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# The Effectiveness of Spiritual Quotient and Adversity Quotient Values Education of Madrasah Mu'allimaat Muhammadiyah Yogyakarta Indonesia

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## Abstract

This research is aimed at analyzing the effectiveness of the pattern of education internalization of Madrasah Mu'allimaat Muhammadiyah Yogyakarta which covers : (1) education of values of spiritual quotient, (2) education of adversity quotient values; and (3) the effectiveness of the education of spiritual quotient and adversity values in Madrasah Mu'allimaat Muhammadiyah Yogyakarta. The research was a descriptive-qualitative approach with data collection techniques: observation, interviews and documentation. The analysis of the data was by reduction, display and given the conclusions. The results of this study shows that: (1) in general students in Madrasah Mu'allimaat Muhammadiyah Yogyakarta have good spiritual quotient (SQ) values; (2) most students have a good transformation of the adversity quotient values (AQ); (3) There is an effectiveness of education spiritual quotient and adversity quotient values in Mu'allimaat proven by: a) students who have strong beliefs; b) struggling to overcome difficulties of life and to find solutions; c) have optimistic and a strong spirit for successful life.

Keywords: education, spiritual quotient, adversity quotient, madrasah

## I. INTRODUCTION

The aim of national education according to law of number 20 of 2003 in article 3 is for the development of the potential of learners to become human beings who believe and cautious against God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic citizen and responsible" (Law on Sidi-knas, 2003).

National education system serves to enhance students' self potential to have faith, piety, personality, good character and strong ability. Education in Indonesia should be able to enlighten students comprehensively in affective, cognitive and psychomotor aspects with another terms students need to get an education of spiritual quotient (SQ), adversity quotient (AQ) along with intellectual quotient. But the reality, education in Indonesia so far more emphasis on intellectual quotient (IQ), such as: mastery of science, technology and art that is not accompanied by the development of strong character of students (Subiyantoro, 2010).

The aim of education in Indonesia is not only to transfer knowledge but also to form a noble person, and to form a strong character (Anwar, C., Saregar, A., Hasanah, U. & Widayanti, 2018). Then, Anis Bawesdan stated that related facts of education problems of Indonesia can be seen on the reality that is happened in Indonesia today. It is the increasing of

student violence over the last two months, from October to November 2014 involving students in the school and out of school in Indonesia to reach 230 cases (Kompas. com, 2014).

Furthermore, Nibras Nailufar's statement is related to increasing juvenile delinquency, i.e. toward the end of 2016. Total crimes that occurred during 2016 increased from 44,304 in 2015 to 43,149 in 2016. The increase reaches about 3%. There are many outstanding cases in 2016, among others, namely: 1) theft with the weighting of 3,187 cases; 2) violent theft 719 cases; 3) severe mistreatment of 1,153 cases and 71 cases killing (Nibras Nada Nailufar, 2016). It can be concluded that over the past years, in the years 2010-2016, the accumulation of violence that occurred shows serious problems. This is due to, among other factors, the unfulfilled elements of intrinsic religious/spiritual quotient values (SQ), and adversity quotient (AQ) in education in Indonesia, but still based on market needs that prioritized the development of intellectual quotient aspects (IQ).

This is where the role of qualified educational institutions is expected to produce a capable out put education, competitive, and able to encourage the establishment of strong character of the nation. Good educational institutions should instill education that optimizes the potential of the learners, namely: education that inculcates the outward aspect and the motivation of the students (Anis, 2012).

The authors of this research raised the topic of the study of the effectiveness of the pattern of education internalization of Madrasah Mu'allimaat Muhammadiyah Yogyakarta which covers : (1) education of values of spiritual quotient; (2) education of adversity quotient values; and (3) the effectiveness of the education of spiritual quotient and adversity values in Madrasah Mu'allimaat Muhammadiyah Yogyakarta.

The author choose the Madrasah Mu'allimat Muhammadiyah Yogyakarta as a place of research, viewed in educational perspective quite phenomenal. Why? Because Madrasah gives the internalization of education that enhances the various potential students, especially: Spiritual quotient (SQ) values, and the adversity quotient(AQ) values, in addition to intellectual quotient (IQ).

Education in Madrasah Mu'allimaat Muhammadiyah Yogyakarta not only equip students to master hard skill but also soft skill. The curriculum contains a balanced portion of the SNP, the Ministry of Religious Affairs and the *ISMUBA* (Al Islam, Kemuhimmahan, & Bahasa Arab) as well as local content in accordance with the demands of the times. In addition, Madrasah also equips students with a range of leadership skills, international language skills: Arabic and English which are integrated implementation both in Madrasah and in boarding school (Agustyani Ernawati, 2016).

Based on the background of the problem above, this research raises the problem, namely:

1. How the spiritual quotient (SQ) and adversity quotient (AQ) values are given to the students of Mu'allimaat Muhammadiyah Yogyakarta?
2. How are the effectiveness of spiritual quotient and adversity quotient (AQ) values which are given to students of Mu'allimaat Muhammadiyah Yogyakarta?

## II. LITERATURE REVIEW

The research had conducted literature review to some previous research results that relevant to this research, namely:

- a. Subiyantoro's research on: "Development of Religious Values of Humanist Values on Self Madrasah-Based Students in MAN 1 Wates Yogyakarta (2010)". Subiyantoro's research shows that the pattern of humanist-religious value education on students based on madrasah culture, namely: (1) actualization of the religious values of students enhancing marked by the implementation of prayer increases, for example: on the implementation of the five daily prayers and night prayers. The increasing is also followed by other dimen-

sions, namely the dimensions of faith, science and religion; (2) the attitude of learners becomes more open with the educator, creative, and achievement in the field; (3) and the number of students who can not follow the rules or norms of madrasah order. Students with this special character can not handle it treated like students in general (Subiyantoro, 2010).

- b. Sahyar, and Rika Yulia Fitri research on "The Effect of Problem-Based Learning Pattern (PBL) and Adversity Quotient (AQ) on Problem-Solving Ability." The results shows that: (1) problem-solving ability of students used problem-based learning pattern better than conventional learning; (2) problem-solving ability of students who have high average of adversity quotient better than students who have the low average of adversity quotient; and (3) there was interaction between the problem-based learning pattern and conventional learning with adversity quotient to improve students' problem-solving ability (Sahyar, and Rika Yulia Fitri, 2017)
- c. Then, the research of Stolz which cited by Sanjaya M. Gupta about adversity quotient (AQ). The result of the research shows that: (1) adversity quotient (AQ) is a person's ability to endure life; (2) a person's quotient in turning barriers into opportunities; and (3) an ability to deal with stress, trauma, or tragedy well (Sanjay M. Gupta, 2015).
- d. Sutarman, Heru Kurnianto Tjahjono, & Tasman Hamami's research. It was "The Implementation of Holistic Education in Muhammadiyah's Madrasah Indonesia". The result of the research shows: (1) The Holistics Education of students in Multilingual program appreciated four quotient potencies, namely: spiritual quotient (SQ); emotional quotient (EQ); adversity quotient (AQ) and intellectual quotient (IQ); (2) there are the transformation of students's character, namely: the students have holistic smart (Sutarman, Heru Kurnianto Tjahjono, & Tasman Hamami, 2017).
- e. Dian Aryogo's research on: Academic Procrastination of Students of UIN Raden Fatah Palembang (2018). Dian Aryogo's research shows that: there is a significant effect of the students' academic of resilience after being mediated by religious characters (Dian Aryogo S., 2018).

Based on the some literature review results showed that is different the result of the research above toward the position of the author's research. There fore, the main research focus of the study is: "The effectiveness of the spiritual quotient (SQ) and adversity quotient (AQ) values education in Madrasah Mu'allimaat Muhammadiyah Yogyakarta."

<sup>1</sup> This research is a qualitative research with qualitative descriptive (narrative)-approach which is an approach that examines the life phenomenon of individual of students of Madrasah Mu'allimaat Muhammadiyah Yogyakarta. Creswell stated that the purpose of qualitative research is to understand certain situations, events, groups or social interactions (Creswell, 2015). The research situation that focuses on the study is how the students experience is related to the internalization of intrinsic religious/spiritual quotient (SQ) and adversity quotient (AQ) values education of students in Madrasah Mu'allimaat Muhammadiyah Yogyakarta and effectiveness on the transformation of religious values, resilience/ adversity values and student's academic achievement.

Sources of data or subjects of the research which used in this study are taken by purposive sampling. The subjects who really understand the problems of research, and here are some informants of this research: (1) Chairman of BPH Madrasah Mu'allimat; (2) Director of Madrasah Mu'allimat; (3) Teachers; and (4) nine students of madrasah Mu'allimat Muhammadiyah Yogyakarta; (5) the leader of Madrasah staff. While, there are three data collection techniques, namely: a) observation in madrasah; b) in-depth interviews of participants, and documentation.

### <sup>2</sup> III. EDUCATION OF SPIRITUAL QUOTIENT (SQ) AND ADVERSITY QUOTIENT (AQ)

Muhammad Anis states that his essential education is to develop optimally the potential that exists within man in order to humanize human beings as servants of Allah on earth, so that students remain in high esteem and dignity among other creations of Allah (Muhammad Anis, 2012).

The theory of Quotient has a lot of understanding. According to Caplin, Quotient is the power of reaction or adjustment quickly and accurately, both physically and mentally, to new experiences, create experience and knowledge that has been owned and ready to be used when faced with new facts or conditions (Chaplin, 1997).

Later, M. Palupi and Heru Kurnianto Tjahjono related the theory of religiosity (spiritual quotient), stated that one's religiosity is reflected in attitudes and behavior in various situations within the organization (Palupi & Tjahjono, 2016). Then, Musya Asya'rie, et al. Cited Gordon W. Allport's view that Spiritual Quotient is the individual religious way of incorporating religious values into him. The values and teachings of religion plunged deep into the souls of its adherents. Ritual worship is not without meaning; all worship has influence in its everyday attitude (Musya Asya'rie, et al., 2012).

Then, Stoltz quoted by Sanjaya M. Gupta stated that Adversity Quotient (AQ) is a person's ability to survive in life, or one's Quotient in turning barriers into opportunities, and or an ability to deal with stress, trauma or tragedy well (Sanjay M.Gupta, 2015).

Based on the various definitions, it can be concluded that the meaning of education in this study is a cultivation of spiritual quotient (SQ) / values of religiosity, and adversity quotient (AQ) in students of madrasah Mu'allimaat Muhammadiyah Yogyakarta.

## IV. FINDINGS AND DISCUSSION

### <sup>2</sup> 4.1. The Values of Spiritual Quotient (SQ) and Adversity Quotient (AQ) Education are Given to the Students of Mu'allimaat Muhammadiyah Yogyakarta

This study found a pattern of character education in students of Madrasah Mu'allimaat Muhammadiyah Yogyakarta. It was an education that internalized the spiritual quotient (SQ) and students' adversity quotient (AQ) values. As stated by Agustyani Ernawati as the Director of Madrasah Mu'allimaat Muhammadiyah Yogyakarta:

"... Madrasah Mu'allimaat Muhammadiyah Yogyakarta prepares and carries out education that develops various students' quotient potentials, which include: intrinsic religious religiosity/spiritual quotient (SQ), and adversity quotient (AQ), regularly every week. Internalization education, its implementation is integrated both in madrasah and boarding school." (Agustyani Ernawati, 2016)

The following is a description of how the process of internalization of the education pattern in Madrasah Mu'allimaat Muhammadiyah Yogyakarta that enhanced the spiritual quotient (SQ) and students' adversity quotient (AQ), namely:

#### a). Spiritual Quotient (SQ) Values Education

The term spiritual quotient in this study is spiritual quotient (SQ) which is more meaningful to the good relationship between man or someone and his God. Ary Ginanjar Agustian explained SQ as the ability to give meaning worship and worship only to God (Allah) (Ary Ginanjar Agustian, 2001). Later, M. Palupi and Heru Kurnianto Tjahjono related the theory of religiosity/spiritual quotient (SQ), stated that one's religiosity is reflected in attitudes and behavior in various situations within the organization (Palupi & Tjahjono, 2016). The form of spiritual quotient values education in Madrasah Mu'allimaat Muhammadiyah Yogyakarta is the internalization of religious values to students which are routinely

and integrated between madrasah and boarding school. The inculcated competence is the religiosity of students' deepness that is applied in everyday life. Internalization of education, is invested in earnest to form good character and mentality of students of organization of Muhammadiyah (Musya Asy'arie, et al., 2012).

Based on the results of in-depth interview, documentation, and field observation to some students, are founded that the internalization of education in Madrasah Mu'allimaat Muhammadiyah Yogyakarta. There was as stated by Baituva:

"...the pattern of education of spiritual quotient in Madrasah Mu'allimaat are as the following: (a) the reading habituation of the Qur'an that integrated in Madrasah and boarding school; (b) Dhuha prayer and Tahajud prayer; (c) the five obligatory prayers in the madrasah mosque or Boarding school; (d) Fasting of *Sunnah*." (Baituva, 2016)

#### **b). The Adversity Quotient (AQ) Values Education**

Term of adversity quotient (AQ) is defined as a form of education that trained students' fighting power in dealing with various problems of life well, so it is not easy to give up, stress, or frustration. According to Paul G. Stoltz as cited by Sanjay M. Gupta, "...the meaning <sup>4</sup> fighting power/ adversity quotient (AQ) is the ability of the person to adapt well to stress, <sup>4</sup> adversity, trauma, or tragedy, and it can also as the science of human resilience, for example: the capacity of people to cope with stress and adversity..." (M. Gupta Sanjay, et al, 2015).

Based on the results of interview and observation to students of Mu'allimaat, the results of the study can be described, as stated by Baituva as follows:

".... there are some activities to enhance the adversity quotient values (AQ) of students ability are: (1) the habit of foreign languages speaking (Arabic-English); (2) Baitul Arqom Program; (3) Special Cadre Training; (4) Taruna Melati Program; (5) Job Training Program; (6) Leadership Training for Cadre; and (7) Hizbul Wathan Training Program (H.W.). Some internalization of these programs, useful for the character education in order to solve some various problems in organization." (Baituva, 2016)

#### **4.2. The Effectiveness of Education of Spiritual Quotient and Adversity Quotient Values which are Given to Students of Madrasah Mu'allimaat Muhammadiyah Yogyakarta.**

<sup>2</sup> The effectiveness of spiritual quotient (SQ) and adversity quotient (AQ) values after obtaining internalization of education through integrated activities in madrasah and boarding school, namely:

#### **a) Transformation of the Values of Spiritual Quotient Education.**

From the results of in-depth interview with some students of the Madrasah, it can be stated that the spiritual transformation as stated by some students of Madrasah are: (1) feeling more happy and familiar with the knowledge of religion; (2) closer to Allah SWT, more deeply in worshipping God; (3) the practice of *sunnah* prayer and more diligent in performing obligatory duties, whether performed in madrasah and boarding school. (interview with some students of Mu'allimaat, 2016). The transformation of this character is called the intrinsic spiritual transformation, the religiosity values that internalized into of the students' hearts and more have the meaning of worship as a form of obligation of a Muslim. As Hawari quoted Musya Asy'arie, ... "*spiritual quotient (SQ) is a religious way of incorporating religious values into itself. Values and teachings of religion deep down into the souls of its adherents. Ritual activities worship are not just a practice without meaning, but had transformation in everyday attitude.*" (Musya Asy'arie, et.al., 2012).

There are some experiences of students spiritual quotient (SQ) character transformation of Madrasah Mu'allimaat Muhammadiyah Yogyakarta as Aurora stated that:

"... the education of spiritual quotient (SQ) is also instilled to students in the form of religious activities such as Dhuha prayer, Qiyam al-lail (Tahajud), and the Holy Qur'an Day in Madrasah and in boarding school. Relation to the comfort of studying in Madrasah, Aurora also feel comfortable." (Aurora, 2016)

Furthermore, Baituva stated that:

"...some spiritual quotient (SQ) values of education activities in Mu'allimaat include: (1) morning prayer with prayer leaders taking turns from each class member; (2) Dhuha prayer in congregation lead by each class; (3) learning/studying every morning; and (4) students are cultivated to listen to the call to prayer (*adzan*) and pray together." (Baituva, 2016)

#### **b). Transformation of Adversity Quotient Values of Students Education**

The transformation of it self that is related to the struggle in facing the problem during the study. They are as the following: (1 in order to face the problems) more mature, responsible for oneself, adaptable, and brave to speak in the public sphere; (2) to forge the soul and to get resilience attitude in order to face the life.

They are some examples of students experiences on the positive impact of education on adversity quotient (AQ) in students of Madrasah Mu'allimaat Muhammadiyah Yogyakarta, as described by:

(a) Adna Tabriza stated: "... to study in Mu'allimaat with a boarding school system is something new for her as well as a means for her maturity. To live far away and without parents means the student must be patient and responsible to herself and are able to take care of herself. At first, Adna Tabriza was not sure, whether are able to survive in Madrasah Mu'allimaat. However, finally, Adna was more confident." (Adna Tabriza, 2016);

(b) the experiences of the learning which presented by Risti Zahroh: "... she felt more courageous in the face of problems, adaptable to the environment, dare to speak in public and love challenges or new things during studying in Madrasah Mu'allimaat Yogyakarta." (Risti Zahroh, 2016)

Based on the experiences of some students' life can be concluded that after obtaining education internalization in spiritual quotient (SQ) and adversity quotient (AQ) values in students of Madrasah Mu'allimaat Muhammadiyah Yogyakarta, students had transformation of character values in spiritual quotient (SQ) and adversity quotient (AQ) in their life. (Risti Zahroh, 2016)

## V. CONCLUSION

Based on the results of the research of the students character education of Madrasah Mu'allimaat Muhammadiyah Yogyakarta, the conclusion are:

1. The education of values of spiritual quotient (SQ) and adversity quotient (AQ) which given to the students of Mu'allimaat Muhammadiyah Yogyakarta, integrated is internalized both in school and boarding school with the guidance of a teacher, and dorm supervisors. Such Spiritual Quotient education is able to make the strong mentality of graduates in pioneering worker as Muhammadiyah Organization. Good character strongly attached to the personality of each graduate who also became an indicator of their self-identity after finished the education in Madrasah. About the transformation of adversity quotient value with embedded perseverance in order to face the life problem, do not give up easily, stressed or frustrated.
2. It is effective the education of spiritual quotient (SQ) and adversity quotient (AQ) values which given to the students, are: (a) to make the strong mentality of graduates students in pioneering worker as Muhammadiyah Organization; (b) good character strongly attached to the personality the deep religious values, and the values of re-

silience; and (c) also the students' academic achievement.

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- Interview with Risti Zahroh student in Madrasah Mu'allimaat Muhammadiyah Yogyakarta on Mei 16, 2016
- Interview with Dzat Kurniawan, S.Pd.I (The leader of Staff) in Madrasah Mu'allimaat Muhammadiyah Yogyakarta on September 10, 2016

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