ABSTRAK

EVALUASI ASPEK PROSES BIMBINGAN KLASIKAL
(Studi Evaluasi Keterlaksanaan Layanan Bimbingan Klasikal di Kelas XI
SMA Negeri 1 Ngemplak, Sleman, Tahun Ajaran 2012/2013)

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Penelitian ini bertujuan untuk mengevaluasi proses bimbingan klasikal di kelas XI SMA Negeri 1 Ngemplak Sleman, Tahun Ajaran 2012/2013. Masalah pertama yang perlu dijawab adalah keterlaksanaan layanan bimbingan klasikal sebagai salah satu strategi layanan dasar bimbingan dan konseling komprehensif. Masalah kedua adalah tingkat keterampilan minimal guru BK dalam memberikan layanan bimbingan klasikal.

Objek penelitian ini adalah evaluasi dalam layanan bimbingan klasikal sebagai salah satu bentuk strategi layanan dasar bimbingan dan konseling komprehensif di kelas XI SMA Negeri 1 Ngemplak Sleman Tahun Ajaran 2012/2013. Sumber data dalam penelitian ini adalah guru bimbingan dan konseling serta peserta didik kelas XI SMA Negeri 1 Ngemplak Sleman Tahun Ajaran 2012/2013. Instrumen dalam penelitian ini menggunakan pedoman observasi, pedoman wawancara, lembar penilaian/kuesioner dan RPL/SATLAN. Data yang diperoleh melalui observasi dan wawancara dianalisis dengan menggunakan teknik analisis data kualitatif. Data yang diperoleh melalui lembar penilaian/kuesioner dianalisis dengan menggunakan teknik analisis data kuantitatif dengan katagorisasi lima jenjang ordinal.

Hasil penelitian ini menunjukkan bahwa pelaksanaan bimbingan klasikal pada kedua materi sampel (HIV dan AIDS serta Hikmah Suatu Masalah) di kelas XI SMA Negeri 1 Ngemplak berjalan sesuai dengan RPL namun ada catatan perbaikan dalam beberapa kegiatan dan waktu pelaksanaan bimbingan klasikal. Guru bimbingan dan konseling menunjukkan kemampuan yang baik dalam penyampaian bimbingan klasikal dan memenuhi kriteria evaluasi. Hal tersebut ditandai dengan kepuasan siswa terhadap kedua materi bimbingan sebanyak 58,5% dan 50% siswa. Sebanyak 50% dan 31,6% siswa menyetujui bahwa metode yang digunakan dalam bimbingan klasikal mampu membuat siswa aktif dalam dua materi bimbingan. Kemudian ada 41,4% dan 41,6% siswa yang mengatakan bahwa media bimbingan yang digunakan dalam bimbingan klasikal menarik. Sebanyak 21,9% dan 20% siswa pada dua materi sampel dalam jam bimbingan klasikal telah mencapai kompetensi yang baik dalam proses bimbingan.

Kata kunci: evaluasi, proses, layanan dasar, BK Komprehensif

ABSTRACT

EVALUATION OF CLASSROOM GUIDANCE PROCESS
(An Evaluation Study of Classroom Guidance Delivery Process
on Grade XI Students of State Senior High School 1 Ngemplak, Sleman, Yogyakarta
Academic Year 2012/2013)

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This research aimed to evaluate guidance and counseling process on grade XI students of State Senior High School 1 Ngemplak, Sleman, Yogyakarta, Academic Year 2012/2013. The first problem to be answered is the feasibility of classroom guidance service as one of the comprehensive guidance and counseling basic service strategies. The second problem to be answered is to know the minimal skills level of the guidance and counseling teacher in delivering classroom guidance service.

The object of the research is evaluation on classroom guidance service as one of the basic guidance program components in Senior school. Data resources were guidance and counseling teacher and grade XI students of the school. Research instruments were observation guidelines, interview guidelines, questionnaires and homeroom lesson plans. Data that was acquired from observation and interview was analyzed using qualitative data analysis. Data acquired from questionnaires was analyzed using quantitative data analysis.

The results of the research showed that the classroom guidance on two sample of topics (HIV AIDS and Hikmah Suatu Masalah) for grade XI students of State Senior High School 1 Ngemplak were carried out as planned in the homeroom lesson plans. However, there were some notes for improvements of the classroom guidance activities and time duration. The guidance and counseling teacher showed a good level of skills in delivering classroom guidance and fulfill the evaluation criteria. This finding was supported by 58,5% students and 50% students who were satisfied with the two samples of classroom guidance sessions. There were 50% and 31,6% students who agreed to say that the methods used in the classroom guidance encouraged them to be active during the two sessions. There were 41,4% and 41,6% of the students who said that the learning media used in the classroom guidance is interesting. There were 21,9% and 20% of the students of the two samples of classroom guidance sessions who achieved good comprehension level on the learning material.

Keywords: evaluation, process, basic service, comprehensive guidance and counseling