

ABSTRAK

Nanda Jelita Lailatul Karomah. 2020. Pengaruh *Intelligence Quotient* (IQ), *Emotional Quotient* (EQ) dan *Spiritual Quotient* (SQ) terhadap Perilaku Prososial dan Religiusitas Peserta didik di SMP Al Hikmah Melathen Tulungagung dan SMP Terpadu Al Anwar Trenggalek. Pascasarjana IAIN Tulungagung. Pembimbing (1) Dr. H. Abd. Aziz, M.Pd dan (2) Dr. Prim Masrokan Muthohar, M.Pd.

Kata Kunci: *Intelligence Quotient* (IQ), *Emotional Quotient* (EQ), *Spiritual Quotient* (SQ), Perilaku Prososial dan Religiusitas.

Penelitian ini dilatarbelakangi oleh perilaku peserta didik di sekolah yang belum menggambarkan perilaku prososial dan religiusitas peserta didik. Mereka masih kurang mampu mengatur stabilitas emosi, sehingga memiliki sikap acuh tak acuh dan kurang memiliki rasa peduli serta spontanitas dalam memberi pertolongan terhadap guru atau teman. Kedua sekolah yang diteliti oleh penulis ini berada dalam naungan yayasan dan berlokasi dilingkungan pondok pesantren, namun yang menjadi persoalan adalah ketika peserta didik sudah masuk dalam arus modernisasi, rasa sosial yang memudar menjadi individualis sehingga aktivitas yang dilakukan menyimpang dari perilaku religius karena kurangnya pengetahuan tentang agama dan kurang kuatnya pengendalian agama pada diri peserta didik. Diharapkan dalam penelitian ini peserta didik mampu mengoptimalkan secara sinergis antara *Intelligence Quotient* (IQ), *Emotional Quotient* (EQ), *Spiritual Quotient* (SQ) yang akan membuat remaja lebih berhati-hati untuk menjaga perilaku agar bisa selalu berbuat baik terhadap sesama serta dengan adanya religiusitas remaja yang baik akan dapat menyeleksi dan membentengi diri dari kemudhorotan kemajuan teknologi.

Rumusan masalah dalam penulisan skripsi ini adalah: (1) Bagaimana pengaruh *Intelligence Quotient* (IQ) terhadap perilaku prososial peserta didik di SMP Al Hikmah Melathen Tulungagung dan SMP Terpadu Al Anwar Trenggalek? (2) Bagaimana pengaruh *Emotional Quotient* (EQ) terhadap perilaku prososial peserta didik di SMP Al Hikmah Melathen Tulungagung dan SMP Terpadu Al Anwar Trenggalek? (3) Bagaimana pengaruh *Spiritual Quotient* (SQ) terhadap perilaku prososial peserta didik di SMP Al Hikmah Melathen Tulungagung dan SMP Terpadu Al Anwar Trenggalek? (4) Bagaimana pengaruh secara bersama-sama antara *Intelligence Quotient* (IQ), *Emotional Quotient* (EQ) dan *Spiritual Quotient* (SQ) terhadap perilaku prososial peserta didik di SMP Al Hikmah Melathen Tulungagung dan SMP Terpadu Al Anwar Trenggalek? (5) Bagaimana pengaruh *Intelligence Quotient* (IQ) terhadap religiusitas peserta didik di SMP Al Hikmah Melathen Tulungagung dan SMP Terpadu Al Anwar Trenggalek? (6) Bagaimana pengaruh *Emotional Quotient* (EQ) terhadap religiusitas peserta didik di SMP Al Hikmah Melathen Tulungagung dan SMP Terpadu Al Anwar Trenggalek? (7) Bagaimana pengaruh *Spiritual Quotient* (SQ)

terhadap religiusitas peserta didik di SMP Al Hikmah Melathen Tulungagung dan SMP Terpadu Al Anwar Trenggalek? (8) Bagaimana pengaruh secara bersama-sama antara *Intelligence Quotient* (IQ), *Emotional Quotient* (EQ) dan *Spiritual Quotient* (SQ) terhadap religiusitas peserta didik di SMP Al Hikmah Melathen Tulungagung dan SMP Terpadu Al Anwar Trenggalek?

Jenis penelitian ini adalah penelitian kuantitatif deskriptif, variabel bebas (*independent*) yaitu *Intelligence Quotient* (X₁), *Emotional Quotient* (X₂) dan *Spiritual Quotient* (X₃), variabel terikat (*dependent*) adalah Perilaku Prososial (Y₁), Religiusitas (Y₂), populasi dalam penelitian ini adalah 586 peserta didik di SMP Al Hikmah Melathen Tulungagung dan SMP Terpadu Al Anwar Trenggalek, sampel penelitian adalah 221 peserta didik dengan menggunakan *random sampling* untuk menyempurnakan penggunaan teknik sampel berstrata atau sampel wilayah. Teknik pengambilan data yaitu wawancara, observasi, dokumentasi dan angket. Teknik keabsahan data adalah uji validitas dan reliabilitas. Data yang diperoleh dianalisa menggunakan uji normalitas, uji linearitas, uji multikolonieritas, uji heteroskedastisitas dan uji hipotesis dengan Uji Regresi linear sederhana dan Uji Regresi linier berganda.

Hasil penelitian ini menunjukkan bahwa: (1) Terdapat pengaruh yang positif dan signifikan antara *Intelligence Quotient* (IQ) terhadap perilaku prososial peserta didik, hipotesis pada penelitian ini diterima, hasil uji regresi linier nilai signifikansi X₁ – Y₁ sebesar $0,000 < 0,05$. Diperkuat dengan berdasarkan hasil nilai sig. (2-tailed) variabel X₁ – Y₁ sebesar 0, 200 lebih besar dari 0,05 maka X₁ – Y₁ berdistribusi normal. Besarnya pengaruh *Intelligence Quotient* (IQ) terhadap perilaku prososial sebesar 71,3 %. (2) Terdapat pengaruh yang positif dan signifikan antara *Emotional Quotient* (EQ) terhadap perilaku prososial peserta didik, hipotesis pada penelitian ini diterima, hasil uji regresi linier nilai signifikansi X₂ – Y₁ sebesar $0,000 < 0,05$. Diperkuat dengan berdasarkan hasil nilai sig. (2-tailed) variabel X₂ – Y₁ sebesar 0, 200 lebih besar dari 0,05 maka X₂ – Y₁ berdistribusi normal. Besarnya pengaruh *Emotional Quotient* (EQ) terhadap perilaku prososial sebesar 82,3 %. (3) Terdapat pengaruh yang positif dan signifikan antara *Spiritual Quotient* (SQ) terhadap perilaku prososial peserta didik, hipotesis pada penelitian ini diterima, hal ini ditunjukkan oleh hasil uji regresi linier nilai signifikansi X₃ – Y₁ sebesar $0,000 < 0,05$. Diperkuat dengan berdasarkan hasil nilai sig. (2-tailed) variabel X₃ – Y₁ sebesar 0, 200 lebih besar dari 0,05 maka X₃ – Y₁ berdistribusi normal. Besarnya pengaruh *Spiritual Quotient* (SQ) terhadap perilaku prososial sebesar 76,9 %. (4) Terdapat pengaruh yang positif dan signifikan secara bersama-sama antara *Intelligence Quotient* (IQ), *Emotional Quotient* (EQ), dan *Spiritual Quotient* (SQ) terhadap perilaku prososial peserta didik, hipotesis pada penelitian ini diterima, hasil uji regresi linier nilai signifikansi X₁, X₂, X₃ – Y₁ sebesar $0,000 < 0,05$. Diperkuat dengan berdasarkan hasil nilai sig. (2-tailed) variabel X₁, X₂, X₃ – Y₁ sebesar 0, 200 lebih besar dari 0,05 maka X₁, X₂, X₃ – Y₁ berdistribusi normal. Besarnya pengaruh *Intelligence Quotient* (IQ), *Emotional Quotient* (EQ), dan *Spiritual Quotient* (SQ) terhadap perilaku prososial sebesar 88,7 %. (5) Terdapat pengaruh yang positif dan

signifikan antara *Intelligence Quotient* (IQ) terhadap religiusitas peserta didik, hipotesis pada penelitian ini diterima, hasil uji regresi linier nilai signifikansi $X_1 - Y_2$ sebesar $0,000 < 0,05$. Diperkuat dengan berdasarkan hasil nilai sig. (2-tailed) variabel $X_1 - Y_2$ sebesar 0, 200 lebih besar dari 0,05 maka $X_1 - Y_2$ berdistribusi normal. Besarnya pengaruh *Intelligence Quotient* (IQ) terhadap religiusitas sebesar 14,8 %. (6) Terdapat pengaruh yang positif dan signifikan antara *Emotional Quotient* (EQ) terhadap religiusitas peserta didik, hipotesis pada penelitian ini diterima, hasil uji regresi linier nilai signifikansi $X_2 - Y_2$ sebesar $0,000 < 0,05$. Diperkuat dengan berdasarkan hasil nilai sig. (2-tailed) variabel $X_2 - Y_2$ sebesar 0, 200 lebih besar dari 0,05 maka $X_2 - Y_2$ berdistribusi normal. Besarnya pengaruh *Emotional Quotient* (EQ) terhadap religiusitas sebesar 25,9 %. (7) Terdapat pengaruh yang positif dan signifikan antara *Spiritual Quotient* (SQ) terhadap perilaku prososial peserta didik hipotesis pada penelitian ini diterima, hasil uji regresi linier nilai signifikansi $X_3 - Y_2$ sebesar $0,000 < 0,05$. Diperkuat dengan berdasarkan hasil nilai sig. (2-tailed) variabel $X_3 - Y_2$ sebesar 0, 200 lebih besar dari 0,05 maka $X_3 - Y_2$ berdistribusi normal. Besarnya pengaruh *Spiritual Quotient* (SQ) terhadap religiusitas sebesar 10,3 %. (8) Terdapat pengaruh yang positif dan signifikan secara bersama-sama antara *Intelligence Quotient* (IQ), *Emotional Quotient* (EQ), dan *Spiritual Quotient* (SQ) terhadap religiusitas peserta didik, hipotesis pada penelitian ini diterima, hasil uji regresi linier nilai signifikansi $X_1, X_2, X_3 - Y_2$ sebesar $0,000 < 0,05$. Diperkuat dengan berdasarkan hasil nilai sig. (2-tailed) variabel $X_1, X_2, X_3 - Y_2$ sebesar 0, 200 lebih besar dari 0,05 maka $X_1, X_2, X_3 - Y_2$ berdistribusi normal. Besarnya pengaruh *Intelligence Quotient* (IQ), *Emotional Quotient* (EQ), dan *Spiritual Quotient* (SQ) terhadap religiusitas sebesar 29,5 %.

ABSTRACT

Nanda Jelita Lailatul Karomah. 2020. The influence of Intelligence Quotient (IQ), Emotional Quotient (EQ) and Spiritual Quotient (SQ) on Prosocial Behavior and Religiosity of Students in Al Hikmah Melathen Tulungagung Middle School and Al Anwar Trenggalek Integrated Middle School. Postgraduate of IAIN Tulungagung. Advisors (1) Dr. H. Abd.Aziz, M.Pd and (2) Dr. Prim Masrokan Muthohar, M.Pd.

Keywords: Intelligence Quotient (IQ), Emotional Quotient (EQ), Spiritual Quotient (SQ), Prosocial Behavior and Religiosity.

This research motivated by the behavior of students in their schools that do not describe the prosocial behavior and students' religiosity. They are still unable to regulate emotional stability, so they have a nonchalant attitude and lack of caring and spontaneity in giving help to teachers or friends. The two schools studied by the researcher are under the auspices of the foundation and are located within the boarding school environment, but the problem is when students have entered the stream of modernization, social fading fading into individualism so that the activities undertaken deviate from religious behavior due to lack of knowledge about religion and lack of strong religious control among students. It is expected that in this study students will be able to optimize synergistically between Intelligence Quotient (IQ), Emotional Quotient (EQ), Spiritual Quotient (SQ) which will make teens more careful to maintain behavior so they can always do good to others and with religiosity good teenagers will be able to select and fortify themselves from the lack of technological advancement.

The research problem of this thesis are: (1) What is the effect of Intelligence Quotient (IQ) on the prosocial behavior of students in Al Hikmah Melathen Tulungagung Middle School and Al Anwar Trenggalek Integrated Middle School? (2) What is the effect of Emotional Quotient (EQ) on prosocial behavior of students at Al Hikmah Melathen Tulungagung Middle School and Al Anwar Trenggalek Integrated Middle School? (3) What is the effect of Spiritual Quotient (SQ) on prosocial behavior of students in Al Hikmah Melathen Tulungagung Middle School and Al Anwar Trenggalek Integrated Middle School? (4) What is the influence between Intelligence Quotient (IQ), Emotional Quotient (EQ) and Spiritual Quotient (SQ) on the prosocial behavior of students in Al Hikmah Melathen Tulungagung Middle School and Al Anwar Trenggalek Integrated Middle School? (5) What is the effect of Intelligence Quotient (IQ) on the religiosity of students in Al Hikmah Melathen Tulungagung Middle School and Al Anwar Trenggalek Integrated Middle School? (6) What is the effect of Emotional Quotient (EQ) on the religiosity of students in Al Hikmah Melathen Tulungagung Middle School and Al Anwar Trenggalek Integrated Middle School? (7) What is the effect of Spiritual Quotient (SQ) on the religiosity of

students at Al Hikmah Melathen Tulungagung Middle School and Al Anwar Trenggalek Integrated Middle School? (8) What is the influence between Intelligence Quotient (IQ), Emotional Quotient (EQ) and Spiritual Quotient (SQ) on the religiosity of students in Al Hikmah Melathen Tulungagung Middle School and Al Anwar Trenggalek Integrated Middle School?

The type of this research is quantitative descriptive research, the independent variables are Intelligence Quotient (X1), Emotional Quotient (X2) and Spiritual Quotient (X3), the dependent variable is Prosocial Behavior (Y1), Religiosity (Y2). The population of this study was 586 students in Al Hikmah Melathen Tulungagung Middle School and Al Anwar Trenggalek Integrated Middle School. The sample of this study was 221 students and the researcher using random sampling to perfect the use of stratified sample techniques or regional samples. The data collection methodes are interviews, observation, documentation and questionnaires. The data validity technique is the validity and reliability test. The data obtained were analyzed using the normality test, linearity test, multicollinearity test, heteroscedasticity test and hypothesis test with simple linear regression test and multiple linear regression test.

The results of this study indicate that: (1) There is a positive and significant effect between Intelligence Quotient (IQ) on students'prosocial behavior, the hypothesis in this study is accepted, the results of linear regression test significance value of X1 - Y1 are $0,000 < 0.05$. Strengthened based on the results of the sig. (2-tailed) variable X1 - Y1 of 0, 200 is greater than 0.05 then X1 - Y1 is normally distributed. The magnitude of the influence of Intelligence Quotient (IQ) on prosocial behavior amounted to 71.3%. (2) There is a positive and significant effect between Emotional Quotient (EQ) on the prosocial behavior of students, the hypothesis in this study is accepted, the results of the linear regression test the significance value of X2 - Y1 of $0,000 < 0.05$. Strengthened based on the results of the sig. (2-tailed) variable X2 - Y1 of 0, 200 is greater than 0.05 then X2 - Y1 is normally distributed. The magnitude of the effect of Emotional Quotient (EQ) on prosocial behavior was 82.3%. (3) There is a positive and significant effect between Spiritual Quotient (SQ) on the prosocial behavior of students, the hypothesis in this study is accepted, this is indicated by the results of the linear regression test with a significance value of X3 - Y1 of $0,000 < 0.05$. Strengthened based on the results of the sig. (2-tailed) variable X3 - Y1 of 0, 200 is greater than 0.05 then X3 - Y1 is normally distributed. The magnitude of the influence of Spiritual Quotient (SQ) on prosocial behavior amounted to 76.9%. (4) There is a positive and significant effect jointly between Intelligence Quotient (IQ), Emotional Quotient (EQ), and Spiritual Quotient (SQ) on students'prosocial behavior, the hypothesis in this study is accepted, the results of the linear regression significance X1, X2, X3 - Y1 of $0,000 < 0.05$. Strengthened based on the results of the sig. (2-tailed) variables X1, X2, X3 - Y1 of 0, 200 are greater than 0.05 then X1, X2, X3 - Y1 are normally distributed. The magnitude of the influence of Intelligence Quotient (IQ), Emotional Quotient (EQ), and Spiritual Quotient (SQ) on prosocial behavior by 88.7%. (5) There is a positive and

significant effect between Intelligence Quotient (IQ) on the religiosity of students, the hypothesis in this study is accepted, the results of the linear regression test of X1 - Y2 significance value of $0,000 < 0.05$. Strengthened based on the results of the sig. (2-tailed) variable X1 - Y2 of 0, 200 is greater than 0.05 then X1 - Y2 is normally distributed. The magnitude of the influence of Intelligence Quotient (IQ) on religiosity of 14.8%. (6) There is a positive and significant effect between Emotional Quotient (EQ) on the religiosity of students, the hypothesis in this study is accepted, the results of the linear regression test the significance value of X2 - Y2 of $0,000 < 0.05$. Strengthened based on the results of the sig. (2-tailed) variable X2 - Y2 of 0, 200 is greater than 0.05 then X2 - Y2 is normally distributed. The magnitude of the influence of Emotional Quotient (EQ) on religiosity is 25.9%. (7) There is a positive and significant effect between Spiritual Quotient (SQ) on the prosocial behavior of students in the hypothesis this study is accepted, the results of the linear regression test the significance value of X3 - Y2 of $0,000 < 0.05$. Strengthened based on the results of the sig. (2-tailed) variable X3 - Y2 of 0, 200 is greater than 0.05 then X3 - Y2 is normally distributed. The magnitude of the influence of Spiritual Quotient (SQ) on religiosity is 10.3%. (8) There is a positive and significant effect jointly between Intelligence Quotient (IQ), Emotional Quotient (EQ), and Spiritual Quotient (SQ) on the religiosity of students, the hypothesis in this study is accepted, the results of linear regression significance X1 , X2, X3 - Y2 of $0,000 < 0.05$. Strengthened based on the results of the sig. (2-tailed) variables X1, X2, X3 - Y2 of 0, 200 are greater than 0.05 then X1, X2, X3 - Y2 are normally distributed. The magnitude of the influence of Intelligence Quotient (IQ), Emotional Quotient (EQ), and Spiritual Quotient (SQ) on religiosity is 29.5%.