

**ABSTRAK**

**DESKRIPSI KESULITAN BELAJAR YANG DIALAMI OLEH SISWA  
KELAS VIII SMP MASEHI TEMANGGUNG TAHUN AJARAN 2013/ 2014  
DAN IMPLIKASINYA PADA USULAN TOPIK-TOPIK BIMBINGAN  
KLASIKAL**

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Penelitian ini adalah penelitian deskriptif dengan metode survei. Populasi penelitian adalah siswa kelas VIII SMP Masehi Temanggung tahun ajaran 2013/2014 yang berjumlah 62 orang. Penelitian ini termasuk penelitian populasi. Alat pengumpulan data yang digunakan adalah Kuesioner Kesulitan Belajar yang disusun oleh peneliti sendiri.

Pengolahan data dilakukan dengan menggunakan kategorisasi kesulitan belajar yang dialami siswa berdasarkan kriteria Azwar. Kesulitan belajar yang dialami siswa dikategorisasi menjadi lima yaitu sangat dialami, dialami, cukup dialami, tidak dialami, sangat tidak dialami.

Hasil penelitian menunjukkan bahwa ada 0 butir (0%) kesulitan belajar yang sangat dialami, 5 butir (10%) kesulitan belajar yang dialami, ada 17 butir (34%) kesulitan belajar yang cukup dialami, ada 21 butir (42%) kesulitan belajar yang tidak dialami dan 7 butir (14%) kesulitan belajar yang sangat tidak dialami. Bertolak dari kesulitan-kesulitan belajar yang dialami dan cukup dialami, peneliti menyusun suatu usulan topik-topik bimbingan belajar untuk siswa kelas VIII SMP Masehi Temanggung.

ABSTRACT

**Learning Difficulties Experienced by the Students of SMP Masehi  
Temanggung Grade VIII Academic Year 2013/2014 and Its Implications  
Towards the Suggested Topics of Study Guidance**

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This research is a descriptive research which was conducted by applying survey method. The research population is the student of SMP Masehi Temanggung grade VIII academic year 2013/2014 consisting of 62 students. This research is categorized as a population research. The data was collected by conducting a survey through questionnaire asking about learning difficulties. The questionnaire was formulated by the researcher.

The data was analyzed by categorizing the students' learning difficulties using Azwar criteria. The students' learning difficulties were then categorized into five categories which are very frequent, frequent, frequent enough, not really frequent, not frequent.

The result of the research shows that there is 0 item (0%) of learning difficulties categorized as very frequent, 5 items (10%) of learning difficulties categorized as frequent, 17 items (34%) of learning difficulties categorized as frequent enough, 21 (42%) items of learning difficulties categorized as not really frequent and 7 items (14%) of learning difficulties categorized as not frequent. From the learning difficulties categorized as frequent and frequent enough, the researcher proposed learning course topics for the students of SMP Masehi Temanggung grade VIII.