ABSTRAK
EFEKTIVITAS IMPLEMENTASI PENDIDIKAN KARAKTER
BERBASIS LAYANAN BIMBINGAN KLASIKAL
DENGAN PENDEKATAN *EXPERIENTIAL LEARNING*
UNTUK MENINGKATKAN KARAKTER PENERIMAAN DIRI DAN SOSIAL
(Studi Pra Eksperimen pada Siswa Kelas VIIB SMP St.Aloysius Gonzaga
Nyarumkop, Kalimantan Barat Tahun Ajaran 2015/2016)
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Tujuan penelitian ini adalah untuk mengetahui: 1) peningkatan karakter penerimaan diri dan sosial berbasis layanan bimbingan klasikal dengan pendekatan *experiential learning* di SMP St.Aloysius Gonzaga Nyarumkop, Kal-Bar antara sebelum dan sesudah implementasi, 2) peningkatan signifikansi hasil pendidikan karakter penerimaan diri dan sosial berbasis layanan bimbingan klasikal dengan pendekatan *experiential learning* di SMP St.Aloysius Gonzaga Nyarumkop, Kal-Bar, 3) hasil peningkatan pendidikan karakter penerimaan diri dan sosial berbasis layanan bimbingan klasikal dengan pendekatan *experiential learning* di SMP St.Aloysius Gonzaga Nyarumkop, Kal-Bar antar sesi layanan, 4) efektivitas implementasi pendidikan karakter penerimaan diri dan sosial berbasis layanan bimbingan klasikal dengan pendekatan *experiential learning* berdasarkan penilaian siswa kelas VIIB SMP St.Aloysius Gonzaga Nyarumkop, Kal-Bar tahun ajaran 2015/2016.

Jenis penelitian ini adalah penelitian kuantitatif dengan metode pra eksperimen *one group pre-test post-test design*. Subjek penelitian berjumlah 21 orang siswa kelas VIIB SMP St.Aloysius Gonzaga Nyarumkop Tahun Ajaran 2015/2016. Data penelitian dikumpulkan dengan menggunakan kuesioner validasi efektivitas model menurut penilaian siswa, skala penilaian diri siswa, dan tes karakter penerimaan diri dan sosial. Tes karakter penerimaan diri dan sosial berbentuk pilihan ganda bergradasi yang diberikan sebelum dan sesudah implementasi dilakukan. Koefisien reliabilitas tes karakter penerimaan diri dan sosial diukur dengan menggunakan teknik analisis *Alpha Cronbach*, diperoleh hasil hitung ($r_{11}=0,348$) yang termasuk dalam kategori rendah. Sedangkan koefisien reliabilitas skala penilaian diri (*self assessment scale*) yang diukir dengan teknik analisis *Alpha Cronbach* diperoleh hasil hitung ($r_{11}=0,685$) yang termasuk dalam kategori sedang.

Hasil penelitian menunjukkan: 1) terdapat peningkatan hasil pendidikan karakter penerimaan diri dan sosial antara sebelum dan sesudah implementasi, 2) terdapat peningkatan yang signifikan hasil pendidikan karakter penerimaan diri dan sosial berbasis layanan bimbingan klasikal dengan pendekatan *experiential learning*, 3) terdapat peningkatan antar sesi layanan yang diberikan, 4) menurut penilaian siswa, implementasi model pendidikan karakter ini sangat efektif untuk meningkatkan karakter penerimaan diri dan sosial siswa kelas VIIB SMP St.Aloysius Gonzaga Nyarumkop Tahun Ajaran 2015/2016.

Kata kunci: pendidikan karakter, karakter penerimaan diri dan sosial, bimbingan klasikal, *experiential learning*.

ABSTRACT
THE EFFECTIVENESS OF IMPLEMENTATION OF CHARACTER EDUCATION BASED ON CLASS COUNSELING SERVICES USING THE EXPERIENTIAL LEARNING APPROACH TO IMPROVE SELF AND SOCIAL ACCEPTANCE

(Pre Experiments in Class VIIB SMP St.Aloysius Gonzaga Nyarumkop,
West Kalimantan Academic Year 2015/2016)

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The purpose of this study was to determine: 1) the increase of student self and social acceptance based on the class guidance services using the experiential learning approach in St.Aloysius Gonzaga Junior High School Nyarumkop, West Kalimantan before and after the implementation, 2) a significance increase in the results of character education to increase self and social acceptance based on class guidance services using the experiential learning approach St.Aloysius Gonzaga JHS Nyarumkop, West Kalimantan, 3) the increase of self and social acceptance based on class guidance services using the experiential learning approach in St.Aloysius Gonzaga JHS Nyarumkop, West Kalimantan in between sessions, 4) the effectiveness of the implementation of character education to improve self and social acceptance based on class guidance services using the experiential learning approach according to student's assessment.

This research is a quantitative research with pre-experimental methods of one group pre-test post-test design. Subjects of the research were 21 students of class VIIB SMP St.Aloysius Gonzaga Nyarumkop Academic Year 2015/2016. Data were collected using a questionnaire validation of the effectiveness of the model according to student assessment, student self-assessment scale, and the test of character self and social acceptance. The test of character self and social acceptance was a graded multiple choice given before and after the implementation. The coefficient of reliability tests of character self and social acceptance was measured using Cronbach's Alpha analysis techniques, the result of ($r_{11} = 0.348$) was included in the low category. While the self-assessment scale reliability coefficient (self assessment scale) analyzed with Cronbach's Alpha analysis techniques resulting in ($r_{11} = 0.685$) was included in the medium category.

The results showed: 1) there was an increase in student self and social acceptance before and after the implementation of the character education based on class guidance service using the experiential learning approach, 2) there is a significant increase in student self and social acceptance before and after the implementation of the character education based on class guidance service using the experiential learning approach, 3) there is an increase in between the sessions of the services, 4) according to student assessment, the implementation of character education model is very effective to improve the character of selfand social acceptance among the students of class VIIB SMP St.Aloysius Gonzaga Nyarumkop Academic Year 2015/2016.

Keywords: pendidikan karakter, karakter penerimaan diri dan sosial, bimbingan klasikal, *experiential learning*.