

ABSTRAK

PENGARUH JENIS KELAMIN DAN *LOCUS OF CONTROL* TERHADAP HUBUNGAN KULTUR KELUARGA, KULTUR LINGKUNGAN KERJA, KULTUR LINGKUNGAN MASYARAKAT DENGAN KECERDASAN EMOSIONAL GURU

Survei: Guru SMA di Kabupaten Bantul Daerah Istimewa Yogyakarta

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Tujuan penelitian ini 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 10 SMA di Kabupaten Bantul, Propinsi Daerah Istimewa Yogyakarta pada bulan Desember 2006. Teknik pengumpulan data menggunakan kuisioner. Dengan menggunakan teknik *purposive sampling* dan *proportional random sampling*, peneliti mendapatkab 285 guru sebagai sampel. Teknik analisa data menggunakan model persamaan regresi yang dikembangkan oleh *chow*.

Hasil penelitian menunjukkan bahwa: (1) ada pengaruh jenis kelamin terhadap hubungan kultur keluarga dengan kecerdasan emosional guru ($p = 0,031 < 0,050$); (2) ada pengaruh jenis kelamin terhadap hubungan kultur lingkungan kerja dengan kecerdasan emosional guru ($p = 0,038 < 0,050$); (3) ada pengaruh jenis kelamin terhadap hubungan kultur lingkungan masyarakat dengan kecerdasan emosional guru ($p = 0,041 < 0,050$); (4) ada pengaruh *locus of control* terhadap hubungan kultur keluarga dengan kecerdasan emosional guru ($p = 0,039 < 0,050$); (5) tidak ada pengaruh *locus of control* terhadap hubungan kultur lingkungan kerja dengan kecerdasan emosional guru ($p = 0,596 > 0,050$); (6) ada pengaruh *locus of control* terhadap hubungan kultur lingkungan masyarakat dengan kecerdasan emosional guru ($p = 0,021 < 0,050$).

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: Teacher of Senior High Schools in Bantul Regency, Province of Daerah Istimewa Yogyakarta.

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

This study was done in ten Senior High Schools in Bantul Regency, Province of Daerah Istimewa Yogyakarta in December, 2006. The technique of gathering data was questionnaire. By using *purposive* sampling technique and proportional random sampling, the researcher gained 285 teachers as samples. The technique of analyzing the data was regression model that was developed by Chow.

The result showed: (1) there was influence of sex in the relation between family culture and teachers' emotional intelligence ($p = 0,031 < a = 0,050$); (2) there was influence of sex in the relation between workplace culture and teachers' emotional intelligence ($p = 0,038 < a = 0,050$); (3) there was influence of sex in the relation between society culture and teachers' emotional intelligence ($p = 0,041 < a = 0,050$); (4) there was influence of locus of control in the relation between family culture and teachers' emotional intelligence ($p = 0,039 < a = 0,050$); (5) there was not influence of locus of control in the relation between workplace culture and teachers' emotional intelligence ($p = 0,596 > a = 0,050$); and (6) there was influence of locus of control in the relation between society culture and teachers' emotional intelligence ($p = 0,021 < a = 0,050$).