

ABSTRAK

Arung Tirta Dwita Putri, 2025. Pengaruh Bimbingan Klasikal Metode *Problem Based Learning* terhadap Pemahaman tentang Perilaku *Self-Harm* Siswa SMP Negeri 1 Karangrejo Kabupaten Magetan. Skripsi. Program Studi Bimbingan dan Konseling. Fakultas Kkeguruan dan Ilmu Pendidikan. Universitas PGRI Madiun. Pembimbing (I) Dr. Dahlia Novarianing Asri, M.Si. (II) Suharni, S.Pd., M.Psi.

Perilaku *self-harm* merupakan permasalahan yang mengkhawatirkan di kalangan remaja, termasuk siswa SMPN 1 Karangrejo Kabupaten Magetan. Penelitian ini bertujuan untuk mengetahui pengaruh layanan bimbingan klasikal dengan metode *Problem Based Learning* (PBL) terhadap pemahaman siswa mengenai perilaku *self-harm*. Penelitian ini menggunakan pendekatan kuantitatif dengan desain eksperimen (*One Group Pre-test Post-test Design*) yang melibatkan 25 siswa kelas VIII sebagai subjek penelitian, dipilih melalui teknik purposive sampling. Instrumen pengumpulan data berupa angket skala Likert dengan 28 item valid dan reliabilitas tinggi ($\alpha = 0,941$). Hasil analisis data menggunakan uji *Paired Sample t-Test* menunjukkan peningkatan yang signifikan antara skor *pre-test* dan *post-test* yang rata-rata mengalami peningkatan sebanyak 446. Temuan ini mengindikasikan bahwa penerapan metode *Problem Based Learning* dalam layanan bimbingan klasikal efektif dalam meningkatkan pemahaman siswa mengenai perilaku *self-harm* melalui penguatan kemampuan berpikir kritis dan pemecahan masalah.

Kata Kunci: Bimbingan Klasikal, *Problem Based Learning*, Pemahaman, *Self-Harm*

ABSTRAK

Arung Tirta Dwita Putri, 2025. *The Effect of Classical Guidance Using the Problem-Based Learning Method on Students' Understanding of Self-Harm Behavior at SMP Negeri 1 Karangrejo, Magetan Regency*. Thesis. Guidance and Counseling Study Program. Faculty of Teacher Training and Education, Universitas PGRI Madiun. Supervisors: (I) Dr. Dahlia Novarianing Asri, M.Si. (II) Suharni, S.Pd., M.Psi.

Key Terms: Classical Guidance, Problem Based Learning, Understanding, Self-Harm

Self-harm behavior is a worrying problem among adolescents, including students of SMPN 1 Karangrejo, Magetan Regency. This study aims to determine the effect of classical guidance services with the Problem Based Learning (PBL) method on students' understanding of self-harm behavior. This study uses a quantitative approach with an experimental design (One Group Pre-test Post-test Design) involving 25 eighth grade students as research subjects, selected through a purposive sampling technique. The data collection instrument was a Likert scale questionnaire with 28 valid items and high reliability ($\alpha = 0.941$). The results of data analysis using the Paired Sample t-Test showed a significant increase between pre-test and post-test scores, with an average increase of 446. These findings indicate that the application of the Problem Based Learning method in classical guidance services is effective in improving students' understanding of self-harm behavior by strengthening critical thinking and problem-solving skills.