

## EMOTIONAL SPIRITUAL QUOTIENT (ESQ) GUIDANCE IN IMPROVING PROPHETIC MOTIVATION (STUDY ON MOTIVATORS BIMBA AIUEO CIPARAY BANDUNG)

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### Abstract

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#### **Keywords:**

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*This research is motivated by the importance of the role of Emotional Spiritual Quotient (ESQ) guidance in building prophetic motivation for motivators at biMBA AIUEO Ciparay. Prophetic motivation which includes the values of faith, being a learner, and doing good becomes an essential moral-spiritual foundation in carrying out the mission of mentoring, namely guiding children's learning interests in a fun, individual, and compassionate manner. However, before ESQ guidance was implemented, some motivators still viewed this task as merely routine work or achieving academic targets. This research aims to: (1) Describe the concept of ESQ guidance in increasing prophetic motivation of motivators at biMBA AIUEO Ciparay; (2) Analyze the implementation of ESQ guidance in building prophetic motivation of motivators; and (3) Identify the impact of ESQ guidance on prophetic motivation of motivators. The research results show that ESQ guidance at biMBA AIUEO Ciparay is structured through biMBA Joint Learning (BBb) activities, Volunteer Refresher Training (TPR), and Rohis Study which are carried out regularly. Its implementation focuses on internalizing the values of faith, becoming a learner, and doing good through a fun and responsible mentoring process. The impact is seen in increasing the spiritual awareness of motivators, the ability to manage emotions, a paradigm shift in the main purpose of life, and a reinterpretation of the mentoring process as worship and a field of charity.*

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### Introduction

In education, students' motivation to learn is a key factor in determining success. However, motivation solely focused on academic achievement is often superficial and easily erodes when faced with challenges. Therefore, a more fundamental motivation is needed: prophetic motivation, the drive to act based on

prophetic values, encompassing humanization (enjoining good), liberation (forbidding evil), and transcendence (faith in God). Prophetic motivation guides students not only to achieve but also to behave in accordance with moral and religious values.

On the other hand, modern developments marked by the rapid flow of globalization, technology, and popular culture often lead to moral and spiritual crises among adolescents. Phenomena such as low social awareness, declining study discipline, and the rise of deviant behavior indicate that prophetic motivation has not yet been firmly embedded in students. In this context, guidance strategies that integrate emotional and spiritual aspects are needed to provide students with the internal strength to face the dynamics of life.

One relevant approach is Emotional Spiritual Quotient (ESQ) Guidance. ESQ is a combination of emotional intelligence (EQ) and spiritual intelligence (SQ), which not only guides students to intelligently manage their emotions but also fosters transcendental awareness. Through ESQ guidance, students are expected to develop self-control, empathy, sincerity, and discover a higher meaning in life. This aligns with the national education goals, which emphasize developing students' potential to become people of faith, noble character, and responsibility.

Education is a deliberately and systematically designed process aimed at preparing students through various methods such as guidance, teaching, and training for their future roles. Furthermore, education serves as a primary instrument in the government's efforts to educate and advance the nation. A country can be considered advanced if its education quality is superior, because without adequate skills for the next generation, natural resource management and national development can be hampered. Therefore, education is a strategic long-term investment in producing reliable and globally competitive human resources (Hainstock, 2021:11).

Education is a necessity or foundation for enhancing and exploring human potential. Three aspects can be developed in education: cognitive, psychomotor, and affective. Education is crucial for the majority of people because it has a noble goal: to educate the nation's children. Every child has the right to a proper education, as education is a national investment for the future (Muhammad, 2016:39)

At the earliest level of early childhood education (PAUD), this importance is particularly evident. The age period of 0–6 is often referred to as the golden age because during this period, children's physical, language, socio-emotional, cognitive, and spiritual development progresses rapidly, laying the foundation for their future lives. Therefore, learning at this stage must be conducted in a meaningful, enjoyable, and comprehensive manner, honing all dimensions of child development, in accordance with the principles of holistic education (Nella, 2021:30).

In practice, the teacher or motivator plays a central role. They serve not only as a transmitter of material but also as a role model. Their patient, honest, compassionate, and consistent actions make them role models for children. A warm and enjoyable learning environment encourages children to be active, enthusiastic, and enjoy the learning process. However, the reality on the ground does not always meet expectations. Obstacles such as boring routines,

administrative pressures, varying student characteristics, and external pressures can dampen educators' enthusiasm and idealism (Nurul Purnama Sari, 2024:71)

Teachers with integrity must be able to instill core character values, including respect for the school environment, appreciation for others, and social awareness within the community. As role models, teachers are expected to demonstrate exemplary attitudes and behaviors, such as being punctual, adhering to school rules, demonstrating enthusiasm for teaching, and establishing good relationships with all members of the school community. Consistent teacher behavior will foster a positive culture in the educational environment, which in turn encourages students to emulate these habits (Dewi Romantika Tinambunan, 2024:61).

In the learning process, teachers are not only tasked with delivering material but also developing students' critical thinking skills, social skills, and emotional intelligence. Effective learning cannot be achieved without the involvement of teachers who understand students' learning needs, provide emotional support, and create a conducive classroom atmosphere. Thus, teachers play a direct role in helping students achieve learning objectives and achieve expected outcomes. In addition to cognitive aspects, strengthening students' character is a goal that is increasingly receiving attention in the world of education. With the changing times and global challenges, character education in schools has become an important pillar in preparing a generation that is not only academically intelligent but also possesses integrity and noble morals. Teachers have a responsibility to internalize values such as honesty, responsibility, cooperation, and empathy into the learning process (Christo J. R. Masinambow a, 2024:30).

The importance of teachers' role as character builders is supported by various empirical studies. Research conducted by (Unik Fepriyanti, 2021:1) shows that teacher role models significantly influence students' discipline and responsibility in elementary schools. Similarly, a study by Mas (Agus Badul Rahman, 2025:20) revealed that learning that integrates character values through a role model approach is more effective in shaping positive behavior than conventional methods that only emphasize cognitive aspects.

However, teachers face significant challenges in fulfilling this role. Differences in student backgrounds, administrative pressures, curriculum demands, and the dynamics of relationships with parents often hinder teachers' consistent role as role models. Therefore, developing teacher competencies, including pedagogical, personal, and social skills, is a priority for educational institutions.

Regarding character development, teachers also need to understand that education takes place not only in the classroom but also through informal interactions within the school environment. A friendly teacher attitude, respect for students' opinions, and personal guidance will foster strong emotional bonds, further motivating students to learn and engage in positive behavior.

Furthermore, the role of teachers in shaping students' character is also closely related to the concept of prophetic motivation, namely work motivation based on prophetic values such as sincerity, trustworthiness, and social concern. Teachers with prophetic motivation will view their work as an act of worship, thus being more committed to providing sincere and responsible guidance. The application of the Emotional Spiritual Quotient (ESQ) approach in teacher

development has been proven to increase spiritual awareness and the ability to manage emotions, which ultimately strengthens this prophetic motivation (Lilis Karyawati, 2025:40).

To address the challenges of modern development, it is crucial for non-formal educational institutions like Bimba AIUEO to prioritize the quality of their motivators. Motivators serve not only as learning facilitators but also as role models in shaping students' character. Therefore, they need to combine intellectual, emotional, and spiritual intelligence to create a conducive, supportive, and meaningful learning environment.

One approach that has the potential to strengthen educators' motivation and character is prophetic motivation, which is based on prophetic values such as sincerity, responsibility, caring, and an orientation toward benefiting others. Prophetic motivation offers a deeper dimension than conventional motivation because it is oriented not only toward material achievement but also toward the values of transcendence, humanization, and liberation.

To develop this prophetic motivation, the Emotional Spiritual Quotient (ESQ) approach can be an effective development strategy. ESQ is an integrative concept of emotional and spiritual intelligence first introduced by Ary Ginanjar Agustian. This approach is designed to develop individuals who are balanced, resilient, and meaningful in their work, recognizing the social and spiritual significance of every action (Fuadah, 2024:51). In practice, ESQ teaches educators to recognize and manage personal emotions, maintain the intention of work as a field of worship, and cultivate inner strength to face the dynamics of the profession.

By implementing ESQ guidance, motivators in non-formal educational institutions are expected to possess not only pedagogical competence but also the ability to foster prophetic motivation, which serves as an ethical and spiritual foundation for their work. This is highly relevant to addressing the educational needs of not only academically intelligent students but also those with noble character and competitiveness. Therefore, research on Emotional Spiritual Quotient (ESQ) guidance in enhancing prophetic motivation in motivators at biMBA AIUEO is crucial, both to strengthen theory and as a practical contribution to the development of teacher development services in non-formal educational institutions.

Based on this description, this study seeks to in-depth examine the role of teachers in shaping student character through role models and fostering positive values. It also explores how ESQ guidance can strengthen educators' prophetic motivation, particularly in the biMBA AIUEO Ciparay environment. It is hoped that the results of this study will provide both theoretical and practical contributions to the development of teacher development strategies to improve the quality of education and shape the character of Indonesia's young generation.

### **Research Methods**

This study used a qualitative approach with descriptive methods. (Anggito, 2018:19) This approach was chosen because the research objective was to understand and describe in depth the application of Emotional Spiritual Quotient (ESQ) guidance in increasing the prophetic motivation of motivators at Bimba AIUEO Ciparay. Qualitative research allows researchers to examine phenomena

holistically in natural settings, allowing for a clear depiction of the interactions, behaviors, and meanings constructed by participants (Sugiyono, 2023:223).

The research was conducted at Bimba AIUEO Ciparay, Bandung Regency, West Java. This location was chosen purposively, considering that the institution has implemented ESQ guidance in its learning activities, making it relevant to the research focus. The research subjects were motivators with at least one year of teaching experience, selected using a purposive sampling technique. This selection was intended to ensure that participants had sufficient experience and knowledge to provide information relevant to the research needs.

The primary instrument is the researcher themselves, acting as the human instrument. In qualitative research, the researcher acts as planner, data collector, analyst, interpreter, and reporter of research results. To ensure data accuracy, supporting instruments include semi-structured interview guides, observation sheets, and documentation forms. The interview guides were designed to explore the motivators' perceptions, experiences, and strategies in implementing ESQ guidance. The observation sheets were used to record relevant behaviors, interactions, and learning situations, while the documentation forms included notes, photographs, or archives that supported the research findings.

Data were collected through three main techniques: (a) Participatory Observation, where the researcher directly observed the ESQ guidance process conducted by the motivators, including their interactions with students. (b) In-depth Interviews, conducted face-to-face with the motivators and relevant parties to gather detailed information regarding the application of prophetic values. (c) Documentation Study, where supporting documents such as activity schedules, learning modules, and motivator evaluation records were collected and reviewed.

Data analysis followed Miles and Huberman's interactive model, which includes: (1) data reduction to sort and focus relevant data; (2) data display to present data in the form of narrative descriptions, tables, or matrices; and (3) conclusion drawing/verification to draw valid conclusions based on patterns found in the field. Analysis was conducted continuously from data collection until the research was completed.

Data validity was maintained through triangulation of sources by comparing information from various sources, and member checking by requesting confirmation of interview results from participants. Furthermore, researchers extended the observation period to ensure the consistency of the data obtained. These efforts aimed to ensure the findings had high validity and reliability, in accordance with qualitative research standards.

## **Discussion**

### **The Concept of ESQ Guidance in Increasing Prophetic Motivation of Motivators**

The Emotional Spiritual Quotient (ESQ) guidance concept implemented at Bimba AIUEO Ciparay has been designed holistically based on the philosophy behind the word biMBA: guiding children's learning interests to achieve true happiness. This aligns with the view that the primary purpose of human life is to achieve happiness, which is achieved through three key elements: faith, learning, and good deeds. These three elements serve as the foundation for developing ESQ guidance materials and providing guidance to all biMBA volunteers, including

motivators.

This approach aligns with the view of Ary Ginanjar Agustian (2001), who asserted that ESQ is an integration of emotional intelligence (EQ) and spiritual intelligence (SQ). When optimized in a balanced manner, it produces individuals who are resilient, meaningful, and able to face various life situations with sincerity. In the context of BiMBA AIUEO Ciparay, ESQ guidance focuses not only on technical teaching skills but also on character building and strengthening spiritual values.

True happiness as the main goal of life. Field findings show that before participating in ESQ training, some motivators viewed happiness as something external, dependent on material things, position, or recognition from others. Happiness was considered a "final goal" that could only be achieved after achieving something. However, ESQ training changed this perspective to true happiness that can be felt anytime and anywhere, including in simple activities such as tutoring children in class. This view aligns with the theory of happiness proposed by (Seligman, 2002:312) through the concept of Authentic Happiness. Seligman explains that authentic happiness is not only based on temporary pleasure, but also on full involvement in meaningful activities (engagement) and the achievement of life goals that align with noble values (meaning). In ESQ training, this meaning is strengthened by three main keys: Faith, Learning, and Doing Good.

*Three Keys to Happiness from an ESQ Perspective.* The *first*, Beriman (Believe), Beriman Faith is understood as complete faith in God, including the belief that every event, both pleasant and difficult, is part of His best plan. This understanding aligns with the concept of Spiritual Intelligence according to (Zohar & Marshall, 2000:210), which states that SQ helps a person find the deepest meaning in every experience and maintain inner peace amidst life's challenges. In the context of motivation, faith encourages gratitude, patience, and optimism, which have a positive impact on the process of guiding children.

*Second*, Learning Learning is defined as a process of continuous self-improvement, whether in knowledge, skills, or attitudes. This aligns with the principle of lifelong learning emphasized by (UNESCO, 2015:11), which emphasizes that learning should be lifelong and encompass the intellectual, emotional, social, and spiritual domains. Motivators who continually learn become more creative in their teaching, more adaptive to change, and able to inspire children to love the learning process itself.

*Third*, Doing Good is involves genuinely and wholeheartedly benefiting others. According to (Lickona, 1991:21), strong character is built through consistent good habits. In ESQ development, doing good encompasses more than just physical or material assistance, but also moral support, empathy, and even sincere prayers for the well-being of others. This fosters a positive emotional bond between the motivator, the child, and the learning environment.

### **Integration of ESQ Concept with Guiding Mission**

The "Mentoring" mission at Bimba AIUEO Ciparay is defined as a process of fostering children's interest in learning in a fun way (fun learning), while simultaneously guiding them to become learners themselves. This paradigm aligns

with constructivism theory (Vygotsky, 1978:219), which emphasizes that effective learning occurs when students are actively engaged and intrinsically motivated. In practice, motivators are directed to avoid coercive teaching styles and replace them with a fully enjoyable guidance process (mentoring) to foster children's interest in learning. ESQ guidance helps motivators manage their emotions, thus remaining patient and consistent in implementing bimba's methods of fun learning, the small-step system, and the individual system.

The overall goal of ESQ guidance is to develop prophetic character in motivators, namely, characters with high spiritual awareness, a strong desire to learn, and a moral commitment to fulfilling their role as volunteer learners responsible for their children's educational process. Thus, the ESQ guidance implemented at bimba Ciparay not only impacts the technical performance of motivators, but also contributes to shaping their mindset, attitudes, and behavior to align with Islamic prophetic values.

### **Implementation of ESQ Guidance in Increasing Prophetic Motivation of Motivators**

The implementation of emotional spiritual quotient (ESQ) guidance in developing prophetic motivation in motivators at Bimba Aiueo Ciparay is a structured and ongoing process designed to align the institutional vision, spiritual values, and individual missions as volunteer learners. This guidance is implemented not merely as a training routine, but more than that, it serves as a means of inner transformation that influences the motivators' perspectives, attitudes, and work ethic.

ESQ Guidance is implemented through several main programs, namely: Learning with Bimba (Bbb), Volunteer Refresher Training (TPR), and Rohis Study. These three programs are conducted online, facilitated by the Bimba Aiueo center, and are mandatory for all volunteers, including motivators and unit heads at Bimba Aiueo Ciparay. The material presented focuses not only on the technical aspects of children's learning but also explores the ultimate purpose of life, the meaning of true happiness, the importance of being a learner, and sincerity in doing good.

In an interview with Tasha Catlea (Bimba training coordinator), it was revealed that this program has been implemented for a long time and is continuously updated with a more reflective and participatory approach. The methods used in the guidance include interactive lectures, group discussions, and question-and-answer sessions, allowing each motivator to reflect deeply on themselves.

#### *Learning with Bimba (BBb)*

BBb is a weekly learning activity focused on strengthening the concept of ESQ, the main purpose of life, the mission of mentoring, and the paradigm of lifelong learning. The material in BBb not only discusses the technical aspects of children's learning but also provides space for motivators to self-reflect and realize their role as educators who guide children's learning interests. The method used is an interactive lecture led by a resource person from the central trainer team, followed by a group discussion and question and answer session. BBb materials often raise themes such as true happiness, faith as a foundation for work, sincerity

in doing good, and strategies for enjoyable mentoring.

#### *Training Penyegaran Relawan (TPR)*

TPR is a periodic program that serves to strengthen and refresh volunteers' understanding of the biMBA AIUEO mission and methods. In TPR, motivators are reminded of biMBA's philosophical foundation, namely making children happy and fostering an interest in learning as the main goal. This activity is usually carried out with themes relevant to challenges in the field, such as "The Guidance Mission is the Main Solution in Family Education" (TPR July 2, 2025). In this activity, motivators are equipped again with effective communication skills, fun learning techniques, small step systems, and individual systems to create a fun and non-coercive learning atmosphere.

#### *Rohis Study*

The Rohis Study Program (RSQ) is a program focused on strengthening the spirituality of motivators. The material presented relates to the values of faith, sincerity, patience, and gratitude in carrying out their duties. For example, on July 15, 2025, a Rohis Study was held with the theme "Emulating the Meaning of Muharram: Liberating Oneself Towards Salvation (Salam)." In this session, motivators were encouraged to understand that guiding children is part of worship and a field of charity, thus requiring sincere intentions, patience, and determination.

This routine program serves as the backbone of ESQ guidance implementation at bimba AIUEO Ciparay. With structured and continuous implementation, motivators receive simultaneous mental, emotional, and spiritual strengthening. In relation to the ESQ theory proposed by Ary Ginanjar Agustian (2005), successful implementation lies in the combination of emotional intelligence (emotional management, empathy, and communication) and spiritual intelligence (search for meaning, self-awareness, and relationship with God).

These three programs also align with the concept of lifelong learning (Candy, 1991) because they foster a sense of lifelong learning in motivators. Therefore, the BBb, TPR, and Rohis Study programs serve not only as a means of transferring knowledge but also as a platform for developing prophetic motivators capable of guiding children with a sincere heart, positive thoughts, and a vision aligned with bimba AIUEO's mission.

#### *Reshuffling Process*

Based on research findings, mentoring is the most concrete implementation of Emotional Spiritual Quotient (ESQ) Guidance at biMBA AIUEO Ciparay. The concept of mentoring is not simply a method of teaching children to read or count, but rather a process of fostering a child's interest in learning in a fun, individualized, and sincere way, while simultaneously guiding them to become lifelong learners. An interview with Wulan Aprista on June 19, 2025, confirmed: "*Mentoring is the process of fostering a child's interest in learning, which leads to mentoring themselves*". This statement illustrates that mentoring is not only oriented toward child development but also toward the personal growth of the motivator. This means that this process requires the motivator to apply ESQ values in every interaction with the child, both directly and indirectly.



ESQ guidance provided through the bimba Joint Learning (BBb) program, Volunteer Refresher Training (TPR), and Rohis Study forms a motivator's mindset in carrying out the mentoring mission. The main values implemented include: First, Faith In mentoring, motivators are trained to accept the unique character of each child patiently and with full confidence that each child is a trust from Allah SWT. This attitude makes motivators no longer force academic targets, but focus on fostering children's interest in learning. With faith, motivators are able to manage their emotions so that learning takes place in a pleasant atmosphere. Second, Learning, Mentoring also becomes a means for motivators to continue learning, both from teaching experience, from the children being mentored, and from colleagues. This enthusiasm for learning enables motivators to adjust learning methods, understand character differences, and develop creative fun learning strategies. Third, Doing Good, The goodness that motivators do in mentoring is not limited to teaching material, but also to attention, moral support, and sincere prayers for children. Sincerity in doing good is the core of a positive relationship between the motivator and the child, which has an impact on increasing the child's self-confidence and enthusiasm for learning.

Before receiving ESQ guidance, some motivators viewed the classroom learning process as conventional, focused on academic outcomes. However, after being reinforced with ESQ values, a paradigm shift occurred, from teaching to guiding, from outcome-oriented to process-oriented, and from grade targets to child happiness. This change is reflected in the implementation of the small-step system and individual system, which are the hallmarks of the bimba method. Fun learning is the primary principle, so children feel comfortable, motivated, and happy to continue learning.

Observations and interviews show that motivators who correctly apply the principles of mentoring are better able to build positive emotional relationships with children, which in turn increases their prophetic motivation. They no longer view this work as merely an obligation, but as a field of charity and part of worship. Thus, mentoring at bimba AIUEO Ciparay is not just an educational method, but a concrete form of ESQ Guidance implementation that unites the institutional vision, the mission of volunteer learners, and the prophetic values internalized by each motivator.

### **The Impact of ESQ Guidance in Increasing Prophetic Motivation of Motivators**

The Emotional Spiritual Quotient (ESQ) guidance implemented at bimba AIUEO Ciparay aims to form motivators who are not only technically competent in guiding children's learning interests, but also have strong prophetic motivation. Prophetic motivation here is understood as encouragement that originates from prophetic values including aspects of faith, a spirit of lifelong learning, and good behavior that form the basis of a motivator's behavior and life orientation based on research results, ESQ guidance has produced a significant impact on changes in attitudes, mindsets, and perspectives of motivators, both towards themselves, towards the children being guided, and towards the institutional mission. This change does not occur instantly, but through a routine, consistent, and continuous coaching process, such as bimba Joint Study (BBb) activities, Volunteer Refresher Training (TPR), spiritual study, and daily interactions with the trainer team and

fellow motivators.

#### *Changes to Aspects Beriman*

One of the most significant impacts of ESQ guidance is the improvement in the quality of faith of the motivators. Before undergoing intensive guidance, some motivators viewed child-mentoring as merely a work obligation or a means of earning income. However, after undergoing ESQ guidance, they began to realize that child-mentoring is a trust and a form of worship to Allah SWT. Anggia (interview, July 19, 2025) revealed:

"From the beginning, I had a desire to teach children, but it was only to fill a void and because I loved them. As I got older, I realized that children are a trust, a gift that we must protect. When I guide children, I'm now much more sincere and enthusiastic. I used to be picky when accepting children, but now I'm not. Children grow with their own individual character, and I, as the motivator, must learn."

This statement demonstrates a transformation in motivation from mere work activity to a form of devotion grounded in spiritual values. This shift aligns with Kuntowijoyo's concept of prophetic motivation, which emphasizes that motivation is not solely oriented toward fulfilling material needs or personal achievement, but is grounded in prophetic values encompassing transcendence, humanization, and liberation.

In this context, the transcendent dimension is realized when the motivator positions their work as part of their worship to Allah SWT, not simply a work routine. The process of mentoring children becomes a means of drawing closer to God, fostering gratitude, and strengthening the belief that every child is a trust that must be safeguarded. These values also foster a sincere, patient, and compassionate attitude in mentoring, ultimately shaping the motivator's character as a true learner grounded in faith.

#### *Changes in the Aspect of Becoming a Learner*

Prophetic motivation also emphasizes the importance of being a lifelong learner. From Kuntowijoyo's perspective, one of the missions of prophetic values is humanization, namely developing human potential through continuous learning, self-improvement, and enhancing the quality of life in accordance with divine values. ESQ guidance at bimba AIUEO Ciparay directs motivators to not rest on existing achievements, but to continually hone skills, deepen understanding, and improve attitudes, both in technical teaching aspects and in self-management. Anggia (interview July 19, 2025) acknowledged a significant change in emotional management:

"So far, I find it easier to manage my emotions. Previously, I was easily angered and easily blamed others. Now that I understand that we must understand children, I am much calmer in understanding children's characters, and the same goes for adults. I don't ask for others to understand me because that's uncomfortable. I want to experience happiness by learning to understand others as well".

This statement illustrates a paradigm shift from reactive to reflective. Previously, motivators tended to respond to situations with negative emotions such as anger and blaming others. After receiving ESQ training, he was able to manage his emotions better, change his perspective on children and adults, and make the

process of understanding others part of a happy learning journey.

Within the framework of prophetic motivation, this attitude reflects a combination of humanization, namely appreciating the humanity of others through empathy and understanding, and liberation, namely freeing oneself from the shackles of ego, anger, and blame. Thus, being a learner is not only about increasing knowledge but also developing deeper qualities of heart, patience, and empathy.

#### *Changes to the Aspect of Doing Good*

Prophetic motivation also emphasizes the importance of being a lifelong learner. From Kuntowijoyo's perspective, one of the prophetic values is humanization, namely developing human potential through continuous learning and self-improvement.

The final aspect of prophetic motivation is the drive to do good (ihsan), which in prophetic teachings is understood as actions carried out with full awareness, sincerity, and prioritizing the public good. In Kuntowijoyo's view, ihsan is part of the mission of transcendence, namely connecting every action with an orientation toward God, thereby enhancing the quality of good deeds.

At bimba AIUEO Ciparay, this value of doing good is realized through the process of guiding children with compassion, patience, and sincerity. Before participating in ESQ coaching, some motivators tend to measure success based on a child's academic achievements, such as reading ability or completing certain materials. However, after receiving ESQ coaching, this paradigm shifted: success was no longer measured solely by academic results, but by a fun mentoring process, non-discriminatory acceptance of each child, and genuine concern for fostering their interest in learning. This aligns with the testimony of one of the motivators in an interview:

"I used to focus on children who learned quickly and get frustrated with those who were slow. Now, I try to enjoy the process. Each child has their own character, and my job is to guide them patiently, without comparing them".

This change demonstrates the internalization of prophetic values in daily work behavior. Doing good is not only understood as a grand act, but also includes simple things like smiling, greeting someone kindly, or taking extra time to help a child in difficulty. All of these actions are seen as acts of worship and a means of charity. With this orientation, the motivators at bimba AIUEO Ciparay increasingly recognize that every interaction with children is an opportunity to instill goodness and shape character. This attitude not only strengthens the positive relationship between the motivator and the child but also creates a warm, enjoyable learning environment that motivates the child to continue learning.

#### **Conclusion**

Research findings indicate that consistent and structured ESQ guidance can strengthen the motivator's prophetic motivation across three key dimensions: faith, learning, and doing good. Theoretically, these findings align with the concept of prophetic motivation, which is rooted in the prophetic mission, which is to guide humanity toward goodness through role models, moral development, and the instillation of moral-spiritual values. As Kuntowijoyo explains, prophetic motivation not only emphasizes spirituality but also demands the concrete

application of prophetic values in social and professional life.

Within this framework, ESQ guidance at bimba AIUEO Ciparay serves as a medium for internalizing values, where the concepts of faith, lifelong learning, and good deeds are not only cognitively understood but also implemented in the motivator's daily behavior. The coaching process that combines strengthening emotional and spiritual intelligence enables motivators to change their perspectives, increase sincerity, and form work attitudes that align with the mission of prophetic education. Thus, ESQ becomes a bridge between the theoretical understanding of prophetic motivation and its application in the real practice of guiding children, so that the main goal of education, namely forming people who are faithful, knowledgeable, and have noble character, can be achieved.

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