ABSTRAK

Farrukhnaz Nauli Majidah, *Persepsi Siswa Kelas X dan XII Terhadap Layanan Bimbingan Konseling Di Sekolah (Penelitian di SMAIT Plus Bina Bangsa Sejahtera Kecamatan Bogor Barat Kota Bogor)*

Penelitian ini dilatarbelakangi oleh maraknya persepsi negatif di kalangan siswa terhadap keberadaan Guru Bimbingan Konseling (BK). Selama ini, guru BK sering kali dipersepsikan secara sterotipkal sebagai "polisi sekolah" yang tidak ramah, menakutkan, dan hanya bertugas menangani siswa-siswa yang bermasalah. Padahal, peran ideal guru BK di sekolah mencakup pendampingan perkembangan pribadi, sosial, belajar, dan karir siswa.

Berdasarkan fenomena tersebut, penelitian ini bertujuan untuk mengetahui tingkat persepsi siswa terhadap layanan BK secara menyeluruh. Selain itu, penelitian ini menguji hubungan antara persepsi tersebut dengan faktor pengalaman, aksesibilitas, sikap, dan kompetensi guru BK, serta manfaat dan dampak yang dirasakan. Penelitian ini juag bertujuan untuk membandingkan perbedaan persepsi siswa berdasarkan jenjang kelas, yaitu antara kelas X dan kelas XII.

Pendekatan yang digunakan dalam penelitian ini adalah kuantitatif dengan metode survei. Pengumpulan data dilakukan menggunakan instrumen kuesioner tertutup yang disebarkan kepada 42 siswa kelas X dan XII sebagai sampel penelitian tanpa membedakan gender. Seluruh butir instrumen telah teruji validitas dan realibilitasnya secara statistik, dengan batas acuan $r > 0{,}3$ dan nilan *Cronbach's Alpha* $\alpha > 0{,}7$.

Hasil penelitian menunjukkan bahwa persepsi siswa terhadap layanan BK memiliki hubungan positif dan signifikan dengan variabel pengalaman, aksesibilitas, sikap dan kompetensi guru, serta manfaat dan dampak. Di antara variabel-variabel tersebut, variabel manfaat dan dampak menunjukkan hubungan paling kuat terhadap pembentukan persepsi. Sementara itu, berdasarkan hasil analisis regresi logistik ($\exp(B) = 1{,}659$; $\rho = 0{,}069$), tidak ditemukan perbedaan persepsi terhadap layanan BK yang signifikan antara siswa kelas X dan XII.

Kesimpulannya, pengalaman langsung siswa dalam menggunakan dan merasakan kejelasan fungsi layanan BK memegang peranan kunci dalam menggeser streotip negatif. Pengalaman positif serta manfaat nyata yang dirasakan siswa terbukti efektif dalam membentuk persepsi objektif mengenai peranan nyata guru BK di sekolah, tanpa dipengaruhi oleh perbedaan tingkat jenjang kelas.

Kata Kunci: Metode Survei, Pendekatan Kuantitatif, Persepsi Siswa, Bimbingan Dan Konseling.

ABSTRACT

Farrukhnaz Nauli Majidah, *Tenth and Twelfth-Grade Students' Perceptions of School Guidance and Counseling Services (A Study at SMAIT Plus Bina Bangsa Sejahtera, West Bogor District, Bogor City)*

This study is backgrounded by the prevalence of negative perceptions among students regarding the role of Guidance and Counseling (BK) teachers. Traditionally, BK teachers are stereotypically perceived as strict and intimidating "school police" whose sole duty is handling problematic students. In reality, the ideal role of BK teachers encompasses guiding students' personal, social, academic, and career development.

Based on this phenomenon, this study aims to determine the overall level of students' perceptions toward BK services. Additionally, it examines the relationship between these perceptions and factors such as experience, accessibility, attitudes and competence of BK teachers, as well as perceived benefits and impact. Furthermore, this study aims to compare differences in students' perceptions across grade levels, specifically between 10th and 12th-grade students (Grade X and XII).

A quantitative approach with a survey method was employed in this study. Data were collected using a closed-ended questionnaire administered to a sample of 42 10th and 12th-grade students, without gender distinction. All instrument items were statistically tested for validity and reliability, adhering to the reference thresholds of $r > 0.3$ and Cronbach's Alpha $\alpha > 0.7$.

The results indicated that students' perceptions of BK services had a positive and significant relationship with variables including experience, accessibility, teacher attitude and competence, as well as benefits and impact. Among these, the benefits and impact variable demonstrated the strongest correlation in shaping student perception. Meanwhile, based on logistic regression analysis ($\text{Exp}(B) = 1.659; p = 0.069$), no significant difference in perception toward BK services was found between 10th and 12th-grade students.

In conclusion, students' direct experience in utilizing and understanding the clear functions of BK services plays a key role in shifting negative stereotypes. Positive experiences and tangible benefits felt by students prove effective in forming an objective perception regarding the actual role of BK teachers in school, regardless of grade level differences.

Keywords: *survey method, quantitative approach, student perception, guidance and counseling.*