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THE INTERNALIZATION OF EMOTIONAL QUOTIENT AND ADVERSITY QUOTIENT VALUES OF THE SMKN PLERET BANTUL YOGYAKARTA INDONESIA

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Abstract

¹³ This study aims to find out the deeper on the pattern of education in SMKN (vocational school) Pleret Bantul Jogjakarta which covers: (1) the internalization of emotional quotient and adversity in learning of education; and (2) the effectiveness of emotional quotient (EQ) internalization and adversity on students character education of SMKN (vocational school) Pleret Bantul Jogjakarta. The research ⁵ as a descriptive qualitative approach. Technique of data collection by interview, observation of participant and documentation. The data analysis was by reduction, display and provided conclusions. The result of this study shows : (1) the transformation of the emotional quotient values which is described in the character values of students, namely: students have empathy attitude to help another, have good self-awareness, have moods and emotions, and have the high motivation and have ability to build good communication with another; (2) the transformation of the adversity quotient values, namely: be patient to face the life problems, self-control, optimistic, resilience, tough, and be strong of life successful; (3) there are the positive effect of emotional quotient (EQ) and adversity quotient (AQ) values internalization in students' character and have good academic achievement.

Keywords: internalization, emotional quotient, adversity quotient, vocational school

I. INTRODUCTION

Education is an actual problem and always interesting to study. Research related to education problems can not be separated from discussions of the problems of developing students' potential (Muhammad Anis, 2012). Nowadays, some challenges and problems related to education in Indonesia are quite serious. The indicators are that there are many students who like to fight, take drugs, behave deviant (immoral), and the rise of motorcycle gangs who are less familiar with human values, and tend to be immoral, and the emergence of intolerant and vigilantism (Nur Hidayat, 2017).

In addition, followed by the entry into force of the MEA era, so that competition began to occur quite tightly related to the challenges and problems of education inevitable. This is where the role of Islamic education institutions is expected to be able to produce output that are highly competitive (Sutarman, Heru Kurnianto Tjahjono, & Tasman Hamami, 2017).

One of the contribution factors is the practice of education in Indonesia, which so far still prioritizes the development of cognitive aspects, and does not touch the self-development values of emotional intelligence and student adversity. It has an effect of the low quality of education output and the decline in the nation's character values.

This is where the role of an education institution is expected to be able to produce quality graduates. For this reason, it is necessary to instill the values of character education that develop the values of emotional quotient (EQ), and the values of student adversity quotient (AQ). An education institution needs to take a serious look at the educational problem and find the right solution to overcome the problems.

Education experts state that the purpose of education is to build strong character of students to be able to face life's challenges, be patient, and be able to solve their problems (Beni Ahmad Saebani and Hendra Ahdiyati, 2009). This is where the role of an education institution is expected to be able to produce alumni who ⁸ are character and efficient.

According to Law number 20 of 2003 article 3, the purpose of National Education, namely: "National Education functions to develop capabilities and shape the character and civilization of the nation, aims to develop the potential of learners to become human beings who have faith and are devoted to God Almighty, moral noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens " (National Education System Law, 2003). According to the law, it seems clear that the national education system is beneficial for developing the potential of students to have faith, piety, personality, noble character and ability.

In fact, the majority of education institutions in Indonesia until now is considered to still lack attention to plant the strong character values. This is caused by the lack of fulfillment the values of emotional intelligence, and the values of adversity intelligence in students, but is still more focused on developing intellectual values of students (Sutarman, Heru Kurnianto Tjahjono & Tasman Hamami, 2017).

Based on some problems and challenges of education in Indonesia, they need to be an innovation or educational development that can be an education model that produce the quality graduates. Based on the context of the history of education in Bantul district, Vocational School of Pleret Bantul Yogyakarta is one of the education institution in Bantul Regency of Yogyakarta that can not be forgotten it's contribution to the development of learners character values. The Education Institution seeks to instill education that not only develop the general knowledge, but also education that instills the values of emotional intelligence and adversity intelligence. Beside that the education in SMKN Pleret Bantul Yogyakarta has implemented curriculum 13.

The context of soft skills especially the planting of Emotional Intelligence (EQ) values and adversity values (AQ) have been included in the School curriculum. With the development of this education pattern, it is hoped that alumni can become an example to educational institutions or other schools (Sri Purwanti, 2019).

The application of the educational development model is expected to be of higher quality and more competitive with other schools. Furthermore, in the internalization of EQ values and AQ values in Vocational School of Pleret Bantul in order to run properly requires seriousness and work hard by all stakeholders of Vocational School Pleret Bantul Yogyakarta. Therefore, all teachers not only master their competencies in their fields but also become role models for students regarding character education that hone the values of emotional intelligence (EQ) and student intelligence (AQ). The internalization of the values of emotional intelligence (EQ) and the values of adversity intelligence (AQ) are expected to be able to realize quality human resources which are knowledgeable, noble, tenacious, and healthy, have mental toughness. As stated by Mr. Mujari, M.Pd., the headmaster of SMKN Pleret Bantul Yogyakarta that the School has a vision as a school that produces graduates who are pious, professional, have character and national personality. This is in line with the mission of Vocational School (SMKN) Pleret Bantul Yogyakarta, as the following: (1) carrying out worship and fostering religious life in earnest; (2) instilling an intelligent, skilled and independent attitude; (3) mastering the development of Science and Technology; (4) developing an entre-

preneurial spirit; (5) developing the character and culture of the nation.

Based on the Vision and Mission of school, that Vocational School (SMKN) Pleret Bantul is an education institution that has a strong mission by the way students are prepared to have better work competencies, intellectual competencies, and human social competencies that are relevant to the nation's problems in the current industry 4.0 era. (Sri Purwanti M.Pd, 2019).

Students must have EQ values and AQ values to be able to meet the quality education output and produce alumni needed by employment. One solution to the various education problems which arise that students should have emotional intelligence (EQ) and adversity intelligence (AQ) in dealing with various problems in their life. Students need to instill the values of various aspects of intelligence, which are related to the students self-development in aspects of emotional quotient (EQ), and adversity quotient (AQ) of students. By having the values of patience, enthusiasm, perseverance and tenacity in their learning, it is believed that students who are patient and tenacious, do not easily give up and will succeed in their learning and have good achievements.

Based on the various facts related to education problems in Indonesia that education has not been honing the potential of emotional intelligence values (EQ) and values of adversity intelligence (AQ) of students in depth and integrated. Therefore it is necessary to have an educational institution that hones the potential of EQ and AQ intelligence values of students who provide solutions to educational problems.

Therefore, it needs to be education innovation related to the management and methods, to unravel various educational problems, and provide solutions to the educational problems. This study, raising the theme of the study, namely: "The Internalization of Emotional Intelligence and Adversity Values of Students in SMKN (Vocational School) Pleret Bantul Yogyakarta."

The author chose Vocational School of Pleret Bantul as a place of research because:

(1) from the historical perspective this school has a "heroic" history, which was established after the earthquake in Bantul Regency in 2006 where the most victims were killed, namely in the Pleret Sub-district, Bantul Regency, then the community together with stakes holders rose to build education place or school; (2) education that develops the quality of potential students includes: values of emotional intelligence (EQ); and fighting intelligence (AQ) values, in addition to developing intellectual intelligence (IQ).

This study focuses on examining in depth how the pattern of internalization of emotional intelli-

gence (EQ) and adversity (AQ) values in the students of SMKN Pleret Bantul Yogyakarta and the effect of internalization values of the transformation of character values of students of Vocational School Pleret Bantul Yogyakarta.

The selection of location of the research in Vocational High School of Pleret Bantul Yogyakarta is based on the uniqueness of this school which is a post-earthquake standing school in Bantul Regency, Yogyakarta, which was established in 2007. Relevant research related to the values of characters education in madrasahs and schools, they have been several previous studies. The following are some studies which can be examined as preliminary studies to determine the position of this research, namely:

a. Nur Hidayat's research result shows that the implementation of character education in Islamic Boarding School Pabelan Magelang Indonesia is based on the example character of leader of Islamic Boarding Schools, related to: (1) the values of social care; (2) values of simplicity; (3) work ethic values; and (4) values of independence. This was instilled in students, both in Islamic boarding schools and in Madrasahs which had an effect on the transformation of values of social care, values of simplicity, values of work ethic, and values of independence (Nur Hidayat, 2016).

b. Nuruddin Prihartono's research result shows that one of the main values in building the character values of students in Wonosari Yogyakarta High School is the values of fighting power. There is no success that can be achieved without high fighting power. High fighting power shows the perseverance and seriousness of someone in realizing their ideals. Indicators of fighting power for students are being able to accept and manage challenging learning and are encouraged to compete fairly and show gratitude for their achievements (Nuruddin Prihartono, 2015).

c. The result of the Adang Achmad's research explains that the implementation of character education carried out at the Cirebon Indonesia boarding school was integrated through all subjects in boarding school both inside and outside the classroom, also integrated through the formation of students, building through management of all school affairs by involving all school members (Adang Darmawan Achmad, 2017).

d. The results of Jyotsna Sinha's research shows that spiritual intelligence is a guide for other intelligence. A person who has spiritual intelligence is not only responsive to circumstances, but also realizes how he can become better (Jyotsna Sinha, 2013).

e. The results of Davoud Noroozi and Salehe Abdi Masumabad's research show that spiritual intelligence has a positive effect on the effectiveness and efficiency of the organization and self-development of a worker (Davoud Noroozi and Salehe Abdi Masumabad, 2015).

f. The results of the research of N. Gayathri and K. Meenakshi explained that emotional intelligence can encourage improvement in the life skills of each individual (N. Gayathri & K. Meenakshi, 2013).

g. Hema G. & Sanjaya M. Gupta's research results show that Adversity Quotient (AQ) is related to a person's ability to cope with stress and adversity (distress). Someone who has AQ can deal with difficulties optimally (well), they can learn and respond to problems well and quickly (Hema G. & Sanjaya M. Gupta, 2015).

h. Stoltz's research result cited by Sanjaya M. Gupta shows that Adversity Quotient is the ability of one's endurance (resilience) in facing life, turning obstacles into opportunities, being able to deal with stress, trauma, and tragedy well (Hema G. & Sanjaya M Gupta, 2015).

From some of the literature review above, the author can explain the difference in this study, which distinguished from previous studies. The focus of in-depth study of research lies in internalizing educational pattern based on the two main competent values of human intelligence, namely: (1) how emotional intelligence values (EQ), and fighting/adversity intelligence values (AQ) of Vocational School students in Pleret Bantul Yogyakarta; and (2) how is the positive effect on the transformation of the character values of students. It emphasizes more on the pattern of internalization of character education which appreciates the two values of intelligence carried out in Government-owned Schools.

From some of the research above, related to character education conducted by several education institutions, madrasah and schools have not appreciated the intelligence education of students who develop the values of emotional intelligence (EQ) and fighting/adversity power (AQ) which integrated manner in education. In this study, these two intelligences need to be instilled in students because they are beneficial to the development of human potential to become alumni with character and integrity who are ready to face life.

II. INTERNALIZATION OF EMOTIONAL QUOTIENT (SQ) AND ADVERSITY QUOTIENT (AQ) VALUES THEORY

Internalization in this study is in line with the meaning of education. Azyumardi Azra stated that education is a process of preparing young people to survive their life and fulfill their life goals more effectively and efficiently (Azyumardi Azra, 2002). Then according to Nana Syaodih Sukmadinata about the meaning of intelligence itself as quoted Gardner's theory that intelligence is a form of ability possessed by someone to solve a problem, develop new problems that are present to be solved, then take benefits or useful lessons from phenomena encour-

tered in life (Nana Syaodih Sukmadinata, 2007). Internalization of emotional intelligence (EQ) values in this study is interpreted as education that implements the values of human emotional intelligence. This is based on the theory of Daniel Goleman, a psychologist from Harvard University, that internalization or education of emotional intelligence (EQ) values seeks to develop one's competence which includes 5 aspects, namely: (1) Self-awareness, which means an individual's ability to recognize herself. This, especially related to self awareness. Being aware of a feeling when it occurs, is the key to emotional intelligence; (2) Self-regulation, meaning that it is an individual's ability to manage managing moods. This is related to managing emotions themselves, by handling feelings so they are channeled properly so that they are abilities that build self-awareness; (3) Motivation, meaning that it is an individual's ability to motivate oneself. This is related to the ability to regulate emotions, to achieve a person's goals or dreams; (4) Empathy means that it is an individual's ability to feel the pain of others. This is related to eliciting feelings of empathy or respect, or respect for others; (5) Social Skills, meaning that it is an individual's ability to build and maintain relationships with others (Daniel Goleman, 2003).

Muhammad Anis stated that intelligent, intellectual, emotional, social, and intelligent human beings are quality human figures born from the womb of Islamic education (Muhammad Anis, 2013). Then Sutarman, Heru Kurnianto Tjahjono, & Tasman Hamami in their research explained that the holistic education in the Muhammadiyah Madrasah's Indonesia was an education that honed the sharing of human potential, namely: (1) self-actualization of students' religious values marked by the implementation of five-time prayer in congregation, Dhuha prayer and night prayer are increased which is followed by the better and increasing dimensions or indicators of *habelum minallah* values; (2) interpersonal competence and student attitudes become better, namely having values of affection towards others, being open with fellow students, and the surrounding community, as well as achievers in the occupied academic field (Sutarman, Heru Kurnianto Tjahjono, & Tasman Hamami, 2017).

While the value of adversity in this study is to use Stolz's theory as quoted by Hema G. & Sanjaya M. Gupta In his research "Adversity Quotient (AQ) for Prospective Higher Education." Stated that: **AQ is the science of human resilience, for example: the capacity of people to cope with stress and adversity. AQ can also be referred as the ability of the person to adapt well to stress, adversity, trauma or tragedy. People who apply adversity quotient (AQ) perform optimally while facing adversity. Actually, they not only learn from these challenges but also respond to them healthier and more rapidly** (Hema G. & Sanjaya M. Gupta, 2015).

The result of this study is indicated that students have the Adversity Quotient (AQ) values, have the ability to endurance themselves, to cope with stress and misery in learning at school. Having adversity intelligence (AQ) can also be understood as a person's ability to adapt well to stress, misery, trauma or tragedy (Hema G. & Sanjaya M. Gupta, 2015).

In this study, the pattern of education is focused on two main competencies of human intelligence values, namely: (1) Emotional intelligence (EQ) values, and (2) adversity intelligence (AQ) values in SMKN Pleret Bantul Yogyakarta.

III. RESEARCH METHOD

This research is a qualitative research with a descriptive qualitative approach. Qualitative research has the aim of understanding certain situations, events, groups or social interactions (John W. Creswell, 2015). While the qualitative descriptive approach is a description of the general meaning of a number of individuals on various individual lives related to the phenomenon (John W. Creswell, 2015). Data collection techniques of this research used in-depth interviews, participatory observation, and study documentation. Data validation used triangulation techniques and validation processes during data collection through: (1) data reduction obtained from interviews, observations, and documentation, (2) presenting data, then performed (3) conclusions and verification to answer the research problem formulations of this research (John W. Creswell, 2015).

IV. FINDING AND DISCUSSIONS

a. The Pattern of Internalization of Emotional Intelligence Values (EQ) in SMKN Pleret Bantul Yogyakarta.

According to Mr. Jatmiko, M.Ag., Islamic Education teacher in SMKN (Vocational School) Pleret Bantul stated that: "... the internalization of emotional intelligence values (EQ) in Vocational School in Pleret Bantul Yogyakarta is an education pattern that instills the emotional intelligence values of students who carried out in the learning process both in the classroom and outside the classroom. In learning students instilled the values of emotional intelligence, including: (a) students are instilled / accustomed to how to behave well and have the ability to manage feelings / hearts when facing life's problems; (b) Students are given motivation to build self-enthusiasm to achieve goals; (c) In learning activities students are also accustomed to having an attitude of empathy (respect) towards others; (d) Students are also accustomed to being able to communicate and socialize with friends / fellow students and residents of the surrounding community (Jatmiko, 2019).

Then, according to Mrs. Wis Sayekti, M.Pd., the Counseling Guidance teacher added that the internalization of emotional intelligence values carried out on students included:

(a) Cultivation of self-concept and self-confidence during school examinations;(b) self-control, trustworthy attitude, adaptive alertness and innovative learning in school;(c) The spirit of achievement, commitment, initiative and optimism in learning in school;(d) Understanding others, and helping school friends;(e) Communication skills, intimacy, collaboration in group work (Wis Sayekti, 2019).

In addition, Mr. Pargiyanto, Vice of headmaster in the field of student affairs at Vocational School Pleret Bantul stated that the inculcation of emotional intelligence (EQ) values in schools included:

(a) Respect teachers and employees while in the "5 S" cultural school environment (greetings, smiles, greetings, courtesy, and courtesy); (b) A handshake with the teacher / teacher and picket teacher in the morning after finger print; (c) Invite parents to coordinate with the progress of the class or school; (d) Instill in students a sense of moral responsibility for (picket, cleaning class rooms) working hard in school (Pargiyanto, 2019).

This is in line with the theory of N. Gayatri & K. Meenaksi, quote Goleman's Comptency Model theory, namely: the theory of emotional intelligence promises to predict and improve the life skills of individuals. The proponents of the theory believe that in understanding, analyzing and managing emotions in themselves and others, lies the key to an improved quality of life (N. Gayatri & K. Meenaksi, 2013).

2. The Pattern of Internalization of Adversity Intelligence (AQ) Values for Students in Vocational School Pleret Bantul Yogyakarta

The Pattern of Internalization of Adversity Intelligence (AQ) towards students in SMKN Pleret Bantul Yogyakarta through various programs, as follows: (1) Flag Ceremony; (2) Scouting Activities; (3) Core Platoon Extracurricular Activities; (4) through student organizations in schools, such as: organization of School ("OSIS"), Tonti Board, "Ambalan Council", School Safety Patrol. Various internalization programs are useful for the development of student leadership values in Vocational School of Pleret Bantul. In addition, values are also instilled the fighting power/ adversity with the courage to complete work / school assignments to completion. For example in "Teaching and Learning Activities" when there are students who have not yet achieved the minimum completeness criteria ", then students are required to do remedies or take part in other learning activities (for practical learning) (Pargiyanto, 2019). This is in line with the theory of Hema G. & Sanjaya M. Gupta that "Adversity Quo-

tient (AQ) for Prospective Higher Education." In the study stated that:

AQ is the science of human resilience, i.e capacity of people to cope with stress and adversity. AQ can also be referred as the ability of the person to adapt well to stress, adversity, trauma or tragedy. People who apply AQ perform optimally while facing adversity. Actually, they not only learn from these challenges but also respond to them healthier and more rapidly (Hema G. & Sanjaya M. Gupta, 2015).

From the result of the study stated that someone who has an Adversity Quotient (AQ) is someone who has self-endurance, which is a person's ability to cope with stress and misery. Having adversity intelligence (AQ) can also be understood as a person's ability to adapt well to stress, misery, trauma or tragedy. In addition, someone who has the AQ fighting spirit values perform optimally in facing life's difficulties and challenges (Hema G. & Sanjaya M. Gupta, 2015).

3. The Effect of Internalizing Emotional Intelligence and Adversity Intelligence Values on Character Values and Academic Achievement of Students in Pleret Bantul Yogyakarta Vocational School

a. The Effect of Students' Emotional Quotient Values at SMKN Pleret Bantul Yogyakarta

The effect of the emotional intelligence values of students at Vocational School Pleret Bantul are more directed toward better self-management of emotions and changes in social attitudes, such as recognizing one's own emotions, being able to manage hearts, be able to motivate themselves, care for others, and be able to get along with friends school well. The following is an example of a change in student character regarding the effects of internalization / education on emotional intelligence values in schools.

Internalization of emotional intelligence values in students of Vocational School Pleret Bantul Yogyakarta is instilled to the students since students become students of Vocational School Pleret Bantul at school and their house of students through parents of students. This internalization of emotional intelligence has a positive effect on the emotional development of students, namely: (a) having an empathetic attitude towards fellow schoolmates, and others in the environment around the school; (b) have good self-awareness; (c) having self-regulation, good self-motivation; and (d) good social competence, namely the ability to build communication with other people, both fellow schoolmates, educators, employees, and stakeholders in other of vocational Schools Pleret Bantul Yogyakarta (Dra Sri Purwanti, 2019).

The result of this study, in line with Daniel Goleman's theory that the values of emotional ability contain five aspects, namely: (a) self-recognition; (b)

managing moods; (c) motivating yourself (motivation); (d) have a sense of caring / empathy for others, and (e) have the ability to build good relationships with others. Then, Hamdani Bakran stated that there are several indicators of a person having good values of emotional skills (EQ), namely: (a) showing the values of compassion in the noble of the earth; (b) have the empathy, understanding other people's feelings and circumstances; (c) to respect for they themselves and others; (d) have the ability to be alert, introspective; and (e) ability to be environmentally friendly.

b. The Effect of Student Adversity Intelligence Values of SMKN Pleret Bantul Yogyakarta

The effect of the internalization program is to take advantage of the development of student leadership values in SMKN Pleret Bantul. In addition, the values of courage and integrity in completing work / school assignments to completion. For example in "Teaching and Learning Activities" when there are students who have not yet achieved the Minimum Completeness Criteria "then students are required to remedy or participate in other learning activities (for practical learning) until they reach the Minimum Completeness Criteria of Mark.

The results of this study, in line with the theory of Adversity Intelligence (AQ) by Hema G. & Sanjaya M. Gupta, citing Stolz's opinion that adversity intelligence values are a person's ability to adapt well to stress, misery, trauma or tragedy to achieve the success of his life. In addition, someone who has the AQ fighting spirit values perform optimally in facing life's difficulties and challenges (Hema G. & Sanjaya M. Gupta, 2015).

V. CONCLUSION

Based on the result of this study, can be concluded that: first, the pattern of internalization of emotional intelligence (EQ) values for students of Vocational High School in Pleret Bantul Yogyakarta, namely: an inculcation of the values of character education in students, which is inserted in the subjects given by the teacher in school with teacher guidance. Meanwhile, the pattern of internalization of adversity intelligence (AQ) values for students of Vocational School in Pleret Bantul Yogyakarta is an enhancing of adversity values through extra-curricular activities and additional assignments for students who have not achieved the the minimum completeness criteria of mark, until the fulfillment of grades in accordance with the minimum completeness criteria. Second, the internalization of emotional intelligence (EQ) and adversity intelligence values (AQ) have a positive effect on the transformation of students' character values, namely: embedded emotional values of students (EQ) by being able to manage emo-

tions better, self-motivation, care about other people, and can communicate well with their friends, teachers and the School Leaders, as well as having a positive effect on the strong character values of students, namely: be patient from the challenges and problems of life; have good self control; optimistic about life; have values of resilience, and have a strong desire for success in life.

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