

# Guidance and Counseling (BK) Teacher Communication Patterns with Student Victims of Bullying

Salma P Nua<sup>1</sup>, Adrian Kede<sup>2</sup>, Muh. Syaiful<sup>3</sup>

<sup>1,3</sup> Fakultas Ilmu Sosial dan Ilmu Politik/Universitas Ichsan Gorontalo

Email: [salmapnua5@gmail.com](mailto:salmapnua5@gmail.com), [muhsyaiful95@gmail.com](mailto:muhsyaiful95@gmail.com)

<sup>2</sup> Fakultas Ilmu Sosial dan Ilmu Politik/Universitas Muhammadiyah Luwuk

Email: [adriankede1382@gmail.com](mailto:adriankede1382@gmail.com)

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### Abstract.

*A communication pattern is a form or design of a relationship between two or more people sending and receiving messages related to the two components. Communication strategies are carried out by making the right design to change people's behavior. This study aimed to determine the communication pattern of BK teachers with students who were victims of Bullying at SMA Negeri 1 Kabila. This research was conducted at SMA Negeri 1 Kabila. The method used in the study is the qualitative research method. The data analysis methodology uses Miles and Huberman's data analysis methodology, which consists of the data collection stage, data reduction, data presentation, and conclusion/evaluation drawing stage. As a result, it was found that the communication pattern between BK teachers and students who were victims of Bullying was a one-way communication pattern where only BK teachers and BK teachers spoke. Students actively communicate their messages. A two-way communication pattern that involves the BK teacher as a listener, notes, and responses from students and many stakeholders: BK teachers, class teachers, parents, and student friends. Involves multi-way communication patterns and interactions in the communication process.*



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## A. INTRODUCTION

Communication pattern is a form or pattern of relationship between two or more people in the process of sending and receiving messages related to these two components. A communicative relationship between individuals or groups and organizations. It is clear that the role of communication patterns in the mental and spiritual formation of students is very important. The question is what is the role of the teacher in cultivating

the spirituality of students so that they behave according to common sense both inside and outside the school. (Sudarsono, 2018). Bullying in the school environment is a global problem. Most parents and schools believe that bullying only occurs in middle school and high school. At this age, bullying is seen as normal and gets less attention. (Rahayu & Permana, 2019). Bullying is a situation where an individual/group abuses power/power. The most common form of bullying in schools is

verbal abuse, which can take the form of teasing, teasing, or teasing. Bullying incidents that initially were only verbal can lead to more dangerous treatment, such as physical abuse. (Hidayati, 2019). Teachers play a role in shaping the character and intelligence of their students. In addition, the teacher also plays the most active role in organizing education to achieve the educational goals to be achieved. Teacher coaching and mentoring plays an important role in character development and student education. (Viviani et al., 2018).

Someone can be said to be experiencing "bullying" if they are treated in an inappropriate manner, such as feeling uncomfortable with physical contact, hurting physically or verbally, or otherwise. If the appeal is received by the victim one or more times and even repeatedly, it can be said that he is a victim of bullying. Generally, victims of bullying tend to be unable to defend themselves because they are physically and mentally weak. This can trigger the emergence of stress due to intense fear. If this continues, it could affect the daily lives of the victims and their educational activities.

Likewise with students who have experienced of bullying at SMA Negeri 1 Kabila. Bullying situations and circumstances experienced by students at school severely limit their ability to interact and communicate with their peers in the school environment. Because of the bad attitude towards them from the school environment, these students lose interest in going to school and even lose the desire to change schools. The schools

involved, namely guidance and counseling teachers, need to create good communication patterns when approaching and interacting with students who experience bullying. To restore their self-confidence so that these students can reduce their anxiety and feelings of hopelessness. Based on the description above this study aimed to determine the communication pattern of BK teachers with students who were victims of Bullying at SMA Negeri 1 Kabila.

## **B. RESEARCH METHOD**

The location of the research was carried out at SMA Negeri 1 Kabila. The choice of this school was based on the high level of bullying that occurred at that school. It was carried out using descriptive research methods with a qualitative approach. What is being studied is the teacher's guidance and counseling communication model with victims of bullying. Involved 3 informants, namely, guidance and counseling teachers, students and school principals.

Qualitative research emphasizes the reality that is built on the results of field observations that are natural or without setting. Data analysis in qualitative research is carried out during and after data collection for a certain period. During the interview, the researcher analyzed the answers from the informants. If the interview response after the analysis is unsatisfactory, the researcher continued to ask questions again until several stages were reached where valid data was obtained. (Sugiono, 2017). The interview

research was conducted on students and school principals. To complement the results of the interviews, researchers also used literature reviews from various sources, articles or previous studies related to communication strategies.

Data analysis techniques were carried out in stages including reduction, display, and inference. The reduction researchers transcribed the results of the interviews and observations, discarding unnecessary data in the process. Next is the display phase. In other words, researchers categorized data based on each research question so that each data group can explain the intent of the research question. The final step for the researchers is to draw conclusions. This is to analyze each of the key points from the previously featured studies. During this phase, researchers needed to reinforce theory regarding their findings. (Abdussamad, 2021).

### **C. RESULTS AND DISCUSSION**

In an educational environment such as a school, effective communication between all components of the school is needed. Therefore, it takes the right pattern of communication to use. Especially the communication carried out by the Guidance and Counseling teacher in approaching students who have problems. One of the problems experienced by students is bullying or bullying.

After collecting research data through interviews with informants, the following was

an excerpt from the results of interviews with research informants.

In general, the form of bullying behavior that occurs in SMA Negeri 1 Kabila is bullying which leads to body shaming or physically insulting students who are victims of bullying. (Mahardika et al., 2021) Apart from that, other forms of bullying behavior include insulting or saying things that hurt the student.

The above description is based on the results of the researchers' interview with the informant, called DMN as the Guidance and Counseling (BK) teacher. The following is the result of the interview.

*“Based on my experience as a counseling (BK) teacher at this school, most of the victims of bullying are students who are said to be physically imperfect. Like the way he/she talks there is a stutter and a fat body. So usually they often bully students like that. Then there are also students who often utter words that offend other students. Just because the student has limitations or lacks socialization in class”.*

The same opinion was also conveyed by the next informant, M (grade 11 student) as follows.

*“the bullying that I received was that they yelled at me and avoided me, I was also used to being insulted by them. The impact I felt the first time I was bullied was crying”.*

Bullying behavior experienced by students at SMA Negeri 1 Kabila based on the results of the interview above was in the form of negative comments aimed at the students'

physical appearance. Apart from that, other forms of bullying are avoiding or insulting the student.

Communication Patterns of Guidance and Counseling (BK) Teachers with Students Victims of Bullying.

a. One-Way Communication Pattern

One-way communication is the process of delivering a message from the source of the message to the recipient of the message where there is no feedback from the recipient of the message or the communicant.

The one-way communication pattern carried out by the Guidance and Counseling teacher is by inviting students to the Guidance and Counseling room to be given messages in the form of advice and suggestions to these students. When communicating, it is often only the counseling teacher who is active in the communication. Students just listen more.

The explanation above is based on excerpts from interviews with DMN as the Guidance and Counseling (BK) teacher as follows.

*“Actually, this student problem is a confidential matter, right? So we don't share all of problems to other. So it's just us as guidance and counseling (BK) teachers, the student's homeroom teacher and as the student concerned himself and the student's parents. So we don't share this student's problem with other friends, that's why we maintain the privacy of the*

*student himself, so don't get traumatized so you don't want to tell the problem in the counseling room because if we convey it to another place or we tell stories elsewhere, so the student will feel uncomfortable to counsel his counseling teacher again like that. So we usually invite them to the counseling room for us to approach. We're just getting in touch. Most often, it's just me who gives them a lot of messages while they just stay quiet and listen”.*

Almost the same opinion was conveyed by the next informant, YPG as the Principal. The following is the result of the interview.

*“I often communicate with the counseling teacher and homeroom teacher of students who experience bullying to discuss these students. I sometimes participate in providing counseling with the BK teacher and also with the students concerned. We try to approach them. Several times I took part in the counseling, only me and the counseling teacher who conveyed a lot of messages while the students concerned were only like listeners.”.*

From the results of the interviews above it can be seen that when communicating only the BK teacher is often active in the communication. Students just listen more.

b. Two-Way Communication Pattern

A two-way communication pattern occurs when the source or communicator

and the receiver or communicant exchange functions and carry out their functions, the communicator at the first stage becomes a communicant and at the next stage they alternate functions. But the communication process is still initiated by the communicator.

The two-way communication pattern carried out by the Guidance and Counseling teacher is by inviting students who are victims of bullying to have a dialogue. This dialogue aims to enable these students to be open in telling their situations and conditions.

The explanation above is based on excerpts from an interview with DMN as the Guidance and Counseling (BK) teacher as follows.

*“When communicating with students who experience bullying, I as a guidance counselor try to engage them in dialogue or conversation. Because it's also rather difficult to help them if they themselves are not open to telling stories. So one approach that I take is to invite them to chat or dialogue. So it wasn't just me who was actively speaking but the students also gave their responses. Of the several students who were often bullied, there were some who quite often responded when I asked them to have a dialogue in the BK room.”*

Next is the explanation given by the informant, ALD (grade 11 students) as follows.

*“Usually I am called to the BK room. There I was invited to talk with the BK teacher. I told the teacher about my problem because my friends often talked about my fat physique”.*

From the results of the interviews above, it can be seen that the pattern of two-way communication carried out by the counseling teacher is by inviting students who are victims of bullying to have a dialogue. Not only the counseling (BK) teacher who is active in the communication, but the students also respond.

#### c. Multi-Way Communication Pattern

Multi-Way communication patterns take place when the communication process occurs in a larger group where communicators and communicants will exchange ideas more openly.

The pattern of multi-way communication carried out by the Guidance and Counseling teacher is by conducting dialogue involving the homeroom teacher and parents of students, both students who are victims of bullying and students who are perpetrators of the bullying.

The explanation above is based on excerpts from an interview with YPG as the Principal as follows.

*“Usually if the problem is a bit severe, like the student doesn't want to go to school anymore, we invite friends who bully the bully victim. So we invite the students concerned, including the homeroom teacher, even if these students object. We usually invite these students along with their parents. Whether it's*

*parents of students who bully and parents of students who are bullied. So we do communication that involves many parties here. The goal is that we can have a dialogue with all of them, and also the parents of the students concerned know better how their children's condition is at school”.*

A similar opinion was also conveyed by the next informant, DMN as the Guidance and Counseling (BK) teacher as follows.

*“Yes, so for the usual approach, we will first see how the case is. If indeed the case is rather severe, such as the student in question has cried to the point of tears, there are also those who no longer want to go to school, we will then carry out communication involving several parties. Such as the parents of the students concerned, the homeroom teacher, and some of their friends who knew about the bullying incident. So we will have dialogue with all of them to discuss the cases that occurred at that time”.*

From the explanation of the interview results as described above. It can be seen that the pattern of multi-way communication carried out by the Guidance and Counseling (BK) teacher is by conducting dialogue involving the homeroom teacher and parents of both victims and perpetrators of bullying, as well as some of their friends who know about the bullying incident.

Bullying behavior can occur in various environments, including the school

environment. (Yuliani, 2019) In general, students who experience bullying or become victims of bullying will have a negative impact on their daily lives and learning activities. (Maulida & W, 2021) Therefore the components in schools, in this case guidance and counseling teachers, need to build good communication patterns in approaching students who are victims of bullying. So that they can rebuild their self-confidence. (Sudarsono, 2018).

Likewise, what happened to SMA Negeri 1 Kabila. Where there were also several cases related to this bullying. In fact, in some cases, the impact on students is quite alarming. Among them are these students who are lazy and do not even want to go to school. Therefore, SMA Negeri 1 Kabila, especially in this case the Guidance and Counseling (BK) teacher, approaches students who are victims of bullying with the aim of helping them not to continue to be in these situations and conditions. (Arifin, 2018).

Communication Patterns of Guidance and Counseling (BK) Teachers with Students Victims of Bullying at SMA Negeri 1 Kabila, especially in this case the Guidance and Counseling (BK) teacher approaches students who are victims of bullying through several communication patterns. As stated by the opinion, there are three patterns of communication carried out by the Guidance and Counseling (BK) teacher in interacting and approaching students who are victims of bullying. These communication patterns are one-way communication patterns, two-way

communication patterns, and multi-way communication patterns. (Paramita, 2021) The following is a description of each of the patterns used.

1. One-Way Communication Pattern

The pattern of one-way communication for guidance/counseling teachers is to invite students who are victims of bullying to the guidance/counseling room. They are invited to communicate where they receive messages in the form of advice, suggestions and motivation during the communication. In terms of communication, often only the counseling teacher actively communicates. Students listen more.

The communication process that takes place is generally one-way in nature and only the guidance and counseling teacher provides information during the communication process. Students who are victims of bullying tend to be silent and only listen to their superiors' messages. Thus, communication takes place from the guidance and counseling teacher as a communicator to students who are victims of bullying as communicators.

2. Two-Way Communication Pattern

The pattern of two-way communication carried out by the Guidance and Counseling teacher is to invite students who are victims of bullying to have a dialogue. Students who are invited to the Guidance and Counseling room are then invited to have a conversation by the

Guidance and Counseling teacher. The theme of the conversation is related to the bullying behavior experienced by these students.

The dialogue conducted by the Guidance and Counseling teacher has the aim that students who are victims of bullying can be more open in telling their situations and conditions. Because communication that goes well and effectively is supported by openness between the actors involved in the communication. This openness is shown through the responses given by students who are victims of bullying to Guidance and Counseling teachers. The response given by the students indicated that there was a two-way communication that took place in the interaction.

3. Multi-Way Communication Pattern

The multi-way communication pattern carried out by the Guidance and Counseling teacher is by inviting the homeroom teacher and parents of students, both parents of students who are victims of bullying and parents of students who are bullying to hold a dialogue. This action is generally carried out by the school, in this case the Guidance and Counseling teacher when there is a case that is quite severe, such as students who are victims of bullying no longer want to go to school.

Dialogue was conducted with several parties to discuss incidents of bullying that occurred. It also aims to find the best

solutions and methods for those situations and conditions. Responses and contributions from stakeholders participating in the dialogue should help find possible solutions. The existence of multi-stakeholder involvement and responses indicates the occurrence of multi-way communication.

#### D. CONCLUSION

Based on the results of the research and discussion as described in the previous section, it can be concluded that the approach taken by the Guidance and Counseling teacher with students who are victims of bullying at SMA Negeri 1 Kabila is carried out through several communication patterns. This communication pattern is a one-way communication pattern that involves Guidance and Counseling (BK) teachers who actively convey messages and students only as listeners. A two-way communication pattern that involves the Guidance and Counseling (BK) teacher as a messenger and gets responses from students. A multi-way communication pattern that involves several parties, such as the Guidance and Counseling (BK) teacher, homeroom teacher, parents of students, and friends of students, and dialogue occurs in the communication process.

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