

## ABSTRACT

**Susanti, Eka 2013:** *The Implementatation of Students Learning Guidance at Senior High School (SHS) Laboratory UM Malang*. Thesis. Departement Of Psychology and Psychology Faculty. Islamic State University of Maulana Malik Ibrahim Malang.

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**Keyword** : Implementation, Students Learning Guidance

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This research study was aimed at revealing the Implementation of the students learning guidance at SHS Laboratory UM Malang, particularly: (1) the planning; (2) the application; and; (3) the results

This research was a case study, with qualitative approach as the major approach and supported by the quantitative approach. The criteria of effectiveness and assessment were made before the data were collected, according to the related theory. The data were collected through observations, interviews, documentation, and questionnaire. The questionnaire was given to the students who got learning guidance services. A sample of 158 students was established using the purposive sampling technique. The validity of the data was obtained through the prolongation of the research time, data triangulation, the informant choices and member check. Before the questionnaire was used as the research instrument, it was tried out to 40 respondents. The data were analyzed using the interactive model developed by Miles and Huberman and the quantitative descriptive technique.

The research findings showed that: (1) the planning of the guidance is effective and meets the criteria. The planning consists of many services on learning guidance, job description, method, facilities, and the involvement of teachers and headmaster. (2) The application is effective. The counselors identified the learning problems and all teachers are active in the program. As many as 78.78% respondents said that the work of guiding teachers was effective and 68.99% respondents said that subject matter teachers were involved in guiding processes. The application of guiding is effective but not optimum because there is only little time for them to give guidance. (3) The results of learning guidance services given are appropriate with the criteria. Academically it was shown by the increase of the students' motivation, skills, the students' change of learning patterns and the use of learning facilities. Nonacademically it was shown by the increase of students' motivation to continue their study to higher education levels. As many as 71.52% respondents said that learning guidance services also academic advantages. As many as 86.08% respondents said that learning guidance services also gave non-academic advantages. They said that the academic advantages were not optimum yet.