

ABSTRAK

Peningkatan Kemampuan Komunikasi Asertif Siswa Melalui Bimbingan Pribadi-Sosial Menggunakan Metode Sosiodrama (Penelitian Tindakan Bimbingan dan Konseling pada Kelas VIIB SMPN 1 Tretep, Temanggung Tahun Ajaran 2013/2014)

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Penelitian ini bertujuan untuk meningkatkan kemampuan komunikasi asertif dan melihat seberapa banyak peningkatan kemampuan komunikasi asertif serta validitas peningkatan kemampuan komunikasi asertif siswa melalui layanan bimbingan pribadi-sosial menggunakan metode sosiodrama pada siswa kelas VIIB SMPN 1 Tretep, Temanggung tahun ajaran 2013/2014. Jenis penelitian ini adalah penelitian tindakan bimbingan dan konseling (PTBK) yang dilaksanakan selama 2 siklus. Setiap siklus dilaksanakan dalam 1 kali pertemuan. Subyek pada penelitian ini adalah siswa kelas VIIB SMP Negeri 1 Tretep, Temanggung Tahun Ajaran 2013/2014 dengan jumlah 20 siswa. Data hasil penelitian diperoleh dari kuesioner komunikasi asertif siswa yang didukung oleh hasil observasi selama kegiatan bimbingan berlangsung, wawancara, dan dokumentasi. Nilai reliabilitas instrumen 0.820. Data dianalisis dengan menggunakan pengkategorisasian lima jenjang ordinal. Uji beda dilakukan dengan menggunakan non parametrik test dengan metode uji dua sampel berpasangan Wilcoxon. Hasil penelitian menunjukkan ada peningkatan kemampuan komunikasi asertif siswa melalui kegiatan layanan bimbingan pribadi-sosial menggunakan metode sosiodrama. Peningkatan komunikasi asertif tampak dalam data berikut: (1) Pada tahap pra penelitian terdapat 2 siswa (6%) yang kemampuan komunikasi asertifnya rendah, 11 siswa (55%) komunikasi asertifnya sedang dan 7 siswa (35%) kemampuan komunikasi asertifnya tinggi. (2) Kemudian pada siklus 1 meningkat menjadi 5 siswa (25%) yang kemampuan komunikasi asertifnya sedang, 13 siswa (65%) kemampuan komunikasi asertifnya tinggi dan 2 siswa (10%) memiliki kemampuan komunikasi asertif sangat tinggi. (3) Pada perbaikan siklus 2 menjadi 13 siswa (65%) memiliki kemampuan komunikasi asertif tinggi dan 7 siswa (35%) memiliki kemampuan komunikasi asertif sangat tinggi. Berdasarkan hasil uji beda, didapat bahwa H_0 ditolak sehingga kesimpulannya adalah ada peningkatan kemampuan komunikasi asertif melalui layanan bimbingan pribadi-sosial dengan menggunakan metode sosiodrama pada siswa kelas VIIB SMP Negeri 1 Tretep, Temanggung Tahun Ajaran 2013/2014.

ABSTRACT

The Enhancement of Assertive Communicative Skill of Students Through Social-Private Guidance Using Socio-drama Method (The Research Toward The Action of Guidance And Counseling of Class VIIB Students at *SMPN 1 Tretep*, Temanggung, School Year 2013/2014)

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This research is aims at increasing assertive communication skill students and seeing how much of an increase in assertive communication skills as well as the validity of the increase in assertive communication skills through social-private guidance using sociodrama method counseling of class VIIB students at *SMPN 1 Tretep*, Temanggung, school year 2013/2014. The type of this research is the research toward the action of guidance and counseling (PTBK) conducted for two cycles. Each cycle was conducted in one meeting. The subject of this reseach is class VIIB students at *SMPN 1 Tretep*, Temanggung, school year 2013/2014. The number of the students who became the subject was 20. The research result data was achieved from students' assertive communicative questionnaire which was supported by the result of ibservation during the guidance, interview and documentation. The instrument reliability value was 0,820. The data was analized using ordinal five-level categorization. The test of differentiation was conducted using non-parametric test with the method of testing Wilcoxon two passed –samples. The result of the research showed that there is enhancement of assertive communication skill of students through social-private guidance using socio-drama method. The enhancement of assertive communicative skill appeared in the data follow: (1) At the stage of pre-research, there were two students (6%) who had low assertive communicative skill, 11 students (55%) who had medium assertive communicative skill and 7 students (35%) who had high assertive communicative skill. (2) Then, at the first cycle, it became 5 students (25%) had medium assertive communicative skill, 13 students (65%) had high assertive communicative skill and 2 students (35%) had very high assertive communicative skill.(3) At the second cycle, it became 13 students (65%%) had high assertive communicative skill and 7 students (35%) had very high assertive communicative skill. Based on the result of testing differentiation, it showed that H_0 was rejected so that the conclusion is there was enhancement of assertive communicative skill of students through social-private guidance using sociodrama method of class VIIB students at *SMPN 1 Tretep*, Temanggung, school year 2013/2014.