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

THESIS

By:

Husna Amalia
ID 09110061

PROGRAM OF STUDY ISLAMIC EDUCATION
ISLAMIC EDUCATION DEPARTMENT
TARBIYAH FACULTY
STATE ISLAMIC UNIVERSITY OF
MAULANA MALIK IBRAHIM MALANG
April, 2013

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THESIS

Presented To:

State Islamic University of Maulana Malik Ibrahim Malang
In Partial Fulfillment of The Requirement for The Degree of Sarjana
Pendidikan Islam (S.Pd.I)

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APPROVAL SHEET

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By
Husna Amalia
ID. 09110061

Approved on 28th March 2013

By Advisor

A. Nurul Kawakip, M.Pd

NIP. 197507312001121001

Acknowledged By

Head of Islamic Education Department

Dr. H. Moh. Padil, M.Pd.I

NIP. 196504151994031003

LEGITIMATION SHEET

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

THESIS

Prepared and compiled by

Husna Amalia (09110061)

It was defended in front of board of examiners on 13th of April 2013

and it was received in partial fulfillment of the requirement for the degree of

Sarjana Pendidikan Islam (S.Pd.I)

Board of Examiners   Signatures

1. Chairman
   Dr. Wahid Murni, M.Pd, Ak   :
   NIP. 196903032000031002

2. Secretary
   A. Nurul Kawakip, M.Pd   :
   NIP. 197507312001121001

3. Main Examiner
   Hj. Rahmawati Baharuddin, M.A   :
   NIP. 197207152001122001

Approved By

Dean of Tarbiyah Faculty

Dr. H. M. Zainuddin, M.A

NIP. 196205071995031001

A. Nurul Kawakip, M.Pd

Dosen Fakultas Tarbiyah

Universitas Islam Negeri Maulana Malik Ibrahim Malang

=========================

NOTA DINAS PEMBIMBING

Hal.   : Skripsi Husna Amalia   Malang, 28 Maret 2013

Lamp. : 4 (Empat) Exemplar

Kepada Yth.

Dekan Fakultas Tarbiyah

Universitas Islam Negeri Maulana Malik Ibrahim Malang

Di

    Malang

Assalamu'alaikum Wr.Wb.

     Sesudah melakukan beberapa kali bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan, dan setelah membaca skripsi mahasiswa tersebut di bawah ini:

Nama   : Husna Amalia

NIM   : 09110061

Jurusan   : Pendidikan Agama Islam

Judul Skripsi : *The Implementation of Management Based on Spiritual Quotient to Develop Student's Religious Character at SMAN 1 Grogol Kediri*

Maka selaku pembimbing, kami berpendapat bahwa skripsi tersebut layak

diajukan untuk diujikan. Demikian, mohon maklum adanya.

Wassalamu'alaikum Wr.Wb.

                            Pembimbing,

                            A. Nurul Kawakip, M.Pd

                            NIP. 197507312001121001

STATEMENT

I hereby declare that in this thesis there is no work from the other people that has proposed to acquire a degree at a university, and the best of my knowledge there is no work ever written or opinion of others except that is in writing referred in this manuscript and mentioned in the bibliography.

Malang, March 27, 2013

Husna Amalia

MOTTO

وَلَا تَايْـَٔسُواْ مِن رَّوْحِ ٱللَّهِ ۖ إِنَّهُۥ لَا يَايْـَٔسُ مِن رَّوْحِ ٱللَّهِ إِلَّا ٱلْقَوْمُ ٱلْكَـٰفِرُونَ ﴿٨٧﴾

The meaning: "Never give up hope of Allah's Soothing Mercy: truly no one despairs of Allah's Soothing Mercy, except those who have no faith." (QS Yusuf: 87)[1]

إِنَّ فِى خَلْقِ ٱلسَّمَـٰوَٰتِ وَٱلْأَرْضِ وَٱخْتِلَـٰفِ ٱلَّيْلِ وَٱلنَّهَارِ لَـَٔايَـٰتٍ لِّأُوْلِى ٱلْأَلْبَـٰبِ ﴿١٩٠﴾ ٱلَّذِينَ يَذْكُرُونَ ٱللَّهَ قِيَـٰمًا وَقُعُودًا وَعَلَىٰ جُنُوبِهِمْ وَيَتَفَكَّرُونَ فِى خَلْقِ ٱلسَّمَـٰوَٰتِ وَٱلْأَرْضِ رَبَّنَا مَا خَلَقْتَ هَـٰذَا بَـٰطِلًا سُبْحَـٰنَكَ فَقِنَا عَذَابَ ٱلنَّارِ ﴿١٩١﴾

The meaning: Behold! in the creation of the heavens and the earth, and the alternation of night and day there are indeed Signs for men of understanding. Men who celebrate the praises of Allah, standing, sitting, and lying down on their sides, and contemplate the (wonders of) creation in the heavens and the earth, (With the thought): "Our Lord! not for naught Hast Thou created (all) this! Glory to Thee! Give us salvation from the penalty of the Fire. (QS. Ali Imron: 190-191)[2]

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[1] Departemen Agama RI, *Al Qur'an dan Terjemahannya* (Bandung: Diponegoro, 2006), p. 247
[2] Ibid.,p. 75

DEDICATION

Thanks into Allah SWT who give me mercy and blessing to finish my thesis without any obstacles. Shalawat and salam also always be given to prophet Muhammad SAW who deliver us from darkness to lightness.

I would like to dedicate this thesis into my parents, H.M. Dawam and Hj. Siti Muzajanah who give me praying, loving, supporting either financial and spirituals until i can get many inspirations. The greatest thanks to them. It also dedicated to my brother, Yusron Ubaidillah and Afiyan Heri Musyafa'. Thanks to all your motivations.

Thanks a lot for my lecturer Mr. A. Nurul Kawakip, M.Pd who give me guidance, chance, and time to finish my thesis. Thanks also for all my lecturers who give me great lesson and always support me to reach my dream on the future.

Thanks to all my friends in University especially my classmate in International Class Program (ICP) on our togetherness for the first time up to now, keep spirit to be success on the future.

Thanks a lot for all sides who gave many contribution to help me finish this thesis. Thanks to all peoples who support and praying to me. May Allah SWT give all of you goodness and happiness.

ACKNOWLEDGEMENT

All praise to Allah SWT as a Lord of this universe who gave me mine and my life figure by His mercies and blessings, therefore i can finish this thesis entitled "The Implementation of Management based on Spiritual Quotient to Develop Student's Religious Character at SMAN 1 Grogol Kediri" well. Sholawat and Salam always be given for Prophet Muhammad SAW, without his guidance we never found the straight ways. This thesis advantages in partial fulfillment of the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I) of State Islamic University of Maulana Malik Ibrahim Malang.

This thesis will never be completed without some contribution and supports from various sides. Therefore, in this chance the author wants to thank a lot for:

1. Prof. Dr. H. Imam Suprayogo as a Rector of the State Islamic University of Maulana Malik Ibrahim Malang

2. Dr. H. M. Zainuddin, M.A as a Dean of Tarbiyah Faculty

3. Dr. H. Moh. Padil. M.Pd.I as a Head of Islamic Education Department

4. A. Nurul Kawakip, M.Pd as Advisor who has guided me to finish this thesis

5. All lecturers and staffs in Tarbiyah Faculty

6. My beloved parents H.M Dawam and Hj. Siti Muzajanah for their praying, sacrifices, loves, support, and everything that is given to me.

7. My brother Yusron Ubaidillah and Afiyan Heri Musyafa'

8. Roziq, S.Pd, M.Si as principal of SMAN 1 Grogol Kediri who gave me permission to do research there

9. Teacher and students at SMAN 1 Grogol Kediri who helped me finish this thesis

10. Surya Desismansyah Eka Putra who give support to finish this thesis.

11. Classmate in ICP PAI-English (Lyla, Atiqoh, Ulfa, Fifi, Elyn, Fikri, Abqori, Zaka, Candra, Hilmi, Toriq) thanks for sharing knowledge together.

The author knows that there are many weaknesses in the writing of this thesis. Therefore, the author hopes critics and suggestions from readers to make this thesis better in the future. Finally, author hopes this thesis can give beneficial for all of sides. Amin

Author

PEDOMAN TRANSLITERASI ARAB LATIN

Penulisan transliterasi Arab-Latin dalam skripsi ini menggunakan pedoman transliterasi berdasarkan keputusan bersama Menteri Agama RI dan Menteri Pendidikan dan Kebudayaan RI no. 158 tahun 1987 dan no. 0543 b/U/1987 yang secara garis besar dapat diuraikan sebagai berikut:

A. Huruf

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = h	ط = th	و = w
خ = kh	ظ = zh	ه = h
د = d	ع = '	ء = ,
ذ = dz	غ = gh	ي = y
ر = r	ف = f	

B. Vokal Panjang

Vokal (a) panjang = â

Vokal (i) panjang = î

Vokal (u) panjang = û

C. Vokal Diftong

او / = aw

اي = ay

اؤ = û

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Amalia, Husna. 2013. The Implementation of Management based on Spiritual Quotient to Develop Student's Religious Character at SMAN 1 Grogol Kediri. Thesis, Islamic Education Department, Tarbiyah Faculty, State Islamic University of Maulana Malik Ibrahim Malang. A. Nurul Kawakip, M.Pd.

Keyword: Management based on Spiritual Quotient, Religious Character

 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. The development of religious character for student is important because in this era there are many immoralities that caused by some factors especially in their environment.

 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 commitee efforts to do straightening for achieving better result.

ABSTRAK

Amalia, Husna. 2013. Penerapan Manajemen Berbasis Spiritual Quotient Untuk Meningkatkan Karakter Beragama pada Siswa di SMAN 1 Grogol Kediri. Skripsi, Jurusan Pendidikan Agama Islam, Fakultas Tarbiyah, Universitas Islam Negeri Maulana Malik Ibrahim Malang. A. Nurul Kawakip, M.Pd.

Kata Kunci: Manajemen Berbasis Spiritual Quotient, Karakter beragama

Pendidikan tidak hanya usaha untuk mengembangkan aspek kognitif pada siswa, namun juga upaya dalam mengembangkan aspek afektif dan psikomotor. Siswa diharapkan memiliki perilaku baik yang ditunjukkan oleh kuatnya spiritualitas. Dalam mengembangkan karakter beragama pada siswa, sekolah menerapkan manajemen berbasis Spiritual Quotient yang dapat membantu siswa dalam melaksanakan nilai- nilai keagamaan. Pengembangan karakter beragama bagi siswa dinilai penting karena pada saat ini telah banyak terjadi penurunan moral yang disebabkan oleh berbagai faktor terutama faktor lingkungan.

Penelitian ini difokuskan pada (1) Untuk mendeskripsikan penerapan manajemen berbasis Spiritual Quotient dalam mengembangkan karakter beragama pada siswa di SMAN 1 Grogol Kediri. (2) Untuk mendeskripsikan berbagai kendala dalam penerapan manajemen berbasis Spiritual Quotient untuk meningkatkan karakter beragama pada siswa di SMAN 1 Grogol Kediri.

Penelitian ini menggunakan pendekatan deskriptif kualitatif untuk menggambarkan dan memaparkan dua kasus di atas yang berdasarkan pada fenomena yang terjadi di lapangan. Peneliti berperan sebagai pengamat partisipatif untuk mengumpulkan data di SMAN 1 Grogol Kediri. Metode pengumpulan data yang digunakan meliputi observasi, wawancara, dan dokumentasi. Kemudian, teknik analisis data menggunakan reduksi dan pengambilan kesimpulan.

Hasil penelitian menunjukkan bahwa sekolah menerapkan manajemen berbasis Spiritual Quotient melalui beberapa program keagamaan yang diperkenalkan dalam Masa Orientasi Siswa, proses pembelajaran di kelas yang diintegrasikan dengan nilai karakter, peran serta dari program SKI, dan materi karakter kebangsaaan. Rangkaian kegiatan di sekolah tersebut dapat membuat siswa memiliki kebiasaan untuk melaksanakan nilai- nilai keagamaan sehingga dapat mengembangkan karakter beragama pada mereka. Namun pada penerapan manajemen berbasis Spiritual Quotient ini juga terdapat beberapa kendala sehingga pihak sekolah terus berupaya untuk melakukan pembenahan untuk mencapai hasil yang lebih baik.

CHAPTER I

INTRODUCTION

A. Background of the Study

Spiritual power of religion is a critical aspect that has to be developed by educational institutions. The existence of spiritual power will trying 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, self control, personality, intelligence, noble character, and the skills needed by themselves, society, nation state.*[1]

While in fact, most of educational systems in Indonesia are still oriented in producing humans who have intelligence or skills only to look for appropiate 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"[2]. In this point of view, although the role of human capital in the production process may be quite complex, there is a sense

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[1] 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.
[2] Acemoglu Autor chapter 1 pdf, *Lectures in Labor Economics*, p. 2

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.

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.[3] Young generation is expected not only to have good quality in academic but also to be equipped with good behavior, character, and piety. Therefore, intellegence alone is not enough, intellegence plus character is the goal of true education.[4]

Character education currently become critical issues in our education. Ministry of National Education tries to develop a grand design of character education in every level of education. Configuration of character in context of psychological process and socio cultural can be clasified into: spiritual and emotional development, intellectual development, physical and kinestetic development, affective and creativity development. To implement character education in the school, therefore the case above should be considered in order to balance our education in aspects spiritual and academic.

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

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[3] Abd. Wahab H.S dan Umiarso, *Kepemimpinan Pendidikan dan Kecerdasan Spiritual* (Jogjakarta: Ar Ruz Media, 2011), p. 11

[4] Statement of Dr. Martin Luther King in Article *Urgensi Pendidikan Karakter* by Prof. Suyanto Ph.D

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.[5] In this phase, the spiritualities were not strong yet.

There were many teenagers who ended up with frustration and broken heart. This case is contradictry with the opinion of the parents who believe that it is the duty and responsibility to educate the teenagers. Usually when

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[5] Suharsono, *Mencerdaskan Anak Sejak dalam Rahim Ibu Hingga Remaja* (Jakarta: Ummah Publishing, 2009), p. 273

teenagers don't get attention from their parents, they will look for other alternative to solve their problems, but unfortunotely they end their problem in the wrong way. Therefore, it is needed the cooperation among the parents, teachers, educational institution, and environment to educate better children.

Islam emphasizes that the stage of teenage is very important. This statement is proven by Ali bin Abi Thalib who said that there are things that their period are not known except after people lost both of them, they are teenage period and health.[6] Therefore, It can be concluded that the period of teenage gives strong influence in human development, and consequently it is very important to sharpen religious character of student by strengthening their spirituality.

The goal of education in Indonesia that has spiritual characteristic made us awared about the importance of spiritual intelligence that should be implemented in our system. Hence, in this development era system of education should be implemented comprehensivelly. 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.

Basically, human being are spiritual creature that are directed to see the meaning in their live. One way to understand the meaning of our live and to achieve a total self development is through spiritual quotient. Each of us develops our character through a complex of our experiences, visions,

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[6] Taqi Falsafi, *Warna-warni Kehidupan Remaja Dalam Islam* (Bogor: Cahaya, 2003), p. 6

contradictions between the reality and posibility. Spiritual Quotient helps us to achieve higher potential and to have a deep meaning in life.[7] In this line of thought, the Spiritual Quotient become a basic of need in educational system to achieve human's total personality.

Implementing Spiritual Quotient as a part of educational management is actually implementing the spiritual intelligence in the schools comunity. All the school's comunity 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.[8] 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

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[7] Danah Johar dan Ian Marshal, *SQ* (Bandung: Mizan, 2000), p. 13
[8] Abd. Wahab H.S dan Umiarso, op.cit., p. 202

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.*

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.

In the context of developing student's religious character, there are many efforts that should be done by the school in managing some programs that are suitable with student's interest. This is hoped to make easier for students in applying them in their daily live that eventually will become their habits. Therefore, based on explanation above researcher got interested to conduct a research entitled "**The Implementation of Management Based on Spiritual Quotient to Develop Student's Religious Character at SMAN 1 Grogol Kediri**".

B. Problems of the Study

Based on background of the study above, the main problem in this study was formulated as follows:

1. How is the implementation of management based on spiritual quotient to develop student's religious character at SMAN 1 Grogol Kediri?

2. What are the obstacles of the implementation of management based on spiritual quotient at SMAN 1 Grogol Kediri?

C. Objectives of the Study

The objectives that should be achieved from problems of study are:

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 problems of the implementation of management based on spiritual quotient at SMAN 1 Grogol Kediri

D. Significances of the Study

The result of this research is expected to give contributions theoritically and practically for:

1. The Institution

The result of this research is expected to give important contribution in developing management based on spiritual quotient at SMAN 1 Grogol Kediri.

2. The Development of Education

This study also is hoped to enrich the knowledge of the implementation of management based on spiritual quotient for High School students and it is

going to be a comparative reference for the other researchers to conduct a similar research.

3. Researcher

Can give broaden knowledge and experience about the implementation of management based on spiritual quotient as an effort to develop student's religious character at public school

E. Limitation of the Study

This study is limited to the spesific High School's student namely SMAN 1 Grogol Kediri with its own characteristics. Therefore, the result of this study can not be generalized since every high school has its distinctive characteristics and background. The researcher will focus on spiritual development that is supported by an extracurricular program *Studi Kerohanian Islam* as a locus to develop student's religious character at SMAN 1 Grogol Kediri by implementing character value in related activity.

F. Term of Studies

To make the limitation of study more clearly need the terms of study to clarify, there are:

1. Spiritual Quotient is ability to give meaning of worship toward every activity, through stage and thinking based on human intrinsic to be total human and have integralistic thinking, and have principle just because of Allah.[9]

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[9] Ary Ginanjar Agustian, *Rahasia Sukses Membangun Kecerdasan Emosi dan Spiritual ESQ Emotional Spiritual Quotient The ESQ Way 165, 1 Ihsan 6 Rukun Iman dan 5 Rukun Islam*, (Jakarta: Arga, 2005), p. 57

2. Management based on Spiritual Quotient is process of arrangement the utilization of human resources and the other resources effective and efficiently to achieve the goal of education in the context of sincerity to do program of organization.[10]

3. Student's religious character is *akhlak* that is spontanity of human in action, or attitude that unite in human self without though again.[11]

G. Previous Studies

The researchs on management that involve extracurricular program of *Studi Kerohanian Islam* as a focus of the study have been done by several researchers such as:

1. Ava Swastika Fahriana NIM 0611001 Thesis 2010, Ava in 2010 focused her research on: *Implementasi Manajemen Kesiswaan dalam Meningkatkan Spiritual Quotient Siswa di SMPN 2 Turen Malang*. That research showed that the implementation of student management can improve spiritual quotient of student at SMPN 2 Turen Malang. Through some programs provided by the school and good cooperation among the members of the school, the implementation of student management became applicable.

2. I'anatut Thoifah NIM 07110186 Thesis 2011, I'ana in 2011 focused her research on: *Management of Internalization Religious Values Through Extracurricular Program "Sie Kerohanian Islam" to Develop Student's Character in SMAN 1 Malang*. The result of this research showed that management of internalization religious values through extracurricular

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[10] Abd. Wahab H.S dan Umiarso, op.cit., p. 202

[11] Masnur Muslich, *Pendidikan Karakter Menjawab Tantangan Krisis Multidimensional*, (Jakarta: Bumi Aksara, 2011), p. 70

program *Sie Kerohanian Islam* can develop student's character in SMAN 1 Malang. Method that was used by teacher in the program of *Sie Kerohanian Islam* is expository, ie.the students apply the material given by the teacher by demonstration. The succes of this program was related to the schedule that was determined by the school

3. Siti Mutholingah NIM 07110062 Thesis 2011, Siti in 2011 focused her research on: *Management of Religious Guidance for Students at SMAN 1 Malang.* The result of this research showed that management of religious guidance was needed as an additional knowledge for students outside the school through extracurricular activities and cooperation among school's member will give big influence to the success of this program.

Based on the previous studies, the researcher thinks that the research on the implementation of management based on spiritual quotient is important to be done as an additional information especially in the public school. This research focus on the series of activity in the school in developing student's religious character through extracurricular program of *Studi Kerohanian Islam.*

Management based on spiritual quotient is showed by the existence of the subject character of nation that related to all the program both religious and science at SMAN 1 Grogol Kediri. Therefore, *Studi Kerohanian Islam* at SMAN 1 Grogol Kediri not only sharpen the kowledge about religion of student but also can create religious character of them because it was integrated by the subject character of nation.

H. Systematic of The Study

The writing of this research will be divided into six chapters.

Chapter I is an introduction which consists of background of the study, problems of the study, objectives of the study, the significances of the study, limitation of the study, and systematic of discussion.

Chapter II will explain the literature review. This chapter mainly discusses key terms such as management, spiritual quotient, student's character, character education, and the concept of management based on spiritual quotient.

Chapter III discusses the method of research, approach and type of research, the attendance of researcher, research sites, data source, technique of data collection, analysis of data, checking validity, and stages of research

Chapter IV will provide the finding of this research. This research also includes profile of research sites includes the history of SMAN 1 Grogol Kediri, vision and mission of school, the goal of school, structure of organization, data of teachers and students, and some programs that have been supported the implementation of management based on spiritual quotient.

Chapter V will analysis and discuss the result of the research data on the implementation of management based on spiritual quotient and the obstacles of its implementation.

Chapter VI is the conclusion and provides recommendations for future research

in a similar objectives

CHAPTER II

REVIEW OF THE LITERATURE

A. Management

1. The Definition of Management

Many of the definitions of management which have been offered by writers are partial because they reflect the particular stance of the author. According to Hoyle management is a continuous process through which members of an organisation seek to coordinate their activities and utilise their resources in order to fulfil the various tasks of the organisation as effeciently as possible.[1] Management as an effort to achieve the goal especially in this case is related to educational institutions.

Schools are staffed predominantly by professionals who seek a measure of control over their working environment. In practice, teachers are usually too busy with their pedagogic activities. The major management responsibilities are exercised often by the principal. Therefore, managers provide coordination of a number af other activity that is about planning, organizing, actuating, and controling with expectation can achieve the goal more effectively and efficiently.[2]

Muhaimin has a statement that management is a process of using resource effectively to achieve target or particular purpose. Then, management of education is management that implemented in developing

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[1] Tony Bush, *Theories of Educational Management*, (The Open University, 1986), p.1
[2] *Ibid, p. 7*

education. In this sense, it include art or knowledge to manage education resource that involve 5M 1 (men, money, machine, market, method, and information) to achieve the goal of education effective and efficiently.[3]

This statement is emphasized by Oemar Hamalik, there are some cases that must be understood in aspect of management, there are:

a. Management is social process that include process of cooperation between two persons or more formally.

b. Management is done by helping of resources, that is: human resources, material recources, financial resources, and information resources.

c. Management is done by particular method from aspects of financial, capability, time, and so on

d. Management is focus on paricular purpose, that is determined before.

Mayority the responsibility to manage the organization of school is held by principal, but the problems that happened at school is very complex and need big responsibility. It is possible to involve the members of school to solve the problem together by good organization. As a result, the harmonizing to create effectiveness of school can be achieved by cooperation among members of school.

2. The Scope of Management

In the process of management involve the principle functions are performed by manager or leader, that is like said by Koontz and O'Donnel that the principle of management involve; planning, organizing, staffing,

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[3] Muhaimin, et.al, Manajemen Pendidikan: *Aplikasi dalam Menyusun Rencana Pengembangan Sekolah/ Madrasah*, (Jakarta: Kencana 2009), p. 5

directing, and controlling. According to Terry the function of management divided into; planning, organizing, actuating, and controlling. Finally, Piece I and Robinson effort to look for similarities that have to exist in the function of management that is; planning, organizing, directing/actuating, and controlling.[4]

a. Planning is the first activity in the process of cooperation that will discuss about what will be done to achieve the goal. This activity need preparation and thinking intensivelly. Planning is deciding what objectives to pursue during a future period and what to do to achieve those objectives.[5] There are some requirement that included in planning there are; 1) planning must be started by the formulation of problem, 2) planning is not to over but simple, realistic, practice, until can be done, 3) Describe the series of activity in detail, 4) planning should have flexibility, thus have posibility to be modified, 5) planning should have significancy to aspect of activity. [6]

b. Organizing is grouping activities, assigning activities, and providing the authority necessary to carry out the activities.[7] The advantages of organizing, there are; 1) Knowing the demarcation between one of aspect with the other aspect in order can cooperate each other, 2) Each of member will understand about their obligation by organizing, 3) The

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[4] Marno dan Triyo Supriyatno, *Manajemen dan Kepemimpinan Pendidikan Islam* (Bandung: PT Refika Aditama, 2008), p. 11-12

[5] Leslie W. Rue and Lloyd Byars, *Management: Skills and Application*, (New York: McGraw Hill, 2003), p. 5

[6] Suharsimi Arikunto and Lia Yuliana, Manajemen Pendidikan (Yogyakarta: Aditya Media, 2008), p. 10-11

[7] Leslie W. Rue and Lloyd Byars, op.cit., p.5

existence of activity unite in structure of organization will make people understand about vertical and horizontal relation.[8]

c. Actuating is how to the managers direct and influence their subordinates, and how to make other people do their task with create a pleasant atmosphere to work together.[9] Some of activity that included in actuating are; directing, coordinating, motivating, and leading.

d. Controlling is to set the standards, supervision, measure the implementation standards and provide the assurance that organizational objectives be achieved.[10] Controlling has a function to control the process of implementation in the field. Therefore, planning and controlling are two sides of the same coin as statement from Koontz and C.O Donnel.

B. Spiritual Quotient

1. The Definition of Spiritual Quotient

In the spesific context, Spiritual Quotient is intelligence to face and solve the problem of meaning and value, locating attitude in the context of meaning wider. Therefore, Danah Zohar and Ian Marshall said that SQ is the requirement to make IQ and EQ have a function effectively.[11] The other opinion about SQ is ability to give meaning of worship toward every activity, through stage and thinking based on human intrinsic to be total

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[8] Suharsimi Arikunto and Lia Yuliana, op. cit, p. 11

[9] Siti Mutholingah, *Management of Religious Guidance for Students at SMAN 1 Malang* (Malang: Perpustakaan UIN Malang, 2011), p.15

[10] *Ibid,.*

[11] Danah Johar dan Ian Marshal, *SQ: Memanfaatkan Kecerdasan Spiritual dalam Berpikir Integralistik dan Holistik untuk Memakanai Kehidupan,* (Bandung: Mizan, 2000), p. 4

human and have integralistic thinking, and have principle just because of Allah.[12]

According to some opinion above SQ is intelligence that have existed in human being since they born and help to build self totally not only from ratio but also from heart that become center of spiritual intelligence. The other side, people who has spiritual intelligence is people who can actualize religious value as manifestation from their activity and effort to defend harmonizing in daily life. Furthermore, the concept of spiritual quotient in education is the student can apply their consciousness about religion not only in their worship but also take care with environment arround them.

2. Aspects of Spiritual Quotient

According to Prof. Khalil A. Khavari, there are some aspects that become the basic of Spiritual Quotient, there are:

a. Point of view spiritual-religious, its mean if the relation of spiritual-religious to Allah is harmonize, so the quality of intelligence is higher.

b. Point of view relation social-religious, its mean spiritual intelligence have to be reflected to social activity that emphasize in togetherness and social welfare.

c. Point of view social ethics, if someone has good ethics so he has more quality in spiritual intelligence.[13]

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[12] Ary Ginanjar Agustian, *Rahasia Sukses Membangun Kecerdasan Emosi dan Spiritual ESQ Emotional Spiritual Quotient The ESQ Way 165, 1 Ihsan 6 Rukun Iman dan 5 Rukun Islam*, (Jakarta: Arga, 2005), p. 57

[13] Ava Swastika Fahriana, *Implementasi Manajemen Kesiswaan untuk Meningkatkan Spiritual Quotient pada Siswa di SMPN 2 Turen Malang*, Skripsi Fakultas Tarbiyah UIN MALIKI Malang, 2010

Human life in this world is not only look for happiness but also become caliph and slave of Allah SWT. Heart (*Qolb*) is called by the motor motive because become the basic of personality. In my opinion we have to optimalize spiritual quotient as well as possible because SQ can optimalize IQ and EQ then SQ can spurt us from crisis of value and spiritual because the essence of the real man is people who have good behaviour and always have submission to Allah SWT.

According to Zohar there are some obstacles that make human lack in spiritual, there are; 1) If he never develop part of his potential, 2) If he has developed part of himself but it is not proportional by negative way or destructive, 3) if the relation among part of himself is bad or contradiction.[14] Hence, to solve the problem of lack in spiritual, people should develop their spiritual continuely by practicing all of good habitual in daily life in order their spiritual stronger time by time.

3. Development of Spiritual Quotient

The existence of intellectual and emotional will not perfect without development of spiritual intelligence. To develop spiritual intelligence, it can be done by some stages below:[15]

a. Keeping integrity. Integrity is the form of concret spiritual and the source of strengthen. Integrity can distinguish between religious human and hypocrit human. By integrity, someone can be believed by other people.

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[14] Agus Efendi, Revolusi Kecerdasan Abad 21, (Bandung, Alfabeta, 2005), p.235
[15] Kiki Fardiansyah, Dewasa itu Pilihan, (Yogyakarta, Panduan, 2006), p. 163

Human who has integrity is signed by three key action, there are; honest to ourself, honest to the other, and fulfill promise.

b. Doing and give meaning about religious value in daily life. Every religion give guidance about worship and make relation with social comunity. By doing and give meaning of religion, we can develop spiritual intelligence

c. Provide time to self consciousness. We need to evalute our mind, feeling, and attitude. Finally, we need to do correction in the future. Therefore, we can purify our heart in order back to real truth.

d. Promise if we will not repeat the same mistake. Stupid people is people who repeat their same mistake in the future. Therefore, after self-evaluating, we must promise if we don't repeat our mistake again.

In other hand, we should practice our spiritual by the cases below:

a. Determining target in our life. We should do the comitment in our life because the existence of comitment is very important to direct us into target properly. If we have strong comitment in our life, the successful will closer with us.

b. Having self-vision. Vision is unique potential of someone, therefore we should determine our vision to achieve goodness. A poem from William Henley will become good reminder for you:

> "It matters not how strait the gate,
> How charged with punishment the scroll,
> I am master of my fate:
> I am the captain of my soul." [16]

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[16] Tony Buzan, The Power of Spiritual Intelligence, (Jakarta, Gramedia Pustaka Utama, 2003), p.38

c. Helping other. Make habitual to active in society, and positive thinking. Help other to develop spiritual consciousness throgh good example.

In the context of student's development, related side such as principal, teachers, and parent can help the student to develop their spiritual quotient like the cases below:

a. Become good example for spiritual. People who develop spiritual quotient for the other is people who have developed spiritual quotient for theirself. The important thing is principal, teacher, and parent should have maturity because student have different characteristic to face problem in their life, therefore they need the model of approach to implement the concept of spiritual quotient in order appropite with situation that develop at school.

b. Growing the habitual of spiritual in daily life. This habitual should be developed to connect human and Allah SWT like praying before doing activity, respect to the other, and develop the other kind of worship to Allah SWT. Inculcating spirit as effort to internalize value for component of school in order they have high integrity to do obligation of worship to Allah SWT.

c. Telling good story. Student can be influenced by story. In this context, teacher can give experience for student from good story based on reality in Al Qur'an, because Al Qur'an as media to deliver good message for human. Therefore, student can catch the wisdom from Al Qur'an and start to implement their understanding in daily life.

d. Discuss the problem of life by spiritual approach. Sometime, student face difficulties in their life, then they think that Allah is not fair if the other friend get more happiness than the other. As a teacher should refer to divine grand design, its mean that give understanding for student that Allah SWT have planning to make human more happy through try the patient of human itself.

C. Management Based on Spiritual Quotient

1. The Definition of Management Based on Spiritual Quotient

Implementing Spiritual Quotient in management of education is implement spiritual intelligence in school comunity in order all of comunity have a meaning to worship, study, work, etc. Thus, the members of school ready to face risk in their life independently. Before implementing Spiritual Quotient, human resource and the other resource in school environment must be developed. Management based on Spiritual Quotient is process of arrangement the utilization of human resources and the other resources effective and efficiently to achieve the goal of education in the context of sincerity to do program of organization.[17]

By understanding the definition of management based on spiritual quetient we can know that the existence of spiritual quotient in management of education has a significant role. If the member of schools have good spiritual, the goal of education to become intellectual human in academic and religious can be achieved automatically.

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[17] Abd. Wahab H.S dan Umiarso, op.cit., p. 202

The members of school have a responsibility to develop the quality of human resource especially student that become young generation. Thus, from the beginning teacher should inculcate good value and sharp their spiritual by practicing knowledge that they get at classrom. It is also need high motivation from environment arround student to develop their spiritual. By using spiritual quotient student's religious character is more trained and have a meaning, because they can use their consciousness to do good habitual.

2. The Concept of Management Based on Spiritual Quotient

Robbins and Judge in his book with the Organizational Behavior mention that spiritual culture that is needed in the organization, as follows:

a. Strong sense of purpose. Although the achievement of profit is important, it is not become fundamental value from organization that has spiritual culture. Component of school need the goal of education in the form of vision and mission in school organization.

b. Trust and respect. School organization with spiritual culture is create believe, open, and honesty for members of school

c. Humanistic work practices. Flexibility of time, cooperation among tims, avoid different status, assurance toward human right in the school, and safety to do duty is some of the form management human resources that has spiritual character

d. Toleration of employee expression. School organization with spiritual culture have high toleration and interaction among member of school.[18]

Beside implementing spiritual culture in the school, the concept of management based on spiritual quotient can be done by formal learning of Islamic education in the class, inculcate religious values in other subject, daily worshipping, and by some effort that involve in curricular, co curricular, and extracurricular program that will develop student's religious character. This activity actually held by school as addition knowledge for student to practice their understanding about religion that they get at classroom, then they should apply outside.

Student need something that more applicable, by giving example and simulation that exist in some of religious activity, student will exercise directly and start to apply the activity in their daily life because they feel comfort with positive value that they get in exercise directly. In this context, the existence of *Studi Kerohanian Islam* as extracurricular program in public school can sharpen knowledge of student about practice of religion as well as their spiritual culture.

3. The Importance of Management Based on Spiritual Quotient

To achieve point of education change comprehensivelly, management of education have to be priority to produce output that is expected. In this perspective, management based on spiritual quotient will give influence to face problems of meaning or value in the school organization. By having

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[18] *Ibid, p. 19*

ability of spiritual quotient, human can out from materealism, egoism, and lost of value. Intelligence of organization can improve productivity and help the component of organization totally so it can create value by theirself without depend on the other value or culture.

Student who have spiritual intellegence never feel underpressure, and always optimist because they believe about the power of Allah SWT beside effort to achieve successful on their future. Therefore, management based on spiritual quotient will give influence to spirit organization in the future, in order can give contribution for the member of school organization especially for student as output of school by self actualization.

D. Student's Character

1. The Definition of Character

The term of character is takem from Greece, *charassein* that mean curve to make pattern or can be defined to mark. This term is more focus for attitude. There are two meanings about character. *First*, it shows how someone perform his attitude. If people always perform good attitude, it is mean that they have good character. *Second*, the term of character is closer with personality, people is called by people who have character if their attitude is suitable with norm and moral.[19]

The topic about character actually as become attention some of experts and educators. The different opinion is appear depend on the approach of some of experts. Character is value related to system that

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[19] Ratna Megawangi, *Pendidikan Karakter: Solusi yang Tepat untuk Membangun Bangsa*, (Jakarta: Star Energy, 2004) p, 23

become basic of thinking, attitude, and action that is shown. Character is the way of thinking someone that become characteristic from each individu to life and coooperation in family, society, and state. Moreover, Imam Ghozali regard that character is closer with *akhlak,* that is spontanity of human in action, or attitude that unite in human self without though again.[20] In other hand, Koesoema said that character is same with personality. It is recognized by characteristic, style, or identity of someone that is come from enviroment such as family, society, or heredity.[21]

From opinion above, character is related to moral and positive. Therefore, people who have character its mean have good quality in moral. Character is become significant aspect for student that have to be formulated from the beginning and supported by all of component arround them.

2. The Definition of Student

Student is become subject of education that have characteristic to develop their potential. According to Oemar Hamalik, students is component in educational system then is processed in term of education in order become human who have good quality suitable with the goal of national education.[22] In this sense, students are individu who do learning process and develop their potential based on their interest, talents, and ability to get better future.

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[20] Masnur Muslich, *Pendidikan Karakter Menjawab Tantangan Krisis Multidimensional*, (Jakarta: Bumi Aksara, 2011), p. 70

[21] Doni Koesoema, *Pendidikan Karakter Strategi Mendidik Anak di Zaman Global*, (Jakarta: Grasindo, 2010), p. 80

[22] Ridwan, *Manajemen Pendidikan*, (Bandung: Alfabeta, 2008), p. 205

3. The Characteristic of Student

The step of teenagers is viewed unclear for some of people, because in the reality they stay in the period of transition from children into adult that called by puberty period. Generally they don't want called by children again but they also don't ready to become adult.

Student in Senior High School include in category of teenagers that face many challenge in their life. This challenge actually will bring them into maturity, and become strong personality depend on each individual to manage theirself. The characteristic that have to be understood by teacher, there are:

a. Individu have their own potential, so they become unique individu. Student havse potential since they still child, therefore to develop their potential is need helping and guidance.

b. Individual who still developed, its mean movement that happen in student itself. The differences phase of student's development have been known by teacher to arrange strategy and method that suitable with student's need

c. Individu who need guidance. Student need guidance in their development. The guidance is good and achive a result if suitable with the level of student's development

d. Individu who have capability to independent. 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.[23]

There are some universal changing in teenagers, there are; 1) Higher emotion that the intensity is depend on the changing of psychology and physic, 2) The changing of body, interest that is expected by social comunity sometime will appear new problem, 3) The changing of interest and attitude also bring the changing of value, 4) Part of teenagers is doing ambivalen in every changing. All of this aspect finally give effect for the development of cognitive aspect, afective, and psycomotor.[24]

The development of teenagers for aspects of religion is become starting point to do law of *syar'i* (*wajib, sunah, haram, makruh, and mubah*), they should do value of religion in daily life. This thinking is based on Prophet saying: *"Rufi'al qalam 'an tsalaatsin, 'anishshabiyyi hatta yahtalima, wa'aninnaa'imi hattaa yaiqidha, wa'anil majnuuni hatta ya'qila"* . It is mean pen was lifted for three categories of people, namely infants to teenagers, sleeping people until waking, and lunatics until healed.[25] Psychologically, there are variety of religion consciousness for teenagers. Teenagers for 13-16 years old sometime face many problems related to religion because of some factors, there are:

a. Internal factors: related to development of sex that encourage teenagers to fulfil the necessity of them, in other other hand they know that their

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[23] Umar Tirtarahardja, *Pengantar Pendidikan* (Jakarta: Rineka Cipta, 2005) p, 53
[24] Nazarudin, *Manajemen Pembelajaran* (Yogyakarta: Teras, 2007) p, 54
[25] Syamsu Yusuf, *Perkembangan Peserta Didik*, (Jakarta: PT Raja Grafindo Persada, 2011), p.103

action is contradiction with the concept of religion. This condition become conflict if they can't finish their problem. Maybe they will be bad person, and they don't want to follow norms in religion. If teacher or parent can't understand the condition of teenager, they will don't care with environment and doing negativism.

b. External factors: related to (1) aspect of social culture sometime is contradiction with aspect of religion but it is very interesting for teenagers to try the new case like porn film, contraception, narcotics, and alcohol, (2) life style of society who don't care with religion. If teenagers don't get the guidance about religion, their knowledge about religion will decrease.

Teenagers in 17-21 years old start their emotional to be stabil. They can control their emotion in order the other people can't give bad influence for them. To know the point of view about religious consciousness, there is a research in 1996-1997 toward student of SMK in West Java (Bandung, Cirebon, Bekasi, and Bogor) by 652 respondent. The results are:[26]

a. Development of religious understanding

The result of research mention that half of teenagers lazy to hear religious lectures, lack of interest to follow religious activity, dislike to read book of religion, and lack of interest to follow religious discussion.

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[26] *Ibid*, p. 108

b. Belief toward religion as life guidance

The result of research mention that almost student belief that religion become the guidance of life that bring human into happiness in this world and hereafter.

c. Belief about hereafter

Almost of student believe about hereafter and all of their action will be replied by Allah

d. Implementing praying

Part of student have habitual to do praying but part of them still lazy to do praying

e. Learn Al Qur'an

Almost all student think that learn Al Qur'an is important but part of them think that learn about Al Qur'an is not interesting

f. Self control from action that prohibited by religion

Almost of student can control theirself to don't do something that prohibited by religion, but some of them still prefer to break the rule of religion.

The research above show that not all teenagers perform the consciousness of religious because they come from different family and society. In this sense, aspect of environment is important to support teenagers create their religious character.

E. Character Education

1. The Concept of Character Education

Character education loosely refers to teaching children in a manner that imparts one or more positive character qualities. Character education most often refers to how 'good' a person. In other words, a person who exhibits personal qualities that fit those a society considers desirable might be considered to have good character and developing such personal qualities is often then seen as a purpose of education.

Character education is system of inculcating character value for the member of school that involve component of knowledge, conscioussness, or wish, and action to do that value toward Allah SWT, self, other people, and environment. Character education can be integrated for every subject that related to value or norm, especially about Islamic education. Character education is not only sharpen cognitive aspect but also more emphasize in application of student in daily life.

Extracurricular program that is held by school is one of potential media to character guidance. The concept of character education through the existence of extracurricular program is more applicable for students as additional knowledge in learning activity in classroom, because student can choose the program that suitable with their interest.

2. The Importance of Character Education

Some of factors that caused the lack of character education are; *First*, the lack of educational system to emphasize character, but more emphasize

in developing intellectual or cognitive aspect such as the existence of National Examination that become evaluation of education. *Second*, the lack of support from environment to build good character.[27]

The lack of student's consciousness to face challenge in global era is become consideration to apply the concept of character education at school. Thus, character education have some purposes to encourage good behavior based on religious value. Character education can facilitate the development of particular value to create behavior of student in order student can understand that value is important thing in human life. Character education also correct the attitude of student that is not suitable with schools' value. This process can be done by educate student from negative habitual to positive habitual by giving good example in the school, family, and society.

Character education also build harmonize connection between family and society to responsible in implementing character education for student. In this sense, character education is not olny interaction between teacher and student, but also it should be connected by education process in family.[28] By implementing character education systematically, student will have good intelligence in emotional. This intelligence become key aspect to prepare student success in their academic and prevent student from jouvenil deliquency.[29] Character education will bring student in the success, not only students who have good academic but also good in behavior.

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[27] Furqon Hidayatullah, *Pendidikan Karakter: Membangun Peradaban Bangsa*, (Surakarta: Yuma Pustaka, 2010) p, 15

[28] Dharma Kesuma, *Pendidikan Karakter*, (Bandung: PT Remaja Rosdakarya, 2011), p. 10

[29] Suyanto, *Urgensi Pendidikan Karakter*

CHAPTER III

METHOD OF RESEARCH

A. The Approach and Type of Research

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, analizes words, report detailed views of informants, and conducts the study in a natural setting[1]

This research has a purpose to get data acurately about the problem that want to be discussed by researcher.

B. The Attedance of Researcher

The attendance of researcher in qualitative research is absolutely needed, because the researcher's action as the instrument that primarily can collects data. Other instrument beside the researcher is also can be used, such as picture, document, and result of interview. However the function of those instruments outside the human is limited as the supporting data for the researcher as the main instrument.

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[1] Haris Herdiansyah. *Metodologi Penelitian Kualitatif untuk Ilmu-ilmu Sosial* (Jakarta: Salemba Humanika, 2010), p. 8

The position of researcher in qualitative research is complex. Researcher is a planner, implementer of data collection, analyzer, interpreter, and reporter of the result.[2] Therefore, the attedance of researcher become the significant factor for the research activity.

C. The Site of Research

The research site is located at SMAN 1 Grogol Kediri, Gringging street No 16 Grogol Kediri. SMAN 1 Grogol or Adiwiyata School is one of favourite public school in Kediri that has good program in extracurricular, one of them is about *Studi Kerohanian Islam* that become media to develop student's religious character. In this school implement spiritual culture by the vision achieving superior school by IMTAQ, good personality, good achievement, and managing good environment. This reason make researcher believe that this location is very suitable to do research.

D. The Source of Data

Data is very important to answer the problem that appear in research. In doing research data is gotten from two sources, there are:

1. The primary data sources that is the source on data that taken by researcher through interviews, observation, and documentation with related site include; The Principal of SMAN 1 Grogol Kediri, The Vice Principal of Student at SMAN 1 Grogol Kediri, teacher of Islamic Education, and the leader of *Studi Kerohanian Islam.*

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[2] Lexy J Moleong. *Metodologi Penelitian Kualitatif*, (Bandung: Remaja Rosdakarya, 2002), p. 121

2. The secondary data sources that is data that gotten by the existence of previous data and has relation with the problem involve the existence of literature. The choosen of informer is include some of teachers, and students who know about the case that will be researched.

E. Technique of Data Collections

Data collection is the urgent step in a research, because the main purpose of research is getting data as much as possible. The methods are used to collect data in this research, there are:

1. Observation

Observation is process to look for data systematically that can be used to give conclusion.[3] Researcher use this method to get data about the implementation of management based on spiritual quotient to develop student's religious characteristic. Technique of observation can be done by some of ways. Determination of ways depend on situation of object that will be observed, there are:[4]

a. Observation participant and non participant

Observation participant is process of observation that is done by observer by taking part of life people who will be observed. Then, observer who don't follow in life of people, it's called by non participant.

b. Observation systematic and non systematic

Observation systematic is observation that is held by systematically, factors that will be observed is complete with the category. Then,

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[3] Haris Herdiansyah, op.cit., p. 131
[4] S. Margono, *Metodologi Penelitian Pendidikan* (Jakarta: Rineka Cipta, 2007), p. 161-162

observation that is done without prepare limit outline that will be observed is called by non systematic

In this method of observation, researcher use observation of participant to collect data directly and do systematically about the implementation of management based on spiritual quotient through some programs that is held by *Studi Kerohanian Islam,* and the other religious activity to develop student's religious character at SMAN 1 Grogol Kediri.

2. Interview

Interview is conversation between two people in which one person tries to direct the conversation to obtain information for some spesific purpose.[5] In this research, researcher do communication with related side such as; The Principal of SMAN 1 Grogol Kediri, The Vice Principal of Student in SMAN 1 Grogol Kediri, teacher of Islamic Education, and the leader of *Studi Kerohanian Islam* to get additional information about the implementation of management based on spiritual quotient to develop student's religious character

3. Documentation

This documentation is used to support the authentic and originality of data in the form of photo or document about history of SMAN 1 Grogol Kediri, member and identity of principal, teacher, students, and work program of *Studi Kerohanian Islam*

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[5] Haris Herdiansyah, op.cit., p. 118

F. Data Analysis

Data analysis is the midle stage from the series of research that has a function for responsibility of originality the research based on procedure, therefore can be understood by the other without appear different perspective. The process of data analysis is conducted by researcher through the following stages:

1. Collecting data is starting from pre eliminary to ensure that the phenomena is really exist. In this case, researcher has done interview, observation, doing relation with informer, etc. The result of this activity is data. As long as the process of research done, so the process of collecting data is also done.

2. Reduction of data is arrange all of data that is gotten become one writting (script) that will be analyzed

3. Display of data is manage data into chategorize of theme become more concret and simple

4. Conclusion or verification, in this stage will be found the answer from question of research based on the finding of research

G. Checking the Validity of Data

Taking data through three phase that is; introducing, filtering, and completing data that still lack. Checking the validity is happen at the stage of filtering data. Therefore, if there is data that is irrelevant and inadequate, it will be held filtering data in the field once again so that data has high validity.[6] To get validity can use some of techniques below;

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[6] Lexy J Moleong, op.cit., p. 172

1. Presistent observation, that is held observation continually to uderstand the phenomena more deeply in site of research

2. Triangulation is used to interpretative research to investigate different actor's viewpoints, the same method, e.g. accounts, will naturally produce different sets of data.[7]

3. Peerderieting can be done through discussion by exposing temporary result or final result in the form of discussion with friend.

H. The Stages of Research

1. Pre field Stage

In this stage, researcher arrange a proposal for Tarbiyah Faculty. Researcher do pre research only to know general condition at SMAN 1 Grogol Kediri. Ask permission of observation from Tarbiyah Faculty to do research, and also doing relevant study literature.

2. The field Work Stage

In this stage, researcher do the real research by collecting data, manage data, analyze, and conclusion. The researcher effort to get data as much as possible and direct the informer into focus of research by preparing draft of question that make easier of researcher to do research, then data is identified by researcher in order make easier to be analized

3. Final Stages

In this stage researcher arrange the result of research in the form of thesis that suitable with book guidance in UIN Maulana Malik Ibrahim Malang.

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[7] Louis Cohen and Lawrence Manion, *Research Method in Education*, (London: Routledge, 1994), p. 234

CHAPTER IV

RESEARCH FINDINGS

A. Research Object Description

1. The History of SMAN 1 Grogol Kediri [1]

SMAN 1 Grogol Kediri was built in rural areas Sonorejo Grogol Kediri that can be reached by public transportation route Kediri - Nganjuk. This school was only school with the status of State Senior High School at districts Grogol.

The activity of teaching and learning at SMAN 1 Grogol Kediri still occupied at SMPN 1 Grogol Kediri on the beginning of July 1984 to June 1985 because the building for this school was still under construction. Then, on June 1985 until December 1985 moved from SMPN 1 Grogol Kediri to SDN 1 Grogol Kediri. This school has been placed in its own new building at Jl. Raya Gringging 16 Sonorejo Grogol Kediri on January 1986.

The process of teaching and learning activities at SMAN 1 Grogol Kediri started to year 1985 that still below the guidance from SMAN 2 Kediri in aspects of teachers and employees. Therefore, the management of this school still oriented to SMAN 2 Kediri. Starting on January 1986 the process of teaching and learning activities at SMAN 1 Grogol Kediri already independent because gradually they have started a lot of teachers and employees that are placed in this school, as well as temporary

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[1] Source: Document of SMAN 1 Grogol Kediri

employees who started coming and helping for education in SMAN 1 Grogol Kediri activities.

The development of SMAN 1 Grogol Kediri was appeared by improving number of students, staff, and administrative personnel. However, to make a demand by the public school is not only resting on its kwantity number of teachers and employees, but also need to increase their knowledge in terms of discipline and service to the community. In other hand, all the school components must be able to fulfil the standard of professional education.

School did the educational programs by implementing courses or training for teachers and employees as well as hold a program or activities for their students in an efforts to improve the quality of education. For example; students are given tutoring and counseling, following the Olympiade both science and sports, doing extra curricular activities of the kind adapted to the wishes of the students and parents, and so on. Student were involved to academic and non-academic competitions at local, regional and national levels.

Developing the quality of education and fulfil the needs of the community was done by SMAN 1 Grogol Kediri by giving innovation. This effort was done because the school only accepted students through the regular registration for some years ago. Starting on the academic year 2007/2008 SMAN 1 Grogol Kediri accepted new students through open enrollment PMDK that leads to the superior classess and special classes

beside receiving regular classess. Starting on the academic year 2010/2011 educational program was followed by an acceleration program that accommodates for children who have special intelligence.

List of principal who ever lead at SMAN 1 Grogol Kediri as follows;

1. Drs. Masroeki (1-7-1984 s/d 25-9-1985)

2. Drs. R. Soetomo P.S. (25-9-1985 s/d 30-6-1989)

3. Dra. Soemarti Hartono (30-6-1989 s/d September 1993)

4. Drs. Supaat (Sept.1993 s/d 01-1-1997)

5. Drs. Sami'an (01-1-1997 s/d 01-3-1997)

6. Drs. H.M. Djamaludin Malik, MM (01-3-1997 s/d 27-3-2007)

7. Drs. H. Abu Abik Toiron (27-3-2007 s/d 14-2-2012)

8. Roziq, S Pd., M Si. (14-2-2012 until now)

2. School Profile

In this part the researcher will give information about the condition of SMAN 1 Grogol by providing school profile as the research of object globally. General description of school can be seen by information in appendix.

3. Vision and Mision of SMAN 1 Grogol Kediri

a. Vision

Achieving high quality of school in faith and devotion to Allah SWT, good personality, achievement, also effort to keep and manage environment.

b. Mision

1) Increasing faith and devotion to Allah SWT and harmonize relation among members of school.

2) Civilize dicipline and 4S (*Senyum, sapa, salam, salaman*), avoid from Napza and free sex

3) Increasing achievement in the scope of academic (graduation, value of national examination, and total of student that is received by State University), scope of sport, and art.

4) Achieving members of school that understand the meaning and the importance of environment for human

5) Achieving members of school that able to keep and develop the quality of environment

6) Achieving members of school that able to prevent damage of environment

7) Increasing the motivation of student to be enterpreneur and active to develop enterpreneurship based on environment and technology

c. Motto of SMAN 1 Grogol

1) Study without be ordered

2) Dicipline without be seen

3) Rule without broken

4) Vision and mision is achieved without be influenced

4. Organizational Structure of SMAN 1 Grogol Kediri

The organizational structure of SMAN 1 Grogol Kediri is developed systematically. The school also cooperates with the school comitee. In the organizational structure of schools, the role of principal is a top leader in the school. To perform his duties, he is assisted by four vice principals that is vice principal of curriculum, student section, facilities and infrastructure, and public relations.

The school management is holding by level, characteristic, and variant of school. In the school organization system has managed by centered government along the minister's decision of national education. Therefore , the organization structure will be clear by school organization. In the organization structure of school there are a relation and working mechanism between principal, staff, teachers and students, and other part out of school. Organization structure of SMAN 1 Grogol will be provided in appendix.

5. School Condition and Facilities at SMAN 1 Grogol Kediri

To know the physical facilities at SMAN 1 Grogol Kediri, researcher has carried out and direct observation at the research locations. This data is supported by the documentation. The data can be described spesifically by explanation below.

SMAN 1 Grogol Kediri have four programs, such as; Natural Sciences (IPA), Social Sciences (IPS), Language, and Acceleration program. The condition of facilities and infrastructures at SMAN I Grogol Kediri can be said is very adequate, but it still held additional development to support learning process in this school.

The school condition of SMAN 1 Grogol Kediri is very comfortable. It showed by:

- Many flowers planted

- Medicine planting

- The several healthy facilities which supplied around school example the basin and the environment

- Many message on the wall by several fun graphic

- The cheerful gazebo for studying

Many Facilities for improving the quality of SMAN 1 Grogol Kediri, there are:

1. Studying media, while 10 unit of UHP, LCD and TV/VCD completed by studying program

2. Language, Computer, Internet, Physics and Biology laboratorial

3. School Administration management and finance system has managed by computerization. So, easier to service the data and information either internal or external

4. White board used at every class for teaching and learning activities

5. The library has computer network cooperated with UNIBRAW. It program and developed for reconstruction

6. Nice area by park, orchid park, ministudio, and canteen

7. Information servicing School Radio and Website

The facilities and infrastructure at SMAN 1 Grogol Kediri will be provided in appendix

6. Teacher and Employee Condition at SMAN 1 Grogol Kediri

Education personnel in school are divided into two components, namely teachers and administrative staff. Teachers is important component in learning process to educate and guide students in the class. While the administrative staff are person who capable on administration related to student needs, staff, and school supplies. Therefore, school need professional person for each component to do their responsibility in the school as well as possible including in the form of management based on spiritual quotient. The following data of human resources and administrative at SMAN 1 Grogol Kediri will be provided in appendix.

The employee at SMAN 1 Grogol Kediri are divided into three categorizes, namely teacher with PNS status as 49 people, non permanent teacher (GTT) as 20 people, and non permanent employee (PTT) as 16 people. Overall it was a number of teachers such employee as well as administrative employess, librarians, and laboratorans. In dividing the duties of employee is appropiate with the eligibility of duty or dedication.

SMAN 1 Grogol Kediri is still effort to develop the quality of teacher through training or short course in order to become professional teacher. This effort is done by teacher to develop the quality of school to achieve good standars of achievement. According to the principal of SMAN 1 Grogol Kediri when interviewed as bellows:

> *"SMAN 1 Grogol Kediri always efforts to improve the quality of education through the activity of training for teacher especially for teacher who teach in acceleration class. Therefore, they have more capability in mastering language and technology."*

"SMAN 1 Grogol Kediri terus mengupayakan peningkatan mutu pendidikan salah satunya dengan mengadakan pelatihan/diklat bagi guru khususnya bagi guru yang mengajar di kelas khusus dan akselerasi sehingga lebih terampil dalam kemampuan berbahasa dan penguasaan ICT."[2]

In learning process, the principal often control the dicipline of teacher because in his opinion dicipline is become key factor to create high quality of human resources. This case also related to development of spiritual culture at school that is teacher should inculcate spiritual value for student in every condition, then teachers are expected to be good model for student by having good attitude in the environment.

7. Students Condition at SMAN 1 Grogol Kediri

Student of SMAN 1 Grogol Kediri are the students that registered by formal in school catalogue. They come from several place of Kediri either village or city and also come from variant backgrounds. Student of SMAN 1 Grogol Kediri are divided by class X, XI, and XII in the program of science, sosial, and language for class XI, and XII. For explaining, researcher will present the student's data from document of SMAN 1 Grogol Kediri in appendix.

B. Data Exposure

1. The Implementation of Management Based on Spiritual Quotient to Develop Student's Religious Character at SMAN 1 Grogol Kediri

SMAN 1 Grogol Kediri is one of public school that is not only develop about intellectual intelligence (IQ) and emotional intelligence (EQ),

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[2] Interview with Mr Roziq, the principal of SMAN 1 Grogol Kediri on November 19th, 2012 at 09.00 am

but also develop spiritual intelligence (SQ) for student although basically every student have this intelligence since they was born. Spiritual quotient is basic for student to develop their religious character because the character is significant aspect of people to be people who have strong mentality. Therefore, to develop student's religious character that related to aspect of spritual quotient is needed the role of management based on spiritual quotient for high school's student.

The implementation of management based on spiritual quotient at SMAN 1 Grogol Kediri can be seen from some of activity that related to religious program in the extracurricular program of *Studi Kerohanian Islam,* development of spiritual culture, learning process in the class, and the existence of subject character of nation that is involved in every subject or activity in this school because in this school is very consider to create student's character espesially in religious aspects.

Implementing management based on spiritual quotient, basically need a design that suitable with vision and mission of the school and the goal of national education that is create good personality of student. In this sense, school tries to develop the interest of student to develop their religious character. In the process of management involve the fundamental function that is showed by the manager/for this role is principal, such as; planning, organizing, actuating, and controlling in order the process of management can be done effective and efficiently.

> *"Spritual aspect is one of important aspect that have to be developed*
> *at school, because the goal of school are achieve the graduation who*

able to socialization at school or society. Therefore, school involve the character value for every subject."

"Aspek spiritual adalah salah satu aspek penting yang perlu kita kembangkan di sekolah, karena tujuan dari sekolah adalah mewujudkan lulusan yang ber-IMTAQ serta mampu bersosialisasi dengan harmonis di sekolah maupun masyarakat. Oleh karena itu pada materi-materi di sekolah selalu kita sisipkan tentang nilai-nilai karakter."[3]

Based on the statement above, the implementation of management based on spiritual quotient can be done by inculcate character values for student. Therefore, the design of the activity should consider to create the character of student espesially in their religious. The design of management based on spiritual quotient can be seen by the following process below:

a. The Design of New Students Acceptance and Orientation

The design of new student's acceptance and orientation was designed in the beginning of the year. The programs are included in the work program of vice principal of students that related to student's development. It can be proven by the statement of vice principal of student at SMAN 1 Grogol Kediri as follows:

"Planning about student's potential include in category development of religious character through work program of Vice Principal of student. This effort is done to introduce character values for student through some activities at school."

"Perencanaan mengenai pengembangan potensi siswa termasuk dalam rangka mengembangkan karakter beragama sudah didesain melalui program kerja waka kesiswaan. Hal ini diupayakan untuk memperkenalkan nilai-nilai karakter kepada siswa melalui berbagai kegiatan yang diadakan di sekolah ini."[4]

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[3] Interview with Mr. Roziq, the principal of SMAN 1 Grogol Kediri, on November 19, 2012 at 10.00 am

[4] Interview with Nur Kholis, the vice principal of students at SMAN 1 Grogol Kediri, on November 19, 2012 at 09.30 am

Student's orientation was done after student accepted at SMAN 1 Grogol Kediri. The agenda of student's orientation consist of some activities of introducing student to school environment. In this sense, students also given introduction about Islamic values and exttracurricular program that involve in religious activities. It is emphasized by the statement of vice principal of students at SMAN 1 Grogol Kediri as follows:

> *"After students are received by SMAN 1 Grogol, they will do orientation during three days. They will be given introduction about school, general knowledge, and extracurricular activity, one of them is Studi Kerohanian Islam."*
> "Setelah siswa diterima di SMAN 1 Grogol Kediri, mereka akan melaksanakan kegiatan orientasi (MOS) selama 3 hari. Ketika kegiatan MOS mereka akan diberikan pengenalan tentang sekolah, wawasan umum, serta pengenalan tentang kegiatan extrakurikuler di antaranya adalah kegiatan extrakurikuler keagamaan yaitu *Studi Kerohanian Islam.*"[5]
> Religious activity that performed by program of Studi Kerohanian

Islam had opportunity to introduce their program in the third day of orientation. It has purpose to make new students know and interest with religious program, therefore the member's of Studi Kerohanian Islam tries to make the introduction program as interest as possible.

> *"We are usually introduce the program of SKI in third day of orientation that also be used to introduce work program for all extracurricular program. The purpose is to make new student interest to follow the activity of SKI. The response of new student is positive that finally they want to join to be the member of SKI."*
> "Kami biasanya memperkenalkan kegiatan SKI ketika MOS hari ketiga yang biasanya digunakan untuk memperkenalkan program kerja seluruh kegiatan extrakurikuler, tujuannya agar adik-adik

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[5] Interview with Nur Kholis, the vice principal of students at SMAN 1 Grogol Kediri, on November 19, 2012 at 09.30 am

siswa baru bisa tertarik mengikuti kegiatan SKI ini. Respon mereka cukup positif untuk ingin masuk menjadi anggota SKI."[6]

In the activity of student's orientation, the students were given spiritual motivation by the personnel of IMTAQ team to built the religious character of student. The commitee of student's orientation prepared some activities related to spiritual development in order new students at SMAN 1 Grogol Kediri have strong foundation about religion, therefore they can achieve the goal of education. Student's orientation is important activity to introduce student about significant aspect to support the success of education in the school.

The purpose of student's orientation among them is to create student who have quality in IMTAQ and IPTEK, thus it is need the introduction of religious activity and the other important activity in the school. Student's orientation was needed in the form of design management based on spiritual quotient at SMAN 1 Grogol Kediri. For more detail about student's orientation can be seen in vice principal of the students work plan in appendix.

b. The Design of Islamic Teaching

Islamic teaching is one of the form the implementation of management based on spiritual quotient at SMAN 1 Grogol Kediri. Islamic teaching is recognized become the effevtive way to deliver knowledge related to subject of islamic education in the classroom. In learning process, students are expected not only mastering in subject but

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[6] Interview with Dini Rahayu, the member of SKI at SMAN 1 Grogol Kediri, on November 17, 2012 at 11.00 am

also able to implement or practice their knowledge about religion into good behavior. It can be seen from the statement of Islamic education teacher of SMAN 1 Grogol Kediri as follows:

> *"Learning proccess at classroom is effective program to control students directly. After students getting subject , they must analyse and give example related to daily life. In this sense we also give evaluation about theory and practice to know the success of student in learning proccess."*
> "Pembelajaran di kelas merupakan kegiatan yang efektif untuk mengontrol siswa secara langsung. Setelah siswa mendapatkan materi mereka diminta menganalisis dan memberikan contoh terkait dengan kehidupan sehari-hari. Dalam hal ini kami juga memberikan evaluasi tentang teori dan praktiknya untuk mengetahui tingkat keberhasilan siswa dalam proses pembelajaran."[7]
> Islamic teaching is the activity that determine the spirituality of

student by involving the role of teacher to inculcate religious value for students. Islamic education teacher must has planning of Islamic teaching in the classroom in the form of syllabus and lesson plan. In this sense, they involve character value in the lesson plan because learning process in the class should involve character value to develop religious character of student after receiving material.

In designing lesson plan, Islamic education teacher should consider about media and method that appropiate with the material. The existence of appropiate method and media will support the success of learning process. This case was supported by the statement of Islamic education teacher at SMAN 1 Grogol Kediri as follows:

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[7] Interview with Firdausiyah, Islamic Education teacher at SMAN 1 Grogol Kediri, on November 17, 2012 at 12.00 am

"We make syllabus and lesson plan because the existence of them make the learning process more dicipline. The sense that should be note is the existence of character value that must be achieved by students in every subject. Thus, the learning model is suitable with the subject in order students can achieve character value for that subject."

"Kami membuat silabus dan RPP untuk perencanaan pembelajaran karena keberadaan RPP di sini membuat proses pembelajaran lebih terarah. Hal yang diperhatikan di sini adalah adanya nilai-nilai karakter yang harus dicapai siswa dalam setiap materi yang diajarkan, jadi tentang model pembelajarannya juga menyesuaikan dengan materi apa yang akan diajarkan sehingga diharapkan siswa dapat mencapai nilai-nilai karakter yang ada dalam materi tersebut."[8]

The existence of lesson plan and syllabus is become reference in islamic teaching in the class that was conducted by Islamic education teacher. The important aspect is student can practice their knowledge into good behavior in daily life. For more details about the syllabus and lesson plan are designed by Islamic education teacher at SMAN 1 Grogol Kediri can be seen in the appendix.

c. The Design of Religious Activities

The design of religious activity was conducted by IMTAQ team at SMAN 1 Grogol Kediri. They have many programs to develop student's religious character. IMTAQ team cooporate with Islamic education teacher and vice principal of students to do their duty. They try to facilitate student in providing some religious activities to apply the theory or subject that got by students in the class. The existence of IMTAQ team become significant aspect in the school because they support the duty of Islamic education teacher in designing religious

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[8] Interview with Firdausiyah, Islamic Education teacher at SMAN 1 Grogol Kediri, on November 17, 2012 at 12.00 am

activities. It was based on the statement of vice principal of student at SMAN 1 Grogol Kediri as follows:

> *"The existence of IMTAQ team can support the religious activity at school. Then, the program is coordinized by Vice Principal of Student in order the agenda running well."*
> "Pembentukan tim IMTAQ ini sangat mendukung kegiatan keagamaan yang diadakan di sekolah. Program yang sudah direncanakan oleh tim IMTAQ dikoordinasikan dengan kami selaku waka kesiswaan sehingga kegiatan dapat berlangsung dengan baik."[9]

The program that was done by IMTAQ team must be done by students at SMAN 1 Grogol Kediri. Beside to support religious activities in the school, the program of IMTAQ team can develop relgious character of student because they implement religious value by practicing in daily life. There are some programs that have been programmed by IMTAQ team such as; Islamic great day (*Isro' Mi'roj, Maulid Nabi*, Islamic New Year, etc), *Pondok Ramadhan, Qurban, Zakat Fitrah*, Religious Speech, *Halal Bihalal, Istighosah*, Praying dhuha, Monitoring Al Qur'an, etc.

Studi Kerohanian Islam is one of extracurricular program that support the implementation of management based on spiritual quotient at SMAN 1 Grogol Kediri. This program not only related to spiritual development but also it tries to inculcate religious values for student in order students have religious character. *Studi Kerohanian Islam* become additional religious activity beside learning process in the class because the time allocation to study about Islamic education just two hours a

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[9] Interview with Nur Kholis, Vice Principal of Students at SMAN 1 Grogol Kediri, on November 19, 2012 at 10.00 am

week. Therefore, the role of *Studi Kerohanian Islam* is at SMAN 1 Grogol Kediri to maximalize the development religious character for students.

Studi Kerohanian Islam has many programs to develop religious character of student at SMAN 1 Grogol Kediri. There are many students that interest to follow the program of *Studi Kerohanian Islam* because it has variant of programs. The member of *Studi Kerohanian Islam* tries to make inovation in the program beside follow the program from vice principal of student. It has purpose to make new student or the other member more spirit to follow the program. This is based on statement of the leader of SKI at SMAN 1 Grogol Kediri as follows:

> *"When receiving new member of SKI, we as the commitee efforts to make the agenda of introduction can be interesting as well as possible through games and dialogue. As the result, there are many students follow this program."*
> "Pada saat penerimaan anggota baru SKI kami selaku pengurus berusaha membuat acara pengenalan SKI semenarik mungkin melalui games dan dialog interaktif. Hasilnya banyak yang tertarik untuk mengikuti kegiatan SKI ini."[10]
> The existence of Studi Kerohanian Islam give big contribution to

the implementation of management based on spiritual quotient at SMAN 1 Grogol Kediri. It can be shown by the achievement of student that follow SKI program more develop in their religious character as well as the knowledge about religion. It also supported by the achievement in

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[10] Interview with Andreas Afandi, The Leader of SKI at SMAN 1 Grogol Kediri, on November 19, 2012 at 12.00 am

academic. It shown by the statement of Islamic Education teacher at

SMAN 1 Grogol Kediri as follows:

> *"The program of SKI is very support school to achieve school vision namely develop IMTAQ of students. This program make students have knowledge about religion outside school agenda, therefore their knowledge more deeply. The program of SKI also hold beneficial program to develop student's potential such as reading Al Qur'an, Nasyid, and Da'wah."*
> "Kegiatan SKI sangat mendukung sekolah dalam mewujudkan visi sekolah yaitu meningkatkan IMTAQ pada siswa. Dengan adanya kegiatan ini siswa mendapatkan pengetahuan mengenai agama di luar jam pelajaran sehingga wawasan mereka dapat bertambah. Kegiatan SKI ini juga mengadakan kegiatan yang sangat bermanfaat dalam mengembangkan potensi siswa seperti bimbingan membaca Al Qur'an, Nasyid, dan dakwah."[11]
> It was also expressed by one of the member of SKI at SMAN 1

Grogol Kediri as follows:

> *"I am very interest to follow SKI program because want to get more knowledge about religion. Approximately, the members of SKI also have many achievements and good behavior. Here, we can share about achievement and make competition to get more achievement."*
> "Saya sangat tertarik untuk mengikuti kegiatan SKI ini karena ingin mendapatkan pengetahuan lebih tentang agama. Anggota SKI juga rata-rata murid-murid yang berprestasi di samping memiliki akhlak yang baik. Di sini kita juga bisa sharing dalam hal prestasi akademik, jadi kita juga bisa saling berkompetisi untuk meraih prestasi."[12]
> Studi Kerohanian program started the religious activity by doing

LDKMS (*Latihan Diklat Kepemimpinan dan Manajemen Siswa*) and

TOP (*Training Organisasi Pengurus*). In this activity the member of SKI

arrange the organizational structure and religious activity. The program

will be discuussed by the guide of SKI to get agreement. This program

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[11] Interview with Firdausiyah, Islamic Education Teacher at SMAN 1 Grogol Kediri, on November 17, 2012 at 12.30 am

[12] Interview with Liswatul Khasanah, the Member of SKI at SMAN 1 Grogol Kediri, on November 19, 2012 at 11.00 am

has purpose to see the effectiveness of program that compare with last year. The series of activity in Studi Kerohanian Islam sometime also be united by the other extracurricular in the form of outbond. In outbond they apply the value of character because the unity of extracurriculer is become part of subject character of nation. For more detail about the program of religious activity and *Studi Kerohanian Islam* can be seen in work plan of religious program in appendix.

The process of implementation of management based on spiritual quotient need the role of all members of school espesially the role of principal, vice principal of student, Islamic education teacher, religious program, student, and the support of parents in order the process of implementation running well. In this sense the principal has a role as supervisor who determine school policy by controlling the activity of teacher and students in the class espesially in aspect of religious. The development of spiritual aspect of school is not only implemented by the aspect of worship but also srudents are expected to have attention in keeping environment as part of program Adiwiyata school, because cleaness is part of faith.

Teachers in implementing management based on spiritual quotient tries to develop religious character of student by inculacating character value that exist in lesson plan and syllabus. They make habituation to pray before starting and ending the lesson in the class. Teacher also always develop the ability of student in reading Al Qur'an and improve

the skills of student related to spiritual development by identifying student interest. Students have habitual in greeting when meeting the other and also shaking hands with the teacher. The teacher also control the daily worshipping of student by monitoring that can make student have motivation to develop the quality of their worship. This monitoring become the consideration of teacher in giving value of Islamic education for student beside seeing of their cognitive aspect.

There some several religious programs that help the student to develop their religious character and spirituality, among them are:

1) *Jama'ah* for dhuha and dhuhur prayer

This activity is done by students independently, although school doesn't give the obligation to do *jama'ah* for dhuha and dhuhur prayer. There are many students who consciouss to do this activity to develop their spiritual.

2) Religious Speech

Religious speech is done by Islamic education teacher or person who expert in religious. This activity usually hold on Friday, Saturday, and the big Islamic event. This activity give many benefits to give religious knowledge for student.

3) Charity

Charity is held every Friday and whwn there is religious activity. This activity is expected can develop the careness of student to environment and the other person who need helping.

4) Islamic Music

Islamic music is played when the religious activity running or in the time of take a rest for student. This is expected to make student have habitual to hear Islamic music to develop their religious.

5) Istighosah

This activity is held every week in the hall of SMAN 1 Grogol Kediri. This is expected to pray the success of the student in their studies. This activity is supported by the member of SKI as success team that responsible to prepare this activity.

6) The Guidance Subject Character of Nation

This activity is held once a month by uniting all the extracurricular program in SMAN 1 Grogol Kediri. This activity has a purpose to inculcate character value for student by practicing togetherness and avoid a gap among student. The student cooporate to prepare the agenda in place of outbond.

The important program in this activity is keeping environment by planting trees both in the place of outbond and in the school environment because school have Adiwiyata program. This activity is supported by the statement of Islamic education teacher at SMAN 1 Grogol Kediri as follows:

> *"Subject character of nation is one of activity that support to develop IMTAQ of students, because IMTAQ is not only based on student's knowledge about religion but also care with the others and environment. Their character to cooperation and tolerance is formed as well as their religious character to apply principle of Islam that is loving cleaness"*

"Subjek karakter kebangsaan ini merupakan salah satu kegiatan yang mendukung sekali dalam meningkatkan IMTAQ siswa, karena IMTAQ tidak hanya berdasar pada pengetahuan siswa tentang agama saja tapi juga kepedulian siswa terhadap sesama dan lingkungan. Karakter mereka untuk saling bekerja sama dan toleran mulai terbentuk begitu juga karakter mereka dalam beragama yang mengaplikasikan prinsip Islam mencintai keindahan dan kebersihan"[13]

In this school tries to make habitual of student to implement of keeping environment by Adiwiyata program. For more detail of Adiwiyata program can be seen in the appendix.

2. The Obstacles of the Implementation of Management Based on Spiritual Quotient at SMAN 1 Grogol Kediri

The implementation of management based on spiritual quotient at SMAN 1 Grogol Kediri also have the obstacles for its implementation. The obstacles 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. This statement is based on vice principal of student as follows:

"Work program usually just follow the program from previous year because the implementation is good therefore only need to be developed, but it still has limitation to develop this inovation"
"Program kerjanya biasanya mengikuti program-program tahun kemarin karena pelaksanaannya sudah cukup baik sehingga hanya perlu dikembangkan saja, namun dalam megembangkan inovasi ini kami masih ada keterbatasan"[14]

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[13] Interview with Firdausiyah, Islamic Education teacher at SMAN 1 Grogol Kediri on November 17, 2012 at 12.15 am

[14] Interview with Nur Kholis, Vice Principal of Students at SMAN 1 Grogol Kediri on November 19, 2012 at 09.00 am

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.

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 was not only responsible in controlling student's activity but also must finished the other duty from school itself or duty from outside of schhol.

d. Student activities are full

Full activity of student sometime make the implementation of mnagement 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. This statement was emphasized by Islamic education

teacher at SMAN 1 Grogol Kediri as follows:

> *"Students sometime unsincere to follow the program of school because they fell there are so many activity. When they are ordered to memorize yasin they mention many reasons "Miss, i'm very tired, can memorize, difficult". Yeah, that is students, can't be forced".*
> "Anak-anak kadang mengeluh kalau mengikuti kegiatan yang sudah diprogramkan sekolah, karena mereka beralasan sudah terlalu banyak kegiatan. Waktu disuruh hafalan yasin saja mereka beralasan "Bu capek, gak bisa hafalan, sulit Bu". Ya begitulah kadang repot juga kalau harus memaksa anak-anak."[15]
> In this sense, 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.

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. This is expressed by the statement of student at SMAN 1

Grogol Kediri as follows:

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[15] Interview with Firdausiyah, Islamic Education teacher at SMAN 1 Grogol Kediri on November 17, 2012 at 12.30 am

"Sometime we don't follow the activity miss because bored and tired with the program that is hold by school. If the other friend don't follow that activity, i'am also choose to don't follow too".

"Kadang-kadang juga gak ikut kegiatan mbak soalnya jenuh dan capek dengan kegiatan yang diadakan sekolah. Kalau teman yang lain banyak yang gak ikut saya juga gak ikut"[16]

C. Research Finding

The data exposure above describe the result of research, therefore could be offered on research findings as follows:

1. 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:

   a. The design of new student acceptance and orientation by introducing some religious program at SMAN 1 Grogol Kediri and inculcate student with character value in every activity in the school. In this sense, new students are introduced by religious program of *Studi Kerohanian Islam* as media to develop student's religious character. The member of SKI tried to create interesting program in order new student interest to follow the activity of SKI. The result showed that mayority of new students interest to be the member of SKI.

   b. The design of Islamic teaching was designed in syllabus and lesson plan that consist of character value, cognitive, affective, and

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[16] Interview with Da'iratul Khasanah, Student of XI IPA 2 at SMAN 1 Grogol Kediri on November 17, 2012 at 09.15 am

psycomotor that should be achieved by student. Islamic education teacher not only emphasize student for mastering subject but also practicing their knowledge in their life. After understanding about the material, Islamic education teacher evaluate student both theory and practice to measure the success of student in learning process. The role of the member of school give significant influence for student to make good habitual of them such as the habitual of shaking hand when meet with teacher, pray before and after lesson, and respect among friends in socialization. In giving value, teacher not only saw the cognitive of student but also consider the aspect of student's attitude.

c. The design of religious activity that include the program of *Studi Kerohanian Islam* and the existence of subject character of nation. The existence of *Studi Kerohanian Islam* support the role of Islamic education teacher to develop student's religious character. It is not only improve the knowledge of student in understanding about religion but also they implement religious value in the form of daily worshipping and good behavior in school environment. In creating strong spirituality, school inculcate character value by doing some activities in the form of subject character of nation. Student implement religious value by keeping environment that appropiate with the concept of Islam

2. 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*

CHAPTER V

DISCUSSION

A. The Implementation of Management Based on Spiritual Quotient to Develop Student's Religious Character at SMAN 1 Grogol Kediri

Spiritual Quotient is important aspect that have to be achieved in goal of education. This statement is related to article No. 20 of 2003 that the goal of education is to create learners who has spiritual, good character, and intelligence.[1] The existence of spiritual quotient is needed for student because it can make them balance between emotional and intellectual. Therefore, to achieve the goal of education is required a management practice to arrange the process of developing spiritual at school. In this sense, management practice is focused on the management based on spiritual quotient to develop student's religious character that shown by some of religious activity at school. This program is happen to help student to develop their spiritual not only at school but also in daily life.

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 controllig. 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.

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[1] *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional* (Bandung: Citra Umbara, 2006), p. 76

In practice of management, design or planning is become the first step to determine the success of action. This case is caused by the function of design to determine the purpose of the framework in achieving spesific goal. The design is done by examining the strengths and weakness of organization, determine strategies, policies, and program. The design of management based on spiritual quotient was conducted by SMAN 1 Grogol involve the design of objectives and programs. The objective of management based on spiritual quotient is to create human who has high spiritual and good behavior.

The aims of management based on spiritual quotient is appropiate with the aim of Islamic education that explained by Naquib al Attas that the aim of education in Islamic perspective is to produce a good man. The meaning of good man in our concept is the fundamental element inherent in the concept of education in Islam is the inculcation of *adab,* for it is *adab* in the all-inclusive sense i mean, as encompassing the spiritual and material life a man that instills the quality of goodness that is sought after.[2]

The aim of management based on spiritual quotient at SMAN 1 Grogol was appropiated 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 sructural, non formal structural, implementation of spiritual culture, and daily worshipping.

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[2] Muhammad Naquib al Attas (ed), *Aims and Objectives of Islamic Education*, (Jeddah: King Abdul Aziz University, 1979), p.1

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.

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 challange when they go outside school or house. Therefore, society should give positive effect in order student have motivation to do good action everyday.

B. The Obstacles of the Implementation Management Based on Spiritual Quotient at SMAN 1 Grogol Kediri

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 appropiate 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.[3]

Full activity of student sometime make the implementation of mnagement 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.

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[3] Umar Tirtarahardja, *Pengantar Pendidikan* (Jakarta: Rineka Cipta, 2005) p, 53

CHAPTER VI

CONCLUSION AND SUGGESTION

A. Conclusion

After describing the theoritical study and analysis of data based on the research findings in the field about management based on spiritual quotient to develop student's religious character at SMAN 1 Grogol Kediri, it can be concluded as follows:

1. 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.

2. 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*

B. Suggestion

Based on the results of the study, the author want to provide several suggestions for:

1. The principal, Islamic education teacher, and all member of school should be able to establish good cooperation in order the process of management based on spiritual quotient can develop optimally.

2. There are the role active of parents and society to optimalize and support the school's activity to achieve vision and mission at SMAN 1 Grogol Kediri

3. The activity in the school not only focus on cognitive aspect but also more amphasize to create student's character espesially in their religious

4. The student should have comitment to do school activity as well as possible in order can achieve the goal of education in the school

Moreover, it also recommended for next researchers who are interested in doing further researchers in the same field to use this findings as a starting point in conducting the research. By using the same theory, the next researchers are suggested to use different data sources. In this sense, they can take many observation results to do better than this research.

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APPENDIX I

TRANSCRIPT OF INTERVIEW

Subject	Question
Principal	1. How is the implementation of management in improving IMTAQ of students? 2. What is the importance of spiritual aspect in the school? 3. What is the role of principal to develop spiritual aspect in the school?
Vice principal of Student	1. How is the design of implementing management based on spiritual quotient in the school? 2. What are the programs that support the implementation of management based on spiritual quotient in the school? 3. What are the obstacles in implementing management based on spiritual quotient in the school? 4. How are the ways to develop student's religious character in the school? 5. How are the ways to develop the quality in this school?
Islamic Education Teacher	1. How is the method of teacher to inculcate character values for student in learning process at classroom? 2. How is the relation between subject character of nation and religious character for students?
Student	1. How is the process of introducing religious program for new student? 2. Why do the students interest to follow religious program?

APPENDIX II

EVIDENCE OF OBSERVATION

1. **Implementation of Islamic Instructional Lesson at Classroom**

Date : November 15, 2012

Time : 12.30-14.00 WIB

Place : Class XI IA 2

The implementation of Islamic instructional lesson at classroom running well. The lesson started by praying together that is lead by teacher. The instructional activity at classroom is designed by teacher using integration between character values and islamic theory that is needed by students in their daily life. It is proven by the existence of syllabus and lesson plan that is used by teacher. Teacher always make habitual of students to implement spiritual culture not only in classroom but also in their daily life.

Picture 1: Teacher Lead Students for Praying before Starting Lesson

2. Implementation of SKI Program

The implementation of SKI program is done after the end of lesson. Usually this activity invite the speaker from outside like the graduation of SMAN 1 Grogol itself or Islamic Education teacher from the other school but the activity is often guided by Islamic education teacher by SMAN 1 Grogol. There are many activities of SKI program among them are; social activities in society, outbond, etc. The members of SKI feel enjoy to follow the series of activity that is hold by school. The implementation of SKI program at SMAN 1 Grogol Kediri have good coordination between students and teacher. Students have habitual to do the activities outside school independently, therefore this way can give good contribution espesially it can make student have high responsibility. Finally the duty of teacher is facilitator that only give the motivation and guidance for student.

Picture 2: The Activity of Members of SKI in Social Activity

3. Implementation of Religious Activity

The implementation of religious activity still have relation with the activity of SKI program. This activity is held by school not only for daily habitual of students but also support school program if there is Islamic celebration at school. The purpose of this activities are to create spiritual culture and develop religious character for student.

Picture 3: The Distribution of Alms

Picture 4: Talkshow for Teenagers

APPENDIX III

ORGANIZATION STRUCTURE OF SMAN 1 GROGOL KEDIRI

2012/2013

ROZIQ, S Pd., M Si

The Principal of SMA Negeri 1 Grogol Kediri

ROHMAD MUJIANTO, S Pd

Vice Principal of Curriculum

Drs. H. NUR KHOLIS

Vice principal of Student

SRI MINARNI, S Pd

Vice Principal of Public Relation

MASRUKIN, S Pd

Vice Principal of Facilities and

Infrastructure

ORGANIZATION STRUCTURE OF SMAN 1 GROGOL KEDIRI
2012/2013

No.	Name	NIP	Duty
1.	Roziq, S Pd., M Si.	1963 0718 198703 1 010	Principal
2.	Rohmad Mujianto, S Pd	19610402 198711 1 001	Co Curriculum
3.	Drs. H. Nur Kholis	19590325 198603 1 009	Co Student
4.	Masrukin, S Pd	19601230 198412 1 005	Co Facilities&Infrastructure
5.	Sri Minarni, S Pd.	19640325 198512 2 003	Co Public Relation
6.	Tri Sulistyorini, M Pd.	19590527 198601 2 001	School Teasurer
7.	Hj. Solihah, S Pd.	19560515 197903 2 004	Comitee Treasurer
8.	S u r o t o	19640813 198602 1 003	Co TU
9.	Suci Rahayu, S Pd	19630821 198512 2 002	Co Superior Class
10.	Drs. Didik Puji Santosa	19641128 198903 1 008	Co Special Class
11.	Yulia Indriyati, S Pd.	19640301 198512 2 003	Co Library
12.	Drs. M. Rukianto Bustami	19561021 198103 1 005	Co Computer
13.	Drs. Eko Budi Chritiono	19680313 199803 1 008	Co LAB Biology
14.	Tri Sulistyorini, M Pd.	19590527 198601 2 001	Co LAB Language
15.	Drs. Ari Purwadyah PL, M Pd.	19621126 198512 2 003	Co LAB Physic
16.	Ari Eka P, S Kom.	19840429 201001 1 012	Co Multi Media and WEB

APPENDIX IV

The Facilities and Infrastructures at SMAN 1 Grogol Kediri

No	Room	Size (m^2)	Total
1	Classroom	1.512,00	21
2	Lab IPA		
3	Lab Physic	120,00	1
4	Lab Biology		
5	Lab Chemistry	120,00	1
6	Lab Language	120,00	
7	Lab IPS		
8	Lab Computer	135,00	1
9	Library	120,00	1
10	Auditorium	168,00	1
11	UKS	21,00	1
12	Multimedia	120,00	1
13	Guidance Conselling Room	45,50	1
14	Headmaster Office	24,00	1
15	Teacher Room	128,00	1
16	TU	71,00	1
17	Osis Room	45,50	1
18	Mushola	169,00	1
19	Toilet for Headmaster	6,00	1
20	Toilet for Teacher	18,00	2
21	Toilet for Student	121,50	14
22	Werehouse	35,00	1
23	Production Unit		
24	Koperasi		
25	Parking area for Teacher	156,00	1
26	Parking area for Student	231,00	1
27	Boarding House	168,00	2
28	Gallery		
29	Canteen		
30	Security Post	4,50	
31	Long jump field		
32	Volleyball field		
33	Basketball field		

Data of Human Resources at SMAN 1 Grogol Kediri 2012/2013

Graduation	Number of Teacher and Staff			
	PNS	GTT	PTT	Total
S2/S3	5	-	-	5
S1/D4	41	20	5	63
D2/D3	-	-	1	1
D1	-	-	-	-
SMA/MA	3		10	16
Number	49	20	16	85

APPENDIX V

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**PROGRAM KERJA
STUDI KEROHANIAN ISLAM
MASA BAKTI 2012/2013**

</div>

<div align="center">
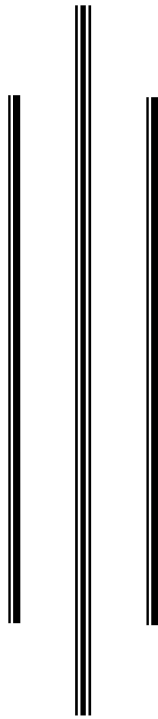
**SMA NEGERI 1 GROGOL
Jl. Raya Gringging 16 Grogol Kediri 64151
Telp (0354) 773009**

</div>

KEPUTUSAN

KEPALA SMA NEGERI 1 GROGOL

Nomor : 421.7/398/418.47.0305/2012

Tentang

SUSUNAN PENGURUS STUDI KEROHANIAN ISLAM (SKI)

UPTD SMA NEGERI 1 GROGOL

PERIODE 2012/2013

Menimbang :

a. Bahwa telah berakhirnya masa bakti pengurus studi kerohanian islam (ski) periode 2011/2012.
b. Bahwa dirasa perlu membentuk dan mengesahkan pengurus studi kerohanian islam (ski) 2012/2013.

Mengingat :

a. Keputusan menteri pendidikan dan kebudayaan dan menteri Negara pemuda dan olahraga ri nomor : 0445/U/1984.
b. Anggaran dasar dan anggaran rumah tangga organisasi intra sekolah (OSIS) sma negeri 1 grogol.

Memutuskan

Menetapkan :

1. Susunan pengurus dan program kerja studi kerohanian islam (ski) sma negeri 1 grogol periode 2012/2013 sebagaimana terlampir keputusan ini.
2. Keputusan ini mulai berlaku sejak tanggal ditetapkan, apabila dikemudian hari terdapat kesalahan akan dilaksanakan pembetulan-pembetulan sebagaimana mestinya.

Ditetapkan di : Grogol
Pada tanggal : 08 Oktober 2012

Kepala SMA Negeri 1 Gogol

Roziq, S.Pd, M.Si

NIP.19630718 198703 1 010

Tembusan :

Disampaikan kepada Yth.

1. Wakasek kesiswaan
2. Pembina OSIS/SKI
3. Ketua SKI
4. Yang bersangkutan

TENTANG

SUSUNAN PENGURUS

STUDI KEROHANIAN ISLAM

UPTD SMA NEGERI 1 GROGOL PERIODE 2012/2013

Pelindung : Roziq, S.Pd., M.Si

Penasihat : Drs.H. Nurkholis

Pembina : 1. Dra. Firdausiyah
           2. Nanang.M.Shofi, S.Kom

Ketua umum : Andreas Afandi   XI IPA-4

Wakil ketua : Adib   X-1

Sekretaris I : Liswatul Khasanah   XI IPA-2

Sekretaris II : Riezal Noer F   X-5

Bendahara I : Dwi Nur Wahyuni   XI IPA-3

Bendahara II : Iis Yulia Amida   X-5

Seksi-seksi

1. Sie sarpras

    Koordinator : Erwin

- Mushola

    Koordinator : Ahmad Sultoni   XI IPA-4

    Anggota : Azizatul M   X-4

                Siti Fatimah   X-6

                Imam hakim   X-2

                Wawan baidowi   X-1

                Liya Nazilah   X-8

- Inventaris

    Koordinator : Mey Ismi P   XI IPA-3

    Anggota : Kiki Wulandari   X-5

                Zeni nur A   X-4

                Nur Idawati   X-6

                Fajar Gumelar   X-9

2. Sie Humas

    Koordinator : Eva Alfiana   XI IPA-2

    Anggota : Tri Silalita   X-5

                Pipit puji R   X-6

                Keke RPP   X-1

                Faisal Ma'arif   X-1

3. Sie dakwah

    Koordinator : Hendrik   XI

                Hanifatul F   X-5

                Nita N   X-2

| | Inarotudduja | X-6 |
| | Wahyu Eko | XI IPA-2 |

4. Sie Media

Koordinator   : Vivi Rosalinda P   XI IPA-3

- Madding

  Koordinator   : Arba'atin NA   XI IPA-2

  Anggota   : Reni A   X-5

  Ade Fernanda   X-5

  Nur Aisyah   X-8

  Ilma Ainun N   X-2

  Nia Wijayanti   X-9

- Perpustakaan

  Koordinator   : Rindi Setya R   XI IPS-1

  Anggota   : Riska N   X-2

  Siti Khasanah   X-5

  Meilina   XI IPS-1

  Tyas Roro AKM   X-3

- Bulletin

  Koordinator   : Nurul F   XI IPA-3

  Anggota   : ayu asna z   X-1

  Evi Nurlaili   X-2

  Agil M   X-9

  Reni Agustina   X-2

5. Sie Pengembangan diri

Koordinator   : Reni   XI IPA-4

Anggota   : Nia Wijayanti   X-9

Siti Infat I   X-8

M. Andika P   X-6

M. Anjas P   X-6

6. Sie Kesenian

Koordinator   : Novi Hera W   XI IPA-4

Anggota   : Atik I   X-9

Churiyatul Q   X-4

Fahra Bahriah   X-6

Wahyu Aji F   X-6

Kepala SMA Negeri 1 Grogol

Roziq, S.Pd, M.Si

NIP.19630718 198703 1 010

PROGRAM KERJA STUDI KEROHANIAN ISLAM MASA BAKTI 2012/2013
PENGURUS HARIAN SKI (PH)

No	Kegiatan	Jenis		Waktu	Peserta	Penanggung Jawab	Tujuan	Hasil			
		In	Ex					B	C	K	T
1	Pengumpulan infaq			1 minggu sekali	Seluruh siswa	**Dwi nur wahyuni**	Mengembangkan sikap ikhlas dan dermawan				
2.	Koordinasi dengan koordinator bidang			2 minggu sekali	PH & koordinator bidang	**Andreas A**	Koordinasi kegiatan dan evaluasi				
3.	Koordinasi dengan koordinator bidang dan seksi			1 bulan sekali	PH & koordinator bidang dan seksi	**Andreas A**	Koordinasi kegiatan dan evaluasi				
4.	Kebersihan mushola			Setiap hari	Seluruh siswa	**Erwin**	Menjaga kebersihan dan keindahan mushola				
5.	Pemeriksaan administrasi			1 bulan sekali	Sekretaris I	**Liswatul**	Pengecekan administrasi				
6.	Pendataan anggota/aktivis			1 bulan sekali	Sekretaris II		Mengetahui jumlah anggota				
7.	Partisipasi kegiatan luar			Incidental	Anggota	**Eva A**	Menambah pengetahuan anggota				
8.	Pengadaan kaos, KTA, dan bet			1 tahun sekali	Anggota	**Arba'atin**	Menambah kekompakan anggota				
9.	Kerja bakti mushola			1 bulan sekali	Anggota	**Erwin**	Menjaga kebersihan dan keindahan				
10.	Sholat Jumat			1 minggu sekali	Sesuai jadwal terlampir	**Hendrik**	Meningkatkan kesadaran shalat jumat berjamaah				
11.	Shalat Dhuhur			Setiap hari kecuali Jumat	Seluruh siswa	**Hendrik**	Meningkatkan shalat Dhuhur berjamaah				
12.	Mentoring islami			Setiap hari Jumat	Siswa kelas X putri	**Eva A**	Meningkatkan pengetahuan di bidang agama				
13.	Ekstra baca Al-Quran			Setiap hari Jumat	Siswa kelas X	**Vivi**	Meningkatkan kecintaan terhadap kitab suci, meningkatkan pengetahuan dalam membaca Al-Quran				

PROGRAM KERJA STUDI KEROHANIAN ISLAM MASA BAKTI 2012/2013
BIDANG SARANA DAN PRASARANA MUSHOLA

No	Kegiatan	Jenis		Waktu	Peserta	Penanggung Jawab	Tujuan	Hasil			
		In	Ex					B	C	K	T
1	Menyapu lantai mushola			Setiap hari	Petugas piket	**Erwin**	Menjaga kebersihan mushola				
2	Pencucian mukena dan sajadah			2 minggu sekali	Kelas X,XI, dan XII	**Erwin**	Mensucikan alat ibadah				
3	Kerja bakti pembersihan dan pengepelan lingkungan sekolah			1 bulan sekali	Kelas X,XI, dan XII	**Vivi Rosalinda**	Menjaga kebersihan lingkungan mushola				
4	Pendataan barang-barang inventaris			Akhir bulan		**Mey ismi**	Menjaga barang inventaris agar tetap baik dan terpelihara				
5	Menjaga barang-barang inventaris			Setiap hari	Seluruh anggota & pengurus SKI	**Mey ismi**	Menjaga barang inventaris agar tetap baik dan terpelihara				
6	Pengurus sound system			1 minggu sekali		**Adib**	Memperlancar sholat jamaah dan kegiatan lain				
7	Mengelola sekretariat			Setiap hari	Petugas piket	**Rindi setya**	Mengelola sekretariat				
8	Mengelola taman mushola			Setiap hari	Petugas piket	**Rindi setya**	Mengelola taman mushola agar tetap hijau				

PROGRAM KERJA STUDI KEROHANIAN ISLAM MASA BAKTI 2012/2013
BIDANG PEMBINAAN DAN PENDIDIKAN
SEKSI KAJIAN SKI

No	Kegiatan	Jenis		Waktu	Peserta	Penanggung Jawab	Tujuan	Hasil			
		In	Ex					B	C	K	T
1	Kajian Rutin Ikhwan (KU)			1 minggu sekali	Ikhwan kelas X,XI, dan XII	**Andreas**	Meningkatkan ilmu, iman, dan ukhwah islamiyah				
2	Kajian Al-Quran dan hadist (tematik terlampir)			1 bulan 2 kali	kelas X,XI, dan XII	**Maya**	Meningkatkan ilmu, iman, dan ukhwah islamiyah				
3	Kajian umum dari alumni			1 bulan sekali	Ikhwan kelas X,XI, dan XII	**Andreas**	Meningkatkan ilmu, iman, dan ukhwah				
4	Education Spiritual Question (ESQ)			1 tahun sekali	Seluruh siswa	**Andreas**	Meningkatkan kecerdasan spiritual				
5	Talk Show Remaja			1 tahun sekali	Seluruh siswa	**Andreas**	Meningkatkan ilmu dan iman				

PROGRAM KERJA STUDI KEROHANIAN ISLAM MASA BAKTI 2012/2013
BIDANG SYIAR DAN DAKWAH
SEKSI MEDIA

No	Kegiatan	Jenis		Waktu	Peserta	Penanggung Jawab	Tujuan	Hasil			
		In	Ex					B	C	K	T
1	Penerbitan mading			1 minggu sekali	Sie Mading	**Arba'atin**	Syiar islam dan dakwah				
2	Penerbitan bulletin dan pengelolaan infaq bulletin			1 bulan sekali	Sie Bulletin	**Nurul**	Syiar islam dan dakwah				
3	Pengelolaan perpustakaan SKI			Setiap istirahat pada hari efektif	Anggota	**Rindi**	Syiar islam dan dakwah				

PROGRAM KERJA STUDI KEROHANIAN ISLAM MASA BAKTI 2012/2013
BIDANG PEMBINAAN DAN PENDIDIKAN
SEKSI PENGEMBANGAN DIRI

No	Kegiatan	Jenis		Waktu	Peserta	Penanggung Jawab	Tujuan	Hasil			
		In	Ex					B	C	K	T
1	Training Organisasi Pengurus (TOP)			1 minggu sekali	Pengurus SKI	**Dwi N**	Menambah wawasan tentang agama dan kepengurusan				
2	Studi Wisata dan Tafakur Alam (SWASTA)				Anggota SKI	**Meilina**	Pengkaderan, refreshing dan mengghargai ciptaan Allah				

PROGRAM KERJA STUDI KEROHANIAN ISLAM MASA BAKTI 2012/2013
Bidang Syiar dan Dakwah Bidang kesenian islam

No	Kegiatan	Jenis		Waktu	Peserta	Penanggung Jawab	Tujuan	Hasil			
		In	Ex					B	C	K	T
1	Latihan nasyid			3 minggu sekali	Group Nasyid	**Nurul**	Syiar islam melalui lantunan islam				
2	Kaligrafi			1 minggu sekali	Sie kesenian islam	**Reni**	Meningkatkan daya kreatifitas				
3	Kerajinan			1 bulan sekali	Sie kesenian islam	**Reni**	Meningkatkan daya kreatifitas				
4	Rebana/Tiba'an			1 minggu sekali	Sie kesenian islam	**Vina**	Meningkatkan kecintaan siswa pada shalawat				
5	Khataman Qur'an			½ tahun sekali	Anggota SKI	**Adib**	Meningkatkan kecintaan siswa pada Al-Qur'an				

RENCANA ANGGARAN KEGIATAN SKI (STUDI KEROHANIAN ISLAM)
UPTD SMAN 1 GROGOL TAHUN PELAJARAN 2012/2013

No.	Jenis Kegiatan	Bulan																								Dana
		Juli				Agustus				September				Oktober				November				Desember				
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1	MOS/ORIS				√																					Rp. 200.000,-
2	Pondok Romadhon					√																				Rp. 600.000,-
3	Laporan Pertanggung Jawaban tahun 2011/2012 dan pembentukan pengurus baru tahun 2012/2013				√																					Rp. 270.000,-
4	LDK/TOP																									Rp. 500.000,-
5	Idul Adha																√									-
6	Tahun Baru hijriyah																			√						Rp. 450.000,-
7	Istighosah dan Semaan Qur'an																				√					Rp. 150.000,-
8	Kajian variatif				√	√	√	√	√	√			√	√	√	√	√	√	√	√	√	√				-
9	Sholat Dhuha				√	√	√	√	√	√			√	√	√	√	√	√	√	√	√	√				-
10	Jamaah Shalat Dhuhur				√	√	√	√	√	√			√	√	√	√	√	√	√	√	√	√				-
11	Jamaah Shalat				√	√	√	√	√	√			√	√	√	√	√	√	√	√	√	√				-

	Jumat																									
12	Perbaikan Komputer																									Rp. 300.000,-

No.	Jenis kegiatan	Bulan																							Dana
		Januari				Pebruari				Maret				April				Mei				Juni				
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
13	Maulud Nabi			√																						Rp. 500.000,-
14	Wisata Rohani	√																								-
15	Do'a bersama untuk kelas XII									√																Rp. 200.000,-
16	Istighosah dan seaman Qur'an																		√							Rp. 150.000,-
17	Isra' Mi'raj																									Rp. 500.000,-
18	Kajian variatif		√	√	√	√	√	√						√	√	√		√	√	√	√					-
19	Sholat Dhuha		√	√	√	√	√	√						√	√	√		√	√	√	√					-
20	Jamaah Shalat Dhuhur		√	√	√	√	√	√						√	√	√		√	√	√	√					-

No	Kegiatan																							Jumlah
21	**Jamaah Shalat Jumat**		√	√	√	√	√	√					√	√	√		√	√	√	√				-
22	**Madding**					√			√			√			√				√				Rp. 100.000,-
23	**Buletin**		√			√			√		√			√				√					Rp. 100.000,-
24	**Tartil Al-Qur'an**		√	√	√	√	√	√					√	√	√	√	√	√	√				-
25	**Mentoring keislaman**		√	√	√	√	√	√					√	√	√	√	√	√	√				-
	Lain-lain dana tak terduga																							Rp. 30.000,-
	Total anggaran																							Rp. 3.900.000,-

Grogol, 08 Oktober 2012

Ketua SKI

Andreas Afandi

NIS. 06944

Bendahara

Dwi Nur Wahyuni

NIS. 06914

Mengetahui

Kepala SMA Negeri 1 Gogol

Wakasek Kesiswaan

Pembina

Roziq, S.Pd, M.Si

NIP.19630718 198703 1 010

Drs.H.Nurkholis

NIP. 19590325 198603 1 009

Dra. Firdausiyah

NIP. 19570530 198503 2 002

APPENDIX VI

DOCUMENTATION

Photo with Vice Pricipal of Student after interview about School's Condition

Interview with Islamic Education Teacher

Interview with Leader of SKI

Photo with the Member of SKI

The Program of LDKMS (Latihan Dasar Kepemimpinan dan Manajemen Siswa)

Out bound Program Character of Nation

TOP Activity (Training Organisasi Pengurus)

Training for Religious Speech

JADWAL KEGIATAN PENGEMBANGAN DIRI UPTD SMA NEGERI 1 GROGOL
TAHUN PELAJARAN 2012 / 2013

No.	JENIS KEGIATAN	PESERTA						JUMLAH PESERTA	NAMA PEMBINA	WAKTU KEGIATAN		TEMPAT KEGIATAN
		KELAS : X			KELAS : XI					HARI	JAM	
		L	P	J	L	P	J					
1	SKI	19	28	47	13	26	39	86	Dra. Firdausiyah	Sabtu	12.00	Musholla
2	Baca / Tilis Al Qur'an	104	194	298	11	18	29	327	Nanang M Shofi	Jum'at	11.00	Ruang Kelas
3	Pramuka	20	26	46	18	33	51	97	Drs. Eko Budi Ch.	Jum'at	15.00	Lapangan
4	PMR	20	38	58	13	24	27	85	Eny Yulvanuraeni,	Sabtu	15.00	Lapangan
5	KIR	4	8	12	4	12	16	28	Dra. Sunarti	Jum'at	14.00	Ruang Kelas
6	Seni Robbana	10	4	14	16	6	22	40	Nanang M Shofi	Sabtu	13.30	Musholla
7	Seni Musik	14	5	19	12	4	16	35	M.Rukianto Bustami	Jum'at	15.00	R. Kesenian
8	Seni Tari	2	33	35	-	9	9	44	Kandhi W. , S Sn.	Jum'at	13.00	Gazebo
9	Seni Drama/Teater	6	7	13	10	8	18	31	Dra. Erna P.	Sabtu	14.00	Gazebo
10	Fashion	5	7	12	6	3	9	21	Rini Sri Wuryani	Jum'at	15.00	Panggung
11	Chearleader/Dance	-	10	10	3	9	12	22	Kandhi W. , S Sn.	Jum'at	15.00	Gazebo
12	Sepak Bola	29	-	29	21	-	21	50	Club SKB	Selasa & Minggu	15.30 & 07.00	Lapangan
13	Bola Basket	24	11	35	19	7	26	61	Andik Triono, S Pd.	Selasa & Jum'at	15.00	GOR
14	Renang	32	47	79	21	39	60	139	Drs. Sugianto	Rabu & Minggu	16.00 & 07.00	Kolam Renang
15	Bola Volly	9	5	14	11	8	18	32	Umiati, S Pd.	Sabtu	15.30	GOR
16	Drum Band	19	31	50	18	29	47	97	Drs. Eko Budi CH	Jum'at	15.30	Halaman Sek.
17	Bulu Tangkis	18	9	27	12	11	23	50	Club SMPN 1 Grogol	Rabu	15.00	SMPN 1 Grogol

APPENDIX VIII

AGENDA HARIAN ADIWIYATA SMAN 1 GROGOL KEDIRI
TAHUN AJARAN 2012 / 2013

No.	Hari / Tanggal	Kegiatan	Tempat	Peserta	Terlaksana atau tidak terlasana	Kegiatan pengganti	Pendamping
1.	Jumat' 17 Agustus 2012	Pemilihan (PAB)	Ruang Adiwiyata SMAN 1 GROGOL	Calon Pengurus Anggota Baru	Terlaksana	Sosialisasi kelas	Drs. Eko Budi CH
2.	Jum'at, 24 Agustus 2012	Pembagian tugas siswa di masing-masing pokja	Ruang Adiwiyata SMAN 1 GROGOL	Seluruh koordinator dan anggota aidwiyata	Terlaksana	Pembersihan ruang Adiwiyata	Drs. Eko Budi CH
3.	Jumat, 31 Agustus 2012	Penyiraman tanaman di masing-masing pokja\n\nPembersihan kamar mandi	Masing-masing pokja Kamar mandi	Seluruh pokja	Terlaksana	Penyuluhan tentang Green and clean	Drs. Eko Budi CH
4.	Jumat, 7 September 2012	Pembenahan taman\n\nPembuatan EM4	Taman sekolah depan ruang guru Hutan sekolah	Koordinator dan anggota pokja taman sekolah dan kompos	Terlaksana	Pembersihan kebun toga	Drs. Eko Budi CH
5.	Jumat, 14 September 2012	Penanaman bunga di Green House	Pokja pembibitan	Koodinator dan anggota pokja embibitan	Terlaksana		Drs. Eko Budi CH
6.	Jumat, 21 Sept.2012	Penataan bunga sesuai spesiesnya\n\nPembuatan pupuk	Green House\n\nHutan sekolah	Koordinator dan anggota pokja taman sekolah da kompos	Terlaksana		Drs. Eko Budi CH
7.	Kamis 27 September 2012	Persiapan LDKMS	Ruang Adiwiyata	seluruh pengurus adiwiyata	Terlaksana		Drs. Eko Budi CH
8.	Jumat, 5 Oktober 2012	Penataan tanaman di kebun toga\n\nPembenahan pagar di kebun toga	Kebun toga\n\nKebun toga	Seluruh koordinator dan anggota pokja	Terlaksana		Drs. Eko Budi CH
9.	Sabtu, 12 Oktober 2012	Kegiatan LDKMS/ Studi Banding	Air Terjun Sedudo Nganjuk	Pengurus harian adiwiyata	Terlaksana		Drs. Eko Budi CH

Mengetahui   Grogol , 22 Agustus 2012
Kepala SMA N 1 Grogol Kediri   Ketua,

Drs.H.Abu Abik Toiron   Masrukin S.Pd
NIP. 19590501 198403 1 009   NIP. 19601230 198412 1 005

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
ASPEK AL QUR'AN

Satuan Pendidikan   : SMA Negeri 1 Grogol
Mata Pelajaran   : Pendidikan Agama Islam
Semester / Kelas   : XII / 1
Pertemuan ke   : 1 dan 2
Alokasi Waktu   : 4 x 45 menit
Standar Kopentens   : 1. Memahami ayat Al-Qur'an tentang anjuran
                           bertoleransi
Kopentensi Dasar   : 1.1.1. Membaca; QS. Al-Kafirun, QS. Yunus 40-41 dan
                           Al-Kahfi 29
                         1.1.2. Menjelaskan ; QS. Al-Kafirun, QS. Yunus 40-41
                           dan Al-Kahfi 29
                         1.1.3. Membiasakan prilaku seperti kandungan QS. QS.
                           Al-Kafirun, QS. Yunus 40-41 dan Al-Kahfi 29

Indikator	Nilai Karakter
Siswa mampu : 1. Menulis ulang QS.Al-kaafirun, Yunus40-41, Kahfi 29 2. Menjelaskan penerapan ilmu tajwid 3. Membaca dg fasih, benar dan lancar 4. Menterjemahkannya dengan benar 5. Menyimpulkan kandungannya 6. Menghafalkan QS.Al-kaafirun, Yunus40-41, Kahfi 29 7. Menunjukkan prilaku yg mencerminkannya	Kreatif Tanggung jawab Toleransi

I. Tujuan Pembelajaran;
    1. menulis ulang qs.Al-kaafirun, Yunus40-41, Kahfi 29
    2. menjelaskan penerapan ilmu tajwid
    3. membaca dg fasih, benar dan lancar
    4. menterjemahkannya dengan benar
    5. menyimpulkan kandungannya
    6. Menghafalkan QS. Al-Kafirun, QS. Yunus 40-41 dan Al-Kahfi 29
    7. Menghafalkan QS Al-Maidah 11 dan Al-jumu'ah 9-10
    8. menunjukkan prilaku yg mencerminkannya

II. Materi Pembelajaran
     Al Qur'an Surat Yunus 40-41
     Al-Maidah 11 dan Al-jumu'ah 9-10

III. Metode Pembelajaran
1. Pemberian tugas
2. Tanya jawab
3. Diskusi
IV. Langkah-Langkah Pembelajaran

Kegiatan	Guru	Siswa	Nilai Karakter
Awal	- Mengadakan appersepsi - Menyampaikan tujuan pembelajaran	Merespon dan mencermati materi pembelajaran	Kreatif
Inti	- Menugasi siswa untuk menulis ulang, membaca, menterjemah kan QS.Al Kafirun dan QS. Yunus, 40 – 41, serta menghafalkannya. - Membagi kelompok diskusi, untuk menelaah isi kandungannya dan menunjukkan prilaku yang mencerminkan bertoleransi	- mendiskusikan - menyimpulkan - mempresentasikan hasil diskusi	Tanggung jawab Toleransi
Akhir	- Menagih tugas siswa - Memberikan penegasan dan menyimpulkan hasil diskusi.	Mengumpulkan laporan hasil diskusi	

V. Alat / Bahan / Sumber Belajar
1. Depag AL-qur'an dan terjemah Perkata 2007
2. Tafsir Al-Azahar.Tafsir Al-Maroghi
3. Buku Pegangan Siswa milik Depag 2006
4. Buku Tajwid oleh A.Zarkasi Tajwid
VI. Penilaian
Tugas Terstruktur
1. Tugas Kelompok dengan metode Diskusi.
2. Tugas individu, Tulislah QS ... dg benar.

3. Tulislah dalam Buku Tulis PAI, tentang hukum bacaan yang terkandung dalam QS ... dengan membuat tabel sbb

No	Bunyi potongan ayat	Sebab	Hukum bacaan
1			
2			
3			

$$Nilai \ = \ \frac{Jumlah \ Perolehan}{Jumlah \ Maksimum} \ x \ 100$$

1. Tugas Terstruktur
2. Tugas Individu

Bacalah dengan baik dan benar QS. Al Imron 159 dan QS. Asy Syuro 38.

No.	Nama	Penilaian Bacaan				Skor
		1	2	3	4	
1. 2. 3.						

Keterangan :
1. Kejelasan makhroj nilai maksimal 25.
2. Penerapan bacaan sesuai tajwid yang benar, nilai maksimal 40
3. Kelancaran dalam membaca, nilai maksimal 25.
4. Membaca dengan fasih, nilai maksimal 10.

Soal Esai

NO	INDIKATOR	SOAL	KUNCI JAWABAN	SKOR
1	Siswa dapat menterjemahkan QS Yunus 40	وان كذبوك فقل لى عملى ولكم عملكم Artinya	Jika mereka mendustakan kamu, katakanm "bagiku pekerjaanku, dan bagimu pekerjaanmu"	10
2	Siswa dapat menjelaskan kandungan QS Al-kafirun	Jelaskan kandungan QS Al-Kafirun ayat 1-6	Tentang toleransi dalam hidup beragama, khususnya antara Islam dengan non Islam, sesama umat beragama tidak boleh saling mengganggu terhadap kegiatan peribadatan	10

Soal Pilihan Ganda

NO	INDIKATOR	SOAL	PILIHAN JAWABAN	SKOR
1	Siswa dapat menentukan hukum jawaban nun sukun	ولا انتم عابدون ما أعبد hukum bacaan yang diberi garis di	c	2

	bertemu dengan huruf hijaiyah	bawahnya pada ayat di atas adalah ... a. idzghom b. idhhar c. ikhfa' d. iklab e. gunnah		
2	Siswa dapat menentukan hukum bacaan mad 'ardl lis sukuun	مـؤ مـنـيـن . kalimat tersebut berada di akhir ayat dari surat Al-Kaafiruun, hukum bacaannya ... a. Mad Thobi'ie b. Mad Badal c. Mad iwad d. Mad 'ardl lis sukuun e. mad lain	D	2
3	Siswa dapat menyimpul kan kandungan potongan ayat 29 dari QS Al-Kahfi	و من شـاء فلـيـؤمن ومن شـا ء فلـيـكـفـر kandungan dari potongan ayat di atas adalah tentang ... a. menyantuni kaum dlu'afa' b. perintah untuk beriman islamy c. kebebasan dalam beragama d. perintah untuk berlomba dalam kebaikan e. dilarang membuat kerusakan	c	2

KKM   : 75

Mengetahui
Kepala SMA Negeri 1 Grogol   Guru Pendidikan Agama Islam

Drs. H. ABU ABIK TOIRON   Drs. H. NUR KHOLIS
NIP. 19590501 198403 1 009   NIP. 19590325 198603 1 009

EVIDENCE OF CONSULTATION

Name   : Husna Amalia

Student Number   : 09110061

Faculty/Department : Tarbiyah / Islamic Education

Advisor   : A. Nurul Kawakip M.Pd

Thesis Title   : The Implementation of Management based on Spiritual Quotient to
          Develop Student's Religious Character at SMAN 1 Grogol Kediri

No	Date	Consultation	Signature
1	28 November 2012	Judul Skripsi	1
2	20 Desember 2012	Revisi BAB I	2
3	4 Februari 2013	Revisi BAB II	3
4	24 Februari 2013	BAB III	4
5	11 Maret 2013	Revisi BAB IV	5
6	23 Maret 2013	Revisi BAB V	6
7	26 Maret 2013	BAB VI	7
8		ACC keseluruhan	8

APPENDIX X

CURRICULUM VITAE

Name   : Husna Amalia

Born   : Kediri, April 5, 1992

Adress   : Jln. Kha. Dahlan No.37 Kediri

Adress at Malang : Jln. Sumbersari Gg VI / 539

Father's Name   : Drs. H.M Dawam SH, MM

Mother's Name : Hj. Siti Muzajanah, SPd. I

Email   : amalia_husna25@yahoo.com

Phone   : 085708407564

- Educational Background
    a. Formal Education

        SDN Mojoroto 2 Kediri (1997-2003)

        SMPN 4 Kediri (2003-2006)

        SMAN 1 Grogol Kediri (2006-2009)

        UIN Maulana Malik Ibrahim Malang (2009-2013)

    b. Non Formal Education

        AGNES Kediri (2008-2009)

        Ma'had Sunan Ampel Al Ali (2009-2012)

- Achievement

    Juara Favorit Fashion Show IPNU-IPPNU Sekota Kediri (2008)

    Semifinalis Speech Contest IPRI UM (2008)

    Mahasiswa ICP PAI Program Bahasa Inggris (2010)

    Mahasantri Teladan Mabna ABA MSAA (2010)

    Mahasantri Teladan Mabna KD MSAA (2011)

- Organization

    IPPNU (2009-2010) anggota

    FKMK (2009-2010) anggota

    HAMASA (2009-2010) devisi kebersihan & kerumahtanggaan

    AICS (2010-2012) anggota