

# PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

## ABSTRAK

### DESKRIPSI KECERDASAN EMOSIONAL GURU-GURU DI SMP YAYASAN TUNAS KARYA WILAYAH KARIMUN- KEPRI YANG TERCERMIN DALAM KOMPETENSI KEPРИBADIAN DAN SOSIAL SERTA IMPLIKASINYA TERHADAP RANCANGAN PROGRAM PENGEMBANGAN KECERDASAN EMOSIONAL GURU TAHUN 2011

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Penelitian ini bertujuan memberikan gambaran tentang tingkat kecerdasan emosional para guru SMP Yayasan Tunas Karya wilayah Karimun-Kepulauan Riau yang tercermin dalam kompetensi kepribadian dan sosial serta implikasinya terhadap rancangan program pengembangan kecerdasan emosional guru.

Jenis penelitian ini adalah penelitian deskriptif. Alat pengumpul data yang digunakan adalah kuesioner yang disusun penulis sendiri dengan mengambil inspirasi dari buku *Emotional Intelligence*, yang dikarang oleh Daniel Goleman (2009). Kuesioner yang digunakan memuat 53 pernyataan. Kuesioner tersebut terdiri dari pernyataan-pernyataan yang mencakup kelima aspek kecerdasan emosional. Kelima aspek tersebut adalah: (1) mengenali emosi diri, (2) Mengelola emosi, (3) memotivasi diri, (4) mengenal emosi orang lain, (5) membina hubungan. Responden adalah para guru SMP Yayasan Tunas Karya wilayah Karimun-Kepulauan Riau yang berjumlah 37 orang. Teknik analisis data yang digunakan adalah Penilaian Acuan Patokan (PAP) tipe I yang digolongkan menjadi 5 tingkatan yaitu: sangat rendah, rendah, cukup, tinggi, dan sangat tinggi.

Hasil penelitian menunjukkan (1) para guru yang memiliki kemampuan mengenali emosi tinggi 31,57% (12 orang) dan yang sangat tinggi 8,10% (3 orang), sedangkan sangat rendah 2,63% (1 orang), rendah 18,42% (7 orang), dan cukup 42,10% (16 orang); (2) para guru yang memiliki kemampuan mengelola emosi tinggi 29,72% (11 orang) dan sangat tinggi 7,89% (3 orang), sedangkan guru yang memiliki kemampuan mengelola emosi sangat rendah 5,26% (2 orang), rendah 18,42% (7 orang), dan yang cukup 37,83% (14 orang); (3) Guru yang sudah memiliki kemampuan memotivasi diri sendiri tinggi 26,31% (10 orang), sangat tinggi 15,78% (6 orang) dan yang sangat rendah 5,26% (2 orang), 4 orang (10,52%) rendah dan 16 orang (42,10%) cukup; (4) Guru yang memiliki kemampuan mengenali emosi orang lain yang tinggi 7 orang (18,42%), sangat tinggi 5 orang (13,15%), sangat rendah 5,26% (2 orang), rendah 23,68% (9 orang), dan cukup 39,47% (15 orang); (5) guru yang memiliki kemampuan membina hubungan yang tinggi 21,05% (8 orang), sangat tinggi 7,89% (3 orang), sangat rendah 2,63% (1 Orang), rendah 28,94% (11 orang), dan cukup 39,47% (15 orang). Berdasarkan hasil penelitian tersebut di atas peneliti merancang program pengembangan kecerdasan emosional di sekolah. Pelaksanaan dapat dilakukan oleh kepala sekolah atau pengawas yayasan dan kerja sama dengan guru Bimbingan dan Konseling di sekolahnya sendiri maupun sekolah lain yang kompeten. Pengembangan kecerdasan emosional para guru merupakan salah satu program peningkatan kompetensi kepribadian dan kompetensi sosial guru sebagai pendidik.

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## ABSTRACT

DESCRIPTION OF TEACHERS' EMOTIONAL INTELLIGENCE OF YAYASAN TUNAS KARYA JUNIOR HIGH SCHOOLS IN THE REGION OF KARIMUN-RIAU ARCHIPELAGO AS REFLECTED IN TEACHERS' PERSONAL AND SOCIAL COMPETENCE AND ITS IMPLICATIONS TO THE PROPOSED EMOTIONAL INTELLIGENCE DEVELOPMENT PROGRAM FOR THESE TEACHERS IN 2011

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The purpose of this study is to describe the level of emotional intelligence of the Junior High Schools teachers (SMP) of Yayasan Tunas Karya, Karimun Region, Riau Archipelago as reflected in teachers' personal and social competence and to propose Teacher's Emotional Intelligence Development Program.

This study is a descriptive study. The instruments used for data gathering was a questionnaire constructed by the researcher based on the Daniel Goleman's book *Emotional Intelligence* (2009). This questionnaire consisted of 53 statements which includes five aspects of emotional intelligence. These five aspects are: 1) to recognize one's own emotions, 2) to manage emotions, 3) to do self-motivating, 4) to recognize others' emotions, 5) to build relationship. The subjects of this study were 37 teachers of Junior High Schools teachers (SMP) of Yayasan Tunas Karya, Karimun Region, Riau Archipelago. The data was analyzed using Criterion Referenced Evaluation (PAP) type one and was categorized into five levels: very low, low, sufficient, high, and very high.

The result of the study indicated that (1) there were 31.57% (12 teachers) who showed high competence in recognizing their own emotions, while 8.10% (3 teachers) were in very high level, 2.63% (1 teacher) was in very low level, and 18.42% (7 teachers) were in low level, and 42.10 (16 teachers) were in sufficient level for this aspect. 2) There were 29.72% (11 teachers) who showed high competence to process their emotions, while 7.89 (3 teachers) were in very high level, 5.26% (2 teachers) were in very low level, 18.42% (7 teachers) were in low level, and 37.83 (14 teachers) were in sufficient level. 3) There were 26.31% (10 teachers) who showed high competence to motivate themselves, while 15.78% (6 teachers) were in very high level, 5.26% (2 teachers) were in very low level, 10.52% (4 teachers) were in low level, and 42.10% (16 teachers) were in sufficient level. 4) There were 18.42% (7 teachers) showed high ability to recognize others' emotion, while 13.15% (5 teachers) were in very high level, 5.26% (2 teachers) were in very low level, 23.68% (9 teachers) in low level, and 39.47% (15 teachers) in sufficient level. 5) There were 21.05% (8 teachers) who showed high competence of building relationship with others, while 7.89% (3 teachers), were in very high level, 2.63% (1 teacher) were in very low level, 28.94% (11 teachers) were in low level, and 39.47% (15 teachers) were in sufficient level. Based on these results, the researcher proposed Teacher's Emotional Intelligence Development Program for the Junior High Schools

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teachers (SMP) of Yayasan Tunas Karya, Karimun Region, Riau Archipelago. The implementation of this program can be organized by school principals or supervisors of the school foundation in collaboration with the school's counselors or counselors from other schools. The development of teachers' emotional intelligence is one of the key aspects to increase teachers' personal and social competence as educators.

