

ABSTRAK

PENGGUNAAN *EXPERIENTIAL LEARNING* UNTUK MENINGKATKAN KEMAMPUAN PENGELOLAAN EMOSI PADA SISWA SD KANISIUS NGLINGGI (Penelitian Tindakan Bimbingan dan Konseling pada Siswa Kelas III-IV di SD Kanisius Nglingsi)

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Tujuan penelitian ini adalah mengetahui efektivitas teknik *experiential learning* untuk meningkatkan kemampuan pengelolaan emosi siswa. Penelitian ini menggunakan metode Penelitian Tindakan Bimbingan dan Konseling.

Subjek dalam penelitian ini yaitu siswa kelas III-IV SD Kanisius Nglingsi sebanyak 43 orang. Alat ukur yang digunakan adalah angket kuisioner tentang pengelolaan emosi. Alat ukur tersebut diuji menggunakan validitas isi dengan pendekatan *expert judgement*. Reliabilitas instrumen diuji menggunakan rumus Cronbach's alpha. Hasil uji reliabilitas instrumen pada penelitian ini adalah 0,986, yang artinya reliabel.

Berdasarkan hasil uji *repeated-measures ANOVA*, ditemukan terdapat kenaikan signifikan antara tindakan *pretest* dan *posttest*. *Posttest* siklus I (mean 90.023) lebih tinggi dari *pretest* siklus I (mean 77.163) dengan $p < 0.001$. Dari situ disimpulkan bahwa perlakuan pada siklus I efektif. Pada siklus II *posttest* (mean 101.070) lebih tinggi dari *pretest* siklus II atau *posttest* siklus I (mean 90.023) dengan $p < 0.001$. Dari situ disimpulkan bahwa perlakuan pada siklus II efektif. Maka secara umum program *experiential learning* ini efektif untuk meningkatkan pengelolaan emosi siswa.

Kata kunci: pengelolaan emosi, *experiential learning*, penelitian tindakan bimbingan dan konseling.

ABSTRACT

***THE USE OF EXPERIENTIAL LEARNING
TO ENHANCE EMOTIONAL MANAGEMENT CAPABILITY
IN KANISIUS NGLINGGI ELEMENTARY SCHOOL STUDENTS
(Action Research on Guidance and Counseling for Class III-IV Students
at Kanisius Nglinggi Elementary School)***

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The purpose of this research is to determine the effectiveness of the experiential learning technique in improving students' emotional management skills. This research uses the Action Research method in Guidance and Counseling.

The subjects of this study are 43 students from grades III-IV at Kanisius Nglinggi Elementary School. The measurement tool used is a questionnaire on emotional management. This tool was tested using content validity with an expert judgment approach. The instrument's reliability was tested using the Cronbach's alpha formula. The reliability test result of the instrument in this study is 0.986, which indicates that it is reliable.

Based on the repeated-measures ANOVA test results, a significant increase was found between the pretest and posttest actions. The posttest of cycle I (mean 90.023) was higher than the pretest of cycle I (mean 77.163) with $p < 0.001$. From this, it was concluded that the treatment in cycle I was effective. In cycle II, the posttest (mean 101.070) was higher than the pretest of cycle II or the posttest of cycle I (mean 90.023) with $p < 0.001$. From this, it was concluded that the treatment in cycle II was effective. Therefore, the experiential learning program is generally effective in improving students' emotional management skills.

Key words: *emotion management, experiential learning, guidance and counseling action research.*