

ABSTRACT
THE IMPROVEMENT OF FRIENDLY CHARACTER
THROUGH CLASS GUIDANCE SERVICE
USING THE EXPERIENTIAL LEARNING APPROACH
(A Guidance and Counseling Action Research to the Seventh Grade Students of
SMP Aloysius Turi Class B, Academic Year 2015/2016)

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This study aims to: 1) improve the character of friendliness among the students of class VII B of SMP Aloysius Turi academic year 2015/2016 through class guidance services using the experiential learning approach; 2) analyze the development in friendly character between cycles in class VII B of SMP Aloysius Turi in following the class guidance services using the experiential learning approach; 3) gauge the significance of the development in friendship character among the students before and after getting the guidance service, as well as measure the significance of the development of students' friendly character; 4) measure the effectiveness of class guidance services using the experiential learning approach in students' perspective.

This research is a Guidance and Counseling action research completed in three cycles. Each cycle in this reserach was accomplished in one meeting. The subjects of this study involved 30 students of class VII B of SMP Aloysius Turi academic year 2015/2016. The instrument of this research was Friendliness Character Test, Self Assesment Scale of Friendly Character, validation scale of the effectiveness of the model in the students' perspective, interview guidelines and observation guidelines. The realibility coefficient of the friendly character test was considered very high (0.885) and self assesment scale for friendship character was categorized as very high (0.950) 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 result shows that 1) based on the Friendly character test, there was a significant development of friendly character before and after the treatment; 2) based on the Self Assesment Scale of Friendly Character, there was development of friendly characters between cycles; 3) there was a significant development of friendly character before and after the action ($p=0.043$) and between cycles ($p=0,018$); 4) in students perspective, this model is effective to develop the students' friendly character.

Keywords: pendidikan karakter, bimbingan klasikal, *experiential learning*, bersahabat

ABSTRAK

**PENINGKATAN KARAKTER BERSAHABAT
MELALUI LAYANAN BIMBINGAN KLASIKAL
DENGAN PENDEKATAN *EXPERIENTIAL LEARNING***

(Penelitian Tindakan Bimbingan dan Konseling
pada Siswa Kelas VII B SMP Aloysius Turi
Tahun Ajaran 2015/ 2016)

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Penelitian ini bertujuan: 1) meningkatkan karakter bersahabat siswa kelas VII B SMP Aloysius Turi tahun ajaran 2015/2016 melalui layanan bimbingan klasikal dengan pendekatan *experiential learning*; 2) menganalisis hasil peningkatan karakter bersahabat antar siklus pada siswa kelas VII B SMP Aloysius Turi dalam mengikuti layanan bimbingan klasikal menggunakan pendekatan *experiential learning*; 3) mengukur signifikansi hasil peningkatan karakter bersahabat siswa sebelum dan sesudah mendapatkan layanan bimbingan, serta mengukur signifikansi peningkatan karakter bersahabat siswa antar siklus; 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 30 siswa kelas VII B SMP Aloysius Turi tahun ajaran 2015/2016. Instrumen penelitian ini berupa Tes Karakter Bersahabat, *Self Assesment Scale* Karakter Bersahabat, skala validasi efektifitas model menurut siswa, pedoman wawancara, dan pedoman observasi. Koefisien reliabilitas Tes Karakter Bersahabat (0,885) berkategori sangat tinggi dan *Self Assesment Scale* Karakter Bersahabat (0,950) 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 Bersahabat terdapat peningkatan karakter bersahabat antara sebelum dan sesudah tindakan; 2) berdasarkan hasil *Self Assesment Scale* Karakter Bersahabat terdapat peningkatan karakter bersahabat antar siklus; 3) ada peningkatan karakter bersahabat yang signifikan antara sebelum dan sesudah tindakan ($p=0,043$) dan antar siklus ($p=0,018$); 4) menurut siswa model ini sangat efektif meningkatkan karakter bersahabat.

Kata kunci: pendidikan karakter, bimbingan klasikal, *experiential learning*, bersahabat