

ABSTRAK

PERSEPSI GEN Z TERHADAP PERILAKU KOMUNIKASI INTERPERSONAL GURU BIMBINGAN DAN KONSELING YANG DAPAT MEMBANGUN *RAPPORT*

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Penelitian didasari oleh permasalahan persepsi negatif siswa yang menganggap guru BK sebagai "polisi sekolah" dan kurangnya kepercayaan siswa. Penelitian ini mengkaji peran penting komunikasi interpersonal guru Bimbingan dan Konseling dalam membangun rapport dengan siswa generasi Z. Metode yang digunakan adalah survei kualitatif dengan teknik non-probability sampling, penelitian melibatkan 163 siswa SMA di Bandar Lampung melalui voluntary sampling. Data dikumpulkan melalui kuesioner online dan FGD tentang kenyamanan berinteraksi dengan guru BK dan dianalisis menggunakan thematic analysis dengan software ATLAS.ti 9. Hasil penelitian mengidentifikasi terdapat dua tema dalam perilaku komunikasi yang membangun rapport: care (12 kode) dan immediacy (10 kode) dan ditemukan bahwa perilaku komunikasi guru BK yang dapat membangun rapport dengan siswa generasi Z dapat dimulai dengan kemampuan bersikap adil sebagai prioritas utama, diikuti kemampuan bercerita dengan humor untuk mencairkan suasana, guru BK dapat memulai mengubah persepsi negatif dan membangun hubungan rapport yang lebih positif dengan siswa sehingga meningkatkan kepercayaan siswa terhadap guru BK sehingga siswa akan lebih merasa aman, nyaman dan percaya untuk berkonsultasi dengan guru BK. Temuan ini dapat dijadikan referensi dalam pengembangan program pelatihan komunikasi interpersonal di perguruan tinggi bagi calon guru BK, serta pedoman praktis untuk meningkatkan kualitas layanan bimbingan konseling di sekolah. Penelitian ini memberikan pemahaman mendalam tentang perilaku komunikasi yang diharapkan generasi Z bagi guru BK dalam meningkatkan efektivitas layanan bimbingan dan konseling.

Kata kunci: persepsi generasi Z, komunikasi interpersonal, rapport

ABSTRACT

GEN Z'S PERCEPTION OF INTERPERSONAL COMMUNICATION BEHAVIOUR INTERPERSONAL COMMUNICATION BEHAVIOUR OF GUIDANCE AND COUNSELLING TEACHERS THAT CAN BUILD RAPPORT

By

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The research is based on the problem of negative perceptions of students who consider Guidance and Counseling teachers as “school police” and students' lack of trust. This study examines the important role of interpersonal communication of Guidance and Counseling teachers in building rapport with generation Z students. The method used was a qualitative survey with non-probability sampling technique, the research involved 163 high school students in Bandar Lampung through voluntary sampling. Data were collected through online questionnaires and FGDs about the comfort of interacting with counseling teachers and analyzed using thematic analysis with ATLAS.ti 9 software. The results of the study identified two themes in communication behaviors that build rapport: care (12 codes) and immediacy (10 codes) and found that the communication behaviors of counseling teachers that can build rapport with Generation Z students can start with the ability to be fair as a top priority, followed by the ability to tell stories with humor to break the ice, counseling teachers can start changing negative perceptions and building a more positive rapport with students so as to increase students' trust in counseling teachers so that students will feel more safe, comfortable and trust to consult with counseling teachers. These findings can be used as a reference in the development of interpersonal communication training programs in universities for prospective counseling teachers, as well as practical guidelines to improve the quality of counseling guidance services in schools. This research provides an in-depth understanding of the communication behavior expected by the Z generation for counseling teachers in improving the effectiveness of guidance and counseling services.

Key words: *perception of generation Z, interpersonal communication, rapport*