

RINGKASAN

PENULISAN OTOBIOGRAFI SEBAGAI ALAT UNGKAP MASALAH PADA SISWA DI SEKOLAH

OTOBIOGRAPHY WRITING AS AN EXPRESSING MEANS OF STUDENTS' PROBLEM AT SCHOOL

Atiqa Sabardila
Nanik Prihartanti

Fakultas Pendidikan dan Ilmu Pendidikan
Fakultas Psikologi
Universitas Muhammadiyah Surakarta
Jl. A. Yani Tromol Pos 1 Pabelan Kartasura Telp. (0271) 717417-719483
Fax. (0271) 715448 Surakarta 57102
e-mail mbakatiq@gmail.com.

Penelitian ini direncanakan berlangsung dua tahun. Tujuan tahun I (2011) adalah pemetaan tentang isi pesan pada karangan otobiografi yang ditulis oleh siswa bermasalah di SMP Muhammadiyah 5 Surakarta Surakarta. Adapun tujuan tahun II (2012) adalah penerapan pola asuh (: sekolah dan atau orang tua) berdasarkan spesifikasi karakter anak yang bermasalah.

Berikut hasil yang didapat tahun I (2011). Praktik menulis otobiografi yang dilakukan anak bermasalah memerlukan waktu 2 bulan. Karakter anak berlainan dalam penyelesaian tulisan. Ada yang secara rutin menulis; ada yang melakukannya secara mendadak, yakni menjelang akhir penugasan. Judul yang mereka hasilkan berkisar 1 - 12 judul. Ada 25 kata kunci yang disimpulkan dari pilihan judul, yakni TK, SD, SMP, belajar bersepeda, nonton bola, di BP, bermain layang-layang, berlibur, dilempar sepatu, berkemah, umur tertentu, masa kecil, masa lalu, mengambil mangga, membawa HP, rekreasi di desa, memancing, jatuh dari sepeda, mudik, mencari ikan, jalan-jalan, pengalamanku, asal-usul, dan disusui ibu. Otobiografi mereka berkaitan dengan aktivitas keseharian, yakni dalam asuhan orang tua, permainan, pertemanan, atau dalam kegiatan belajar di kelas dan aktivitas lain di sekitar sekolah.

Otobiografi memberikan informasi tentang kejujuran, potensi, hobi, bakat anak, kebiasaan, keberanian, kemandirian, kesukaan, kerajinan, ketaatan, pengalaman, kenakalan, perubahan perilaku, cita-cita, dan emosi (: positif dan negatif). Siswa SMP cenderung menceritakan kehidupan di seputar sekolah dan keluarga. Pertemanan, perselisihan, kesalahpahaman, keteledoran, kurang disiplin, dan kurang patuhan menyebabkan konflik dengan orang-orang yang mereka kenal. Meski pernah muncul benturan, perilaku mereka masih dapat dikendalikan guru. Emosi positif dan negatif hampir seimbang – meski lebih banyak emosi negatifnya -- diekspresikan oleh siswa dalam otobiografi mereka. Hal itu berkaitan dengan respon terhadap orang dekat di lingkungan sekolah dan keluarga, seperti kecewa terhadap orang yang dipercaya atau terhadap sikap orang tua yang lebih memilih pekerjaan dibandingkan dengan anaknya,

sangat sedih ditinggal orang yang dipercaya, marah dan menangis karena harus menulis surat pengganti hukuman karena melanggar perintah orang tua, atau sangat senang terhadap orang yang setia menemani, atau senang bertemu orang tua di kampung atau bertemu teman lama.

Berdasarkan otobiografi ke-27 siswa digambarkan bahwa siswa bermasalah dapat ditandai dengan adanya hambatan untuk mengenali dan mengungkapkan emosi. Bahkan 8 dari 27 siswa (29, 62 %) sama sekali tidak menunjukkan ungkapan emosi dalam tulisannya. Padahal bila dicermati, tulisan mereka terdapat pengalaman/peristiwa yang memungkinkan menunjukkan suasana emosi. Tulisan mereka dipenuhi rentetan kegiatan yang mengalir, namun pada umumnya dijumpai loncatan berpikir dari satu ingatan ke ingatan lain. Dapat dikatakan uraian tulisan yang tanpa disertai ungkapan perasaan. Ada 10 siswa (37,03 %) yang sama sekali tidak mengenali adanya emosi positif, dan 16 siswa (59,25 %) sama sekali tidak mengenali adanya emosi negatif. Secara keseluruhan jumlah jenis emosi positif yang muncul jauh lebih sedikit dari emosi negatif. Jenis emosi positif (7 jenis), yaitu: bahagia, senang, bangga, gembira, cinta, kagum dan suka. Jenis emosi negatif (16 jenis) yaitu: takut, malu, putus asa, malas, kesal, sedih, marah, sakit hati, jengkel, terkejut, tegang, cemas, gugup, pedih, dendam, dan benci. Fakta ini menunjukkan bahwa pengalaman hidup siswa bermasalah lebih banyak diwarnai peristiwa tidak menyenangkan yang memunculkan emosi negatif. Kemungkinan besar siswa bermasalah kurang mendapatkan perhatian dan pengalaman-pengalaman positif yang mendukung perkembangan emosi yang sehat.

Oleh karena itu, dari hasil penelitian tahun I (2011) perlu dilanjutkan dengan aplikasi/penerapan pola asuh (: sekolah dan atau orang tua) berdasarkan spesifikasi karakter anak yang bermasalah. Diharapkan proses belajar-mengajar menjadi kondusif karena problematika siswa bermasalah dapat diminimalisasi.

Temuan tahun I dipresentasikan di depan wali murid, wali kelas, guru BP, kepala sekolah, dan wakil kepala sekolah bidang kesiswaan. Selanjutnya, mereka berdiskusi tentang pola asuh dan aplikasinya untuk siswa bermasalah dengan narasumber dari peneliti. Diskusi berakhir dengan dihasilkan rangkuman yang dibacakan di depan peserta. Hasil rangkuman ini menjadi data untuk penyusunan laporan penelitian tahun II yang dilengkapi kajian teoretis dan hasil penelitian yang relevan.

Ada hal-hal yang perlu mendapatkan perhatian berkaitan dengan penanganan anak bermasalah di sekolah tersebut untuk tahun II berdasarkan analisis data. *Pertama*, anak bermasalah diusulkan menjadi materi rapat dalam Komite Sekolah, khususnya berkaitan dengan perilaku *malak* kepada rekan mereka. Ditawarkan kepada wali siswa yang mampu untuk turut menjadi anak asuh. Bila memberatkan, biaya uang saku mereka dapat ditanggung secara iuran. *Kedua*, ditawarkan kepada pihak sekolah untuk meneruskan kegiatan *home visit*, khususnya ke rumah anak-anak yang sering *malak* atau keluarga mereka yang *broken home* agar perilaku patologis tersebut dapat diminimalisasi. *Ketiga*, ditawarkan kepada pihak sekolah untuk mengadakan pelatihan atau workshop kepada guru untuk peningkatan kualitas proses belajar-mengajar agar tidak ada lagi siswa yang keluar saat pembelajaran berlangsung. Materi pelatihan berupa strategi dan metode pembelajaran yang membuat siswa senang, nyaman di kelas, dan produktif.

Kata Kunci: *otobiografi, emosi positif, dan emosi negatif*

SUMMARY

This study is expected to last in two years. The goal the first year (2011) is a mapping of the contents of messages on an autobiographical essay written by troubled students in SMP Muhammadiyah 5 Surakarta. The purpose of the second year (2012) is the application of parenting (: school and/or parents) based on the specific character of the problematic students.

The results obtained in I (2011) are the practice of otobiography writing was done in two months. Their attitudes are different in completing their writing. Some students write continuously and the others write at time before deadline task submission. Their ideas are around 1-12 titles. There are 24 key words of the choiced titles, such as, kinergarten, elementary school, junior high school, learning to ride bicycle, watching football, have been called by guidance counseling, fying a kite, having holiday, thrown shoes, camping, a certain age, childhood, the past, take a mango , bringing HP, recreation in the village, fishing, fell off his bicycle, going home, fishing, sightseeing, experiences, origins, and breastfed. Their writings related to daily activities, namely in the care of older people, games, friendship, or learning activities and other activities at school. thrown shoes, camping, certain year, childhood, last time, take a manggo, bringing HP, having holiday in in a country, fishing, fell off his bicycle, going home, fishing, sightseeing, experiences, origins, and breastfed. Their writings related to daily activities, namely in the care of parents, games, friendship, or learning activities, and other activities at school.

Autobiography informs the honesty, potential, hobbies, talents of children, habits, courage, independence, joy, crafts, obedience, experience, delinquency, behavioral changes, ideals, and emotions (: positif and negative). Junior high school students tend to tell about their lives in school and family. Friendship, conflict, misunderstanding, carelessness, lack of discipline, and lack of adherence led to conflicts with people they know. Although they ever have conflick, their behaviour can still be controlled by the teachers. Positive and negative emotions is almost balanced - although more negative emotions - expressed by students in their autobiographies. It is related to the response towards close person in school and family environments, such as disappointed with a trusted person or on the attitudes of parents who prefer a job to their son, feeling very sad because of left by trusted people, feeling angry and crying at having to write a letter substitute the punishment for disobeying parents, or really feeling happy towards the faithfully accompanied people, or feeling happy to meet parents in the village or seeing an old friend.

Based on the autobiographies of the 27 students, it is described that the troubled students can be indicated that there are barriers to recognize and express emotions. In fact, 8 of 27 students (29, 62%) do not indicate emotional expression in their writing. Yet, when the writings are evaluated, there are emotion senses in their writings. Their writings are filled a sequence of event, but in general there are found springboard thinking of one memory to another memory. It can be said that there is no expression of feeling in their works. There were 10 students (37.03%) who do not recognize the

existence of positive emotions, and 16 students (59.25%) do not recognize the existence of negative emotions. Overall, the type number of positive emotions arise far less than negative emotions. There are 7 types of positive emotions, namely, happy, glad, proud, excited, love, admiration, and love. The negative emotions are 16 types, namely, fear, shame, despair, lazy, upset, sad, angry, hurt, annoyance, surprise, tense, anxious, nervous, pain, resentment, and hatred. This fact indicates that the students life experience have more unpleasant events that rise negative emotions. Mostly, the troubled students get less attention and positive experiences supporting healthy emotional development.

Therefore, the research results of the first year (2011) needs to proceed with the application/implementation of parenting (: school and/or parents) based on the specific character of the troubled children. Teaching-learning process is expected to be so favorable that the problems of troubled students can be minimized.

The first year findings were presented in front of students' parents, homeroom teacher, guidance counselor, principal, and vice principal of student affairs. Next, they discuss parenting and its application to the troubled students with the researchers as the speakers. The discussion ended with the generated summary read in front of the participants. These summary becomes the data for the second year research paper completed theoretical review and the relevant research result.

Based on the second year research analysis, there are some problem solvings to handle the troubled students. Firstly, the troubled students are proposed to be the material of school board meetings, particularly with the malak behavior to their colleagues. It is also offered to the student parents who are able to participate in foster parents. When it is hard to give the students' pocket money, it can be paid in dues. Secondly, It is offered to continue the school activities of home visit, especially to the house of the children who often malak or to the house of broken home families in order to minimize their pathological behavior. Thirdly, It is offered to the school to provide training or workshops for teachers to improve the quality of teaching and learning process so that no more students who come out during the lesson. The training materials are in the form of strategies and methods that make students happy, comfortable in the classroom, and productive.

Key Words: autobiography, positive emosion, dan negative emosion.