ABSTRAK

**DESKRIPSI GAYA BELAJAR MAHASISWA
ANGKATAN 2012 PRODI BIMBINGAN DAN KONSELING
UNIVERSITAS SANATA DHARMA TAHUN AKADEMIK 2013/2014
DAN IMPLIKASINYA TERHADAP USULAN
TOPIK-TOPIK BIMBINGAN BELAJAR**

Krista Br Ginting
Universitas Sanata Dharma
2014

Penelitian ini bertujuan untuk mengetahui gaya belajar yang dimiliki mahasiswa angkatan 2012 Prodi Bimbingan dan Konseling Universitas Santa Dharma Tahun Akademik 2013/2014 dan usulan topik-topik bimbingan belajar yang sesuai untuk para mahasiswa ini.

Penelitian ini adalah penelitian deskriptif kuantitatif. Subjek penelitian adalah mahasiswa angkatan 2012 Prodi Bimbingan dan Konseling Universitas Sanata Dharma Tahun Akademik 2013/2014 yang berjumlah 66 orang. Alat pengumpul data yang digunakan adalah kuesioner gaya belajar yang disusun oleh Riechmann-Grasha yang diadaptasikan oleh peneliti. Kuesioner gaya belajar ini terdiri dari 60 item. Dimensi didalam penelitian gaya belajar ini adalah *independent, avoidant, collaborative, dependent, competitive,* dan *participant.* Teknik pengujian reliabilitas menggunakan rumus *Alpha Cronbach* dan diperoleh hasil koefisiensi reliabilitas adalah 0,785.

Hasil penelitian menunjukkan bahwa gaya belajar mahasiswa dalam kategori sangat tinggi adalah *independent* 53%, *avoidant* 12%, *collaborative* 62%, *dependent* 68%, *competitive* 23%,dan *participant* 67%. Gaya belajar mahasiswa dalam dalam kategori tinggi adalah *independent* 53%, *avoidant* 12%, *collaborative* 62%, *dependent* 68%, *competitive* 23%,dan *participant* 67%. Gaya belajar mahasiswa dalam kategori sedang adalah *independant* 28%, *avoidant* 50%, *collaborative* 8%, *dependent* 26%, *competitive* 39%, dan *participant* 15%. Gaya belajar mahasiswa dalam kategori rendah adalah *independent* 0%, *avoidant* 33%, *collaborative* 0%, *dependent* 0%, *competitive* 24% dan *participant* 0%. Gaya belajar mahasiswa dalam kategori sangat rendah adalah *independent* 0%, *avoidant* 3%, *collaborative* 0%, *dependent* 0%, *competitive* 0%, dan *participant* 0%. Berdasarkan paparan hasil penelitian tersebut dapat disimpulkan bahwa sebagian mahasiswa telah memiliki gaya belajar *independent, collaborative, dependent, competitive, participant* yang tinggi dan hanya sebagian kecil mahasiswa memiliki gaya belajar yang *avoidant* tinggi. Berdasarkan analisis item, peneliti mengusulkan topik-topik bimbingan belajar berdasarkan item gaya belajar *dependent, competitive* dan *avoidant* dalam kategori tinggi. Usulan topik-topik bimbingan belajar yaitu kemandirian belajar, berpikir menang-menang dalam belajar, dan motivasi belajar.

ABTRACT

**THE DESCRIPTION OF LEARNING STYLES OF 2012 STUDENTS
GUIDANCE AND COUNSELING STUDY PROGRAM
AT SANATA DHARMA UNIVERSITY 2013/2014 ACADEMIC YEAR
AND IMPLICATIONS TO THE TOPICS OF STUDY GUIDANCE**

Krista Br Ginting
Sanata Dharma University
2014

This research aims to know the learning styles of 2012 students Guidance and Counselling studi program, at Santa Dharma University 2013/2014 academic Year and implikcations to the Topics Study Guidance in.

This research is descriptive quantitative research. The subject is 2012 students Guidance and Counselling study program at Sanata Dharma University 2013/2014 academic year consist of 66 people. The data collecting tool used is a learning style scale questionnaire compiled by Riechmann-Grasha adopted by researcher. This learning style questionnaire items consisted of 60 items. The dimensions in this learning style research is independent, dependent, avoidant, collaborative, competitive, and participant. The technique of reliability testing using Alpha Cronbach formula and results of reliability coefficient is 0.785.

The result shows that the learning style of students in the category of *very high* is independent 53%, avoidant 12%, collaborative 62%, dependent 68%, competitive 23%, and participant 67%. The learning style of students in the category of *high* is the independent 53%, avoidant 12%, collaborative 62%, dependent 68%, competitive 23%, and participant 67%. The learning style of students in the category of *moderate* is independant 28%, avoidant 50%, collaborative 8%, dependent 26%, competitive 39%, and participant 15%. The learning style of students in the category of *low* is independent 0%, avoidant 33%, collaborative 0%, dependent 0%, competitive 24% and participant 0%. The learning style of students in the category of *very low* is independent 0%, avoidant 3%, collaborative 0%, dependent 0%, competitive 0%, and participant 0%. Based on exposure to this research, it can be concluded that some student's learning style is independent, collaborative, dependent, competitive, participant in the category of high and only a small part of a student is having the style of learning which is avoidant in the category of high. Based on the analysis items, the researcher proposed topics of study guidance based on an item learning style of dependent, competitive and avoidant in the category of high. The proposed topics guidance study is independent learning, thinking win-win in learning, and motivation to learn.