

# ***Bullying at Students with Special Needs in Inclusive Schools: Implication For Role of Special Teachers***

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**Abstract**—The article examines about students with special needs who are in inclusive schools that experience bullying by peers who without special needs. The purpose of this study was to describe the forms and patterns of bullying in students with special needs. Cognitive and self-perceptions factors associated with reports of peer victimization were also explored. Participants were 110 students including 56 student primary schools, 34 student junior schools and 20 student senior schools in inclusive schools. The results showed that bullying was carried out in the form of physical aggressiveness, shameful and racist behavior towards students with special needs and social isolation from peers, and attacks in the form of destruction of personal belongings. Bullying is more common in male students with special needs than women. Students with special needs self-reported significantly more incidents of being bullied than students without special needs. They experienced very significant intimidation. Socialization efforts are needed by special teachers specifically about rights and accessibility in education so that bullying in students with special needs does not occur again in inclusive schools.

**Keywords**—bullying; students with special needs; inclusive schools

## I. INTRODUCTION

Some of the results of the study show that bullying is more common in students with special needs (SSN) than other student. Bullying is an action that is rife and is being discussed at this time. Some cases of bullying occur a lot in the community both in the social and educational world, thus causing some negative impacts for the victims and also the bullying perpetrators themselves. There are several examples of bullying cases of education in Indonesian, one of which is on July 17, 2017 Indonesia was shocked by the circulation of bullying videos carried out by a group of students to other SSN, and this happened at one of the leading universities in Indonesia (detiknews.com, 2017).

The number of bullying cases is certainly a big concern for the world of education, if there is a lot of bullying occurring in regular schools, what about inclusive schools? Surely, this has an impact on SSN who are in the same school as regular children. The label or stigma itself is used to describe individuals who have disabilities, often causing difficulties

and problems so that all persons with disabilities are considered equal sama [1].

The presence of SSN is often considered to inhibit the learning process in the classroom, this is because learning styles are different from other normal children and the ability to capture lessons is sometimes slower [2]; [3], 2015). Meanwhile, inclusion settings are made with the aim of not discriminating, so that every child has the right to a proper education. The stigma is certainly not directly proportional to the purpose of inclusive education. Bullying becomes more vulnerable in inclusive schools because the number of students with special needs is not proportional to the large number of regular children.

Since mid-2000, bullying in school has become a priority of the government and schools in Indonesia. This is evidenced by the declaration of West Sumatera Province as one of the inclusive provinces in Indonesia (antaranews.com, 2014). This declaration places an emphasis on the responsibility of special teachers, regular teachers, principals and school systems on safeguarding children, including protection from bullying [4]. This is a basis for SSN so that they can access their education without having to be discriminated against with physical limitations and social status. The existence of inclusive education does not mean that the whole problem of education for SSN can be resolved properly, even not only about education but about the right to get special protection is not in line with the existence of inclusive education. One problem that is often considered small occurs at SSN in inclusive organizers is oppression or commonly called bullying.

The term bullying is part of proactive aggressiveness. It is very difficult to define aggressiveness because there is no single definition. Bullying is behavior directed to other individuals which is carried out with the intention of repetitious all the time which causes loss or damage to the victim [5]. Because bullying is a behavior that harms others, this study aims to: (1) examine the forms of bullying behavior in student with special needs as victims and perpetrators; (2) types of bullying behavior in student with special needs; (3) the implications of bullying on the duties and responsibilities

of special teachers; (4) looking at the influence of peer involvement to reduce bullying in student with special needs.

## II. METHOD

### A. Participants

A total of 54 students from two schools (one junior school, and one senior school) were interviewed in the inclusive schools. The children were aged 10-19 years. SSN are involved in this study has been identified through the Identification Tool for Student with Special Needs [1]. Every SSN is paired with their peers. Data on SSN types involved in the study are presented in table 1 below.

TABLE I. TYPES OF PARTICIPANTS

No	Type of Special Needs	Educational Level		Total
		Junior High School	Senior High School	
1.	Learning disabilities	10	5	15
2.	Slow learner	9	4	13
3.	ADHD	7	3	10
4.	Emotional and behavioral disorders	5	3	8
5.	Hearing disorders	1	2	3
6.	Visual impairment	1	2	3
7.	Physical disorders	1	1	2
		34	20	54

### B. Assessment Tools

**Self-concept.** Self-concept is measured by [6] Self-Perception Profile for Children to assess student's competencies and feelings about themselves and global perceptions of children's values or self-esteem as a person. The Self-Perception Profile consists of scholastic competence, social acceptance, athletic competence, physical appearance, and behavioral conduct, and global self-worth. High scores indicate positive self-perceptions, whereas low scores suggest negative self-judgments.

**Locus of control.** Measured by The Nowicki Jr & Duke Locus of Control Scale for Children [7] to assess general locus of control for children and adolescents. The instrument consist of 40 questions describing reinforcement situations across interpersonal and motivational areas such as relationships, achievement, and dependency. The resulting score is based on the number of items answered in an external direction. The higher the score, the more external the individual's orientation. There is no cut-off point that designates a person's locus of control as internal or external. Rather, the scores can be used to compare individuals in their tendency to be more or less internally or externally oriented than others [8].

**Self-reports of being bullied.** Measured by The My Life in School checklist [9] is designed to identify students that are bullied at school. The instrument consists of 39 statements that reveal the events at school. This checklist refers to events that occur during school. The authors maintain that asking students to report on incidents that occurred recently helps to avoid imprecise responses because of inaccurate recollections. The

authors recommend that any key items ticked as "more than once" indicate that the child is at risk of being bullied.

**Teacher report.** Measured by Scale as Teacher Report [10] to measure and explore the views of teachers about SSN. **Peer report and peer nomination** also used to collect social dynamics data of SSN. The various data collection techniques were confirmed through a cross-informant agreement to ensure the strength and flexibility of each data collection technique.

## III. RESULT

Statistical analysis was performed to test data on the relationship between teacher report, locus of control, self-concept and self-reports of being bullied. This data is presented in the form of averages and standard deviations for both groups, SSN and student without SN.

TABLE II. MEAN AND STANDARD DEVIATIONS TEACHER REPORT, LOCUS OF CONTROL, SELF-CONCEPT AND SELF-REPORTS OF BEING BULLIED BETWEEN GROUPS

Measure	Children without SN <sup>a</sup>		Children with SN <sup>b</sup>		Difference	
	M	SD	M	SD	F	p
Teacher report	2	1,31	1,62	1,76	9,18	.003
Locus of control	5,43	2,44	8,15	2,70	7,58	.011
Self-concept	2	1,31	3,62	2,76	10,18	.003
Self-reports of being bullied	1	1,41	3,62	2,66	10,38	.004
Self-perception profile for children						
Scholastic competence	3,12	1,78	2,87	1,09	0,44	.512
Social acceptance	3,74	0,73	2,64	1,33	7,77	.010
Physical appearance	3,31	1,60	3,10	1,22	0,32	.578
Athletic competence	2,69	1,29	2,56	1,20	0,50	.487
Behavioral conduct	3,74	0,76	3,56	0,78	1,32	.050
Global self-worth	3,46	0,83	3,25	0,99	0,30	.586

The analysis shows that the SSN reports more bullying than students without SN. SSN self-perception was also reported to be lower than students without SN. The forms of bullying that are often carried out on SSN are verbal and nonverbal. Verbal bullying is done by students without SN by insulting, mocking, calling with bad calls (such as aliens, stupid children, class bullies), laughing, gossiping about the SSN to other children. Nonverbal bullying concerns the physical and psychological aspects of the child not with special needs by laughing, cheating, mocking, kicking, inviting a fight.

Bullying behavior that often occurs at the inclusive schools to student with special needs, namely verbal, is 54%, followed by nonverbal 26%, and finally the mixture is 20%. In addition, SSN also received discriminatory treatment in education. The teacher and the school tend to leave the SSN in the classroom, without being given learning services that are in accordance with the characteristics and learning needs of the SSN. This can be seen from the tasks carried out by the SSN not examined by the regular teacher. SSN often feels harassed by the regular teacher. Whereas the responses of student without special needs about SSN vary, among others:

considering SSN as a special child, being an encouragement, sometimes causing difficulties in terms of learning, difficulty getting along, highly dependent on special teacher, and behaving strangely.

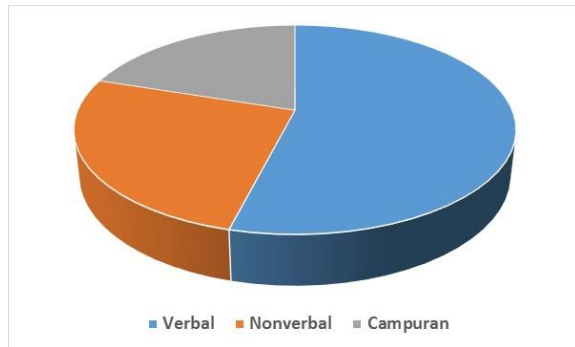


Fig 1. Types of Bullying in Students with Special Needs

Bullying behavior occurs because the teacher neither nor students without special needs understands bullying behavior as well as the impact that arises from the behavior, so bullying behavior such as mocking is still considered normal and classified in the joking category. In addition, the lack of understanding of SSN also caused errors in providing services that were not appropriate to the SSN. The lack of attention from the school in bullying cases is also one of the supporting factors for bullying, so there is a lack of monitoring of students who are victims of bullying.

School policies and actions in responding to bullying cases are a benchmark for how many bullying cases occur in the schools. The school (SMPN 30) has conducted educational services for all students and teachers from 2017. The education provided is in the form of socialization of the nature of SSN, inclusive education, and the impact of bullying behavior on children's psychological development. Whereas at SMK N 7 Padang does not yet have a structured system such as at 30 Padang Junior High School. This is due to the lack of synergy between the school and special teacher educators. Bullying problems are generally resolved privately by the SSN.

Bullying behavior also affects the overall psychological aspects of the student. The results of the parent report and the teacher report show the problems that arise from bullying. The effects of bullying at the SSN presented in chart 2.

#### IV. DISCUSSION

The results of this study indicate that the forms of bullying carried out on SSN are verbal, nonverbal, and mixed. This is relevant to [11] which is included in bullying behavior divided into three forms, first there are physical forms, such as hitting, pinching, slapping, and cheating. Both verbal forms are actions taken in the form of talk, like mocking, laughing, gossiping and also cursing. The three psychological forms, such as intimidating, ostracizing and discriminating.

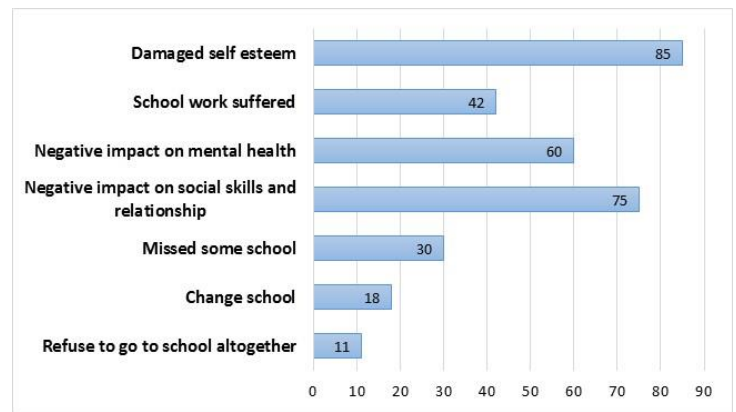


Fig 2. Effects of Bullying at the SSN

Being a victim of bullying has an impact on a child's psychological condition, as argued [12] that peer victimization is significantly related to a relatively low level of psychological well-being and social adjustment and with high levels of psychological pressure and adverse physical health symptoms. Victimization affects later health and well-being difficulties. Longitudinal studies provide stronger support for the view that peer victimization is a significant causative factor in the health and well-being of lower school children and the effects can last long. Further evidence from longitudinal studies shows that the tendency to bully others in school significantly predicts subsequent antisocial behavior and violence. The action of bullying has a negative impact not only for victims, but also for the perpetrators. One example of the impact of bullying is loss of interest in socializing, stress and depression.

Especially for SSN, they have a greater challenge interacting with the environment in inclusive schools. This is in line with what was stated by [13] that the inability of victims to assert themselves indirectly is a reward that further strengthens the perpetrators to carry out their bullying actions. The victim felt that he was weak, helpless so that he was fit to be bullied. As a result, the victim continues to accept bullying without any attempt to fight and such conditions will further strengthen the intensity of bullying. In addition, the role and responsibilities of special teacher educators have not been maximized in inclusive schools. One of the responsibilities of special teacher is administration and socialization. In the future, special teacher's roles and responsibilities must be included in the school program in a structured manner. Based on the program, special teachers can: (1) disseminate information on children's rights, equality, accessibility to school members, (2) normal peer engagement programs as SSN learning mediators, (3) SSN assistance activities. This opinion is strengthened [14] which states that special teachers provides assistance to classroom teachers and subject teachers in the form of guidance and sharing experiences on providing social skills services to SSN. If the role of special teachers is maximized, bullying will decrease. Why is that? Because the results of the study [15] stated that one of the factors that led to the failure of SSN in inclusive schools was because their social behavior was not accepted by peers.

## V. CONCLUSION

The forms of bullying that occur in SSN vary from verbal, nonverbal, and mixed. Bullying has an impact on psychological conditions and psychological well-being in the future, as victims and perpetrators. Bullying on SSN in inclusive schools is related to special teacher's duties and responsibilities, the need for socialization, normal peer involvement programs, and SSN mentoring programs.

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