

INTISARI

Kecerdasan emosional adalah kemampuan seseorang mengatur kehidupan emosinya dengan inteligen, menjaga keselarasan emosi dan pengungkapannya melalui ketrampilan kesadaran diri, pengendalian diri, motivasi diri, empati, dan ketrampilan sosial.

Penelitian dilakukan di TK Islam Terpadu Budi Mulia Yogyakarta, dengan melakukan wawancara terhadap murid-murid kelas nol besar dan memberikan kuesioner kepada tenaga pengajar TK tersebut. Tujuan penelitian adalah untuk mengetahui peranan TK Islam Terpadu terhadap perkembangan kecerdasan emosional anak.

Dari penelitian yang dilakukan ternyata kecerdasan emosional murid-murid kelas nol besar TK Islam Terpadu Budi Mulia Yogyakarta skor maksimum 44, minimum 26, range 18, mean 36,9688, median 37, dan modus 35. Dari grafik yang terbentuk dapat diketahui bahwa distribusi kecerdasan emosional murid-murid TK tersebut merata. Frekuensi skor yang diperoleh adalah 26-30,5 sebanyak 2 anak; 30,5-35 sebanyak 5 anak; 35-39,5 sebanyak 16 anak; 39,5-44 sebanyak 9 anak.

Penelitian menunjukkan bahwa TK Islam Terpadu Budi Mulia Yogyakarta berperan dalam perkembangan kecerdasan emosional anak didiknya. Kecerdasan emosional penting dalam pendidikan dan pengembangan kemampuan anak agar dapat berkembang secara optimal.

ABSTRACT

Emotional Intelligence (IQ) or Emotional Quotient (EQ) is one's ability to manage his/her emotional life by means of intelligence, to keep his/her emotion and its revelation in tune through self-awareness skill, self-control, self-motivation, and social skill.

The research was taking place in Islamically Integrated Kindergarten, Budi Mulia Yogyakarta. The second-year student were interviewed and the teacher staffs were given questionnaires. This research is aimed at knowing the role played by this Islamically Integrated Kindergarten in the development of children's emotional quotient.

Of the research done, the emotional quotient of second -year student of Islamically Integrated Kindergarten, Budi Mulia Yogyakarta, factually suggest that maximum score is as much as 44, minimum score 26, range 18, mean 36,9688, median 37, and modus is as much 35. From the graphic formed, it can be known that the distribution of the student's emotional quotient is even. The frequency of the scores obtained ranging from 26 up to 30,5 are as many as two children, ranging from 30,5 up to 35 amount to five children, ranging from 35 up to 39,5 is sixteen children, and ranging from 39,5 up to 44 is nine children.

Thr research reveals that the Islamically Integrated, Budi Mulia Yogyakarta, plays a role in the student's emotional quotient development. Emotional quotient is so important in educating and developing the children's ability that they are able to develop optimally.

Key words: Development emotional quotient