

**PELATIHAN STRATEGI *PROBLEM-FOCUSED COPING* UNTUK GEJALA *BURNOUT*
GURU BIMBINGAN DAN KONSELING DI KOTA BANDUNG**

TESIS

**diajukan untuk memenuhi salah satu syarat memperoleh gelar Magister Pendidikan
pada bidang Bimbingan dan Konseling**



oleh

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**PROGRAM STUDI BIMBINGAN DAN KONSELING
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Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
Magister Pendidikan (M.Pd.) pada Program Studi Bimbingan dan Konseling

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ABSTRAK

Burnout merupakan respons terhadap ketegangan emosional dan situasi yang menekan yang rentan dialami oleh profesi penolong tidak terkecuali Guru Bimbingan dan Konseling (BK)/ Konselor. Guru BK/ Konselor pemula terindikasi memiliki tingkatan *burnout* yang lebih tinggi dibandingkan Guru BK/ Konselor berpengalaman. Guru BK/ Konselor pemula adalah seseorang dengan profesi Guru BK/ Konselor dengan masa kerja kurang dari sama dengan lima tahun. Kecenderungan *burnout* Guru BK/ Konselor pemula berada pada kategori sedang dengan empat orang diantaranya termasuk dalam kecenderungan *burnout* tinggi. Penelitian bertujuan merumuskan rancangan pelatihan dengan strategi *problem-focused coping* untuk mengatasi gejala *burnout* Guru BK dan menganalisis penerapannya. Penelitian dilakukan menggunakan pendekatan kualitatif dengan metode studi kasus. Partisipan penelitian terdiri dari empat orang Guru BK/ Konselor pemula yang memiliki intensitas *burnout* tinggi. Hasil penelitian menunjukkan pelatihan strategi *problem-focused coping feasible* dalam mengembangkan keterampilan *coping* dengan memengaruhi proses reaksi Guru BK/Konselor pemula terhadap stresor. Kurikulum pelatihan terdiri dari 14 jam pelajaran pelatihan dan 10 jam latihan mandiri. Metode pembelajaran, media, dan kombinasi teknik pelatihan dapat menunjang ketercapaian luaran pembelajaran yang diharapkan. Rekomendasi penelitian ditujukan kepada Musyawarah Guru Bimbingan dan Konseling (MGBK) dan peneliti selanjutnya.

Kata Kunci: *Burnout, Problem-Focused Coping, Pelatihan*

ABSTRACT

Burnout is a response to emotional tension and stressful situations experienced by helping professions, including Guidance and Counselling (GC) Teachers or Counsellors. Novice GC teachers or counsellors are indicated to have a higher level of burnout than experienced teachers or counsellors. A novice GC teacher or counsellor is someone who serves as a GC teacher or counsellor for less than five years. The burnout tendency of the novice GC teachers or counsellors is in the medium category in which four of the teachers are in the high category. This study aims to formulate a training design using problem-focused coping strategies to overcome the GC teacher's burnout symptoms and to describe its application. This study employed a qualitative case study. Four novice GC teachers or counsellors who had high burnout intensity were involved as the participants. The findings reveal that the training on problem-focused coping strategies was feasible in developing coping skills by influencing the reaction process of the novice GC teachers or counsellors towards stressors. The training implementation guidelines cover basic concepts, participant criteria, training curriculum, trainers, infrastructure, estimated training time, assessment, evaluation, attendance, success indicators, follow-up plans, and scenarios for organizing the training. The training curriculum consists of 14 hours of training lessons and 10 hours of self-practice. Learning methods, media, and a combination of training techniques can assist to achieve the expected learning outcomes. Research recommendations are addressed to the Council of Guidance and Counselling Teacher (MGBK) and future researchers.

Keywords: Burnout, Problem-focused coping, Training

DAFTAR ISI

HALAMAN JUDUL.....	i
LEMBAR HAK CIPTA.....	ii
LEMBAR PENGESAHAN.....	iii
ABSTRAK.....	iv
ABSTRACT.....	v
DAFTAR ISI.....	vi
DAFTAR TABEL.....	viii
DAFTAR GAMBAR.....	ix
DAFTAR LAMPIRAN.....	x
BAB I PENDAHULUAN.....	1
1.1 Latar Belakang Penelitian.....	1
1.2 Fokus Kajian.....	7
1.3 Tujuan Penelitian.....	8
1.4 Manfaat Penelitian.....	9
BAB II KAJIAN TEORI.....	10
2.1 <i>Burnout</i>	10
2.1.1 Sejarah <i>Burnout</i>	10
2.1.2 Definisi <i>Burnout</i>	10
2.1.3 Dimensi <i>Burnout</i>	12
2.1.3.1 Kelelahan Emosional.....	12
2.1.3.2 Sinisme/ Depersonalisasi.....	13
2.1.3.3 Rendahnya Penghargaan Diri.....	13
2.1.4 Faktor Penyebab <i>Burnout</i>	14
2.1.4.1 Faktor Situasional.....	15
2.1.4.2 Faktor Individu.....	23
2.1.5 Dampak <i>Burnout</i>	26
2.1.5.1 Fisik.....	26
2.1.5.2 Psikis.....	27
2.1.6 Pengukuran <i>Burnout</i>	29
2.1.6.1 Maslach Burnout Inventory.....	29
2.1.6.2 Copenhagen Burnout Inventory.....	30
2.1.6.3 Oldenburg Burnout Inventory.....	31
2.1.6.4 Counselor Burnout Inventory.....	31
2.1.7 <i>Burnout</i> pada Guru BK/ Konselor Pemula.....	33
2.2 <i>Problem-focused coping</i>	37
2.2.2 Definisi dan Jenis <i>Coping</i>	37
2.2.3 Faktor yang Mempengaruhi <i>Coping</i>	39
2.2.4 <i>Problem-focused coping</i> untuk Mengatasi <i>Burnout</i>	40
2.3 Strategi Pelatihan.....	42
2.3.1 Definisi dan Manfaat Pelatihan.....	42
2.3.2 Tahapan Pelatihan.....	43
2.3.3 Teknik dalam Pelatihan.....	45
BAB III METODE PENELITIAN.....	47
3.1 Desain Penelitian.....	47
3.2 Partisipan Penelitian.....	47
3.3 Prosedur Penelitian.....	48

3.3.1 Pengumpulan Data	48
3.3.2 Penyusunan Rancangan Program Pelatihan	50
3.3.3 Pelaksanaan Pelatihan	56
3.3.4 Evaluasi Pelatihan	60
3.4 Analisis Data	64
BAB IV TEMUAN PENELITIAN DAN PEMBAHASAN	55
4.1 Temuan Penerapan Pelatihan dengan Strategi <i>Problem-focused coping</i>	65
4.1.1 Sesi Orientasi <i>Burnout</i> dan Rencana Pelatihan	67
4.1.2 Sesi Pembuatan Tujuan SMART	73
4.1.3 Sesi Mengenali Pencapaian dan Kekuatan Diri	79
4.1.4 Sesi Pengembangan Kemampuan Manajemen Waktu	87
4.1.5 Sesi Pengembangan Gaya Hidup Sehat dan Relaksasi	96
4.1.6 Sesi Pengembangan Sikap Asertif	105
4.1.7 Sesi Pengembangan Dukungan Sosial	111
4.1.8 Sesi Mengupayakan Keadilan di Tempat Kerja	117
4.1.9 Evaluasi Keterlaksanaan Pelatihan	124
4.2 Pembahasan Penerapan Pelatihan dengan Strategi <i>Problem-focused coping</i> untuk Mengatasi Gejala <i>Burnout</i>	155
4.3 Keterbatasan Penelitian	162
BAB V SIMPULAN DAN IMPLIKASI	163
5.1 Simpulan	163
5.2 Rekomendasi	164
DAFTAR PUSTAKA	166
LAMPIRAN-LAMPIRAN	

DAFTAR TABEL

Tabel 2.1	Kategorisasi Subskala pada Maslach Burnout Inventory	30
Tabel 3.1	Partisipan Penelitian	48
Tabel 3.2	Antisipasi Hambatan dalam Pelaksanaan Pelatihan	50
Tabel 3.3	Rancangan Kurikulum Pelatihan Strategi <i>Problem-focused coping</i> ...	54
Tabel 3.4	Format Catatan Lapangan	61
Tabel 3.5	Rubrik Penilaian Pelatihan <i>Problem-focused coping</i>	62
Tabel 4.1	Pelaksanaan Pelatihan <i>Problem-focused coping</i>	66
Tabel 4.2	Hasil Observasi Keterlibatan Partisipan pada Materi: Orientasi <i>Burnout</i> dan Rencana Pelatihan	72
Tabel 4.3	Hasil Observasi Keterlibatan Partisipan pada Materi: Tujuan SMART	78
Tabel 4.4	Hasil Observasi Keterlibatan Partisipan pada Materi: Mengenali Pencapaian dan Kekuatan Diri	86
Tabel 4.5	Hasil Analisis Kegiatan Harian Partisipan	88
Tabel 4.6	Hasil Observasi Keterlibatan Partisipan pada Materi: Manajemen Waktu	94
Tabel 4.7	Hasil Observasi Keterlibatan Partisipan pada Materi: Gaya Hidup Sehat dan Relaksasi.....	103
Tabel 4.8	Hasil Observasi Keterlibatan Partisipan pada Materi: Sikap Asertif	110
Tabel 4.9	Hasil Observasi Keterlibatan Partisipan pada Materi: Dukungan Sosial	116
Tabel 4.10	Hasil Observasi Keterlibatan Partisipan pada Materi: Keadilan di Tempat Kerja.....	123
Tabel 4.11	Pelaksanaan Pelatihan <i>Problem-focused Coping</i>	129
Tabel 4.12	Hasil <i>Pretest</i> dan <i>Posttest</i> Pelatihan <i>Problem-focused Coping</i>	125
Tabel 4.13	Evaluasi Hasil Pelatihan <i>Problem-focused Coping</i>	126
Tabel 4.14	Evaluasi Penyelenggaraan Pelatihan <i>Problem focused-coping</i> oleh Partisipan.....	134
Tabel 4.16	Analisis Aktivitas Partisipan Sebelum dan Sesudah Pelatihan	145
Tabel 4.17	Perbandingan Gaya Hidup Partisipan Sebelum dan Sesudah Pelatihan	146
Tabel 4.18	Konten Pelatihan Strategi <i>Problem-focused Coping</i> dalam berbagai penelitian.....	160

DAFTAR GAMBAR

Gambar 4.1	Fasilitator Memaparkan Materi Orientasi <i>Burnout</i> dan Rencana Pelatihan	68
Gambar 4.2	Penyelenggaraan Pelatihan Sesi Pertama	70
Gambar 4.3	Pemaparan Materi Tujuan SMART oleh Fasilitator	74
Gambar 4.4	Penyelenggaraan Pelatihan Sesi Tujuan SMART	75
Gambar 4.5	Penyelenggaraan Pelatihan Sesi Mengenali Pencapaian dan Kekuatan Diri	79
Gambar 4.6	Kegiatan Pelatihan Sesi Mengenali Pencapaian dan Kekuatan Diri: Presentasi SJ	81
Gambar 4.7	Kegiatan Pelatihan Sesi Mengenali Pencapaian dan Kekuatan Diri: Presentasi LM	81
Gambar 4.8	Partisipan Menyimak Apresiasi dari Fasilitator	82
Gambar 4.9	Kegiatan Pelatihan Sesi Mengenali Pencapaian dan Kekuatan Diri: Presentasi MD	83
Gambar 4.10	Penyelenggaraan Pelatihan Sesi Manajemen Waktu	90
Gambar 4.11	Penyelenggaraan Pelatihan Sesi Gaya Hidup Sehat dan Relaksasi	96
Gambar 4.12	Fasilitator Memimpin Pelatihan Teknik Relaksasi	98
Gambar 4.13	Penyelenggaraan Pelatihan Sesi Sikap Asertif	105
Gambar 4.14	Penyelenggaraan Pelatihan Sesi Dukungan Sosial	112
Gambar 4.15	Penyelenggaraan Pelatihan Sesi Keadilan di Tempat Kerja	120

DAFTAR LAMPIRAN

- LAMPIRAN 1 : Administrasi Penelitian
- LAMPIRAN 2 : Instrumen Studi Pendahuluan
- LAMPIRAN 3 : Pengolahan Data Studi Pendahuluan
- LAMPIRAN 4 : Lembar Persetujuan Partisipasi
- LAMPIRAN 5 : Modul Pelatihan *Problem-Focused Coping*
- LAMPIRAN 6 : Catatan Lapangan Hasil Observasi

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