

ABSTRAK

Studi ini bertujuan menghasilkan sebuah model bimbingan yang layak diterapkan di Sekolah Menengah Umum (SMU) untuk meningkatkan mutu dan sistem manajemen layanan bimbingan dan konseling. Model bimbingan ini disebut Model Bimbingan Komprehensif.

Model bimbingan ini dikembangkan baik secara konseptual maupun empirik yang dilakukan dalam bentuk penelitian di SMUN 1 Majalengka, SMUN 2 Bandung, SMUN 5 Bandung, SMUN 1 Lembang, dan SMUN 1 Cisarua.

Temuan akhir studi ini berupa model bimbingan komprehensif di SMU yang terdiri atas komponen-komponen: pengertian dan landasan filosofis, pandangan dan tugas bimbingan, kebutuhan siswa, tujuan bimbingan, bidang isi bimbingan, dan pendukung sistem.

Hasil penelitian menunjukkan bahwa model ini dapat meningkatkan mutu layanan bimbingan dan konseling, namun belum mampu mengoptimalkan sistem manajemen layanan bimbingan dan konseling. Adapun penyebab penting belum optimalnya sistem manajemen layanan bimbingan dan konseling adalah kurang dipersiapkannya secara terpadu mental dan kemampuan personel bimbingan dalam mengembangkan manajemen, materi dan strategi bimbingan, serta terbatasnya biaya dan fasilitas bimbingan.

Berdasarkan temuan-temuan di atas, model bimbingan komprehensif ini direkomendasikan untuk diterapkan di SMU dalam lingkup yang lebih luas dengan melakukan penyesuaian-penyesuaian dengan kondisi sekolah masing-masing. Untuk menerapkan model tersebut, terlebih dahulu perlu dipersiapkan kemampuan personel bimbingan terutama dalam kemampuan konseling, konsultasi, dan koordinasi.

ABSTRACT

This study's aim is to develop a guidance model for Public High Schools which would be capable of enhancing the quality and management system of the process of guidance and counselling. This guidance model is called 'A Comprehensive Guidance Model'.

This guidance model was developed using both conceptual and empirical methods through research conducted at SMUN I Majalengka, SMUN 2 Bandung, SMUN 5 Bandung, SMUN I Lembang, and SMUN I Cisarua.

The conclusion of this study results in a comprehensive guidance model for Public High Schools which consists of the following components: definitions and philosophical grounding, perspective and roles of guidance, the students' needs, the objectives of guidance, the content of guidance and system support.

The results of this research point to the efficacy of this model which has enable the enhancement of the quality of guidance counselling; but, it has not been able to optimize the guidance and counselling service's management system. Important contributing factors for this are the lack of focused mental preparation and the less than satisfactory ability of the guidance personnel in developing the substance and strategies of guidance, as well as budgetary and facility limitations.

Based on the above findings, this Comprehensive Guidance Model is recommended to be adopted in Public High Schools on a more comprehensive basis with adaptations specific to the different conditions and requirements of each school. Prior to the adoption of this model, the counsellor's abilities, especially in counselling, consultation and coordination, need to be improved.