

ABSTRAK

**EFEKTIVITAS IMPLEMENTASI PENDIDIKAN KARAKTER
BERBASIS LAYANAN BIMBINGAN KLASIKAL KOLABORATIF
DENGAN PENDEKATAN EXPERIENTIAL LEARNING UNTUK
MENINGKATKAN KARAKTER BERTANGGUNG JAWAB SISWA SMP**
(Studi Pra Eksperimen pada Siswa/i Kelas VII SMP Kanisius Kalasan Yogyakarta
Tahun Ajaran 2014/2015)

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Tujuan penelitian ini (1) mengetahui gambaran tingkat karakter bertanggung jawab siswa kelas VII A SMP Kanisius Kalasan Yogyakarta sebelum dan sesudah mendapatkan pendidikan karakter berbasis layanan bimbingan klasikal kolaboratif dengan pendekatan *experiential learning* Tahun Ajaran 2014-2015, (2) mengetahui efektivitas pendidikan karakter berbasis layanan bimbingan klasikal kolaboratif dengan pendekatan *experiential learning* untuk meningkatkan karakter bertanggung jawab siswa kelas VII A di SMP Kanisius Kalasan Yogyakarta Tahun Ajaran 2014-2015.

Jenis penelitian ini adalah penelitian kuantitatif dengan pendekatan pra eksperimen *One-Group Prates-Posttest Design*. Metode pengumpulan data yang digunakan dalam penelitian ini adalah Kuesioner Karakter Bertanggung Jawab yang disusun oleh peneliti. Subjek dalam penelitian ini adalah siswa-siswi kelas VII A SMP Kanisius Kalasan Yogyakarta yang berjumlah 30 siswa. Koefisien reliabilitas penelitian ini dianalisa menggunakan teknik analisis *Alpha Cornbach* hasilnya senilai 0,595 dan termasuk dalam kategori cukup. Teknik analisis data yang digunakan adalah kategorisasi distribusi normal dan uji t.

Temuan penelitian menunjukkan: gambaran tingkat karakter bertanggung jawab siswa kelas VII A SMP Kanisius Kalasan Yogyakarta sebelum dan sesudah mendapatkan pendidikan karakter berbasis layanan bimbingan klasikal kolaboratif dengan pendekatan *experiential learning* Tahun Ajaran 2014-2015 secara umum baik. Namun demikian masih ditemukan beberapa siswa memiliki karakter bertanggung jawab pada kategori sedang. Terdapat peningkatan karakter bertanggung jawab siswa secara signifikan senilai Sig. (2-tailed) $(0.001) < (0.05)$. Dengan demikian, implementasi layanan bimbingan klasikal kolaboratif dengan pendekatan *experiential learning* efektif dalam meningkatkan karakter bertanggung jawab siswa.

Kata kunci: bimbingan klasikal kolaboratif, *experiential learning*, karakter bertanggung jawab.

ABSTRACT

EFFECTIVENESS OF CHARACTER EDUCATION BASED COLLABORATIVE CLASSICAL GUIDANCE SERVICE IMPLEMENTATION WITH EXPERIENTIAL LEARNING APPROACH TO IMPROVE THE RESPONSIBLE CHARACTER

(Pre Experiment study among seventh graders in Kanisius Junior High School
Kalasan Yogyakarta batch 2014-2015)

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The objectives of this research are: (1) to describe the level of responsibility among the seventh grade students class A of Kanisius JHS Kalasan Yogyakarta before and after receiving collaborative class guidance service-based character education using experiential learning approach in the academic year of 2014/2015; (2) to find out the effectiveness of the collaborative class guidance service-based character education using experiential learning approach to develop a sense of responsibility among the seventh grade students class A of Kanisius JHS Kalasan Yogyakarta, academic year of 2014/2015.

This is a quantitative research using preliminary One-Group Pretest-Posttest Design. To collect data, a questionnaire on Responsible Character developed by the researcher was employed. The subjects of the research were thirty (30) seventh grade students class A of Kanisius JHS Kalasan Yogyakarta. The reliability coefficient, analyzed using Alpha Cronbach analysis technique, was 0.595 and categorized as sufficient. The data analysis technique used was normal distribution and t-test.

The research shows that: (1) the sense of responsibility among the seventh grade students of Kanisius JHS Kalasan Yogyakarta before and after receiving collaborative class guidance service using experiential learning approach was categorized as good. However, some students' sense of responsibility was still categorized as average which means they still need guidance to develop their sense of responsibility; (2) there was a significant improvement in students' sense of responsibility by sig. (2-tailed) $(0.001) < (0.05)$. Thus, the implementation of collaborative class guidance service using experiential learning approach was effective in developing students' sense of responsibility.

Key words: collaborative classical guidance, experiential learning, responsible character.