The Role of Student Affairs in Forming Student's Emotional Intelligence in Junior High Schools

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Abstract: *The purpose of this research is to determine the role of students in forming student's emotional intelligence at SMP Negeri 3 Bengkalis and to find out what factors inhibit and support the role of students in forming student's emotional intelligence. This research uses a qualitative approach with data collection techniques of interviews, observation and documentation, and uses data analysis techniques, namely data reduction, data presentation and drawing conclusions. The results of the research show that the role of students can be said to be good by providing guidance in channeling potential (intellectual intelligence and emotional intelligence), interests and talents, providing security and prosperity to students, dealing with problematic students, providing services to new students, making student reports, creating discipline. The inhibiting factors are the student's lack of will to change themselves and the lack of attention and education from their parents, while the supporting factors are the support from the student's parents and the school and students following the directions and guidance from activities created by the student affairs sector.*

Keywords: roles, student affairs, emotional intelligence

INTRODUCTION

The Indonesian people are a people who have long been known for their friendly and polite culture. This can be proven from the habit of Indonesian people who always greet and smile when they meet other people. This culture cannot be separated from education and is one of the targets for achieving educational goals that have existed in Indonesia. However, in recent years the culture of politeness in Indonesia has decreased. This can be seen from the younger generation who tend to lose the etiquette of politeness towards

peers, older people and teachers. Furthermore, this impolite behavior is thought to be influenced by student's social interactions that are less controlled by their parents, lack of guidance from teachers and experimental behavior. try and be curious.

In Indonesia, the problem of juvenile delinquency is quite worrying for society. According to the 2019 Indonesian Child Protection Commission, from January to April 2019 there were 37 cases of juvenile delinquency at various levels of education. Another problem is that teenagers often engage in bullying among students, being rude to teachers, skipping school, and committing theft, as revealed by data from the Indonesian Child Protection Commission in 2019. The number of student riots in Indonesia has increased from year to year, in 2019 it was 12.9. to 14 percent in 2018. From this data it can be predicted that the number of juvenile delinquency increases each year is predicted to reach 11685.90 cases in 2019 and in 2010 it will reach 12944.47 cases. Experiencing an annual increase of 10.7%. According to the Central Statistics Agency (BPS), of Indonesia's 233 million population, 28.6% or 63 million people are teenagers aged 10-24 years.

The increase in cases of violence in schools shows that there is a problem in mental health. Without improving the mental health of students and teachers, various cases in schools are difficult to resolve. Cases of violence in schools continue to occur. Students say rude things to teachers, students bully fellow students, students beat teachers. All of this violence shows that there are serious mental health problems among parties involved in school education. An elementary school student spoke harshly and wanted to hit his teacher in Limapuluh city, West Sumatra. In Demak, Central Java, a Madrasah Aliyah student hit his teacher because he was prohibited from taking exams. On the other hand, a high school teacher in Takalar, South Sulawesi, was accused of denigrating the work of his student's farmer parents when reprimanding students who were considered stubborn.

The Indonesian Child Protection Commission said that from September to August 2023 it received 2,355 cases of child protection violations. Of that number, there were 87 cases of bullying, 27 cases related to the provision of educational facilities, and 24 cases of victims of educational policies.(Habib & Dwi, 2024) Apart from that, 236 cases of children were victims of physical and psychological violence and 487 children were victims of sexual violence. However, not all of these cases occurred at school. Meanwhile, data from the Teacher Love Foundation as of September 2023 states that there were 93 cases of violence in schools in the form of discrimination, intolerance, physical or sexual violence, bullying and other violence.. Muchammad Zaid Wahyudi (2023)

From the problems above, there are problems related to the formation of student's character. This occurs due to various problems that occur in students, including lack of education and monitoring from parents, wrong choice of social environment, lack of knowledge about religion, so they easily fall into bad relationships. not true.

Education is something that is very important to learn in human life, education brings very valuable benefits to individuals, society and the entire country. Education not only helps a person develop abilities and increase his knowledge but also helps shape his character. In the current era of globalization, education plays an important role in determining a person's future and preparing oneself to face the challenges of the world of work and society(Habib et al., n.d.). The aim of National Education in Law No. 20 of 2003 is to develop the potential of students to become human beings who believe and are devoted

to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. answer.

Based on the paragraph above, it requires the role of students in implementing student character development activities at school. So that students are well directed to behave in accordance with the specified rules, are able to control themselves so as not to fall into things that are not desirable, respect each other and their elders. However, this task is not entirely up to students and the school but requires involvement and cooperation from the family, especially a mother because the mother is the first madrasah for the child in order to achieve student educational success.

State Middle School 3 is a school located in the middle of the city. SMP Negeri 3 started its journey in 1977. At this time SMP Negeri 3 Bengkalis used the 2013 SMP learning curriculum guide. SMP Negeri 3 Bengkalis has grade A accreditation with a score of 97 from BAN – S/M 9 (National Accreditation Body) Schools/Madrasahs . With a strategic location, access to information and facilitation is closer and more complete. The total number of students is 343, 179 men and 164 women, while the number of teaching staff and educational staff is 45.

Based on interviews with students, he said that currently student's attitudes are minimal so there are several problems that occur among students at SMP Negeri 3 Bengkalis, one of which is students who say rude things to teachers and fellow students. The coaching provided by student affairs is in the form of motivation but there is no change at all for students who have problems so that more effective and efficient action is needed for students who have problems, namely by giving warning letters and calling parents to school.

Furthermore, this statement was reinforced by the guidance and counseling teacher who said that the problem that often occurs nowadays is that there are students who say rude things to each other and to a teacher as many as 115 students from class 1 to class 3 and bully their fellow students. To overcome this problem, what the Counseling Guidance does is to call problematic students to the Counseling Guidance room, provide guidance counseling to students, find out the chronology of the student's problems, then advise and motivate them. He also said that the Bengkalis State Middle School 3 school did not apply points to students who had problems.

Then the principal responded to this problem, he also said that some children committed ethical and moral violations, namely by saying harsh words to friends or teachers, a habit of strengthening student's emotional intelligence in class by approaching them and then providing some advice and motivation.

From the statement above, it can be concluded that the problem that occurs at SMP Negeri 3 Bengkalis is that there are students who speak harshly to teachers, fight teachers, and speak rudely to fellow students. In the modern world, this problem is considered normal, so there are quite a few cases that occur from year to year. According to the author, this problem must be addressed immediately, of course by working together with all parties because this case is related to the student's character.

The student role is someone who has duties and responsibilities for student affairs from admission to graduation. The deputy principal for student affairs has a role to assist the principal sekolah dalam penyelenggaraan berbagai kegiatan siswa dan ekstrakurikuler. Muhammad Rifa'I (2023;72). The main task of student affairs is to assist

the principal in upholding the character and discipline of students, educational staff and educational staff, developing and planning a student affairs management system which includes sports, arts, culture, skills, student health facilities, canteens, including environmental greening management, cleanliness. and school security to achieve satisfactory results in line with foundation policies to achieve the school's vision and mission. Wawan Karsiwan (2022;89)

Other important issues that need to be known and paid attention to when managing students are (1) Fostering students to obtain student development, (2) Prevention of juvenile delinquency (3) Marijuana and drug problems. Students should be managed as well as possible so that students can develop optimally. Student management is an effort to manage students from the moment they enter school until they graduate to achieve educational goals at school.

Intelligence has 3 intelligences, namely IQ, EQ and SQ. IQ cannot guarantee that someone will behave politely. A person understands himself well, controls his emotions, motivates, empathizes and can create relationships which are components of emotional intelligence. These characteristics influence human behavior. Like spiritual intelligence, high spirituality can certainly differentiate between good and bad behavior.

Emotional intelligence is an individual's ability to overcome internalized emotions. The formation of emotional character in students must be done from an early age because when they are teenagers, they want to know everything. If it cannot be controlled and managed well, then students will experience emotional instability and even student's character can become damaged. Emotional intelligence can be said to be a person's wisdom in solving the problems they face.

Surah Al- Hasyr : 18

يَٰٓأَيُّهَا الَّذِيْنَ اٰمَنُوا اتَّقُوا اللّٰهَ وَلْتَنْظُرْ نَفْسٌ مَّا قَدَّمَتْ لِغَدٍّ وَاتَّقُوا اللّٰهَۗاِنَّ اللّٰهَ خَبِيْرٌۢبِمَا تَعْمَلُوْنَ

It means: *"O you who believe, fear Allah and let everyone pay attention to what he has done for tomorrow (the hereafter) and fear Allah, indeed Allah is aware of what you do."*

Based on initial observations made by the author, there was behavior that was similar to the case and irregularities, there were several problems found in the school field at SMP Negeri 3 Bengkalis, namely several moral violations or ethical violations in students, one example of which was harsh language among friends and teachers encountered in the field.

With emotional intelligence, it is hoped that all elements involved in education and learning can guide and control students and themselves appropriately, create a sense of self-confidence, be able to solve problems, be able to compete professionally, not be anxious, not afraid, not stressed, not easily give up. hopeless and not easily angered.

METHOD

The type of research used is qualitative research. With a case study approach, this research procedure produces data in the form of written or spoken words from the people and perpetrators who are observed. The case study approach is a type of approach used to investigate and understand various kinds of information which is then processed to obtain a solution so that the problem uncovered can be resolved. This research is generally related to attitudes, opinions/opinions of individuals, groups or organizations, events and procedures.

The research object is a description of the scientific objectives that are subjected to research or something that is researched for a specific purpose and use of data. In this research, the object of research is the problem that is the main focus of the research, namely the Role of Student Affairs in Strengthening the Emotional Intelligence of Students at SMP Negeri 3 Bengkalis.

The research collects data sources in the form of primary and secondary data. The results of questionnaires, tests and interviews are examples of primary data. To collect data for this research, observation, interviews, and documentation were used. In this research, the object of the interview is the role of students in forming student's emotional intelligence. In this case, the subjects are student affairs, guidance and counseling, school principals and students. The data obtained in this research is primary data, namely data obtained directly from the object under study. Interviews were conducted with 3 people, namely the Head of Madrasah, Student Affairs and Counseling Guidance.

RESULTS AND DISCUSSION

Definition of Student Roles

The origin of the word role is "role" which has a phasic character. According to the KBBI, a role is defined as a soap opera or film actor, a comedian working in the theater sector, an example of the behavior expected of people at a certain social level. Ebta Setiawan (2021) Roles can also be interpreted as activities carried out by someone who occupies a position in an organization. Putri Ani Dalimunthe (2017;85). Roles are actions carried out by someone in carrying out their duties.

A role is regulated in provisions in the form of functions and implemented by an institution or organization. According to Riyadi, role is defined as an orientation and concept of the aspects played by people who have social opposition. With this role, an individual or an organization and the concept of aspel are played by people who have social opposition. Torang Syamsir (2014;86)

From the opinion above, it can be concluded that a role is something that is positive and has an important position by carrying out duties and responsibilities to influence other people in an agency or organization. These roles must be carried out together in order to achieve the goals well.

Studentship

The definition of student affairs according to the KBBI is known as pupils, pupils and scholars. The affix "an" creates an implied meaning that student affairs will be directly related to all activities related to students. In language, students are children who are educated in order to gain knowledge. Meanwhile, in terms of terms, students are children

who still need guidance in developing knowledge and forming character.Saiful Sagala (2011;6)

Student affairs are the people who interact with students the most compared to other school staff. Student affairs is responsible for planning and implementing the learning process, evaluating learning outcomes, guidance and training, active responsibility in implementing various study programs, motivating students to be enthusiastic about learning, student affairs also helps students to obtain guidance that suits their talents, interests and abilities. owned.

Student education is carried out in every educational institution, both madrassas and private states. The difference lies in the way students carry out all kinds of activities that are their responsibility and quality in their implementation, having a goal in each activity process carried out so that the activities carried out can function effectively and efficiently to achieve the goals. that has been determined, namely to provide student potential.Ria Sita Ariska (2015;829)

National Education System Law No. 20 of 2003 defines students as individuals who seek to obtain education to advance their potential through the teaching and learning process according to the level achieved.

From the statement above it can be concluded that a student is someone who is given the task of taking care of students starting from student acceptance, orientation to graduation. This activity is carried out so that students are able to interact and adapt well.

Aims and Functions of Student Affairs

The aim of student development is to provide services to students so that they can participate in the learning process effectively and efficiently in educational units. The detailed objectives in Permendikbud Number 39 of 2008 concerning student development article 1 are stated as follows:

1. Develop student's potential optimally and integratedly which includes talents, interests and creativity
2. Strengthening student's personalities to realize the resilience of the school as an educational environment so as to avoid negative associations that conflict with educational goals.
3. Actualizing student's potential in achieving superior achievements according to their talents and interests
4. Prepare students to become human beings with noble and democratic character.

The student function is to represent the principal if there are obstacles from the principal, except for financial matters and signatures. functions related to the development of individuality: general skills (intelligence), special skills (talent) and other skills. Activities related to social development: socialization with peers, family and social environment (school and community). Activities related to channeling desires and desires: channeling hobbies, pleasures and interests. The student function refers to meeting needs and welfare so that students can be successful in their lives. Wahyudi (2011;54)

Meanwhile, general student duties are a means for students to develop themselves individually, socially, with their needs and potential. The functions of student affairs are basically:

1. Development of individuality, namely personality development. So that students can develop their individual potential, namely intellectual intelligence and emotional intelligence.
2. Student social development, namely, so that students can socialize with society
3. Channeling student's desires, namely so that students can channel student's pleasure and interests.
4. Self-fulfillment and student welfare, namely students can feel calm while studying. Mutia Putri (2021;60)

From the description above regarding student functions, the author concludes that student functions are matters relating to individual students, families, talent development, character development and meeting student needs. Apart from that, as a consideration in preparing work programs in the classroom and outside the classroom.

The objectives of student development are as follows:

1. Increase participation in school development such as wiyata mandala so that students avoid aspirations and negative influences that are contrary to national culture.
2. Develop student's resilience to negative influences from inside and outside the school environment.
3. Strengthen extracurricular activities to support curriculum achievements.
4. Increase appreciation for art.
5. Formation of national and state attitudes.
6. Continuing and developing the spirit, spirit and values 45.
7. Increase physical and spiritual freshness.

Student Duties can be described as follows:

Student acceptance, which includes policies for accepting new students, procedures for accepting new students, and problems accepting new students.

1. Introduction of new students, which includes the background of the introduction, understanding, purpose and function of the need for introducing students and the week of introducing new students.
2. Regulation of student attendance and absence includes sources of reasons for absence, approaches to attendance, as well as recording student attendance and absence at school.
3. Student grouping settings
4. Recording and reporting student progress.
5. Management of student resignations and transfers, including the causes of resignations and transfers, various types of resignations and strategies to prevent resignations or transfers.
6. Developing student discipline includes the stage of preparing student behavior rules, as well as rewards and sanctions.

In carrying out duties as a student to meet and facilitate the needs of students at school. In the school environment, student management requires planning, organizing, coordinating, guiding and controlling activities.

Planning concerns planning for the admission of new students and recording graduation, the number of dropouts and transfers, specifically regarding planning for student admission will be directly related to the activity of recording or documenting data on learning outcomes (achievement) and other aspects required in extracurricular activities. For example, interest data, personality traits, social relationships and so on.

The student affairs activity program can be described as follows:

1. Admission, orientation, classification, and assignment of students to classes and study programs.
2. Student attendance at school and problems related to students.
3. Evaluation and reporting of student progress.
4. Supervision of programs for students with disabilities, such as remedial teaching and extraordinary teaching.
5. Controlling student discipline.
6. Mentorship program.
7. Health and safety program.
8. Personal adjustment, social and emotional intelligence of students. Nur Komariah (2016;2)

Student Organizations

The intra-school student organization (OSIS) is the only student organization whose institutional legality is recognized as a forum for collecting student aspirations. This organization is intra-school and must exist in every secondary school. OSIS membership includes all students who are registered and actively studying at a school.

The OSIS is autonomous, meaning that this organization does not collaborate with any organization outside the school. The Ministry of Education and Culture formulated the objectives of establishing the OSIS as follows:

1. Preparing students to become citizens with a Pancasila spirit, knowledge, skills and skills that are ready to be put into practice.
2. Preparing students to become citizens who serve the one God, their nation and their homeland.
3. Promote close and strong unity and integrity between students.
4. Prevent students from being targeted for the influence of a group's interests in order to increase school resilience. Basihus (2016;54)

Suking said that there were several activities carried out to build student development, namely:

1. Provide an introduction to new students.
2. Record and manage student attendance.

3. Record student achievements and activities.
4. Manage student discipline at school. Suking (2013)

These activities need to be carried out effectively and efficiently so that they can support school productivity. For this reason, student affairs must be able to coordinate the implementation of school administration, develop students, and create an orderly, polite and punctual school environment.

In the relationship between students and teachers, it cannot be denied that there are obstacles in achieving learning goals. These obstacles are caused by student discipline, student's disrespect for teachers, disturbing their friends who are studying, and a lack of sense of responsibility. The role of teachers as educators in determining strategies, choosing methods and various approaches to achieve planned goals is very important. There are positive and negative student behaviors in communication. Positive behavior should be appreciated, praised and rewarded. Thorndike argued that responses that are rewarded tend to be repeated in certain situations, whereas responses that are not rewarded are not repeated. Shah, M (2010).

Important factors in developing student potential, which include physical, intellectual, social, emotional and psychological aspects. This is also a benchmark for the success of education at school. By following this concept, student affairs not only focuses on recording data, but also plays a role in helping the growth and development of students through an organized education and learning process.

Student Activities at SMP Negeri 3 Bengkalis
Organizational
In an effort to train and increase insight into organization, on various occasions students are involved in participating in activities that have been scheduled by the school, which include organizing various kinds of committees such as student reception, orientation, grouping and dividing classes, committees for big holidays. National/Islamic, such as Independence Day, National Teachers' Day, the birthday of the Prophet Muhammad SAW, and so on.
Leadership
Various activities are scheduled by the school, in order to optimize student's abilities which are oriented towards leadership activities which include scouting, PMR, cult and leading yasin on Friday mornings, basic leadership training (student council management and being class president).
An Overview of Emotional Intelligence
According to Gardner, intelligence is one of the abilities that a person has which will later be used to help social society solve a problem. Thus, Gardner gave rise to the definition of intelligence used in social society, namely multiple intelligences. Faisal Faliyandra (2019;77)

Hamzah B. Uno stated that intelligence is the ability to understand the world, think rationally and use resources effectively in facing challenges. Intelligence is the ability to think rationally to increase knowledge and expand ways of thinking. Adinda (2017)
Benefits of Emotional Intelligence

Often forgotten, emotional intelligence actually plays an important role in the success of individual relationships. This means that emotional intelligence also influences the child's development process from an early age. Children need to be educated from the start so that their development will run well until they become adults. Stocker and Dunn's research shows that children who experience irregular mood swings and negative emotions experience greater rejection from their peers, when compared to children who have positive and stable emotions. Nurafni (2012;33)

The function of emotional intelligence can be likened to sonar on a ship, but in this case, sonar can provide a more complete picture of the situation and help avoid invisible obstacles and problems. Like a ship captain who can only see above the water surface, sonar also provides information regarding underwater observations. This is how emotional intelligence helps a person see things that logic ignores so that it can direct him to the best and safest way to succeed. David Ryback (2012;53)

Children who have low emotional intelligence, which ultimately has a negative impact on them. Goleman said children who experience low emotional intelligence withdraw from relationships or social problems, are anxious and depressed, and have problems with attention or thinking. Apart from that, students with low emotional intelligence have characteristics such as difficulty getting along, aloof, indifferent, pessimistic, passive, and difficult to adapt to other people. Olivia Cheryl (2020;62)

Emotions need to be maintained and controlled because if sadness, anger, joy and other emotions are too much to control and make the wrong decision, the impact will be bad. Especially when it comes to children whose way of thinking is not as good as adults. When children can think and even decide things like that, it is clear that children need help and of course as teachers guide and train students.

When students cannot control their emotions, their emotional intelligence is not instilled, children become less balanced. Not everything can be thought of logically, there are societies that not only need intelligent people, but also many aspects of life that require more than just being intellectually intelligent. Children need to understand their peers, be able to feel the feelings they are experiencing and express them in appropriate portions. Like not being too angry, and also not needing to bury your sadness until it ends up having a bad impact when you grow up. Even poor emotional management can have a negative impact on a person.

Supporting and Inhibiting Factors of Emotional Intelligence

In carrying out education, it is necessary to pay attention to the educational factors that influence where these factors influence determining the success or failure of educational goals, because these factors are interconnected with one another.

Factors influencing emotional intelligence:
1. Maturity factor Intellectual development can create the ability to understand meanings that were not initially understood, to pay attention to a stimulus for a long period of time and to overcome emotional tension in relation to an object. Emotional reactions are influenced by the ability to remember and predict, so that children are sensitive to stimuli that the child does not initially understand. This factor can be managed by maintaining physical health and controlling emotions.

2. Learning Factors Learning factors are factors that are easy to control. Five learning methods that help support the emotional development model, namely learning by trial and error, learning by imitation, learning by recognition, learning by conditioning and practice. Falah (2017;26)

From the results of interviews and documentation conducted by researchers to find out the role of Student Affairs in Forming Student's Emotional Intelligence at SMP Negeri 3 Bengkalis. So the author can analyze by looking at the facts and findings in the field as they have been applied to existing theories. The results of data analysis are as follows:

Developing Student Potential

Developing student potential is a task that must be carried out by the student affairs sector with the aim of increasing the potential that exists in students. From the results of the interview research presented previously, it appears that student affairs has developed student potential through good intellectual intelligence and emotional intelligence activities, this can be seen from The success of students after carrying out routine weekly activities is not a few students who excel in their fields. In forming emotional intelligence in student affairs classes, remind students to respect others, speak politely, respect fellow friends and older people, increase student's self-confidence, show them how to deal with positive emotions and so on.

Apart from that, the student affairs sector provides education and guidance to shape student's emotional intelligence outside of school study hours, namely through extracurricular activities such as religious activities (Art of the Qur'an), sports (football, volleyball, basketball and table tennis), arts (dance, theater and music). By taking part in these activities, students are able to increase their own potential. Likewise with student social activities, activities are carried out not only in the school environment but also outside the school based on the results of documentation of students taking to the streets asking for donations from the community for residents affected by the flood and sharing takjil during the month of Ramadan.

Channeling student's desires and talents. In the research results presented previously, it appears that the student affairs sector is able to channel student's desires and talents well, this can be seen from several extracurricular activities carried out by students. This is in accordance with the results of interviews with informants that developing student's interests and talents is by providing guidance and motivation to students so that the spirit and spirit of healthy competition are instilled within students.

Self-fulfillment and student welfare

Student self-fulfillment is something that students need in pursuing education. In the research results that have been presented, the student affairs sector is able to meet student needs and student comfort as seen from student's daily activities in carrying out the learning process. Students are given good service and guidance so that students feel safe.

By providing guidance and emotional intelligence, students are equipped to face the challenges of the world and higher level education so that they do not get stressed easily, do not get too angry easily, do not speak harshly to fellow friends or older people and so on because later they will be found in various ways. the character of people, the nature of people, and different behavior. Carry out student reception, orientation and grouping of students.

In the research results presented previously through interviews, documentation and observation, it appears that the student affairs sector has carried out student acceptance, orientation and grouping of students well. Accepting students is an activity carried out by several people by providing services and guidance to new students. Each PPDB committee has duties and responsibilities. By providing good service and information, it can make it easier for new students and parents to carry out the registration process at the school. The ultimate goal in accepting new students is to be able to meet customer needs and be able to create the best graduates.

By holding an orientation for new students, students can easily get to know their new environment, minimizing the difficulties they face with their new school. During the orientation period, the school hopes that students will be able to adapt to the school environment well by providing an understanding that a new school environment certainly requires new energy, thoughts, and relatively a lot of time compared to the previous environment.

Managing student attendance. In the research results presented previously through interviews, documentation and observation, it can be seen that student affairs are able to manage student attendance well. This can be seen from the activities carried out every day when the teacher enters the class, taking student attendance and students giving reports to the picket teacher. This is done to ensure the condition of students and student participation in the teaching and learning process.

Building good communication can direct students to be more focused by providing advice and motivation to continue to strive to follow the learning process and build enthusiasm for education. The presence of students is very necessary in carrying out the learning process of getting education step by step in order to achieve maximum educational goals.

Controlling student discipline. In the research results presented previously through interviews, documentation and observation, it can be seen that student affairs are able to control student discipline well, this can be seen from students following the school rules that have been set and arriving on time. Creating student discipline is not easy. It requires habits that are applied in everyday life. Parents should work together in building student discipline at home and be guided so that teachers can easily form student discipline at school. In educating students, success is seen from when the teacher gives them responsibility.

Providing guidance to students who have problems. At school, positive activities carried out by students are rewarded, and conversely, if students do problems, they will be given sanctions. In the research results that have been presented previously through interviews, documentation and observation, it can be seen that students are able to provide guidance to students who have problems. This can be seen when students who

have problems are immediately addressed by the Bk teacher by interrogating the chronology of the problem to solving it. If the problem continues to be repeated then BK call the student's parents so that the student will be deterred by his actions. By providing guidance to problematic students, the problems that occur to students are minimized so that students are able to create achievements at school.

Inhibiting Factors In the process of success there are certainly obstacles. From the results of the interview, observations of the factors inhibiting students in forming student's emotional intelligence are as follows. Lack of knowledge in forming student's emotional intelligence. There is no willingness of students to change themselves. Lack of attention and education from parents regarding forming student's emotional intelligence.

CONCLUSION

Based on the discussion and descriptions above regarding problems related to the title "The role of students in forming student's emotional intelligence at SMP Negeri 3 Bengkalis"

The role of students at SMP Negeri 3 Bengkalis can be said to be good, this is characterized by students being able to provide guidance and services to students in channeling their potential, interests and talents through intellectual intelligence and emotional intelligence, carrying out academic and non-academic activities, students being able to provide security and prosperity to students by advising, guiding, motivating and overcoming problematic students, providing good services to parents and new students for student acceptance, orientation and grouping students, being able to report absent, sick and absent students and making student progress according to with procedures, dealing with students who have problems by looking for a chronology of problems, providing motivation and solutions, creating student discipline in the school environment by making rules, instilling religious values, and developing emotional intelligence, self-regulation, teaching students not to get too angry.

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