

Konsep Diri Siswa Berbakat (*Gifted*) dan Siswa Reguler (*non-Gifted*) di Kelas XII SMA Negeri 6 Bandung Tahun Ajaran 2016/2017.

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ABSTRAK

Penelitian ini dilatarbelakangi oleh terdapatnya kecenderungan konsep diri yang berbeda diantara siswa berbakat (*gifted*) dengan siswa reguler yang berimplikasi pada diferensiasi layanan bagi siswa berbakat (*gifted*) dan reguler. Penelitian ini bertujuan untuk mengetahui konsep diri siswa berbakat (*gifted*) dan siswa reguler (*non-Gifted*) di kelas XII SMA Negeri 6 Bandung Tahun Pelajaran 2016/2017. Penelitian ini dilakukan dengan menggunakan pendekatan kuantitatif dan metode deskriptif. Populasi berjumlah 281 peserta didik dengan 36 siswa berbakat (*gifted*) dan 246 siswa reguler. Hasil penelitian menunjukkan bahwa (1) konsep diri siswa berbakat (*gifted*) berada pada kategori positif (2) konsep diri siswa reguler berada pada kategori positif. Hasil presentase konsep diri siswa berbakat (*gifted*) dengan persentase konsep diri positif sebesar 67%, dan negatif 33% pada siswa berbakat (*gifted*) serta pada siswa reguler konsep diri positif sebesar 65% dan konsep diri negatif 35%. Rekomendasi sebagai tindak lanjut penelitian ini diarahkan kepada upaya meningkatkan konsep diri siswa berbakat (*gifted*) kearah yang lebih positif dan membantu siswa berbakat (*gifted*) agar dapat mengoptimalkan dirinya, serta untuk mengembangkan konsep diri siswa reguler agar lebih positif.

Kata Kunci: *konsep diri, siswa berbakat (gifted), siswa reguler.*

***Gifted Students Self Concept and Regular Students Self Concept at Class XII
SMA Negeri 6 Bandung in the Academic Year of 2016/2017***

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ABSTRACT

This research is motivated by the existence of different self-concept tendency between gifted students and regular students with implication for service differentiation for gifted students and regular student. This study aims to determine self-concept of gifted students and regular students at class XII SMAN 6 Bandung in the academic year of 2016/2017. This research was conducted using a quantitative approach and descriptive method. The populations used are 281 students with 36 gifted students and 246 regular students. The results showed that (1) the self-concepts of gifted students are in the positive categories (2) the self-concepts of regular students are in the positive category. From the result of significance test, the result of t test 0 was obtained so the H_1 is acceptable, there are significant differences between the self-concept of gifted students and regular students, with the percentage of positive self-concept of 67% and negative self-concept of 33% on gifted students as well as the regular students with positive self-concept of 65% and negative self-concept of 35%. The recommendation as a follow-up to this research is directed to the improvement of the self-concept of gifted students in a positive way and to help gifted students in order to optimize themselves, as well as to develop self-concept of regular students to be more positive.

Keywords: *self-concept, gifted students, regular students*