

ABSTRAK

GRACEYA ERSITA SITEPU. Efektivitas Bimbingan Klasikal Metode *Problem Based Learning* Meningkatkan Keterampilan Metakognitif dalam Mengatur Waktu Siswa Kelas X SMA CAHAYA MEDAN. Skripsi. Medan: Fakultas Ilmu Pendidikan Universitas Negeri Medan. 2024.

Penelitian ini bertujuan untuk meningkatkan keterampilan metakognitif dalam mengatur waktu belajar siswa melalui layanan bimbingan klasikal metode *Problem Based Learning* pada siswa kelas X₄ SMA CAHAYA MEDAN. Penelitian ini menggunakan jenis penelitian tindakan dengan bentuk penelitian tindakan bimbingan konseling (PTBK) yang dilaksanakan dalam satu siklus, yaitu siklus I. Subjek penelitian ini adalah peserta didik kelas X₄ SMA CAHAYA MEDAN yang berjumlah 35 siswa. Data penelitian dikumpulkan dengan angket keterampilan metakognitif dalam mengatur waktu belajar berjumlah 40 item. Data dianalisis secara deskriptif dengan cara membandingkan persentase yang dicapai sebelum dan sesudah dilaksanakannya bimbingan klasikal metode *Problem Based Learning*. Berdasarkan hasil penelitian sebelum dilakukan bimbingan klasikal metode *Problem Based Learning* tingkat keterampilan metakognitif dalam mengatur waktu belajar siswa rata-rata skor 110 dengan presentase 69 %. Setelah diberikan tindakan bimbingan klasikal metode *Problem Based Learning* siklus I peningkatan skor keterampilan metakognitif dalam mengatur waktu belajar siswa rata-rata skor 136 dengan presentase 85 %. Sehingga terjadi peningkatan keterampilan metakognitif dalam mengatur waktu belajar siswa yang cukup signifikan setelah dilaksanakan bimbingan klasikal metode *Problem Based Learning* pada siswa kelas X₄ SMA CAHAYA MEDAN.

Kata Kunci: Bimbingan Klasikal, Keterampilan Metakognitif, Mengatur waktu belajar, *Problem Based Learning*.

ABSTRACT

GRACEYA ERSITA SITEPU. The Effectiveness of Classical Guidance Problem Based Learning Method Improves Metacognitive Skills in Managing Time for Class X Students of SMA Cahaya Medan. Skripsi. Medan: Faculty of Education, Universitas Negeri Medan. 2024.

This study aims to improve metacognitive skills in managing students' study time through classical guidance services using the Problem Based Learning method for class X4 students of SMA CAHAYA MEDAN. This study uses an action research type in the form of counseling guidance action research (PTBK) which is carried out in one cycle, namely cycle I. The subjects of this study were 35 class X4 students of SMA CAHAYA MEDAN. The research data were collected using a metacognitive skills questionnaire in managing study time totaling 40 items. The data were analyzed descriptively by comparing the percentages achieved before and after the implementation of classical guidance using the Problem Based Learning method. Based on the results of the study before the classical guidance using the Problem Based Learning method, the level of metacognitive skills in managing students' study time averaged 110 with a percentage of 69%. After being given classical guidance using the Problem Based Learning method in cycle I, the increase in the score of metacognitive skills in managing students' study time averaged 136 with a percentage of 85%. So that there is a significant increase in metacognitive skills in managing students' study time after classical guidance using the Problem Based Learning method was implemented on class X4 students of SMA CAHAYA MEDAN.

Keywords: Classical Guidance, Metacognitive Skills, Managing Learning Time, Problem Based Learning

