

ABSTRAK

Yuningdartie. 2014. Efektivitas Konseling Rasional Emotif Behavioral dalam Meningkatkan *Self-Regulated Learning* Siswa (Studi Eksperimen Kuasi terhadap Siswa Kelas XI SMK Negeri 12 Kota Bandung Tahun Ajaran 2014/2015). Tesis. Dibimbing oleh: Dr. Agus Taufiq, M.Pd. (Pembimbing 1); dan Dr. M. Solehuddin, M.A., M.Pd. (Pembimbing 2). Program Studi Bimbingan dan Konseling, Sekolah Pascasarjana, Universitas Pendidikan Indonesia, Bandung.

Penelitian ini dilatarbelakangi oleh kesulitan belajar dan rendahnya prestasi belajar rata-rata siswa SMK Negeri 12 Bandung akibat siswa belum memiliki kemampuan pengaturan diri dalam belajar. Untuk memiliki pengaturan diri dalam belajar, siswa membutuhkan *Self-Regulated Learning*. Penelitian ini bertujuan menguji efektivitas Konseling Rasional Emotif Behavioral dalam meningkatkan *Self-Regulated Learning* siswa. Penelitian ini menggunakan pendekatan kuantitatif-kualitatif (*mixed methods*) dan desain penelitian eksperimen kuasi menggunakan *Nonequivalent (Pre-Test and Post-Test) Control-Group Design*. Penelitian ini dilakukan di SMK Negeri 12 Bandung dengan subjek penelitian siswa kelas XI yang dipilih secara purposif. Instrumen penelitian yang digunakan adalah instrumen angket *Self-Regulated Learning*. Penelitian dilaksanakan melalui empat langkah: studi pendahuluan, penyusunan program intervensi, validasi rasional program intervensi, dan uji efektivitas program intervensi. Hasil studi pendahuluan menunjukkan bahwa rata-rata *Self-Regulated Learning* siswa kelas XI SMK Negeri 12 Bandung berada pada kategori sedang artinya siswa sering menggunakan keterampilan *Self-Regulated Learning*. Hasil uji efektivitas program intervensi menunjukkan bahwa program intervensi Konseling Rasional Emotif Behavioral teruji efektif dalam meningkatkan *Self-Regulated Learning* siswa. Penelitian direkomendasikan bagi guru Bimbingan dan Konseling/Konselor Sekolah untuk dapat memanfaatkan dan menerapkan program Konseling Rasional Emotif Behavioral dalam meningkatkan *Self-Regulated Learning* siswa, serta bagi peneliti selanjutnya untuk dapat memanfaatkan hasil penelitian di masa mendatang terkait pemanfaatan Konseling Rasional Emotif Behavioral dan peningkatan *Self-Regulated Learning*.

Kata kunci: *Self-Regulated Learning*, Konseling Rasional Emotif Behavioral

ABSTRACT

Yuningdartie. 2014. Effectiveness of Rational Emotive Behavioral Counseling in Improving Student Self-Regulated Learning (A Quasi-Experimental Study of Grade XI Students of SMK Negeri 12 Bandung in 2014/2015 Academic Year). Thesis. Supervised by: Dr. Agus Taufiq, M.Pd. (Supervisor 1); and Dr. M. Solehuddin, M.A., M.Pd. (Supervisor 2). Guidance and Counseling Study Program, Graduate School of Indonesian University of Education, Bandung.

This study is motivated by learning difficulties and low average learning achievement of students of SMK Negeri 12 Bandung due to students not yet have the ability to self-regulation in learning. To have self-regulation in learning, students need a Self-Regulated Learning. This study is aimed at testing the effectiveness of Rational Emotive Behavioral Counseling in improving students' Self-Regulated Learning. This study uses quantitative-qualitative approach (mixed methods) and quasi-experimental research design using Nonequivalent (Pre-Test and Post-Test) Control-Group Design. This study was conducted in SMK Negeri 12 Bandung with a grade XI student research subjects were selected purposively. The study instrument used was a questionnaire instrument Self-Regulated Learning. The study was conducted through four steps: preliminary studies, preparation of intervention programs, rational validation of intervention programs, and test the effectiveness of intervention programs. The results of preliminary studies indicate that the average Self-Regulated Learning grade XI student of SMK Negeri 12 Bandung in middle category means that students often use the skills of Self-Regulated Learning. The result test of effectiveness of intervention programs show that the Rational Emotive Behavioral Counseling intervention programs proven effective in improving students' Self-Regulated Learning. The study recommended for Guidance and Counseling teachers/School Counselors to utilize and implement Rational Emotive Behavioral Counseling program in improving the Self-Regulated Learning students, as well as for further researcher to be able to use the results studies for future related to the use of Rational Emotive Behavioral Counseling and improvement Self-Regulated Learning.

Keywords: Self-Regulated Learning, Rational Emotive Behavioral Counseling