

ABSTRAK

**KETERLAKSANAAN PENDEKATAN *CURA PERSONALIS*
DALAM PENDIDIKAN CALON GURU BIMBINGAN DAN KONSELING
UNIVERSITAS SANATA DHARMA**

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Penelitian ini bertujuan untuk mengetahui 1) Bagaimana keterlaksanaan pendekatan *cura personalis* dalam pendidikan calon guru Bimbingan dan Konseling Universitas Sanata Dharma?; 2) Apa saja hambatan-hambatan implementasi pendekatan *cura personalis* dalam pendidikan calon guru Bimbingan dan Konseling Universitas Sanata Dharma?

Jenis penelitian ini adalah kualitatif. Responden penelitian terdiri dari empat dosen dan delapan mahasiswa Prodi Bimbingan dan Konseling Universitas Sanata Dharma. Metode pengumpulan data yang digunakan adalah wawancara terstruktur. Instrumen penelitian berupa pedoman wawancara. Analisis data dengan proses reduksi data, coding, dan interpretasi. Keabsahan data penelitian ini, peneliti menggunakan teknik triangulasi dimana peneliti melakukan wawancara dengan dua pihak yaitu dosen dan mahasiswa lalu melakukan member check.

Hasil penelitian menunjukkan bahwa *cura personalis* telah terlaksana dalam bentuk dosen memberikan rasa percaya sehingga mahasiswa merasa nyaman dan terdorong mengembangkan potensi. Mahasiswa terbuka dengan kesulitannya dan dosen terbuka untuk membantu. Komunikasi antara dosen dan mahasiswa dilakukan secara langsung maupun tidak langsung. Empati ditunjukkan melalui kepedulian dosen membantu mahasiswa dalam kesulitan sehingga mahasiswa merasa dipahami perasaan dan pikirannya. Dosen memberikan tanggapan sebagai wujud benar-benar mendengarkan dengan penuh perhatian. Dosen menghargai dan mahasiswa merasa dihargai oleh dosen dengan diberikan pujian, diberikan kesempatan, dan diingatkan saat melakukan kesalahan. Akan tetapi ada mahasiswa yang merasa kurang mendapat tanggapan, kurang dihargai dari segi waktu dan kurang mendapat motivasi. Dosen tidak menjaga rahasia, pendapatnya membuat *down*, kadang terlambat, *ngejudge*, dan memahami mahasiswa yang dekat dengannya saja. Hambatan kurang terlaksananya *cura personalis* yaitu mahasiswa kurang terbuka karena rasa sungkan, takut, dan malu. Kesibukan dosen membuat waktu untuk mendampingi mahasiswa secara pribadi masih kurang dan belum ada pengenalan setiap pribadi mahasiswa. Dosen menganggap mahasiswa yang tidak konsultasi itu tidak ada masalah.

ABSTRACT

**THE FEASIBILITY OF *CURA PERSONALIS* APPROACH
OF THE TEACHER CANDIDATES' IN THE GUIDANCE AND
COUNSELLING TEACHER EDUCATION
IN SANATA DHARMA UNIVERSITY**

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This study aims to determine 1) How feasibility is the *cura personalis* approach to teach teacher candidates in the Guidance and Counselling Teacher Education, Sanata Dharma University?; 2) What are obstacles to the implementation of *cura personalis* approach in the Guidance and Counselling Teacher Education, Sanata Dharma University?.

This is a qualitative research. The respondents were four lecturers and eight students of the Guidance and Counselling Teacher Education Study Program of Sanata Dharma University. The data collection method was a structured interview. The research instrument was the form containing guidelines for the interview. The data was analyzed using data reduction process, coding, and interpretation. The measure the validity of the data, researchers used a triangulation technique where researchers put through an interview with the two parties, namely faculty members and students, before checking.

The results showed that *cura personalis* had been implemented in the class where lecturers build trust with the students so they feel comfortable and encouraged to develop their potential. Students were open to discuss difficulty, while the lecturers were open to provide help. Communication between lecturers and students was established directly and indirectly. Empathy was shown by the faculty members who helped students in difficulty so that students felt understood. Lecturers provided feedback as a form of genuine listening. Students felt appreciated by the lecturers through praise, opportunity and criticism. However, there were students who felt that they did not get adequate response unappreciated in terms of time and thus they lacked motivation to study. Lecturers were honest, sometimes looked down on the students, were judgmental, and only knew students who were close to them. The obstacles to the implementation of *cura personalis* were that students were less open, shy, and afraid. The hectic schedule of the lecturers caused them to have little time to assist the student in person and lecturers did not recognize students personally. Lecturers assumed that students did not consult because they had no problems.