in PAI learning at the junior high school level, especially at Masmur Junior High School Pekanbaru.

This study aims to analyze how an emotional-based learning approach can increase interest in learning PAI among junior high school students. By paying attention to the emotional dimension of learners, it is expected to create a stronger bond between learners and PAI lessons, making it a necessity in self-development and spirituality improvement, not just an academic obligation. This research is expected to contribute significantly to the development of learning

methods that are more effective and relevant to the emotional condition of students, so as to increase their interest and motivation in learning PAI.

2. Methods

This research is a combination of field studies and literature studies that use a qualitative approach, what is meant by qualitative research is a research procedure that produces descriptive data, in the form of written or oral data from people and characters who can be seen or observed as research objects (Herdiansyah 2019). A qualitative approach with a descriptive design is the method the author uses in this study. The descriptive qualitative approach allows the author to conduct an in-depth exploration of the dynamics of implementing an emotional-based learning approach in the field of Islamic religious education. According to Sandelowski, descriptive qualitative research aims to describe phenomena based on the researcher's subjective experience, which focuses on a detailed description of the phenomenon under study. (Sandelowski, 2000)

In this study the authors categorized the data into two categories; primary data sources and secondary data sources. Primary data the authors get from the research subjects namely PAI teachers, some students, homeroom teachers and principals of Masmur Pekanbaru Junior High School, while secondary data sources the authors get from literature studies namely by reading, studying, books, articles, journals, writings, pictures or posters related and relevant as data sources in this study. To collect data, the author uses observation and interviews, observations of researchers conducted directly in the classroom during the learning process and the school environment, researchers observe the process and record penomena or symptoms that appear and appear during the learning process. While researcher interviews were conducted directly with PAI Teachers, several ninth grade students, and ninth grade guardians of Masmur Junior High School Pekanbaru. Then the data collected by researchers were analyzed using data triangulation techniques to ensure validity in data presentation and conclusion drawing.

With this technique, the research is expected to provide in-depth insight into the application of emotional-based learning approaches in increasing interest in learning PAI among junior high school students, as well as providing practical recommendations for educators in creating a more supportive and relevant learning environment.

3. Result and Discussion

Understanding the Application of the Emotional Approach to the Study of Islamic Religious Education application comes from the Indonesian language which is a nominalized form of the root word terap. According to the KBBI, terap is a verb that means "to put something in place" or "to use something in a context". The addition of the prefix pe- and the suffix -an forms the noun application, which means the process, action, or way of applying something. (Badudu, J.S., & Zain, S. 1994). Linguistically, the word application is often used to describe the process of carrying out or implementing a method, idea, or principle in a particular situation. In the field of education, application often refers to the concrete act of applying a particular learning strategy or approach to achieve the desired learning objectives. (Kridalaksana, H. 2008), according to

Hamalik (2002) in his book teaching planning based on a system approach states that application in education is the process of implementing theory into practice which aims to achieve effectiveness in the learning process. Arikunto (2006) also explains that application is an action taken to implement a concept, program, or strategy that has been planned to achieve certain results. and Wina Sanjaya (2013) suggests that application in learning includes teacher actions to apply certain methods or approaches to improve learning interactions between teachers and students so that learning objectives are achieved.

The emotional approach by educators is a method that focuses on managing positive emotional relationships between educators and learners to create a learning atmosphere that is conducive, comfortable, and supportive of students' psychological development. This approach involves a deep understanding of learners' emotional state, the ability to empathize, and the application of communication techniques that pay attention to students' affective needs. It is based on the theory of emotional intelligence proposed by Goleman (1995), which states that the ability to recognize, understand and manage one's own and others' emotions is the key to success in various aspects of life, including education. The emotional approach will increase the interest or desire to learn from within a student as expressed by Ryan and Deci (2000) emphasizing the importance of emotional aspects in motivating students through self-determination theory, which states that emotional involvement can increase students' intrinsic motivation.

In the Sukma Bangsa Bireun school blog (Zahara, 2022) explains that the emotional approach is an attempt to arouse the feelings and emotions of students in receiving material and can feel which one is good and which one is bad, in the same blog Haim C. Ginnot suggests that the emotional approach method is something that every teacher must have in order to be able to solve problems (*problem solving*), be able to read situations, and describe what he sees and feels. Meanwhile, W. Glasser argues that an emotional approach is needed to foster a sense of responsibility, social, self-esteem and develop a problem-solving plan for students to accept and understand individual differences (each student), make a work plan so that the ability of each child in the class to benefit himself and the wider community. Islamic religious education (PAI) is a field of study that aims to instill Islamic values, form noble morals, and increase students' understanding of the teachings of Islam. The focus of PAI is to provide a strong foundation in the aspects of aqidah, worship, morals, and muamalah in accordance with the values of the Al-Quran and Hadith. In addition, PAI also aims to build a religious character that can be applied in everyday life. Islamic religious education is taught from primary to tertiary levels with an approach that adapts to the developmental stage of students. This field of study is not only normative, but also applicative, covering the teaching of Islamic theory and its practice in students' lives. Thus, PAI plays an important role in building a generation that is not only intellectually intelligent but also has spiritual and moral intelligence. (Hasan, 2020).

According to Zubaidi, Islamic religious education (PAI) is a strategic instrument in forming an Islamic personality based on tawhid, which will be a strong foundation to face the challenges of modern life. Relevant and innovative

approaches in PAI are needed to attract student interest, especially in the context of the current era of globalization. (Zubaidi, 2019)

From the explanation above, it can be concluded that the application of the emotional approach of educators in the field of Islamic education is a method or way applied in the learning process that aims to form an Islamic personality based on the beliefs, noble character, by managing good emotional relationships between educators and students such as, mutual trust, mutual care, mutual empathy, and compassion as well as open communication, in order to increase the involvement, interest and motivation of students. The application of emotional approach in PAI learning aims to create a closer relationship between educators and students so that the learning process can take place more effectively. According to Abdullah Nashih Ulwan, learning that involves emotional aspects is able to arouse spiritual awareness and increase students' learning motivation because they feel appreciated and cared for by educators (Ulwan, 2015).

The Foundation for the Application of Emotional Approach of Educators in the Field of Study of Islamic Religious Education Based on Al-Quran and Sunnah

The application of an emotional approach is a way of educating that prioritizes relationships with a sense of affection, comfort, openness, care and tenderness to increase the desire and interest of students in learning Islamic religious education (PAI) lessons, we can find this in the Koran surah Ali Imran verse 159 which reads:

فَبِمَا رَحْمَةٍ مِّنَ اللَّهِ لِنتَ لَهُمْ ۖ وَلَوْ كُنتَ فَظًّا غَلِيظَ الْقَلْبِ لَانفَضُّوا مِنْ حَوْلِكَ ۖ فَاعْفُ عَنْهُمْ وَاسْتَغْفِرْ لَهُمْ وَشَاوِرْهُمْ فِي الْأَمْرِ ۖ فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى اللَّهِ ۚ إِنَّ اللَّهَ يُحِبُّ الْمُتَوَكِّلِينَ

Meaning: It is by the mercy of Allah that you are gentle with them. If you had been harsh and harsh-hearted, they would have distanced themselves from you. So forgive them, ask forgiveness for them, and consult with them in the matter. Then when you have made up your minds, then put your trust in Allah. Verily, Allah loves those who put their trust in Him.

In QS.An-nahal: 125 Allah says

ادْعُ إِلَىٰ سَبِيلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُم بِالَّتِي هِيَ أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَن ضَلَّ عَن سَبِيلِهِ ۖ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

Meaning: Call (people) to the way of your Lord with wisdom and good lessons, and argue with them in a good way. Verily, your Lord, He is the One who knows better who strays from His path and He is the One who knows better who is guided.

The Prophet said

عَنْ عَائِشَةَ رَضِيَ اللَّهُ عَنْهَا أَنَّ النَّبِيَّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ: "إِنَّ اللَّهَ رَفِيقٌ يُحِبُّ الرِّفْقَ فِي الْأَمْرِ كُلِّهِ"

Meaning: 'Ā'ishah (radhiyallahu 'anha) reported that the Messenger of Allah ﷺ)) said: "Verily, Allah is the Most Gentle and loves gentleness in all matters" (HR:Bukhari and Muslim).

عَنْ أَبِي هُرَيْرَةَ قَالَ: قَالَ رَسُولُ اللهِ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ: "مَنْ لَا يَرْحَمْ لَا يُرْحَمْ

Meaning: Abu Hurairah reported that the Messenger of Allah ﷺsaid: "Whoever does not love, will not be loved."_ (HR. Bukhari and Muslim)

The Qura'an and hadits are the main sources of Islamic teachings that are relevant throughout the ages (Al-Buthy, 2001) on this basis learning with the application of emotional approaches is still very effective in using in this modern era to increase the activeness and interest of students in the field of Islamic religious studies, especially at the junior high school level where at this time students do need greater attention and affection.

a. Application of Emotional Approach of Islamic Religious Education Educators in SMP Masmur Pekanbaru

Based on the results of interviews with one of the PAI teachers of Masmur Junior High School Pekanbaru on October 09, 2024 at 09.40 WIB The process of applying the emotional approach of educators in the field of Islamic religious education studies is carried out with the following stages:

At the beginning of the school year, educators hold an "Introductions" session in which educators share stories of interesting experiences and inspiring stories to build closeness with learners as well as learners are asked to share short stories about themselves, including hobbies, goals, and interesting experiences, something they like or dislike. This helps to build trust and create a familiar atmosphere. This aims to create a comfortable classroom atmosphere. This situation is in line with what Wibowo revealed in his book *Emotionally-based approaches in learning*, Wibowo states "positive relationships between teachers and students can increase student motivation and involvement in the teaching and learning process" (Wibowo, 2022).

If one of the learners shows a decrease in motivation to learn and shows a murunga or sad attitude then the educator invites the learner to talk privately, asks about what problems are being faced, listens to his complaints then offers support and solutions. This shows that educators care about the emotional situation of students, this is done to show empathy and mutual care and compassion, as well as students who seem to present a disturbance to other friends will be invited to tell stories and channel their pent-up desires or desires as a form of concern from educators, this is in line with Wibowo's statement in his book *Emotional-based approaches in learning*. Educators must show empathy by actively listening to students and understanding their feelings. This can be done by responding to the personal problems or emotions they express in a way that supports and understands, rather than simply correcting or providing solutions (Wibowo, 2022).

Our school provides a "Suggestion Box" where learners can write down their feelings or concerns anonymously. And the sincerity we find in the suggestion box will be discussed in class discussions to find solutions or

solutions to the problems that learners are concerned about, this will create a space for honest communication and mutual support as stated by Educators must foster open communication with students, including in terms of sharing feelings or concerns that may affect their learning process. Educators can use a more personalized approach in explaining subject matter, connecting topics to students' life experiences to make learning more relevant and emotionally engaging (Ryan & Deci, 2000).

In the learning process, I give awards to learners who actively contribute during the learning process or class discussions, such as "Most Excited Learners" or awards in other ways. The award can be in the form of certificates, and praise in front of friends, or gifts in the form of objects, this will increase the confidence of students. This is in line with what astuti said. Appreciation of students' efforts and achievements, no matter how small, can strengthen their emotional engagement in learning. This approach involves giving positive reinforcement that encourages students to keep trying and feel appreciated for their efforts (Astuti, 2021).

In class, I also use educational games such as charades, role-playing games and other interesting games to teach PAI material. Students are divided into small groups and compete to answer questions related to Islamic teachings. This activity makes learning more interesting and increases students' emotional engagement.Wiggins,G discusses this in his book entitled *The game of learning: Engaging students in the classroom* "Using games in education not only helps students understand the material, but also increases their motivation to learn."

In a lesson on the importance of honesty I invite learners to share personal experiences of situations where they had to choose between lying and telling the truth. This discussion helps students understand Islamic values in the context of everyday life. After completing certain materials, I ask learners to write a summary reflecting on how they feel and understand the material they have learned and how they can apply it in life. This activity will help learners to reflect on and express their feelings. Regarding this, it is in line with what Wibowo revealed in his book *Emotional-based approaches in learning: Theory and practice in the classroom* he reveals In PAI learning, educators can integrate religious lessons with relevant values in students' social lives. Connecting the subject matter with their emotional experiences will make students feel more connected to the religious teachings taught, so that it is not only an academic obligation, but also as part of their character building.

b. Supporting and inhibiting factors for the application of emotional approaches of educators in the field of Islamic religious education at SMP Masmur Pekanbaru.

In the implementation of a program or policy, it will certainly experience various obstacles or obstacles as well as in the application of the emotional approach of educators in the field of Islamic religious education at Masmur Junior High School Pekanbaru based on the results of interviews with PAI teachers at Masmur Junior High School and observations in the field, we can conclude that the supporting and inhibiting factors in the application of the emotional approach of educators at Masmur Junior High School Pekanbaru include the following

1) Supporting factors

The most important supporting factor in the application of the emotional approach to the field of Islamic religious studies is school management, policies and support from school management, especially the principal. The creation of good and open communication between fellow educators and between educators and students. As the results of interviews with PAI teachers at Masmur Junior High School Pekanbaru he revealed the support of the principal and the availability of facilities and infrastructure made it easy for me to apply an emotional approach in PAI learning.

The readiness of educators is the most important supporting factor for the success of the application of the emotional approach in the field of Islamic education at Masmur Junior High School Pekanbaru readiness here can be in the form of readiness of teaching materials / teaching materials and emotional readiness and based on the author's observations it has been owned by teachers in the field of Islamic education at Masmur Junior High School Pekanbaru.

2) The inhibiting factor

Some inhibiting factors in the application of the emotional approach of educators in the field of Islamic religious education in Smp Masmur Pekanbaru include, among others, the diversity of ethnicity, or the family background of students and the difficulty of working with parents of students, especially in establishing communication between educators and parents of students in terms of finding solutions to problems that are being faced by students such as economic problems, busy parents who result in less attention from parents to students, and excessive freedom that parents give to students.

The application of the emotional approach in the field of Islamic Religious Education at Masmur Junior High School Pekanbaru has shown significant results in creating a learning environment that is responsive and supportive to learners' emotional needs. Through various strategies such as introductory sessions, emotional support, use of suggestion boxes, rewards for active students, educational games, and personal reflection, educators succeed in building closeness and trust with students.

Supporting factors, such as school management support, good communication between educators and students, and educator preparedness, play an important role in the successful implementation of this approach. However, there are still some inhibiting factors, such as time constraints and students' attitudes, which need to be addressed to improve learning effectiveness.

Overall, the emotional approach not only increases students' learning motivation but also strengthens the relationship between educators and learners, making learning more meaningful and relevant in the context of everyday life. Thus, implementing an emotional approach is a strategic step to support the development of students' character and religious values.

4. Conclusion

The application of the emotional approach in the field of Islamic Religious Education (PAI) is an important method that aims to build a positive relationship between educators and students. This approach emphasizes on emotional management as well as compassionate communication, comfort, and openness. Thus, this application is expected to increase learners' involvement, interest, and motivation in the learning process.

From the perspective of the Quran and Sunnah, the application of the emotional approach strongly supports education based on compassion and gentleness. The verses and hadiths that underline the importance of wisdom, gentleness and empathy in educating show that these methods are in line with Islamic values. This shows that effective education does not only focus on the intellectual aspect, but also on developing students' character and emotions.

Islamic Religious Education has a strategic role in shaping an Islamic personality based on tawhid, and the application of emotional approaches contributes to achieving this goal. By understanding students' emotional states and applying appropriate strategies, educators can create a more effective learning environment, especially at the junior high school level, where attention and affection are needed. Therefore, the application of the emotional approach in PAI is a relevant and innovative step to improve the quality of education in the modern era.

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