

ABSTRAK
EFEKTIVITAS PENDIDIKAN KARAKTER *ENTREPRENEURSHIP*
BERBASIS LAYANAN BIMBINGAN KLASIKAL
DENGAN PENDEKATAN *EXPERIENTIAL LEARNING*
(Studi Pre-Eksperimen pada Siswa Kelas VIII Tirtatedja
SMP Stella Duce 2 Yogyakarta Tahun Ajaran 2015/2016)

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Penelitian ini bertujuan: 1) mengukur seberapa tinggi peningkatan hasil implementasi pendidikan karakter *entrepreneurship* berbasis layanan bimbingan klasikal dengan pendekatan *experiential learning* pada siswa kelas VIII Tirtatedja SMP Stella Duce 2 Yogyakarta tahun ajaran 2015/2016; 2) mengukur signifikansi atas peningkatan hasil sebelum dan sesudah proses implementasi; 3) menganalisis peningkatan karakter *entrepreneurship* antar sesi layanan bimbingan klasikal menggunakan pendekatan *experiential learning*; 4) mengukur efektivitas layanan bimbingan klasikal dengan pendekatan *experiential learning* menurut penilaian siswa.

Penelitian ini merupakan penelitian kuantitatif pre-eksperimen menggunakan *one group pre-test post-test design*. Subjek dalam penelitian ini berjumlah 27 siswa kelas VIII Tirtatedja di SMP Stella Duce 2 Yogyakarta. Instrumen penelitian ini berupa Tes Karakter *Entrepreneurship*, *Self Assesment scale* Karakter *Entrepreneurship* dan Kuesioner Validasi Efektivitas Model. Koefisien reliabilitas tes karakter *entrepreneurship* sebesar (0,542) dan *self assesment scale* sebesar (0,558) sehingga termasuk dalam kategori sedang diukur menggunakan teknik *Alpha Cronbach*. Untuk kuesioner validasi efektivitas model diukur dengan formula Kuder-Richardson dengan hasil hitung sebesar (0,454) termasuk kategori sedang.

Hasil penelitian menunjukkan bahwa 1) berdasarkan hasil Tes Karakter *Entrepreneurship* terdapat peningkatan karakter *entrepreneurship* antara sebelum dan sesudah tindakan, meski kenaikan skor sangat kecil sehingga peningkatannya tak berarti/bermakna; 2) hasil perhitungan pada uji signifikansi menunjukkan layanan bimbingan klasikal dengan pendekatan *experiential learning* meningkat tetapi tidak signifikan; 3) berdasarkan hasil *Self Assesment Scale* terdapat peningkatan karakter *entrepreneurship* antar sesi; 4) menurut siswa, model ini efektif meningkatkan karakter *entrepreneurship*.

Kata kunci: pendidikan karakter, karakter *entrepreneurship*, bimbingan klasikal dan *experiential learning*

ABSTRACT
ENTREPRENEURSHIP CHARACTER BUILDING EFFECTIVENESS
BASED ON CLASSICAL GUIDANCE SERVICE
USING EXPERIENTIAL LEARNING APPROACH
(A Pre-Experimental Study in Class VIII Tirtatedja of
SMP Stella Duce 2 Yogyakarta Batch 2015/2016)

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This study aims to: 1) measure how high the increase in the implementation result of entrepreneurship character education based on classical guidance services using experiential learning approach in class VIII Tirtatedja students of SMP Stella Duce 2 Yogyakarta batch 2015/2016; 2) measure the significance of the increase in results before and after the implementation process; 3) analyze the increase in entrepreneurship character in between classical guidance services using experiential learning approach; 4) measuring the effectiveness of classical guidance service using experiential learning approach according to the students' assessment.

This study is a pre-experimental quantitative study using one group pre-test post-test design. Subjects in this study are 27 students of class VIII Tirtatedja in SMP Stella Duce 2 Yogyakarta. The instrument used in this study were Entrepreneurship Characters Test, Self-Assessment scale of Entrepreneurship Characters and Model Effectiveness Validation Questionnaire. The reliability coefficients of the entrepreneurship character test was (0.542) and self-assessment scale of (0.558) that were included in the category of moderate measured using Alpha Cronbach technique. Kuder-Richardson formula was used to measure the model effectiveness validity questionnaire with the results of (0.454) which was included into moderate category.

The results show that 1) there is an increase in entrepreneurship character before and after the action based on the Entrepreneurship Characters Test result, despite the very small increase in score so that the increase is not significant; 2) the calculation result in the significance test shows that classical guidance services using experiential learning approach increased but not significantly; 3) there is an increase in entrepreneurship character in between sessions based on the Self-Assessment Scale results; 4) according to the students, this model effectively improves the entrepreneurship character.

Keywords: pendidikan karakter, karakter *entrepreneurship*, bimbingan klasikal dan *experiential learning*