

EMOTIONAL INTELLIGENCE BUILDING CHARACTERS OF STUDENTS ELEMENTARY SCHOOL IN THE 21st CENTURY

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Abstract: This article aims to describe the importance of emotional intelligence in building the character of elementary school students in the 21st century. This method used in this study is descriptive qualitative. Data collection through literature or library research. Data sourced from books, articles, online mass media. The data obtained was collected and processed using documentation and discourse identification techniques. The results showed that emotional intelligence can build students to have honest, disciplined, self-respecting, responsibility, authority, confidence, able to take advantage of opportunities, more skilled at calming self, better in dealing with other people, competent in understanding others, and more organized in academic work.

Keywords: character education, elementary school students, emotional intelligence

1. Introduction

The 21st century can be said to be a century of knowledge. A century marked by a massive transformation of the agrarian society towards industrial society and continues to a knowledgeable society (Soh, Arsyad & Osman, 2010). This transformation process is also marked by the occurrence of a set of social and cultural changes in society due to the emergence of globalization and the swift flow of information. Since the advent of optical cable technology and web browsers, the flow of information spread throughout the world has been increasingly out of control and has resulted in what is referred to as "an explosion of digital information" (Halpern, 2003). Data released by IBM (2014) shows that the world currently produces around 2.5 quintiles of data in the form of files, print and digital media. Furthermore, Lau (2011) states "peoples can be quite literally at their fingertips via the internet with only a few minutes of search time on the computer with a view click of a mouse". Through a search engine, one can easily search for reference material that they want in real time at a very low cost. All this is possible because teaching materials and the interaction process have been successfully "digitized" by technological progress. Friedman (2007), describes this change as "the world is flat" - referring to a condition in which the world has been freed from the limits of distance and time due to technological developments.

The 21st century is also known as the globalization century and the information technology century. The 21st century is characterized by changes and shifts in all fields that take place quickly and will affect human life. The determinant of a nation in controlling world civilization is the power of competitiveness of human resources (HR), while the superiority of human resources is the determining factor of work ethic, mastery of science and technology and social creativity in a society. The era of globalization requires people who are active, responsive to change and able to think critically, so that they are able to face various challenges. In addition, in the era of knowledge of intellectual capital mastery especially higher order thinking is a need as a reliable person / person (Galbreath, 1999). Entering the 21st century, learning skills have seven skills, namely: 1) critical thinking and problem solving; 2) creativity and innovation; 3) collaboration, teamwork, 4) cross-cultural understanding; 5) communication, information, media literature; 6) mastering ICT; and 7) career and learning independence (Fadel, 2009).

Entering the 21st century, the national education system faces very complex challenges, there are many changes that occur in the world of education. One aspect that experiences change in the world of education is the national goal of education in the 21st century which is explained in BSNP (2010: 39) which is to realize the nation's desire to create human beings with quality resources, willing and able to live prosperously and happily together -same, has a respectable standard of living and is comparable to other countries. In order for the quality of human resources to compete as what is expected from the 21st century's national education goals, there is a need for skills in hard skills and soft skills. The right effort to prepare quality human resources (HR) and the only one that can be seen and should function as a tool to build high quality human resources is education. In the Undang-Undang Sistem Pendidikan Nasional No. 20 tahun 2003 pasal 3, states that:

Education is a conscious and planned effort to realize a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and country.

The success of education is very determined when the education is able to change the students themselves. These changes in the sense of being able to develop the potential possessed so that learners can benefit directly in the development of their personality. The success of education is also influenced by students, communities and other related institutions. As one of the efforts to improve quality towards the achievement of these goals, it is necessary to convey an effort to improve the innovative learning system that stimulates students to want to study carefully the learning. Based on the Undang-Undang Sistem Pendidikan Nasional No. 20 tahun 2003 pasal 3, states that:

National Education functions to develop the ability and shape of dignified national character and civilization in order to educate the lives of the nation, aiming to develop the potential of

students to become faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen.

Based on the challenges of the 21st century, the Ministry of Education and Culture has made a breakthrough to improve the quality of education in order to be able to produce graduates who are ready to compete globally in the future. One of the initial breakthroughs was by applying the 2013 curriculum. In other words, the implementation of the 2013 curriculum was aimed at answering the era of education, namely to produce competitive, innovative, creative, collaborative and characterized graduates. In order to achieve this eventual orientation, it is well realized that education is not only done to develop knowledge based on the core subject of learning but also must be oriented so that students have creative, critical, communicative and character abilities. In order to face the challenges of the 21st century, every teacher should have high ability and professionalism. The challenges faced by teachers in the 21st century no longer revolve around the intellectual academic abilities of students, but more on the emotional, moral and moral education of students.

Students who generally consist of individuals who are still in the age of transition between children to adolescents and adults, there are many psychological changes that occur. One prominent change is the emotional change of students. This is a natural and natural thing, but needs to be controlled and monitored, because each individual has varying emotional intelligence. Hurlock (1973: 17) High emotions can be manifested in various forms of behavior such as confusion, flaming or explosive emotions, fighting, lack of enthusiasm, laziness, forming a defense mechanism. This high emotion does not continue continuously. With increasing age, high emotions will begin to subside or lead to a stable condition. Emotional intelligence is also associated with a positive direction if the individual can control it, it is necessary for the process to reach a level of emotional intelligence.

Fathurrohman (2015: 13) explained that emotional intelligence refers to an ability to understand our own feelings and that of others, the ability to motivate ourselves and the ability to manage emotions well in ourselves and in dealing with others. The emotional intelligence of elementary school students is very influential on their character and character. This emotional intelligence is also very closely related to the social environment of students. If students have emotional intelligence, they will be accepted in their social environment, both in school, community, and home. In addition, students who have emotional intelligence will be able to adapt and place themselves in any environment, because they will be able to regulate and control their emotions under certain conditions.

Educating the life of the nation and developing Indonesian people as a whole, is part of the purpose of education. To achieve this goal, it is definitely not as easy as imagined. Because formally, the education process itself must be traversed with a level that can be said to be relatively tiring but has a positive impact on the formation of one's character, even national identity in a country like Indonesia.

The implementation of education is expected to be able to realize people of faith who are afraid of God Almighty, have noble character, have knowledge and skills, physical and spiritual health, a strong and independent personality, and prioritize the sense of civic responsibility and nationality. These matters are very relevant to those mandated by UU No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional. Based on this, education must be able to prepare citizens to be able to play an active role in all fields of life, smart, active, creative, skilled, honest, disciplined and high moral, democratic and tolerant by prioritizing national unity so it is necessary to sharpen intelligence continuously -usually.

But specifically, achieving the goal of education as a whole turns out that intelligence development alone is not capable of producing a complete human being. The purpose of education is not only to shape Indonesian people who are intelligent but also with personality or character, so that later generations of people will grow up with characters that breathe the noble values of the nation and religion. According to Dr. Martin Luther King, intelligence plus character ... that is the goal of true education. (intelligence with character is the ultimate goal of actual education). Various studies and experiences show that learning emotional components is more important than intellectual. in contributing to one's success (Maliki.2009: 15).

If the quality of education is expected to be achieved optimally, it is necessary to work out how to foster students to have stable emotional intelligence as a counterweight to existing intelligence. Because, through emotional intelligence students can understand themselves and their environment appropriately, have confidence, not easily discouraged, and can shape students' characters positively.

Character is a characteristic possessed by an object or individual. These characteristics are genuine and embedded in the individual's personality and encourage the individual to act to do something, behave, say, and respond to something. Character is the character, character, character, or personality of a person that is formed from the results of internalization of various virtues that are believed and used as a basis for the way of seeing, thinking, and acting. In the National Conference on Character Building, Jakarta (2005), "Character has been defined as the inner disposition conducive to right conduct. It is a person's collection of attitudes and habits that enable and facilitate moral action. "Character is very important for the progress of the nation and state. Character is the fundamental foundation needed to build a nation.

Emotional intelligence is the most important provision in preparing students to meet a future full of challenges. Zins (2001) The goals of education, culture and national character are: 1). develop the potential of the heart / conscience / affective of students as human beings and citizens who have cultural values and national character; 2) develop the habits and behavior of students who are commendable and in line with universal values and religious traditions of the nation's culture; 3) instill the spirit of leadership and responsibility of students as the next generation; 4) develop the ability of students to be independent, creative, nationalistic people; and 5). develop the school's living environment as a safe, honest learning environment, full of creativity and friendship, and with a high sense of nationality and dignity.

The values developed in the cultural education and character of the nation are: 1) Religious; 2) Honest; 3) Tolerance 4) Discipline; 5) Hard work 6) Creative; 7) Mandiri; 8) Democratic; 9) Feeling curious; 10) Spirit of nationality; 11).Love the homeland; 12) Appreciate achievement; 13). Friendly / Communicative; 14) Love peace; 15) Love to read; 16) Care for the environment; 17) Social care; and 18) Responsibility. Students who have problems in emotional intelligence will have difficulty learning, socializing, and unable to control their emotions, so that they are far from the values expected in education.

Conversely students who have emotional intelligence will form students with character in accordance with the values of character education. So that from the whole description above, emotional intelligence has a very important role to achieve success in school and in the community. Even emotional intelligence can be demonstrated through one's ability to realize what he and others feel.

Then, students who have a better level of emotional intelligence can become more skilled at calming themselves quickly, rarely contracting diseases, more skilled at focusing attention, better in dealing with others, more capable in understanding others, and for Academic work at school is better. And once again keep in mind, that emotional intelligence or Emotional Quotient (EQ), which is the ability to motivate yourself, manage frustration, control your heart pressure, regulate mood (mood), empathy, and ability to work together. Character education is emotional education or education virtue plus is education that involves aspects of knowledge (cognitive), feeling (feeling), and action (action). Lickona (2012).

In character education, students are expected to have positive values. Therefore, in order to achieve these values, the way to develop students' emotional intelligence is the right choice to take. Because, by developing emotional intelligence, it will certainly shape students. the character as expected.

Based on the description above, this article formulates the problem of how important emotional intelligence is in shaping the character of elementary school students in the 21st century?

The purpose of writing this article is to examine the importance of emotional intelligence in shaping the character of elementary school students in the 21st century.

2. Literature Review

The concept of emotional intelligence

a. Definition of Emotional Intelligence

Fathurrohman (2015: 13) explained that emotional intelligence refers to an ability to understand our own feelings and that of others, the ability to motivate ourselves and the ability to manage emotions well in ourselves and in dealing with others. Upadhyaya (2008) said that "emotional intelligence is an ability to express, manage and control emotions of self and others" means that emotional intelligence is the ability to express, regulate and control the emotions of oneself and others. Iskandar (2009: 53) emotional intelligence is a person's ability to solve problems and produce products in a variety of settings in real situations. Kadeni (2014: 10) emotional intelligence is the ability to feel, understand and effectively apply emotional power and sensitivity as a source of energy, emotion, connection and human influence.

Based on the above opinion, emotional intelligence is the ability to feel, understand more effectively the emotional sensitivity that includes the ability to motivate yourself or others, self-control, being able to understand the feelings of others, able to manage emotions that can be used to guide the mind to take the best decision.

b. Various Emotions

Basically, emotional intelligence is the ability to understand and manage individual emotions. Agustian (2006: 112) divides emotions into categories of emotions created when humans move away from orbits (off line) and emotions that enter the orbit line (in line). Which is included in the off line category is an emotion that comes out of the demands of conscience, while in line is in accordance with conscience. These emotions include: a) Angry, when self-esteem is shaken (off line); b) Disappointed, when the conscience is not in line with reality (off line); c) Sad, when you feel lost (off line); d) Crying, when God Spot is thrilled (off line or in line); e) Happy, when the heart is touched (in line); f) Feel peaceful, when conscience becomes reality (in line); g) Motivated, when eager to realize the heart voice (in line); h) Enthusiastic, when you feel able to realize your heart (off line); i) Feel safe, when conscience is fulfilled (in line); j) Upset, when a reality is far from the heart (off line); k) Regret, when the opportunity to apply heart sounds is missed (off line)

The emotional division according to Daniel Goleman (2010: 411) is as follows: a) Anger; such as violent, angry, hateful, angry, irritated, upset, disturbed, bitter, angry, offended, hostile, and violent; b) Sadness; like pain, sadness, gloomy, gloomy, melancholy, self-pity, loneliness, disapproval, despair, severe depression; c) Fear; like anxiety, fear, nervousness, worry, vigilance, insecurity, anxiety, phobia, and panic; d) Enjoyment; like happy, happy, cheerful, satisfied, entertained, proud, amazed, happy, etc .; e) Love; such as acceptance, friendship, trust, kindness, sense of closeness, devotion, respect, love, love; f) Surprised; amazed, gasped, stunned etc; g) Annoyed; disgust, disgust, nausea, hate, dislike, vomiting etc; h) Shame; feeling wrong, embarrassed, upset, despicable, disgraceful, heart broken.

Thus it can be specified that various emotions include anger, disappointment, sadness, crying, being happy, feeling peaceful, motivated, enthusiastic, feeling safe, resentful, sorry, shocked, embarrassed, afraid, and love.

c. Emotional Intelligence Competency

Jansen, et al (2014: 8) states that to see a person's emotional intelligence can be assessed through several aspects, namely as follows: a) one's self-concept, namely the recognition and management of individuals towards themselves; b) Relational image with other significant people, related to relationship management; c) Individual involvement with the world of life, or social awareness; d) Challenges faced by individuals; e) Conflict management; f) And subjective evaluation of leadership abilities. Another opinion, Muslihah (2015: 15) revealed that there are six dimensions or aspects that underlie the assessment of individual emotional intelligence, namely as follows: a) Intrapersonal, namely the relationship of the individual with oneself; b) Interpersonal, that is the

individual's relationship with others; c) Pressure adjustment or regulation of pressure; d) Pressure monitoring capabilities or the ability to monitor pressure; e) Role ability or ability to play under certain conditions; and f) Validity of positive responses or validity of positive responses shown on a matter.

Other aspects contained in emotional intelligence are also expressed by Bhalerao and Kumar (2016: 46), who explain that indicators of individual emotional intelligence are as follows: a) Emotionality and Impulsiveness, namely reflex reactions or behaviors or without going through the process of thinking first; b) Self-Acceptance, which is a positive self-concept that is seen in self-acceptance despite weaknesses and weaknesses; c) Problem solving, showing planning orientation, ability to search for meaning in life, and encouragement to get out of a personal and situational context that is complicated by means of logical thinking and problem solving; d) Self-Awareness, is a habit of self-monitoring and introspection to always check where someone is in a situation; e) Self-Confidence, which is the ability to do oneself with self efficacy with a strong premium to show concern for yourself; f) Decisiveness and Independence, This is the ease or ability to choose among various alternatives; g) Personal Fulfillment, indicating the threshold for tolerating emotional disturbances, mental distress, apathy, disappointment, and pleasure in everyday life; h) Empathy, shows an individual's ability to feel and understand the emotions, moods, and reactions of others with as much intensity as possible so as to allow sharing of feelings and build connections; i) Anxiety and Stress, refers to anxiety or the process associated with stress, which shows a person's ability to manage emotions filled with anxiety; j) Assertiveness, shows the level of direction of someone who wants to exercise

Not much different from the opinions above, Goleman (2009: 58) mentions that aspects of emotional intelligence are specifically as follows. a) Recognizing self emotions, namely individual abilities that function to monitor feelings from time to time, looking at feelings that arise. The inability to observe true feelings indicates that people are in emotional power. The ability to recognize yourself includes self awareness; b) Managing emotions, namely the ability to entertain oneself, release anxiety, moodiness or offense and the consequences arising from the failure of basic emotional skills. Bad people with skills in this skill will continue to shelter against feelings of gloom, while those who are smart will be able to rise again much faster. The ability to manage emotions includes self-mastery and the ability to calm back; c) Motivate yourself, namely the ability to regulate emotions is a tool to achieve goals and is very important to motivate and control yourself. People who have these skills tend to be far more productive and effective in whatever effort they do. This ability is based on the ability to control emotions, which is refraining from satisfaction and controlling impulses. This ability includes controlling impulses, positive and optimistic thinking power; d) Knowing the emotions of others, this ability is called empathy, which is the ability that depends on emotional self-awareness, this ability is a basic skill in socializing. Empathic people are better able to capture hidden social signals that signal what people need or what others want. e) Establish relationships. The art of fostering social relations is another person's emotional management skills, including social skills that support popularity, leadership and the success of interpersonal relationships.

According to Al Tridhonanto (2010: 9-12) states that there are five elements or competencies of emotional intelligence, namely: a) Self-awareness, a person needs to be aware of the feelings he is experiencing. This is important because it can affect decision making. b) Managing emotions, one's ability to manage emotions is important. This is so that a person is not too happy when he gets happiness and does not fall down when he fails. c) Motivate yourself, done by someone to achieve their goals. A person who is able to motivate himself will be able to rise from failure and always think positively in his business. d) Empathy, one's ability to place himself as someone else. He is able to feel what is felt by others. e) Establishing social relations with others, the ability to establish social relationships with others is important. This ability is proven by the way someone gets along with other people.

Based on the explanation above, it can be said that some emotional intelligence competencies include (1) recognizing self emotions, namely self-awareness of emotions, (2) managing emotions which include managing emotions, utilizing time productively, and controlling attitudes toward

emotional situations faced, (3) motivating oneself, the ability to control heart impulses, the power of positive and optimistic thinking. (4) recognize the emotions of others, namely when individuals are able to empathize with others, (5) foster relationships, where attitudes taken by individuals can produce good relationship with others.

d. Benefits of emotional intelligence

Mulyasa (2007) benefits students' emotional intelligence: 1) Honest, disciplined, and sincere in themselves, building strength and self-awareness, listening to conscience, respect and responsibility; 2) Strengthen oneself, move forward, be tenacious, and build inspiration on an ongoing basis; 3) Building character and authority, increasing the potential and integrating learning objectives into their life goals; 4) Utilizing opportunities and creating a brighter future.

Kataria (2015: 158-159) Emotions are important in the classroom in two major ways. First, emotions have an impact on learning. They influence our ability to process information and to accurately understand what we encounter. Second, learning how to manage feelings and relationships constitutes a kind of emotional intelligence that enables people to be successful. This means that important emotions for students in the class are: first, emotions have an impact on learning. Emotions affect our ability to process information and accurately understand what we are learning. Second, learn how to manage feelings and relationships such as emotional intelligence that allows people to be successful.

Based on the description above, the benefits of emotional intelligence for students is that they can form honest, disciplined, and sincere characters in themselves, build strength and self-awareness, listen to conscience, respect and responsibility, establish themselves, move forward, be tenacious, and build continuous inspiration, building character and authority, increasing potential and integrating learning goals into their life goals and being able to take advantage of opportunities and create a brighter future (allowing students to be successful)

e. Factors Affecting Emotional Intelligence

In growing emotional intelligence there are several things that influence, among others: 1) brain factors, 2) family, 3) community environment and social support, 4) social environment. According Santrock (2007: 32-33) there are several factors that affect the emotional intelligence of students, namely: a) Biological or Descendants, a child will inherit emotions possessed by the master. Parents who have a temper will produce children who are angry too; b) Experience, aside from biological factors, emotional intelligence is also influenced by experience factors. A grumpy child can learn to reduce his temper because he is aware that a grumpy person will be shunned by others. Through experience, children can optimize their emotional intelligence by learning to reduce negative emotions and manage positive emotions.

Goleman (2009: 267-282), there are several factors that affect an individual's emotional intelligence, namely: a) the family environment. Family life is the first class in learning emotions. Parental participation is needed because parents are the first subject whose behavior is identified, internalized which will eventually become part of the child's personality. This emotional intelligence can be taught when a child is still a baby with examples of expression. Emotional life that is nurtured in the family is very useful for children in the future, for example: practicing disciplined and responsible living habits, ability to empathize, care and so on. This will make the child easier to handle and calm down in dealing with problems so that children can concentrate well and do not have many behavioral problems such as rude and negative behavior; b) Non-family environment. In this case the environment is the community and population. This emotional intelligence develops in line with the physical and mental development of children. This learning is usually shown in children's play activities such as role playing. Children act as individuals outside themselves with the emotions that accompany them so that children will begin to understand the situation of others. Development of emotional intelligence can be improved through various forms of training including assertiveness training, empathy and others

Character Building of 21st Century Elementary School Students

a) Character

The character comes from Greek which means to mark or mark and focus on how to apply the value of goodness in the form of actions and behavior. So people who act dishonestly, cruelly, greedily are said to have bad or negative character. Conversely, people whose behavior is in accordance with moral rules is called noble or positive character. Zubaedi, (2012: 8) defines character as a subjective assessment of a person's personality related to personality attributes that can or cannot be accepted by society. Character is the overall nature and disposition that has been mastered stably which defines an individual in the overall system of psychic behavior which makes it typical in the way of thinking and acting. Zainal and Sujak (2011: 2) state that character refers to a series of attitudes, behaviors (bahaviors), motivation (motivation), and skills (skills).

Based on the discussion above, it can be emphasized that character is a personality that makes it typical in the way of thinking and acting that is inherent in a person and can distinguish himself from other individuals. Character consists of three behavioral performances consisting of moral knowledge, feelings based on morals, and moral behavior. Good character consists of the process of knowing where is good, the desire to do good, and doing good.

Fatchul Mu'in (2011: 161-162) explains that character traits include: 1) character is "who and what are you when other people are watching you; 2) character is the result of values and beliefs; 3) character is a habit that becomes second nature; 4) character is not a reputation or what other people think of you; 5) character is not how good you are than other people; 6) non-relative characters. Based on the description above, the character is radiating from the inside out meaning good habits are carried out not on request or pressure from others but on their own awareness and will.

According to Fatcul Mu'in (2011: 167-182) there are several elements of the human dimension psychologically and sociologically that are related to the formation of character in human beings, namely 1) attitude; 2) emotions; 3) trust; 4) habits and will; 5) self conception. These elements are integrated in each person as the person's personality form. Besides that it can also be used as a guide in developing and shaping a person's character.

Mustari (2011: 1-257) Character values contained in each person, namely: 1) the value of the character in relation to God (religious); 2) the value of character in relation to oneself (honest, responsible, healthy lifestyle, discipline, hard work, entrepreneurial spirit, confidence, logical thinking, critical and innovative, independent, curious, love of knowledge, intelligent, tough, brave risk taking, action oriented); 3) the value of character in relation to others (self-aware, obedient to social rules, polite, respectful, democratic, helpful); 4) the value of character in relation to the environment (ecological, nationalist, pluralist) From the description above, character values play an important role in a person's life to socialize with others. This is because the character values are all included in the person himself who can show his identity. So that it can be said the character values that emerge from a person are a reflection of his identity.

b) Characteristics of 21st Century Elementary School Students

Elementary School Education is an education usually attended by children aged 7 to 12 years. Primary school students are those who are undergoing a stage of development from childhood into early adolescence. The age of elementary school is also called intellectual period, this is because of openness and desire to get the knowledge and experience available. At this time children are expected to obtain basic knowledge which is considered very important for their mental development to prepare and adjust to life in adulthood. According to Piaget (Santrock: 2007: 245) there are four stages of human cognitive development from birth to adulthood, namely 1) sensorimotor stage (from birth to age 2 years) in this stage the baby forms sensory understanding such as seeing and hearing with physical, motoric actions; 2) preoperational stage (ages 2-7 years) at this stage children begin to present their world with words, shadows and images, symbolic thinking, egocentrism grows and magical beliefs begin to be constructed; 3) Concrete operational phase (age 7-11 years) at this stage logical thinking, concrete; 4) the formal operational stage (age 11 and so on) at this stage the

individual moves through concrete experience and thinks abstractly and logically. According to Asri (2010: 16-18) the characteristics of students are aspects or personal qualities that students have. While the characteristics of elementary school children according to Djamarah (2002: 91) include: 1) the existence of an interest in practical daily life that is concrete; 2) very realistic, curious and want to learn; 3) towards the end of this period there is interest in special matters and subjects which experts interpret as starting to emerge factors; 4) until the age of 11 years the child needs a teacher or other adults; 5) children like to form peer groups, play together, make their own game rules.

Based on the description above, elementary school students are in the concrete operational stage. At this stage the child develops logical thinking, is still very attached to perceptual facts meaning that the child has been able to think logically but is limited to concrete objects and capable of conservation. Children will better understand everything if the child experiences or implements it directly. In addition, children at this stage also need concrete examples of what to do.

The 21st century is a century of knowledge, a century where information is widely spread and technology is developing. The characteristics of the 21st century are marked by the increasingly connected world of science, so that the synergy between them becomes faster. In the context of the use of information and communication technology in the world of education, it has been proven by the increasingly narrowing and melting of space and time factors which have been the determining aspects of the speed and success of science by humanity (BSNP, 2010). The 21st century is also marked by the number 1) information available anywhere and can be accessed at any time; 2) faster computing; 3) automation that replaces routine jobs; and 4) communication that can be done anywhere and everywhere. (Litbang Kemendikbud, 2013)

Characteristics of students in the 21st century are different from before. In the past, practical students only had learning opportunities at school institutions, teacher-centered learning, the method used by lectures, learning resources only focused on printed books and blackboards, but now learning resources are everywhere and can even be taken anywhere. Through gadgets (smartphones, laptops) students are able to easily learn according to their wishes, through the internet students are able to find information quickly and easily according to learning needs. So that students have more and more open opportunities to develop themselves, are able to work brilliantly, have logical thinking patterns, are critical, are intelligent, creative, innovative because students learn directly and experience it themselves., Able to solve problems themselves, communicative, able to work with people other.

According to Fadel (2009) students in the 21st century must have skills including values and behaviors such as high curiosity, confidence, and courage. 21st century skills and skills cover the main categories 1) learning skills and innovation: critical thinking and problem solving in communication and collaborative and innovative creativity; 2) digital literacy skills: new media literacy and ICT literacy; 3) life and career skills: have the ability of flexible and adaptive initiatives and social skills in intercultural interaction, productive and accountable leadership skills and responsibility. This is in agreement with Frydenberg & Andone (2011: 314-318) To deal with learning in the 21st century everyone must have critical thinking skills, knowledge and capabilities of digital literacy, information literacy, media literacy and mastering information and communication technology.

c) Building of 21st century student character

The actions, behaviors and attitudes of children are not something that suddenly appears and forms or even gifts from the creator. But there is a long process before that makes the attitude and behavior inherent in him. Even a little or a lot of children's characters have begun to form since he is still in the form of a fetus in the womb. Sri Narwanti (2011: 5) reveals that forming character is a process that lasts a lifetime. Children will grow into a person with character if he grows in an environment with character too. There are three parties that have an important role in the formation of the character of children, namely family, school and environment. The three parties must have a synergistic relationship.

Building character requires a simultaneous and continuous process involving all aspects of knowing the meaning of goodness, willing to do good and real good behavior. There are several values which form a whole character, namely respecting, creating, having faith, having scientific basis,

synthesizing and doing according to ethics. In addition, there are character-forming values derived from religion, Pancasila, culture and national education goals, namely 1) Religious; 2) Honest; 3). Tolerance 4). Discipline; 5). Hard work 6). Creative; 7). Mandiri; 8). Democratic; 9). Feeling curious; 10) Spirit of nationality; 11). Love the homeland; 12) Appreciate achievement; 13). Friendly / Communicative; 14). Love peace; 15). Love to read; 16). Care for the environment; 17). Social care; and 18). Responsibility. Character building efforts are carried out through two approaches: the intervention process is developed and implemented through teaching and learning activities that are intentionally designed to achieve the goal of character building by applying various structural activities, and habituation, namely providing reinforcement by familiarizing themselves with emotional control, self-control and behaving according to the values expected. Sri Narwanti (2011: 6) states that there are several rules of character formation, namely the rules of graduality (character formation is carried out in stages), continuity, momentum (using the momentum of events for education and training functions), intrinsic motivation (character building based on one's inner drive, feel and do it yourself), coaching (character formation is done with the help of a mentor / teacher)

3. Material and Methodology

a. Data

Data collection techniques in this article use literature study. The object of the study focuses on literature in the form of mass media, books, scientific articles, both in print and electronically in accordance with the problems faced and supports the analysis of discussions that can be accounted for scientifically. Literature study includes identifying theories systematically, finding literature and analyzing documents that contain relevant information and relating to emotional intelligence in shaping the character of elementary school students in the 21st century.

b. Method

The analysis technique in writing this article uses the Miles and Huberman model, namely qualitative descriptive analysis with interactive models. Includes: (1) data collection; (2) data reduction that is choosing the main and important things to look for themes and discarding unnecessary, (3) data presentation and (4) data verification that is giving conclusions so as to get the desired results

4. Results and Discussion

Emotional Intelligence

The term "emotion" is defined as a condition that arises from the human organism as a cause and effect between emotion and one of the inner experiences such as impulses, motive desires, and others. According to Baharuddin (2014: 55) emotion is a conscious experience that influences physical and affective activities (including feeling elements) that follow physiological and mental states that arise and inner adjustments that express themselves in visible behavior.

In essence, humans have some inherent intelligence from their birth. These intelligences can shape humans into real humans. One intelligence that influences to shape human character is emotional intelligence (EQ). Emotions always seem to be involved in all aspects of human interaction. Emotion is something that is familiar and used in our daily activities. The term "emotional intelligence" was first raised in 1990 by two psychologists, namely Peter Salovey and John Mayer. Salovey and Mayer define emotional intelligence (EQ) as "a subset of social intelligence that involves the ability to monitor social feelings that involve ability in others, sorting through everything and using this information to guide thoughts and actions". (Shapiro, 1998: 8).

According to Howard Gardner (1983) there are five main points of a person's emotional intelligence, namely being able to realize and manage emotions themselves, have sensitivity to the emotions of others, be able to respond and negotiate with others emotionally, and can use emotions as a tool to motivate themselves

According to other psychologists, namely Bar-On (Goleman: 2000: 180), defines emotional intelligence as a series of personal, emotional, and social abilities that affect a person's ability to

succeed in overcoming environmental demands and pressures. While Goleman (2002: 512), looking at emotional intelligence is the ability of a person to regulate his emotional life with intelligence (to manage our emotional life with intelligence); maintain emotional harmony and its disclosure (the appropriateness of emotion and its expression) through the skills of self-awareness, self-control, self-motivation, empathy, and social skills. So it can be interpreted that Emotional Quotient (EQ) includes the ability to express feelings, awareness and understanding of emotions and the ability to regulate and control them. Emotional intelligence can also be interpreted as mental abilities that help us control and understand our feelings and others which leads to the ability to regulate these feelings. So people who are emotionally intelligent not only have emotions or feelings but are also able to understand what they mean. You can see yourself as other people see, and are able to understand others as if what we feel can be felt by others.

Upadhyaya (2008: 4) defines emotional intelligence as emotional intelligence as a series of personal, emotional, and social abilities that affect a person's ability to succeed in overcoming environmental demands and pressures.

People who have high emotional intelligence does not mean that they never release their emotions, but usually they are angry at the right time with clear goals. Because they are able to regulate and control their emotions and that is proof that they have emotional intelligence.

Emotional intelligence can be used as a strong foundation in scientific education. With good emotional intelligence, children will have the ability to manage their emotions so that every time they follow a lesson they are never burdened and never feel anxious even though they have to face difficulties in the process of receiving lessons. (Syarif, 2015: 23)

According to Salovey and Mayer (1990) Emotional intelligence (EQ) has a close enough continuity with the quality of human life, where emotional intelligence is closely related to the existence of a healthy soul. So that from a healthy soul, humans as species that are susceptible to unhappiness will have a much greater chance of obtaining a happy life. People who are able to control their emotional intelligence will have better opportunities to succeed and be sure to be more calm in solving problems classified as complicated.

Emotional Development in Children

Emotions play an important role in the life of a child we no longer doubt. From the time of our childhood experiences, remember that emotions give color or change pleasure to everyday experiences and are also motivated by our actions or actions, but we also realize that sometimes emotions become obstacles or obstacles. Emotional effects on a child's physical condition can have very detrimental effects, especially if the emotions are very strong and often experienced. (Tim dosen, 2015: 28).

With the increasing age of the child, the child's emotions will also develop. Emotions must be developed and developed. Emotional protection is influenced by two things, maturity and learning. Possible emotions can develop according to the child's maturity, but can also be developed from the learning process. Growth and development make children have different characteristics to certain situations. In this case, the child will release his emotions according to maturity and what he has learned. Baharuddin (2014: 143) says that variations in patterns of emotional development are caused by: 1) Physical children at that time and the level of intellectual ability. Healthy children tend not to be emotionally easy compared to unhealthy children. 2) Environmental conditions. Variations are influenced by social reactions to emotional behavior. If this social reaction is unpleasant, for example in fear or jealousy, the emotion will rarely appear and manifest in a more controlled manner than the social reaction they receive pleasantly.

Many factors that influence children's emotional development include personality, environment, experience, culture, and education. Education, is a variable that is very instrumental in the development of individual emotions. Individual differences can also be affected by differences in the conditions or circumstances of the individual concerned. In this connection, people who have good emotional intelligence are expected to be able to display a thinking attitude that is reflected in logical thinking, fast, good abstraction ability, able to detect, interpret, conclude, evaluate, and remember,

solve problems properly, act directed according to the goal, as well as a good level of maturity. This is also related to the ability of good intelligence (IQ). When linked to learning achievement, emotional intelligence is one factor that also determines achievement. Individuals who have a high IQ are expected to produce high learning achievement, because IQ is often considered a potential capital that makes it easy for someone to learn. So there is often the assumption that IQ is a factor that supports good learning achievement. Even some people put IQ beyond the portion they should. They assume that high IQ test results are a guarantee of one's learning success, whereas a low IQ is the final verdict for individuals that they cannot achieve good learning achievement. This kind of assumption is not appropriate, because there are many factors that determine the achievement, especially EQ and SQ (Spiritual quotient) This incorrect assumption can have an adverse effect on the individual because it can weaken students' motivation in learning which can actually be the beginning of failure that should not need to happen. owned, but also how to control yourself. The application of emotional intelligence in students' learning is important to do. Where students are directed slowly to develop, hone and control the emotions they have, so that they have a good impact on the lives of students, both in school and outside the school, in the academic field. and non-academic.

Character

Character means a person's character or personality. Coon (Zubaedi, 2011: 8) defines character as a subjective assessment of a person's personality related to personality attributes that can or cannot be accepted by society. Character is the overall nature and disposition that has been mastered stably which defines an individual in the overall system of psychic behavior which makes it typical in the way of thinking and acting. Zainal and Sujak (2011: 2) state that character refers to a series of attitudes, behaviors (bahaviors), motivation (motivation), and skills (skills). The character comes from Greek which means "to mark" or mark and focus on how to apply the value of goodness in the form of action or behavior. Based on the discussion above, it can be emphasized that character is a personality that makes it typical in the way of thinking and acting that is inherent in a person. Character consists of three behavioral performances consisting of moral knowledge, feelings based on morals, and moral behavior. Good character consists of the process of knowing where is good, the desire to do good, and doing good.

In the past, children's success was considered as a result of high IQ levels so that the focus of education was more focused on the academic aspect. But that belief has been shaken because IQ only contributes 20% of human success in society, while 80% is more determined by emotional intelligence (EQ) Megawangi (2010). Emotional intelligence is a character or in his noble moral language. The results of George Boggs' research also show that there are 13 factors supporting a person's success in the world of work and it turns out that of the 13 factors 10 of them (almost 80%) are the quality of a person's character and only 3 related to intelligence (IQ) factors are: 1) honest and reliable; 2) trustworthy and timely; 3) can adjust to others; 4) can cooperate with superiors; 5) can accept and carry out obligations; 6) has a strong motivation to continue to learn and improve self-quality; 7) think that he is valuable; 8) can communicate and listen effectively; 9) can work independently with minimum supervision; 10) can solve personal and professional problems; 11) have basic (intelligence) abilities (IQ); 12) can read with an adequate understanding (IQ); 13) understand the basics of mathematics (numeracy) (IQ).

According to Megawangi (2010) children who have low character quality are children who have low levels of emotional-social development so that children are at high risk of experiencing learning difficulties, social interaction, and not being able to control themselves. Given the importance of a character, it is necessary to form and plant characters from an early age

According to Montessori the child's brain is like "the absorbent mind". Even babies who are 2-3 weeks old are able to imitate the faces of parents around them. Like a child's brain is a sponge. A dry sponge when put in water will quickly absorb the water. If the sponge is placed in clear water that is also absorbed by clear water and vice versa if it is placed in sewer water then sewer water is absorbed. This is why, so effective we teach children about good things.

Building character requires a simultaneous and continuous process involving all aspects of knowing the meaning of goodness, willing to do good and real good behavior. Building character requires cooperation from all parties, including families, educational institutions and communities and the environment. Character building efforts are carried out through two approaches: the intervention process is developed and implemented through teaching and learning activities that are intentionally designed to achieve the goal of character building by applying various structural activities, and habituation, namely providing reinforcement by familiarizing themselves with emotional control, self-control and behaving according to the values expected

21st Century Elementary School Students

According to Undang Undang No. 20 of 2003 concerning the National Education System Students are members of the community who seek to develop their own potential through the learning process that is available on certain paths, levels and types of education. Hasbulloh (2010: 121) argues that students are one input that contributes to the success of the education process. Primary school age is divided into low classes (grades 1,2 and 3) and high school students (grades 4, 5 and 6) this period is marked by children starting to enter elementary school and starting a new history, namely the introduction of a wider social environment (sudarmawan , 2013). In general, the characteristics of elementary school children become 4 characters, they are happy to play, like to move, like to work in groups, like to feel and do things directly.

The 21st century is a century of knowledge, a century where information is widely spread and technology is developing. The characteristics of the 21st century are marked by the increasingly connected world of science, so that the synergy between them becomes faster. In the context of the use of information and communication technology in the world of education, it has been proven by the increasingly narrowing and melting of space and time factors which have been the determining aspects of the speed and success of science by humanity (BSNP, 2010). The 21st century is also marked by the number 1) information available anywhere and can be accessed at any time; 2) faster computing; 3) automation that replaces routine jobs; and 4) communication that can be done anywhere and everywhere. (Litbang Kemendikbud, 2013)

Characteristics of students in the 21st century are different from before. In the past, practical students only had learning opportunities at school institutions, teacher-centered learning, the method used by lectures, learning resources only focused on printed books and blackboards, but now learning resources are everywhere and can even be taken anywhere. Through gadgets (smartphones, laptops) students are able to easily learn according to their wishes, through the internet students are able to find information quickly and easily according to learning needs. So that students have more and more open opportunities to develop themselves, are able to work brilliantly, have logical thinking patterns, are critical, are intelligent, creative, innovative because students learn directly and experience it themselves., Able to solve problems themselves, communicative, able to work with people other.

Emotional intelligence bulding the character of students in the 21st century

Emotional intelligence building the character of students in the 21st century Emotional intelligence is the determinant of one's self. Someone who has emotional intelligence will be able to deal with problems that occur in life because usually people who have emotional intelligence have awareness of their emotions, able to foster motivation in themselves because they are always moved to do activities well and want to achieve the goals they want, and can express feelings well and his control is very strong. Emotional intelligence is very important in sustaining human survival. Nata (2003: 51). According to Goleman (2002: 44) intellectual intelligence only contributes 20% success, while 80% is emotional intelligence that is the ability to motivate oneself, overcome frustration, control the insistence of the heart, regulate the affairs of the heart, empathize and the ability to cooperate. Pasiak (2007: 69) The success of humans in managing life (household, business, career, association, etc.) is not only determined by university degrees, high education, let alone an intellectual index. Smart people not even geniuses have no guarantee also regulate their lives, even lots of failures. High IQ intelligence has actually been devastated by emotions and impatience in various life events. Yudhawati & Haryanto's (2011: 103) emotional intelligence that individual potential in non-

intellectual aspects related to attitude, motivation, sociability and other emotional aspects, are factors that are very important for achieving one's success.

Emotional intelligence has an important role for students including: 1) can form honest, disciplined, and sincere attitudes to oneself, build strength and self-awareness, listen to conscience, respect and responsibility; 2) Strengthen oneself, move forward, be tenacious, and build inspiration on an ongoing basis; 3) Building character and authority, increasing the potential and integrating learning objectives into their life goals; 4) Utilizing opportunities and creating a brighter future. Mulyasa (2007).

Research conducted by Schneider, et al (2013), Setyowati, Hartati & Sawitri, 2010 states that emotional intelligence plays an important role in the resilience of an individual. Aspects of emotional intelligence provide benefits during the stress process by promoting psychological and physiological responses to resilience.

Emotional intelligence also has a negative relationship with conflict that causes psychological stress and physical fatigue. Dasgupta (2010) Emotional intelligence is able to balance multiple roles in a person's life, giving positive results such as increasing life satisfaction and self-esteem. Gaffery & Rottinghaus, 2009.

The results of Djazimi's research (2016) show that emotional intelligence has a positive and significant effect on students' morals, namely love for God, apostles, tawadhu, obedience, thankfulness, honesty, keeping promises, qanaah, diligence, respect, helping, protecting the environment.

Eva and Kusrini's research (2015) shows that emotional intelligence is very influential also on improving learning outcomes and creative thinking skills of students. Emotion as a basic element in human beings that is essential in creating behavior and indicates that the emotions that a person has in this case students have been good then the behavior will appear to be good including behavior in learning which ultimately determines the learning achievement of students. The higher the level of creative thinking, the higher the student achievement. The results of this study also agree with Sumarmo (2010: 46) who states that the more creative someone will have creative cognitive and affective characteristics as well.

Kataria (2015: 158-159) Emotions are important in the classroom in two major ways. First, emotions have an impact on learning. They influence our ability to process information and to accurately understand what we encounter. Second, learning how to manage feelings and relationships constitutes a kind of emotional intelligence that enables people to be successful. This means that important emotions for students in the class are: first, emotions have an impact on learning. Emotions affect our ability to process information and accurately understand what we are learning. Second, learning how to manage feelings and relationships such as emotional intelligence that allows people to be successful.

Gustiyanis (2015) shows that emotional intelligence can influence students' self-learning readiness in all three aspects of emotional intelligence which includes emotional judgment and expression, emotional regulation and utilization of emotional intelligence itself can have a good influence on independent learning readiness. Understanding and expressing the right emotions they can suppress disturbing moods and increase enthusiasm in learning, tend to think positively, and focus and think into the future.

5. Conclusion

The results showed that emotional intelligence can build students to have honest, disciplined, and sincere character to oneself, build strength and self-awareness, listen to conscience, respect and responsibility, establish yourself, move forward, be tenacious, and build inspiration on an ongoing basis, build character and authority, increase potential and integrate the purpose of learning into its life goals and being able to take advantage of opportunities and create a brighter future (allowing students to be successful).

Building character requires a simultaneous and continuous process involving all aspects of knowing the meaning of goodness, willing to do good and real good behavior. Building character requires cooperation from all parties, including families, educational institutions and communities and the environment. Character building efforts are carried out through two approaches: the intervention process is developed and implemented through teaching and learning activities that are intentionally designed to achieve the goal of character building by applying various structural activities, and habituation, namely providing reinforcement by familiarizing themselves with emotional control, self-control and behaving according to the values expected.

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