

ABSTRAK

Penelitian ini bertujuan untuk menganalisis peran komunikasi guru Bimbingan dan Konseling (BK) dalam mengatasi masalah bullying di sekolah dengan menggunakan teori FIRO (Fundamental Interpersonal Relations Orientation). Metode penelitian yang digunakan adalah deskriptif kualitatif dengan teknik pengumpulan data melalui wawancara mendalam, observasi, dan studi dokumentasi. Teori FIRO, yang terdiri dari tiga dimensi kebutuhan interpersonal (Inclusion, Control, dan Affection), digunakan sebagai kerangka analisis dalam memahami dinamika komunikasi antara guru BK dan siswa. Hasil penelitian menunjukkan bahwa pemahaman guru BK tentang kebutuhan interpersonal siswa dapat meningkatkan efektivitas komunikasi dalam mengidentifikasi dan menangani kasus bullying. Guru BK yang mampu memenuhi kebutuhan Inclusion membantu siswa merasa diterima dan dihargai, sementara pemenuhan kebutuhan Control melalui pembimbingan yang tepat memberikan rasa aman dan struktur bagi siswa. Selain itu, pemenuhan kebutuhan Affection melalui komunikasi empatik dan suportif meningkatkan rasa percaya diri dan kesejahteraan emosional siswa, sehingga mengurangi kecenderungan bullying. Penelitian ini menyimpulkan bahwa penggunaan teori FIRO dalam strategi komunikasi guru BK dapat memperkuat hubungan interpersonal yang positif dan mendukung upaya pencegahan serta penanganan bullying di sekolah. Disarankan agar pelatihan berbasis FIRO diberikan kepada guru BK untuk meningkatkan keterampilan komunikasi.

Kata Kunci : Peran Komunikasi, Guru Bimbingan Konseling, Bullying

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This research aims to analyze the communication role of Guidance and Counseling (BK) teachers in overcoming bullying problems in schools using FIRO (Fundamental Interpersonal Relations Orientation) theory. The research method used is descriptive qualitative with data collection techniques through in-depth interviews, observation and documentation studies. FIRO theory, which consists of three dimensions of interpersonal needs (Inclusion, Control, and Affection), is used as an analytical framework in understanding the dynamics of communication between guidance and counseling teachers and students. The research results show that guidance counselors' understanding of students' interpersonal needs can increase the effectiveness of communication in identifying and handling bullying cases. Guidance teachers who are able to meet Inclusion needs help students feel accepted and appreciated, while meeting Control needs through appropriate guidance provides a sense of security and structure for students. In addition, fulfilling Affection needs through empathetic and supportive communication increases students' self-confidence and emotional well-being, thereby reducing bullying tendencies. This research concludes that the use of FIRO theory in guidance and counseling teachers' communication strategies can strengthen positive interpersonal relationships and support efforts to prevent and handle bullying in schools. It is recommended that FIRO-based training be provided to guidance and counseling teachers to improve communication skills.

Keywords: *Role of Communication, Counseling Guidance Teacher, Bullying*