

**PROGRAM PELATIHAN *EXPERIENTIAL LEARNING* UNTUK
PENGEMBANGAN KECERDASAN BUDAYA GURU BIMBINGAN DAN
KONSELING DI MAKASSAR**

DISERTASI

Diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar
Doktor Pendidikan dalam Bidang Bimbingan dan konseling



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**Program Pelatihan *Experiential Learning* Untuk Pengembangan Kecerdasan
Budaya Guru Bimbingan Dan Konseling Di Makassar**

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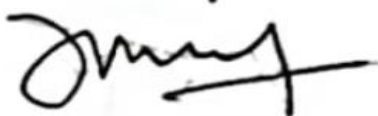
**PROGRAM PELATIHAN *EXPERIENTIAL LEARNING* UNTUK
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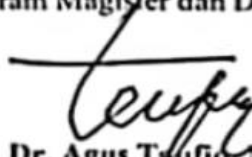
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KATA PENGANTAR

Puji syukur penulis panjatkan kepada Allah SWT Yang Maha Pengasih dan Maha Penyayang, atas rahmat dan kasih sayangNya penulis dapat menyelesaikan disertasi ini sebagai salah satu persyaratan akademik guna memperoleh gelar Doktor dalam Program Studi Bimbingan dan Konseling Fakultas Ilmu Pendidikan Universitas Pendidikan Indonesia.

Penelitian ini bertujuan untuk menghasilkan program pelatihan *experiential learning* untuk pengembangan kecerdasan budaya guru BK. Diharapkan program ini dapat memberikan dampak yang optimal bagi peningkatan kompetensi profesional guru BK terutama peningkatan kompetensi yang berbasis multibudaya. Selain itu program ini dapat digunakan dalam pengembangan kecerdasan budaya mahasiswa melalui mata kuliah Bimbingan dan Konseling Multibudaya.

Hasil penelitian ini telah dimuat *pada Journal of Educational Science and Technology (EST)*, 2022 dengan judul *Developing A Cultural Intelligence Instrument for Guidance and Counseling Teachers*. Luaran dari penelitian ini juga telah mendapat Hak Karya Cipta dari Kementrian Hukum dan HAM, yaitu Skala Kecerdasan Budaya Guru BK. Dalam penyusunan disertasi ini penulis menyadari masih terdapat beberapa kekurangan. Smoga disertasi ini dapat memberi manfaat, baik dalam khasanah pengembangan ilmu Pendidikan secara umum, secara khusus bagi para akademisi dan praktisi Bimbingan dan Konseling. Terima Kasih

Bandung, 30 Agustus 2022



Penulis
Suciani Latif

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ABSTRAK

Suciani Latif. (2022). Program Pelatihan *Experiential Learning* Untuk Pengembangan Kecerdasan Budaya Guru Bimbingan dan Konseling di Makassar. Disertasi. Dibimbing oleh: Prof. Dr. Uman Suherman AS, M.Pd. (*Promotor*); Dr. Ilfiandra, M.Pd. (*Ko-promotor*); dan Dr. Mamat Supriatna, M.Pd. (*Anggota*). Program Doktor Program Studi Bimbingan dan Konseling, Fakultas Ilmu Pendidikan, Universitas Pendidikan Indonesia, Bandung.

Proses konseling pada dasarnya merupakan pertemuan dua budaya atau lebih antara guru BK dan siswa. Seorang guru BK perlu peka terhadap perbedaan budaya antara dirinya dengan siswa agar siswa merasa diterima, didengarkan dan dihargai sesuai nilai-nilai budaya yang dibawa pada proses konseling. Tujuan penelitian ini adalah menghasilkan program pelatihan *experiential learning* untuk mengembangkan kecerdasan budaya guru Bimbingan dan Konseling. Penelitian ini dilaksanakan dalam tiga tahap yaitu tahap pendahuluan, pengembangan program dan implementasi program. Pendekatan penelitian yang digunakan adalah campuran kuantitatif-kualitatif dengan *explanatory sequential mixed methods*. Pendekatan kuantitatif digunakan pada uji terbatas program pelatihan *experiential learning* melalui *quasi-experiment one-group pretest-posttest design*. Pendekatan kualitatif digunakan untuk mengeksplorasi pengalaman interaksi multibudaya guru BK melalui pelatihan *experiential learning*. Konstruk kecerdasan budaya guru BK dibuat berdasarkan uji validitas dan reliabilitas menggunakan skala kecerdasan budaya yang disebar secara *online* dengan melibatkan partisipan sebanyak 659 guru BK dari seluruh Indonesia. Untuk memperoleh gambaran kecerdasan budaya, skala yang telah valid dan reliabel tersebut disebar kepada 112 Guru BK di Makassar dan tahap uji coba melibatkan 6 guru Bimbingan dan Konseling. Data kuantitatif dikumpulkan menggunakan skala kecerdasan budaya guru BK dan dianalisis menggunakan *Cohen Effect Size* dan *Reliability Change Index (RCI)* sedangkan data kualitatif dikumpulkan menggunakan pedoman observasi, pedoman wawancara dan rekaman video dan dianalisis menggunakan analisis deskriptif kualitatif. Hasil penelitian menunjukkan bahwa program pelatihan *experiential learning* fisibel untuk pengembangan kecerdasan budaya guru BK, baik secara total maupun keempat dimensinya. Nilai RCI secara total dan keempat dimensinya menunjukkan nilai yang lebih besar dari 1,96. Dengan demikian perkembangan kecerdasan budaya guru BK sebelum dan sesudah pelatihan *experiential learning* reliabilitas perubahannya dapat diandalkan. Hasil Penelitian ini direkomendasikan kepada P4TK bidang Pendidikan Jasmani dan Bimbingan dan Konseling, Perguruan Tinggi khususnya Program Studi Bimbingan dan Konseling serta peneliti selanjutnya.

Kata kunci: *Experiential Learning*, Kecerdasan Budaya, *Explanatory Sequential Mixed Methods*

ABSTRACT

Suciani Latif. (2022). *The Experiential Learning Training Program to Develop Cultural Intelligence of Guidance and Counseling Teachers in Makassar*. Dissertation. Supervised by: Prof. Dr. Uman Suherman AS, M.Pd. (Promotor); Dr. Ilfiandra, M.Pd. (Co-promotor); and Dr. Mamat Supriatna, M.Pd. (Supervision team member). Doctoral Program in Guidance and Counseling, Faculty of Educational Science, Universitas Pendidikan Indonesia, Bandung.

The counseling process is basically an encounter of two cultures or more between guidance and counseling teachers and students. The guidance and counseling teachers require to be sensitive against cultural differences among himself and their students, so that students feel to be received, heard, and appreciated in corresponding to the cultural values which were carried into counseling process. The purpose of this research was to produce an experiential learning training program to develop cultural intelligence of guidance and counseling teachers. This research was carried out in three stages, namely the preliminary stage, program development, and program implementation. The method used in this research was mixed quantitative-qualitative design along with explanatory sequential mixed methods. The quantitative approach was used in a limited test of the experiential learning training program through a quasi-experimental one-group pretest-posttest design. A qualitative approach was used to explore the experiences of multicultural interaction of guidance and counseling teachers through experiential learning training. The construct of cultural intelligence of guidance and counseling teachers was made based on validity and reliability tests by using a cultural intelligence scale which was distributed by online and involved 659 Guidance and Counseling teachers from all over Indonesia. To obtain a description of cultural intelligence, the valid and reliable scale was distributed to 112 guidance and counseling teachers in Makassar along with the trial tests which involved 6 Guidance and Counseling teachers. Quantitative data was collected by using the guidance and counseling teachers' cultural intelligence scale and analyzed by using the Cohen Effect Size and Reliability Change Index (RCI), while qualitative data was collected by using observation guidelines, interview guidelines and video recordings which analyzed by using qualitative descriptive analysis. The results of this research showed that the experiential learning training program is feasible for the development of the cultural intelligence of the guidance and counseling teachers, both in total and in its four dimensions. Total of RCI values and its four dimensions showed a value greater than 1.96. Therefore, the development of the cultural intelligence of the guidance and counseling teachers before and after experiential learning training toward the transformation of reliability can be relied on. The results of this research were recommended to ABKIN, P4TK in the fields of Physical Education and Guidance and Counseling, especially the Guidance and Counseling Study Program at specific universities, and further researchers.

Keywords: *Experiential Learning, cultural intelligence, Explanatory Sequential Mixed Methods*

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