

Florenta Giovenda Patty (91248006). Modul Bagi Guru: Penanganan Perilaku Mengganggu yang Dilakukan Siswa di Kelas. Tesis. Sarjana Strata 2. Surabaya: Program Pendidikan Magister Psikologi Profesi Universitas Surabaya, Psikologi Pendidikan (2015).

ABSTRAK

Penelitian ini bertujuan melengkapi guru dengan panduan yang dapat meningkatkan pengetahuan dan pemahaman tentang perilaku mengganggu yang dimunculkan siswa dan upaya penanganannya. Lima orang guru dilibatkan sebagai partisipan penelitian. Observasi dan wawancara dilakukan untuk mengetahui pengetahuan dan pemahaman guru tentang perilaku mengganggu siswa dan upaya penanganannya. Hasil pengumpulan data menunjukkan bahwa perilaku mengganggu dilakukan siswa SD K dan penanganan yang dilakukan guru masih belum efektif. Data menunjukkan bahwa guru masih belum sepenuhnya memahami perilaku mengganggu siswa. Selain itu, guru masih berfokus pada penghentian perilaku mengganggu siswa, guru belum mampu mengendalikan perilaku siswa pada waktu jeda, belum memanfaatkan potensi kendali diri siswa serta belum melibatkan orangtua. Panduan pengetahuan dan pemahaman tentang perilaku mengganggu siswa dan upaya penanganannya diwujudkan dalam modul Penanganan perilaku mengganggu yang dimunculkan siswa di kelas. Modul berisi materi yang membahas perilaku mengganggu siswa, pengelolaan perilaku, pengendalian diri siswa serta upaya melibatkan orangtua. Hasil evaluasi modul menunjukkan bahwa modul yang dibuat menambah pengetahuan dan pemahaman guru tentang upaya-upaya penanganan perilaku mengganggu siswa melibatkan siswa serta orangtua.

Kata kunci: perilaku mengganggu siswa, pengelolaan perilaku, pengendalian diri, keterlibatan orangtua, modul

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ABSTRACT

Purpose of this study is to equip teachers with guideline to improve the knowledge and understanding about student's disruptive behavior and its treatments. Five teachers were included as study participant. Observation and interview were conducted to determine the knowledge and understanding about student's disruptive behavior and the treatments. The collected data showed that student's disruptive behavior appeared in SD K and teacher's treatments still not effective. Data's showed that the teachers still do not fully understand the disruptive behavior of students. Besides that, teachers just focus on the termination of student's disruptive behavior, teachers have not been able to control student's behavior at the interval time, do not involve student's self-control also do not involve parents. The guideline use to improve the knowledge and understanding about student's disruptive behavior and the treatments embodied in the module of handling the student's disruptive behavior. This module discuss student's disruptive behavior, behavior management, student's self-control also parents involvement. The evaluation showed that the module could increases knowledge and understanding of treatments for handling student's disruptive behavior involves students and parents.

Key word: student's disruptive behavior, behavior management, self-control, parent's involvement, module