

ABSTRAK

**EFEKTIVITAS IMPLEMENTASI PENDIDIKAN KARAKTER
BERBASIS LAYANAN BIMBINGAN KLASIKAL
DENGAN PENDEKATAN *EXPERIENTIAL LEARNING*
UNTUK MENINGKATKAN KARAKTER PROAKTIF
(Studi Pra Eksperimen pada Siswa/I Kelas VIII D SMP Negeri 1 Kejajar
Wonosobo Tahun Ajaran 2015/2016)**

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Penelitian ini bertujuan untuk mengukur: 1) peningkatan karakter proaktif pada siswa sebelum dan sesudah mendapat layanan bimbingan klasikal dengan pendekatan *experiential learning*; 2) peningkatan karakter proaktif siswa setiap sesi pendidikan karakter berbasis layanan bimbingan klasikal dengan pendekatan *experiential learning*; 3) signifikansi karakter proaktif siswa sebelum dan sesudah mendapat layanan bimbingan klasikal dengan pendekatan *experiential learning*; 4) signifikansi karakter proaktif siswa setiap sesi pendidikan karakter berbasis layanan bimbingan klasikal dengan pendekatan *experiential learning*; dan 5) menganalisis efektivitas pendidikan karakter berbasis layanan bimbingan klasikal dengan pendekatan *experiential learning* untuk meningkatkan karakter proaktif berdasarkan penilaian siswa.

Jenis penelitian ini adalah penelitian kuantitatif dengan pendekatan pra eksperimen *One-Group Pretest-Posttest Design*. Subjek penelitian ini berjumlah 30 siswa kelas VIII D SMP N 1 Kejajar, Wonosobo. Data dalam penelitian ini dikumpulkan menggunakan Tes Tingkat Karakter Proaktif dengan bentuk pilihan ganda bergadrasi, Skala Penilaian Diri Karakter Proaktif, dan Kuesioner Validasi Model Pendidikan Karakter. Reliabilitas Tes Tingkat Karakter Proaktif dan Skala Penilaian Diri Karakter Proaktif dihitung menggunakan *Alpha Cronbach*, nilai reliabilitas sebesar 0,336 dan 0,756. Kuesioner Validasi Model Pendidikan Karakter Proaktif dihitung menggunakan KR-20 dengan nilai reliabilitas sebesar 0.901. Teknik analisis data yang digunakan ialah teknik analisis deskriptif dengan kategorisasi distribusi normal, uji *T-Test*, dan deskriptif dengan presentase.

Temuan penelitian menunjukkan; 1) terdapat peningkatan skor karakter proaktif siswa sebelum dan sesudah mendapatkan pendidikan karakter berbasis layanan bimbingan klasikal dengan pendekatan *experiential learning*, 2) ada peningkatan pada setiap sesi; 3) terdapat peningkatan sebelum dan sesudah tindakan namun tidak signifikan; 4) terdapat peningkatan per sesi layanan bimbingan namun tidak signifikan; 5) menurut siswa, model ini efektif meningkatkan karakter proaktif.

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

ABSTRACT

EFFECTIVENESS OF CHARACTER EDUCATION BASED CLASSICAL GUIDANCE SERVICE IMPLEMENTATION WITH EXPERIENTIAL LEARNING APPROACH TO IMPROVE THE PROACTIVE CHARACTER (Pre Experiment study among eighth graders in Junior High School Kejajar, Wonosobo batch 2015/2016)

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This study aims to measure: 1) increase the proactive character of students before and after receiving the classical guidance services with experiential learning approach; 2) increase the proactive character of students each session based on classical guidance services with experiential learning approach; 3) significance of the proactive character of students before and after receiving guidance services classical with experiential learning approach; 4) significance of the proactive character of students each session based on classical guidance services with experiential learning approach; and 5) analyze the effectiveness of character education based on classical guidance services with experiential learning approach to enhance the proactive character based student assessment.

This research is a quantitative research with pre-experiment approach One-group pretest-posttest design. The subjects of the research were 30 eighth grade students class D of Junior High School Kejajar Wonosobo. Data was collected using Proactive Character Level Test with graded multiple choice, Character Proactive Self-Assessment Scale, and a Questionnaire Character Education Model Validation. Reliability of the Test Levels Proactive Character and Character Proactive Self-Assessment is calculated using Alpha Cronbach, value of reliability is 0.336 and 0.756. Questionnaires Proactive Character Education Model Validation is calculated using the KR-20 with reliability value 0,901. Data analysis technique used is descriptive analysis techniques with the categorization of normal distribution, test T-test and descriptive with percentage.

The result showed that; 1) there is an increased proactive character scores of students before and after getting character education based on classical guidance services with experiential learning approach, 2) there is increased at each session; 3) there is an increased before and after the action but not significant; 4) there is an increased each session counseling services but not significant; 5) according to the students, this model effectively enhance the proactive character.

Keyword: pendidikan karakter, bimbingan klasikal, *experiential learning*, karakter proaktif