



Building Emotional Intelligence and Character in Students in Facing The Era of Society 5.0: Character Education Approach

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Abstract

This research aims to investigate the importance of character education approaches in building emotional intelligence and character in students in the face of the Society 5.0 era. The society 5.0 era is characterized by rapid technological advances and complex social changes, which affect everyday life and social interaction. In this context, emotional intelligence and strong character become crucial qualities for students to face the challenges and take advantage of the opportunities offered by this era. The research uses a qualitative approach involving a number of students from different levels of education. Data is collected through in-depth interviews, class observations, and document analysis related to the character education curriculum applied in schools. Data analysis is done using thematic analysis methods. Research results show that character education approaches play an important role in building emotional intelligence and character in students in the face of the Society 5.0 era. Through this approach, students are equipped with the values, attitudes, and skills necessary to manage their emotions well, build healthy relationships, communicate effectively, develop digital ethics, and use technology responsibly. In addition, character education approaches also help students develop integrity, persistence, creativity, and critical thinking skills, which are important characteristics of the Society 5.0 era. A stronger integration between character education and the development of emotional intelligence in the school curriculum is needed. In addition, adequate training and support is needed for educators to implement an effective character education approach.

Keyword: *Emotional intelligence, character education, Society 5.0, educational approach, curriculum.*

Introduction

The rapid development of technology and social change in the era of Society 5.0 has significantly changed the landscape of human life. This era is characterized by an increasingly tight integration between humans and technology, where innovations such as artificial intelligence, cloud computing, the Internet of Things (IoT) and

robotics have transformed the way we work, interact and live on a daily basis. Despite providing various conveniences and new opportunities, the Society 5.0 era also presents complex challenges, especially in terms of developing emotional intelligence and individual character. Social facts show that the extensive use of social media and technological advancements have affected our social interactions. According to a report published by We Are Social and Hootsuite in 2021, more than 4.8 billion people worldwide use social media, with the average user spending more than 2 hours a day on the platform. While social media provides a broad channel of communication and access to information, its uncontrolled use can lead to problems such as addiction, online bullying, and the spread of fake news. (Hootsuite, 2021).

In addition, in the era of Society 5.0, artificial intelligence and automation are increasingly affecting employment. According to a report by the Organization for Economic Cooperation and Development (OECD), nearly 14% of jobs in 32 OECD countries are at high risk of automation in the near future. These changes require individuals to have high adaptation skills, such as cognitive skills, creativity, critical thinking, and the ability to collaborate. (PISA, 2021). In this context, character education and emotional intelligence development play an important role in equipping students with the qualities and skills needed to face the challenges of the Society 5.0 era. Character education involves learning positive values, attitudes and behaviors, while emotional intelligence involves recognizing, understanding and managing emotions effectively. The two are intertwined and complement each other in helping students cope with stress, develop healthy relationships, adapt to change, and utilize technology responsibly. (Linda et al., 2019).

However, despite the importance of character education and emotional intelligence, there are still challenges in integrating these approaches into educational curricula and practices. Therefore, this study aims to investigate the urgency of character education and emotional intelligence in facing the Society 5.0 era and its implications for educational curriculum development (Achmadin, 2022). With a better understanding of the role of character education and emotional intelligence in this era, educators and policy makers can take appropriate steps in preparing students to face the challenges of a complex and rapidly changing future. (Fitri Hidayah et al., 2018).

In addition to the influence of social media and technological developments, social change in the Society 5.0 era is also reflected in shifting societal values. Traditional values such as togetherness, hard work and honesty are often overlooked or weakened by the drive for individualism, technological versatility and an orientation towards material success. This can lead to moral decline and a lack of awareness of social responsibility (Achmadin, Asrori, et al., 2024). The importance of character education in facing the Society 5.0 era cannot be doubted. Character education helps students acquire strong ethical, moral and social values, which will guide them in making the right decisions, building harmonious relationships and contributing positively to society. With an effective character education approach, students will be able to develop integrity, empathy, cooperation, and deep moral thinking skills. (Munawaroh, 2021).

In addition, the development of emotional intelligence is also very important in facing this era. In an era filled with pressure and complexity, students' ability to recognize, understand, and manage their emotions well will be a valuable asset. Emotional intelligence helps students in developing interpersonal skills, effective communication, resilience and constructive conflict resolution. However, the

challenges in implementing character education and emotional intelligence in education cannot be ignored. Curricula focused on academic achievement often override the development of character and emotional intelligence. In addition, educators may face limitations in the knowledge, skills and resources required to effectively implement this approach. (Moeller et al., 2020).

Therefore, this research aims to provide a deeper understanding of the urgency of character education and emotional intelligence in facing the Society 5.0 era and identify strategies and best practices for integrating them into the education curriculum. Thus, this research is expected to provide guidance and recommendations for educators, policy makers and education stakeholders in developing a holistic and sustainable approach to building emotional intelligence and character in students.

Methods

This research uses a qualitative descriptive analysis approach to understand the influence of the character education approach in building emotional intelligence and character in students in facing the Society 5.0 era. (Sugiyono, 2015). This study allows researchers to gain an in-depth understanding of the changes in students' emotional intelligence and character after the intervention of the character education approach. This method allows researchers to explore students' meanings and experiences in depth, as well as understand the social and cultural contexts that influence the development of emotional intelligence and character. The objects and participants in this study were students in high schools, the researcher sampled Madrasah 'Aliyah Negeri 2 Blitar. The sample was selected through random or non-random selection that represented the student population. The emotional intelligence measurement instrument used is the Emotional Intelligence Scale or the Mayer-Salovey-Caruso Emotional Intelligence Test. (MSCEIT), while student character is measured using the Character Strengths and Virtues (CSV) or Values in Action (VIA) Inventory. The instrument identifies individual character strengths, such as courage, integrity, fairness, creativity and perseverance. These character measurements provide a more comprehensive understanding of students' character development through the character education approach. In addition, this study also used supporting instruments such as questionnaires, interviews and observations to collect additional data on student demographics and student perceptions of the character education approach. These data help researchers to obtain a more complete picture of the effectiveness of the character education approach in building students' emotional intelligence and character.

The data collected was analyzed qualitatively using thematic analysis techniques and presented with data reduction, data display and data verification to key informants. (Miles & Huberman, 1992). Data reduction involves grouping and categorizing relevant data to identify emerging themes and patterns. Data display involves presenting findings in the form of easy-to-understand tables, graphs or narratives. Data verification is done by confirming the findings with key informants, who are the main source of data. The results of the analysis will provide an understanding of the changes in students' emotional intelligence and character after the intervention of the character education approach. The discussion of the research findings will focus on the implications of the research results in facing the Society 5.0 era as well as its practical implications in the context of character education in the education system. In addition, this study will also discuss the practical implications of

the research results in the context of character education in the education system. This research can provide recommendations and guidelines for teachers, schools and other education stakeholders in implementing an effective character education approach in building students' emotional intelligence and character. Thus, this research is expected to make a meaningful contribution in understanding the influence of character education approaches in building students' emotional intelligence and character in the Society 5.0 era. The results of this study can be the basis for the development of a more holistic education program, which pays attention to aspects of emotional intelligence and student character as an integral part of education in this changing era.

Result and Discussion

1. Emotional Intelligence (Kecerdasan Emosional)

a. The Nature of Emotional Intelligence

Emotional intelligence is a form of intelligence that involves the ability to capture the feelings and emotions of oneself and others, to distinguish them and to use this information in guiding one's thoughts and actions, emotional intelligence is not the opposite of intellectual intelligence, but the two interact dynamically, both at the conceptual level and in the real world. According to Spearman and Jones, the old trend of a power that can equip the human mind with universal abstract concepts to be the only true source of knowledge is considered intelligence. In Greek, this power is called *nuos*, and the use of this power is called *noesis*. In Latin, these words are called *intellectus* and *intelligentia*. Also, in English, the words "intellect" and "intelligence" mean the same thing. Apparently, as language moves, the meaning changes. *Intelijen*, also known as *inteligensi* or *kecerdasan* in Indonesian, originally meant the use of intellectual power. Eventually, however, the term came to be used to describe additional strengths (Uno, 2006).

According to Hamzah, emotional intelligence is an ability such as the ability to motivate oneself and endure frustration, control impulses and not exaggerate pleasure, regulate moods and keep stress from paralyzing the ability to think empathize and pray. Emotional intelligence is a person's ability to recognize, process, and control emotions so that children are able to respond positively to any conditions that stimulate these emotions. (Gardner, 2013). The old opinion shows that the quality of intelligence, intelligence in intellectual measures or high cognitive levels is seen as a factor that affects a person's success in learning or achieving success in his life (Achmadin, Zuhriyah, et al., 2024). However, recently another view has developed which says that the most dominant factor affecting the success (success) of a person's life, is not solely determined by the high intellectual intelligence, but by the factor of emotional stability, which the expert, Daniel Goleman, calls Emotional Intelligence. (Sukmadinata, 2009).

The old view believes that the level of intelligence (IQ) or intellectual intelligence is a very determining factor in achieving learning achievement or in achieving success in life, but according to the contemporary view, one's life success is not only determined by intellectual intelligence (Intelligence Quotient / IQ) but also by emotional intelligence (Emotional Intelligence-EI atau Emotional Quotient-EQ) (Achmadin et al., 2022). Emotional intelligence refers to the ability to recognize our own feelings and the feelings of others, the ability to motivate ourselves, and the ability to manage emotions well in ourselves and in relationships with others. Many people are intelligent, in the sense of being educated, but lack emotional intelligence,

so that at work they are subordinate to people with lower IQ but superior emotional intelligence skills. (Desmita, 2005) Based on this, what is meant by emotional intelligence is the ability to motivate oneself and endure frustration, control impulses and not exaggerate pleasure, regulate moods and keep stress from paralyzing the ability to think, empathize and pray.

b. Aspects of Emotional Intelligence

Emotional intelligence is an important aspect that needs to be considered in education in the era of Society 5.0. In this paragraph, we will discuss the aspects of emotional intelligence and its role in shaping adaptive and successful individuals in life. Emotional intelligence involves understanding and managing emotions, both one's own and those of others. First, understanding one's own emotions involves an awareness of the feelings, motivations, and values that underlie an individual's actions. Individuals who have good emotional intelligence can recognize and understand their own emotions accurately. This allows them to manage their emotions well, avoid impulsive behavior, and make wiser decisions. (Lew-Starowicz et al., 2020).

Furthermore, emotional intelligence also involves understanding and empathizing with the emotions of others. The ability to read the emotions of others, understand their perspectives, and respond with empathy are essential skills in building healthy and effective relationships. Individuals with high emotional intelligence tend to have better interpersonal relationships, can work collaboratively, and have good communication skills. In addition, emotional intelligence also plays an important role in managing stress and overcoming challenges. Individuals who have good emotional intelligence are able to identify and manage stress effectively, so they can deal with pressure better. They also have high mental resilience and the ability to bounce back after failures or difficulties. (Alotaibi et al., 2020).

In the era of Society 5.0, where change and complexity are becoming increasingly apparent, emotional intelligence is a key factor in facing the challenges and opportunities that come. Education needs to pay attention to aspects of emotional intelligence in an effort to form individuals who are adaptive, have good social skills, and are able to contribute positively in society. By understanding and developing emotional intelligence, individuals can become wise leaders, have healthy interpersonal relationships, and face change with calmness and confidence. Emotional intelligence, first introduced by Daniel Goleman, refers to an individual's ability to recognize, understand, manage, and use emotions effectively in a variety of life situations. Aspects of emotional intelligence include:

- 1) Emotional Awareness: The ability to recognize and understand emotions in both oneself and others. This includes the ability to identify emotions felt, understand their causes, and recognize how emotions affect behavior and thoughts.
- 2) Emotional Management: The ability to manage emotions in a healthy and constructive way. This includes the ability to control negative emotions, manage stress, cope with anxiety, and maintain emotional balance. Emotion management also involves the ability to express emotions appropriately and regulate emotions to fit the situation at hand.
- 3) Emotional Motivation: The ability to use emotions as a source of motivation to achieve goals and sustain enthusiasm. It involves the ability to self-motivate, self-regulate, and direct positive emotions to achieve desired outcomes. Emotional motivation is also related to resilience, optimism, and high self-confidence.

- 4) Empathy: The ability to understand and feel the emotions of others. This involves the ability to read facial expressions, body language, and other emotional signals to understand what others are feeling. Empathy also includes the ability to listen with empathy and provide emotional support to others.
- 5) Social Skills: The ability to interact and communicate with others effectively. This includes the ability to build healthy relationships, work together in teams, influence others in a positive way, and resolve conflicts well. Social skills also involve the ability to read social situations and adapt to various environments and social groups. (Fiorilli, 2020).

Dulewicz and Higgs found seven main elements in emotional intelligence, namely: (a) self awareness, (b) emotional management, (c) self motivation, (d) empathy, (e) handling relationships, (f) interpersonal communication, (g) personal style. (Khalifah, 2009). It is important to remember that emotional intelligence can be developed and improved through self-awareness, practice, and experience. By honing these aspects of emotional intelligence, individuals can have better emotional balance, healthier relationships, and better performance in various aspects of life. (Khosravi, 2020).

c. Factors That Influence Emotional Intelligence

The factors of emotional intelligence are things that we experience and try to incorporate into our lives every day. Most of us also know that these factors are very important. However, we often don't realize that having good emotional intelligence and being able to apply it on a daily basis is much more difficult than just knowing the factors. Despite being smart, experienced and technically proficient, it is difficult to maximize their potential if they lack good emotional intelligence. According to experts, there are two components that affect a person's emotional intelligence: internal and external components. Experts conducted a large amount of research on the theory of brain dominance in relation to internal factors. The results basically show that the left and right hemispheres of the brain perform different tasks. The left hemisphere focuses on logical and verbal processes known as academic learning, while the right hemisphere focuses on creative activities such as music, rhythm, images and imagination. The development and cultivation of these two branches is essential for optimal brain function. (Danial, 2005).

There are at least two factors that shape a person's emotional intelligence, first the family environment is the first school to learn emotions. Emotional learning begins in infancy and continues throughout life. The family is the first subject the child observes, how to interact with the child and channel emotions to the child. Emotional intelligence can be taught to children when they are still babies by giving examples of expressions, because children are very sensitive to the transmission of even the most subtle emotions. Emotional life that is nurtured early by the family has a huge impact on children in the future, for example: children can recognize, manage and utilize feelings, empathize, take responsibility, and so on. These abilities can help children more easily handle and deal with problems. So that children do not have many negative behavioral problems (Prentice, 2020a).

Secondly, the social environment in the context of adjusting to the demands of others requires a bit of calmness in a person. Signs of the ability to manage emotions appear around the childhood period in role-playing activities. Role-playing brings out a sense of empathy, for example: a child can comfort a friend who is crying. Role-playing allows children to portray themselves as other individuals with accompanying emotions so that children will begin to learn to understand other people's situations.

Thus, dealing with other people's emotions is an established art of relationship that requires emotional skills. With this foundation, the skills of relating to others become more mature. Secondly, genetics also play a role in emotional intelligence. Research shows that emotional traits, such as the level of sensitivity to emotions or the ability to self-regulate, can have a genetic basis. However, it is important to note that genetic factors do not fully determine a person's emotional intelligence, but provide a basic framework that can be influenced by the environment and experiences. (Prentice, 2020b).

Furthermore, life experiences and learning also influence emotional intelligence. Individuals who have diverse experiences, including emotional challenges, may develop better emotion management skills. Learning through experience and reflection can also help individuals understand and cope with emotions better over time. Cognitive factors also play a role in emotional intelligence. The ability to think reflectively, understand and recognize emotions, and relate them to relevant situations are important aspects of emotional intelligence. Individuals with good cognitive abilities are more likely to develop high emotional intelligence. (Blasco-Belled et al., 2020).

Overall, emotional intelligence is influenced by environmental, genetic, life experience and cognitive factors. It is important for individuals to be in a supportive environment, have opportunities to learn through experience and reflection, and have good cognitive abilities. By understanding and developing these factors, individuals can optimize their emotional intelligence, understand and manage emotions well, and build healthy and effective social relationships in the increasingly complex and connected Society 5.0 era. (Naggar, 2014).

d. Emotional Intelligence from an Islamic Perspective

In an Islamic perspective, emotional intelligence is the ability to recognize oneself and others and the ability to adapt to the environment so that one can control oneself and can deal with the moods faced by individuals. This is in accordance with Islamic teachings that Allah SWT, commands us to be able to master emotions, control, and control them. As in the word of Allah Surat Al-Hadid: 22-23:

﴿ مَا أَصَابَ مِنْ مُصِيبَةٍ فِي الْأَرْضِ وَلَا فِي أَنْفُسِكُمْ إِلَّا فِي كِتَابٍ مِنْ قَبْلِ أَنْ نَبْرَأَهَا إِنَّ ذَلِكَ عَلَى اللَّهِ يَسِيرٌ ﴿٢٢﴾ لِكَيْلَا تَأْسَوْا عَلَى مَا فَاتَكُمْ وَلَا تَفْرَحُوا بِمَا آتَاكُمْ وَاللَّهُ لَا يُحِبُّ كُلَّ مُخْتَالٍ فَخُورٍ ﴿٢٣﴾ (الحديد/57: 22-23)

(23)

Translation: 22. There is no calamity that befalls the earth, nor that befalls yourselves, except that it was written in the Book before We brought it to pass. Verily, it is easy for Allah. 23. (We have prescribed this) so that you may not grieve for what has escaped you, nor be overjoyed for what He has given you. Allah dislikes those who are proud and boastful. (Al-Hadid/57:22-23) (Al-Qur'an, 2019).

In general, the verse above has explained that Allah SWT commands us to master our emotions, control and also control them. A person is expected not to be too happy when he gets his favors and not too sad when what he has is lost, because in fact everything in this world belongs to Allah. This is in accordance with one of the elements in emotional intelligence, namely self-control. (Achmadin & Fattah, 2023). According to Ginanjar, the purpose of fasting is self-control. in the true sense of fasting is to refrain from the shackles of excessive and uncontrollable worldly desires, or unbalanced bathiniyah desires. Keran basically nasfu will tend to take shortcuts to achieve success, and will create a success and will carry out a fragile and

dangerous foundation that will threaten itself, and tend to lead to damage and destruction.

The center of emotional intelligence is in the heart. The heart can activate the deepest values, turning something thought into something lived. The heart can know things that the brain cannot. It is the source of courage and passion, integrity and commitment. The heart is the source of energy and the deepest feelings that give impetus to learn, create cooperation, lead and serve. Conscience will be a guide to what to do and what to do, meaning that every human being actually has a heart radar as a guide. According to KH Habib Adnan, Islam is the religion of fitrah in accordance with human needs and needs. The truth of Islam is always in harmony with the human conscience. Thus, all the teachings of Islam are the guidance of the human conscience. Therefore, upholding the word of conscience is a life challenge that needs to be developed in the face of rapid changes in life. (Alzoubi, 2021).

2. Character Education

a. Character Education Characteristics

Character education has characteristics that are important in developing student character. One of the characteristics is integrity, which involves aligning values with daily actions. In addition, character education also teaches students about responsibility, so that they can make wise decisions and take responsibility for their actions. Cooperation is also emphasized, so that students can learn to work together in teams and respect differences. Another characteristic is empathy, where students are taught to understand and feel the perspective of others. In addition, character education develops discipline, courage and a spirit of lifelong learning. Respect for diversity, ethics, and service to the community are also emphasized in character education. Through these characteristics, character education aims to form individuals who are moral, responsible, and able to contribute positively to society. Character education has characteristics that need to be possessed. This is intended so that character education can answer the challenges of the times and society that are already multidimensional. (Islam, 2017). And these characteristics include:

- 1) The characteristics of character education involve various aspects that contribute to developing students' character. Here are some important characteristics of character education.
- 2) Integrity: Character education aims to develop student integrity, which is the harmony between the values espoused and daily actions. Integrity involves honesty, self-honesty, and consistency in acting in accordance with believed values.
- 3) Responsibility: Character education teaches students to take responsibility for their actions and decisions. They are taught to recognize the consequences of their actions and learn to take full responsibility for their own lives.
- 4) Cooperation: Character education encourages cooperation and collaboration between students. They are taught to work together in teams, respect differences, and build good relationships with others.
- 5) Empati: Character education teaches students to understand and feel the perspective of others. They are taught to pay attention to the needs of others, practice empathy, and behave with compassion.
- 6) Discipline: Character education develops discipline in students. They are taught to have self-control, follow rules, and act with responsibility.

- 7) **Courage:** Character education encourages students to be courageous and face challenges with confidence. They are taught to overcome fears, take healthy risks, and be brave in the face of uncertainty.
- 8) **Lifelong learning:** Character education teaches students the importance of lifelong learning. They are taught to have a high spirit of learning, to be open to self-development, and to be willing to face change.
- 9) **Respect for diversity:** Character education values diversity and teaches students to respect differences in culture, religion, and other backgrounds. They are taught to be inclusive and appreciate the equal rights and dignity of every individual.
- 10) **Ethics:** Character education teaches students ethical and moral values. They are taught to recognize the difference between right and wrong, practice honesty, and act with integrity.
- 11) **Service to the community:** Character education encourages students to take an active role in community service. They are taught to care about the interests of society, contribute to the progress of society, and act for the common good.
- 12) These characteristics not only apply in the context of formal education at school, but can also be applied in various aspects of students' lives, including family, community, and the surrounding environment. Character education aims to form individuals with integrity, responsibility and strong values to face challenges and take a positive role in society.
- 13) **Sustainable,** One of the characteristics of character education is sustainable, meaning that character education is not just done once, but must be continuous and consistent throughout the education process. Sustainable character education also means that character education is not only limited to certain subjects, but must involve all subjects, extracurricular activities, and the school environment. Sustainable character education also requires regular evaluation and improvement to ensure that character education can achieve its goals and benefits. In addition, the meaning of character education must be sustainable is that it is not only carried out in the school environment, but also implemented outside the school, especially in the home environment. Schools have a duty to communicate with parents or guardians to make an agreement on character education that must be applied at school and at home. This must be done to get satisfactory results from the character education program.
- 14) **Contains Local Content,** Character education must accommodate local values that are in accordance with the culture, customs, and wisdom of the local community, without ignoring universal and national values.
- 15) **Gradual,** character education whose output is in the form of good behavior requires neat stages so that students reach a level that is said to be successful. Character education contains three fundamental elements, namely: "knowing the good, loving the good, and acting the good" i.e. knowing the good, loving the good, and doing the good.

b. **Aspects of Character building**

Character building aspects include various factors that play a role in shaping individual values, attitudes, and behaviors. First, the family environment has a significant role in character building. The values, norms and interaction patterns instilled by the family can form the basis of one's character. In addition, schools also play an important role in character building. Through curriculum, teaching and a supportive learning environment, schools can help students develop social, ethical and responsibility skills. Religion and spirituality can also shape character, as they

provide a framework of values and moral guidance for individuals. In addition, peer influence and the social environment also play a role in shaping character, as interactions with others can influence an individual's values and behavior. Finally, figures and role models in society, such as community leaders or inspirational figures, can also influence character formation through role modeling and inspiration. Taken together, these aspects interact and influence each other in shaping an individual's character. Among the important points are the following ini:

- 1) Aspects of Morality, John Dewey emphasizes the importance of moral education or morality as the main element in character education. Because the true purpose and function of education is to improve morality. In addition, John Dewey revealed this based on the current conditions of social reality which began to erode human morality continuously. Therefore, the aspect of morality is the most urgent thing in character building. Morality can be categorized into three categories: first, morality as an ethical guideline relating to the obligation to do good deeds and avoid bad deeds in accordance with social norms; second, morality as a rule used by society to judge the character of a person Third, morality as a manifestation of behavior that includes traits such as courage, honesty, patience, passion, and so on. With a moral development approach, character education is focused on education that is oriented towards the birth of an action or behavior that is in accordance with the moral rules determined by an awareness that is dialectical between moral feeling, moral knowing and moral action.(Lickona, 1991).
- 2) The aspect of religiosity, in the process of developing character education, is not sufficiently handled by schools and certain learning materials. On the other hand, the learning materials in the character education curriculum are also part of the "teachings" and values promoted in religion. Therefore, one aspect that cannot be separated from the content of the concept, curriculum, and learning of character education is the religious aspect or religiosity that can be in the form, teachings, moral principles, and values carried. In fact, religion can be an inexhaustible source in building character education formulations, concepts, ideas, and teaching materials.(Maemonah Maemonah, 2012).
- 3) One important aspect of character education is psychology. It involves understanding and developing the mental and emotional aspects of individuals that contribute to the formation of their character. In the context of character education, it involves understanding an individual's values, motivation, empathy, behavior, and decision-making processes. Educators and psychologists seek to understand how individuals develop moral values, how they process ethical information, and how they apply these values in their daily actions. With a deep psychological understanding of individuals, character education can more effectively shape good and ethical character in the younger generation. (Maemonah Maemonah, 2012; Siregar, 2017).

c. Character Education Indicators

Character education indicators are clues or signs used to measure and evaluate students' character development. The indicators reflect the achievement and application of character values in daily life. Some important indicators of character education include attitude, behavior and knowledge. In terms of attitude, character education indicators can include empathy, tolerance, respect, integrity and responsibility. Empathy can be measured by students' ability to understand and respond to the feelings of others. Tolerance can be reflected in students' courage to

accept differences and respect plurality. Respect is seen in polite behavior and appreciation for others. Integrity is measured through students' consistency in acting in accordance with the values they believe in, while responsibility is reflected in students' willingness to take responsibility for their actions and decisions.

Behavior is also an important indicator in character education. These include honesty, cooperation, discipline and courage. Honesty can be measured through students' integrity in speaking and acting honestly. Cooperation is reflected in students' ability to work together in teams and respect differences. Discipline can be observed through students' adherence to rules and regularity in their actions. Courage can be seen in students' boldness to face challenges, take healthy risks, and be brave in expressing opinions.

In addition, knowledge is also an indicator in character education. This indicator includes students' understanding and awareness of the desired moral values, ethics and character principles. Students need to understand the meaning and importance of values such as honesty, fairness, empathy and togetherness. Overall, character education indicators provide important measurement and evaluation guidelines in observing students' character development. By using these indicators, character education can identify students' strengths and weaknesses in practicing character values, as well as provide direction for improvement and better character development. (Anwar, 2016).

Character education indicators are things that can be measured and observed in the process of building a person's character. In many aspects of character education indicators, the Curriculum Center of the Ministry of National Education formulated 18 basic indicators as materials for the development and implementation of character education. (Kementerian Pendidikan dan Kebudayaan, 2019; Nasional, 2011), Among them are: Religious: Building awareness and faith in God Almighty. Honesty: Maintain honesty in all matters. Tolerance: Appreciating differences and accepting diversity. Maintain order and discipline in all matters. Hard work: Showing passion and determination in work. Creative: Able to think creatively and innovatively in dealing with problems. Self-reliant: Able to be independent and responsible for oneself. Caring: Able to care for others and the environment. Self-confidence: Able to build a positive sense of confidence. Understanding oneself: Being able to understand one's own strengths and weaknesses. Maintaining health: Able to maintain physical and mental health. Maintain the environment: Able to maintain cleanliness and sustainability of the environment. Responsible: Able to take responsibility for actions and decisions taken. Appreciate time: Able to value time and utilize it well. Respect other people's opinions: Able to respect other people's opinions and accept criticism well. Appreciate diversity: Able to appreciate diversity and accept differences well. Appreciate culture: Able to appreciate the culture and heritage of the ancestors. Appreciate the truth: Able to appreciate the truth and dare to admit mistakes. These character education indicators can be used as a reference in the process of student character building. In addition, these indicators can also help teachers and parents in measuring students' character development and providing the right direction in the character building process. (Asep Supriatna, 2014)

d. Character Building and Education Paradigm Shift

The paradigm shift in character education has resulted in a significant shift in the approach and understanding of student character building. The new paradigm emphasizes the application of character values in daily life through practical approaches and integration in the curriculum. In addition, the change also

emphasizes character development as part of a wider community, with an emphasis on collaboration, cooperation, and service to the community. This approach recognizes that character development focuses not only on the individual, but also on relationships and positive contributions to others. In addition, this paradigm shift also highlights the importance of developing character skills through practical exercises and experiences, not just theoretical understanding of character values. Participatory approaches, which involve students actively in the character learning process, are also an integral part of this paradigm shift. Thus, the paradigm shift in character education views character as an important aspect of education that involves the application of values, the development of skills, collaboration in the community, and the involvement of students as active subjects in character learning. Character building in schools must be adapted to the needs of the times. so that in the character education paradigm in the age of 5.0 there are several things that need to be deepened and updated, including:

- 1) From morality to spirituality: Character education not only instills moral values, but also develops spiritual awareness that transcends religious, cultural, and national boundaries. Spirituality-based character education can shape human beings who are creative, innovative, and humanist.
- 2) From cognitive to holistic: Character education not only hones cognitive abilities, but also pays attention to emotional, social, and physical aspects. Holistic character education can help students develop 21st century skills, such as critical thinking, collaboration, communication, and adaptability.
- 3) From curriculum to school culture: Character education is not only embedded in the curriculum, but also built as a school culture that involves all elements, such as teachers, students, parents and the community. School culture-based character education can create a conducive, harmonious and ethical learning environment.

From theory to practice: Character education is not only based on scientific theories, but also implemented in daily practice. Practice-based character education can provide real experience for students to apply character values in various situations and challenges.

3. Education in the Era of Society 5.0

a. Education Theory in the Era of Society 5.0

In this 5.0 era, it is very important to foster and instill the spirit of character in students. In the discussion of character education, the meaning of education according to Hasan Langgulung, education is an action in instilling certain values into the personality of students.(Ulfiani, 2012). Education in Arabic is called Tarbiyah which means growing and developing. Here tarbiyah means an effort to grow and mature students both physically, spiritually and spiritually. (Najili et al., 2022).

Society 5.0 requires Indonesian people to be literate about the development of the times that are increasingly soaring in this new breakthrough era. The role of educator professionalism in this case is needed to present learning content to students to have 4C skills, namely critical thinking and problem solving, communication, collaboration, and creativity and innovation.(Ulfiani, 2012). Society era 5.0 is also called the super smart era where people are able to solve various social problems caused by the discovery of era 4.0, namely artificial intelligence, internet of things, robot technology, to big data which of course can replace the need for human labor.

One of the applications of Education society 5.0 is by applying the Blended Learning-based learning method, which combines online and face-to-face learning implementation. (khajjar rohmah, 2023). With the presence of the smart society era with artificial intelligence, technological developments and also the speed of data connectivity make technology part of humanity itself. 5.0 technology presents all human creations centered on technology, this affects various sectors due to the reduction of human labor which is replaced by machine power. It takes an active, creative and innovative way of thinking so that people are able to keep up with the demands of the times and are able to adapt well, if the use of technology in the 5.0 era is used wisely then we will live easier, efficient, good, quality and also comfort is well maintained.

Penducation 5.0 is a quick action to the needs of the industrial revolution 5.0 where humans and technology are adjusted through the invention of new Probability with creative and innovative. (Meinawati, 2022). In this 5.0 era, educators are able to bring up education that can form superior, creative, innovative, and competitive generations. This is also one way for educators to apply education by optimizing the use of technology as an educational tool

b. Education Challenges in the Era of Society 5.0

In this 5.0 era, it is very important to foster and instill the spirit of character in students. In the discussion of character education, the meaning of education according to Hasan Langgulung, education is an action in instilling certain values into the personality of students.(Ulfiani, 2012). Education in Arabic is called Tarbiyah which means growing and developing. Here tarbiyah means an effort to grow and mature students both physically, spiritually and spiritually. (Najili et al., 2022).

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generations. This is also one way for educators to apply education by optimizing the use of technology as an educational tool

c. Supporting Aspects of Education in the Era of Society 5.0

In the era of Society 5.0, where information and communication technology is growing rapidly, there are several important aspects that support education. First, digital technology is one of the main aspects that support education in this era. Technological advances allow easier and wider access to information, with the internet and mobile devices enabling distance learning and access to global educational resources. In addition, technology also enables the use of innovative teaching methods, such as game-based learning, simulation and augmented reality, which can increase student engagement and interest. Collaboration and connectivity are also important aspects of education in the Society 5.0 era. Through technology, students and educators can connect with peers, experts and other educational resources around the world. This encourages collaboration between educational institutions, industry and communities in strengthening education. Collaboration also enables the exchange of knowledge, experience and best practices in dealing with complex and rapidly changing educational challenges. Skills-based education is an important aspect in the Society 5.0 era. Technological developments and automation affect the world of work, so the skills required in the job market are also changing. Education in the Society 5.0 era needs to focus on developing 21st century skills, such as creativity, critical thinking, collaboration, problem solving, digital literacy and social skills. Education should prepare students to be adaptive, innovative, and able to contribute to a rapidly changing society. (Schlegel, 2020).

Human-centered education is an important aspect in the Society 5.0 era. Education needs to encourage holistic personal development, including intellectual, emotional, social and ethical aspects. Education should encourage students to have an understanding of values, ethics and social responsibility. In addition, education also needs to pay attention to student diversity and promote inclusivity, equality and fairness in the learning environment. In order to support education in the era of Society 5.0, there needs to be a good integration of technology, collaboration, future-based skills, and a human-centered approach to education. By optimally utilizing these aspects, education can prepare students to face challenges and opportunities in an increasingly connected and complex society.

The era of society 5.0 is considered to have various conveniences in minimizing human inequality and economic problems. In this case, the development of various sectors continues to be carried out until the concept of society 5.0 can be fully realized by the Indonesian people. There are many impacts of society 5.0 that already exist in our environment but there is no awareness of the acceleration of technology and digitalization. It is also not yet fully integrated with each other. There are several aspects that support society 5.0 (Kemenko-PMK, 2021) which is as follows:

- 1) Society 5.0 is supported by technologies such as artificial intelligence (AI), Internet of Things (IoT), robotics, big data, and cloud computing. These technologies enable the integration of the physical world with the digital world, and allow faster and more accurate access to information.
- 2) Digital inclusion, In Society 5.0, digital inclusion is an important aspect. This means providing equal access to technology and information to all members of society, including those who are less well-off or in remote areas. Digital inclusion also involves adequate digital education so that people can make good use of technology.

- 3) Collaboration and participation, Society 5.0 encourages collaboration between various parties, including government, business, academia and citizens. This model promotes active participation of the community in identifying and finding solutions to problems faced, so that decision-making becomes more inclusive and participatory.
 - 4) Sustainability, Society 5.0 also emphasizes sustainability in all its aspects, including the use of natural resources, energy, and the environment. This approach aims to create a society that is environmentally friendly and responsible in resource management.
 - 5) Economic transformation, Society 5.0 focuses on economic transformation underpinned by innovation and technology. This model encourages the establishment of a knowledge-based and high-tech economy, which can create new job opportunities and increase productivity.
 - 6) Security and data privacy, Society 5.0 must consider the implications of security and privacy in the use of technology. Personal data protection and information system security are important aspects that must be considered in the implementation of this model, to maintain public trust in the use of technology.
 - 7) Society 5.0 aims to improve people's quality of life, by providing better access to public services, health, education, transportation and infrastructure. A good quality of life is needed as one of the supporting aspects of the society 5.0 era.
- d. Character Building in the Era of Society 5.0

Character building in the Society 5.0 era involves a holistic and adaptive approach, recognizing the important role of technology and social change in everyday life. First, character education in this era should strengthen values relevant to the context of technology and connectivity, such as digital ethics, media literacy, privacy and digital safety. Students need to be given a deep understanding of the responsible and ethical use of technology. (Liu et al., 2019). In this regard, the character of the Society 5.0 era also emphasizes social collaboration and active involvement in society. Students need to be involved in community-based projects that encourage participation, joint problem solving, and service to the community. This collaboration can involve working with various parties, including educational institutions, industry, and non-profit organizations, to solve complex social and environmental problems. (Zhoc, 2020).

In addition, character building in the Society 5.0 era also emphasizes the development of 21st century skills that are relevant to the ever-changing job market. Character education should focus on skills such as creativity, critical thinking, collaboration, effective communication, and problem solving. Students need to be trained to be innovators, leaders and responsible decision-makers in facing future challenges. Character education in the Society 5.0 era must also encourage balanced and comprehensive personal development. In addition to academic skills, students also need to be given opportunities to develop emotional, social and ethical intelligence. This involves developing values such as empathy, fairness, integrity and a sense of social responsibility. Character education in this era should also promote inclusivity, equality and respect for individual diversity and build respectful relationships within the learning environment. (McStay, 2020).

In order to shape character in the era of Society 5.0, character education must integrate the values of responsible technology, social collaboration, 21st century skills, and holistic personal development. Thus, students will be ready to face challenges and opportunities in an increasingly connected, complex and rapidly

changing society. Not only capacity building, critical thinking, creativity, and the ease of communication, but this Society 5.0 era needs to be emphasized to students in the importance of fostering character education in students. Now with the openness of information and freedom of access to information in cyberspace, the current generation is demoralized due to the influence of social media such as the spread of hoax news, fraud, gambling, the creation of SARA content, many of the youth are also actively involved in crime, drug use, free sex. (Liu et al., 2019).

According to Presidential Decree No. 87/2017, discussing strengthening character education is an educational movement under the responsibility of the education unit to strengthen character through the harmonization of heart, taste, mind, and sport. (Kamal et al., 2020). The efforts launched to answer the challenges of the times are one of them by carrying out technology-based activities with a discussion of strengthening character and socializing awareness of the nation's identity. There are several characters that must be developed in understanding digital ethics and the use of digitalization in this society 5.0 era, which include:

Digital awareness, An increasingly connected life with digital technology requires citizens who have an understanding and awareness of its impact. This includes an understanding of online privacy, cybersecurity, and responsible use of technology. Collaboration and communication, Society 5.0 emphasizes broader and more integrated collaboration and communication. Citizens must be able to interact well in virtual and physical environments, cooperate with intelligent machines, and be able to communicate with the global community in a language they understand. Digital skills, Citizens must have solid digital skills to keep up with technological developments. This involves a basic understanding of computers, the internet and the use of relevant software, as well as the ability to adapt and learn new technologies. Emotional intelligence and ethical behavior, In an increasingly digitally connected environment, emotional intelligence and the ability to interact well with others have become more important. Society also needs citizens who act ethically in their use of technology, respect the privacy of others, and behave politely in online environments. Creativity and innovation, Society 5.0 encourages creativity and innovation in using technology to solve problems and improve quality of life. Citizens need to be encouraged to think outside the box, create new solutions, and dare to face new challenges that arise with new technology. (Keban, 2022).

Conclusion

Based on the studies in this research, it turns out that the paradigm of emotional intelligence has an important role in facing the challenges of the Society 5.0 era. In this era, where technological change, globalization, and social complexity are increasing, students need to have the ability to manage emotions, adapt to change, and foster healthy social relationships. This study also highlights the relevance of the character education approach in developing students' emotional intelligence and character. Apart from that, it also emphasizes the changes in character education paradigm that are needed, such as: from morality to spirituality, cognitive to holistic, curriculum to school culture, and theory to practice. Through character education, students can internalize the positive values, ethics and attitudes needed to function effectively in the Society 5.0 era. The results of this research have practical implications for the world of education, such as curriculum development that pays attention to the development of emotional intelligence and character, learning approaches that support student growth in these aspects, and teacher

training that strengthens understanding and application of character education approaches. By paying attention to the findings and analysis produced in this research, education can be more effective in preparing students to face changes and opportunities in the Society 5.0 era. Apart from that, the study shows that the character education approach in the Society 5.0 era has an important role in shaping students' emotional intelligence and character. By strengthening the values of responsible technology, social collaboration, 21st century skills, and holistic personal development, students will be ready to face future challenges and contribute positively in an increasingly connected and complex society.

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