MODEL MANAJEMEN BIMBINGAN DAN KONSELING KEDAMAIAN UNTUK MEMBANGUN IKLIM SEKOLAH DAMAI

DISERTASI

Diajukan Untuk Memenuhi Sebagian Dari Syarat Memperoleh Gelar
Doktor Pendidikan Dalam Bidang Bimbingan Dan Konseling

Promovenda

Eva Imania Eliasa
NIM.1503135

**PROGRAM STUDI BIMBINGAN DAN KONSELING
DEPARTEMEN PSIKOLOGI PENDIDIKAN DAN BIMBINGAN
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HALAMAN PENGESAHAN

EVA IMANIA ELIASA

MODEL MANAJEMEN BIMBINGAN DAN KONSELING KEDAMAIAN UNTUK MEMBANGUN IKLIM SEKOLAH DAMAI

disetujui dan disahkan oleh panitia disertasi:
Promotor

Prof. Dr. Sunaryo Kartadinata, M.Pd
NIPT. 920200519500321101

Ko-Promotor

Anggota

Prof. Dr. Juntika Nurihsan, M.Pd
NIP. 19660601 199103 1 005

Dr. Ilfiandra, M.Pd
NIP.19721124 199903 1 003

Penguji 1

Penguji 2

Prof. Dr. Nur Hidayah, M.Pd
NIP. 19590817 198303 2 001

Dr. Mamat Supriatna, M.Pd
NIP. 19600829 198703 1 002

Mengetahui,
Ketua Program Studi Bimbingan dan Konseling
Program Magister dan Doktor

Prof. Dr. Agus Taufiq, M.Pd
NIP. 19580816 1985031 007

ABSTRAK

Eva Imania Eliasa.(1503135). Model Manajemen Bimbingan dan Konseling Kedamaian Untuk Membangun Iklim Sekolah Damai. Disertasi. Dibimbing oleh: Prof. Dr. Sunaryo Kartadinata, M.Pd (*Promotor*) ; Prof. Dr. Juntika Nurihsan, M.Pd (*Ko-promotor)*; dan Dr. Ilfiandra, M.Pd (*Anggota*). Program Doktor Program Studi Bimbingan dan Konseling, Fakultas Ilmu Pendidikan, Universitas Pendidikan Indonesia, Bandung.

Belajar membutuhkan suasana kondusif dari berbagai sisi. Suasana tersebut perlu dibangun dengan sistemik. Bimbingan dan konseling sebagai bagian integral dalam pendidikan mempunyai peran untuk membangun suasana pembelajaran. Oleh karena itu diperlukan manajemen bimbingan dan konseling kedamaian untuk membangun iklim sekolah damai. Tujuan penelitian ini adalah untuk mengembangkan model manajemen bimbingan dan konseling kedamaian untuk membangun iklim sekolah damai. Penelitian dilaksanakan dalam tiga tahap, yaitu tahap pendahuluan, pengembangan produk dan implementasi model. Digunakan perpaduan antara pendekatan kuantitatif dan kualitatif dengan *Model Concurrent Triangulation Design*. Partisipan penelitian dipilih dengan teknik *multistage cluster random sampling* yang berjumlah 753 siswa SMA dan SMK di Kota Yogyakarta dan untuk uji coba sampel penelitian sejumlah 32 siswa kelas X MIPA 5 SMAN 4 Yogyakarta ditentukan dengan teknik *convenience*. Analisis data pada tahap pertama menggunakan Rasch Model dan analisis kualitatif dengan NVIVO; tahap kedua dengan analisis deskriptif kuantitatif dan deskriptif kualitatif; tahap ketiga dengan dengan uji *efficacy model dengan prosedur Anava* ditunjang dengan analisa kualitatif. Hasil penelitian menunjukkan kecenderungan kedamaian siswa dalam kategori sangat damai sedangkan kecenderungan kedamaian guru dalam kategori damai. Model manajemen bimbingan dan konseling kedamaian disusun berdasarkan integrasi kecenderungan kedamaian siswa, kapasitas kedamaian guru dan perspektif teori bimbingan dan konseling kedamaian. Implementasi model manajeman bimbingan dan konseling kedamaian diawali dengan pengembangan kapasitas guru dan secara empiris menunjukkan belum dapat mengembangkan seluruh indikator sekolah damai, meskipun secara praktis terdapat peningkatan perilaku positif siswa. Model ini telah memiliki akseptabilitas namun perlu penyempurnaan sebelum didiseminasikan.

Kata Kunci: bimbingan dan konseling kedamaian, konsep damai, sekolah damai

ABSTRACT

Eva Imania Eliasa. (1503135). The Peace Guidance and Counseling Management Model to Build a Peaceful School Climate. Dissertation. Supervised by: Prof. Dr. Sunaryo Kartadinata, M.Pd (*Promotor*) ; Prof. Dr. Juntika Nurihsan, M.Pd (*Co-promotor)*; and Dr. Ilfiandra, M.Pd (*Supervision team member*). Doctoral Program in Guidance and Counseling, Faculty of Educational Science, Universitas Pendidikan Indonesia, Bandung.

Learning requires a supportive atmosphere from various factors. The atmosphere demand to be systemically developed. Guidance and counseling in education have a prominent role to establish the learning atmosphere. Therefore, peace guidance and counseling management are essential to implement for schools. The study aims to develop a peace guidance and counseling management model to enhance the peaceful school climate. The study was conducted through the three stages that were the preliminary stage, product development, and model implementation. A combination of quantitative and qualitative approaches with the concurrent triangulation design model was employed. Participants were selected with a multistage cluster random sampling technique from a total of 753 high school students in Yogyakarta city. The samples were 32 students in grade ten of the Science Class at the Fourth Senior High School of Yogyakarta based on convenience sampling. In the first stage, the data were analyzed with the Rasch Model and NVIVO, while in the second stage, the data was examined using quantitative and qualitative descriptive approaches. Further analysis was the Anova test to examine the efficacy model that was supported by the qualitative analysis. The results revealed that the students' tendency of peace is in the category of very peaceful, while the teachers are in the peaceful category. The peace guidance and counseling management model is an integration of the students' tendencies, the teacher's capacity, and the perspective of the peaceful concept in guidance and counseling. The implementation of the model began with developing teacher capacity. The results showed that the model had not been able to develop all indicators of peace schools, although, in practice, there was an increase in the students' positive behavior. The model is considered acceptable; however, it requires some improvement before being disseminated to others.

Keywords: peace guidance and counseling management, peace concept, peace school

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