

Student Management In Developing Students' Emotional Intelligence

Muhammad Ashifudin¹, Ainur Rofiq²

¹ Institut Pesantren KH. Abdul Chalim, Pacet Mojokerto Indonesia

¹ Institut Pesantren KH. Abdul Chalim, Pacet Mojokerto Indonesia

e-mail: ashiefkhan7@gmail.com

Submitted: 20-09-2022

Revised : 21-10-2022

Accepted: 20-12-2022

ABSTRACT. The focus of this research is such as (1) The planning of new students' acceptance in the development of emotional intelligence of students at Kediri MTs. Ma'murotul Husna Middle School, (2) Classification of students in developing emotional intelligence of students at Kediri MTs. Ma'murotul Husna Middle School, (3) Implementation of student coaching in the development emotional intelligence of students at Kediri MTs. Ma'murotul Husna Middle School. This research if viewed from the sources of data, this study used primary and secondary data. While the type of data, the approach used includes qualitative research that produced the descriptive explanation. The technique of data collection in this study used three techniques, namely in-depth interview, participant observation, and study documentation. The data that has been collected is then analyzed in a parent's manner with three stages, namely: data reduction, data presentation, and drawing conclusion. The result of this research included: (1) Planning for admission of new students in the development of emotional intelligence in MTs. Ma'murotul Husna Middle School produces a plan for developing emotional intelligence of students, namely by having a policy regarding the acceptance of all prospective students who register either normal or children with especiality necessary. (2) The grouping of students in the development of emotional intelligence produced several parts which include class grouping based on the result of test that include children's learning ability such as diagnostic test and IQ test, then there are extracurricular grouping based on talent and interest that exist in each student , and grouping learning to learn the method of Yanbu'a that are tailored to the ability of students. (3) The implementation of coaching there are three categories, namely disciplinary coaching that madethe students have emotional condition such as responsibility, academic coaching and non-academic coaching, each coaching is able to develop emotional students such as activities inside or outside classroom such as motivate themselves and responsible for carrying out these activities. Not only responsibility but also confidence, honesty, have empathy and foster good relations between the teachers and the fellow students.

Keywords: *Student Management, Development, Emotional Intelligence*

INTRODUCTION

Education is part of human life. Because it's absolutely necessary. Even newborns need education, even in the womb. In general, a student's personality is determined by education, experience, and practice, but he graduates because he is still young. Education is very important and psychological requirement (Djamarah: 2000). Education has the task of preparing human resources for development. Education must be interpreted as a human effort to realize his reality by maximizing human potential. All processes that lead to the realization of the optimization of human potential, regardless of location or time, are classified as educational activities (Dilia et al., 2022; Kardi et al., 2023; Madkan & Mumtahana, 2022).

Students are important future assets for the country (generation) and need to be managed properly. All parties, especially schools need to give full attention to students, because as part of the development of talents, interests and potential (Anwar: 2015). This is in line with the goals of national education. A dignified function in the framework of forming the life of the nation with the aim of developing skills and character and developing students' potential. noble personality, healthy, knowledgeable, capable, creative, independent, democratic, and responsible (Hafid & Barnoto, 2022; Saadah & Asy'ari, 2022).

All schools must be related to students, nominated in the world of education as Student Management in the school environment, students are a central element of educational activities. Therefore students are the target of educational activities. In the competition between educational institutions that is so tight, schools must seriously compete for the intellectual competence of students. Not a few educational institutions have died because of a lack of students and lack of achievement (Amirudin et al., 2022; Arif et al., 2021; Ciptaningsih & Rofiq, 2022; Sirojuddin et al., 2022). Student management is not only carried out in the form of student records or records, but also includes various operational aspects that can be used to support the smooth growth and development of students during the educational process at school. Students as learners need coaching to become perfect human beings. Therefore, to become a perfect human being, it is necessary to carry out various activities that lead to the growth and development of students (Aprilianto et al., 2023; Sirojuddin et al., 2021; Tajudin & Aprilianto, 2020).

Judging from the stages of development agreed by many experts, junior high school (SMP) children are at the stage of adolescent development (10-14 years). Adolescence is a transitional period between the lives of children and adult life. Adolescence is often referred to as the search for identity (ego identity). And in terms of changing emotional states, adolescence is when these children have an unstable state that needs to be managed to avoid engaging in promiscuity.

MTs. Ma`murotul Husna Kandangan is a school that aims to develop the intelligence and potential of students by organizing curriculum and extracurricular activities. In the institution there are activities that can foster children's emotions through various programs. Prospective students and MTs. Ma`murotul Husna is also known as a child-friendly madrasah, which is stated by a comprehensive program (special education). Furthermore, there are various student development activities that extend to curriculum activities, namely using various curricula to carry out learning activities, then extracurricular activities, and other educational activities. The various activities organized by the institution reflect the emotional state of MTs students. Ma`murotul Husna Kandangan is very diverse, such as students with confidence in the environment and companion friends. However, there are also those who are not sure of their potential. Ability himself.

A program held by MTs. Ma`murotul Husna is an educational institution that has a vision and mission to foster and monitor student growth and development. Furthermore, directing students to positive activities to maximize their potential, especially regarding various Intellectual, Emotional and Spiritual intelligences (Purwanto, 1990). As a result of the school's efforts to improve students' emotional intelligence, student achievement continues to increase, students become more responsible and confident with their grades and make students competent and emotional to positive (Emotional Intelligence).

In the context of this research, the researcher is interested in conducting research at MTs educational institutions. Ma'murotul Husna Kandangan, this school has made very good progress in the development of students' intelligence. Based on this, the researcher took the title "Student Management in the Development of Emotional Intelligence of Students at MTs. Ma'murotul Husna Kandangan Kediri".

METHOD

This study uses a case study approach and places more emphasis on aspects of understanding in depth about a phenomenon. In this study, researchers took locations in MTs. Ma'murotul Husna Kandangan. The reason the researcher chose to study here was because of the very rapid development of madrasas, a very conducive school environment and adequate educational infrastructure.

Source of data is the source of information obtained in research activities. According to Lofland cited by Moleong, the main data sources in qualitative research are words and actions, the rest is additional data such as documents and others. (Moleong: 2004) the data collection process must have a technique used in accordance with the research conducted. To obtain valid data in collecting data on the implementation of student management in developing the emotional intelligence of students at MTs. Ma'murotul Husna Kandangan. (Arikunto: 2006) by using Observation Method Techniques, interviews, and documentation. The data validity tests that can be carried out include (Sugiyono: 2005) Credibility, Dependability, and Confirmability.

RESULT AND DISCUSSION

Planning for Admission of New Students in the Development of Emotional Intelligence of Students at MTs. Ma'murotul Husna Kandangan Kediri

Planning is very important in building an educational institution. In educational institutions planning is a foundation or basis for developing something so that in the future it will be better and have clear goals. Prior to student acceptance there is such a thing as student acceptance planning. Planning plays a very important role in the success of new student acceptance activities, especially in terms of developing these students. If the plan is prepared as well as possible, it will affect the quality of these students and be able to develop the potential that exists in these students. Acceptance of students is not only done carelessly, but there are procedures and plans that must be well prepared. Planning student acceptance depends on school policy.

This is in accordance with the results of an interview with the head of the madrasa regarding the question "How do you plan to accept new students in developing the emotional intelligence of students at this institution?", he said that:

As for the policy, we actually have guidance from the government, so there are provisions for a zoning system, but we in the private sector are not affected by the law. there are a lot of students so it must be fixed how the program is, the discipline but if I see the main role is the discipline. It's a disciplined school, the program is good, God willing, there will be more and more interested students. But if from MTs. Ma'murotul Husna himself regarding the acceptance of new students there is a committee meeting, job distribution, socialization plans to anyone or anyone of our targets, up to the implementation of the registration of new students.

This was reinforced by the KPPDB regarding promotions carried out at MTs. Ma'murotul Husna, he said that:

Now, after we have penetrated those schools which incidentally do not yet have secondary schools, we will arrange a schedule for when we can carry out PPDB socialization and from this socialization, thank God, we received a significant response from both the parents of the students and the students. For areas with Badas there are those who ask to stay in as well, but for those outside the area they choose a regular program. We started beside us also penetrated our schools and distributed brochures to agencies as well as we lobbied for it and the aim was to help socialize it to employees of these agencies so that they would be conveyed again to relatives or to people who were in the agency and yesterday who had We visited the offices of several other agencies. After that we asked the contact person from the representative of the institution how to respond

after we distributed the flyers, not only that sir, we also used several media such as social media including Facebook, Instagram and also radio. The radio itself for the duration is three times a day then for other promotions it is also on the radar newspaper.

Acceptance of new students is carried out in accordance with the plans that have been prepared and mutually agreed upon. The earliest stage is the promotion stage where the institution promotes superior programs which will attract student parents to entrust their children to study at the institution. As in MTs. Ma'murotul Husna Kandangan Kediri also promotes the programs offered and those that already exist at MTs. Ma'murotul Husna Kandangan Kediri through various media such as placing banners, posting pamphlets on the streets, distributing brochures to schools, outreach to several agencies in Kandangan Kediri, door to door, and various activities that SD/MI can participate in such as grand tryout and also olympics.

Based on the observations that the researchers made, there was a room used to carry out tests on prospective students who had registered. Some of the tests carried out by MTs. Ma'murotul Husna, namely IQ tests, diagnostic tests, interview tests in the form of interest aptitude, English proficiency tests and Al-Qur'an reading which in these tests determine groupings that will make it easier for the school to place children according to their educational needs. This was reinforced by WK, he said that:

So the flow for PPDB we start in December for this year, usually last year in January but this year at the end of the year, namely December and earlier because other schools also started opening registration at the same time we also started PPDB for preparation as well. Later there will also be a number of tests then there is also an achievement path which is owned by prospective students such as tahfidz. For batch 1 yesterday, registration and observation were carried out, namely several tests to see the abilities of the prospective students. The tests include a diagnostic test, an IQ test, a Qur'an reading test, an interest aptitude test and English.

The same thing was conveyed by AWKS, he said that: For registration there are two batches, namely for batch one starting on December 9, 2020 to January 31, 2021. And for batch one, thank God, observations have been held, namely academic or diagnostic tests, yes, IQ tests, talent interests, English and Al-Qur'an and here we also have an achievement path that is with the achievements of the child.

In accordance with the statement above, the acceptance capacity of students is seen from the ability of the school and also the facilities owned by the school and the capacity of the class to accommodate how many students can be accommodated in one class. Prospective new students not only register but also have several tests they must pass such as a diagnostic test, IQ test, interest talent interview, English test, Al-Qur'an reading test. As well as in acceptance also explained some obstacles. This is in accordance with what was disclosed by KPPDB.

The student admission system is carried out through two channels, namely the regular path and also the achievement path where these achievements can also get scholarships. For school admissions it does not discriminate in the sense that all are accepted with a record that the school is able to serve them just as the school accepts students with needs specifically, they accommodate them if the facilities they have are able to serve them to develop the abilities of students. But so far there have been no children with special needs with extra care. As well as some of the obstacles that the school faces are the many other schools that are competitors as well as the gossip they receive then the presence of prospective students who make this school a backup.

Grouping students in the Development of Emotional Intelligence of Students at MTs. Ma'murotul Husna Kandangan Kediri

Student grouping activities carried out by the school will make it easier for students to be placed in study groups of these students. The grouping of students is generally done through class

division. Like the grouping or placement of students in MTs. Ma'murotul Husna. As expressed by KS, he said that:

We have offers from the guardians of students, namely programs in brochures such as BTQ, Worship Practices, Achievement Guidance and regular. And for grouping we use a test system that is carried out by all students when registering, namely a diagnostic test, IQ test, interest aptitude, English test then also a religious test, namely the Al-Qur'annya.

This was also conveyed by WK, he said that:

For this type of grouping, there are smart classes, entrepreneurship classes, Islamic boarding schools classes, then regular classes. Here, regular is also divided into regular tahfidz and regular yanbu'a, sir, the way to do that is with the tests carried out on a series of PPDB, sir, there is a diagnostic test, an IQ test that can determine the child's learning style, usually the IQ supports the high diagnostic test. , then there is an interview test in the form of interest talent, Al-Qur'an test and English language test.

From the explanations above that the grouping of students in MTs. Ma'murotul Husnadi is carried out based on the results of the tests held by the institution as well as the child's interest in which class to enter. However, also adjusted to the results they get. To make it easier for the institution to divide students into study groups.

Grouping of students in MTs. Ma'murotul Husna can indeed be said to be based on the acquisition of test results and also in class groupings in learning the Koran method which is carried out based on the ability of each student. This is as stated by KS, he said that:

For groupings of learning the Koran here according to the results of the tests which are also the same as class groupings. And after registering and then taking the test, the test given is by giving a reading test of the Qur'an. The existence of class groupings here aims to sort out the abilities of students in their future class placements. For example, if one of the students' abilities is at the iqro' volume level, it means that he is included in the volume class, and even if there is someone who is more skilled in reading the Qur'an, then these students can be included in the tahfidz class, more or less like that sir

The activity above is a form of grouping students based on their ability to recite the Koran. In the documentation, students who have completed volume seven will carry out tashih yanbu'a in the form of several tests, namely the juz amma test, the daily prayer test, tajwid, then the writing test. . In this grouping the institution has developed students' abilities both in terms of spiritual, intellectual and emotional. For spiritual and intellectual students have good reading and writing Al-Qur'an skills and are able to memorize and apply daily prayers. Then, emotionally these students are able to interact with other students because in this grouping not only peers but also from grades 7, 8 and 9.

From the explanation above that the grouping in MTs. Ma'murotul HusnaKandangan Kediri has various types of groupings, namely smart class, entrepreneurship class, Islamic boarding school class, as well as regular tahfidz and regular yanbu'a classes. Then also in grouping the tests carried out, namely tests carried out after registration, namely diagnostic tests, IQ tests, interview tests, English tests, and religious tests. Grouping is done to make it easier for institutions to develop the abilities of each learner. As in grouping classes, it can facilitate learning inside and outside the classroom as well as grouping learning to recite the Yanbu'a method and grouping students' talents and interests. The method used, but in grouping, there are also various obstacles experienced by MTs. Ma'murotul Husna, as explained above, namely various kinds of obstacles experienced such as obstacles in dividing the number of female students and also male students, obstacles in grouping learning to recite the yanbu'a method, namely students have not been able to reach the target as determined by the institution whereas for the constraints of extracurricular grouping, namely those who are interested in extracurricular activities with each other are not

balanced with quotas that exceed the limit, then groupings use ability tests in the extracurricular field.

Student Coaching in the Development of Emotional Intelligence of Students at MTs. Ma'murotul Husna Kandangan Kediri.

Coaching is an institutional effort as the development of students through various activities that have been approved by the institution and must also be obeyed by students who are useful for guiding and directing students so as not to violate the rules or manners/rules that apply in MTs. Ma'murotul Husna which is to educate students to become people who can better understand the meaning of responsibility. This is in accordance with WKS's statement, he said that:

The existence of this manners book is to train and support effective learning activities. There are various kinds of coaching for discipline, yes, for entry hours we are different for Monday at 6.45 and for Tuesday to Saturday it is 06.55 for those who violate it late, there are points themselves which these points also affect the weight negative value from students.

This was reinforced by KS, he said that:

Discipline development here, yes, it has also been written, yes, in the order book, where the book is a guide for students to obey every rule that is useful for training the discipline of these students. There are various kinds of discipline for students, such as school uniforms because each institution also has rules for wearing uniforms here too, then rules for association, cleanliness and order, then also the prohibitions that must be obeyed. For matters regarding entry, rest and going home, we have various divisions, namely for Monday entering at 06.45 then going home at 13.30, Tuesday to Saturday coming at 06.55 going home at 13.45 and Friday coming home early at 11.20 WIB. for children who are late both when entering class or entering school there is a point weight.

This was also reinforced by KPPDB, he said that:

For our discipline development there are positive points and negative points where positive points are points obtained from the achievements of these students if negative points are the opposite of positive points then obtained from violations committed by students. These points are communicative, so if you do it repeatedly, the violation points will increase.

The same thing was also said by WKel, he said that:

Here in discipline there are various types of rules or regulations, but here there are also types of violations where these violations have points that affect the value of the report card later because the weight of the report card value is also taken from the weight of the points owned. There is a division in the component report cards, there is attitude or behavior, craftsmanship then neatness which in these components has its own assessment. The point weights are divided again, sir, so there are positive point weights that can reduce the negative point weights. The positive point weights are the achievements that have been obtained by students, while the negative point weights are the forms of violations committed by students.

From the explanation above that discipline coaching in MTs. Ma'murotul Husna is a form of character building in which students have a sense of responsibility for the rules that must be obeyed and violations that must be avoided. Not only the regulations contained in the order book, but MTs. Ma'murotul Husna also carries out police goes to school activities, namely traffic socialization and education activities, namely to train and give directions to always obey the rules in driving as shown below.

Coaching conducted at MTs. Ma'murotul Husna is not only disciplinary coaching and academic coaching, but there is also non-academic coaching in the form of extracurricular

activities which are attended by MT's students. Ma'murotul Husnadan also activities outside class hours. This is in accordance with what was conveyed by WKS, he said that:

Non-academic activities at Mts. There are two types of Ma'murotul Husna, namely self-development and habituation. There are many self-development activities, sir, such as archery, badminton, chess, basketball, karate, Islamic comics, photographers and many more. For habituation activities, there are studies for female students, every Friday there is a study on women. who present asatidz from outside then for self-habitation, yes there is a congregational midday prayer, then every morning before starting the lesson at Ms'IS there is reciting the volumes or tahfidz of the Yanbu'a method. And for extracurriculars the child is free to choose any extracurricular because we can force the talents and interests of children according to our will.

Based on observations made by researchers, this activity really trains and develops students' abilities in the field of English in particular and develops self-confidence to be able to appear in front of other students and their teachers. This activity is an activity that implements a system that learning English is very fun where students learn and play. This activity also trains students' emotional conditions to be positive and not to be a burden for these students.

Discussion

The findings of this study with the aim of providing answers to all the research focuses listed in the introduction and data presentation, the findings of this study present data obtained from the results of research on "Student Management in the Development of Emotional Intelligence of Students at MTs. Ma'murotul Husna Kandang Kediri".

Planning for admission of new students in the development of emotional intelligence of students at MTs. Ma'murotul Husna Kandangan Kediri.

Based on the field data presentation related to the first research focus above, it can be found that the planning of new student admissions is in developing the emotional intelligence of students in MTs. Ma'murotul Husna Kandangan Kediri apparently has several tendencies as below:

1. The policy for accepting new students is regulated by the institution itself and on the instructions of the director of the foundation. The planning system for admitting new students, the PPDB committee, and the implementation time are regulated by the MTs. Ma'murotul Husna himself. Which PPDB schedule is not bound by the Ministry of Religion and also in the private sector it always starts the registration. Acceptance of new students uses two selection paths, namely the achievement path which will later make the achievement a student scholarship and then the regular route. either the achievement track or the regular track all still carry out the tests held by the school. MTs. Ma'murotul Husna Kandangan Kediri has been preparing for the development of students' emotional intelligence since before the prospective students entered, namely making a policy in which all prospective students register at MTs. Ma'murotul Husna Kandangan Kediri is accepted by both outstanding, ordinary and those with special needs.
2. The initial stage of promoting the acceptance of new students is by outreach to agencies in Kandangan Kediri, then by outreach to schools that have collaborated with MTs. Ma'murotul Husna, as in SDs in the Kandangan sub-district, via radio, via Instagram and Facebook, posting pamphlets and banners, holding several activities such as Tryout Akbar at the SD/MI level throughout the district. Kediri stable.
3. The criteria for admitting new students are not very specific because even children with special needs are accepted but still pay attention to the facilities and also the ability of the school to serve their education.

4. The procedure for admitting new students holds a joint meeting for the implementation of new student admissions led by the school principal together with the deputy head of student affairs, the school admin and also selected teachers on the PPDB committee. PPDB registration is carried out in two batches for the 2021/2022 academic year batch 1 starting in December to January and for batch 2 starting in February to March. Then students carry out tests and also observations held by the school. Furthermore, for students who are declared to have passed the selection, complete the administration or re-register.

Based on the presentation of the research results, in the PPDB MTs steps. Ma'murotul Husna has prepared the development of the emotional intelligence of his students through registration and then holding tests and observations which are useful for knowing the abilities of students from the start of entering the school then also with the policy which MTs. Ma'murotul Husna accepts all applicants including children with special needs. This is useful for developing the emotional intelligence of students without ignoring children with special needs.

Grouping students in the development of emotional intelligence of students in MTs. Ma'murotul Husna Kandangan Kediri.

The grouping in MTs. Ma'murotul Husna is categorized into three types, namely first class grouping, extracurricular grouping and learning recitation grouping. Based on these groupings, the following is an explanation. 1) Grouping classes based on interests and adapted to the results of diagnostic tests, IQ tests and observations made by the school at the time of student registration. 2) Extracurricular grouping based on the interests and talents of students where the school frees students to choose and develop these interests and talents, in this case the school carries out developments that free students to explore their abilities. 3) The grouping of learning to recite the Yanbu'a method is adjusted to the ability of the students to recite the Koran. In this grouping, students mingle with other students according to the volume level of Yanbu'a. So in this grouping students have more ability to interact not with classmates but also with other classes (Azizah & Fajeriah, 2021; Mumtahanah, 2020).

Grouping activities carried out at MTs. Ma'murotul Husna is adjusted to the abilities of students and in this grouping will later know and make it easier to develop the talents, interests and abilities of these students in the emotional intelligence of these students. In this case students are able to interact with other students according to their grouping.

Implementation of student coaching in the development of emotional intelligence of students in MTs. Ma'murotul Husna Kandangan Kediri

Based on the results of coaching research in MTs. Ma'murotul Husna includes discipline coaching, academic coaching and non-academic coaching:

Discipline development in MTs. Ma'murotul Husna, namely by making rules/etiquette so that each student carries out the provisions contained in the book of rules/manners consistently and with full awareness and responsibility. There are positive points and negative points in each provision where positive points can reduce negative points. In this case students are able to obey the rules with full responsibility and seriously because it is said that students who have emotional intelligence are students who are able to manage negative emotions into positive emotions, namely in the form of being honest, responsible and earnest (Asyari, 2020; Surya & Rofiq, 2021).

Berdasarkan penelitian tersebut sesuai dengan buku yang berjudul "Manajemen Mutu Sekolah" Karya Prim Masrokan Mutohar menjelaskan bahwa: Disiplin adalah suatu keadaan, yang mana sikap, penampilah,dan tingkah laku siswa sesuai dengan tatanan nilai, norma dan ketentuan-ketentuan yang berlaku di sekolah dan kelas mereka berada. Dengan kata lain, disiplin adalah suatu keadaan tertib saat orang- orang yang tergabung dalam suatu organisasi tunduk pada peraturan- peraturan yang telah ada dengan rasa senang hati. Upaya peningkatan disiplin mengharuskan siswa untuk berusaha (a) hadir di sekolah 10 menit sebelum belajar di

mulai, (b) mengikuti keseluruhan proses pembelajaran yang baik dan aktif, (c) mengerjakan semua tugas dengan baik, (d) mengikuti kegiatan ekstrakurikuler yang dipilihnya, (e) memiliki perlengkapan belajar, (f) mengikuti upacara-upacara, dan sebagainya sejalan dengan peraturan yang ditetapkan oleh masing-masing sekolah. Pelaksanaan pembinaan disiplin siswa perlu adanya pedoman yang dikenal dengan istilah "tata tertib sekolah". tata tertib sekolah merupakan salah satu alat yang dapat digunakan oleh kepala sekolah untuk melatih siswa supaya dapat mempraktikkan disiplin di sekolah (Faizah, 2022; Saputro & Darim, 2022; Uthman, 2023).

Coaching conducted by MTs. Ma'murotul Husna is not only disciplinary coaching but there is academic coaching that supports the learning process of students. At MTs. Ma'murotul Husna there are several curricula used in academic development, namely the national curriculum and the plus curriculum. The national curriculum is in the form of the 2013 curriculum for Islamic boarding schools and the Ministry of Religion curriculum. The school also manages the schedule of class hours effectively and MTs learning hours. Ma'murotul Husna distinguished during the ceremony or Monday, Tuesday to Thursday, Friday and Saturday. Saturday is devoted to extracurricular hours (E. Mulyasa, 2002; H. E. Mulyasa, 2021).

Coaching conducted by MTs. Ma'murotul Husna is not only disciplinary coaching but there is academic coaching that supports the learning process of students. At MTs. Ma'murotul Husna there are several curricula used in academic development, namely the national curriculum and the plus curriculum. The national curriculum is in the form of the 2013 curriculum for Islamic boarding schools and the Ministry of Religion curriculum. The school also manages the schedule of class hours effectively and MTs learning hours. Ma'murotul Husna distinguished during the ceremony or Monday, Tuesday to Thursday, Friday and Saturday. Saturday is devoted to extracurricular hours (Natawijaya, 1985).

One form of coaching that can be done is in the form of academic supervision because this can help teachers carry out their work effectively. Academic activities (intracurricular) are all activities that have been determined in the curriculum which are carried out during class hours. This curricular activity is in the form of a teaching and learning process in class with the name of the subject or field of study in the school. In the intra-curricular program students are emphasized on their intellectual which refers to rational, systematic, analytical and methodical thinking. As a form of teacher success in carrying out teaching and learning process activities in class, students are able to master the subject matter given by the teacher in class so that students will move up to the next level. (Binti Mualamah: 2016)

One form of coaching that can be done is in the form of academic supervision because this can help teachers carry out their work effectively. Academic activities (intracurricular) are all activities that have been determined in the curriculum which are carried out during class hours. This curricular activity is in the form of a teaching and learning process in class with the name of the subject or field of study in the school. In the intra-curricular program students are emphasized on their intellectual which refers to rational, systematic, analytical and methodical thinking. As a form of teacher success in carrying out teaching and learning process activities in class, students are able to master the subject matter given by the teacher in class so that students will move up to the next level.. (Mutohar: 2013)

So, the guidance carried out by MTs. Ma'murotul Husna is a form of developing students' emotional intelligence in various forms, starting from disciplinary coaching which requires children to have a sense of responsibility to obey all rules and train children to be disciplined and responsible. Then academic coaching is also the same as learning in class through various curricula in MTs. Ma'murotul Husna, the students sharpen their thinking and the way they motivate themselves to study hard. What follows is development coaching at Al Azhaar Islamic Middle School, there are two, namely self-development and self-habitation for self-development in the form of extracurriculars and for those who habituate themselves are various kinds of positive daily

activities and student activities to train students to be able to process emotions especially in terms of socializing because adolescence is a period of transition from childhood to adolescence and from youth to adulthood.

CONCLUSION

1. Planning for acceptance of new students in developing the emotional intelligence of students in MTs. Ma'murotul Husna Kediri Planning for new student admissions started from a leadership meeting then from the meeting resulted in directives to immediately register new students and a new student admissions committee was formed. In accepting new MTs students. Ma'murotul Husna also has a policy which accepts all prospective students. Then also in the policy MTs. Ma'murotul Husna has prepared activities that support the emotional intelligence of these students.
2. The grouping of students in developing the emotional intelligence of students in MTs. Ma'murotul Husna Kediri The grouping in MTs. There are three types of Ma'murotul Husna, namely the first grouping of classes based on the results of diagnostic tests and IQ tests, the second grouping of extracurriculars based on the interests and talents of students where the school frees students to choose and develop these interests and talents, the third grouping of learning to recite the Yanbu' method a adjusted to the recitation ability of students in this grouping of recitation students mingle with other students according to the Yanbu'a volume level. So in this grouping students have more ability to interact not with classmates but also with other classes.
3. Implementation of student coaching in the development of emotional intelligence of students in MTs. Ma'murotul Husna
 - a. Discipline coaching of students, Discipline coaching, namely by making rules/etiquette is made so that each student carries out the provisions contained in the book of rules/manners consistently and with full awareness and responsibility. There are positive points and negative points in each provision where positive points can reduce negative points.
 - b. MTs academic development. Ma'murotul Husna uses the 2013 curriculum, the pesantren curriculum and the Ministry of Religion curriculum.
 - c. There are various kinds of non-academic coaching and are divided into two, namely self-development and self-habitation. For self-development there are various extracurriculars that students take part in, both extra-compulsory, extra-optional as well as clubs and Olympiads. For self-acustoming there is learning to recite the yanbu'a and tahfidz methods as well as there is a santri experience development card which contains activities for students to get used to doing good things such as fardhu prayers, sunnah prayers, recitations, discipline, 3S for parents, preparing own school supplies, maintain class tidiness, cover aurot, and add vocab.

REFERENCES

- Amirudin, J., Ruswandi, U., Erihadiana, M., & Rohimah, E. (2022). Implementation of The CTL Learning Model Through Islamic Moderate Values in Improving the Attitude of Students Tolerance in School. *Nazhruna: Jurnal Pendidikan Islam*, 5(2), Art. 2. <https://doi.org/10.31538/nzh.v5i2.2201>
- Aprilianto, A., Rofiq, M. H., Sirojuddin, A., Muchtar, N. E. P., & Mumtahana, L. (2023). Learning Plan of Moderate Islamic Religious Education in Higher Education. *Al-Mada: Jurnal Agama, Sosial, Dan Budaya*, 6(1), Art. 1. <https://doi.org/10.31538/almada.v6i1.2792>

- Arif, M., Munfa'ati, K., & Kalimatusyaroh, M. (2021). Homeroom Teacher Strategy in Improving Learning Media Literacy during Covid-19 Pandemic. *Madrasah: Jurnal Pendidikan dan Pembelajaran Dasar*, 13(2), Art. 2. <https://doi.org/10.18860/mad.v13i2.11804>
- Asyari, H. (2020). Pembentukan Spiritualitas dan Karakter Anak dalam Perspektif Lukman al-Hakim. *At-Tarbiyat :Jurnal Pendidikan Islam*, 3(2), Art. 2. <https://doi.org/10.37758/jat.v3i2.217>
- Azizah, A., & Fajeriah, S. (2021). The Effect of Offline Learning Model Assisted in Practicum Discovery Learning on Learning Outcomes. *Nazhruna: Jurnal Pendidikan Islam*, 4(3), Art. 3. <https://doi.org/10.31538/nzh.v4i3.1667>
- Ciptaningsih, Y., & Rofiq, M. H. (2022). Participatory Learning With Game Method For Learning Completeness In Islamic Religious Education. *Fikroh: Jurnal Pemikiran Dan Pendidikan Islam*, 15(1), Art. 1. <https://doi.org/10.37812/fikroh.v15i1.361>
- Dilia, D. I., Rony, R., & Trianawati, A. (2022). Pengaruh Ta'zir Terhadap Akhlak Santri Putri Pondok Pesantren. *At-Tadzkiir: Islamic Education Journal*, 1(1), Art. 1.
- Faizah, S. N. (2022). Pengembangan Modul Ipa Berbasis Integrasi Islam Dan Sains Dengan Pendekatan Inkuiri Di Mi Salafiyah Kutukan Blora. *At-Thullab : Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 1(1), Art. 1. <https://doi.org/10.30736/atl.v1i1.80>
- Hafid, H., & Barnoto, B. (2022). Manajemen Pembelajaran Kelas Digital Berbasis Google Workspace for Education. *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan*, 1(1), Art. 1.
- Kardi, K., Basri, H., Suhartini, A., & Meliani, F. (2023). Challenges of Online Boarding Schools In The Digital Era. *At-Tadzkiir: Islamic Education Journal*, 2(1), Art. 1.
- Madkan, & Mumtahana, L. (2022). Islam dan Tradisi Perspektif Al-Qur'an dan As-Sunnah. *At-Tadzkiir: Islamic Education Journal*, 1(1), Art. 1.
- Mulyasa, E. (2002). *Kurikulum berbasis kompetensi: Konsep, karakteristik, dan implementasi*. Remaja Rosdakarya.
- Mulyasa, H. E. (2021). *Implementasi Kurikulum 2013 Revisi: Dalam Era Industri 4.0*. Bumi Aksara.
- Mumtahanah, L. (2020). Integrasi Nilai Multikultural Dalam Pembelajaran Pendidikan Agama Islam Di Sekolah Dasar. *Nazhruna: Jurnal Pendidikan Islam*, 3(1), Art. 1. <https://doi.org/10.31538/nzh.v3i1.461>
- Natawijaya. (1985). *Pengantar Filsafat Pendidikan Islam*. Rajawali Pers.
- Purwanto, M. N. (1990). *Psikologi pendidikan*. Remaja Rosdakarya.
- Saadah, R., & Asy'ari, H. (2022). Manajemen Sekolah Berbasis Pesantren Dalam Membentuk Karakter Peserta Didik. *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan*, 1(1), Art. 1.
- Saputro, A. N. A., & Darim, A. (2022). Strategi Kepala Sekolah Dalam Kebijakan Pembelajaran Pada Masa Pandemi Covid-19 di Sekolah Dasar. *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan*, 1(1), Art. 1.
- Sirojuddin, A., Amirullah, K., Rofiq, M. H., & Kartiko, A. (2022). Peran Sistem Informasi Manajemen dalam Pengambilan Keputusan di Madrasah Ibtidaiyah Darussalam Pacet Mojokerto. *ZAHRA: Research and Thought Elementary School of Islam Journal*, 3(1), Art. 1. <https://doi.org/10.37812/zahra.v3i1.395>
- Sirojuddin, A., Aprilianto, A., & Zahari, N. E. (2021). Peran Kepala Sekolah Sebagai Supervisor Pendidikan Dalam Meningkatkan Profesionalisme Guru. *Chalim Journal of Teaching and Learning (CJoTL)*, 1(2), Art. 2.
- Surya, P., & Rofiq, M. H. (2021). Internalisasi Nilai Karakter Jujur Dalam Proses Pembelajaran Di Kelas VIII Madrasah Tsanawiyah Unggulan Hikmatul Amanah Pacet Mojokerto. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 2(1), Art. 1. <https://doi.org/10.31538/munaddhomah.v2i1.65>

- Tajudin, A., & Aprilianto, A. (2020). Strategi Kepala Madrasah..dalam Membangun Budaya Religius Peserta Didik. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 1(2), Art. 2. <https://doi.org/10.31538/munaddhomah.v1i2.34>
- Uthman, Y. O. O.-O. (2023). Effective Repentance: Its Concept, Islamic Standpoint, And Way Of Its Application. *At-Tadzkiir: Islamic Education Journal*, 2(1), Art. 1.