

ABSTRAK

Budi Astuti. 2011. Model Bimbingan dan Konseling Perkembangan untuk Meningkatkan Kematangan Emosi Remaja (Studi Pengembangan Model Bimbingan dan Konseling Perkembangan di SMAN Kabupaten Sleman Yogyakarta Tahun 2008/2009). Pembimbing disertasi: Prof. Furqon, PhD. (Promotor); Prof. Dr. Syamsu Yusuf LN., M.Pd. (Kopromotor); dan Prof. Dr. Uman Suherman AS., M.Pd. (Anggota Promotor). Program Studi Bimbingan dan Konseling, Sekolah Pascasarjana, Universitas Pendidikan Indonesia, Bandung.

Penelitian ini dilaksanakan berdasarkan studi pendahuluan yang menunjukkan emosi kurang matang yang dialami oleh sebagian siswa kelas sebelas di SMAN Kabupaten Sleman, Yogyakarta. Tujuan penelitian adalah menghasilkan model bimbingan dan konseling perkembangan untuk meningkatkan kematangan emosi remaja.

Penelitian kuantitatif dan kualitatif melalui pendekatan *research and development* digunakan dalam penelitian ini. Kegiatan penelitian terdiri atas empat langkah, yaitu studi pendahuluan, pengembangan model, validasi rasional model, dan validasi empirik model. Pengumpulan data dilakukan dengan inventori kematangan emosi remaja dan skala penilaian terhadap kualitas model bimbingan dan konseling perkembangan. Data kuantitatif dianalisis dengan menggunakan teknik statistik deskriptif dan teknik statistik inferensial, yaitu uji-t. Data kualitatif dianalisis dengan menggunakan teknik analisis kualitatif deskriptif.

Hasil penelitian ini menunjukkan bahwa model bimbingan dan konseling perkembangan secara empirik teruji efektif untuk meningkatkan kematangan emosi remaja, terutama pada aspek; (1) pemberian dan penerimaan cinta, (2) pengendalian emosi, (3) toleransi terhadap frustrasi, dan (4) kemampuan mengatasi ketegangan.

Rekomendasi penelitian ditujukan bagi (a) *pihak sekolah*, sebaiknya melaksanakan upaya-upaya untuk meningkatkan kematangan emosi remaja, salah satunya dengan menerapkan model bimbingan dan konseling perkembangan; (b) *dinas pendidikan*, segoyianya memberikan dukungan melalui kebijakan-kebijakan dalam meningkatkan kematangan emosi remaja; (c) *Program Studi Bimbingan dan Konseling*, disarankan untuk memasukkan kajian tentang kematangan emosi remaja ke dalam mata kuliah bimbingan dan konseling yang relevan; dan (d) *peneliti selanjutnya*, direkomendasikan untuk menambah variabel penelitian serta mengimplementasikan model bimbingan dan konseling perkembangan pada populasi yang berbeda.

Kata kunci: bimbingan dan konseling perkembangan, kematangan emosi remaja.

ABSTRACT

Budi Astuti. 2011. Model of Developmental Guidance and Counseling to Improve Adolescent's Emotional Maturity (A Study of Developing Developmental Guidance and Counseling at Senior High Schools in Sleman, Yogyakarta, in 2008/2009). Dissertation Supervisor: Prof. Furqon, PhD. (Promoter); Prof. Dr. Syamsu Yusuf LN., M.Pd. (Co-promoter); and Prof. Dr. Uman Suherman AS., M.Pd. (Promoter Member). Department of Guidance and Counseling, Post-Graduate School, Indonesia University of Education, Bandung.

This research is based on a preliminary study indicating immature emotion expressed by grade eleven students at Senior High Schools in Sleman, Yogyakarta. This research is intended to make a model of developmental guidance and counseling to improve adolescent's emotional maturity.

In this research, quantitative and qualitative methods are implemented through research and development approaches. Activities performed in this research involved four steps; preliminary study, model development, rational validation of model, and empirical validation of model. The data are collected from the inventory of adolescent's emotional maturity and assessment scale criteria of the quality of the model of developmental guidance and counseling. Quantitative data are analyzed by implementing descriptive statistical techniques and inferential statistical techniques, i.e. t-test. Qualitative data are analyzed by implementing techniques of qualitative descriptive analysis.

The results of the research indicate that the model of developmental guidance and counseling is empirically proved effective in developing adolescent's emotional maturity, especially in the aspects of; (1) sharing and receiving love, (2) controlling emotion, (3) tolerating frustration, and (4) dealing with sense and tension.

The recommendation from the research are provided for (a) *school board*, to make some attempts for developing adolescent's emotional maturity, one of which by implementing the model of developmental guidance and counseling; (b) *official education*, to support the attempts by formulating policies to encourage the development of adolescent's emotional maturity; (c) *guidance and counseling study program*, to supplement and incorporate a study on adolescent's emotional maturity into relevant subject in guidance and counseling major; and (d) *future researcher*, to involve more research variables and implement the model of developmental guidance and counseling in different population.

Key words: developmental guidance and counseling, adolescent's emotional maturity.