

## ABSTRACT

### **THE EFFECTIVENESS OF IMPLEMENTATION OF CHARACTER BUILDING EDUCATION WITH THE BASIS OF CLASSICAL GUIDANCE WITH THE EXPERIENTIAL LEARNING APPROACH TO IMPROVE INTERPERSONAL COMMUNICATION QUOTIENT**

(Pre-Experiment Study on VII B Graders of SMP (Junior High School) 3 Purwantoro Wonogiri, Batch 2015/2016)

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2017

This research was aimed at describing 1) the improvement of interpersonal communication quotient of students before and after receiving classical guidance service with experiential learning approach, 2) the improvement of students' interpersonal communication quotient for each session of character building education with the basis of classical guidance with the experiential learning approach, 3) the significance of improvement of students' interpersonal communication quotient for each session of character building education with the basis of classical guidance with the experiential learning approach, 4) the analysis effectiveness of character building education with the basis of classical guidance with the experiential learning approach to improve the interpersonal communication quotient based on students' score.

This research was a qualitative research with One-Group Pretest-Posttest Design pre-experiment approach. The subjects were 21 VII B Graders of SMP (Junior High School) 3 Purwantoro Wonogiri. The instruments used were a test and 2 questionnaires, namely questionnaire of model effectiveness validity according to students and self-assessment scale. The test used was interpersonal communication quotient test given before test (pre-test) and after test (post-test) with 20 graded multiple-choice items.

The result of the research showed: 1) generally, the description of students' interpersonal communication quotient improvement before and after classical guidance service with experiential learning approach was categorized as good, 2) the implementation of character building education with the basis of classical guidance with the experiential learning approach to improve interpersonal communication quotient for each session of classical guidance was categorized as adequate, 3) the achievement profile of students' interpersonal communication quotient from session 1 to session 2 of classical guidance service actually improved albeit not significantly, 4) this model was very effective to improve interpersonal communication quotient based on student's score data.

**Keyword:** Character Building Education, interpersonal communication quotient, experiential learning

## ABSTRAK

**EFEKTIVITAS IMPLEMENTASI  
PENDIDIKAN KARAKTER BERBASIS LAYANAN BIMBINGAN  
KLASIKAL DENGAN PENDEKATAN *EXPERIENTIAL LEARNING*  
UNTUK MENINGKATKAN KECERDASAN KOMUNIKASI  
INTERPERSONAL**

(Studi *Pre-Experiment* pada Siswa Kelas VII B SMP Negeri 3 Purwanto  
Wonogiri Tahun Ajaran 2015/2016)

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Penelitian ini bertujuan untuk mendeskripsikan 1) peningkatan kecerdasan komunikasi interpersonal pada siswa sebelum dan sesudah mendapat layanan bimbingan klasikal dengan pendekatan *experiential learning*, 2) peningkatan kecerdasan komunikasi interpersonal siswa setiap sesi pendidikan karakter berbasis layanan bimbingan klasikal dengan pendekatan *experiential learning*, 3) signifikansi peningkatan kecerdasan komunikasi interpersonal siswa setiap sesi pendidikan karakter berbasis layanan bimbingan klasikal dengan pendekatan *experiential learning*, 4) menganalisis efektivitas pendidikan karakter berbasis layanan bimbingan klasikal dengan pendekatan *experiential learning* untuk meningkatkan kecerdasan komunikasi interpersonal berdasarkan penilaian siswa.

Jenis penelitian ini adalah penelitian kualitatif dengan pendekatan pra eksperimen *One-Group Pretest-Posttest Design*. Subjek penelitian ini berjumlah 21 siswa kelas VII B SMP Negeri 3 Purwanto Wonogiri. Instrumen yang dipakai dalam penelitian ini berupa tes dan 2 kuesioner yaitu kuesioner validitas efektivitas model menurut siswa dan *self assessment scale*. Tes yang dipakai adalah tes kecerdasan komunikasi interpersonal yang diberikan sebelum perlakuan (*pretest*) dan sesudah perlakuan (*posttest*) yang berjumlah 20 item pilihan ganda bergradasi.

Hasil penelitian menunjukkan: 1) secara umum gambaran peningkatan kecerdasan komunikasi interpersonal siswa sebelum dan sesudah mendapatkan layanan bimbingan klasikal dengan pendekatan *experiential learning* berada pada kategori cukup, 2) implementasi pendidikan karakter berbasis layanan bimbingan klasikal dengan pendekatan *experiential learning* untuk meningkatkan kecerdasan komunikasi interpersonal setiap sesi layanan bimbingan klasikal berada pada kategori cukup, 3) profil capaian nilai kecerdasan komunikasi interpersonal siswa dari sesi 1 ke sesi 2 layanan bimbingan klasikal mengalami peningkatan tapi tidak signifikan, 4) Model ini sangat efektif untuk meningkatkan kecerdasan komunikasi interpersonal menurut data penilaian siswa.

**Kata kunci:** pendidikan karakter, kecerdasan komunikasi interpersonal, *experiential learning*.