# ABSTRAK

Nasroah, Pipin**,** 2023. “Gambaran Peran Guru Bimbingan dan Konseling di MAN 2 Yogyakarta”. Tugas Akhir. Program Studi Bimbingan dan Konseling Fakultas Bisnis & Humaniora. Universitas Teknologi Yogyakarta. Pembimbing Ari Prasetyoaji, S.Pd., M.Pd.

Bimbingan dan konseling memiliki kedudukan yang terintegratif di dalam sistem pendidikan formal yang ada di sekolah, dimana guru bimbingan dan konseling memiliki tugas dan fungsi pokok yaitu memberikan fasilitas bagi kebutuhan seluruh peserta didik melalui layanan bimbingan dan konseling. Mengenai tugas dan juga peran guru bimbingan dan konseling masih banyak problematika yang dihadapi. Salah satunya adalah terdapat guru dan tenaga kependidikan yang masih “salah kamar” dan memiliki kualitas keilmuan yang tidak memadai. Munculnya pandangan mengenai peranan guru bimbingan dan konseling yang menjalankan tugasnya dengan galak, judes, banyak nyinyir, memiliki kepribadian yang kurang baik, kurang simpati dan empati, menggunting rambut untuk menertibkan penampilan siswa, memberi hukuman dan menasihati siswa tanpa memberikan pemahaman yang jelas. Melihat kondisi tersebut maka penting dirumuskan secara tepat dan jelas mengenai gambaran peran guru bimbingan dan konseling di sekolah/madrasah, agar guru bimbingan dan konseling dapat menjalankan peranya secara tepat dan dapat meningkatkan eksistensi serta penghargaan dari pihak lain terhadap peran guru bimbingan dan konseling. Adapun fokus penelitian yakni *pertama*, apa saja peran yang sudah dilaksanakan oleh guru bimbingan dan konseling. *Kedua*, apa saja faktor pendukung dan penghambat yang dialami guru bimbingan dan konseling dalam menjalankan perannya. *Ketiga* upaya apa yang dilakukan oleh guru bimbingan dan konseling untuk mengembangkan perannya di MAN 2 Yogyakarta. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Sumber datanya diperoleh melalui wawancara, observasi, dan dokumentasi. Informan yaitu guru BK dan siswa. Hasil penelitian menunjukkan bahwa *pertama,* peran yang sudah dijalankan oleh guru bimbingan dan konseling yaitu sebagai penyeimbang dan penyempurna layanan yang sudah ada di madrasah, sebagai manager, sekretaris, advokat, mediator bagi siswa, sebagai penengah dan memberi gambaran solusi atas permasalahan siswa. *Kedua,* faktor pendukung peran guru BK yaitu dukungan dari kepala sekolah, dukungan dana, fasilitas layanan general setiap satu bulan sekali, jelajah ruang guru BK yang luas, keterampilan komunikasi dan kolaborasi, dukungan dari semua pihak yang berkepentingan seperti guru mata pelajaran dan pihak luar. Faktor penghambat peran guru BK yaitu kuantitas dan kualitas guru BK yang terbatas*,* tidak ada jam terstruktur dari kurikulum, belum memiliki ruang yang representatif serta adanya kesenjangan pemahaman antara penegak aturan dengan pelaksana layanan bimbingan dan konseling. *Ketiga,* upaya yang dilakukan guru BK dalam mengembangkan peranya yaitu upaya peningkatan standar kompetensi profesional guru BK (pedagogik, kepribadian, sosial, profesional), penyediaan sarana dan prasarana, rekonstruksi program dan pelaksanaan evaluasi program bimbingan dan konseling. Penelitian ini dapat bermanfaat sebagai dasar bagi guru bimbingan dan konseling dalam memaksimalkan peran dan merumuskan peran, sehingga mampu meningkatkan eksistensi, profesionalitas, dan kinerja. Keterbatasan penelitian ini yaitu tidak terdapat argumentasi pembanding dari kepala madrasah yang dapat dijadikan acuan dalam menganalisis dari segi sumber data lain. Saran bagi peneliti selanjutnya yakni dapat menambahkan variabel serta subjek lain untuk melihat gambaran peran guru bimbingan dan konseling dari perspektif yang lebih spesifik dan berbeda.

**Kata Kunci:** Peran, Tugas Pokok, Fungsi, Kompetensi, Guru Bimbingan dan Konseling.

# ABSTRACT

Nasroah, Pipin, 2023. "Description of the Role of Guidance and Counseling Teachers at MAN 2 Yogyakarta". Final Paper. Guidance and Counseling Study Program, Faculty of Business and Humanities. University of Technology Yogyakarta. Supervisor Ari Prasetyoaji, S.Pd., M.Pd.

Guidance and counseling have an integrated position in the formal education system in schools, where guidance and counseling teachers have the main duties and functions of providing facilities for the needs of all students through guidance and counseling services. Regarding the duties and also the role of the guidance and counseling teacher, there are still many problems to be faced. One of them is that there are teachers and education staff who are still "in the wrong room" and have inadequate scientific quality. The emergence of views regarding the role of guidance and counseling teachers who carry out their work fiercely, are bitchy, a lot sarcastic, have a personality that is not good, lack sympathy and empathy, cut their hair to regulate student appearance, give punishment, and advise students without providing a clear understanding. Seeing these conditions, it is important to formulate precisely and clearly the description of the role of guidance and counseling teachers in schools and madrasahs so that guidance and counseling teachers can carry out their roles appropriately and can increase the existence and appreciation of other parties for the role of guidance and counseling teachers. The research focus is first on what roles have been carried out by guidance and counseling teachers. Second, what are the supporting and inhibiting factors experienced by guidance and counseling teachers in carrying out their roles? The three efforts made by guidance and counseling teachers to develop their role in MAN 2 Yogyakarta. This study uses a qualitative approach to this type of descriptive research. Sources of data obtained through interviews, observation and documentation. The informants were guidance and counseling teachers and students. The results of the study show that first, the role that has been carried out by the guidance and counseling teacher is as a counterweight and complement to existing services in madrasas, as a manager, secretary, advocate, mediator for students, and a mediator who provides an overview of solutions to student problems. Second, the supporting factors for the role of the counseling teacher are support from the school principal, financial support, general service facilities once a month, the extensive range of the counseling teacher's room, communication and collaboration skills, and support from all interested parties, such as subject teachers and outsiders. The inhibiting factors for the role of the guidance and counseling teacher are the limited quantity and quality of counseling teachers; there are no structured hours in the curriculum; they do not yet have a representative space; and there is a gap in understanding between enforcers of the rules and implementers of guidance and counseling services. Third, the efforts made by the counseling teacher in developing his role include efforts to increase the standard of professional competence of counseling teachers (pedagogic, personality, social, and professional), the provision of facilities and infrastructure, program reconstruction, and the evaluation of guidance and counseling programs. This reseach can be useful as a basic for guidance and counseling teachers in maximizing roles and formulating roles, so as to improve existence, professionalism, and performance. The limitation of this study is that there is no comparative argument from the stakeholder that can be used as a reference in analysing in terms of other data sources. Suggestions for future researchers are to add other variables and subjects to see the role of guidance and counseling teachers from a more specific and different perspective.

**Keywords**: Role, Main Duties, Functions, Competence, Guidance and Counseling Teachers.