

ABSTRAK

EFEKTIVITAS IMPLEMENTASI PENDIDIKAN KARAKTER BELA GENDER BERBASIS BIMBINGAN KLASIKAL KOLABORATIF DENGAN PENDEKATAN *EXPERIANTIAL LEARNING*

(Studi *Pre-Experimental* pada Siswa Kelas VIII SMP N 9 Singkawang
2014/2015)

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Penelitian ini dilakukan karena terjadi hambatan penerapan pendidikan karakter di sekolah yang memberikan efek besar pada beberapa nilai karakter dalam diri remaja yakni, toleransi dan nilai peduli sosial yang menjadi bias oleh gender. Bertolak dari realita yang ada di wilayah Suku Dayak Salako, penelitian ini bertujuan untuk mengetahui seberapa efektif implementasi model pendidikan karakter bela gender berbasis layanan bimbingan klasikal dengan pendekatan *experiential learning* pada siswa kelas VIII SMP N 9 Singkawang Tahun Ajaran 2014/2015 yang mayoritas adalah remaja Suku Dayak Salako. Selain itu, penelitian ini juga bertujuan untuk melihat gambaran tingkat pendidikan karakter bela gender siswa kelas VIII SMP N 9 Singkawang dan pada akhirnya dapat menemukan signifikansi atas peningkatan sebelum dan sesudah proses implementasi model ini dilakukan.

Penelitian ini merupakan penelitian dengan metode kuantitatif *pre-experimental* menggunakan *one group pre-test post-test design*. Subjek dalam penelitian ini berjumlah 33 siswa kelas VIII di SMP N 9 Singkawang. Data dalam penelitian ini dikumpulkan menggunakan teknik tes dan non tes. Teknik non tes terdiri dari tiga instrumen, yakni kuesioner validasi eketivitas implementasi model pendidikan karakter berbasis layanan bimbingan klasikal kolaboratif dengan pendekatan *experiential learning* (responden mitra kolaboratif), kuesioner validasi model pendidikan karakter (responden siswa), dan *self assessment scale* tingkat pendidikan karakter bela gender siswa. Sementara, teknik tes terdiri dari satu alat tes, yakni tes hasil pendidikan karakter bela gender yang diberikan sebelum (*pre-test*) dan sesudah (*post-test*) implementasi dilakukan. Koefisien reliabilitas dalam tes hasil pendidikan karakter bela gender diukur dengan menggunakan teknik analisa *Alpha Cronbach* dengan hasil hitung (0.721) sehingga termasuk dalam kategori tinggi.

Berdasarkan hasil penelitian, mitra kolobartif menilai model ini sangat lebih baik digunakan untuk meningkatkan nilai karakter siswa dibandingkan model terdahulu (pendidikan karakter terintegrasi). Selanjutnya berdasarkan hasil validasi siswa, pada enam aspek penilaian, seluruh siswa (100%) menilai bahwa implementasi model ini sangat efektif untuk meningkatkan kesadaran siswa guna memperbaiki diri, menghargai teman, membangun kepedulian atau kesetiakawanan, dan mendorong untuk lebih disiplin. Dapat digambarkan peningkatan hasil implementasi pendidikan karakter bela gender siswa. Kesimpulannya, implementasi pendidikan karakter berbasis layanan bimbingan klasikal kolaboratif, efektif untuk meningkatkan nilai karakter bela gender siswa kelas VIII SMP N 9 Singkawang.

Kata kunci: bimbingan klasikal kolaboratif, *experiential learning*, nilai karakter bela gender, pendidikan karakter, suku dayak salako

ABSTRACT

EFFECTIVENESS IMPLEMENTATION OF CHARACTER EDUCATION WITH GENDER VALUE BASED COLLABORATIVE CLASICAL GUIDANCE SERVICE WITH EXPERIENTIAL LEARNING APPROACH

(Pre Experiment study among eighth grade in Singkawang State Junior High
School No 9 batch 2014/2015)

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This research held due to the barriers of the implementation of character education in schools. It brings a big effect on some points of the character values in the teens themselves, tolerance and social care values which one biased by gender. Based on the current reality, this research aims to determine how effective the implementation of character education with gender values based on collaborative classical guidance service using experiential learning approach on eighth grade student of 9 Singkawang State Junior High School batch 2014/2015 which most of them are from Dayak Salako Ethnical. Besides, this research also aims to look how great the level of gender-defense character education in on eighth grade student of 9 Singkawang State JHS and ultimately to find the significance of enhancement before and after the implementation process of these models is done.

It was a quantitative research which was using pre-experimental One-Group Pre-test Post-test design. The subjects of the research were thirty three (33) students of eighth from 9 Singkawang State JHS. Data of this research were collected by test and non t test technic. Non test technic of this research consists of three instruments, which are validation of effectiveness implementation models questionnaire (*stakeholder as a respondent*), validation of effectiveness implementation models questionnaire (students as respondent), and self assessment scale of gender level on character education. In another technic, the researcher used test to collect the data. The test was about gender level on charcter education which were given before (as a pre-test) and after (as a post-test) the process of implementation. The coefficient of reliability in a test of gender level on character education was measured by Alpha Cronbach analysis techniques. The coefficient of reliability tests of character education gender martial 0,721 and that was included in the high category.

The collaboratives assessed that model was better to use to increase the value of the student's character than the previous models (integrated character education). Furthermore, based on the results of the validation of students at six aspects of assessment, all students (100%) considered that the implementation of this model was very effective to increase the student's awareness to improve themselves, appreciate their friends, raise awareness or solidarity, and encourage to be more disciplined. This research provides an overview of the increasing student gender character. Finally it can be deduced that the implementation of character education-based guidance classical collaborative was effective to increase the value of gender character for eighth grade student on 9 Singkawang State JHS.

Key words: collaborative classical guidance, experiential learning, charcter of gender values, character education, dayak saloko ethnical