

Abstrak

Kholisna, Titin. 2015. Pengembangan Skala Disiplin diri Belajar Peserta didik Madrasah Tsanawiyah di Kota Malang. *Tesis*, Program Studi Bimbingan dan Konseling, Pascasarjana Universitas Negeri Malang. Pembimbing: (1) Dr. Adi Atmoko, M.Si., (2) Dr. Moh. Irtadji, M.Si.

Kata kunci: skala, disiplin diri.

Penelitian pengembangan ini bertujuan untuk menghasilkan skala disiplin diri belajar (SD2B) yang memiliki tingkat validitas dan reliabilitas instrumen yang memadai. Prosedur pengembangan skala disiplin diri belajar meliputi: (1) spesifikasi alat ukur, (2) penulisan butir instrumen, (3) penelaahan butir instrumen, (4) perakitan instrumen, (5) uji coba terbatas, (6) analisis uji coba terbatas, (7) seleksi dan revisi instrumen, (8) uji coba terpakai, (9) analisis uji coba terpakai, (10) pengadministrasian instrumen, dan (11) penyusunan norma. Populasi penelitian ini adalah seluruh Madrasah Tsanawiyah Negeri dan Swasta di Kota Malang sebanyak 28 madrasah. Sampel penelitian ini diambil dengan menggunakan tehnik *cluster random sampling*.

Uji coba instrumen dilakukan sebanyak tiga kali. Tahap pertama, sebanyak 292 butir diujicobakan kepada 91 peserta didik dan dianalisis menggunakan analisis dari Alpha Cronbach, diperoleh 132 butir valid dengan nilai $r = \geq 0,3$. Kedua, sebanyak 132 butir diujicobakan kepada 224 peserta didik dan dianalisis menggunakan analisis eksploratori, diperoleh 36 butir valid dengan muatan faktor (*factor loading*) $\geq 0,5$. Ketiga, sebanyak 36 butir diujicobakan kepada 288 peserta didik, dianalisis menggunakan analisis eksploratori dan konfirmatori, diperoleh 16 butir valid dengan muatan faktor $\geq 0,5$. Skala disiplin diri belajar memiliki reliabilitas yang tinggi, yakni sebesar 0,839.

Berdasarkan uji validitas dan reliabilitas instrumen, maka diperoleh hasil penelitian, yaitu (1) konsep definisi disiplin diri belajar, (2) terdapat tiga aspek disiplin diri belajar, (3) instrumen skala disiplin diri belajar, (4) standar norma lokal (*local norms*), dan (5) manual penggunaan skala disiplin diri belajar.

Berdasarkan hasil penelitian ini, maka konselor dapat segera merencanakan intervensi kepada peserta didik, dan konselor dapat membuat program-program layanan bimbingan konseling sesuai dengan kebutuhan peserta didik terkait disiplin diri belajar. Bagi peneliti selanjutnya dapat dilakukan kembali pengembangan instrumen dalam skala populasi yang lebih besar dengan mempertimbangkan karakteristik budaya secara khusus, sehingga dapat memenuhi akurasi norma dengan lebih baik.

Abstract

Kholisna, Titin. 2015. Development of Self-discipline of Learning Scale for Student of Madrasah Tsanawiyah in Malang. *Thesis*, Department of Guidance and Counseling, Graduate of Malang University. Advisor: (1) Dr. Adi Atmoko, M.Sc., (2) Dr. Moh. Irtadji, M.Sc.

Keywords: scale, self-discipline

The aim of this research was the development of self-discipline of learning scale (SD2B) which has a degree of validity and reliability of the instrument were adequate. Procedure development of self-discipline of learning scale includes: (1) the specification of measuring instruments, (2) writing instruments grains, (3) a review of the instrument items, (4) assembly of instruments, (5) limited testing, (6) analysis of limited testing, (7) the selection and revision instruments, (8) the test used, (9) the analysis of test used, (10) the administration of the instrument, and (11) the preparation of the norm. The population of this research is all public and private MTs in Malang consist of 28 madrasah. This sample research was taken using cluster random sampling technique.

The test instrument performed had three times. The first, a total of 292 items to 91 students tested and analyzed using analysis of Cronbach's Alpha, obtained 132 valid item with a value of $r = \geq 0.3$. Second, consist of 132 items tested on 224 students and analyzed using exploratory analysis, obtained 36 valid items with factor loadings ≥ 0.5 . Third, a total of 36 items tested to 288 students, were analyzed using exploratory and confirmatory analysis, obtained 16 valid items with factor loadings ≥ 0.5 . Self-discipline of learning scale has high reliability is equal to 0.839.

Based on test validity and reliability of the instrument, the obtained results of the research, namely (1) the definition of the concept of self-discipline learning, (2) there are three aspects of learning self-discipline, (3) the instrument self-discipline of learning scale, (4) the standard norms of the local (local norms), and (5) manual to learn self-discipline scale use.

Based on these results, the counselor may soon be planning interventions to students and counselors can make programs counseling services according to the needs of the students related to learning self-discipline. For further research can be carried back the development of the instrument in a larger population scale taking into account the special characteristics of the culture, so as to meet the wider norms accuracy.