# EMOTIONAL INTELLIGENCE APPROACH IN BLOCK SYSTEM ARABIC LEARNING: A CASE STUDY AT MTS NU PAKIS

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## Abstract

Learning Arabic does not rely solely on students' cognitive abilities but is also influenced by affective aspects such as emotional intelligence. This study aims to analyze the implementation of an emotional intelligence approach in block system-based Arabic language instruction at MTs NU Pakis. The approach refers to Goleman's five components of emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skills. The study employed a descriptive qualitative method using observation and interview techniques. The results indicate that emotional intelligence is actively integrated into the intensive three-day learning process. The teacher created a conducive and interactive learning environment, facilitated students' emotional regulation, and enhanced motivation and engagement. Positive social interactions between teachers and students, as well as among peers, contributed to the development of a collaborative learning atmosphere.

**Keywords:** Emotional intelligence; Arabic language learning; block system.

## INTRODUCTION | مقدمة

The learning process is a complex activity that involves not only cognitive aspects but also affective and social dimensions. In the context of language learning, especially foreign languages such as Arabic, the success of learners is determined not only by their linguistic abilities but also by their emotional readiness and internal motivation. Emotional intelligence is one of the key factors influencing the effectiveness of language learning, as the ability to recognize and manage one's own emotions, as well as to understand the emotions of others, can enhance interactions among learners and between learners and teachers, increase persistence in learning, and foster self-confidence in using the language actively.

One approach that can be applied to enhance the effectiveness of Arabic language learning is the emotional intelligence approach. Emotional intelligence refers to an individual's ability to recognize, understand, and manage their own emotions as well as the emotions of others. Emotions become important role in every learning process, especially in language learning, which is closely related to feelings and the need to communicate (Guslyakova & Guslyakova, 2020). This approach can help learners build self-confidence, increase learning motivation, and create a more conducive and interactive learning environment.

On the other hand, the implementation of a block system in Arabic language learning can be a solution to overcome time constraints and enhance learning focus. The block learning

system is a form of daily schedule restructuring by organizing specific time units for each class, accompanied by the grouping of learning materials, schedule arrangement, and the execution of learning in a more structured and intensive manner. This approach involves combining the original weekly time allocation into daily learning sessions, continuing until all materials are thoroughly completed (Anggraini et al., 2023). The block system allows students to study a particular topic in depth within a longer period, giving them a greater opportunity to understand the concepts and develop their language skills more effectively.

The intensive and dense nature of the block system has implications for students' emotional conditions. Learners are required to stay focused for longer periods, handle a heavy workload, and complete various tasks within a limited time. In such situations, emotional intelligence becomes a crucial factor that supports learning resilience and students' adaptability. Emotional intelligence is not solely based on a child's intellectual ability but is closely related to their character and personal traits (Nursyamsi et al., 2023). Students, as the subjects of learning, possess unique qualities that distinguish them from one another, particularly in terms of their emotional aspects (Akla et al., 2023). Positive emotions make students more productive, unlock new potential, and foster a positive outlook on their social and academic development. Conversely, negative emotions can hinder the thinking process and impede learning achievement. Previous research has shown a connection between emotional involvement, long-term memory, and learning. The power of emotions guides individuals in making decisions, including in learning activities (Taheri et al., 2019). Therefore, intellectual capacity cannot function optimally without the support of emotional intelligence.

Based on the explanation above, this study aims to analyze the implementation of the emotional intelligence approach in Arabic language learning based on the block system. At MTs NU Pakis, the block system is implemented through four learning blocks over a year. The learning process takes place daily from 09:00 to 12:20, with an allocation of five lesson hours per day. In one block (conducted over three consecutive days), Arabic language learning is allocated a total of 15 lesson hours. The emotional intelligence approach in this study refers to Goleman's theory, which includes five key components: self-awareness, self-regulation, motivation, empathy, and social skills. This research is expected to contribute to the development of more innovative and responsive learning strategies that address both the emotional and cognitive needs of students.

## METHOD | منهج

This study employs a descriptive qualitative approach. The researcher chose this method because it provides a detailed depiction of a situation or event, in this case, a description of Arabic language learning based on the block system using an emotional intelligence approach at MTs NU Pakis. The data for this research were collected through observation and interviews. Observations were conducted to obtain information related to the implementation of the emotional intelligence approach in Arabic language learning from the main actors in the process, namely the teacher and ninth-grade students at MTs NU Pakis, during Block 3 (the first half of the second semester) of the 2024/2025 academic year. Interviews were conducted with teachers and students to gather information that may have been missed during observation and to support the data obtained through the observation process. Once the data were collected, data analysis was carried out, including organizing the data, presenting the data, and drawing conclusions. In this study, the data obtained consisted of Arabic language learning activities within the block system using the emotional intelligence approach, while the data analysis used an inductive technique.

| RESULT | نتائج |
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**Implementation of Arabic Language Learning Based on the Block System at MTs NU Pakis**

The data in this study were obtained through three consecutive days of observation of the Arabic language learning process based on the block system in the ninth-grade class at MTs NU Pakis. The presentation of the research results is organized as a complete learning unit within one block, in this case, the learning is conducted over three days. This approach aims to emphasize the continuous and focused nature of the block learning system, as well as to ensure that the analysis of the implementation of emotional intelligence can be presented systematically according to the stages of the learning activities, which include the opening, the core, and the closing sessions.

Before starting the material to be studied, the teacher first provides an apperception by asking questions related to the themes covered in the previous block. Then, the teacher explains the learning objectives, the material, and what will be done throughout the block. The learning activities begin with greetings and motivation from the teacher to create a conducive atmosphere, as well as a review of the material that has been studied in the previous block or on earlier days.

On the first day, the learning activities begin with an istima' (listening) session focusing on the mufrodat (vocabulary) to be studied that day. This is followed by a group reading of the mufrodat, then individual memorization recitations by the students. Afterward, the students work on practice exercises under the teacher's guidance, who assists in translating some difficult sentences. The teacher then randomly asks students one by one to explain the meanings of the mufrodat before moving on to a group activity translating simple texts together. The session continues with an individual assignment where students independently translate several sentences. Finally, the students and teacher discuss how to construct grammatically correct sentences in Arabic. The first day's activities conclude with the teacher providing a summary and feedback on the material covered that day.

On the second day, the teacher introduces new material about isim maushul, first connecting it to the students' previous understanding of tashrif fi'il. Students are encouraged to memorize isim maushul through a song that the teacher has demonstrated earlier, making the memorization process more enjoyable. Afterward, the lesson continues with exercises on using isim maushul in sentences, including explanations of its relationship with isim (nouns) and fi'il (verbs). Students work on practice modules prepared by the teacher, which include light discussions about word types (muannats, mudzakkar, mufrad, mutsanna, jama') and the appropriate forms of isim maushul. The core learning activities end with exercises to complete sentences using the correct isim maushul. The teacher closes the lesson with reinforcement and reflection on the student's understanding.

On the third day, the activities begin with a review (murajaah) of the isim maushul material. The teacher calls on students one by one to revisit the key points from the previous lesson. Then, the teacher introduces new material on isim tafdhil, accompanied by practical example sentences. After that, students work on practice modules related to the forms and usage of isim tafdhil, followed by a short quiz consisting of exercises that require transforming words into the correct isim tafdhil form. To conclude the entire learning block conducted over the three days, the teacher administers a final evaluation in the form of a digital quiz using the Quizziz platform, covering all the material studied during those three days.

The assessment is carried out in two stages: daily assessment and daily test. The daily assessment involves collecting scores from assignments given during the first two days of learning. These assignments can be either oral or written. Oral assignments are used to assess memorization of mufrodat, while written assignments are used to evaluate theoretical knowledge as well as kitabah (writing) and istima' skills. The daily test scores are taken on the third day through special test questions covering all the material taught during the three days. These tests are written exams and may include multiple-choice questions, matching exercises, 'fill in the blank' tasks, or simple sentence construction. Occasionally, these tests are also presented using platforms such as Kahoot or Quizziz as a variation.

Based on the learning process described above, several methods used in Block Three can be identified, namely the samiyyah syafawiyah method as well as cooperative learning and independent learning strategies. Students interact and collaborate in various activities and group discussions, and they collectively review the answers in the modules. Students are also asked to complete modules independently, which contain additional exercises to strengthen their understanding of the material taught.

From this, it can also be concluded that the Arabic teacher at MTs NU Pakis applies a media-based approach in conducting the lessons, as seen in the evaluation process. The media used includes electronic devices such as mobile phones as an alternative tool for completing assignments. In Arabic language learning at MTs NU Pakis, the teacher rarely assigns homework. Homework is only given for projects that cannot be completed at school, such as creating mind maps or making videos. These tasks are usually done in pairs or groups.

## DISCUSSION | مناقشة

### Analysis of the Implementation of Block System-Based Arabic Language Learning at MTs NU Pakis from the Perspective of Emotional Intelligence

The core activities during Arabic language learning based on the block system demonstrate a strong integration with the emotional intelligence approach. The aspect of self-awareness is evident when students recognize their abilities, especially when facing new vocabulary, and sentence structures, or while completing practice exercises. They actively ask questions without hesitation whenever they do not understand the material, whether to the teacher or their peers, which reflects an awareness of their limitations and a desire to improve. This ability to adapt fosters a positive perspective that helps build students' self-confidence (Akla et al., 2023).

Self-regulation is evident in the student's ability to adjust to the intensity of the block system learning. Although some students admit feeling bored at times, they are still able to manage these emotions through adaptive strategies, such as discussing with friends or finding a comfortable place to memorize mufrodat. Being aware of strengths and weaknesses can build a positive introspective attitude and learning attitude (Halawa & Fensi, 2020). For example, when students are asked to memorize vocabulary, the teacher allows them to choose methods that suit their preferences, enabling them to adapt in ways that make them comfortable. The teacher also provides guidance to help students manage stress. When students encounter difficulties, the teacher does not immediately give answers but offers hints instead, allowing students to build their understanding. This demonstrates a process of emotional regulation guided by the teacher. In this context, the teacher acts not only as a knowledge provider but also as a facilitator and guide in building students' understanding (Huber, 2024).

The application of motivation is seen in the teacher's way of encouraging students' enthusiasm. An Arabic teacher can spark excitement and motivation by combining various strategies to meet the emotional needs of the students (Kadhim & Sadiq, 2025). As demonstrated in this study, the teacher's use of songs as a medium for memorizing isim maushul and providing quizzes based on game-based learning are effective tools for boosting students' motivation to learn. The teacher plays a crucial role in motivating students through positive encouragement and reinforcement that are not always academic but remain relevant to Arabic language learning. For example, the teacher incorporates insights about Arab culture or Islamic values related to the material. Furthermore, by first giving examples when explaining the material, the teacher indirectly invites students to discuss and discover concepts independently. This way, students learn driven by curiosity and internal satisfaction rather than merely fulfilling an obligation (Ratnaningtyas, 2019). A person who has good emotional skills will be successful in life and have the motivation to continue learning (Permata et al., 2024). Motivation is also evident in students' continued efforts to complete the tasks assigned by the teacher, even though some may face difficulties while working on them. Students may be inspired to strive harder toward learning goals by fostering strong relationships with their classmates and teachers. This is because strong relationships and positive interactions provide support and motivation for the students involved (Akla et al., 2023).

Empathy is also evident in the teacher's interactions, as they consistently pay attention to students' expressions and responses. The teacher actively circulates the classroom to monitor students' understanding and re-explains material that students find difficult, using approaches tailored to each student's ability. The teacher adjusts their methods when noticing students who appear tired or confused and provides personal verbal support. Empathy is further demonstrated during translation activities and group discussions, where students help each other explain the material to classmates who have difficulty understanding the meaning of certain sentences. These discussions also provide space for students to express and appreciate the opinions and understandings of their peers. According to Goleman, as quoted in (Maitrianti, 2021), the ability to sense someone's feelings before they say them is the essence of empathy. This shows that learning activities infused with empathy can foster a collaborative learning environment (Sadiqzade, 2024).

Lastly, social skills develop through various activities such as discussions, question-and-answer sessions, and individual work that still involve open communication between students and the teacher. The teacher creates a conducive classroom atmosphere for collaboration by dividing students into several groups. During group activities, students actively cooperate and help correct each other's understanding, especially during non-exam exercises. These social skill-based activities are considered effective in encouraging students' critical thinking (Quadir et al., 2024). The teacher also encourages positive interactions among students, both through assignments and an open communication approach. A supportive and collaborative classroom atmosphere helps students feel more confident in expressing their opinions or asking questions. Through social interactions, students can practice both social and academic skills that will help them face challenging situations. From these experiences, they also learn how to manage their emotions and find appropriate strategies, which boosts their confidence in overcoming and resolving problems (Quílez-Robres et al., 2023). It can be concluded that emotional intelligence is a skill in managing and sorting emotions that arise, which impact oneself and others. Therefore, a person with high emotional intelligence can regulate their mood accurately and effectively (Mufidah, 2023).

| CONCLUSSION | خاتمة |

The Arabic language learning activities based on the block system at MTs NU Pakis demonstrate a strong integration with the emotional intelligence approach. The aspect of self-awareness is evident when students recognize their abilities. Self-regulation is shown by students' ability to adapt to the intensity of the block system learning. Motivation is reflected in the teacher's way of encouraging students' enthusiasm. Empathy is also apparent in the teacher's interactions, as they consistently pay attention to students' responses. Finally, social skills develop through various activities such as discussions, Q&A sessions, and individual work that still involve open communication between students and the teacher. It can be concluded that emotional intelligence is the skill to manage emotions accurately and effectively, both for oneself and for others.

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