

ABSTRAK
UPAYA–UPAYA GURU BIMBINGAN DAN KONSELING
MENINGKATKAN KOMPETENSI PROFESIONAL
(Studi Deskriptif Analitis Pada Guru–Guru Bimbingan Dan Konseling
Yayasan IPEKA Jakarta Tahun Ajaran 2015/2016)

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Penelitian ini merupakan penelitian deskriptif analitis yang menggunakan pendekatan kuantitatif. Penelitian ini bertujuan untuk mendeskripsikan upaya–upaya dan permasalahan para Guru BK dalam meningkatkan kompetensi profesional di Yayasan IPEKA Jakarta tahun ajaran 2015/2016.

Subjek penelitian ini adalah Guru BK di Yayasan IPEKA Jakarta sebanyak 32 orang. Instrumen yang digunakan dalam penelitian ini adalah kuesioner upaya Guru BK meningkatkan kompetensi profesional dan pedoman wawancara. Nilai reliabilitas pada penelitian ini adalah 0,910. Teknik analisis data yang digunakan dalam penelitian ini adalah kategorisasi distribusi norma.

Hasil penelitian ini menunjukkan bahwa tingkat upaya Guru BK di Yayasan IPEKA Jakarta dalam meningkatkan kompetensi profesional dikategorikan tinggi (56,25%). Selain itu, hasil penelitian ini menunjukkan hasil analisis aspek kompetensi profesional yang paling dominan dilakukan oleh Guru BK adalah menilai proses dan hasil kegiatan BK (77,73%). Sedangkan aspek kompetensi profesional yang paling jarang dilakukan oleh Guru BK adalah menguasai kerangka teoritik dan praksis BK (58,13%).

Hasil penelitian ini juga menemukan 4 butir instrumen upaya Guru BK yang teridentifikasi rendah, yaitu: 1) jarang mengikuti studi banding BK ke sekolah lain dalam mempelajari konsep dan praksis asesmen BK, 2) malas mengunjungi perpustakaan dalam melakukan studi literatur tentang kerangka teori dan praksis BK, 3) jarang mengikuti seminar BK di kampus–kampus dalam mempelajari penyusunan rancangan program BK, dan 4) melakukan setiap kesempatan seminar ke–BK–an dan non ke–BK–an. Keempat hal ini membutuhkan tindak lanjut sebagai dasar untuk mengadakan perbaikan, agar Guru BK mampu memperbaiki dan meningkatkan kompetensi profesionalnya. Namun demikian, dari setiap permasalahan yang dihadapi oleh Guru BK, pada intinya disebabkan oleh diri Guru BK bersangkutan, sehingga penekanan yang perlu dilakukan oleh Guru BK adalah membangun komitmen, ketekunan, relasi, komunikasi, motivasi, dan kedisiplinan kerja yang baik dan penuh ketulusan hati.

Kata kunci: upaya–upaya Guru BK, kompetensi profesional

ABSTRACT

**GUIDANCE AND COUNSELING TEACHERS' EFFORTS TO DEVELOP
THEIR PROFESSIONAL COMPETENCE
(An Analytical Descriptive Study on Guidance and Counseling Teachers in
IPEKA Foundation Jakarta, Academic Year 2015/2016)**

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This research is an analytical descriptive study using quantitative approach. It aims to describe efforts and obstacles among the Guidance and Counseling teachers in developing their professional competence in IPEKA Foundation Jakarta, Academic Year 2015/2016.

The subjects of the research were thirty-two (32) Guidance and Counseling teachers in IPEKA Foundation Jakarta. The research instrument employed in this research was a Questionnaire of G&C Teachers' Efforts to develop their professional competence and a structured interview. The reliability value in this research was 0.910. The data analysis technique used in this research was normal distribution classification.

The research result shows that the degree of efforts made by the guidance and counseling teachers in IPEKA Foundation Jakarta to develop their professional competence was categorized as high (56.25%). In addition, the result shows that assessment of process and product of guidance and counseling activities was the most dominant aspect of professional competence done by the teachers (77.73%). In contrast, aspect of professional competence that the guidance and counseling teachers rarely did was mastering guidance and counseling theoretical framework and practices (58.13%).

The research results also found that four (4) items in the questionnaire of the G&C teachers' efforts were identified as low, namely: 1) they seldom participated in the guidance and counseling comparative study to other schools to learn concepts and practices of G&C assessments, 2) they were too lazy to visit the library to conduct research on the concepts and practices of guidance and counseling assessment, 3) they seldom participated in guidance and counseling seminars conducted by some universities to learn how to design guidance and counseling programs, and 4) they missed every opportunity to attend seminars on guidance counseling and non-guidance and counseling. Those four low items needed follow-up actions as basis for improvement, so that the G&C teachers improve and develop their professional competence. However, every problem lay on the G&C teachers themselves. Therefore, the emphasis must be given for the teachers to build commitment, diligence, relation, communication, motivation, and good and sincere work ethos.

Keywords: guidance and counseling teacher effort, professional competence