

Relationship between Students' Emotional Intelligence and Their Tadarus Al-Qur'an Activities

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ABSTRACT

Emotional intelligence has been considered as contributing factor to students' achievement in their academic life. Unfortunately, this intelligence seems to neglect on the part of students. In SMK (*Sekolah Menengah Kejuruan/Vocational School*) Negeri 2 Pekanbaru, students had religious program namely *Tadarrus al-Qur'an* from 2013 until now but this program contributes less to their emotional intelligence. This study is aimed at investigating the relationship between students' participation in extracurricular activities of *Tadarrus al-Qur'an* with their emotional intelligence. This study was quantitative and it applied correlational method. Data were collected through questionnaires and 232 students participated in this study. The results were analyzed by product-moment correlation test and linear regression. The results showed that based on the grouping of students' answer scores for emotional intelligence as follows: high group of 9.57%, medium group 69.57% and low group, 20.87%. This is based on the product-moment correlation test results and linear regression test results, both at the 5% level and at the 1% level. It can be concluded that there was a significant relationship between students' participation in extracurricular activities the *Qur'an* and their emotional intelligence.

Keywords: Emotional Intelligence, Extracurricular Activities, *Tadarrus al-Qur'an*.

ABSTRAK

Kecerdasan emosional dipandang sebagai faktor yang berkontribusi terhadap kehidupan akademik siswa. Namun sayang kecerdasan ini masih tampak kurang di kalangan siswa. Di SMK Negeri 2 Pekanbaru, siswa mempunyai program ekstrakurikuler keagamaan *Tadarrus al-Qur'an* dari tahun 2013 dan belum terlibat berdampak terhadap kecerdasan emosional siswa. Penelitian ini bertujuan untuk menginvestigasi hubungan antara partisipasi siswa dalam program *Tadarrus al-Qur'an* dengan kecerdasan emosional mereka. Penelitian ini adalah kuantitatif dengan metode korelasional. Data dikumpulkan melalui kuesioner dan 232 siswa berpartisipasi dalam penelitian ini. Hasil penelitian ini dianalisis menggunakan *product moment correlation* dan regresi linear. dan kemudian dianalisis dengan uji korelasi *product-moment* dan regresi linier. Hasil penelitian menunjukkan bahwa skor jawaban siswa dikelompokkan kedalam: kelompok tinggi 9.57%, menengah 69.57% dan rendah 20.87%. berdasarkan uji korelasi *product-moment* dan tes hasil regresi linear berada di level 5% dan 1%. Berdasarkan hasil ini bias disimpulkan bahwa terdapat hubungan yang signifikan antara partisipasi siswa dalam *Tadarrus al Qur'an* dan kecerdasan emosional mereka.

Kata Kunci: Kecerdasan Emosional, Kegiatan Ekstrakurikuler *Tadarrus al-Qur'an*

INTRODUCTION

Vocational High School is an educational level in Indonesia where adolescent spend their time studying. In this stage, the transitional process from childhood to adolescent happens. Generally, teenagers are emotionally unstable because at this time they are still experiencing growth both physically and emotionally. Following their growth and development, some attitudes are inherently attached to this period. Their attitudes can be traced including: anxiety, identity search, emotional behaviors, and the desire to try something new. This is common to their period of development and they may share these things among their peers. Their spiritual activities may also influence their life. What they do in terms of worship may benefit their development. They may find that their prayer or reading of the holy book activities and other religious activities can reduce their sadness, fear and regret (Mutmainah & Mufid, 2018). This is to say that religious activities to some extent may contribute positively for their psychological problems. They need possible options they can choose to tackle their psychological problems. Religious activities can be possible options for them to try and benefit from.

Educational system in Indonesia has placed more emphasis on a cognitive and considered it as more important aspect for students. This is to say that other aspects like affective and psych motoric are less important and have no huge portion to be emphasized in the learning activities. This can be seen in the school curriculum where cognitive aspect has been the center and the focus to achieve by students (Haryadi & Aripin, 2015). Many people argue that to achieve high achievements in learning, a person must have a high Intelligence Quotient (IQ), because intelligence is a potential provision that will facilitate learning and in turn will produce optimal learning achievement (Haryadi & Aripin, 2015). According to Binet in (Haryadi & Aripin, 2015), "the essence of intelligence is the ability to set and maintain a goal, to make adjustments in order to achieve that goal, and to assess the state of self critically and objectively. However, IQ is not the only factor that determines one's success in learning. A study conducted by Amaliyah (2017) has proven that there was correlation between intellectual intelligence tests and learning achievement. According to (Goleman, 2015; Intellectual intelligence (IQ) only contributes 20% to someone's success, while 80% is a contribution from other factors, including emotional intelligence (EQ), namely the ability to motivate oneself, overcome frustration, control urges heart, set the mood, empathize and the ability to work together.

Students with good emotional intelligence are more likely to succeed in learning. They are able to master the habits of their mind that drive their productivity. Conversely, students who cannot gain a certain control over their emotional life will experience inner battles. This circumstance deprives them of their ability to concentrate on learning or to have a clear mind. It is not easy for those in trouble students to excel if they still have difficulty regulating their emotions (Laelasari, 2014). They need to learn to train their emotional intelligence. Emotional intelligence gives them more motivation to seek their unique benefits and potential, and activates their deepest aspirations and values, changing them from what they think to what they live in their daily activities (Irmawati et.al., 2016). On the part of the school, emotional intelligence of student should be taken into consideration. To facilitate this to happen, the school has several options to realize in a particular activity like religious activity.

Theoretically speaking, intellectual intelligence (IQ) might be more permanent for persons to tailor compared to other types of intelligences. On the other hand, emotional intelligence (EQ) makes it possible for persons to learn whenever they desire to achieve success. It has something to do with desire or intention. Spiritual intelligence possessed by a person is manifested in their calm attitude, positive thinking, and wise attitude (D Goleman, 2003). This intelligence has something to do with positive behaviours exhibited by person

when it comes to interaction with others. Persons can develop their intelligences with the potential for learning efforts (learning to do, learning to know) (IQ), learning to be (SQ), and learning to live together (EQ), improve self-personal quality. In the end by combining them, they may obtain self-actualization which can be a big challenge in their life.

Emotional intelligence is strongly influenced by the environment and it is subject to change at any time. To that end, the role of the environment, especially parents in childhood, is very influential in the formation of emotional intelligence. EQ skills are not in a position to oppose IQ skills or cognitive skills. They should interact dynamically both at the conceptual level and in the real world. A person may achieve the potential to boost his performance in life and career by combining both intelligences. In addition, EQ is not influenced by heredity (Alkautzar, 2018). This is to say that children have the chances to develop this intelligence by the appropriate support from parent, school and community. Thus, it can be understood that the balance between IQ and EQ is the key to the success of student in their learning period in school (Goleman, 2003). Education in schools needs not only to develop students' rational intelligence, which is an understanding model that students normally understand, but also to develop their emotional intelligence.

Youth who have failed to manage emotional intelligence are at risk to expose problems. Youth problems include: 1) free sex; 2) drug abuse, specifically in Pekanbaru which is ranked I in Riau with 145 cases with 195 suspects; 3) motorcycle gang members in Pekanbaru 4) increasing juvenile delinquency. This problem may relate to their emotional intelligence. Since they are not able to manage their behaviors to maintain the social order where they live. They exhibit various behaviors which are considered to break the law and may have legal consequences on their life. In big cities, teenagers at school may also involve in juvenile delinquency. For example, at *Sekolah Menengah Kejuruan/Vocational School (SMK) Negeri 2 Pekanbaru*, many students had not been able to manage their emotions properly. Some of them were not able to manage and exhibit good behaviors. Their behaviors include: anxiety to teachers, nervousness, low motivation to study to take notes, inability to share with friends and so on.

Based on these problems, it can be seen that at this school the students might have failed to manage emotional intelligence. If they can manage emotional intelligence, they will be able to develop their creativity and imagination when learning so that they will show much better results in their learning achievement (Yuliantini, 2013). It is necessary to provide students with coaching unit where they are nurtured on the formation of their emotional intelligence. One of the possible efforts is a series of religious activities with the aim of providing students with experience, knowledge, and understanding so that they can have the ability, both academic ability and emotional ability (emotional quotient) (Isjoni, 2010). These two abilities should go hand in hand on the part of the students to achieve their academic performance. They need to be nurtured in students through various possible activities offered by the school.

In this case, the school environment at SMK Negeri 2 Pekanbaru has carried out various religious extracurricular activities, one of which is holding a *qur'anic tadarrus (Tadarrus al-Qur'an)* every day before starting learning. This is based on Pekanbaru Mayor Decree No. 421/2,421 concerning character education of students in schools, starting from the 2011/2012 school year, all schools in the Pekanbaru area are required to carry out the *Tadarrus al-Qur'an* before starting learning. Getting to know the Qur'an from an early age is the first step before learning other subject especially subject in offered in school. Every Muslim family ought to instill the values of the Qur'an in the household. In this case, home serves as the unit of religious education that should take a role in nurturing religious knowledge for children. Parents are persuaded to teach their children Qur'an or send their children to Islamic

education institutions near to their home (Fikri, 2013). Other option is possible for those parents who are not able to teach their children, Islamic education institution are available for their children to learn Islamic knowledge.

Studies show that religious activities including Qur'an reading activities helped students to develop their emotional intelligence. At SMAN (*Sekolah Menengah Atas Negeri*/State Senior High School) 1 Bojonegoro, PAI (*Pendidikan Agama Islam*/Islamic education) teachers administered several efforts in increasing students' emotional and spiritual intelligence. The efforts include: planning to learn well, optimizing students' readiness to receive material, analyzing and evaluating each learning, using persuasive language, instilling various approaches, fostering approaches appreciation and enthusiasm of the practice of religious teachings, developing *Tadarrus al-Qur'an* (Mutmainah & Mufid, 2018). In the same vein, a study shows that students who could perform *tahfidz* had a high ability in recognizing emotions, managing emotions, motivating themselves, recognizing the emotions of others (empathy) and fostering relationships with others. There is a relationship between the values of the Qur'an that they always memorize and try to practice and their emotional intelligence (Hamdan, 2017). This relationship is promising and schools have the chances to boost this relationship through various religious activity. It is on the part of the school to administer several activities to offer to students and the students can be persuaded to follow and explore the activities.

Research on emotional intelligence has come to the attention of previous researchers (Wati & Yusmansyah, 2014; Wibowo, 2015; Manizar, 2016; Gitosaroso, 2012 ; Prathista, 2014; and Indrayanti & Utami, 2018). They provide an overview of emotional intelligence that has a significant relationship with students' learning achievement. In the company context, emotional intelligence affects employee performance to achieve company goals. In general, those researchers have one thing in common, that the efforts to create positive emotional intelligence should be based on one's relationship that should be built with God. When this relationship is properly built, a person has the ability to control and use emotions in a proper way, effective, efficient and professional to boost career and performance in academic.

When it comes to religious activities, researchers have investigated *Tadarrus al-Qur'an* in relation with students' positive behavior and emotional intelligence (Hidayat, 2017; Aquami, 2017; Suherman, 2017; Zamakhsyari, 2016). They also provide an understanding of the process of forming students' characters for when they are fond of reading the Qur'an; they are able to read the Qur'an and they are able to write Arabic letters; they have a mutually influential relationship between the two; and improve their learning outcomes. Those positive behaviors are largely influenced by students' ability to read the Qur'an. This result seems promising for school to develop. Students may benefit from school support for religious activities which will boost their emotional intelligence.

In the school context, research on the development of students' emotional intelligence through the activities of *Tadarrus al-Qur'an* has not been comprehensively discussed. There is a need to investigate how *Tadarrus al-Qur'an al-Qur'an* activity may support students' emotional intelligence. This study sought to find explore: (1) students' emotional intelligence; (2) the implementation of *Tadarrus al-Qur'an*; and (3) the effect of *Tadarrus al-Qur'an* activities on students' emotional intelligence.

METHOD

This research was quantitative in nature. It is a process of finding knowledge by using data in the form of numbers as a tool to find information on the objectives of the study. It used correlational method that connects two or more variables. The variables in this study are two namely: religious extracurricular *Tadarrus al-Qur'an* as an independent variable (X) and students' emotional intelligence as dependent variable, (Y). This research was conducted at the

SMK Negeri 2 Pekanbaru. The population in this article was all students in the SMK Negeri 2 Pekanbaru, which consisted of 2321 students spread across all classes and expertise programs. The sample used was based on the sampling technique used a stratified sampling technique, namely the determination of samples based on class or stratum. Based on this technique, 232 students were sampled. Data collection techniques used in this study were questionnaires (questionnaire). They were given to students who became samples in the SMK Negeri 2 Pekanbaru. Data were analyzed descriptively and inferentially. Descriptive statistical analysis was carried out to provide an overview of the frequency distribution, histogram data, mode, median, average value and standard deviation. Whereas inferential statistical analysis applied the product-moment correlation test. Steps taken were a normality test, a linearity test and a hypothesis test.

RESULTS AND DISCUSSION

This study was aimed at investigating the relationship between *Tadarrus al-Qur'an* and student emotional intelligence in vocational high school. This study found data from questionnaire. Based on the respondent's answer to the variable of student activity in participating in extracurricular activities *Tadarrus al-Qur'an* at SMK Negeri 2 Pekanbaru, it was shown that they were in the middle group.

Other variable concerning students' emotional intelligence, this study found that they were in the middle group. Before parametric analysis was applied, the data was tested first by using the classic assumption test which consisted of a normality test, and a linearity test. Information from the SPSS output ($0.106 > 0.05$) showed that the data distribution in this study was normal.

From the results of the linearity test in the ANOVA output, it can be seen that the significance value is less than 0.05, which is $0.000 < 0.05$. It can be concluded that there is a linear relationship between the students' extracurricular activities of *Tadarrus al-Qur'an* and their emotional intelligence. Furthermore, to show whether there is a significant relationship between their activity of participating in the extracurricular activities of *Tadarrus al-Qur'an* with their emotional intelligence of students is presented in Table 1.

Table 1. Out Put SPSS Correlation Pearson Product Moment

	X	Y
X Pearson Correlation	1	.285**
Sig. (2-tailed)		.000
N	230	230
Y Pearson Correlation	.285**	1
Sig. (2-tailed)	.000	
N	230	230

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the calculation results in the table above, the significance value indicates the number 0.000 where 0.000 is smaller than 0.05 ($0.000 < 0.05$). The relationship between the implementation of students' extracurricular activities of the *Tadarrus al-Qur'an* with their emotional intelligence in SMK Negeri 2 Pekanbaru is very significant. The asterisk (**/*) on the variable being tested support this. Two asterisks (**) indicate a very high relationship, while if there is a asterisk (*) indicates a high relationship. Based on the calculation results in the table above, it shows that there are two asterisks in the number 0.253 **. This means that there is a very significant relationship between the activity of participating in *Tadarrus al-Qur'an* extracurricular activities with students' emotional intelligence in the SMK Negeri 2 Pekanbaru. This significant relationship has been in line with other studies' finding from other researcher

investigating this issue. Another step to take after accomplishing this significant relationship is to proceed the results of simple linear regression. This process will be calculated and can be shown in the following table 2.

Table 2. Summary of Significance Tests

Model	Sum of Squares	Df	Mean Square	f	Sig.
1 Regression	258.340	1	258.340	20.181	.000 ^a
Residual	2918.708	228	12.801		
Total	3177.048	229			

a. Predictors: (Constant), X
b. Dependent Variable: Y

Table 2 explains that the F value is 20,181 with a significance value of 0,000. This means that the value of 0,000 is smaller than 0.05. After calculating, the f_{table} value is obtained at the 5% level is 3.88, while at the 1% level it is 6.75. Thus, $f_{reg} > f_{table}$, i.e. $20,181 > 3.88$ and $20,181 > 6.75$. Based on the results of these calculations, it can be seen that there is a significant effect of participating in extracurricular activities *Tadarrus al-Qur'an* to their emotional intelligence in SMK Negeri 2 Pekanbaru, both at the level of 5% and 1%. This means, that the implementation of extracurricular activities of *Tadarrus al-Qur'an* with the emotional intelligence of Students in Vocational school 2 Pekanbaru is 8.1%, while the rest 91.1% is influenced by other variables beyond students' participation in *Tadarrus al-Qur'an*. It can be concluded that there is a relationship between the activity of participating in the extracurricular activities of the *Tadarrus al-Qur'an* with students' emotional intelligence in SMK Negeri 2 Pekanbaru. The estimated error standard is 3,578.

Using Pearson Correlation, this study obtained information that there is a relationship between the activity of joining extracurricular *Tadarrus al-Qur'an* with students' emotional intelligence at SMK Negeri 2 Pekanbaru. The relationship can be accepted as true. That means the higher the activity of following extracurricular *Tadarrus al-Qur'an*, the higher their emotional intelligence are. This relationship is positive and should be taken into consideration by the school.

In the school, religious activity *Tadarrus al-Qur'an* has shown the result which is very positive in an effort to develop students' emotional intelligence. This type of extracurricular activity should be taken into consideration in developing students' emotional intelligence. extracurricular activities must be able to improve students' cognitive, affective and psychomotor abilities (Hasbullah, 2015). They must be able to develop students' talents and interests in the efforts of personal coaching towards the coaching of whole people. If they can manage emotional intelligence, they will be able to develop their creativity and imagination when learning so that they will show much better results in their learning achievement (Yuliantini, 2013). It is not easy for those in trouble students to excel if they still have difficulty regulating their emotions (Laelasari, 2014). They need to learn to train their emotional intelligence

In addition, extracurricular activities like Rohis (*kerohanian Islam*/Islamic organization for student in schools) are Islamic Religious Education containing learning activities carried out outside class hours. The program may expand students' knowledge, insights, abilities in terms of Islamic knowledge. Students can improve and apply the value of knowledge and abilities that they learned in their classroom, home and their environment (Badrudin, 2014). Based on the Minister of Religion's Regulation No. 16 of 2010 concerning Management of Islamic education in Schools in (Badrudin, 2014) stated that the expansion and development of Rohis

extracurricular is an exploration of the potential, interests, talents, ¹ skills and abilities of students in the field of Islamic Religious Education.

One of Islamic education activities is reciting Qur'an. Regular reading Qur'an is very good for increasing students' intelligence, especially at the age of children. This has only been proven in research on the effects of reading the Qur'an on the brain, and other organs of the body. This high concentration is associated with brain performance. If brain cells work or function continuously with positive and active things, they will become stronger. By reading, the right brain will get used to thinking with detail and focus. Reading and memorizing the Qur'an is the most effective way to improve emotional intelligence. This is because someone who often recites to read and memorize Qur'an first, his soul will be calm and will be more able to control his emotional state (Neni & Kartakusumah, 2017)

Reciting Qur'an may benefit ill people. This is to say that in addition to medical effort to cure patient, supporting effort ² the reading Qur'an has a great support for the recovery. Al Qadhi in Julianto, et. al., (2014) ³ through his long and serious research at the Great Clinic of Florida in the United States, succeeded in proving that by listening to the readings of the Qur'an verses, a Muslim, both those who speak Arabic or not, can feel huge physiological changes. A decrease ⁴ in depression, sadness, peace of mind, ward off various diseases is a common influence felt by the people who are the object of his research. The discovery of the psychiatrist was not haphazard. His research is supported by the help of the latest electronic equipment to detect blood pressure, heart rate, muscle endurance, and skin resistance to electrical current. The results of this study show that reading Qur'an has a major influence up to 97% in giving birth to peace of mind and healing of disease.

In the same vein, a research report was presented at the North American Islamic Medical Conference in 1984. It reported that Qur'an reading proved beneficial for listeners to be able to bring calm to 97% for those who listened. The conclusion of the study is reinforced by the research of Muhammad Salim in (Amanah & Purnamasari, 2015) published by Boston University. It reported that respondents fell peaceful of up to 65% when listening to the reading of the Qur'an and got only 35% calm when listening to Arabic that is not from the Qur'an. Qur'an reading also provides a great influence for babies when they listen regularly. This was investigated by Nurhayati (Kusrinah, 2013) from Malaysia in a Seminar on Islamic Counseling and Psychotherapy in Malaysia in 1997. According to her research, a 48-hour-old baby to whom the verses of the Qur'an were heard from a tape recorder showed a smile response and became more quiet.

Qur'an is a source for Islamic teaching, spiritual and happiness for Muslim. Reading Qur'an is considered a worship activity. There is a relationship between the values of the Qur'an that they always memorize and try to practice and their emotional intelligence (Hamdan, 2017). The activity also carries a big influence on our physical and spiritual life. To compare with, listening to classical music can affect one's intellectual intelligence (IQ) and emotional intelligence (EQ), reading the Qur'an is more than that. In addition to influencing IQ and EQ, reading the Qur'an influences spiritual intelligence (SQ). Allah's states in the Qur'an "And when the Quran is read, listen carefully and pay attention calmly so that you get mercy" (QS. al-A'rāf [7]:204).

The process of forming Qur'an reading must be a positive process or activity. The habit can be expected to produce positive behavior for students. In the process of developing students' emotional intelligence, students are nurtured to read the Qur'an. This habit may develop their emotional intelligence. This habit has a positive effect on students' emotional intelligence. This is in line with the previous studies reporting that reciting Qur'an has a positive affect for students to boost their emotional intelligence (Aquami, 2017; Julianto, et.al, 2014) There are many things and activities that can be administered to develop students'

emotional intelligence. Building good discipline at school clearly can build students' character. Building good socialization or relationships with the environment such as teachers, friends, brothers, and so forth (Mutmainah & Mufid, 2018). In this part, teachers play a good role and they are required to provide good role models for students, because they need concrete models so that they can emulate them. Therefore, it is expected that in the process of developing emotional intelligence it is expected to not only depend on the process of habituating the Qur'an but also consider other things that can support the development of students' emotional intelligence. PAI teachers administered several efforts in increasing students' emotional and spiritual intelligence approaches appreciation and enthusiasm of the practice of religious teachings, developing Qur'an literacy (Mutmainah & Mufid, 2018).

Based on the above explanation it can be concluded that the extracurricular activities of *Tadarrus al-Qur'an* are closely related to the emotional intelligence of a student. Students who actively participate in *Tadarrus al-Qur'an* activities can be said to have high emotional intelligence in the classroom. Conversely, students who do not actively participate in the Qur'an activities can be said to have low emotional intelligence in class. This finding is in line with the previous studies conducted by researchers that *Tadarrus al-Qur'an* has a positive relationship with students' positive behavior and emotional intelligence (Aquami, 2017; Hidayat, 2017; Suherman, 2017; Zamakhsyari, 2016).

CONCLUSION

This study was aimed at investigating student's emotional intelligence and its relationship with Islamic religious activity *Tadarrus al-Qur'an*. The study took place at state SMK Negeri 2 Pekanbaru. The school offered *Tadarrus al-Qur'an* as an effort to boost students' emotional intelligence. It is expected that this religious activity offers contribution toward student emotional intelligence. This study applied correlational study to investigate the relationship between *Tadarrus al-Qur'an* and students' emotional intelligence. Statistically speaking, there are some conclusion to draw.

First, the school has administered the implementation of the Islamic religious activity for students that is the *Tadarrus al-Qur'an* extracurricular activities in the SMK Negeri 2 Pekanbaru. This study found that their participation was in the medium group. This was based on the grouping of answer scores for their activity in participating in extracurricular activities of the Qur'an in the SMK Negeri 2 Pekanbaru.

Second, this study found that students' emotional intelligence participating in *Tadarrus al-Qur'an* was in the middle group. This was based on the grouping of answer scores for emotional intelligence of students in SMK Negeri 2 Pekanbaru. A high group is 9.57%, medium group is 69.57% and low group is 20.87%.

Third, this study found that there is a significant influence between students' participation in *Tadarrus al-Qur'an* and their emotional intelligence in SMK Negeri 2 Pekanbaru. This was based on the product-moment correlation test results and linear regression test results, both at the 5% level and at the 1% level.

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