

**LAYANAN KEMITRAAN SEKOLAH-KELUARGA UNTUK
MENINGKATKAN PRESTASI AKADEMIK PESERTA DIDIK SMA DI
KECAMATAN UJUNG BERUNG KOTA BANDUNG**



TESIS

diajukan untuk memenuhi sebagian syarat memperoleh gelar Magister Pendidikan
Bimbingan dan Konseling pada Fakultas Ilmu Pendidikan

Oleh

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**PROGRAM STUDI BIMBINGAN DAN KONSELING
FAKULTAS ILMU PENDIDIKAN
UNIVERSITAS PENDIDIKAN INDONESIA
2025**

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Diajukan untuk Memenuhi Sebagian Syarat untuk Memperoleh Gelar Magister
Pendidikan (M.Pd) dalam bidang Bimbingan dan Konseling

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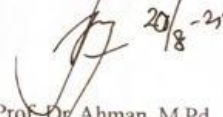
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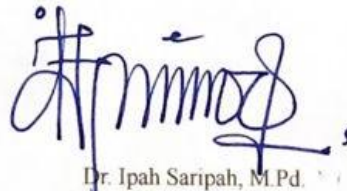
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"Karena apa yang Allah takdirkan untukmu, maka itulah amanah yang harus ditunaikan." (QS. Al-Anfal: 27)

"Didiklah anak sesuai dengan zamannya karena mereka hidup pada zamannya, bukan pada zamanmu." (Ali bin Abi Thalib)

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Saya menyatakan bahwa tesis ini yang berjudul “Layanan Kemitraan Sekolah-Keluarga untuk Meningkatkan Prestasi Akademik Peserta Didik SMA di Kota Bandung” beserta isinya adalah benar-benar karya saya sendiri. Saya tidak melakukan penjiplakan atas pengutipan yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung risiko atau sanksi yang dijatuhkan kepada saya apabila di kemudian hari ditemukan adanya pelanggaran terhadap etika keilmuan atau ada klaim dari pihak lain terkait keaslian karya ini.

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Yang membuat pernyataan,

Fika Ayu Gustiyani Putri

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Peneliti

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ABSTRAK

Fika Ayu Gustiyani Putri (2025). Layanan Kemitraan Sekolah-Keluarga untuk Meningkatkan Prestasi Akademik Peserta Didik SMA di Kecamatan Ujung Berung Kota Bandung. Pembimbing, Dr. Yusi Riksa Yustiana, M.Pd., dan Dr. Ipah Saripah, M.Pd., Program Studi Magister Bimbingan dan Konseling. Fakultas Ilmu Pendidikan. Universitas Pendidikan Indonesia.

Penelitian dilatarbelakangi oleh pentingnya kemitraan antara sekolah dan keluarga dalam mendukung peningkatan prestasi akademik siswa, khususnya di tingkat Sekolah Menengah Atas (SMA). Dalam konteks pendidikan di Indonesia, kemitraan sekolah-keluarga atau keterlibatan orang tua dan guru BK masih cenderung insidental serta belum terstruktur, sehingga diperlukan kajian mendalam mengenai karakteristik kemitraan atau *school-family partnerships* yang baik. Fokus kajian penelitian mencakup (1) karakteristik *school-family partnerships*, (2) pandangan guru BK mengenai *school-family partnerships*, (3) pandangan orang tua *school-family partnerships*, serta (4) rancangan layanan *school-family partnerships* yang relevan untuk peningkatan prestasi akademik siswa. Penelitian menggunakan paradigma konstruktivisme dengan pendekatan kualitatif dan desain studi kasus. Partisipan penelitian terdiri dari guru BK dan orang tua siswa dari dua SMA negeri dan swasta di Kota Bandung. Pengumpulan data dilakukan melalui wawancara mendalam (*in-depth interview*). Data dianalisis menggunakan teknik analisis nontematik, dengan triangulasi sumber dan *member checking* untuk menjamin validitas data. Temuan penelitian menunjukkan (1) *school-family partnerships* di sekolah masih didominasi pola komunikasi yang tidak terstruktur, pola asuh yang cenderung permisif, serta pengambilan keputusan yang masih *top-down*, lingkungan belajar di rumah fleksibel namun belum sepenuhnya kondusif, (2) guru BK memandang kemitraan sebagai jembatan koordinasi antara sekolah dan orang tua, (3) orang tua memandang kemitraan dalam menilai keterlibatan lebih banyak terjadi saat siswa mengalami masalah akademik atau perilaku, (4) rancangan layanan *school-family partnerships* yang meliputi peningkatan kompetensi komunikasi, kolaborasi organisasi, penguatan peran orang tua, serta evaluasi berbasis skala efektivitas kemitraan. Layanan telah melalui validasi ahli dan praktisi dan dianggap cukup memadai. Salah satu rekomendasi dari hasil penelitian ini yaitu perlunya guru BK memasukkan *school-family partnerships* dalam layanan bimbingan dan konseling sebagai bagian dari sistem pendukung sekolah. Pemetaan aspek *school-family partnerships* perlu dilakukan sejak awal tahun ajaran untuk merancang intervensi yang tepat.

Kata kunci: *school-family partnerships*, peningkatan prestasi akademik, peserta didik

ABSTRACT

Fika Ayu Gustiyani Putri (2025). *School-Family Partnerships Service in Enhancing Academic Achievement of Senior High School Students in Ujung Berung Subdistrict Bandung City*. Supervisors: Dr. Yusi Riksa Yustiana, M.Pd., and Dr. Ipah Saripah, M.Pd. Master Program in Guidance and Counseling, Faculty of Educational Sciences, Universitas Pendidikan Indonesia.

This study is grounded in the urgency of establishing effective school-family partnerships to enhance students' academic achievement, particularly at the senior high school (SMA) level. In the context of Indonesian education, parental and school counselor involvement remains largely incidental and lacks a structured framework, necessitating a comprehensive investigation into the characteristics of effective collaboration. The focus of this study includes: (1) the characteristics of school-family partnerships, (2) school counselors' perceptions of school-family partnerships, (3) parents' perceptions of school-family partnerships, and (4) the development of a relevant school-family partnership service model aimed at improving students' academic performance. This research adopts a constructivist paradigm with a qualitative approach and case study design. Participants included school counselors and parents from both public and private senior high schools in Bandung. Data were collected through in-depth interviews and analyzed using a non-thematic analysis technique. Data validity was ensured through source triangulation and member checking. The findings revealed that: (1) school-family partnerships were still dominated by unstructured communication patterns, permissive parenting styles, top-down decision-making, and flexible yet suboptimal home learning environments; (2) school counselors tended to view the partnership as a coordination bridge between school and home; (3) parents tended to view their involvement as reactive, often limited to moments when academic or behavioral issues arose; (4) the developed partnership model encompasses enhanced communication competence, organizational collaboration, parental empowerment, and evaluation mechanisms based on partnership effectiveness scales. The service model has been validated by experts and practitioners and is considered sufficiently adequate. A key recommendation from this research is the integration of school-family partnerships into the guidance and counseling services as part of the school's support system. It is also essential to conduct a thorough mapping of partnership dimensions at the beginning of each academic year to inform targeted interventions.

Keywords: school-family partnerships, academic achievement improvement, students

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