

ABSTRAK

“PENINGKATAN MOTIVASI BELAJAR MELALUI METODE LAYANAN BIMBINGAN KLASIKAL DENGAN TEKNIK *EXPERIENTIAL LEARNING* DI ERA PASCA PANDEMI

(Penelitian Tindakan Bimbingan dan Konseling pada Siswa SMP Negeri 3 Yogyakarta)”

Agnes Ramti
Universitas Sanata Dharma
2023

Motivasi belajar sangat dibutuhkan dalam dunia pendidikan terkhususnya bagi peserta didik dalam proses belajar. Tujuan dari penelitian ini: (1) Menjelaskan perbedaan signifikan dalam peningkatan motivasi belajar siswa SMP N 3 Yogyakarta antar siklus dengan menggunakan teknik *experiential learning*. (2) Mengidentifikasi peningkatan motivasi belajar siswa SMP Negeri 3 Yogyakarta antar siklus dengan menggunakan teknik *experiential learning*. (3) Mendeskripsikan cara meningkatkan motivasi belajar Siswa SMP N 3 Yogyakarta dalam siklus-siklus dengan menggunakan teknik *experiential learning*.

Motivasi belajar merupakan salah satu faktor yang mempengaruhi kualitas pembelajaran. Salah satu komponen dalam sistem pendidikan di sekolah yang turut bertanggungjawab adalah penerapan strategi pelayanan Bimbingan dan Konseling. Pelayanan Bimbingan dan Konseling berupa layanan bimbingan klasikal tidak bisa dilepaskan dari teknik. Teknik yang digunakan adalah teknik *experiential learning*.

Penelitian ini menggunakan Penelitian Tindakan Bimbingan Konseling (PTBK). Metode pengumpulan data menggunakan angket dan observasi. Aktivitas di dalam siklus meliputi perencanaan, tindakan, observasi dan refleksi. Teknik analisis data menggunakan analisis data kuantitatif dan kualitatif. Subjek penelitian ini adalah siswa kelas VII C SMP Negeri 3 Yogyakarta sebanyak 29 orang. Hasil penelitian menunjukkan terdapat kenaikan antara tindakan *pretest*(74,75%) dan *posttest*(75,54%). Selisih antara tindakan *pretest* ke *posttest* sebesar 0,79%. Kenaikan ini tidak sangat signifikan. Selanjutnya, indikator keberhasilan pada tindakan siklus I (72,5%), tindakan siklus II (73%), dan tindakan siklus III (77,35%). Dari data tersebut, terjadi peningkatan pada tindakan siklus II ke siklus III dengan selisih 4,35%. Berdasarkan hasil uji signifikan(t-test) dengan perhitungan menggunakan SPSS 22 menunjukkan bahwa (Siklus I - Siklus II) didapatkan $t = 0.228$, $p = 0,821 > \alpha = 0,05$; maka tidak terdapat peningkatan motivasi belajar secara signifikan antara siklus 1 dan siklus 2 melalui layanan bimbingan klasikal dengan teknik *experiential learning*, (Siklus I sampai Siklus III) didapatkan $t = -5.243$, $p = 0,000 < \alpha = 0,05$; maka terdapat peningkatan motivasi belajar secara signifikan antara siklus 1 sampai siklus 3 melalui layanan bimbingan klasikal dengan teknik *experiential learning*, (Siklus II dan Siklus III) didapatkan $t = -5.533$, $p = 0,000 < \alpha = 0,05$; maka terdapat peningkatan motivasi belajar secara signifikan antara siklus 2 dan siklus 3 melalui layanan bimbingan klasikal dengan teknik *experiential learning*.

Kata kunci: Motivasi belajar; bimbingan klasikal; teknik *experiential learning*

ABSTRACT

“IMPROVING LEARNING MOTIVATION THROUGH CLASSIC GUIDANCE SERVICE METHODS USING EXPERIENTIAL LEARNING TECHNIQUES IN THE POST PANDEMI ERA”

(Guide and Counseling Action Research on Students of SMP Negeri 3 Yogyakarta)

Agnes Ramti
Sanata Dharma University
2023

Motivation to learn is needed in the world of education, especially for students in the learning process. The purpose of this study: (1) Explain the significant differences in increasing the learning motivation of SMP N 3 Yogyakarta students between cycles by using experiential learning techniques. (2) Identify the increase in student motivation at SMP Negeri 3 Yogyakarta between cycles by using experiential learning techniques. (3) Describe how to increase student motivation at SMP N 3 Yogyakarta in cycles using experiential learning techniques.

Learning motivation is one of the factors that influence the quality of learning. One component in the education system in schools that is also responsible is the implementation of the Guidance and Counseling service strategy. Guidance and Counseling services in the form of classical guidance services cannot be separated from technique. The technique used is experiential learning technique.

This study uses Counseling Guidance Action Research (PTBK). Methods of data collection using questionnaires and observation. Activities in the cycle include planning, action, observation and reflection. Data analysis techniques using quantitative and qualitative data analysis. The subjects of this study were 29 students of class VII C, SMP Negeri 3 Yogyakarta. The results showed that there was an increase between pretest (74.75%) and posttest (75.54%). The difference between the pretest to posttest measures is 0.79%. This increase is not very significant. Furthermore, the indicators of success in the action cycle I (72.5%), cycle II action (73%), and cycle III action (77.35%). From these data, there was an increase in the actions from cycle II to cycle III with a difference of 4.35%. Based on the results of the significant test (*t*-test) with calculations using SPSS 22 shows that (Cycle I - Cycle II) obtained $t = 0.228$, $p = 0.821 > \alpha = 0.05$; then there is no significant increase in learning motivation between cycle 1 and cycle 2 through classical guidance services with experiential learning techniques, (Cycle I to Cycle III) obtained $t = -5.243$, $p = 0.000 < \alpha = 0.05$; then there is a significant increase in learning motivation between cycle 1 to cycle 3 through classical guidance services with experiential learning techniques, (Cycle II and Cycle III) obtained $t = -5.533$, $p = 0.000 < \alpha = 0.05$; then there is a significant increase in learning motivation between cycle 2 and cycle 3 through classical guidance services with experiential learning techniques.

Keywords: motivation to learn; classical guidance; experiential learning techniques