

**BIMBINGAN KELOMPOK BERBASIS *EXPERIENTIAL LEARNING*
UNTUK MENINGKATKAN *GRIT* SISWA YANG MENGALAMI
KONFLIK ORANGTUA-REMAJA**



TESIS

diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar Magister
Pendidikan Program Studi Bimbingan dan Konseling

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**PROGRAM STUDI MAGISTER BIMBINGAN DAN KONSELING
FAKULTAS ILMU PENDIDIKAN
UNIVERSITAS PENDIDIKAN INDONESIA**

2025

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Sebuah tesis yang diajukan untuk memenuhi salah satu syarat untuk memperoleh
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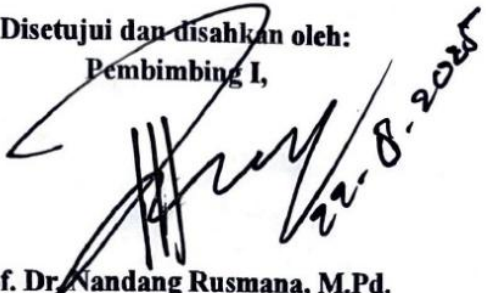
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NIA ANGARA

**BIMBINGAN KELOMPOK BERBASIS *EXPERIENTIAL LEARNING* UNTUK
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KATA PENGANTAR

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Grit merupakan salah satu variabel esensial untuk mendukung tercapainya tugas perkembangan remaja. Remaja yang memiliki *grit* cenderung lebih mampu bertahan dan terus berproses meskipun menghadapi tekanan emosional, termasuk yang bersumber dari konflik dalam relasi keluarga. Karenanya, tesis ini disusun guna mengkaji efektivitas bimbingan kelompok dengan teknik *experiential learning* untuk meningkatkan *grit* siswa yang mengalami konflik orangtua-remaja.

Penulis telah memberikan upaya terbaik dalam penyusunan tesis, tetapi tidak menutup kemungkinan terdapat ruang penyempurnaan dan peningkatan dalam pembahasan yang disajikan, sehingga kritik dan saran akan sangat dihargai. Akhir kata, penulis berharap tesis ini dapat bermanfaat dan memberikan pemahaman yang lebih komprehensif mengenai intervensi *grit* untuk siswa yang mengalami konflik orangtua-remaja di Sekolah Menengah Pertama.

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Bandung, Juli 2025
Peneliti,



Nia Anggara

ABSTRAK

Nia Anggara (2025). Bimbingan Kelompok Berbasis *Experiential Learning* untuk Meningkatkan *Grit* Siswa yang Mengalami Konflik Orangtua-Remaja. Pembimbing, Prof. Dr. Nandang Rusmana, M.Pd. dan Dr. Ipah Saripah, M.Pd. Program Studi Magister Bimbingan dan Konseling. Fakultas Ilmu Pendidikan. Universitas Pendidikan Indonesia.

Grit merupakan kemampuan individu untuk bertahan, menyesuaikan diri, dan konsisten dalam mencapai tujuan jangka panjang, yang pada masa remaja berperan penting dalam mendukung tugas perkembangan. Pada jenjang Sekolah Menengah Pertama (SMP), penguatan *grit* menjadi strategi preventif sekaligus promotif dalam membentuk karakter remaja yang tangguh dan adaptif. Namun, pembentukan *grit* tidak terlepas dari tantangan, salah satunya adalah konflik orangtua-remaja yang dapat melemahkan *grit* siswa. Penelitian bertujuan menguji efektivitas layanan bimbingan kelompok berbasis *experiential learning* untuk meningkatkan *grit* siswa SMPN 12 Bandung yang mengalami konflik orangtua-remaja. Penelitian menggunakan pendekatan pre-eksperimen dengan desain *one-group pretest-posttest*, melibatkan 10 siswa kelas VII sebagai sampel yang dipilih secara purposif dari total populasi 244 siswa. Instrumen yang digunakan mencakup instrumen *grit* dan peristiwa traumatis (*crisis counseling*). Data dianalisis menggunakan statistik deskriptif dengan uji non-parametrik *Wilcoxon Signed-Rank Test* serta *effect size* Cohen's *d*. Hasil penelitian menunjukkan (1) *grit* siswa secara umum berada pada kategori sedang, termasuk siswa yang mengalami konflik orangtua-remaja; (2) jenis konflik yang dialami meliputi konflik komunikasi, emosional, dan relasional; (3) program bimbingan kelompok berbasis *experiential learning* dinyatakan valid untuk diimplementasikan pada siswa; (4) hasil uji Wilcoxon menunjukkan nilai signifikansi (*Asymp. Sig. 2-tailed*) sebesar 0,019, yang berarti terdapat perbedaan signifikan antara skor *pretest* dan *posttest*; dan (5) nilai Cohen's *d* sebesar 0,94 yang berarti intervensi memberikan pengaruh yang kuat terhadap peningkatan *grit* siswa. Karenanya, bimbingan kelompok berbasis *experiential learning* dapat diimplementasikan oleh praktisi untuk meningkatkan *grit* siswa SMP yang menghadapi konflik orangtua-remaja, sekaligus memberikan ruang yang suportif bagi siswa bertumbuh secara emosional dan sosial.

Kata Kunci: Bimbingan Kelompok, *Experiential Learning*, *Grit*, Remaja

ABSTRACT

Grit refers to an individual's ability to persevere, adapt, and remain consistent in pursuing long-term goals, which plays a critical role during adolescence in supporting developmental tasks. At the junior high school level, strengthening grit serves as both a preventive and promotive strategy for shaping resilient and adaptive youth character. However, grit development does not occur without challenges, one of which is parent-adolescent conflict that may weaken students' emotional resilience and overall grit. This study aims to examine the effectiveness of group guidance services based on experiential learning in enhancing the grit of students at SMPN 12 Bandung who experience parent-adolescent conflict. The research employed a pre-experimental approach with a one-group pretest-posttest design, involving 10 seventh-grade students selected purposively from a total population of 244 students. Instruments used included a grit scale and a traumatic events scale (crisis counseling). Data were analyzed using descriptive statistics, the non-parametric Wilcoxon Signed-Rank Test, and Cohen's *d* effect size to determine the magnitude of the intervention's impact. The findings indicate that: (1) students' grit levels were generally in the moderate category, including those experiencing parent-adolescent conflict; (2) types of conflict encountered included communication, emotional, and relational conflicts; (3) the group guidance program based on experiential learning was validated and deemed feasible for implementation; (4) Wilcoxon test results showed a significance value (Asymp. Sig. 2-tailed) of 0.019, indicating a significant difference between pretest and posttest scores; and (5) Cohen's *d* value of 0.94 suggests a large effect, meaning the intervention had a strong impact on improving student's grit. Therefore, group guidance based on experiential learning can be effectively implemented by practitioners to enhance grit among junior high school students facing parent-adolescent conflict, while also providing a supportive environment for emotional and social development.

Keywords: Group Guidance, Experiential Learning, Grit, Adolescents

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