

**PENGEMBANGAN *ACCOUNTABILITY BRIDGE MODEL* UNTUK
MENINGKATKAN AKUNTABILITAS GURU BIMBINGAN
DAN KONSELING DI SEKOLAH**

DISERTASI

Diajukan untuk memenuhi sebagian syarat memperoleh gelar
Doktor Ilmu Pendidikan dalam bidang Bimbingan dan Konseling



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**PROGRAM STUDI BIMBINGAN DAN KONSELING
FAKULTAS ILMU PENDIDIKAN
UNIVERSITAS PENDIDIKAN INDONESIA
2022**

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DAN KONSELING DI SEKOLAH**

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Universitas Pendidikan Indonesia

Agustus 2022

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ABSTRAK

Mujiyati. (2022). Pengembangan *Accountability Bridge Model* untuk Meningkatkan Akuntabilitas Guru Bimbingan dan Konseling di Sekolah. Disertasi. Dibimbing oleh: Prof. Dr. Uman Suherman AS. M.Pd (promotor); Prof. Dr. Ahman, M.Pd (ko-promotor); dan Prof. Dr. Agus Taufiq, M.Pd (anggota). Program Studi Bimbingan dan Konseling Fakultas Ilmu Pendidikan Universitas Pendidikan Indonesia, Bandung.

Penelitian ini dilatarbelakangi oleh lemahnya kinerja akuntabilitas guru bimbingan dan konseling di sekolah, yang ditandai dengan guru bimbingan dan konseling takut di evaluasi dan memperoleh konsekuensi negatif terhadap hasil pekerjaannya, kurangnya kepercayaan diri guru bimbingan dan konseling terhadap kemampuannya untuk melaksanakan evaluasi, kendala waktu dan sumber daya manusia, serta anggapan bahwa aktivitas akuntabilitas terlalu rumit dan sulit. Kondisi ini mengisyaratkan perlunya dikembangkan model evaluasi program bimbingan dan konseling yang dapat mengatasi hal tersebut yaitu dengan mengembangkan *accountability bridge model*. Tujuan dari penelitian ini adalah untuk menguji efektivitas *accountability bridge model* dalam meningkatkan akuntabilitas guru bimbingan dan konseling di Lampung. Metode penelitian menggunakan *mix method* dengan desain *explanatory sequential*. Sampel penelitian sebanyak 40 guru bimbingan dan konseling dari 28 sekolah pada tingkat Sekolah Menengah Atas dan Sekolah Menengah Kejuruan di Lampung. Teknik pengumpulan data dilakukan dengan menyebar instrumen akuntabilitas dan instrumen yang mengukur variabel moderator, *focus group discussion*, dan dokumentasi. Penelitian ini menggunakan teknik uji *t independent* untuk mengukur efektivitas pengembangan *accountability bridge model* dalam meningkatkan akuntabilitas guru bimbingan dan konseling di sekolah. Beberapa temuan penelitian: 1) kinerja akuntabilitas guru BK berdasarkan demografi dari karakteristik subjek penelitian tidak dipengaruhi oleh jenis kelamin, sertifikat pendidik dan akreditasi sekolah, namun dipengaruhi oleh usia dan lamanya masa kerja (pengalaman bekerja) guru BK di sekolah; 2) *accountability bridge model* efektif dalam meningkatkan akuntabilitas guru bimbingan dan konseling di sekolah, hal ini terlihat dari skor akuntabilitas yang meningkat di beberapa sub-aspek, namun terdapat dua sub-aspek yang tidak signifikan meningkat yaitu sub-aspek pengembangan program dan menyimpulkan hasil penilaian program; dan 3) temuan penelitian terhadap variabel moderator menunjukkan bahwa tidak terdapat korelasi antara pengetahuan guru BK tentang evaluasi program dengan akuntabilitas guru BK di sekolah. Sedangkan pada variabel keyakinan diri (*self-efficacy*) dan keterampilan guru BK dalam melaksanakan evaluasi program terdapat korelasi dengan kinerja akuntabilitas guru BK di sekolah.

Kata kunci : Akuntabilitas, Bimbingan dan Konseling, *Accountability Bridge Model*, Program Bimbingan dan Konseling

ABSTRACT

Mujiyati, (2022). The Accountability Bridge Model Development to Improve the Accountability of Guidance and Counseling Teachers in Schools. Dissertation. Supervised by: Prof. Dr. Uman Suherman AS. M.Pd (promoter); Prof. Dr. Ahman, M.Pd (ko-promoter); dan Prof. Dr. Agus Taufiq, M.Pd (member). Guidance and Counseling Department Faculty of Educational Sciences Universitas Pendidikan Indonesia, Bandung.

This research is motivated by the weak accountability performance of guidance and counseling teachers in schools, which is characterized by guidance and counseling teachers being afraid of being evaluated and getting negative consequences for their work, lack of confidence in guidance and counseling teachers in their ability to carry out evaluations, time and resource constraints. people, as well as the notion that accountability activities are too complex and difficult. This condition implies the need to develop an evaluation model for guidance and counseling programs that can overcome this problem, namely by developing an accountability bridge model. The purpose of this study was to examine the effectiveness of the accountability bridge model in increasing the accountability of guidance and counseling teachers in Lampung. The research method uses a mix method with an explanatory sequential design. The research sample was 40 guidance and counseling teachers from 28 schools at the high school and vocational high school levels in Lampung. Data collection techniques were carried out by spreading accountability instruments and instruments measuring moderator variables, focus group discussions, and documentation. This study uses an independent t-test technique to measure the effectiveness of developing the accountability bridge model in increasing the accountability of guidance and counseling teachers in schools. Several research findings: 1) the accountability performance of guidance and counseling teachers based on the demographics of the characteristics of the research subjects is not influenced by gender, educator certificates and school accreditation, but is influenced by the age and length of service (work experience) of guidance and counseling teachers in schools; 2) the accountability bridge model is effective in increasing the accountability of guidance and counseling teachers in schools. This can be seen from the increased accountability scores in several sub-aspects, but there are two sub-aspects that are not significantly increased, namely the program development sub-aspect and concluding the assessment results. program; and 3) research findings on the moderator variable indicate that there is no correlation between the knowledge of guidance and counseling teachers about program evaluation and the accountability of guidance and counseling teachers in schools. While the variables of self-efficacy and skills of guidance and counseling teachers in implementing program evaluations have a correlation with the accountability performance of guidance and counseling teachers in schools.

Keywords: Accountability, Guidance and Counseling, Accountability Bridge Model, Guidance and Counseling Program

DAFTAR ISI

HALAMAN JUDUL	i
LEMBAR PENGESAHAN	ii
MOTTO	iii
PERNYATAAN	iv
KATA PENGANTAR	v
UCAPAN TERIMAKASIH DAN PENGHARGAAN	vii
ABSTRAK	ix
ABSTRACT	x
DAFTAR ISI	xi
DAFTAR TABEL	xiii
DAFTAR GAMBAR	xv
BAB I PENDAHULUAN	1
A. Latar Belakang Penelitian	1
B. Identifikasi dan Rumusan Masalah Penelitian	10
C. Tujuan Penelitian	13
D. Manfaat/Signifikansi Penelitian	13
E. Struktur Isi Disertasi	14
BAB II KAJIAN <i>ACCOUNTABILITY BRIDGE MODEL</i> UNTUK MENINGKATKAN AKUNTABILITAS GURU BIMBINGAN DAN KONSELING	15
A. Kajian Filosofis Akuntabilitas Dalam Pendidikan	15
B. Konsep Akuntabilitas dari Berbagai Perspektif.....	21
1. Perspektif Manajemen	24
2. Perspektif Moral	25
3. Perspektif Profesional	25
4. Perspektif Budaya	26
C. Orientasi Penanaman Nilai-nilai Akuntabilitas dalam Diri Guru Bimbingan dan Konseling	29
D. Kerangka Kerja Akuntabilitas	31
E. Analisis Model-model Akuntabilitas Program BK.....	40
F. Konsep <i>Accountability Bridge Model</i>	48
1. Siklus Evaluasi Program Konseling.....	50
2. Jembatan Akuntabilitas.....	51
3. Siklus Evaluasi Konteks Konseling.....	52
G. Peningkatan Akuntabilitas Bimbingan dan Konseling melalui <i>Accountability Bridge Model</i>	53
H. Kajian Problematika Akuntabilitas	56
I. Kerangka Berpikir.....	58
J. Hipotesis Penelitian	62

BAB III METODE PENELITIAN	63
A. Desain Penelitian	63
B. Alur Penelitian	64
C. Populasi dan Sampel Penelitian	67
D. Variabel Penelitian dan Definisi Operasional Variabel	69
E. Teknik Pengumpulan Data	71
F. Teknik Analisis Data	89
 BAB IV HASIL PENELITIAN DAN PEMBAHASAN	 92
A. Karakteristik Subjek Penelitian: Guru Bimbingan dan Konseling SMA dan SMK di Lampung.....	92
B. Konstruksi <i>Accountability Bridge Model</i>	110
C. Pembahasan Pelaksanaan <i>Accountability Bridge Model</i>	134
D. Analisis Uji Efektivitas <i>Accountability Bridge Model</i> untuk Meningkatkan Akuntabilitas Guru BK	144
E. Analisis Pengetahuan, Self-Efficacy dan Keterampilan Guru BK tentang Evaluasi Program terhadap Akuntabilitas BK di Sekolah	150
F. Survey Tingkat Kepuasan Stakeholders terhadap Akuntabilitas Guru BK di Lampung	158
G. Keterbatasan Penelitian	164
 BAB V SIMPULAN DAN REKOMENDASI	 165
A. Simpulan	165
B. Rekomendasi	166
 DAFTAR PUSTAKA	 169
 DAFTAR LAMPIRAN	 180

DAFTAR TABEL

Tabel 2.1	Paradigma Konseling Sekolah	22
Tabel 2.2	Model-model Evaluasi Program BK	43
Tabel 3.1	Sampel Penelitian	68
Tabel 3.2	Kisi-kisi Instrumen Akuntabilitas Bimbingan dan Konseling ...	72
Tabel 3.3	Instrumen Akuntabilitas BK	73
Tabel 3.4	Instrumen Akuntabilitas BK bagi Kepala Sekolah	74
Tabel 3.5	Instrumen Akuntabilitas BK bagi Wali Kelas atau Guru Bidang Studi	74
Tabel 3.6	Instrumen Akuntabilitas BK bagi Siswa.....	75
Tabel 3.7	Instrumen Akuntabilitas BK bagi Orangtua/Wali Siswa	76
Tabel 3.8	Kisi-kisi Instrumen Pengetahuan (<i>Knowledge</i>)	77
Tabel 3.9	Kisi-kisi Instrumen <i>Self Efficacy</i> terhadap Evaluasi Program	77
Tabel 3.10	Kisi-kisi Instrumen Keterampilan Mengevaluasi Program	78
Tabel 3.11	Ketentuan Pemberian Skor	78
Tabel 3.12	Uji Validitas Instrumen.....	79
Tabel 3.13	Uji Reliabilitas Instrumen	80
Tabel 3.14	Ringkasan Statistik Rasch Model	81
Tabel 3.15	Pengukuran Item	82
Tabel 3.16	Item Fit Order	83
Tabel 3.17	Person Measure	84
Tabel 3.18	Person Fit Order	85
Tabel 3.19	Unidimensionalitas	87
Tabel 3.20	Uji Normalitas Data	90
Tabel 3.21	Uji Homogenitas	90
Tabel 4.1	Profil Akuntabilitas Guru BK di Kabupaten Pringsewu dan Tanggamus.....	92
Tabel 4.2	Karakteristik Subjek Penelitian Berdasarkan Demografi	93
Tabel 4.3	Hasil Perhitungan Akuntabilitas Guru BK Berdasarkan Jenis Kelamin	95

Tabel 4.4	Hasil Perhitungan Akuntabilitas Guru BK Berdasarkan Usia	97
Tabel 4.5	Hasil Perhitungan Akuntabilitas Guru BK Berdasarkan Lama Bekerja	98
Tabel 4.6	Hasil Perhitungan Akuntabilitas Guru BK Berdasarkan Kompetensi Pendidik	100
Tabel 4.7	Hasil Perhitungan Akuntabilitas Guru BK Berdasarkan Akreditasi Sekolah	101
Tabel 4.8	<i>Action Plan Model</i> untuk Meningkatkan Akuntabilitas Guru Bimbingan dan Konseling di Sekolah	125
Tabel 4.9	Implementasi Program dalam Bidang Layanan BK	138
Tabel 4.10	Descriptive Statistics	144
Tabel 4.11	Uji t-test untuk Sampel Dependen	144
Tabel 4.12	Profil Peningkatan Akuntabilitas Guru BK ditinjau dari Setiap Sub-Aspek.....	145
Tabel 4.13	Analisis Keterkaitan antara Pengetahuan dengan Akuntabilitas	150
Tabel 4.14	Analisis Model Regresi antara Pengetahuan dengan Akuntabilitas	150
Tabel 4.15	Analisis Keterkaitan antara Tingkat <i>Self-Efficacy</i> dengan Akuntabilitas	151
Tabel 4.16	Analisis Model Regresi antara Tingkat <i>Self-Efficacy</i> dengan Akuntabilitas	151
Tabel 4.17	Analisis Keterkaitan antara Keterampilan Mengevaluasi Program dengan Akuntabilitas	152
Tabel 4.18	Analisis Model Regresi antara Keterampilan Mengevaluasi Program dengan Akuntabilitas.....	152
Tabel 4.19	Kepuasan <i>Stakeholders</i> terhadap Pelayanan BK di Sekolah	158

DAFTAR GAMBAR

Gambar 1.1	Penegasan Setting Layanan BK dalam Pendidikan	2
Gambar 2.1	Alur Pelaksanaan <i>Accountability Bridge Model</i>	50
Gambar 2.2	Diagram Kerangka Berpikir	62
Gambar 3.1	Rancangan <i>Explanatory Sequential Design</i>	64
Gambar 3.2	Alur Penelitian	66
Gambar 3.3	Alur Proses Pengembangan <i>Accountability Bridge Model</i>	67
Gambar 3.4	Variable Map	86
Gambar 4.1	Sebaran Subjek Penelitian Berdasarkan Jenis Kelamin	94
Gambar 4.2	Sebaran Subjek Penelitian Berdasarkan Usia	96
Gambar 4.3	Sebaran Subjek Penelitian Berdasarkan Lamanya Masa Kerja	98
Gambar 4.4	Sebaran Subjek Penelitian Berdasarkan Kompetensi Pendidik	99
Gambar 4.5	Sebaran Subjek Penelitian Berdasarkan Akreditasi Sekolah	101
Gambar 4.6	Kegiatan dalam Perencanaan Program	137
Gambar 4.7	Profil Peningkatan Akuntabilitas Guru BK ditinjau dar Setiap Sub-Aspek	146
Gambar 4.8	Kuadran Indeks Kepuasan dan Harapan <i>Stakeholders</i> terhadap Pelayanan Bimbingan dan Konseling di Sekolah	159
Gambar 4.9	Distribusi Kuadran Indeks Tingkat Kepuasan dan Harapan <i>Stakeholders</i>	160

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