

ABSTRAK

HOTMARIA RITONGA. Pengaruh Bimbingan Kelompok Teknik *Role Playing* Terhadap Etika Siswa Kepada Guru Di Kelas X SMA Negeri 2 Medan Tahun Ajaran 2025/2026. Skripsi, Medan: Fakultas Ilmu Pendidikan. Universitas Negeri Medan. 2026.

Penelitian ini bertujuan untuk mengetahui pengaruh pemberian layanan bimbingan kelompok dengan teknik *role playing* terhadap etika siswa kepada guru di kelas X SMA Negeri 2 Medan Tahun Ajaran 2025/2026. Jenis penelitian yang digunakan adalah kuantitatif dengan desain *Pre-Experimental* berupa *One-Group Pretest-Posttest Design*. Subjek penelitian berjumlah 8 orang siswa yang dipilih berdasarkan kriteria hasil *pre-test* yang berada pada kategori rendah. Data dikumpulkan menggunakan instrumen angket etika siswa kepada guru yang telah diuji validitas dan reliabilitasnya. Hasil penelitian menunjukkan adanya peningkatan skor yang signifikan antara sebelum dan sesudah diberikan perlakuan. Berdasarkan uji hipotesis menggunakan *Wilcoxon Signed Rank-Test*, diperoleh nilai signifikansi (Asymp. Sig. 2-tailed) sebesar 0,012 yang lebih kecil dari taraf nyata 0,05 ($0,012 < 0,05$). Hal ini menunjukkan bahwa H_a diterima, yang berarti terdapat pengaruh yang signifikan dari pemberian layanan bimbingan kelompok teknik *role playing* terhadap peningkatan etika siswa kepada guru. Siswa yang mengikuti layanan ini mengalami perubahan perilaku positif dalam cara duduk, berbicara, dan menyimak guru di lingkungan sekolah.

Kata Kunci: Bimbingan Kelompok, Teknik *Role Playing*, Etika Siswa.

ABSTRACT

HOTMARIA RITONGA. The Influence of Group Guidance with Role Playing Techniques on Student Ethics Toward Teachers in Class X of SMA Negeri 2 Medan Academic Year 2025/2026. Skripsi. Medan: Faculty of Education. State University of Medan. 2026.

This study aims to determine the effect of providing group guidance services using role-playing techniques on students' ethics toward teachers in class X of SMA Negeri 2 Medan for the 2025/2026 academic year. The type of research used is quantitative with a Pre-Experimental design in the form of a One-Group Pretest-Posttest Design. The research subjects consisted of 8 students selected based on pre-test results categorized as low. Data were collected using a student ethics questionnaire instrument that had been tested for validity and reliability. The results showed a significant increase in scores between before and after the treatment was given. Based on the hypothesis testing using the Wilcoxon Signed Rank-Test, a significance value (Asymp. Sig. 2-tailed) of 0.012 was obtained, which is smaller than the significance level of 0.05 ($0.012 < 0.05$). This indicates that H_a is accepted, meaning there is a significant influence of providing group guidance services using role-playing techniques on improving students' ethics toward teachers. Students who participated in this service experienced positive behavioral changes in the way they sit, speak, and listen to teachers in the school environment.

Keywords: Group Guidance, Role Playing Technique, Student Ethics.