

**BIMBINGAN KELOMPOK BERBASIS TEORI *HARDINESS* UNTUK
MENGEMBANGKAN RESILIENSI AKADEMIK PESERTA DIDIK**

TESIS

**diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar
Magister Pendidikan Bidang Bimbingan dan Konseling**



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**PROGRAM STUDI MAGISTER BIMBINGAN DAN KONSELING
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2024**

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Magister Pendidikan (M.Pd.) pada Fakultas Ilmu Pendidikan

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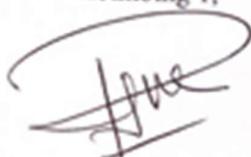
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ABSTRAK

**Eka Sanjaya (2024) – Bimbingan Kelompok Berbasis Teori Hardiness untuk Mengembangkan Resiliensi Akademik Peserta Didik.
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Penelitian ini bertujuan untuk menguji efektivitas bimbingan kelompok berbasis teori hardiness dalam mengembangkan resiliensi akademik peserta didik. Subjek penelitian ini adalah peserta didik-siswi SMAN 4 Cimahi yang berjumlah 16 orang, terdiri dari 8 peserta didik dalam kelompok eksperimen dan 8 peserta didik dalam kelompok kontrol. Resiliensi akademik diukur menggunakan instrumen khusus yang dirancang untuk menilai ketahanan peserta didik dalam menghadapi tantangan akademik. *Quasi Experiment Design* dengan desain penelitian *Pretest-Posttest Non-Equivalent Group Design*. Kelompok eksperimen mendapatkan intervensi bimbingan kelompok berbasis teori hardiness, sementara kelompok kontrol tidak mendapatkan intervensi tersebut. Data yang diperoleh dianalisis menggunakan uji *Mann-Whitney*. Hasil penelitian menunjukkan bahwa terdapat peningkatan yang signifikan dalam resiliensi akademik pada kelompok eksperimen dibandingkan dengan kelompok kontrol. Hal ini menunjukkan bahwa bimbingan kelompok berbasis teori hardiness efektif dalam meningkatkan resiliensi akademik peserta didik. Temuan ini diharapkan dapat menjadi dasar bagi pengembangan program bimbingan dan konseling di sekolah untuk membantu peserta didik menghadapi tantangan akademik dengan lebih baik.

Kata kunci: bimbingan kelompok, teori hardiness, resiliensi akademik, penelitian eksperimen.

ABSTRACT

Eka Sanjaya (2024) – Group Guidance Based on Hardiness Theory to Develop Students' Academic Resilience. ekasanjaya22@gmail.com

This study aims to examine the effectiveness of group counseling based on the hardiness theory in developing students' academic resilience. The subjects of this research were 16 students from SMAN 4 Cimahi, consisting of 8 students in the experimental group and 8 students in the control group. Academic resilience was measured using a specific instrument designed to assess students' resilience in facing academic challenges. A quasi-experimental design with a pretest-posttest non-equivalent group design was used. The experimental group received group counseling based on the hardiness theory, while the control group did not receive this intervention. The data obtained were analyzed using the Mann-Whitney test. The results showed a significant increase in academic resilience in the experimental group compared to the control group. This indicates that group counseling based on the hardiness theory is effective in improving students' academic resilience. These findings are expected to serve as a basis for developing guidance and counseling programs in schools to help students better face academic challenges.

Keywords: group guidance, hardiness theory, academic resilience, experimental research.

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