



## Implementation of Emotional Spiritual Quotient in Character Building of Students at MTs Mursyidul Awwam Cenrana, Bone Regency

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### Abstract

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#### Keywords:

Emotional Spiritual  
Quotient; Student  
Character Building.

*This study discusses the implementation of Emotional Spiritual Quotient (ESQ) in shaping students' character at MTs Mursyidul Awwam Cenrana, Bone Regency. The purpose of this study is to analyze teachers' strategies in applying ESQ to students, identify its implications for character development, and evaluate the impact of ESQ implementation. This research uses a qualitative descriptive method with pedagogical, psychological, and sociological approaches. Data collection techniques include observation, interviews, and documentation, using observation guidelines, interview guides, and document analysis as research instruments. The data analysis process involves data reduction, data presentation, and drawing conclusions. The findings indicate that the implementation of ESQ effectively contributes to the emotional and spiritual development of students' character. Habit-forming activities serve as the foundation for character building. The impact of ESQ implementation at MTs Mursyidul Awwam Cenrana is evident in significant improvements in students' sense of responsibility, discipline, and religious attitudes*

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### Abstrak

Kata kunci:  
Kecerdasan  
Emosional Spiritual;  
Pembentukan  
Karakter Siswa.

*Penelitian ini membahas penerapan Emotional Spiritual Quotient (ESQ) dalam pembentukan karakter siswa di MTs Mursyidul Awwam Cenrana, Kabupaten Bone. Tujuan penelitian ini adalah untuk menganalisis strategi guru dalam menerapkan ESQ kepada siswa, mengidentifikasi implikasi terhadap pembentukan karakter, serta mengevaluasi dampak dari penerapan ESQ tersebut. Penelitian ini menggunakan metode deskriptif kualitatif dengan pendekatan pedagogis, psikologis, dan sosiologis. Teknik pengumpulan data meliputi observasi, wawancara, dan dokumentasi, dengan instrumen berupa pedoman observasi, pedoman wawancara, dan dokumen. Analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa penerapan ESQ secara efektif mampu membentuk karakter siswa secara emosional dan spiritual. Kegiatan pembiasaan menjadi dasar dalam proses pembentukan karakter. Dampak positif yang terlihat antara lain peningkatan tanggung jawab, kedisiplinan, dan sikap religius siswa secara signifikan.*

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## INTRODUCTION

Education is the main foundation in shaping human character and potential. From birth, humans are involved in an educational process that not only aims to improve emotional and spiritual intelligence but also shapes noble character and morals, discipline, responsibility, and religiosity. Education plays a central role in creating quality individuals, a good society, and ultimately building a dignified and respected nation on the international stage. Through effective education, social transformation can occur, creating a culture that supports the development of character and national civilization (I'nam, 2022). The most important element in character formation is the mind, because the mind contains all the programs formed from life experiences, which are the precursors to everything. The elements that greatly influence a person's character are attitude, emotions, beliefs, habits, and willpower (Mu'in, 2011).

The importance of character education is also recognized in Indonesia's national education system. Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System emphasizes that the goal of education is to develop students' potential so that they become individuals who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, skilled, creative, independent, and responsible as democratic citizens (Republik Indonesia, 2003). To achieve this goal, teachers must apply Emotional Spiritual Quotient in education, especially in learning (Munir, 2008).

The main foundation of Emotional Spiritual Quotient (ESQ) is spiritual intelligence, which is defined as the ability to give meaning to worship in every behavior and activity, through steps and thoughts that are natural to humans, leading to a complete human being with an integralistic mindset, and principled solely for the sake of Allah swt (Ilham, 2019; Ilhamuddin, 2021). One aspect of ESQ that has a significant influence on student learning and assessment is honesty. Honesty determines educational integrity and guarantees educational quality (Sulaiman, 2018).

Emotional Spiritual Quotient (ESQ) has an important influence on students' character education, as they are required to have noble character, be devout, and perfect their morals because a person with good morals will lead them to success in the future (Agustian, 2006). However, in current learning practices, the educational process often focuses only on cognitive aspects, namely theoretical knowledge that is memorized, without being balanced with the development of students' emotional and spiritual aspects. As a result, students' understanding of Islamic teachings tends to be superficial; they are able to memorize concepts, but are not necessarily able to feel and internalize these values in their daily lives (Akromah, 2024). Character development in students can be achieved through classroom-based character education such as instilling values, habit formation, setting good examples, school culture, and community-based character education activities (Samsinar, et.al., 2020; S.,S., et.al., 2023). Classroom-based character education can be carried out through the learning process by maximizing the

application of ESQ. With this application, students will have morals and always maintain their emotions in life, because ESQ is emotional and spiritual intelligence that aims to build students who are moral, ethical, and able to control their emotions in the environment they encounter (Qaem, 2022).

ESQ is very important to be implemented in schools because it will affect students' character. However, current learning practices only focus on cognitive aspects, namely theoretical knowledge that is memorized, without being balanced with the development of students' emotional and spiritual aspects. As a result, students' understanding of Islamic teachings tends to be superficial; they are able to memorize concepts but are not necessarily able to feel and appreciate Islamic values in their daily lives. This condition causes the formation of students' character to be less than optimal, because the learning process only touches on cognitive aspects. As a result, the dimensions of the heart, feelings, and behavior are not fully honed in students. In fact, effective education should shape the whole person, not just on an intellectual level. Students need to be nurtured to have a balance between knowledge, attitude, and real action in their social lives. A well-rounded individual is someone who is not only academically intelligent but also has noble character and concern for others. Thus, education must be directed towards building individuals who are able to establish harmonious and meaningful relationships with their environment and with others (Zein, 2020).

Moreover, many print and online media outlets have recently reported on the moral and cognitive decline of students, which has had an impact on their character. This is a reflection of their lack of knowledge. The importance of emotional intelligence and spiritual intelligence, which they currently lack, has resulted in a void that is filled with anger, temper, arrogance, and other despicable traits that cause them to do evil. As stated by Goleman, who explained that a person's success in society is 80% influenced by emotional intelligence and only 20% determined by intellectual intelligence (Abdoel Bakar, 2013).

Based on the above description, it is clear that the challenges of character education in the era of globalization can no longer be addressed solely through a cognitive approach. A holistic approach is needed, one that touches on the deepest aspects of humanity, namely the heart and spirituality, in addition to intellectual intelligence. The concept of Emotional Spiritual Quotient (ESQ) initiated by Ary Ginanjar presents itself as an integrative solution. ESQ offers a framework for character building that not only emphasizes knowledge of good values (IQ), but also the internalization and actualization of these values through emotional management (EQ) and spiritual appreciation (SQ) based on the principles of monotheism.

MTs Mursyidul Awwam Cenrana, as an educational institution under the auspices of the Ministry of Religious Affairs, has a dual responsibility: not only to develop students who are academically intelligent but also to have good character. The

implementation of ESQ at MTs Mursyidul Awwam Cenrana is believed to be a synergistic strategy to realize this vision and mission. Through training methods, habituation, and integration in the learning process, ESQ has the potential to awaken students' spiritual core, build self-awareness, and instill values of honesty, discipline, responsibility, and social awareness that stem from religious beliefs.

Therefore, research on "The Implementation of ESQ in Character Building of Students at MTs Mursyidul Awwam Cenrana" is very relevant and urgent. This research is expected to reveal in depth how ESQ is implemented, its supporting and inhibiting factors, and its impact on character building of students. The findings of this research are expected to serve as an evaluation and reference for the development of a more effective and sustainable character education model at MTs Mursyidul Awwam Cenrana in particular, as well as a valuable contribution to the wealth of Islamic education knowledge in general. Thus, efforts to produce a generation that is not only intelligent but also has strong character and solid spirituality can be realized.

## **RESEARCH METHOD**

This study uses a qualitative descriptive research design. The research approaches used are pedagogical, psychological, and sociological. Data collection techniques include observation, interviews, and documentation. Observations were conducted to observe visible behavior and the existence of goals to be achieved (Fahrudin, 2020). In-depth interviews were conducted with selected informants to explore information that could not be obtained through observation alone, and documentation was used to collect data from archives, records, or written documents relevant to the research focus (Sari, 2025). The research instruments used were observation guidelines, interview guidelines, and documents. Furthermore, the data processing and analysis techniques used were data reduction, data presentation, and conclusion drawing (Rifa'i, 2021).

## **RESULTS AND DISCUSSION**

### **Teacher Strategies in Applying Emotional Spiritual Quotient (ESQ) to Students at MTs Mursyidul Awwam Cenrana**

The results of the study show that the application of Emotional Spiritual Quotient (ESQ) has had a positive impact on student character development, particularly in terms of discipline, responsibility, and religiosity. The application of Emotional Spiritual Quotient (ESQ) in this madrasah is carried out through strategies in learning activities, the implementation of habits such as congregational prayers, daily religious lectures, as well as training and religious activities that hone students' emotional and spiritual aspects. Teachers play an important role as role models and facilitators in instilling these values through a personal approach, guidance, and intensive communication with students.

There are several strategies teachers use in applying ESQ to students at MTs Mursyidul Awwam Cenrana, namely cleansing the heart, building mental strength, personal resilience, and social resilience. Purification of the heart is carried out through the application of positive habits at school. The application of these positive habits plays an important role in shaping students' character. Through simple activities such as saying greetings and shaking hands, students are taught the values of politeness and togetherness. Instilling a love of learning encourages enthusiasm for learning and a high level of curiosity. A friendly and caring attitude towards the environment also shapes strong social character. All of these habits gradually shape students into individuals with good character, responsibility, and a social spirit. Thus, character building does not only take place in the classroom, but also through consistent daily behavior.

The next strategy is to build mental strength by enforcing discipline among students, accustoming them to obeying school rules, and teaching them good manners. Another strategy is personal resilience, which involves accustoming students to healthy living as a first step in forming a disciplined and responsible lifestyle. Through these habits, students learn to take care of themselves and their environment independently. A sense of responsibility is also instilled so that students are able to complete tasks diligently. In addition, proper habits can foster self-confidence in behavior and opinion. Strong self-confidence encourages students to be more active in learning activities. With a high enthusiasm for learning, students will develop optimally in terms of both academics and character.

The final strategy is social resilience by fostering honesty in students, which is essential for shaping trustworthy and responsible characters. Honesty is the foundation of all behavior, both in social and academic life. In addition, students also need to be accustomed to appreciating the learning process, so that they do not only focus on the end result, but also understand the importance of effort and hard work. This attitude will shape individuals who are persistent and patient in achieving their goals. Building trustworthiness in students is also crucial so that they are able to carry out their duties and responsibilities properly. By instilling these three values, students will grow into individuals with high integrity. These character values will be important assets for them in facing the challenges of life in the future.

### **Character Building for Students at MTs Mursyidul Awwam Cenrana**

MTs Mursyidul Awwam Cenrana has various efforts to shape the character of its students so that they become students with good character or personality in terms of religiosity, faith, and discipline. To shape this character, there are four important roles to realize it, namely through Islamic Religious Education learning, exemplary behavior, habituation, and through strengthening motivation. In Islamic Religious Education, effective strategies are essential for character building activities to be on target. However, what is most important is cooperation between the principal, teachers, and

students, namely by approaching the learning process through teaching and imparting knowledge about character values.

Role modeling is one of the most effective methods for shaping students' character in the school environment. Teachers and educational staff must be able to set a good example through their daily attitudes and behavior. Examples of role modeling that can be demonstrated include dressing neatly, arriving on time, working hard, speaking politely, being compassionate, paying attention to students, being honest, and maintaining cleanliness. These attitudes will be indirectly imitated by students in their daily lives. Without role models, the character building process will not be optimal and will not meet educational expectations. Therefore, it is the duty of teachers to always be kind and consistent in setting positive examples. The role models set by teachers will serve as a mirror for students in developing good attitudes and personalities.

Habit-forming activities, MTs Mursyidul Awwam Cenrana routinely conducts habit-forming activities as part of character building for students. One of the activities carried out is a flag ceremony held every Monday and on national holidays. This activity is carried out regularly and involves students taking turns as ceremony officers. The purpose of this system is to train students to have a sense of responsibility, discipline, and courage to appear in public. Thus, students learn to organize and work together in teams. This activity also serves as a means to instill a sense of love for the country and respect for national symbols.

Strengthening motivation is one of the strategies and roles of teachers and principals in shaping students' character, not only academically but also mentally and emotionally. It is important for teachers and schools to be motivators for students because if students cannot do things well, they will not have a good interest without encouragement or motivation from a teacher, as the support of a teacher is important in shaping students' character.

### **The impact of Implementation Emotional Spiritual Quotient (ESQ) in Character Building at MTs Mursyidul Awwam Cenrana**

The implementation of emotional spiritual quotient (ESQ) is a very influential approach in shaping the character of students at MTs Mursyidul Awwam Cenrana, which is carried out to create a generation that is not only intellectually intelligent but also emotionally mature and spiritually strong. In the context of Islamic education, character building is an integral part of the learning process, making the Emotional Spiritual Quotient (ESQ) approach highly relevant and strategic, even though there are obstacles to its implementation. The application of emotional spirituality in character building has an impact on student discipline through emotional spiritual quotient (ESQ) activities such as the habit of performing the Dhuha prayer, morning zikr, and spiritual motivation training, where students learn to consistently form good habits. The program includes practicing punctuality, reciting prayers before studying, performing

the Dhuha prayer in congregation in accordance with the rules set by the school, and strict monitoring of the program. Control is carried out by the teacher on duty that day, who checks that students arrive on time and perform the Dhuha prayer on time, while the head of the madrasah checks whether the teachers have arrived for the first class by going around to each classroom. Monitoring can also be done by checking class attendance records in the office. If at 7:30 a.m. there are still students who have not entered the classroom, the principal will go around to enforce order. This is done so that students at MTs Mursyidul Awwam Cenrana are truly disciplined and comply with the rules and regulations that apply at the madrasah.

The next impact is responsibility. Teachers, as educators who are directly involved in the process of educating and shaping students' character through the application of Emotional Spiritual Quotient (ESQ), have a significant influence on the development of students' sense of responsibility at MTs Mursyidul Awwam. Through an approach that combines emotional and spiritual intelligence, students become more aware of their roles and obligations, both as learners and as individuals with good character (Aziz et al., 2024). Students who were previously indifferent to schoolwork began to show changes in their attitudes. They have become more responsible in completing their assignments, arriving on time, and valuing their study time more. This is because they have begun to understand that responsibility is not only an obligation to teachers or the

The implementation of Emotional Spiritual Quotient (ESQ) at MTs Mursyidul Awwam Cenrana has had a significant impact on shaping students' character, particularly in fostering religiousness. With an approach that emphasizes the balance between emotional and spiritual intelligence, the Emotional Spiritual Quotient (ESQ) program, which is implemented continuously in this school, has been able to build a strong religious awareness in students. Activities such as the habit of performing the Dhuha prayer, reading the Qur'an before studying, and regular Islamic motivation training have become an integral part of the character education process. The impact of implementing these activities can be seen in the changes in students' attitudes and habits in their daily lives.

Based on the researcher's observations, the application of Emotional Spiritual Quotient (ESQ) at MTs Mursyidul Awwam Cenrana has been proven to contribute positively to the character building of students. Through an approach that combines emotional and spiritual aspects, students are not only equipped with cognitive knowledge, but also guided to have sensitivity, emotional intelligence, and strong religious values. This is reflected in the ESQ implementation strategy, which starts with cleansing the heart, building students' mental strength, and developing personal and social resilience through motivation, role modeling, habit formation, and learning. This has had an impact and increased students' sense of responsibility, religious attitude, discipline, and spiritual enthusiasm in their daily lives at school, as revealed in interviews and documentation by researchers with members of the MTs Mursyidul

Awwam Cenrana community. Various habit-forming programs such as congregational dhuha and dhuur prayers, recitation of the Qur'an, religious activities, extracurricular activities, and character building through teacher guidance have provided space for students to internalize the values of Emotional Spiritual Quotient (ESQ) within themselves. Teachers also play an active role as role models and facilitators in guiding students to manage their emotions and develop their spiritual awareness.

## CONCLUSION

The implementation of the Emotional Spiritual Quotient (ESQ) strategy at MTs Mursyidul Awwam Cenrana has proven to be effective in shaping students' character comprehensively. Routine activities such as congregational worship, discipline training, and responsibility become a means of instilling spiritual and moral values. Teachers also play an active role as role models in learning and character building through the PAI approach. Religious values, discipline, and ethics are consistently instilled in everyday school life. As a result, students show positive changes in behavior, becoming honest, independent individuals with noble character who are ready to face life's challenges. Thus, ESQ has become an important foundation for character education in the school environment.

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