

**KERANGKA KERJA EVALUASI BERBASIS MEASURE
TERINTEGRASI POP BK UNTUK MENINGKATKAN
AKUNTABILITAS GURU BIMBINGAN DAN KONSELING
DI SEKOLAH MENENGAH ATAS KOTA SEMARANG**

DISERTASI

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**Kerangka Kerja Evaluasi Berbasis MEASURE Terintegrasi POP BK Untuk
Meningkatkan Akuntabilitas Guru Bimbingan Dan Konseling
Di Sekolah Menengah Atas Kota Semarang**

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ABSTRAK

Isrofin, B. 2025. Kerangka Kerja Evaluasi Berbasis MEASURE Terintegrasi POP BK untuk Meningkatkan Akuntabilitas Guru Bimbingan dan Konseling di Sekolah Menengah Atas Kota Semarang. Disertasi. Dibimbing oleh: Prof. Dr. Agus Taufiq, M.Pd. (Promotor), Prof. Dr. Ahman, M.Pd. M.Pd. (Ko-Promotor), dan Dr. Yusi Riksa Yustiana, M.Pd. (Anggota Promotor).

Akuntabilitas guru Bimbingan dan Konseling (BK) mencerminkan komitmen profesional dalam memastikan layanan yang efektif, terukur, dan berdampak positif pada perkembangan siswa di berbagai aspek, seperti akademik, sosial, pribadi, dan karir. Penelitian bertujuan mengeksplorasi profil akuntabilitas guru BK di SMA se-Kota Semarang, mengembangkan Kerangka Kerja Evaluasi berbasis MEASURE (KKEBMEASURE), serta menguji efektivitasnya. Penelitian menggunakan metode *Research and Development (R&D)* Borg and Gall dalam pengembangan kerangka kerja, serta pendekatan *Participatory Action Research (PAR)* dalam implementasinya. Hasil penelitian menunjukkan profil akuntabilitas guru bimbingan dan konseling bervariasi di berbagai aspek. Aspek misi menjadi kekuatan utama dalam menyelaraskan layanan dengan misi sekolah, sedangkan aspek hasil menjadi tantangan terbesar karena kesulitan dalam mengevaluasi dampak layanan dan pemanfaatan data untuk perbaikan berkelanjutan. Aspek elemen dan analisis berada pada tingkat sedang dengan potensi peningkatan, sementara aspek stakeholder dan edukasi menghadapi tantangan dalam kolaborasi serta pelaporan yang relevan dan berkualitas. Implementasi KKEBMEASURE menunjukkan peningkatan akuntabilitas guru BK di seluruh aspek, dengan peningkatan tertinggi pada aspek *Mendidik/Educate* sedangkan aspek *Analisis* mengalami peningkatan terkecil. Penelitian berkontribusi dalam penyediaan kerangka kerja sistematis yang terintegrasi dengan POP BK untuk meningkatkan akuntabilitas guru BK dan memperkaya literatur evaluasi berbasis data dalam layanan BK di Indonesia. Rekomendasi mencakup integrasi KKEBMEASURE dalam kurikulum perguruan tinggi, penguatan literasi data guru BK melalui pelatihan intensif, serta pengembangan platform digital untuk mendukung dokumentasi layanan berbasis data.

Kata Kunci: Akuntabilitas Guru BK, MEASURE, POP BK, Bimbingan dan Konseling

ABSTRAC

Isrofin, B. 2025. A MEASURE-Based Evaluation Framework Integrated with POP BK to Improve the Accountability of Guidance and Counseling Teachers in Semarang City High School. Dissertation. Supervised by: Prof. Dr. Agus Taufiq, M.Pd. (Promoter), Prof. Dr. Ahman, M.Pd. M.Pd. (Co-Promoter), and Dr. Yusi Riksa Yustiana, M.Pd. (Member of Promoter).

Accountability of school counselors reflects their professional commitment to ensuring effective, measurable, and impactful services for students' development in various aspects, such as academic, social, personal, and career growth. This study aims to explore the accountability profile of school counselors in senior high schools across Semarang City, develop the MEASURE-based Evaluation Framework (KKEBMEASURE), and examine its effectiveness. The research employs the Research and Development (R&D) method by Borg and Gall for framework development, along with the Participatory Action Research (PAR) approach for implementation. The findings indicate that the accountability profile of school counselors varies across different aspects. The mission aspect emerges as a primary strength in aligning counseling services with the school's mission, whereas the results aspect poses the greatest challenge due to difficulties in evaluating service impacts and utilizing data for continuous program improvement. The elements and analysis aspects are at a moderate level with potential for enhancement, while the stakeholder and educate aspects face challenges in collaboration and the delivery of relevant and high-quality reports.

The implementation of KKEBMEASURE demonstrates an overall increase in school counselor accountability across all aspects, with the highest improvement observed in the Educate aspect, while the Analyze aspect experienced the smallest increase. This study contributes to providing a systematic framework integrated with the POP BK to enhance school counselor accountability and enrich the literature on data-driven evaluation in school counseling services in Indonesia. Recommendations include integrating KKEBMEASURE into higher education curricula, strengthening school counselors' data literacy through intensive training, and developing digital platforms to support data-based service documentation

Keywords: School Counselor Accountability, MEASURE, POP BK, Guidance and Counseling.

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