



UNIVERSITAS
GADJAH MADA

Pelatihan "Tangga Keberhasilan" untuk meningkatkan self directed learning siswa SMP
DANI YOSELISA, Dr. Wisnu Martani, S.U., Psikolog
Universitas Gadjah Mada, 2016 | Diunduh dari <http://etd.repository.ugm.ac.id/>

Abstrak. Tahun-tahun pertama di sekolah menengah menjadi tahun yang sangat sulit bagi banyak siswa karena banyak tantangan yang harus dilalui siswa, seperti perubahan lingkungan sekolah, kognitif, psikologis dan sosial. Tantangan ini menuntut siswa untuk mampu mencapai prestasi akademik yang dilihat dari kemandirian belajar siswa atau terminology *self directed learning* yaitu kemampuan siswa dalam memahami pelajaran, mengatur strategi belajar, mengatur diri dan menilai performansi mereka yang berdampak pada menurunnya prestasi belajar. Salah satu cara untuk meningkatkan *self directed learning* adalah dengan meningkatkan efikasi diri akademik siswa. Tujuan penelitian adalah untuk mengetahui efektivitas pelatihan “Tangga Keberhasilan” guna meningkatkan *self directed learning* siswa. Pendekatan yang digunakan dalam penelitian ini adalah *experiential learning*. Desain eksperimen dalam penelitian ini adalah *the untreated control group design with dependent pretest and posttest samples*. Metode pengumpulan data dilakukan dengan menggunakan skala efikasi diri akademik dan skala *self directed learning*. Subjek penelitian adalah 16 siswa SMP kelas 8 dengan skor *self directed learning* dan efikasi diri sedang. Hasil menunjukkan *self directed learning* siswa SMP setelah intervensi pada kelompok eksperimen lebih tinggi dibanding kelompok kontrol. Pelatihan “Tangga Keberhasilan” memberikan kontribusi terhadap *self directed learning* siswa sebesar 71,2%.

Kata kunci : *self directed learning*, pelatihan efikasi diri, siswa SMP

Abstract. Early years in junior high school can be a difficult time for many students. There are many challenges, which need to deal with, such as the changes of school environment, cognitive, psychological, and social condition. Despite of these challenges, students still need to reach the academic achievement. This academic achievement is signed by their self directed learning is students' ability to understand the lessons, organize learning strategies, self-management and assess their performance. These difficulties affect on the decline of student achievement. The way increase self directed learning of the student is to improve students' academic self-efficacy. Hence, this research aims to find out the effectiveness of the “Tangga Keberhasilan” training program in order to increase self directed learning of adolescent students. The approach of this research is experiential learning. This quasi-experimental research which uses the untreated control group design with pretest and posttest dependent samples. The technique of collecting data is done by using self-efficacy Scale and self directed learning scale. The subjects of this research are 16 students junior high school grade 8 with self directed learning and self-efficacy in medium category. The results show that the self directed learning student junior high school at the experimental group is higher than the control group after the intervention. The “Tangga Keberhasilan” training gives a contribution to the self directed learning students up to 71,2%.

Keywords: self directed learning, training of self efficacy, junior high school student