ABSTRAK

TINGKAT KEMANDIRIAN BELAJAR SISWA SMA
(Studi Deskriptif pada Siswa SMA Stella Duce 2 Yogyakarta yang Tinggal di Kost Tahun Ajaran 2019/2020 dan Usulan Topik-Topik Bimbingan Pribadi Belajar)

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Penelitian ini bertujuan untuk (1) Mendeskripsikan Tingkat Kemandirian Belajar pada Siswa SMA Stella Duce 2 Yogyakarta yang Tinggal di Kost Tahun Ajaran 2019/2020 dan (2) Mengidentifikasi item instrumen Tingkat Kemandirian Belajar pada siswa SMA Stella Duce 2 Yogyakarta yang tinggal di kost tahun ajaran 2019/2020 yang perolehan skornya rendah sebagai dasar penyusunan topik-topik bimbingan pribadi-belajar. Subjek penelitian ini adalah siswa SMA Stella Duce 2 Yogyakarta yang tinggal di kost tahun ajaran 2019/2020.

Jenis penelitian ini adalah kuantitatif deskriptif. Pengumpulan data pada penelitian ini menggunakan Kuesioner Tingkat Kemandirian Belajar yang berjumlah 57 item. Kuesioner disusun berdasarkan aspek kemandirian belajar menurut Davis (Nurhayati, 2011: 74). Nilai koefisien reliabilitas instrumen menggunakan pendekatan *Alpha Chronbach (α)* sebesar 0,942. Teknik analisis data menggunakan statistik deskriptif dengan kategorisasi sangat tinggi, tinggi, sedang, rendah, dan sangat rendah.

Hasil penelitian ini menunjukkan bahwa siswa kost SMA Stella Duce 2 Yogyakarta memiliki tingkat kemandirian belajar sebagai berikut: (1) 3 siswa (6,67%) memiliki kemandirian belajar pada kategori sangat tinggi, 27 siswa (60%) memiliki kemandirian belajar pada kategori tinggi, 14 siswa (31,1%) memiliki kemandirian belajar pada kategori sedang, 1 siswa (2,23%) memiliki kemandirian belajar pada kategori rendah, dan tidak ada (0%) siswa yang memiliki kemandirian belajar pada kategori sangat rendah. (2) Hasil analisis item menunjukkan 3 item (5,27%) memiliki skor sangat tinggi, 29 item (50,87%) memiliki skor tinggi, 22 item (38,59%) memiliki skor sedang, 3 item (5,27%) memiliki skor rendah, dan tidak ada (0%) yang memiliki tingkat kemandirian belajar sangat rendah. Berdasarkan hasil analisis item ini menjadi dasar menyusun usulan topik-topik bimbingan yaitu, (1) Waktu Belajar; (2) Belajar Kelompok; (3) Meningkatkan Keterampilan Belajar; (4) Belajar Baca yang Efektif; (5) Fokus Tujuan, Rapikan Pikiran; (6) Sukses Belajar Tanggung Jawab; (7) Saya Optimis; (8) Meningkatkan Rasa dan menjadi Pribadi yang Percaya Diri.

Kata kunci: Kemandirian Belajar, Siswa SMA yang Tinggal di Kost, Bimbingan Pribadi dan Belajar.

ABSTRACT

THE LEARNING INDEPENDENCE LEVEL OF HIGH SCHOOL STUDENT
(A Descriptive Study on SMA Stella Duce 2 Yogyakarta Students Who Lived in Boarding House, During 2019/2020 Academic Year and Proposed Personal Tutoring Topics)

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The aim of this study was to: (1) Describe the Learning Independence Level of SMA Stella Duce 2 Yogyakarta Students Who Lived in Boarding House during 2019/2020 Academic Year and (2) Identify the instrument items of the Learning Independence Level of SMA Stella Duce 2 Yogyakarta students who lived in boarding house during 2019/2020 academic years which obtains low scores as the basis for the preparation of personal-learning guidance topics. The subjects of this study were SMA Stella Duce 2 Yogyakarta students who lived in boarding house during 2019/2020 academic year.

The type of the research was quantitative descriptive research. The Data Collection in this study was using a Learning Independence Level Questionnaire with 57 items. The questionnaire was arranged based on learning independence aspects according to Davis (Nurhayati, 2011: 74). The reliability coefficient measurement of the instrument used the Alpha Chronbach (α) approach of 0.942. Data analysis techniques used was descriptive statistics with very high, high, medium, low, and very low categorization.

The results of this study indicated that SMA Stella Duce 2 Yogyakarta students who lived in boarding house had the following levels of learning independence. (1) 3 students (6.67%) had very high learning independence, 27 students (60%) had high learning independence, 14 students (31.1%) had medium learning independence, 1 student (2.23%) had low learning independence, and none (0%) of the students had very low learning independence. (2) The results of item analysis showed that there were 3 items (5.27%) that had very high scores, 29 items (50.87%) with high scores, 22 items (38.59%) that had moderate scores, 3 items (5.27 %) that had low score, and no (0%) items that had very low score. Analysis the results of the items become the basis for compiling proposed guidance topics, namely, (1) Learning Time; (2) Group Study; (3) Improve Learning Skills; (4) Effective Reading Learning; (5) Focusing on Goals, Tidying Thoughts; (6) Successful Learning Responsibility; (7) I'm Optimistic; (8) Increases Self-Confidence and Self-Confidence.

Keywords: Learning Independence, High School Students who Lived in Boarding House, Personal Guidance and Learning.