

ABSTRAK

WINDA KHOLIFATUL HASANAH. Perbedaan Pencapaian Tugas Perkembangan Siswa Yang Mengikuti Dan Tidak Mengikuti Kegiatan Bimbingan Klasikal Di SMP Negeri Se- Kecamatan Kotabumi Selatan Lampung Utara. Skripsi. Jakarta : Fakultas Ilmu Pendidikan, Universitas Negeri Jakarta, 2015

Tujuan dari penelitian ini adalah untuk mengetahui perbedaan pencapaian tugas perkembangan siswa yang mengikuti dan tidak mengikuti bimbingan klasikal di SMP Negeri Se-Kecamatan Kotabumi Selatan Lampung Utara.

Sampel pada penelitian ini diambil dengan teknik *proportional random sampling*. Pengumpulan data dilakukan dengan menggunakan angket. Inventori sebagai instrumen penelitian ini terlebih dahulu diuji dengan uji validitas menggunakan *Product Momen* dari Pearson dan uji reliabilitas dengan *Alpha Cronbach*. Dari 80 butir yang diujikan, terdapat 53 butir yang valid. Hasil uji reliabilitas dari butir yang valid tersebut diperoleh $r_{ii}0,893$. Kemudian data dianalisis dengan *Mann Whitney-U test two independent sample* dengan bantuan aplikasi *Statistic Product and Service Solution (SPSS)* versi 20.0.

Hasil penelitian ini menunjukkan bahwa terdapat perbedaan pencapaian tugas perkembangan antara siswa yang mengikuti bimbingan klasikal dan siswa yang tidak mengikuti bimbingan klasikal. Bagi sekolah yang sudah memiliki layanan bimbingan klasikal, perlunya menarik guru bimbingan dan konseling yang berlatar belakang bimbingan dan konseling agar kegiatan bimbingan konseling khususnya layanan bimbingan klasikal dapat berjalan dengan baik. Bagi sekolah yang tidak memiliki layanan BK , perlunya di buat kebijakan oleh kepala sekolah agar layanan bimbingan klasikal dapat dilaksanakan secara rutin dan terjadwal

ABSTRACT

WINDA KHOLIFATUL HASANAH. Comparative of task Achievement Level Differences on the Development of School Student Having a Classical and Guidance Service School of Not Having Classical Tutoring Service in Junior High School at South Kotabumi Lampung.Thesis. Jakarta : Faculty of Education, State University of Jakarta, 2015.

The aim of this study was to see the difference the development task achievement level of students at school that have classically with the school guidance service that does not have classically guidance service. This research type is quantitative comparative method (comparisson)

Samples were taken by using proportional random sampling technique. The data was collected using questionnaires. Inventory as an instrument of this study first tested the validity test using the Pearson product Moment and reliability test with Cronbach Alpha. Of the 80 item tested, 40 have a valid point. Reliability test results of valid points were obtained r_{ii} 0,893. Then data were analyzed using Mann Whitney-U test two independent sample with the help of application Statistic Product and Service Solution (SPSS) versi 20.0. The goal is to see the differences in achievement levels of students progress task

Results showed that there are different level of achievement of students at school that have classically with the school guidance service that does not have classically guidance service. For schools that already have a classical guidance services, the need to attract teachers with background guidance and counseling so that counseling activity especially classical guidance services can run well. For schools that do not have a BK services, the need created by the principal policy that classical guidance services can be carried out routinely and scheduled.