

ABSTRAK

Fajrin Nurul Fadila *Manajemen Bimbingan Konseling dalam Mengembangkan Potensi Kepribadian Peserta Didik (Penelitian di MA Al-Falah II Nagreg Kabupaten Bandung)*

Kepribadian peserta didik belum tentu berkembang dengan apa yang diharapkan oleh masyarakat, lingkungan karir maupun lingkungan pendidikan. Untuk memperoleh kepribadian yang baik, diperlukan adanya manajemen bimbingan konseling yang dapat mengembangkan potensi kepribadian peserta didik dan dapat membantu peserta didik dalam segi psiko-sosial yang dapat menyelesaikan permasalahan peserta didik di lingkungan pendidikan, lingkungan karir maupun lingkungan masyarakat.

Penelitian ini bertujuan untuk mengetahui dan mendeskripsikan mengenai latar alamiah MA Al-Falah II, manajemen bimbingan konseling, faktor-faktor pendukung dan penghambat serta hasil yang dicapai oleh manajemen bimbingan konseling.

Penelitian ini berdasar pada pemikiran bahwa untuk mencapai tujuan layanan bimbingan konseling yang efektif dan efisien perlu adanya manajemen yang baik agar terkelola secara sistematis melalui 1) perencanaan, 2) pengorganisasian, 3) pengarahan, 4) pengkoordinasian dan 5) pengawasan.

Metode yang digunakan dalam penelitian ini adalah metode kualitatif deskriptif. Pengumpulan data dilakukan melalui wawancara, observasi, dan studi dokumentasi. Analisis data dilakukan melalui unitisasi, kategorisasi dan penafsiran yang bertujuan untuk menafsirkan secara deskripsi semata-mata. Adapun uji absah data dilakukan dengan perpanjangan keikutsertaan, ketekunan pengamatan, triangulasi, pengecekan sejawat, pengecekan anggota dan urai rinci.

Hasil penelitian menunjukkan bahwa perencanaan bimbingan konseling dimulai dari analisis kebutuhan peserta didik, tujuan bimbingan konseling, metode bimbingan konseling dan perencanaan evaluasi. Pengorganisasian bimbingan konseling meliputi koordinator BK, tugas dan wewenang koordinator bimbingan konseling. Pengarahan bimbingan konseling dilakukan dengan bimbingan kelompok dan bimbingan individu. Pengkoordinasian bimbingan konseling, koordinator BK berkoordinasi dengan Kepala Sekolah, wakabid kesiswaan, tenaga pendidik dan kependidikan, orangtua peserta didik, pihak yayasan dan masyarakat. Pengawasan bimbingan konseling dilakukan dengan kunjungan rumah (*home visit*). Faktor-faktor penunjang adalah peraturan sekolah, personil sekolah, instrumentasi data, dan kunjungan rumah, sedangkan faktor penghambat adalah kurangnya asisten konselor pendidikan, peserta didik, dan administrasi bimbingan konseling. Adapun hasil yang dicapai manajemen bimbingan konseling dalam mengembangkan potensi kepribadian peserta didik meliputi hasil yang dicapai dalam hasil pembelajaran peserta didik, hasil yang dicapai dalam karir peserta didik, dan hasil yang dicapai dalam tingkah laku serta moral peserta didik.

ABSTRACT

Fajrin Nurul Fadila *Management Guidance Counselling in Developing the Potential of Students Personality (Research in MA Al-Falah II Nagreg Bandung Regency)*

The personality of the learners do not necessarily develop with what is expected by society, environmental careers and environmental education. To obtain the well personality, required of the management guidance counselling that can develop the potential of the personality of students and can help students in terms of social-psycho that can solve the problem of students in the neighborhood of education, work environment and the environment society.

This research aims to know and describe about the background of nature MA Al-Falah II, the management guidance counseling, the factors supporters and obstruction as well as the result is achieved by management guidance counseling.

This research grounded in the idea that to reach the purpose of the service guidance counseling effective and efficient need the management is good in order to managed in a systematic way through the planning, organizing, commanding, coordinating and controlling.

Methods used in this reaserch is a qualitative descriptive method. Data Collecting conducted through the interview, observations and study documentation. Data analysis conducted through unitisation, categoritation and interpretation that aims to interpret in the description of solely. As for the test of valid data is done with the extension of participation, persistence of the observer, triangulating, checking the peer, checking the members and explained detailed.

The results of the research showed that the planning of guidance and counselling starts from the analysis of the needs of the students, the purpose of guidance and counselling, methods of counseling and evaluation planning. Organizing guidance and counselling includes the coordinator of guidance and counseling, the duties and authority of the coordinator of guidance and counselling. Commanding of guidance and counselling is done with the guidance of group and individual guidance. Coordination of guidance and counselling, coordinator guidance and counseling in coordination with the head of school, deputy head of the school field students, teachers and educational personnel, parents of students, the foundation and the community. Controlling of guidance and counselling is done with home visits. The factors supporting are school rules, school personnel, instrumentation data, and home visits, while the inhibiting factors is the lack of an assistant counselor education, students and administration of guidance and counseling. As for the results achieved the management of guidance and counselling in developing the potential of students personality include the results achieved in student learning outcomes, the results achieved in the career of the students and the results achieved in the behavior and moral of the student.