

## ABSTRAK

**MELVA TRIANA SEMBIRING. Pengaruh Layanan Bimbingan Klasikal dengan Model Cooperative Learning Tipe Jigsaw terhadap Regulasi Diri Siswa di SMA Negeri 8 Medan. Skripsi. Medan: Fakultas Ilmu Pendidikan, Universitas Negeri Medan, 2026.**

Penelitian ini bertujuan untuk mengetahui pengaruh layanan bimbingan klasikal dengan model cooperative learning tipe Jigsaw terhadap regulasi diri siswa di SMA Negeri 8 Medan. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pre-eksperimental tipe one group pretest-posttest. Subjek penelitian adalah 36 siswa kelas XI IPA 4. Instrumen yang digunakan berupa angket regulasi diri sebanyak 40 butir pernyataan yang telah diuji validitas dan reliabilitasnya. Hasil uji validitas menunjukkan bahwa 30 butir valid dengan nilai  $r\text{-hitung} > r\text{-tabel}$  (0,355), dan uji reliabilitas menunjukkan nilai Cronbach's Alpha sebesar 0,917 yang termasuk kategori sangat tinggi. Uji normalitas dengan Shapiro-Wilk menunjukkan bahwa data berdistribusi normal ( $p > 0,05$ ). Uji hipotesis menggunakan paired sample t-test menunjukkan nilai sig. (2-tailed) sebesar 0,000 ( $< 0,05$ ) dengan rata-rata selisih 17,36 poin antara pretest dan posttest. Hasil ini menunjukkan bahwa terdapat perbedaan yang signifikan antara skor sebelum dan sesudah perlakuan. Dengan demikian, dapat disimpulkan bahwa layanan bimbingan klasikal dengan model Jigsaw efektif dalam meningkatkan regulasi diri siswa.

**Kata Kunci:** bimbingan klasikal, cooperative learning, jigsaw, regulasi diri, siswa

## ABSTRACT

**MELVA TRIANA SEMBIRING. The Effect of Classical Guidance Services Using the Jigsaw Cooperative Learning Model on Students' Self-Regulation at SMA Negeri 8 Medan. Skripsi. Medan: Faculty of Education, State University of Medan, 2026.**

This study aims to determine the effect of classical guidance services using the Jigsaw cooperative learning model on students' self-regulation at SMA Negeri 8 Medan. The research employed a quantitative approach with a one-group pretest-posttest pre-experimental design. The subjects were 36 students of class XI IPA 4. The instrument used was a self-regulation questionnaire consisting of 40 statement items that had been tested for validity and reliability. The validity test showed that 30 items were valid with  $r\text{-count} > r\text{-table}$  (0.355), and the reliability test resulted in a Cronbach's Alpha of 0.917, categorized as very high. The Shapiro-Wilk normality test indicated that the data were normally distributed ( $p > 0.05$ ). Hypothesis testing using a paired sample t-test showed a significance value (2-tailed) of 0.000 ( $< 0.05$ ), with a mean difference of 17.36 points between pretest and posttest scores. These results indicate a significant difference between students' scores before and after the treatment. Therefore, it can be concluded that classical guidance services using the Jigsaw model are effective in improving students' self-regulation.

**Keywords:** classical guidance, cooperative learning, jigsaw, self-regulation, students