

# THE IMPLEMENTATION OF MANAGEMENT BASED ON SPIRITUAL QUOTIENT TO DEVELOP STUDENT'S RELIGIOUS CHARACTER AT SMAN 1 GROGOL KEDIRI

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**ABSTRACT:** Education is not only the effort to develop cognitive aspect of student but also it tries to develop aspect of affective and psycomotor. Students are expected to have good behavior that is shown by strong spirituality. In developing student's religious character, school implement the management based on spiritual quotient to help students do religious values. This research focused on (1) To describe the implementation of management based on spiritual quotient to develop student's religious character at SMAN 1 Grogol Kediri. (2) To describe the obstacles of the implementation of management based on spiritual quotient to develop student's religious character at SMAN 1 Grogol Kediri. This research use descriptive qualitative approach to describe and interpret two cases above based on real phenomena in the field. The researcher as a partisipative observer to collect data at SMAN 1 Grogol Kediri. The method of collecting data include observation, interview, and documentation. Then, the technique of analysis data use reduction and taking conclusion. The result of research shown that school implement management based on spiritual quotient through some religious programs that is introduced in student's orientation, learning process in the class that is intregated by character value, and the existence of SKI and subject character of nation. The series of activity in the school can make them to have habitual to implement religious value, therefore it can develop their religious character. In implementing mangement based on Spiritual Quotient also appear some obstacles, therefore school

committee efforts to do straightening for achieving better result.

**Keywords:** Management based on Spiritual Quotient, Religious Character

## Introduction

Spiritual power of religion is a critical aspect that has to be developed by educational institutions. The existence of spiritual power will try to use good human resources that balance between emotional and intellectual intelligence as the goal of education. This is related to article no.20 of 2003 that is:

*Education is a conscious and planned effort to create learning condition and learning process, therefore the learners are actively developing the potential for themselves to have the spiritual power of religion, selfcontrol, personality, intelligence, noble character, and the skills needed by themselves, society, nation state.*<sup>1</sup>

While in fact, most of educational systems in Indonesia are still oriented in producing humans who have intelligence or skills only to look for appropriate jobs and social statuses. The success of education according to Becker in this theory of human capital that is "human capital is directly useful in the production process. More explicitly, human capital increases a worker's productivity in all tasks, though possibly differentially in different tasks, organizations, and situations"<sup>2</sup>. In this point of view, although the role of human capital in the production process may be quite complex, there is a sense in which we can think of it as represented (representable) by a unidimensional object, such as the stock of knowledge or skills, and this stock is directly part of the production function.

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<sup>1</sup>See on *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional* (Bandung: Citra Umbara, 2006), p. 76. Translated from original language: Pendidikan adalah usaha sadar dan terencana untuk mewujudkan suasana belajar dan proses pembelajaran agar peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual keagamaan, pengendalian diri, kepribadian, kecerdasan, akhlak mulia, serta keterampilan yang diperlukan dirinya, masyarakat, bangsa, dan negara.

<sup>2</sup>Acemoglu Autor chapter 1 pdf, *Lectures in Labor Economics*, p. 2

In this sense, education is a process of capitalization, when the graduates can be absorbed in a great number of industry. Finally, this concept of education will abandon the humanistic aspect of education for students.<sup>3</sup> Young generation is expected not only to have good quality in academic but also to be equipped with good behavior, character, and piety. Therefore, intelligence alone is not enough, intelligence plus character is the goal of true education.<sup>4</sup>

Character education can be integrated in any subjects that related to the norm and value for example is integration in Islamic education subject with character of nation. It does not only develop the cognitive aspect of student but also it gives more emphasizes on the application in daily life. A person who has good character is actually the fundamental element to manage education. School is a place for student to study and interact with other member of society, so that he can actualize himself as caliph of Allah in this world.

In this era the problem of teenagers is very complex. The bussiness of parents, lack understanding of teacher in educating children, the influence of social interaction, and electronic media or technology can devotedly give negative effect to the student's development. Informal education especially in the family haven't give contribution yet to support the achievement of student's competence and to formulate the student's character. Integrated character education become one of many ways to combine and optimalize between activity in formal and informal education.

Teenage is the most important phase in a human life. They grow through the process of transition between the stage of children and adolescence that is called as puberty phase. In reality, not all humans can pass this step positively. Some of them trapped in bad morality such as consuming narcotics, doing violance, and the other crimes. They are failed to develop their spiritual and intellectual capabilities, thus the target of being *insan al kamil* can't be achieved.<sup>5</sup> In this phase, the spiritualities were not strong yet.

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<sup>3</sup>Abd. Wahab H.S dan Umiarso, *Kepemimpinan Pendidikan dan Kecerdasan Spiritual* (Jogakarta: Ar Ruz Media, 2011), p. 11

<sup>4</sup>Statement of Dr. Martin Luther King in Article *Urgensi Pendidikan Karakter* by Prof. Suyanto Ph.D

<sup>5</sup> Suharsono, *Mencerdaskan Anak Sejak dalam Rahim Ibu Hingga Remaja* (Jakarta: Ummah Publishing, 2009), p. 273

The goal of education in Indonesia that has spiritual characteristic made us aware about the importance of spiritual intelligence that should be implemented in our system. Hence, in this development era system of education should be implemented comprehensively. This approach tries to balance among value, attitude, knowledge, intelligence, skill, and communication. It is also tries to deepen the consciousness on IPTEK (science and technology), IMTAQ (piety) that involves IQ, EQ, and SQ.

Implementing Spiritual Quotient as a part of educational management is actually implementing the spiritual intelligence in the schools community. All the school's community are hoped to do their activities in worship, study, and others to has value that can't be separated by spiritual value. The implementation of management based on spiritual quotient is arranging the utilization process of human resources effectively to achieve the goal of education.<sup>6</sup> To implement management based on spiritual quotient needs preparation from members of the school in order to develop their spiritual quotients. Therefore the religious activities outside the subject of Islamic education is very important to support this implementation.

In this research, the researcher focused the discussion on implementation of management based on spiritual quotient through religious extracurricular program namely *Studi Kerohanian Islam*. This activity is done by public school because the time allocation to study Islamic education is only two hours weekly. It is often that Islamic education teachers just give the subjects to the students by expository and only focused on theory. Therefore, *Studi Kerohanian Islam* can be an alternative implementation of religious activity for the students to develop their religious characters that is applicable and suitable with the theory in Islamic education.

The implementation of management based on spiritual quotient is very important to improve student's religious character because the concept of spiritual quotient is also part of character education. SMAN 1 Grogol is one of public schools in Kediri that interested to the program related to spiritual development such as talk show for teenagers, religious art, outbond, and so fouth. All those programs are embedded in the series of *Studi Kerohanian Islam*.

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<sup>6</sup>Abd. Wahab H.S dan Umiarso, op.cit., p. 202

There are many students who got interested to follow *Studi Kerohanian Islam* because the concept of this program uses the different approach and it doesn't make student bored. Based on this phenomena, researcher believes that the implementation of management based on spiritual quotient can be done nicely because the researcher can cooperate with the members of the school especially students who implement the spiritual culture in the school.

### **Research Methodology**

This research use descriptive qualitative method, because the researcher should make an observation to understand the phenomena or problem about whatever that happen by subject of research by describing in the form of words, that is effort to get information completely about the implementation of management based on spiritual quotient at SMAN 1 Grogol Kediri. According to Cresswell (1998),

Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, report detailed views of informants, and conducts the study in a natural setting<sup>7</sup>

This research has a purpose to get data accurately about the problem that want to be discussed by researcher. The methods are used to collect data in this research, there are: observation, interview, and documentation. According to Miles, Huberman and Saldana In qualitative data analysis there are three strands of activities that occur simultaneously. Activity in data analysis: Data Condensation, Data Display, and Conclusion Drawing/Verifications.

Condensation data refers to the process of selecting, simplifying, abstracting and transforming data that is close to all parts of written fieldnotes, interview transcripts, document, and other empirical material. Data display is an organization, unification of information that allows inference and action. Data display helps understanding what is happening and doing of thing, including deeper analysis or taking action based on insight. The Third important activity of analysis is conclusion drawing and verification. From the

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<sup>7</sup> Haris Herdiansyah. *Metodologi Penelitian Kualitatif untuk Ilmu-ilmu Sosial* (Jakarta: SalembaHumanika, 2010), p. 8

beginning of data collection, a qualitative analyzer begins to look for the meaning of things, records the regularity of explanation, possible configurations, causal flows, and propositions. "Final" conclusions may not appear until the data collection ends, depending on the size of the set of field records, their coding, storage, and the retrieval method used, the skill of the researcher<sup>8</sup>.

## Results and Discussion

SMAN 1 Grogol Kediri as one of public school that tries to practice management based on spiritual quotient in achieving the goal of education. In theory of management include the form of planning, organizing, actuating, and controlling. In practice, management based on spiritual quotient at SMAN 1 Grogol Kediri need role the member of schools like; principal, vice principal, teachers, student, parent, and society.

The aim of management based on spiritual quotient at SMAN 1 Grogol was appropriated to the vision of SMAN 1 Grogol namely Achieving high quality of school in faith and devotion to Allah SWT, good personality, achievement, also effort to keep and manage environment. In addition, the approaches of management based on spiritual quotient are formal structural, non formal structural, implementation of spiritual culture, and daily worshipping.

Researcher found that the design of management based on spiritual quotient at SMAN 1 Grogol Kediri use structural approach that conducted by Islamic teacher. The design in the form of lesson plan and also syllabus. There are some aspects that include in lesson plan such as: cognitive, affective, and psychomotor. Islamic teacher at SMAN 1 Grogol Kediri tries to make student understand not only about theory but also to apply in daily life in the form of worship and good behavior.

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<sup>8</sup>Ridwan, Tobroni, Khozin, 2018, Formation of the Religious Character of Students Based on Religious Education in SMK Negeri 2 Malang, *Edukasi*, 6(2), 1-14.

The design of management based on spiritual quotient that uses non formal structural approach is the program that conducted by the principal and vice principal at SMAN 1 Grogol Kediri. The principal of SMAN 1 Grogol Kediri has a policy about education program namely *karakter kebangsaan* (character of nation), the aim of this program is to help and facilitate student to develop their character that related to religious, love to nation, and also love to environment. The vice principal has design of management based on spiritual quotient through the recruitment of new student and student orientation. They have a program to develop student's religious character in the form of program *Studi Kerohanian Islam* (SKI).

The design program that uses implementation of spiritual culture and daily worshipping approach is the program that conducted by IMTAQ team in the form of *Studi Kerohanian Islam*. They have some of religious program such as: The celebration of Islam (*pondok romadhon, halal bihalal, isro' mi'roj, maulid nabi, zakat fitrah, idhul adha*, etc), *kajian* (religious speech), talkshow for teenagers, *dhuha* and *dhuhur* prayer, charity, training of ESQ, monitoring of Al Qur'an, memorizing juz amma, SKI buletin, LDKMS (*Latihan Diklat Kepemimpinan dan Manajemen Siswa*), etc.

The implementation of management based on spiritual quotient at school can't be separated from student's development. Students have different characteristic that can be influence from external or internal factors. Therefore, it need the cooperation from members of school to develop student's potential especially to understand about religion deeply. The program of religious activity at SMAN 1 Grogol Kediri based on the schedule that has been defined in early year is become the measurement of success for this program. There are some program that have been implemented but some of them is still in process, but it can be evaluated in the end of agenda.

Researcher found that the implementation of management based on spiritual quotient at SMAN 1 Grogol Kediri related to Islamic instructional at classroom that is done by Islamic teacher. For cognitive aspects, teacher give the material and some verses from Al Qur'an as a guidance then make relation with daily life. For affective and psycomotor aspect, teacher invite student to understand the problem in this life to look for solution then student can practice good behavior in daily life step by step. Islamic teacher efforts o make

suden more understand about the subject by use interesting method like peer tutoring and problem based learning.

Spiritual culture at SMAN 1 Grogol start to develop by habitual in some of aspects through *salaman* (shaking hand) with teacher before entering class, pray before and after lesson, saying assalamualaikum or hello if meet with teacher of friend at any place, then performing daily worshipping. Islamic teacher control the activity of student by monitoring card, then student who has more capability than other friend also can help teacher to control their friend for reading Al Qur'an. Islamic teacher also give task for student to memorize juz amma.

*Studi Kerohanian Islam* at SMAN 1 Grogol Kediri is become religious extracurricular that give significant influence for student. It can be develop student's religious character because the activity in this program provide some of material to study deeply about Islamic religion. The existence of *Studi Kerohanian Islam* is caused by the limitation of time to study about Islamic religion that is only two hours a week, therefore *Studi Kerohanian Islam* is very helpful for student because they can practice their knowledge after understanding the concept of Islam in this program.

Implementing management based on spiritual quotient at SMAN 1 Grogol involve the role of school member, parent, and society. School as facilitator for student to develop their religious character when the students are studying at school. The role of parent is very significant at home. They should inculcate spiritual value for children in order children have strong religion. The role of environment or society also give big influence for student to develop their religious character. They face many challenge when they go outside school or house. Therefore, society should give positive effect in order student have motivation to do good action everyday.

In the implementation of management based on spiritual quotient to develop student's religious character at SMAN 1 Grogol Kediri still face some obstacles both in technical and material, but SMAN 1 Grogol tries to solve the obstacles by cooperation among members of school. The problems of the implementation of management based on spiritual quotient at SMAN 1 Grogol Kediri are:

- a. The lack of inovation in programming activity



The first obstacle of management based on spiritual quotient at SMAN 1 Grogol Kediri is about the program. The program usually only follow the program from the previous year, then lack from inovation. The main reason is there are some consideration if school want to make inovation that is about the capacity of human resource. The program usually is handled by vice principal of student, but the duty of them is very complex. In this sense, school tries to develop the quality of human resource at school in order they can make inovation in the program of religious activity because without the inovation the program will not get the progress in the future.

b. The lack of funding

The lack of funding sometime become the main problem in doing activity. In this sense, the implementation of management based on spiritual quotient also need enough funding to support its implementation, but not all activity got funding from school. School member also doing activity independently if they didn't get funding from school. For example for doing religious touring, outbond, and soon. Usually funding from school member was used for transpotation. Based on the problem of funding, SMAN 1 Grogol need to acomodate the activity that appropriate with the available of funding.

c. The bussiness of teacher

Teacher of SMAN 1 Grogol Kediri espesially Islamic education teacher was consciouss that the bussiness of teacher sometime become the obstacle in implementing management based on spiritual quotient. Teacher can't control the activity of student everytime because they were not only responsible in controlling student's activity but also must finished the other duty from school itself or duty from outside of schhol. In this sense, teacher tries to maximalize their duty in order student still under their control because they have responsibility to give guidance for student to develop religious character.

d. Student activities are full

Students have different characteristics, therefore there are some factors that can influnce them namely internal and external factors. Student can develop and has a tendency to get freedom based on their interest. Therefore, teacher may not force student to do

activity that they don't want to do. In this case, teacher effort to give student opportunity to responsible with their action.

Full activity of student sometime make the implementation of management based on spiritual quotient is not maximal. They argued that many activities that come from school make them tired and can't do all activity totally. Teacher tries to motivate student in their religious activity, for example about the activity of memorizing Al Qur'an. Teacher said that memorizing Al Qur'an can't be forced but they have to make habitual to read Al Qur'an then their memorizing can be formed from habitual. In this sense student have to implement good habitual in their activity, because the success can start from dicipline and good habitual that is done step by step.

e. The lack consciousness of student to *Istiqomah*

The difficulty of High School's student usually is about *istiqomah*. They will feel lazy when doing activity in long period. In the first time they was very active to do religious activity, but for a long time they will feel boring because they only do same activity everyday. In this sense, they need refreshing or something different in doing activity. Therefore, they always keep spirit and *istiqomah* in implementing religious values in their daily life.

### Conclusion

The implementation of management based on spiritual quotient at SMAN 1 Grogol Kediri in the form of program design to develop student's religious character in order student have strong spirituality, then they can implement good behavior in daily life. The program were designed in management based on spiritual quotient at SMAN 1 Grogol Kediri namely; the design of new student acceptance and orientation by introducing some religious program at SMAN 1 Grogol Kediri, the design of Islamic teaching was designed in syllabus and lesson plan that consist of character value, cognitive, affective, and psycomotor that should be achieved by student, the design of religious activity that include the program of *Studi Kerohanian Islam* and the existence of subject character of nation.

Then, in implementing management based on spiritual quotient at SMAN 1 Grogol Kediri appear some obstacles, there are:

- a. The lack of inovation in programming activity
- b. The lack of funding

- c. The bussiness of teacher
- d. Student activities are full
- e. The lack consciousness of student to *Istiqomah*

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