

ABSTRAK

Rachmawati, Ni Luh Sri (2026), *Efektivitas teori konseling behavioristik dengan teknik self management untuk meningkatkan percaya diri dan motivasi berprestasi pada siswa kelas x Sma negeri 5 Denpasar*. Tesis, Bimbingan dan Konseling, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata kunci : konseling behavioristik, motivasi berprestasi, percaya diri, teknik *self management*

Penelitian ini bertujuan untuk menguji efektivitas konseling behavioristik dengan teknik *self management* dalam meningkatkan percaya diri dan motivasi berprestasi pada siswa kelas X SMA Negeri 5 Denpasar. Penelitian menggunakan pendekatan kuantitatif dengan jenis *quasi experiment* dan desain *post-test only control group design*. Populasi penelitian adalah seluruh siswa kelas X SMA Negeri 5 Denpasar. Sampel sebanyak 72 siswa ditentukan dengan teknik *purposive sampling*, yang terbagi menjadi kelompok eksperimen ($n=36$) yang diberikan intervensi konseling behavioristik teknik *self management* sebanyak enam sesi dan kelompok kontrol ($n=36$) yang tidak diberikan perlakuan yang sama. Instrumen yang digunakan berupa kuesioner percaya diri (25 item) dan motivasi berprestasi (80 item) yang telah terbukti valid ($CVR=1$; $CVI=1$) dan reliabel (*Alpha Cronbach* percaya diri= $0,958$; motivasi berprestasi= $0,988$). Data dianalisis menggunakan ANOVA, Welch's t-test dan MANOVA dengan bantuan SPSS. Hasil penelitian menunjukkan: (1) konseling behavioristik teknik *self management* efektif meningkatkan percaya diri siswa ($p<0,001$) dengan skor rata-rata kelompok eksperimen (111,81) lebih tinggi daripada kelompok kontrol (83,94); (2) konseling behavioristik teknik *self management* efektif meningkatkan motivasi berprestasi siswa ($p<0,001$) dengan skor rata-rata kelompok eksperimen (363,50) lebih tinggi daripada kelompok kontrol (279,56); (3) konseling behavioristik teknik *self management* efektif secara simultan meningkatkan percaya diri dan motivasi berprestasi siswa ($p<0,001$; effect size 0,983 kategori tinggi). Dengan demikian, konseling behavioristik teknik *self management* terbukti sangat efektif sebagai intervensi untuk meningkatkan percaya diri dan motivasi berprestasi siswa SMA. Penelitian lanjutan disarankan menggunakan desain eksperimental yang lebih ketat, menambahkan tahap *follow-up*, dan memperluas populasi sasaran.

ABSTRACT

Rachmawati, Ni Luh Sri (2026). *The Effectiveness of Behavioristic Counseling Theory with Self-Management Techniques to Improve Self-Confidence and Achievement Motivation in Grade X Students of SMA Negeri 5 Denpasar*. Thesis. Guidance and Counseling, Postgraduate Program, Ganesha University of Education.

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Keywords : Behavioristic counseling, achievement motivation, self-confidence, self-management techniques.

This study aimed to examine the effectiveness of behavioristic counseling with self-management techniques in enhancing self-confidence and achievement motivation among 10th-grade students at SMA Negeri 5 Denpasar. The research employed a quantitative approach, utilizing a quasi-experimental design with a post-test only control group design. The study population comprised all 10th-grade students at SMA Negeri 5 Denpasar. A sample of 72 students was selected using purposive sampling, divided into an experimental group (n=36) that received six sessions of behavioristic counseling with self-management techniques, and a control group (n=36) that did not receive the same intervention. The instruments used were questionnaires for self-confidence (25 items) and achievement motivation (80 items), which were validated (CVR=1; CVI=1) and proven reliable (Cronbach's Alpha for self-confidence=0.958; for achievement motivation=0.988). Data were analyzed using ANOVA, Welch's t-test, and MANOVA with the assistance of SPSS. The results showed that: (1) behavioristic counseling with self-management techniques was effective in enhancing students' self-confidence ($p<0.001$), with the mean score of the experimental group (111,81) being higher than the control group (83.94); (2) behavioristic counseling with self-management techniques was effective in enhancing students' achievement motivation ($p<0.001$), with the mean score of the experimental group (363.50) being higher than the control group (279,56); (3) behavioristic counseling with self-management techniques was simultaneously effective in enhancing both students' self-confidence and achievement motivation ($p<0.001$; effect size 0.983, categorized as high). Consequently, behavioristic counseling with self-management techniques has proven to be highly effective as an intervention for enhancing self-confidence and achievement motivation among high school students. It is recommended that further research employ more rigorous experimental designs, incorporate follow-up stages, and expand the target population.