

ABSTRAK

**EFEKTIVITAS PENDIDIKAN KARAKTER
MENGHARGAI KERAGAMAN
BERBASIS LAYANAN BIMBINGAN KLASIKAL
DENGAN PENDEKATAN *EXPERIENTIAL LEARNING***
(Studi Pra Eksperimen pada Siswa Kelas VIII D SMP N 1 Ponorogo
Tahun Ajaran 2016/2017)

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Penelitian ini bertujuan untuk mengetahui: 1) peningkatan hasil implementasi pendidikan karakter menghargai keragaman berbasis layanan bimbingan klasikal dengan pendekatan *experiential learning* pada sebelum dan sesudah perlakuan, 2) signifikansi hasil peningkatan implementasi pendidikan karakter menghargai keragaman, 3) peningkatan hasil pendidikan karakter menghargai keragaman berbasis layanan bimbingan klasikal dengan pendekatan *experiential learning* pada setiap sesi layanan bimbingan, 4) efektivitas implementasi pendidikan pendidikan karakter menghargai keragaman berbasis layanan bimbingan klasikal dengan pendekatan *experiential learning* menurut penilaian siswa.

Jenis penelitian ini adalah penelitian pra eksperimen dengan *one group pre-test post-test design*. Instrumen yang digunakan terdiri dari, 1) tes karakter menghargai keragaman, 2) *self assessment scale*, 3) kuesioner validitas efektivitas model menurut penilaian siswa. Subjek penelitian berjumlah 26 siswa kelas VIII D SMP N 1 Ponorogo. Tes karakter menghargai keragaman diberikan dalam bentuk pilihan ganda bergradasi, dengan jumlah 20 item soal. Hasil uji reabilitas tes karakter menghargai keragaman menunjukkan nilai Apha Cronbach = 0,665 yang termasuk dalam kategori tinggi. Sedangkan skala penilaian diri menunjukkan nilai Alpha Cronbach = 596 yang termasuk dalam kategori sedang.

Hasil penelitian memperlihatkan bahwa: 1) terdapat peningkatan hasil pendidikan karakter berbasis layanan bimbingan klasikal dengan pendekatan *experiential learning* antara sebelum dan sesudah perlakuan, 2) terdapat peningkatan yang signifikan hasil implementasi pendidikan karakter menghargai keragaman berbasis layanan bimbingan klasikal dengan pendekatan *experiential learning* pada siswa kelas VIII D SMP N 1 Ponorogo antara sebelum dan sesudah perlakuan, 3) peningkatan karakter menghargai keragaman tiap sesi layanan bimbingan, 4) berdasarkan penilaian siswa, implementasi pendidikan karakter menghargai keragaman berbasis layanan bimbingan klasikal dengan pendekatan *experiential learning* dipandang sangat efektif.

Kata kunci: pendidikan karakter, karakter menghargai keragaman, bimbingan klasikal, *experiential learning*.

ABSTRACT

EFFECTIVENESS OF CHARACTER EDUCATION IN RESPECTING DIVERSITY WITH CLASSICAL COUNSELING SERVICE BASED, EXPERIENTIAL LEARNING APPROACH

(Pre Experiments in Students of Class VIII D SMP N 1 Ponorogo
Academic Year 2016/2017)

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This study aims to determine: 1) the increase in the result of implementation of character education in respecting diversity with classical counseling service based, experiential learning approach before and after treatment, 2) the significance of the result of the increase in the implementation of character education in respecting diversity 3) improving educational outcomes of character education in respecting diversity with classical counseling service based at each session of counseling services, 4) the effectiveness of the implementation of character education in respecting diversity with classical counseling service based, experiential learning approach according to student assessment.

This type of research is the study of pre experiment with one group pre-test and post-test design. The instrument used consists of, 1) a test of character to appreciate diversity, 2) self-assessment scale, 3) questionnaire validity of the effectiveness of the model according to student assessment. Subjects numbered 26 students in grade VIII D SMP N 1 Ponorogo. Valuing diversity character test given in the form of multiple graded, with the number of 20 items about. The test results of reliability tests of character education in respecting diversity demonstrates the value Alpha Cronbach = 0.665 which is included in the high category. While the self-assessment scale shows the value of Alpha Cronbach = 0,596 were included in the medium category.

The results showed that: 1) there is improvement in education outcomes of character education in respecting diversity with classical counseling service based, experiential learning approach before and after treatment, 2) there is a significant increase results of the implementation of character education in respecting diversity with classical counseling service based, experiential learning approach to experiential learning in class VIII D SMP N 1 Ponorogo between before and after treatment, 3) an increase in the diversity of each session character appreciation after guidance services, 4) based on student assessments, the implementation of character education in respecting diversity with classical counseling service based, experiential learning approach is considered very effective.

Keywords: character education, respecting diversity, traditional guidance, experiential learning.