

ABSTRAK

Nurmayanti Anwar. 2012. Pengembangan Budaya Sekolah Berbasis Kecerdasan Emosional Dan Spiritual (ESQ) Di MAN Model Gorontalo. Jurusan Manajemen Pendidikan Fakultas Ilmu Pendidikan Universitas Negeri Gorontalo. Skripsi. Pembimbing I Prof.Dr.H.Abd.Kadim Masaong, M.Pd dan Pembimbing II Intan Abdul Razak, M.Pd.

Adapun tujuan penelitian ini adalah sebagai berikut : (1) Untuk melihat Pengembangan Budaya Sekolah Berbasis Kecerdasan Emosional dan Spiritual (ESQ) di MAN Model Gorontalo, (2) Faktor penghambat dalam pengembangan budaya sekolah berbasis ESQ di MAN Model Gorontalo, (3) Faktor pendukung dalam pengembangan budaya sekolah berbasis ESQ di MAN Model Gorontalo.

Penelitian ini menggunakan pendekatan kualitatif, dengan tujuan memperoleh pemahaman ideografik, dari fenomena perilaku dan tindakan-tindakan manusia yang dikembangkan atas dasar kejadian yang diperoleh ketika penelitian lapangan berlangsung.

Hasil paparan data di lapangan penelitian ditemukan sebagai berikut : (1) Budaya sekolah diperoleh atas hasil kesepakatan bersama, baik antara guru dengan institusi, baik antara institusi dengan peserta didik, baik antara peserta didik dengan masyarakat. Budaya yang diterapkan yaitu budaya malu, budaya salam, budaya disiplin, budaya *reward* dan *punishment*, (2) Hambatan-hambatan yang terjadi dalam pengembangan budaya sekolah berbasis ESQ meliputi faktor intern dan faktor ekstern sekolah, (3) Faktor pendukung dalam pengembangan budaya sekolah berbasis ESQ meliputi juga faktor intern dan faktor ekstern sekolah. Faktor pendukung menjadi salah satu tolak ukur dari pengembangan budaya sekolah tersebut.

Adapun saran yang dapat dikemukakan dalam penelitian ini adalah sebagai berikut : (1) Budaya-budaya yang diterapkan dalam pengembangan budaya sekolah berbasis ESQ meliputi budaya malu, budaya salam, budaya disiplin, budaya *reward* dan *punishment*, (2) Faktor penghambat budaya sekolah meliputi faktor intern dan ekstern sekolah. Faktor intern sekolah yaitu dari peserta didik dan faktor intern sekolah yaitu dari orang tua siswa dan masyarakat yang kurang memahami aturan atau budaya yang ada di sekolah sehingga menyebabkan perbedaan pendapat, (3) Keunggulan sekolah tidak semata-mata didukung oleh faktor dari dalam sekolah tetapi didukung juga oleh faktor ekstern sekolah. Faktor intern sekolah meliputi faktor lingkungan sekolah, tenaga pendidik dan sarana prasarana. Sedangkan faktor ekstern sekolah meliputi dukungan dari orang tua dan dukungan dari masyarakat yang memahami aturan atau budaya yang diterapkan di sekolah tersebut.

Kata kunci : budaya sekolah, kecerdasan emosional dan kecerdasan spiritual

ABSTRACT

Nurmayanti Anwar. Of 2012. Developing Emotional Intelligence-Based School Culture And Spiritual (ESQ) MAN Model in Gorontalo. Department of Management Education. Faculty of Education. Gorontalo State University. Thesis. supervisor I Mr.Prof.Dr.H.Abd.Kadim Masaong, M.Pd and Supervisor II Mrs.Intan Abdul Razak, S.Ag.M.Pd.

The purpose of this study are as follows: (1) To see the Cultural Development of School-Based Emotional and Spiritual Intelligence (ESQ) MAN Model in Gorontalo, (2) Factors inhibiting the development of school culture based on the MAN Model ESQ Gorontalo, (3) Factors that predispose in the development of school culture based on the MAN Model Gorontalo ESQ.

This study used a qualitative approach, with the aim of gaining an understanding of ideographic, of behavioral phenomena and human actions that are developed on the basis of events that are obtained when the field research took place.

The results of exposure data in the field of research is found as follows: (1) school culture over the results obtained by mutual agreement, both between teachers and institutions, both between institutions with learners, both among the students with the community. Culture which applied the culture of shame, regards culture, disciplinary culture, culture of reward and punishment, (2) obstacles that occur in the development of school culture based ESQ covers internal factors and external factors the school, (3) supporting factors in the development of culture-based school ESQ covers also internal factors and external factors of school. Supporting factor to be one yardstick of development the school culture.

As for suggestions that can be presented in this study are as follows: (1) cultures are applied in the development of school culture includes the culture of shame-based ESQ, regards culture, disciplinary culture, culture of reward and punishment, (2) Factors inhibiting factors include school culture internal and external school. Internal factors of learners in schools, and internal factors, namely the school from students and parents who do not understand the rules of society or culture in schools that lead to differences of opinion, (3) School of Excellence is supported solely by a factor of the school but supported also by external factors the school. Internal factors include environmental factors schools, teaching staff and infrastructure. While external factors include the support of school parents and the support of the community who understand the rules or culture that is applied at the school.

Key words: school culture, emotional intelligence and spiritual intelligence