

The diversity of students' emotional intelligence and its influence on student activities in the learning process

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Abstract

Intellectual intelligence (IQ) and emotional intelligence (EQ) are indispensable in the learning process. The two intelligences complement each other. The balance between intellectual intelligence and emotional intelligence is the key to successful learning for students. There are many potential students that can be developed. Various emotional intelligences in learning affect learning activities. Each student has a different emotional intelligence background, how to respond to the incoming stimulus is also different. The process of interaction during the learning process in the classroom is strongly influenced by emotional intelligence and social skills so it is necessary to consider the background of emotional intelligence in accompanying them during the learning process in the classroom. Students with high emotional intelligence are easier to interact, adapt to their learning environment. Emotional intelligence can be developed by providing a lot of experience to them directly to improve their emotional intelligence under the guidance of the teacher in the learning process.

Keywords: emotional intelligence, activeness, learning process.

Introduction

Emotional intelligence is a student skill that is influenced by students in responding to internal factors external stimuli. Emotional Intelligence refers to the capacity to recognize and manage our own feelings and to recognize and respond effectively to others (Ott, 2007). Emotional intelligence is influenced by self-regulation, self-efficacy, self-termination and many others related to emotional intelligence. Self-efficacy affects our students' academic outcomes, which may be related to people's social skills and emotional intelligence (Salavera, Usán, & Jarie, 2017). Education plays an important role in improving and developing human resources, without good education it is impossible to obtain quality human resources to survive in the real world. A high trait of Emotional Intelligence (an EI trait) is often considered a positive attribute, but several studies have suggested that it may facilitate deception or manipulative relational behavior, and that the effect differs by gender (Bacon, Lenton-Maughan, & May, 2018; Tam et al., 2019). Independent learning provides opportunities for students to develop various skills and media provides many opportunities to develop themselves in the cognitive, affective and psychomotor domains into the new policy of the ministry of education, culture, research and technology that is currently 2021. With this program are expected to be learning abilities to create superior resources with intelligence and emotional intelligence. Education is a learning process that aims to develop the potential of students in supporting the development of resources human. Education must be able to play its role in realizing its goals, but this is the challenge, considering that the goals of education are very heterogeneous in terms of personal and social character (Mumpuarti, 2012). Children's learning habits in the sense of a child's learning behavior from time to time in the same way, in order to increase the knowledge both at school and at home can facilitate children's success in learning (Nurdiana, 2021; Stichter, Malugen, & Davenport, 2019)

In the educational process, learning activities are intended to carry out a process of positive change to acquire new skills, competencies, and knowledge, in other words, that the purpose of learning is an effort to equip students with experiential abilities, moral understanding and skills, in order to be able to experience positive development. To find out the changes that have occurred, an

assessment is needed. The assessment itself is intended to determine the extent to which a student in the learning process is able to achieve the learning objectives that have been set. Characteristics of students must be a serious concern in the learning process, these characteristics determine the success of the learning process in the classroom. These characteristics are influenced by social skills which are internally individual skills in behavior (Suryanto, Warring, Kartikowati, Rorimpandey, & Gunawan, 2021).

The learning process is a complex and comprehensive process. The quality of learning is reflected in one of the learning outcomes obtained by students. There are many views that to achieve high achievement an individual must have a high Intelligence Quotient (IQ), because intelligence is a potential provision that has a high influence on learning which will then produce optimal learning outcomes. Daniel Goleman (2003) argues that IQ only accounts for 20 percent of the factors that determine a person's success, while 80 percent, a person's success in life is determined by other forces, including emotional intelligence or Emotional Quotient (EQ). This happens in teaching and learning activities, not a few students who have a high level of intelligence, but actually get a lower academic achievement and vice versa. In line with the opinion of experts, all levels of formal education in our country today are still more concerned with the cognitive aspect. Affective aspects such as emotional intelligence are still not maximally given, even though in shaping the personality of students emotional intelligence is needed. What psychologists have been thinking along with our education system is that it places too much emphasis on academic values. From elementary school to higher education, there is still a lack of emotional intelligence education that teaches integrity, honesty, commitment, vision, creativity, mental resilience, wisdom, justice, the principle of trust, and self-control. Academic ability, report cards, and academic predicate are not the only measure of how well an individual performs in the workplace or how high a successful individual can be (Ary Ginanjar, 2016)

Both forms of intelligence, intellectual intelligence (IQ) and emotional intelligence (EQ) are indispensable in the learning process. The two intelligences complement each other. Emotional intelligence is an integral part that should not be forgotten from every human being. Intellectual intelligence alone cannot function properly without being supported by emotional intelligence. In the teaching and learning process that involves various human components, there will be emotional feelings that affect the acceptance and understanding of the lessons given. The balance between intellectual intelligence and emotional intelligence is the key to the success of student learning in school (Goleman, 2003), therefore education needs to consider the background of emotional intelligence but must also be able to develop these skills.

Emotional intelligence

Emotional intelligence is self-awareness/recognition with; Emotional self-awareness, accurate self-assessment, self-confidence This self-awareness affects social awareness in responding to external stimuli in the form of; empathy, organizational awareness, service (Bacon et al., 2018; Ott, 2007). According to the Big Indonesian Dictionary (KBBI), intelligence comes from the word "*intelligent*" which means the perfection of the development of the human mind to think, understand, have a sharp mind and perfect body growth. Intelligence is the individual's ability to solve the problems at hand, in this case it is a problem that requires thinking skills. Intelligence is the individual's ability to solve the problems at hand, in this case it is a problem that requires the ability to think. Intelligence as an individual's general capacity to act, think rationally and interact with the environment effectively (Saiful Sagala, 2010).

There are various theories that have developed different models of emotional intelligence. In the process of learning, intelligence emotional support learning activities according to the model of Daniel Goleman there are four domains: awareness, self-management, social awareness and relationship management (Ott, 2007; Tyng, Amin Saad & Malik, 2017). Intelligence is the general capacity of an individual who can be seen in the mind's ability to cope with new demands, general spiritual state that can be adapted to the problems and the new conditions of life (Abdul Mujib, 2002). Based on the previous definitions, it can be concluded that intelligence is the ability to master certain abilities. That is, intelligence is the power or ability to do something. Emotion according to Goleman (2003) is basically an urge to act. Emotion comes from the word "*movere*", a Latin verb

meaning to move or move, indicating that the tendency to move is absolute in emotion. Emotions provoke action, being at the root of the urge to act regardless of the visible reaction. Emotion refers to feelings and thoughts are unique, biological and psychological state and a set of tendencies to act. Emotions are reactions to stimuli from outside and within the individual. For example, happy emotions encourage a person's mood to change so that physiologically they appear to laugh, while sad emotions encourage someone to cry (Ott, 2007). Motion E motion is the body's reaction to certain situations. The nature and intensity of emotions are usually closely related to human cognitive activity as a result of the perception of the situation (Anthony Dio Martin, 2003: 91). Meanwhile, Robert K. Cooper and Sawaf explained, an emotion which comes from Latin, has the meaning "soul that moves us". Emotions are neither positive nor negative in nature, but are the most powerful source of energy, authenticity and human spirit and can provide a source of intuitive wisdom. From the above opinion, it can be concluded that emotion is a mental state associated with thoughts and feelings which include pleasure, love, emotion, anger, sadness, jealousy, anxiety, panic, fear, and so on.

Emotional intelligence is closely related to human feelings. Peter Salovey and John Mayer define emotional intelligence as the ability to identify emotions both in oneself and others around them, use emotions to facilitate thought processes, understand the emotions which are a transition process from one stage to another, manage emotions both for oneself and for others. other people. . According to Robert K Cooper and Ayman Sawaf (Ary Ginanjar, 2016), emotional intelligence is the ability to sense, understand, and effectively apply emotional power and sensitivity as a source of human energy, information, connection, and influence. Emotions can appear every time the individual gets a stimulus that can affect his mental state. Well-managed emotions can be used to support success because when emotions arise, individuals have more energy and are able to influence other individuals. Everything that these emotions produce when used properly can be applied as a source of energy needed to complete the task of influencing others and creating new things. Meanwhile, Patricia Patton defines emotional intelligence as using emotions effectively to achieve goals, build productive relationships, and to achieve success. In other words, someone who has the emotional intelligence will be able to identify emotions, then manage it well and they will become source of emotional energy that is positive which can be used to handle those feelings or fight the unpleasant feelings, and be able to recognize people Another 's emotions can build relationships, so that this ability will guide the individual 's thoughts and actions to adapt and cope with demands or pressures from the environment (Megawati, 2010).

Emotional awareness is the result of this sequence: (1) feel the emotion (feeling), (2) acknowledges the feeling, (3) identifies more facts, (4) accept the feeling, (5) reflect on why the emotion occurred in that moment. Notice what other feelings are present or come before. Ask yourself what the goal is, is it communicating, demonstrating, or trying to teach you. (6) Take action – raise your thoughts and feelings and take appropriate action, if necessary, (7) Reflect deeply on the benefits of the response and what lessons you would like to learn (Ott, 2007). Social skills affect the creative process that occurs in the classroom. This difference in social skills affects how they interact with students and teachers as well as between students, this activity supports creative problem solving in classroom learning (Suryanto, Degeng, Djatmika, & Kuswandi, 2020). Based on previous views, it can be concluded that emotional intelligence is the use of individual abilities more effectively in the functioning of emotional factors such as motivation, self-control, emotional management and understanding of others as positive energy to develop themselves and their relationships with other people.

Learning Activities

Learning activities that occur in the classroom need to involve students in the process. Participation of students actively involved in the learning process provides direct experience to them. This activity needs to be done to develop their emotional intelligence in responding to external responses. Children's learning habits in the sense of learning behavior of a child from time to time in the same way, in order to increase the knowledge both at school and at home can facilitate the success of children in learning (Nurdiana, 2021). Learning is a basic process of education and learning that is important to pay attention to learning is the basis of the quality of a country's education system. Like a building, learning is the foundation, if the building is built with a less qualified foundation then it is

impossible for a building to have good quality. Therefore, the quality of learning needs to be improved. How learning goes well, the teacher must understand it all (Rusman, 2015).

Learning is essentially an effort from the process of change that occurs in the individual as a result of experience and interaction with the environment. Learning is a behavioral process that is produced or changed through practice or experience. Learning is anything that can bring information and knowledge on the ongoing interactions between educators and students (Clerkin, 2019; Suryanto et al., 2020; Woodcock & Hardy, 2017). In the whole educational process, learning is the main activity. This shows that a person's success in learning is very dependent on how effective learning is. In cognitive learning theory, what is called learning is a change in perception and understanding. Harold Spears provides limitations in learning, namely: "Learning is observing, reading, imitating, trying something yourself, listening, following directions" (Sadirman, 2011). The Law on the National Education System No. 20 of 2003 states that learning is a process of interaction between students and educators and learning resources in a learning environment. In other words, learning is a process created by the teacher with the aim of developing students' creative thinking so that their thinking abilities also develop. In addition, the learning process is expected to improve the ability to construct new knowledge as an effort to improve mastery of good subject matter.

Belajar is a process of cooperation between teachers and students in the use of all potential and existing resources, both potential that comes from within the students such as interests, talents, and basic capabilities, including learning style and potential. Outside students such as the environment, facilities, and learning resources as an effort to achieve certain learning goals. The learning process occurs throughout human life and can be applied anywhere and anytime. Learning is empowering the potential of students to become competencies, so that other people are needed to help the empowerment process to succeed as expected (Wina Sanjaya, 2008). Based on the psychological understanding, learning is a process of behavior change as a result of interaction with the environment in determining the needs of life. This change will be evident in all aspects of behavior. According to classical psychology, the essence of learning is that all learning is a process of developing or training the mind. Learning is an activity carried out by students, not something that is done to students. Students do not receive knowledge from educators or curriculum passively. Schema theory explains that students activate their cognitive structures and build new structures to accommodate new knowledge input. In the context of education, teaching educators and students can learn and understand the content of the lesson to achieve a predetermined goal (cognitive aspect), can also influence changes in attitude (affective aspect), and skills (psychomotor aspect) of a student.

Based on the experts, it can be concluded that in general learning is an effort or activity carried out by the teacher consciously to change student behavior for the better. Learning aims to help students gain various experiences and with that experience, behavior which includes knowledge, skills, values and norms that function as controllers of student attitudes and behavior increases in quantity and quality. While teaching is helping students achieve the expected abilities. These abilities are skills (motor skills), attitudes (manner/affective), goals and knowledge (knowing/cognitive), meaning that teaching does not only focus on knowledge, but teachers must be able to develop three important areas, namely cognitive, affective and psychomotor.

Learning Principles

Various theories about the principle of learning have been put forward by many experts. From these theories, there are several relatively general principles that can be used as the basis for the learning process in an effort to improve the implementation of learning. These principles are:

Attention and Motivation

Attention has an important role in learning activities, without attention the lessons received will be in vain. Attention to the lesson will appear in students if the subject matter is in accordance with their needs, so that they are motivated to study seriously.

Motivation also has an important role in learning activities. Gage and Berliner define motivation as the energy that drives and directs one's activities. Motivation is closely related to interest, students who have an interest in a particular field of study tend to be attracted by their attention and motivation arises to study the field of study.

Activity

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Learning is a complex action and behavior of students. From the student's point of view, learning is experienced as a process, they experience a mental process in dealing with teaching materials. Dimiyati and Mudjiono said that learning was only experienced by the students themselves. Students are the determinants of the learning process or not. This shows that learning cannot be forced. Learning is only possible if students actively experience it themselves.

Experience

The application of emotional intelligence in learning can be done by paying attention to aspects of emotional intelligence, such as self-awareness, self-regulation, motivation, empathy (empathy) and skills in building social relationships (social skills). The potential possessed by students develops towards good and optimal goals if they get direction and get the opportunity to experience it for themselves. Edgar Dale argues that the best learning is learning through direct experience (Oemar Hamalik, 2011). However, direct physical involvement does not guarantee active learning. To be able to involve students physically, mentally, emotionally and intellectually, educators must design their learning systems and carry out learning activities by considering the characteristics of students.

Repetition

In relation to learning, repetition is an action that is done repeatedly by students to strengthen their learning outcomes. Stabilization is defined as an effort to improve and as an effort to expand which is carried out through repetition.

Challenge

To bring out a strong motive in students in overcoming obstacles well, learning must be challenging. The existence of challenges faced by students can make them more enthusiastic to overcome them. Kurt Lewin in Field Theory argues that students in learning situations are in a psychological field (Dimiyati and Mudjiono, 2018). In learning situations students face a goal to be achieved, but there are always obstacles, namely studying teaching materials, a motive arises to overcome these obstacles by studying teaching materials.

Individual differences

Individual differences can be seen from two sides, horizontally and vertically. Horizontal differences are individual differences in mental aspects, such as the level of intelligence, talents, interests, memories, emotions and so on. While vertical differences are individual differences in physical aspects such as body shape, height and size, energy and so on. Each of these aspects has a great influence on the activities and success of the learning carried out (OEM or Hamalik, 2011).

Application of Emotional Intelligence in the Learning Process

Learning activities must be well planned in order to improve social skills during the activity process, this is to increase their emotional intelligence (Budi Utomo, 2021; Pineda-Báez, Hennig Manzuoli, & Vargas Sánchez, 2019; supriyanto, 2020; Suryanto et al. , 2021) .

In order for learning to be more effective, the interaction between educators and students needs to pay attention to the principles of learning. The implications of learning principles for students can be seen from their serious attention in participating in learning, having high motivation, being active and directly involved in activities and exercises provided by educators, enthusiastic in participating in challenging and self-determining learning. Activities to be carried out. There are many ways that teachers can do to carry out learning, so that students can find concepts in their own way, including giving students sufficient time to think, providing appropriate learning tools, collaborating with friends, and providing guidance assistance as needed. These methods in addition to fostering understanding of learning concepts can also be used to build students' emotional intelligence.

Learning activities need to evaluate students' emotional intelligence as a consideration in determining the appropriate treatment for the characteristics of students. There is a study conducted by Sigal Barsade (2002) on the "Ripple Effect: Emotional Contagion and Its Influence on Group Behavior," which shows that our emotions can be transmitted and shared with others, even if we don't mean to. There are innate processes in human behavior that can cause us to imitate other people's facial expressions and are communicated through nonverbal behavior. The study also found that we can influence each other socially; Positive emotions towards others affect cooperation and conflict in this study (Ott, 2007). Given the importance of emotional intelligence for students, it takes the effort and ability of teachers in managing learning so that emotional intelligence will appear in every

learning carried out. Individuals who use emotions effectively enable them to control instinctive reactions in stressful conditions, learn to better communicate their emotional states, to develop healthy relationships with family and friends, and to be successful, work and life. If children acquire emotional intelligence, academic success will increase and social interactions will strengthen. Emotional intelligence can be developed with an education that focuses on helping children develop basic emotional intelligence skills such as expressing, understanding, and managing emotions and using these skills to solve everyday social problems.

The application of emotional intelligence in the learning process can be done by paying attention to aspects of emotional intelligence, such as self-awareness, self-regulation, motivation, empathy, and skills in building social relationships (social skills). There are several ways that educators can do in carrying out learning by applying and inserting emotional intelligence values, namely:

Self-awareness.

As the ability to read and understand emotions and recognize their impact on others. In simple terms it can be said that self-awareness is a basic understanding of how we feel and why we feel the way we do. The more we become aware of our feelings that they are easier to manage and dictate how we might respond to others (Jász, 2018; Ott, 2007). Accepting personal strengths and weaknesses is very important to increase student self-awareness. For this reason, educators teach honesty and integrity in every lesson, get used to positive thinking and give confidence to students to behave honestly, train students build better relationships and communicate more effectively with others.

Self-regulation

Self-regulated or self-organizing emphasizes the importance of personal responsibility and controlling the knowledge and skills acquired. Educators familiarize students to choose and decide correctly what students must do to be able to organize themselves. In addition, educators teach by example, provide encouragement, facilitate students, provide setting reward goals and teach problem solving so that students are able to solve problems properly and appropriately.

motivate yourself and motivate others

Motivating yourself means being willing to engage in focused and directed discussions and behavior. In every learning teacher must familiarize students to think positively so that students get motivated. Respect students' privacy and build students' self-confidence and provide challenges to train students' mental resilience in solving problems.

Empathy

Developing empathy in students means teaching students to have the ability to place themselves, understand their own emotions, understand the feelings of others and be able to control their emotions well. For this reason, educators familiarize students with helping and willing to share with friends and educators to design individual and small group learning activities that require students to work together.

social skills

Educators stimulate by exemplifying several ways to solve problems but still allow students to solve their own problems, teach ethics and good socializing, educators design role-playing learning so that students learn and can feel different positions for themselves, so they understand how to behave and act empathize with others.

Conclusion

Various emotional intelligences in learning affect learning activities. Each student has a different emotional intelligence background, how to respond to the incoming stimulus is also different. The process of interaction during the learning process in the classroom is strongly influenced by emotional intelligence and social skills so it is necessary to consider the background of emotional intelligence in accompanying them during the learning process in the classroom. Students with high emotional intelligence are easier to interact, adapt to their learning environment. Emotional intelligence can be developed by providing a lot of experience to them directly to improve their emotional intelligence under the guidance of the teacher. In the learning process, the two intelligences, Intelligence Quotient and Emotional Quotient are balanced. Intellectual intelligence cannot function properly without an emotional appreciation of the subject matter delivered. The balance between intellectual and emotional

intelligence is the key to the success of student learning. By having good emotional intelligence, students are better able to combine the breadth of knowledge with the straightness of attitude and noble character as well as high enthusiasm and motivation as well as their determination.

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