

ABSTRAK

Penelitian ini bertujuan mengembangkan model konseling kelompok berbasis permainan tradisional untuk meningkatkan *self-efficacy* siswa sekolah dasar. Model ini didasarkan pada teori behavioristik B.F. Skinner, dengan mengintegrasikan prinsip penguatan positif dan strategi *shaping* dalam konteks permainan tradisional. Permainan tradisional dipilih karena mengandung nilai-nilai budaya lokal seperti kerja sama, tanggung jawab, ketekunan, dan kreativitas, yang berpotensi menjadi media simbolik untuk mengekspresikan emosi dan membentuk perilaku adaptif. Penelitian ini menggunakan metode penelitian dan pengembangan model Borg and Gall yang diadaptasi menjadi empat tahap, dengan subjek siswa sekolah dasar di Kabupaten Pringsewu, Lampung. Hasil penelitian menunjukkan bahwa model konseling yang dikembangkan memiliki validitas tinggi dan terbukti efektif secara signifikan dalam meningkatkan *self-efficacy* siswa, yang ditunjukkan melalui perbandingan hasil *pretest* dan *posttest* kelompok eksperimen. Kebaruan penelitian ini memperkenalkan konsep *Challenge-Response Conditioning* (CRC), yaitu penggunaan tantangan dalam permainan sebagai stimulus internal yang memicu respons pembelajaran adaptif, memperkaya teori behavioristik dengan mengintegrasikan tantangan sebagai elemen penguatan. Penelitian ini memberikan kontribusi teoretis berupa pengembangan konsep behavioristik berbasis budaya lokal, serta kontribusi praktis berupa pendekatan konseling kelompok yang kontekstual, fleksibel, dan aplikatif di sekolah, yang tidak hanya terbukti dapat meningkatkan *self-efficacy* siswa, tetapi juga melestarikan kearifan budaya lokal dalam pendidikan modern.

Kata Kunci: *Self-efficacy, Konseling, Permainan Tradisional, Challenge-Response Conditioning, Kearifan Lokal.*

ABSTRACT

This study aims to develop a group counseling model based on traditional games to enhance the self-efficacy of elementary school students. The model is grounded in B.F. Skinner's behaviorist theory, integrating the principles of positive reinforcement and shaping strategies within the context of traditional games. Traditional games were selected because they embody local cultural values such as cooperation, responsibility, perseverance, and creativity, which have the potential to serve as symbolic media for emotional expression and the development of adaptive behavior. The study employed the Borg and Gall model of research and development, adapted into four stages, with participants consisting of elementary school students in Pringsewu Regency, Lampung. The results indicate that the developed counseling model possesses high validity and is proven to be significantly effective in increasing students' self-efficacy, as evidenced by the comparison of pretest and posttest scores in the experimental group. The novelty of this research lies in the introduction of the Challenge-Response Conditioning (CRC) concept, which utilizes challenges in games as internal stimuli that trigger adaptive learning responses. This enriches behaviorist theory by incorporating challenge as a reinforcement element. The study contributes theoretically by developing a culturally grounded behaviorist concept and practically by offering a contextual, flexible, and applicable group counseling approach in schools, one that not only effectively enhances students' self-efficacy but also helps preserve local cultural wisdom within modern education.

Keywords: Self-efficacy, Counseling, Traditional Games, Challenge-Response Conditioning, Local Wisdom.