

ABSTRAK

PERBEDAAN KEMAMPUAN *SELF-LEADERSHIP* MAHASISWA DITINJAU DARI KEAKTIFAN ORGANISASI (Studi Komparatif pada Mahasiswa Program Studi Bimbingan dan Konseling USD Angkatan 2017-2020)

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Penelitian ini bertujuan untuk: (1) Mengkategorikan kemampuan *self-leadership* pada mahasiswa yang aktif dan tidak aktif mengikuti organisasi; (2) Mengidentifikasi butir-butir pengukuran kemampuan *Self-leadership* pada Mahasiswa aktif dan tidak aktif mengikuti organisasi; (3) Mengetahui perbedaan kemampuan *self-leadership* pada mahasiswa yang aktif dan tidak aktif mengikuti kegiatan organisasi.

Jenis penelitian ini adalah penelitian deskriptif komparatif. Subjek penelitian ini adalah mahasiswa Program Studi Bimbingan dan Konseling Universitas Sanata Dharma Yogyakarta angkatan 2017-2020 yang berjumlah 210 mahasiswa. Pengumpulan data menggunakan Skala Kemampuan *Self-leadership* pada Mahasiswa aktif dan tidak aktif mengikuti organisasi dengan 59 item valid dan memiliki indeks reliabilitas Alpha Cronbach sebesar 0.956. Skala disusun berdasarkan aspek-aspek kemampuan *self-leadership*, yaitu; (1) Aspek Kesadaran diri (*self awareness*); (2) Aspek pengarahan diri (*self direct*); (3) Aspek pengelolaan diri (*self manage*); (4) Aspek penyelesaian/pencapaian diri sendiri (*self accomplishment*); (5) Strategi Pemusatan Perilaku (*Behavior Focused Strategies*); (6) Penghargaan Alami Kepada Diri (*Natural Reward Strategies*); (7) Pola Pikir Konstruktif (*Constructive Thought Pattern Strategies*). Perbedaan kemampuan kemampuan *self-leadership* pada mahasiswa yang aktif dan tidak aktif mengikuti organisasi dianalisis dengan teknik uji t.

Hasil penelitian ini menunjukkan bahwa; (1) Tanpa membedakan aktif dan tidak aktif mengikuti organisasi, terdapat 46 (21,9%) mahasiswa memiliki kemampuan *self-leadership* sangat tinggi, 113 (53,8%) berkemampuan *self-leadership* pada kategori tinggi, dan 51 (24,3%) Tidak ada mahasiswa dari kedua golongan tersebut yang memiliki capaian hasil kemampuan *self-leadership* yang berada pada kategori rendah dan sangat rendah; (2) Teridentifikasi 9 (15,3%) item pengukuran *self-leadership* mahasiswa dengan capaian skor sangat tinggi, 40 (67,8%) item dengan skor tinggi, 10 (16,9%) item pada kategori sedang, dan tidak ada skor item yang berada pada kategori rendah dan sangat rendah; (3) Tidak terdapat perbedaan kemampuan *self-leadership* pada mahasiswa program studi Bimbingan dan Konseling USD angkatan 2017-2020 ditinjau dari keaktifan berorganisasi dengan nilai p-value $0,522 > 0,05$.

Kata kunci: Kemampuan *self-leadership*, mahasiswa aktif berorganisasi, mahasiswa tidak aktif berorganisasi

ABSTRACT

*DIFFERENCES IN STUDENTS' SELF-LEADERSHIP ABILITIES JUDGING
FROM THE ACTIVENESS OF THE ORGANIZATION
(Comparative Studies in Students of Guidance and Counseling Study Program
USD Force 2017-2020)*

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The study aims to: (1) Categorize self-leadership skills in students who are active and inactive following the organization; (2) Identify the measurement points of self-leadership capabilities in students who are active and inactive following the organization; (3) Knowing the difference in self-leadership skills in students who are active and inactive following the activities of the organization..

This type of research is comparative descriptive research. The subject of this study is a student of the Guidance and Counseling Study Program of Sanata Dharma University Yogyakarta class of 2017-2020 which amounted to 210 students. The data collection uses the self-leadership Capability Scale in students who actively and inactively follow organizations with 59 valid items and have an Alpha Cronbach reliability index of 0.956. The scale is based on aspects of self-leadership capabilities, namely; (1) Aspects of Self-Awareness; (2) Aspects of self-direct; (3) Aspects of self-management; (4) Aspects of self-completion /achievement (self-accomplishment); (5) Behavior Focused Strategies; (6) Natural Reward Strategies; (7) Constructive Thought Pattern Strategies. Differences in self-leadership skills in students who are active and inactive following the organization are analyzed with the t test techniques.

The results of this study show that; (1) Without distinction of active and inactive following the organization, there are 46 (21.9%) students have very high self-leadership skills, 113 (53.8%) self-leadership capabilities in high categories, and 51 (24.3%) None of the students of both groups have achievement of self-leadership ability results in low and very low categories; (2) Identified 9 (15.3%) items of self-leadership measurement of students with very high scores, 40 (67.8%) items with high scores, 10 (16.9%) items in moderate categories, and no item scores that were in low and very low categories; (3) There is no difference in self-leadership ability in students of the USD Guidance and Counseling study program class of 2017-2020 in terms of active organization with a p-value of $0.522 > 0.05$.

Keywords: *Self-leadership skills, active student organization, student inactive organization.*