

**ABSTRAK**  
**PENINGKATAN KARAKTER *SELF LEADERSHIP***  
**MELALUI LAYANAN BIMBINGAN KLASIKAL**  
**DENGAN PENDEKATAN *EXPERIENTIAL LEARNING***  
**(Penelitian Tindakan Bimbingan dan Konseling**  
**pada Siswa Kelas VIII A SMP BOPKRI 1 Yogyakarta**  
**Tahun Ajaran 2015/2016)**

Donald Ivantoro  
Universitas Sanata Dharma  
Yogyakarta

Penelitian ini bertujuan: 1) meningkatkan karakter *self leadership* siswa kelas VIII A SMP BOPKRI 1 Yogyakarta tahun ajaran 2015/2016 melalui layanan bimbingan klasikal dengan pendekatan *experiential learning*; 2) menganalisis peningkatan karakter *self leadership* antarsiklus pada siswa kelas VIII A SMP BOPKRI 1 Yogyakarta dalam mengikuti layanan bimbingan klasikal menggunakan pendekatan *experiential learning*; 3) mengukur signifikansi peningkatan karakter *self leadership* siswa sebelum dan sesudah mendapatkan layanan bimbingan, serta mengukur signifikansi peningkatan karakter *self leadership* siswa antarsiklus; 4) mengukur efektivitas layanan bimbingan klasikal dengan pendekatan *experiential learning* menurut penilaian siswa.

Penelitian ini merupakan Penelitian Tindakan Bimbingan dan Konseling (PTBK) yang terlaksana dalam tiga siklus. Setiap siklus dalam penelitian ini terlaksana dalam satu kali pertemuan. Subjek penelitian ini melibatkan 34 siswa kelas VIII A SMP BOPKRI 1 Yogyakarta tahun ajaran 2015/2016. Instrumen penelitian ini berupa Tes Karakter *Self Leadership*, *Self Assesment Scale* Karakter *Self Leadership*, skala validasi efektifitas model menurut siswa, pedoman wawancara, dan pedoman observasi. Koefisien reliabilitas dalam Tes Karakter *Self Leadership* (0,798) berkategori tinggi dan *Self Assesment Scale* Karakter *Self Leadership* (0.901) berkategori sangat tinggi diukur menggunakan teknik *Alpha Cronbach*. Teknik analisis data menggunakan kategorisasi capaian skor, *one group pretest-posttest*, dan Uji *paired sample T-test*.

Hasil penelitian menunjukkan bahwa 1) berdasarkan hasil Tes Karakter *Self Leadership* terdapat peningkatan karakter *self leadership* antara sebelum dan sesudah tindakan; 2) berdasarkan hasil *Self Assesment Scale* Karakter *Self Leadership* terdapat peningkatan karakter *self leadership* antarsiklus; 3) ada peningkatan karakter *self leadership* yang signifikan antara sebelum dan sesudah tindakan ( $p_v=0,001$ ) dan antarsiklus ( $p_v=0,000$ ); 4) menurut siswa model ini sangat efektif meningkatkan karakter *self leadership*.

**Kata kunci:** pendidikan karakter, bimbingan klasikal, *experiential learning*, *self-leadership*

**ABSTRACT**  
**THE IMPROVEMENT OF SELF LEADERSHIP CHARACTER**  
**THROUGH CLASS GUIDANCE SERVICE**  
**USING THE EXPERIENTIAL LEARNING APPROACH**  
**(Action Research of Guidance and Counseling to Students of Class VIII A**  
**SMP BOPKRI 1 Yogyakarta Academic Year 2015/2016)**

Donald Ivantoro  
Sanata Dharma University  
Yogyakarta

This study aims to: 1) improve the character of self-leadership among the students of class VIII A of SMP BOPKRI 1 Yogyakarta academic year 2015/2016 through guidance services classical using the experiential learning approach; 2) analyze the development in self-leadership character between cycles in class VIII A of SMP BOPKRI 1 Yogyakarta in following the class guidance services using the experiential learning approach; 3) gauge the significance of the development in self leadership character among the students before and after getting guidance services, as well as measure the significance of the development of students self-leadership character; 4) measure the effectiveness of class guidance services the experiential learning approach according to students using perspective.

This research is a Guidance and Counseling action research completed in three cycles. Each cycle in this research was accomplished in one meeting. The subjects of this study involved 34 students of class VIII A of SMP BOPKRI 1 Yogyakarta academic year 2015/2016. The instrument of this research was Self Leadership Character Test, Self Assessment Scale of Self-Leadership Character, validation scale of the effectiveness of the model according to the student, interview guidelines and observation guidelines. The reliability coefficient of the self-leadership character test was considered high (0,798) and self assesment scale for self-leadership character was categorized as very high (0,901) measured from the Cronbach's alpha. The technique for data analysis used the category for score items, one group pretest-posttest, and paired sample T-test.

The results shows that 1) based on the Self-leadership character test, there was a significant development of self-leadership character before and after the treatment; 2) based on the Self Assessment Scale of Self Leadership Character, there was development of self leadership characters between cycles; 3) there was a significant development of self-leadership character before and after the action ( $p_v = 0,001$ ) and between cycles ( $p_v = 0,000$ ); 4) in students perspective, this model is effective to develop the students self-leadership character.

**Keywords:** pendidikan karakter, bimbingan klasikal, *experiential learning*, *self-leadership*