

ABSTRAK

PENGARUH JENIS KELAMIN DAN *LOCUS OF CONTROL*
TERHADAP HUBUNGAN KULTUR KELUARGA, KULTUR LINGKUNGAN
KERJA, DAN KULTUR LINGKUNGAN MASYARAKAT DENGAN
KECERDASAN EMOSIONAL GURU
Survei Pada Guru SMA Di Kabupaten Kulon Progo, Yogyakarta.

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Penelitian ini bertujuan untuk mengetahui: (1) pengaruh jenis kelamin terhadap hubungan kultur keluarga dengan kecerdasan emosional guru; (2) pengaruh jenis kelamin terhadap hubungan kultur lingkungan kerja dengan kecerdasan emosional guru; (3) pengaruh jenis kelamin terhadap hubungan kultur lingkungan masyarakat dengan kecerdasan emosional guru; (4) pengaruh *locus of control* terhadap hubungan kultur keluarga dengan kecerdasan emosional guru; (5) pengaruh *locus of control* terhadap hubungan kultur lingkungan kerja dengan kecerdasan emosional guru; (6) pengaruh *locus of control* terhadap hubungan kultur lingkungan masyarakat dengan kecerdasan emosional guru.

Penelitian ini dilaksanakan di 8 SMA di Kabupaten Kulon Progo, Yogyakarta pada bulan Desember 2006. Jumlah populasi penelitian ini adalah 542 guru. Jumlah sampel penelitian ini sebanyak 263 guru. Teknik pengumpulan data menggunakan kuesioner. Teknik penarikan sampel menggunakan teknik *purposive sampling* dan *proportional random sampling*. Teknik analisis data menggunakan model persamaan regresi yang dikembangkan oleh Chow.

Penelitian ini menunjukkan bahwa: (1) ada pengaruh positif jenis kelamin terhadap hubungan kultur keluarga dengan kecerdasan emosional guru ($? = 0,049 < a = 0,050$); (2) ada pengaruh positif jenis kelamin terhadap hubungan kultur lingkungan kerja dengan kecerdasan emosional guru ($? = 0,018 < a = 0,050$); (3) ada pengaruh positif jenis kelamin terhadap hubungan kultur lingkungan masyarakat dengan kecerdasan emosional guru ($? = 0,049 < a = 0,050$); (4) ada pengaruh positif *locus of control* terhadap hubungan kultur keluarga dengan kecerdasan emosional guru ($? = 0,036 < a = 0,050$); (5) tidak ada pengaruh positif *locus of control* terhadap hubungan kultur lingkungan kerja dengan kecerdasan emosional guru ($? = 0,106 > a = 0,050$); (6) tidak ada pengaruh positif *locus of control* terhadap hubungan kultur lingkungan masyarakat dengan kecerdasan emosional guru ($? = 0,251 > a = 0,050$).

ABSTRACT

THE INFLUENCE OF SEX AND *LOCUS OF CONTROL* TOWARD THE RELATION AMONG FAMILY CULTURE, WORKPLACE CULTURE, AND SOCIETY CULTURE WITH TEACHER'S EMOTIONAL INTELLIGENCE

Survey on Teachers of Senior High Schools in Kulon Progo Regency,
Yogyakarta.

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This study aims to know: (1) the influence of sex in the relation between family culture and teacher's emotional intelligence; (2) the influence of sex in the relation between workplace culture and teacher's emotional intelligence; (3) the influence of sex in the relation between society culture and teacher's emotional intelligence; (4) the influence of *locus of control* in the relation between family culture and teacher's emotional intelligence; (5) the influence of *locus of control* in the relation between workplace culture and teacher's emotional intelligence; (6) the influence of *locus of control* in the relation between society culture and teacher's emotional intelligence.

This study was done in 8 Senior High Schools in Kulon Progo Regency, Yogyakarta in December, 2006. The technique in gathering data was questionnaire. By using *purposive sampling technique* and *proportional random sampling*. The researcher gained 542 teachers as populations and 263 teachers as samples. The technique of analysing the data was regression model that was developed by Chow.

The result shows: (1) there is influence of sex in the relation between family culture and teacher's emotional intelligence ($? = 0,049 < a = 0,05$); (2) there is influence of sex in the relation between workplace culture and teacher's emotional intelligence ($? = 0,018 < a = 0,05$); (3) there is influence of sex in the relation between society culture and teacher's emotional intelligence ($? = 0,049 < a = 0,05$); (4) there is influence of *locus of control* in the relation between family culture and teacher's emotional intelligence ($? = 0,036 < a = 0,05$); (5) there is not influence of *locus of control* in the relation between workplace culture and teacher's emotional intelligence ($? = 0,106 > a = 0,05$); (6) there is not influence of *locus of control* in the relation between society culture and teacher's emotional intelligence ($? = 0,251 > a = 0,05$).