

ABSTRAK

**PENINGKATAN *SELF-ESTEEM* SISWA MELALUI
LAYANAN BIMBINGAN KLASIKAL
DENGAN PENERAPAN METODE PERMAINAN
(Penelitian Tindakan Bimbingan dan Konseling Pada Kelas IV Musikal 3
SD Joannes Bosco Yogyakarta Tahun Ajaran 2013/2014)**

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Penelitian ini adalah Penelitian Tindakan Kelas (PTK). Penelitian ini dilakukan dalam 3 siklus. Setiap siklus hanya satu kali pertemuan dengan alokasi waktu 1x30 menit. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi, dan refleksi. Tujuan penelitian ini untuk meningkatkan *self-esteem* siswa dalam mengikuti layanan bimbingan dan konseling melalui pelaksanaan metode permainan.

Penelitian ini dilakukan di SD Joannes Bosco Yogyakarta. Populasi penelitian ini adalah siswa kelas IV Musikal 3 SD Joannes Bosco dengan jumlah 19 siswa. Teknik pengumpulan data pada penelitian ini diperoleh dengan observasi, skala *self-esteem*, dan wawancara. Data yang diperoleh dianalisis secara deskriptif kuantitatif.

Hasil yang diperoleh dari penelitian ini adalah *self-esteem* siswa meningkat dari kondisi awal, skor *self-esteem* siswa adalah 49,37. Pada siklus I skor *self-esteem* siswa menjadi 51,68, pada siklus II menjadi 55,10 dan pada siklus III menjadi 59,89. Dari hasil uji berpasangan, peningkatan *self-esteem* dari kondisi awal dan siklus I menunjukkan signifikansi $0,001 < 0,05$ yang berarti bahwa *self-esteem* siswa dalam mengikuti kegiatan layanan bimbingan klasikal menggunakan metode permainan mengalami peningkatan secara signifikan. Pada uji berpasangan *self-esteem* siswa siklus I dan siklus II menunjukkan signifikansi $0,124 > 0,05$ yang berarti bahwa *self-esteem* siswa dalam mengikuti kegiatan layanan bimbingan klasikal menggunakan metode permainan tidak mengalami peningkatan secara signifikan. Pada siklus II dan siklus III menunjukkan signifikansi $0,039 < 0,05$ yang berarti bahwa *self-esteem* siswa dalam mengikuti kegiatan layanan bimbingan klasikal menggunakan metode permainan sudah mengalami peningkatan secara signifikan. Berdasarkan hasil penelitian diatas, dapat ditarik kesimpulan bahwa penerapan metode permainan dapat meningkatkan *self-esteem* siswa dalam mengikuti kegiatan layanan bimbingan klasikal. Penerapan metode permainan disarankan digunakan dalam kegiatan layanan bimbingan klasikal.

ABSTRACT

**IMPROVING STUDENT SELF-ESTEEM THROUGH
CLASSICAL COUNSELING SERVICES
USING GAME METHOD IMPLEMENTATION
(Action Research Guidance and Counseling In Classes IV Musical 3
Joannes Bosco Yogyakarta Elementary School Year 2013/2014)**

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This research is Classroom Action Research. This research was conducted in 3 cycles. Each cycle only one session with 1 x 30 minutes time allocation. Each cycle consists of planning, implementation, observation, and reflection. The purpose of this research is to improve the self-esteem of students in following the guidance and counseling services through the implementation of the method of the game.

This research was conducted in Joannes Bosco Elementary School Yogyakarta. The population of this research is students of class IV Musical 3 Joannes Bosco Elementary School with the 19 students. Data collection technique in this study was obtained by observation, self-esteem scale, and interviews. Data were analyzed by descriptive quantitative.

The results obtained from this research is the self-esteem of students increased from the initial conditions, self-esteem scores of students was 49.37. In the first cycle of self-esteem scores of students becomes 51.68, on the second cycle becomes 55.10 and the third cycle becomes 59.89. Pair test results, increasing in self-esteem from the initial conditions and the first cycle indicates the significance $0.001 < 0.05$, which means that the self-esteem of students in following classical guidance services activities using game method have increased significantly. In the pair test of students self-esteem first cycle and second cycle indicates the significance $0.124 > 0.05$, which means that the self-esteem of students in following classical guidance services activities using game method have not improved significantly. In the second cycle and third cycle indicates the significance $0.039 < 0.05$, which means that the self-esteem of students in classical guidance services activities using game method games have increased significantly. Based on the results above, it can be concluded that the implementation of game method can improve the self-esteem of students in following classical guidance service activities. Implementation of the game method used in the classical guidance are advised.