

ABSTRAK

Ismarini Bekti Setiani (2017). Bimbingan Kelompok dengan Pengajaran Formula ABCDE Pendekatan Rasional Emotif Behavior untuk Meningkatkan *Self Efficacy* Mahasiswa Calon Guru.

Penelitian dilatarbelakangi data studi pendahuluan pertama dan kedua pada mahasiswa Universitas Pendidikan Indonesia departemen Pendidikan Teknologi Agroindustri yaitu mahasiswa memiliki *self efficacy* guru kategori sedang dan tinggi. Tujuan penelitian yaitu merumuskan dan menyusun desain intervensi layanan bimbingan kelompok dengan pengajaran formula ABCDE pendekatan rasional emotif behavior serta menguji efektivitas desain intervensi dalam meningkatkan *self efficacy* calon guru di Departemen Pendidikan Teknologi Agroindustri UPI. Penelitian menggunakan *mixed methods* dengan strategi *embedded konkuren* (kuantitatif sebagai metode primer dan kualitatif sebagai metode sekunder) pada 6 mahasiswa pendidikan Teknologi Agroindustri sebagai kelompok eksperimen dan 6 mahasiswa pendidikan Manajemen Bisnis sebagai kelompok kontrol. Teknik Analisis data menggunakan analisis data kuantitatif (primer) dan kualitatif (sekunder). Hasil penelitian menunjukkan bahwa secara kuantitatif, bimbingan kelompok dengan pengajaran formula ABCDE pendekatan rasional emotif behavior belum efektif dalam meningkatkan *self efficacy* mahasiswa calon guru. Dari data kualitatif didapatkan bahwa mahasiswa menyadari akan masalahnya, menyadari ada penyebab keyakinan irasional penyebab masalah, memahami dalam mengatasinya sehingga mahasiswa merasa ada keyakinan terhadap kemampuan untuk menjadi guru. Rekomendasi hasil penelitian ditujukan kepada: (1) Konselor di Perguruan Tinggi menerapkan desain intervensi dengan terlebih dahulu meningkatkan kompetensi dan keilmuan terkait layanan ini; dan (2) peneliti selanjutnya menindaklanjuti penelitian ini dengan menerapkan desain intervensi kepada mahasiswa yang memiliki *self efficacy* kategori rendah dan sedang.

Kata Kunci : Bimbingan kelompok, rasional emotif behavior, self efficacy.

ABSTRACT

Ismarini Bakti Setiani (2017). Improving Teacher Candidates' Self Efficacy through A Guidance Group using Rational Emotive Behavior ABCDE Formula-Based Approach Teaching

The study was motivated by the first and second preliminary data gained from the Students of Indonesia University of Education (UPI) Department of Agro-Industry Technology Education, students had medium and high self-efficacy. The study was aimed at making the design intervention of group guidance services to the teachings of formula ABCDE approach rational emotive behavior and to test the effectiveness of the design of interventions to improve self efficacy teacher candidates in Department of Agro-Industry Technology Education UPI. The study employed mixed methods frameworks within the concurrent embedded strategy (quantitative data as primary method and qualitative data as secondary method) toward 6 students of Department of Agro-Industry Technology Education as an experiment group and another 6 students of Department of Business Management Education as a control group. The data were analyzed from both analysis of quantitative data as primary data and qualitative data as secondary one. The finding of the study revealed that quantitatively of guidance group using rational emotive behavior ABCDE formula-based approach teaching has not been effective in improving teacher candidates' self efficacy. From the qualitative data shows that students are aware of the problem, realize there is cause irrational beliefs cause of the problem, understand the handle so that students feel confident of the ability to become teachers. Hence, some recommendations were made as the following; (1) The univeristy's counselors apply by first improving and scientific competence related to this service, (2) Further research following up this research by applying the design of interventions to students who have self efficacy of low and medium categories.

Key words: Guidance group, rational emotive behavior, self efficacy

