

ABSTRAK

Penelitian ini mengkaji strategi guru bimbingan dan konseling (BK) dalam meningkatkan kesejahteraan sosial-emosional siswa di era digital, dengan latar belakang meningkatnya tantangan yang dihadapi remaja akibat paparan media sosial, *cyberbullying*, *Fear of Missing Out* (FOMO), dan tekanan akademik. Penelitian bertujuan untuk mendeskripsikan bentuk dan implementasi strategi guru BK, menganalisis dampaknya terhadap kesejahteraan sosial-emosional siswa, serta mengidentifikasi faktor pendukung dan penghambat pelaksanaannya. Penelitian menggunakan pendekatan kualitatif dengan metode studi kasus di SMA Negeri 1 Lhokseumawe. Data dikumpulkan melalui observasi, wawancara mendalam, dan dokumentasi terhadap tiga guru BK, wakil kepala sekolah bidang kurikulum, dan tiga siswa yang dipilih secara purposif. Analisis data menggunakan model interaktif (reduksi, penyajian, penarikan kesimpulan) dengan kerangka teori interaksionisme simbolik Mead dan Blumer. Hasil penelitian menunjukkan: (1) strategi guru BK meliputi konseling individual, bimbingan kelompok, dan edukasi digital klasikal yang diimplementasikan secara eklektik-humanistik berbantuan teknologi; (2) implementasi strategi berdampak positif pada regulasi emosi, keterampilan sosial, dan kesadaran digital wellbeing siswa; (3) faktor pendukung internal mencakup kompetensi guru BK, dukungan institusi, dan keterbukaan siswa, sedangkan penghambat utamanya adalah rasio guru-siswa yang timpang dan stigma negatif terhadap layanan BK. Secara eksternal, keterlibatan orang tua dan regulasi pemerintah menjadi pendukung, sementara cepatnya perubahan lanskap digital dan pengaruh teman sebaya menjadi penghambat. Penelitian menyimpulkan bahwa kesejahteraan sosial-emosional siswa merupakan konstruksi sosial yang terbentuk melalui interaksi simbolik bermakna antara guru BK dan siswa. Efektivitas strategi guru BK ditentukan oleh kemampuannya menghasilkan transformasi makna yang positif pada diri siswa tentang identitas diri, relasi sosial, dan navigasi kehidupan di era digital.

Kata kunci: strategi guru BK, kesejahteraan sosial-emosional, era digital, interaksionisme simbolik, generasi Z

ABSTRACT

This study examines the strategies employed by school counselors in enhancing the social-emotional well-being of students in the digital era, against the backdrop of growing challenges faced by adolescents due to excessive social media exposure, cyberbullying, Fear of Missing Out (FOMO), and academic pressure. The study aims to describe the forms and implementation of school counselor strategies, analyze their impact on students' social-emotional well-being, and identify internal and external enabling and inhibiting factors in their execution. A qualitative approach with a case study method was employed, conducted at SMA Negeri 1 Lhokseumawe. Data were collected through observation, in-depth interviews, and documentation involving three school counselors, the vice principal for curriculum affairs, and three purposively selected students. Data analysis followed an interactive model encompassing data reduction, data display, and conclusion drawing, anchored within the symbolic interactionism framework of George Herbert Mead and Herbert Blumer. The findings reveal: (1) school counselor strategies encompass individual counseling, group guidance and counseling, and classical digital education, implemented in an eclectic-humanistic manner with the support of digital technology; (2) the implementation positively impacts students' emotional regulation, social skills, and digital wellbeing awareness; (3) internal enabling factors include counselor professional competence, institutional support, and student openness, while the primary inhibiting factors are the disproportionate counselor-to-student ratio and negative stigma toward counseling services. Externally, parental involvement and government regulation serve as enabling factors, whereas the rapid evolution of the digital landscape and strong peer influence constitute the main external barriers. The study concludes that students' social-emotional well-being is a social construction shaped through meaningful symbolic interactions between school counselors and students. The effectiveness of counselor strategies depends on their capacity to generate positive meaning transformations within students regarding their self-identity, social relationships, and navigation of life in the digital era.

Keywords: school counselor strategies, social-emotional well-being, digital era, symbolic interactionism, Generation Z