

ABSTRAK

MUHAMMAD ARIF FAUZAN. Analisis Peran Guru Bimbingan dan Konseling dalam Mencegah *Bullying* pada Siswa Tuna Netra di Sekolah Inklusi SMAN 2 Lubuk Pakam. Skripsi. Medan: Fakultas Ilmu Pendidikan Universitas Negeri Medan. 2026.

Penelitian ini bertujuan untuk mendeskripsikan peran guru Bimbingan dan Konseling (BK) dalam mencegah *bullying* terhadap siswa tunanetra di SMAN 2 Lubuk Pakam. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data melalui wawancara, observasi, dan dokumentasi. Subjek penelitian terdiri atas guru BK, guru mata pelajaran, siswa tunanetra, dan siswa reguler. Hasil penelitian menunjukkan bahwa guru BK memiliki empat peran utama, yaitu sebagai konselor, motivator, mediator, dan fasilitator. Sebagai konselor, guru BK membantu siswa tunanetra mengatasi tekanan emosional akibat *bullying*. Sebagai motivator, guru BK menumbuhkan rasa percaya diri dan semangat belajar. Sebagai mediator, guru BK menengahi perbedaan dan memperkuat hubungan sosial antara siswa reguler dan tunanetra. Sebagai fasilitator, guru BK mendorong terciptanya lingkungan sekolah yang inklusif dan ramah disabilitas melalui kegiatan sosialisasi dan pembinaan karakter. Secara keseluruhan, layanan BK di SMAN 2 Lubuk Pakam dinilai cukup efektif secara relasional namun belum optimal secara sistemik karena keterbatasan kebijakan dan fasilitas pendukung bagi siswa tunanetra.

Kata Kunci : Guru BK, *Bullying*, Siswa Tuna Netra, Sekolah Inklusif

ABSTRACT

MUHAMMAD ARIF FAUZAN. Analysis of the Role of Guidance and Counseling Teachers in Preventing Bullying of Blind Students at the Inclusive School of SMAN 2 Lubuk Pakam. Skripsi. Medan: Faculty of Education. State University of Medan. 2026.

This study aims to describe the role of Guidance and Counseling (BK) teachers in preventing bullying against blind students at SMAN 2 Lubuk Pakam. This study uses a descriptive qualitative approach with data collection techniques through interviews, observation, and documentation. The research subjects consisted of BK teachers, subject teachers, blind students, and regular students. The results of the study indicate that BK teachers have four main roles, namely as counselors, motivators, mediators, and facilitators. As counselors, BK teachers help blind students overcome emotional stress due to bullying. As motivators, BK teachers foster self-confidence and enthusiasm for learning. As mediators, BK teachers mediate differences and strengthen social relationships between regular and blind students. As facilitators, BK teachers encourage the creation of an inclusive and disability-friendly school environment through socialization and character building activities. Overall, BK services at SMAN 2 Lubuk Pakam are considered quite effective relationally but not optimal systemically due to limited policies and supporting facilities for blind students.

Keywords : Guidance and Counseling Teacher, Bullying, Visually Impaired Students, Inclusive School