

ABSTRAK**EFEKTIVITAS IMPLEMENTASI
PENDIDIKAN KARAKTER BERTANGGUNG JAWAB
BERBASIS LAYANAN BIMBINGAN KLASIKAL
DENGAN PENDEKATAN *EXPERIENTIAL LEARNING***

(Studi *Pre-Experiment* pada Siswa Kelas VIII Mts-DDI Tering Seberang, Tering,
Kutai Barat, Kalimantan Timur Tahun Ajaran 2015/2016)

Syahrianto

Universitas Sanata Dharma

2016

Penelitian ini bertujuan untuk mendeskripsikan 1) tingkat karakter bertanggung jawab dari hasil implementasi pendidikan karakter berbasis layanan bimbingan klasikal dengan pendekatan *experiential learning* antara sebelum perlakuan (*pretest*) dan sesudah perlakuan (*posttest*), 2) signifikansi hasil implementasi pendidikan karakter bertanggung jawab berbasis layanan bimbingan klasikal dengan pendekatan *experiential learning* antara sebelum (*pretest*) dan sesudah (*posttest*) diberikannya *treatment*, 3) peningkatan hasil pendidikan karakter bertanggung jawab berbasis layanan bimbingan klasikal dengan pendekatan *experiential learning* di setiap sesi bimbingan yang diberikan, dan 4) efektivitas pendidikan karakter bertanggung jawab berbasis layanan bimbingan klasikal dengan pendekatan *experiential learning* menurut penilaian siswa.

Jenis penelitian ini adalah penelitian *pre-experiment* pada siswa kelas VIII Mts-DDI Tering Seberang, Kalimantan Timur Tahun Ajaran 2015/2016 dengan jumlah siswa 31 orang. Instrumen yang dipakai dalam penelitian ini berupa tes dan 2 kuesioner yaitu kuesioner validitas efektivitas model menurut siswa dan *self assessment scale*. Tes yang dipakai adalah tes karakter bertanggung jawab yang diberikan sebelum perlakuan (*pretest*) dan sesudah perlakuan (*posttest*) yang berjumlah 20 item pilihan ganda bergradasi. Teknik analisis yang digunakan adalah dengan pengkategorisasian dan uji T (*paired sample t-test*).

Hasil penelitian menunjukkan bahwa 1) terdapat peningkatan karakter bertanggung jawab antara *pretest* (1926) dan *posttest* (2098) dengan selisih (172), 2) terdapat perbedaan yang signifikan dengan $p_v = 0.033 < 0.05$ antara sebelum diberikan perlakuan dan sesudah diberikan perlakuan, 3) ada peningkatan karakter bertanggung jawab pada setiap sesi, dan 4) model implementasi pendidikan karakter berbasis layanan bimbingan klasikal dengan pendekatan *experiential learning* efektif guna mengembangkan karakter bertanggung jawab siswa kelas VIII Mts-DDI Tering.

Kata kunci: karakter bertanggung jawab, pendidikan karakter, *experiential learning*

ABSTRACT

**THE EFFECTIVENESS OF IMPLEMENTATION
OF RESPONSIBLE CHARACTER EDUCATION
BASED ON CLASSICAL GUIDANCE
SERVICES USING EXPERIENTIAL LEARNING APPROACH**

(Pre-Experiment study in Class VIII Mts-DDI Tering Seberang, Tering, West Kutai,
East Borneo, in the School Year of 2015/2016)

Syahrianto
Sanata Dharma
2016

This study aimed to describe 1) the level of responsible character as the result of the implementation of character education based on classical guidance services using experiential learning approach before treatment (pretest) and after treatment (posttest), 2) the result significance of the implementation of responsible character education based on classical guidance services using experiential learning approach between before (pretest) and after (posttest) treatment, 3) the increase of the result of responsible character education based on classical guidance services using experiential learning approach in each given session, and 4) the effectiveness of responsible character education based on classical guidance services using experiential learning approach according to the students.

This is a pre-experiment type of study in class VIII Mts-DDI Tering Seberang, East Borneo in the School Year of 2015/2016 with 31 students. The instruments used in this study are a test and two questionnaires, namely model of effectiveness validity questionnaires according to the students and self-assessment scale. The test used in this study is a test of responsible character given before treatment (pretest) and after treatment (posttest), which consists of 20 items of graded multiple choice. The analysis techniques used in this study are categorization and T test (paired sample t-test).

The results of this study showed that 1) there is an increase in responsible character between the pretest (1926) and posttest (2098) with difference (172), 2) there are significant differences with $p_v = 0.033 < 0.05$ before and after treatment, 3) there is an increase in responsible character for each session, and 4) the model of character education implementation based on classical guidance services using experiential learning approach is effective to develop students' responsible character in class VIII Mts-DDI Tering.

Keywords: responsible character, character education, experiential learning