

ABSTRAK

Suci Nurul Fitriani, (2016). Hubungan Dukungan Sosial dengan *Self-Efficacy* (Studi Korelasional pada Guru BK SMP Negeri di Kota Tasikmalaya). Departemen Psikologi Pendidikan dan Bimbingan, Prodi Bimbingan dan Konseling, Fakultas Ilmu Pendidikan, Universitas Pendidikan Indonesia.

Penelitian dilatarbelakangi oleh adanya kelebihan beban kerja yang dirasakan guru BK. Latar belakang lulusan guru BK juga menjadi fenomena yang harus diperhatikan karena kompetensi guru BK akan berdampak terhadap kualitas pelayanan BK di sekolah. Minimnya pemahaman akan peran dan fungsi BK dari *stakeholder* sekolah ternyata berdampak pada pelimpahan semua permasalahan peserta didik kepada guru BK. Fenomena tersebut mengindikasikan kompleksnya kendala pelaksanaan BK di sekolah. Oleh karena itu, diperlukan penelitian mengenai *self-efficacy* guru BK karena *self-efficacy* akan berdampak pada optimalisasi pelaksanaan BK di sekolah. Dukungan sosial merupakan salah satu faktor yang dapat mempengaruhi *self-efficacy* guru BK. Tujuan penelitian ini adalah untuk mengetahui hubungan antara dukungan sosial dengan *self-efficacy* guru BK. Penelitian dilakukan dengan pendekatan kuantitatif, metode deskriptif korelasional. Hasil penelitian menunjukkan (1) kecenderungan dukungan sosial guru BK berada pada kategori tinggi, (2) kecenderungan *self-efficacy* guru BK berada pada kategori tinggi, dan (3) terdapat hubungan yang positif dan signifikan antara dukungan sosial dengan *self-efficacy*, (4) terdapat hubungan yang positif dan signifikan antara dukungan sosial dari atasan, sahabat, orang tua, anak dan saudara dengan *self-efficacy*, (5) terdapat hubungan yang positif dan signifikan antara bentuk dukungan sosial dengan *self-efficacy*. Rekomendasi penelitian ditunjukkan kepada asosiasi profesi dan peneliti selanjutnya.

Kata Kunci: Dukungan Sosial, *Self-Efficacy*

ABSTRACT

Suci Nurul Fitriani, (2016). The Relationship Social Support and Self-Efficacy (A Correlational Study of Guidance and Counseling Teachers in Junior High School in Tasikmalaya)

The study is grounded of perceived work overload guidance and counseling teachers. The educational background of teachers' guidance and counseling is also a phenomenon that must be considered because competence guidance and counseling teachers will impact on the quality of guidance and counseling services in schools. The lack of understanding about role and functions of guidance and counseling from stakeholder in schools have also impacted on the transfer of all the problems of students to guidance and counseling teachers. The phenomenon indicates the complexity of the constraints of the implementation of guidance and counseling in schools. Therefore, necessary research on self-efficacy guidance and counseling teachers because it can be impact on the optimization of implementation guidance and counseling services in school. The purpose of this study was to determine the relationship between social support and self-efficacy of guidance and counseling teachers. The study was conducted with a quantitative approach and descriptive correlational method. The results showed: (1) the tendency of social support guidance and counseling teachers at the high category, (2) the tendency of self-efficacy guidance and counseling teachers at the high category, (3) there is a positive and significant between social support and self-efficacy, (4) there is a positive and significant correlation between social support from principal, friends, parents, childrens and siblings with self-efficacy, (5) there is a positive and significant correlation between types of social support and self-efficacy.

Keyword: Social support, Self-Efficacy, Guidance and Counseling Teachers.