

PERANAN PERSEPSI MENGENAI KEAHLIAN, SIFAT DAPAT DIPERCAYA,
DAN PENAMPILAN KONSELOR TERHADAP SIKAP PENERIMAAN
PARA SISWA SMA SWASTA DI KOTAMADYA YOGYAKARTA

INTISARI

Penelitian ini bertujuan untuk mengetahui : (1) hubungan antara keahlian, sifat dapat dipercaya, dan penampilan konselor secara bersama-sama dengan sikap penerimaan siswa terhadap konselor, (2) hubungan antara keahlian konselor dengan sikap penerimaan siswa terhadap konselor, (3) hubungan antara sifat dapat dipercaya konselor dengan sikap penerimaan siswa terhadap konselor, (4) hubungan antara penampilan konselor dengan sikap penerimaan siswa terhadap konselor, dan (5) di antara keahlian, sifat dapat dipercaya, dan penampilan konselor, manakah yang memberi sumbangan paling besar bagi sikap penerimaan siswa terhadap konselor.

Subjek dikumpulkan dengan teknik purposive random sampling. Subjek berjumlah 368 siswa yang meliputi 302 siswa SMA Marsudi Luhur, dan 66 siswa SMA Santo Thomas. Data dikumpulkan melalui angket-angket (1) persepsi keahlian konselor, (2) persepsi sifat dapat dipercaya konselor, (3) persepsi penampilan konselor, dan (4) sikap penerimaan siswa. Data dianalisis dengan teknik regresi ganda.

Hasil analisis menunjukkan bahwa : (1) ada hubungan yang positif dan signifikan antara keahlian, sifat dapat dipercaya, dan penampilan konselor secara bersama-sama dengan sikap penerimaan siswa terhadap konselor, (2) ada hubungan yang positif dan signifikan antara keahlian konselor dengan sikap penerimaan siswa terhadap konselor, (3) tidak ada hubungan yang positif dan signifikan antara sifat dapat dipercaya konselor dengan sikap penerimaan siswa terhadap konselor, (4) ada hubungan yang positif dan signifikan antara penampilan konselor dengan sikap penerimaan siswa, dan (5) besarnya sumbangan efektif keahlian, sifat dapat dipercaya, dan penampilan konselor terhadap sikap penerimaan siswa terhadap konselor memang tidak sama (keahlian = 17,575 %, sifat dapat dipercaya = 0,178 %, dan penampilan = 2,811 %).

THE ROLE OF THE STUDENTS' PERCEPTION OF THE SCHOOL-COUNSELLOR'S EXPERTISE, TRUSTWORTHINESS AND PERSONAL APPEARANCE IN THEIR ACCEPTANCE OF THE SCHOOL-COUNSELLOR IN PRIVATE SENIOR HIGH SCHOOLS IN YOGYAKARTA.

ABSTRACT

This research aimed at identifying (1) the correlation between the school-counsellor's integrative expertise, trustworthiness and personal appearance on one side and the students' acceptance of the counsellor on the other side; (2) the correlation between the school-counsellor's expertise and the students' acceptance of the counsellor; (3) the correlation between the school-counsellor's trustworthiness and the students' acceptance of the counsellor; (4) the correlation between the school-counsellor's personal appearance and the students' acceptance of the counsellor; and (5) the relative effective contributions of expertise, trustworthiness and personal appearance to the students' acceptance of their counsellors.

The subjects were 368 private high school students, i.e. 302 from Marsudi Luhur and 66 from Santo Thomas high-schools. The data were obtained by the use of four questionnaires uncovering (1) the students' perception of their school-counsellors' expertise; (2) the students' perception of their school-counsellors' trustworthiness; (3) the students' perception of their school-counsellors' personal appearance; and (4) the students' acceptance of their school-counsellors. The technique used in the data analysis was the multiple regressi

The analysis results Indic (1) a positive and significant correlation between the school-counsellor's integrative expertise, trustworthiness, personal appearance and the students' acceptance of them; (2) a positive and significant correlation between the school counsellor's expertise and the students' acceptance; (3) no significant correlation-either positive or negative-between the school-counsellor's trustworthiness and the students' acceptance; (4) a positive and significant correlation between the school-counsellor's personal appearance and the students' acceptance; (5) a different level of effective contribution among the variables of expertise (17,575 %), trustworthiness (0,178 %) and personal appearance (2,81%) to the students' acceptance of their school-counsellors.