

The influence of bullying on the interaction patterns of children with special needs (ABK) in inclusive schools

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ABSTRACT

Bullying often occurs in schools and everyday environments, there are widespread acts of violence or bullying carried out by students, especially at school, there are more and more cases of violence or bullying for children or students. Bullying behavior is contrary to the 1945 Constitution, article 28 paragraph 2, which reads, "states that every child has the right to survive, grow and develop, and has the right to protection from violence and discrimination". The increasing number of acts of violence or bullying carried out by students, especially at school, is becoming more and more news about cases of violence or bullying, both in print and electronic media. This research was conducted to find out how bullying influences the interaction patterns of children with special needs in inclusive schools and how How to handle this action if the bullying action also affects the interaction of children with special needs in the inclusive school. This research uses qualitative methods using a symbolic interactionism approach, the subjects of this research are children with special needs in inclusive schools, both in the classroom and outside the classroom.

Keywords: bullying, inclusiveness, social interaction, children with special needs.

INTRODUCTION

A. Research Background

The state has an obligation to facilitate quality educational services to every citizen without exception, including those who have special needs. "The 1945 Constitution article 31 paragraph 1 states that every citizen has the same opportunity to obtain education." This means that all children with special needs such as the blind, deaf, mentally disabled, physically disabled, autistic, ADHD, gifted and others have the right to education. Inclusive education has now become one of the educational alternatives chosen by parents of children with special needs. Ministry of National Education Regulation number 70 of 2009 explains that inclusive education is a system of providing education that provides opportunities for all students who have disabilities and have the potential for intelligence or special talents to participate in education or learning together with students.

Bullying behavior is a phenomenon that often occurs in society, besides that most victims of bullying behavior are children. This is very ironic because children should receive love, protection, security, and be able to play happily. According to Ken Rigby, bullying behavior is a desire to harm that is carried out by actions that cause an individual or group to suffer, this is carried out by someone directly or by the

domination of a powerful group which occurs repeatedly and the perpetrator does it with pleasure (Astuti, 2008: 3) . Bullying behavior can occur at any time and to anyone, according to 2018 KPAI data, cases of bullying among children in education, whether in the form of physical violence or other things, still dominate. The majority of bullying cases occur at primary school level and the lowest is at tertiary level. In National Education Ministerial Decree number 70 of 2009 concerning inclusive education for students who have physical, emotional, mental, social disorders, or have intelligence potential (special talents) need to receive educational services that are in accordance with their needs and human rights, apart from that, special education for students who have the potential for intelligence can be realized through inclusive schools, and other children.

As a social phenomenon, acts of violence against children do not just appear in some random situation. This shows that in empty conditions, one of which is in view of values, social norms that make it easier for violent acts to occur. Apart from that, bullying behavior usually occurs repeatedly, where with a sense of power the perpetrator carries out this action more often if the victim does not resist and chooses to remain silent. Thus violence in the world of education is behavior that goes beyond the boundaries of the code of ethics, in education this behavior is either in the form of physical or harassment of someone's rights, in most cases currently schools are still very limited in responding to the bullying phenomenon, whereas on the other hand namely parents of students who still don't know much about bullying and the impacts that arise from their children's behavior. The formulation of the problem in this research is the impact of bullying on interaction patterns that occur, especially among children with special needs in inclusive schools, during classroom learning and also during breaks. As well as what form the bullying takes.

Olweus (1993) categorizes two types of bullying from direct bullying, namely intimidation in the form of mental violence through social isolation, physical bullying can take the form of physical rough treatment such as pulling hair, slapping, hitting, kicking and so on. Meanwhile, verbal bullying is harsh treatment that can be heard, such as threatening, insulting, slandering, insulting and others. Apart from that, there is also mental bullying, where this type of bullying is carried out through cynical views and even isolating behavior. (Dorothy L. 2004)

As for inclusive schools, inclusive schools are schools that combine special and regular services in one school system. This means that regular students in one system or students who have special needs receive special education according to their respective potential and regular students, on the other hand, also receive special services to be able to develop their respective potential, both for students and students with special needs.

The aim of inclusive education is so that everyone can receive the same education, especially children with special needs who often receive discrimination in education. Apart from that, in inclusive education, all children can receive quality education according to their individual needs and abilities. Apart from that, another aim of having inclusive schools or combining children with special needs with other regular children is so that children with special needs can more easily socialize with most normal children. Inclusive schools are homogeneous, because they are only filled with children with special needs. Normal children will be an example for children with special needs to carry out activities that are generally carried out every day, for example children with special needs carry out activities that are usually carried out by normal children such as communicating, how to they play, and the way they get along with other friends.

Inclusive schools must fulfill several previous requirements, namely the availability of accessible school facilities, a curriculum that can be adapted to the abilities of children with special needs, then the most important thing is the presence of a supervising teacher. According to [Permendiknas no. 70 of 2009 article 10 concerning inclusive education states that special teachers At the school there is 1

teacher/special assistant teacher. However, most do not have supervising teachers and there are several inclusive schools that do have supervising teachers.

METHOD

1. Type of Research

This type of research uses survey research. Surveys are research activities that collect data directly in the field. In this type of research, researchers collect data to test hypotheses or answers to questions related to the condition of several issues or problems. In this type of research, researchers collect data to test hypotheses or answers to questions related to the conditions of several issues or problems. This research aims to determine the effect of bullying on the level of self-confidence of children with special needs in SLB District. Sinjai.

2. Research Approach

This research uses a qualitative approach. Qualitative methods are research procedures that produce descriptive data in the form of written or spoken words from people or observable behavior. Descriptive research is a research method that describes all the data or conditions of the research subject or object, then analyzed and compared based on the current reality and then tries to provide a solution to the problem and can provide up-to-date information so that it is useful for the development of science and more can be applied to a variety of problems.

In general, this research is designed as a research activity that aims to create a picture or try to describe an event or symptom in a systematic, factual manner with an accurate arrangement. This qualitative method is used because of several considerations, namely that the qualitative method is more adaptable and easier when dealing with multiple realities, this method presents the essence of the relationship between researchers and respondents directly and this method is more sensitive so that it can adapt and sharpen the mutual influence on patterns. values facing researchers.

The research is directed at obtaining facts related to problems regarding bullying, which often occurs in children in general to children with special needs, where this research examines the effect of bullying on children with special needs in inclusive schools. So a qualitative approach will encourage more in-depth data, especially with the involvement of researchers themselves in the field. In qualitative research, the researcher is the main instrument in collecting data that can be directly related to the instrument or research object.

RESULTS AND DISCUSSION

1. Overview of the Effects of Bullying

a. Definition of Bullying

Bullying is an action that can be detrimental to society and can cause a person to close themselves off from other people. According to the Big Indonesian Dictionary, influence is the power that arises from something (person or object) which helps shape a person's character, beliefs or actions. (Department National Education, 2008) Influence is a force that arises from an internal object that can bring about changes in what is around it. According to Sejiwa: Bullying is aggressive behavior that is carried out intentionally and occurs repeatedly to attack a weak target or victim, easily insulted and unable to defend themselves. (Kundre & Rompas, 2018) Bullying comes from the word bully which means to bully or disturb a weak person. (Echols & Shadily, 1975) Bullying is a phenomenon that is widespread among teenagers, especially in the school environment. The bullying received can be physical, verbal and relational. Adolescents who experience bullying behavior from their friends can affect their self-

confidence. (Echols & Shadily, 1975) Bullying is violence committed by children, such as fighting, bullying, threatening school friends and other negative actions. An example is school children who bully their friends. In cases of bullying, generally the victims are students who are weak and closed to their surroundings. Bullying is the act of using power to hurt a person or group of people verbally, visually or psychologically so that the victim feels depressed, traumatized and helpless. (Zakiyah et al., 2017) Teenagers who are victims of bullying will be more at risk of experiencing various health problems, or other problems. More likely to occur frequently are depression, anxiety and sleep problems which may carry over into adulthood, physical health complaints, such as headaches, stomachaches and muscle tension, feelings of insecurity when in the school environment and decreased enthusiasm for learning and academic achievement. (Zakiyah et al., 2017). This bullying phenomenon often occurs among society, especially children and teenagers, because of the power that one child has to bully other children so that the child cannot fight back and if it is done repeatedly it will cause trauma for victims. This can have a negative impact on children's growth. Children who frequently experience bullying may experience poor growth and development due to the symptoms of trauma they experience.

Factors that cause bullying There are many factors that cause a child to bully his peers or the social environment around him. The following are some of the things that cause someone to take action.

- 1) The perpetrator continues the "tradition" or takes revenge because the perpetrator was treated like that.
- 2) The perpetrator wants to show power.
- 3) The perpetrator is angry at the victim for not behaving as expected
- 4) The perpetrator gets satisfaction
- 5) The perpetrator feels jealous
- 6) The perpetrator does not have sympathy, empathy, sharing, caring and love.
- 7) The perpetrator fails to pass through the psychosocial development phase.
- 8) The perpetrator experienced oppression during his growth and development in a disharmonious family.
- 9) The perpetrator imitates the surrounding environment
- 10) The perpetrator has had aggressiveness since childhood. (Gunadi, 2011)

d. The Impact of Bullying

The impact of bullying will hinder children from actualizing themselves because bullying behavior will not provide a sense of security and comfort, and will make victims of bullying feel afraid and intimidated, low self-esteem, worthless, difficult to concentrate on studying, and unable to socialize with their environment. (Arofa et al., 2018) Not only that, the impact of bullying is very detrimental to children's development because, children who are often bullied will feel traumatized and afraid to join their peers, children will feel lonely and insecure when they want to leave their home, right? That's all, bullying has a big impact on learning achievement. (Asri, 2019) When they are in a new environment, children will tend to avoid and be introverted (closed). Inclusive schools here are schools that combine special and regular education services in one school system. What this means is that students who have special needs receive special education according to their respective potential and regular students also receive special services to be able to develop their respective potential so that both students with special needs and regular students can jointly develop their potential. each other and able to live harmoniously in society. (Kustawan, 2013). This bullying behavior has a very negative impact if it does not receive attention from both the family and the surrounding environment. Even children who are frequently bullied will have fatal consequences both physically and psychologically.

e. Bullying Indicators

1) Physically: hitting, pinching and kicking, 2) Verbally: mocking, criticizing, calling names and shouting. 3) Psychological: threatening, terrorizing via short messages, cell phones.

2. Overview of Children with Special Needs

a. Understanding Children with Special Needs

The concept of children with special needs has a broader meaning than the definition of extraordinary children. Children with special needs who are in education require specific services, different from children in general. A child is said to have special needs if there is something lacking or even more in him. Children with special needs are children with special characteristics that are different from children in general without always showing mental, emotional and physical disabilities.

Children with special needs are children who experience significant abnormalities or deviations (physical, intellectual, social, emotional and neurological sensory) in the process of growth and development compared to other children of the same age (normal children) so that they require special needs education. Children with special needs are children who have special characteristics. Special circumstances make them different from the general public. Other terms for children with special needs are extraordinary children and children with disabilities. In its development, a term that is more in the context of empowering them, namely disabled or in Indonesian can be understood as people with different abilities. (Satmoko, 2017) Children with special needs or commonly known as ABK are children who have different conditions from children others in general. These different conditions can be in terms of: mental characteristics, physical abilities, sensory abilities, communication abilities (verbal non-verbal), self-resilience, ability to appreciate and enjoy activities in life. (Tirtayani, 2018) The term children with special needs (ABK) refers to children who have learning difficulties or disabilities that make it more difficult for them to learn or access education compared to children their age. According to the DfES, children are said to have special needs if they have learning difficulties that require special educational provisions to be made for them. (Thompson, 2010) . Meanwhile, according to Munawir Yusuf, children with special needs are divided into two, namely: 1) CIBI potential: (a) special intelligence, (b) special talent - entitled to special education.

1. Special intelligence Physical: (possibly) none Behavior: quick thinking, creative, independent, responsible for tasks, impressive achievements, (or) has outstanding talent.

b. Gifted (CIBI): someone is called special intelligence and/or special talent if it has been measured using a standard intelligence test resulting in an IQ score above 1110 (superior, gifted, talented), creativity and task commitment above average. A person is said to have a special talent if that talent stands out in certain academic fields, sports, arts and/or leadership beyond the age development level of their peers.

2. Disabilities: (1) physical, (2) mental, intellectual, (3) emotional and social - entitled to special education. (Latif et al., 2014) According to Kauffman da Hallalan: children with special needs receive the most attention from teachers in Bandi Dalphie, among others, are as follows: Mental retardation, learning disabilities, Hyperactivity (attention deficit disorder with hyperactivity), Hearing impairment (emotional or behavioral disorder with hyperactivity), Speech impairment (communication disorder and deafness), Visually impaired (partially and legally blind), autistic children, physically disabled, double handicapped, gifted and special talents (Latif et al., 2014)

b. Grouping Children with Special Needs

According to Kauffman and Hallahan: children with special needs who receive the most attention from teachers are grouped into several sections, including: (Susanto, 2015)

1) Visually impaired (partially and legally blind), namely children who experience visual impairment, in the form of blindness in whole or in part. Blind people usually have the following characteristics:

- a) When they are babies, children do not respond when teased (diling-jawa) with cute, colorful faces and other brightly colored toys that small children usually like.
- b) When spoken to, the child's eyes are not fixed on the person who is asking him to speak, but turn in another direction. This is also called squint/not focusing on looking at one object.

- c) Children like to blink and squint. Because they feel there is interference with their eyes, usually blind children like to squint and blink to be able to see more clearly.
- d) Watery eyes, infection, and swelling near the eyelashes. Several eye diseases that don't go away can be a sign and also a cause of visual impairment.
- e) Psychologically, children who are visually impaired are more easily offended than other children because they feel lacking, especially in terms of vision. (Jazuli, 2016)

2) Deaf people are children who have hearing problems so they don't hear. less able to communicate verbally. Apart from that, deaf people are those whose hearing does not function and therefore require special education. According to Hallalan and Kauffman: deaf people are those whose inability to hear hinders the success of processing language information through hearing with or without hearing aids.

The characteristics of deafness are: a) When you are born, you cannot cry. The birth of a baby is usually marked by loud crying and deaf children usually do not do this immediately. b) Lack of response when called. Deaf children usually respond when their name is called or when they are surrounded as babies. c) Difficulty speaking/talking without meaning and tone. When babies start to grow into children, it is difficult for those who are deaf to speak. d) Often tilts his head when spoken to. Deaf children who have not completely lost their hearing like to tilt their heads when spoken to to see clearly what other people are talking about. e) There are physical abnormalities in the ear. A physical abnormality that occurs in the ears of deaf people is that not only does fluid come out of the ear, it even takes the form of pus, affecting their hearing.

C. The concept of inclusive education

Inclusive schools here are schools that combine special and regular education services in one school system. What this means is that students who have special needs receive special education according to their respective potential and regular students also receive special services to be able to develop their respective potential so that both students with special needs and regular students can jointly develop their potential. each other and able to live harmoniously in society. (Kustawan, 2013)

The aim of inclusive education is so that all children can get the same education, especially children with special needs who often experience discrimination. The goal of inclusive education is so that all children can get the same education, especially children with special needs. who often experience discrimination in education. In this inclusive education, all children can receive quality education according to their individual needs and abilities. Symbolic Interaction Mead revealed that symbols are a type of gesture that can only be done, understood and interpreted by humans. And this gesture becomes a symbol when it can make an individual produce the responses expected by him which are also given by the individual who is the target of the gesture (Ritzer, 2008). Because only when these symbols can be understood with the same meaning and response can an individual communicate with other individuals. Mead stated that the function of symbols is to enable the formation of thoughts, mental processes and so on. Symbolic interactionism states that humans act based on meanings, where these meanings are obtained from the process of interaction with other people and also these meanings continue to develop and be perfected as the interaction continues.

In an inclusive society, we are ready to change and adapt systems, environments and activities related to other people, and take into account everyone's needs. It is no longer the case that children with disabilities have to adapt to fit into the existing setting. There are several basic opinions put forward so that inclusion can be implemented and continues to be fought for (Hallahan & Kauffman, 2006).1. Labeling children as having special needs is dangerous. Children who are in a special place for children with special needs will receive a label which causes them to become worthless children and be seen as deviants in society.2. Separate education for children with special needs is not effective. Teachers

expressed that children placed in inclusion programs would show improvements or similar conditions in cognitive and emotional measures than those placed in special schools.

People with disabilities should be seen as a minority group. People who support full inclusion have a tendency to view exceptional children as members of minority groups rather than individuals who have difficulties as a result of disabilities.

D. The influence of bullying on the interactions of children with special needs

In particular, it can be seen that there is an imbalance in terms of physical strength of the victims of bullying. And there is an imbalance of unnatural behavior, namely disturbances in the form of ridicule and ostracism from the perpetrators of the bullying. These forms of bullying in the form of name calling and exclusion are included in the category of verbal bullying. Where the bullying treatment causes a feeling of discomfort from the victims of bullying. Where the victims of bullying here, namely children with special needs, feel uncomfortable with their friends and try to avoid them and choose to be in the resource room during break time. In general, boys use more physical bullying and this is different for girls who use more verbal bullying. But here they both use verbal bullying. The differences in bullying are related to the socialization patterns that occur between boys and girls. These differences in socialization patterns are what make differences in general the forms of bullying that occur in the process of social interaction.

Other bullying behavior that occurred during class hours was seen from the behavior in which one of the informants was ignored or ignored by his friends when asking about the ongoing lesson material. This is clearly an act of bullying which causes victims to be considered weaker and easier to bully and so on. This act of bullying occurred during class hours where they deliberately ignored or ignored the child with special needs who wanted to ask his friends about lesson material that they did not understand but what happened was that his friends ignored the child with special needs without a clear reason and indeed with did this on purpose.

The majority of children with special needs experience obstacles in socializing with their friends. This can be seen from the number of children with special needs who spend more time in the resource room than in the classroom or where regular friends usually gather. This happens because they feel uncomfortable with their regular friends. They feel more comfortable with fellow children with special needs and gather with special accompanying teachers in the resource room rather than having to be in the canteen or class which they consider too crowded. Bullying occurs, apart from during class hours, but also during break times. During recess, some of the children with special needs experienced bullying from their friends. Where one of the children with special needs had his jacket taken and thrown around by his friends. This is clearly an act of bullying where the child with special needs feels uncomfortable from the treatment he receives. This bullying occurred during recess when several children with special needs were still in class and experienced bullying. Meanwhile, for other children with special needs who experience bullying during recess, there are threats, teasing, and taunts hurled at children with special needs when they are walking or going to the resource room.

The forms of bullying for children with special needs are: Forms of Bullying for Children with Special Needs in Inclusive Schools. Based on the results of research in the field, it can be seen that there are forms of bullying that occur as a result of unnatural behavior resulting from an imbalance of power. Children with special needs are bullied and ostracized by their friends. Based on what has been explained previously, bullying here occurs due to two factors, namely the imbalance of power between the perpetrator of bullying and the victim of bullying. In the case of bullying that occurs in children with special needs, it can be seen that there is an imbalance in terms of physical strength of the victims of bullying. And there is an imbalance of unnatural behavior, namely disturbances in the form of ridicule and ostracism from the perpetrators of the bullying.

These forms of bullying in the form of name calling and exclusion are included in the category of verbal bullying. Where the bullying treatment causes a feeling of discomfort from the victims of bullying. Where the victims of bullying here, namely children with special needs, feel uncomfortable with their friends and try to avoid them and choose to be in the resource room during break time. In general, boys use more physical bullying and this is different for girls who use more verbal bullying. But here they both use verbal bullying. The differences in bullying are related to the socialization patterns that occur between boys and girls. These differences in socialization patterns are what make differences in general the forms of bullying that occur in the process of social interaction.

Previous research

First, this research was conducted by JUSMUATI entitled "The influence of bullying on the level of self-confidence of children with special needs". This type of research is descriptive in nature using a qualitative approach. In this research, the theory used is regarding the influence of bullying on children with special needs, in SLB Senaji Regency. then the author modified it to "The influence of bullying on the interaction of children with special needs in inclusive schools".

Previous research explains that acts of violence or bullying experienced by children can have long-term effects and will become a nightmare that never disappears from the memory (trauma) of the child who is the victim. This has a big impact on children, one of which is the lack of self-confidence in children so they tend to be afraid and have difficulty communicating with other children. The facts show that the bullying phenomenon that occurs in Indonesia mostly occurs in children in schools, homes and play environments, this occurs because of the oppressive factor towards people who are weak and helpless. Apart from that, bullying is very disturbing to society. This research aims to find out whether bullying affects the level of self-confidence of children with special needs at the Sinjai State Special School.

3. Framework of Thinking

First, this research was conducted by JUSMUATI entitled "The influence of bullying on the level of self-confidence of children with special needs". This type of research is descriptive in nature using a qualitative approach. In this research, the theory used is regarding the influence of bullying on children with special needs, in SLB Senaji Regency. then the author modified it to "THE EFFECT OF BULYING ON THE INTERACTION OF CHILDREN WITH SPECIAL NEEDS IN INCLUSIVE SCHOOLS".

The framework of thinking explains that every parent hopes that their child will be born normal or not have special needs, but not all children are born into the world in perfect health, some of them have deficiencies both physically and psychologically. This is what requires parents to educate their children as well as possible. In this case, parents can send their children to inclusive schools, where the school accepts children in general and even children with special needs, but what parents are worried about is cases of bullying. which often happens to school children, thus changing the child's interaction patterns. Therefore, in this research the author designed as best he could regarding "The influence of bullying on the interactions of children with special needs and how to handle it in an inclusive school environment".

CONCLUSION

Drawing conclusions is the final stage in data analysis which is carried out looking at the results of data reduction while still referring to the formulation and objectives to be achieved. The data that has been compiled is compared with one another to draw conclusions as answers to existing problems.

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