EFEKTIVITAS KONSELING COGNITIVE BEHAVIOR DENGAN TEKNIK *SELF-MANAGEMENT* UNTUK MENINGKATKAN *SELF ORDER* SISWA

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ABSTRAK

Penelitian ini tergolong jenis penelitian eksperimen dengan *nonequivalent pretest-postest control group design*. Dalam penelitian ini terdapat dua rumusan masalah (1) apakah terdapat perbedaan skor *self order* antara siswa yang diberikan konseling cognitive behavior teknik self-Management dengan siswa yang tidak diberikan konseling cognitive behavior teknik *self-management*, (2) apakah konseling cognitive behavior dengan teknik *self-management* efektif untuk menigkatkan *self order* siswa. Adapun tujuan dari penelitian untuk mengetahui perbedaan skor *self order* antara siswa yang diberikan konseling cognitive behavior teknik self-manegement dengan siswa yang tidak diberikan konseling cognitive behavior teknik *self-management* dan untuk membuktikan efektivitas konseling cognitve behavior dengan teknik *self-management* untuk meningkatkan *self order* siswa. Penelitian ini dilaksanakan di SMP Negeri 3 Singaraja populasi dalam penelitian adalah seluruh siswa kelas VIII yang berjumlah 11 kelas dalam pengambilan sampel dilakukan dengan teknik *random sampling* pada kelas *intact group* yang melibatkan 64 siswa yaitu masing-masing dari kelas eksperimen VIII C 32 siswa dan kelas kontrol VIII D 32 siswa. Instrument yang digunakan untuk memperoleh data yaitu dilakukan dengan observasi, wawancara, kuesioner dan buku harian *self order*. Metode analisis data dilakukan dengan uji-t dan *effect size* dengan asistensi program SPSS versi 21 *for windows*. Hasil penelitian berdasarkan analisis data menunjukkan hasil uji-t nilai signikafikan = 0.04 < 0.05, selanjutnya hasil perhitungan *effect size* yang dipeleh nilai ES = 1.192 > 0.80 yang bererti H_a diterima. Dengan demikian berdasarkan hasil analisis data dapat disimpulkan bahwa terdapat perbedaan skor tes *self order* antara siswa yang diberikan konseling cognitive behavior teknik *self-management* dengan siswa yang tidak diberikan konseling cognitive behavior teknik *self management* dan konseling cognitive behavior teknik *self-management* efektif untuk meningkatkan *self order* siswa kelas VIII SMP Negeri 3 Singaraja.

Kata Kunci: *Self Order*, Konseling Cognitive Behavior, *Self-management*

THE EFFECTIVENESS OF COGNITIVE BEHAVIOR COUNSELING USING SELF-MANAGEMENT TECHNIQUES TO INCREASE SELF-ORDER OF STUDENTS

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ABSTRACT

This research is classified as an experimental research type with nonequivalent pretest-postest control group design. In this study, there are two problems formulations (1) is there a difference in self-order scores between students who are given cognitive behavior counseling with self-management techniques and students who are not given cognitive behavior counseling with self-management techniques, (2) whether cognitive behavior counseling with self-management techniques is effective to increase student self-order. The purpose of the study was to determine the differences in self-order scores between students who were given cognitive behavior counseling, self-management techniques and students who were not given cognitive behavior counseling, self-management techniques and to prove the effectiveness of cognitive behavior counseling with self-management techniques to increase student self-order. . This research was conducted at SMP Negeri 3 Singaraja. The populations in the study were all students of class VIII, amounting to 11 classes. The sampling was carried out by a random sampling technique involving 64 students, each from the experimental class VIII C 32 students and the control class VIII D 32. students. The instruments used to obtain the data were observation, interviews, questionnaires, and self-order diaries. The data analysis method was carried out by using the t-test and effect size with the assistance of the SPSS version 21 for windows program. The results of the study based on data analysis showed the results of the t-test significant value = 0.04 <0.05 Ha was accepted, then the results of the calculation of the effect size obtained were the ES value = 1.192> 0.80. Then, based on the results of data analysis, it can be concluded that there are differences in self-order test scores between students who are given cognitive behavior counseling with self-management techniques and students who are not given cognitive behavior counseling, self-management techniques, and cognitive behavior counseling, self-management techniques are effective for increasing self-order. VIII grade students of SMP Negeri 3 Singaraja.

Keywords: Self-order, Cognitive Behavior Counseling, Self-management