

ABSTRAK

**UPAYA PENINGKATAN KEMATANGAN KARIER MELALUI
BIMBINGAN KARIER DENGAN MENGGUNAKAN METODE
SOSIODRAMA**

**(Penelitian Tindakan Bimbingan dan Konseling pada Siswa Kelas XI Teknik
Komunikasi dan Jaringan Tahun Ajaran 2014/2015)**

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Penelitian ini bertujuan untuk meningkatkan kematangan karier siswa melalui bimbingan karier dengan menggunakan metode sosiodrama dan untuk mengetahui tingkat efektivitas metode sosiodrama dalam meningkatkan kematangan karier siswa. Penelitian ini merupakan Penelitian Tindakan Bimbingan dan Konseling (PTBK). Subjek penelitian ini adalah siswa kelas XI Teknik Komunikasi dan Jaringan (TKJ) di SMK Piri 1 Yogyakarta. Subjek penelitian berjumlah 24 siswa yang terdiri dari 6 siswa perempuan dan 18 siswa laki-laki. Penelitian terdiri dari dua siklus, setiap pertemuan dilakukan 1 x 45 menit. Teknik pengumpulan data menggunakan Angket Kematangan Karier, observasi kematangan karier siswa, wawancara, dan dokumentasi. Nilai reliabilitas angket kematangan karier sebesar 0,991. Teknik analisis data yang digunakan dalam penelitian ini adalah teknik pengkategorisasian jenjang ordinal. Uji t dilakukan dengan menggunakan non parametrik test dengan metode uji dua sampel berpasangan Wilcoxon.

Hasil penelitian menunjukkan adanya peningkatan kematangan karier melalui bimbingan karier dengan menggunakan sosiodrama. Hal ini ditunjukkan dengan: (1) Data hasil angket kematangan karier pada tahap pra tindakan sebesar 40,97%, siklus I 48,51%, dan siklus II 53,91%. (2) Data hasil observasi kematangan karier siswa pada tahap pra tindakan dengan rata-rata presentase 53,54%, siklus I dengan rata-rata presentase 62,83%, dan siklus II dengan rata-rata presentase 71,86%. (3) Data hasil akhir pada siklus II yang menunjukkan bahwa adanya peningkatan kematangan karier yang signifikan, artinya layanan bimbingan karier dengan menggunakan metode sosiodrama memiliki rata-rata dengan hasil pra tindakan 42,68%, siklus I 50,53%, dan siklus II 56,16%. (4) Data hasil *T-test* menunjukkan bahwa pada pra tindakan – siklus I nilai Z sebesar -4,170 dan Asymp Sig (2-tailed) sebesar ,000. Pada siklus I – siklus II nilai Z sebesar -3,904 dan Asymp Sig (2-tailed) sebesar ,000. Pada pra tindakan – siklus II nilai Z sebesar -4,287 dan Asymp Sig (2-tailed) sebesar ,000. Jika Asymp Sig (2-tailed) $0,00 < 0,05$ maka H_0 ditolak, jadi kesimpulannya ada peningkatan pada kematangan siswa kelas XI TKJ SMK Piri 1 Yogyakarta melalui bimbingan karier dengan menggunakan metode sosiodrama.

Kata kunci : *Kematangan karier, bimbingan karier, dan metode sosiodrama*

ABSTRACT

INCREASING CAREER MATURITY THROUGH CAREER GUIDANCE USING SOCIO-DRAMA METHOD

(An Action Research on Guidance and Counseling Class to the Eleventh Grade Student of the Communication and Network Engineering, academic year 2014/2015)

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This research aims to increase students' career maturity through a career guidance session using socio-drama method to investigate the degree of effectiveness of the socio-drama method in increasing their career maturity. This is a Guidance and Counseling Action Research. The subjects of Senior Vocational School (SMK) Piri 1 Yogyakarta. The subjects were 24 students, consisting of 6 female students and 18 male students. The research involved two cycles, each of which lasted for 45 minutes. The data gathering technique employed the Career Maturity Questionnaire, observation of the students' career maturity, interview and documentation. The reliability value of the career maturity questionnaire was 0,991. The data analysis technique used in this research was the ordinal-scale categorization. The t-test was done with the non-parametric test using Wilcoxon signed-rank test method for paired samples.

The research results showed that there was a significant increase in the students' career maturity through a career guidance session using socio-drama method. The research showed the following results: (1) The data finding from the career maturity questionnaire in the pre-action stage was 40,97%, in cycle 1 was 48,51%, and in cycle 2 was 53,91%. (2) The data from the observation showed that the means of the students' career maturity in the pre-action stage was 53,54%, in cycle 1 was 62,83%, and in cycle 2 was 71,86%. (3) The final result data in cycle 2 showed that there was a significant increase in career maturity, which meant that the guidance and counseling service using socio-drama method showed an average of 42,68% in the pre-action stage, 50,53% in cycle 1, and 56,16% in cycle 2. (4) The data from the t-test showed that the value of Z in the pre-action stage to cycle 2 was -4,170 and Asymn Sig (2-tailed) was ,000. In cycle 1 to cycle 2, the value of Z was -3,904 and Asymp Sig (2-tailed) ,000. If Asymp Sig (2-tailed) $0,00 < 0,05$, then H_0 was rejected. Therefore, it can be concluded that there was a significant increase in the career maturity among the eleventh grade students of SMK Piri 1 Yogyakarta through the guidance and counseling session using socio-drama method.

Key word: Career maturity, career guidance, and socio-drama method