

ABSTRAK

HAPSAH, NPM : 2022183, Judul “IMPLEMENTASI PERMENDIKDASMEN NOMOR 6 TAHUN 2026 TENTANG BUDAYA SEKOLAH AMAN DAN NYAMAN MELALUI PENGUATAN PERAN GURU WALI DI SMK NEGERI BABIRIK KABUPATEN HULU SUNGAI UTARA“ di bawah bimbingan Bapak **Gusti Muhammad Hidayatullah, S.Sos., M.AP.** sebagai Pembimbing I dan Bapak **Drs. H. Hasbi Salim, M.Pd.** sebagai Pembimbing II.

Latar belakang dalam penelitian ini adalah masih terdapat perbedaan tingkat keaktifan Guru Wali dalam memberikan pembinaan kepada siswa, pendampingan yang belum dilakukan secara rutin dan terstruktur, serta pemantauan perkembangan perilaku siswa yang belum optimal sehingga pelaksanaan Permendikdasmen Nomor 6 Tahun 2026 tentang Budaya Sekolah Aman dan Nyaman melalui penguatan peran Guru Wali masih perlu ditingkatkan. Tujuan penelitian ini untuk mengetahui implementasi Permendikdasmen Nomor 6 Tahun 2026 tentang Budaya Sekolah Aman dan Nyaman melalui penguatan peran Guru Wali di SMK Negeri Babirik Kabupaten Hulu Sungai Utara serta faktor-faktor yang mempengaruhi implementasinya.

Penelitian ini menggunakan pendekatan kualitatif dengan tipe penelitian deskriptif. Teknik pengumpulan data menggunakan observasi, wawancara, dan dokumentasi. Informan penelitian berjumlah 10 orang yang terdiri dari Kepala Sekolah, 6 Guru Wali, Guru BK, dan 2 siswi dengan teknik purposive sampling. Analisis data menggunakan kondensasi data, penyajian data, dan penarikan kesimpulan. Uji kredibilitas data dilakukan melalui perpanjangan pengamatan, meningkatkan ketekunan, triangulasi, analisis kasus negatif, menggunakan bahan referensi, dan member check.

Hasil penelitian menunjukkan bahwa implementasi Permendikdasmen Nomor 6 Tahun 2026 tentang Budaya Sekolah Aman dan Nyaman melalui penguatan peran Guru Wali di SMK Negeri Babirik telah berjalan cukup baik. Indikator komunikasi telah terlaksana melalui sosialisasi dan koordinasi, sumber daya didukung oleh Guru Wali dan sarana yang memadai meskipun masih terdapat keterbatasan waktu dalam pelaksanaan pendampingan, disposisi menunjukkan adanya komitmen pelaksana dalam menjalankan tugas, sedangkan struktur birokrasi telah memiliki pembagian tugas dan koordinasi yang baik namun belum didukung oleh Standard Operating Procedure (SOP) khusus mengenai pelaksanaan peran Guru Wali. Faktor yang mempengaruhi implementasi kebijakan meliputi komunikasi, sumber daya, disposisi, dan struktur birokrasi.

Untuk meningkatkan implementasi Permendikdasmen Nomor 6 Tahun 2026 tentang Budaya Sekolah Aman dan Nyaman melalui penguatan peran Guru Wali di SMK Negeri Babirik Kabupaten Hulu Sungai Utara, disarankan agar sekolah menyusun SOP khusus mengenai pelaksanaan peran Guru Wali, meningkatkan konsistensi pendampingan kepada siswa, memperkuat koordinasi antar Guru Wali, guru BK, dan pihak sekolah, serta melakukan pemantauan perkembangan perilaku siswa secara lebih terstruktur sehingga tujuan menciptakan budaya sekolah yang aman dan nyaman dapat tercapai secara optimal.

ABSTRACT

HAPSAH, NPM : 2022183, title “ Implementation of the Regulation of the Minister of Primary and Secondary Education Number 6 of 2026 Concerning Safe and Comfortable School Culture Through Strengthening the Role of Homeroom Teachers at SMK Negeri Babirik, Hulu Sungai Utara Regency.”
Under the supervision of **Gusti Muhammad Hidayatullah, S.Sos., M.AP.** as Supervisor I and **Drs. H. Hasbi Salim, M.Pd** as Supervisor II.

The background of this study is the differences in the level of homeroom teachers' activeness in guiding students, the lack of regular and structured student mentoring, and the less-than-optimal monitoring of students' behavioral development. Therefore, the implementation of the Regulation of the Minister of Primary and Secondary Education Number 6 of 2026 concerning a Safe and Comfortable School Environment through strengthening the role of homeroom teachers still needs improvement. This study aims to determine the implementation of the regulation at SMK Negeri Babirik, Hulu Sungai Utara Regency, and to identify the factors influencing its implementation.

This study employed a qualitative approach with a descriptive research type. Data were collected through observation, interviews, and documentation. The research involved ten informants consisting of the principal, six homeroom teachers, one guidance and counseling teacher, and two female students selected using purposive sampling. Data were analyzed through data condensation, data presentation, and conclusion drawing. Data credibility was ensured through prolonged observation, increased persistence, triangulation, negative case analysis, the use of reference materials, and member checking.

The results indicate that the implementation of the Regulation of the Minister of Primary and Secondary Education Number 6 of 2026 has been carried out fairly well. Communication has been implemented through policy socialization and coordination. Resources are supported by competent homeroom teachers and adequate facilities, although time constraints still limit optimal student mentoring. The implementers demonstrate commitment in carrying out their duties, while the bureaucratic structure is supported by clear task distribution and coordination mechanisms. However, there is no specific Standard Operating Procedure (SOP) governing the implementation of the homeroom teachers' roles. The factors influencing policy implementation include communication, resources, disposition, and bureaucratic structure.

To improve the implementation of the regulation, it is recommended that the school develop a specific Standard Operating Procedure (SOP) for the role of homeroom teachers, enhance the consistency of student mentoring, strengthen coordination among homeroom teachers, guidance and counseling teachers, and school management, and improve structured monitoring of students' behavior to achieve a safe and comfortable school environment.