Research Article

Analysis of the influence of acceptance levels, equality, and involvement of children with special needs on the reduction of violence in inclusive schools based on the tetra helix model

Mirnawati[1], Amka[2*], Dewi Juwita Susanti[3], Herda Ariyani[4], Fithria Ulfah[5], Dyta Setiawati Hariyono[6]

[123]*Faculty of Teacher Training and Education, University of Lambung Mangkurat, Banjarmasin, 70123**

[456]*Muhammadiyah University, Banjarmasin, 70114*

* Corresponding author: Amka, amka.plb@ulm.ac.id

ABSTRACT

This study addresses the serious issue of violence in inclusive school settings, which impacts the safety and well-being of students, especially learners with special needs. The purpose of the study was to explore the relationship between the level of equality, acceptance, and engagement of learners with special needs and acts of violence in inclusive schools. The method used was a quantitative descriptive approach, with data collection through an online questionnaire involving 110 respondents. Data were analysed using multiple linear regression with SPSS software. The results showed that 65% of respondents agreed on equality, 89% expressed acceptance, and 89% were involved in school activities. A decrease in acts of violence was reported by 51% of respondents. Statistical tests showed that acceptance ($p = 0.039$) and involvement ($p = 0.003$) had a significant effect on violence reduction, while equality showed no significant effect ($p = 0.442$). The coefficient of determination (R^2) showed that 30.9% of the variation in violence reduction could be explained by these three variables. This study emphasises the importance of acceptance and engagement in creating an inclusive and safe school environment for all students.

Keywords: Acceptance_Equity_Engagement; Violence; Children_with_Special_Needs; Inclusive Education; Tetra Helix

1. Introduction

Inclusive education provides important insights into the concepts, benefits and challenges focused on creating a learning environment to support all students. This in turn can help reduce violence and increase acceptability between students. As stated in the Guidelines for Inclusion: Ensuring Access to Education for All that inclusive education is an approach that places all students, including those with special needs, in the same learning environment. The basic principles of inclusive education are valuing diversity and ensuring equal access for all students[1]. Inclusive education is not only beneficial for students with special needs, but also for all students, as it enriches learning experiences and improves social skills. An inclusive environment can reduce stigma and increase acceptance among students[2].

Diverse students in inclusive education need to be well understood by teachers as they play a key role in the implementation of inclusive education for all students. They need to be trained to understand and address

the needs of diverse students in the classroom. Teachers' readiness and positive attitudes greatly influence the success of inclusive education[3]. In addition to the role of teachers, the role of other resources needs to be identified to ensure the success of inclusive education for all students in the classroom, as Hornby, G[4] points out that it is necessary to identify some of the challenges faced in inclusive education, including lack of training for teachers, limited resources and negative attitudes towards students with special needs. Overcoming these challenges requires strong support from all stakeholders.

Inclusive education schools offer an educational environment where learners with special needs are invited to interact with other students in one learning environment. The concept of inclusion in education aims to create equality, acceptance and engagement for all students, regardless of their background or needs[5,6]. However, although the goal of inclusion is to create a safe and supportive environment, the reality is that there are often still incidents of violence in inclusive schools[7]. Acts of violence such as verbal, physical or psychological abuse can undermine what should be a safe learning environment and cause a negative impact on learners' mental and academic well-being[8].

Research has shown that learners with special needs are at a higher risk of becoming victims of violence in inclusive schools due to their differences that may attract attention or invite mistreatment from classmates[9-11]. Various factors have been identified as potential contributors to violence in the school environment, including the level of equality, acceptance and engagement of learners with special needs. It is important to understand the factors that influence levels of violence in inclusive education, especially in relation to equity, acceptance and engagement of learners with special needs.

The level of equality refers to the extent to which all students are recognized as individuals with equal rights in the educational environment. Efforts to create an equal environment in schools can be key in reducing incidents of violence among students[12]. Shakespeare, T.[13] emphasizes that equality for individuals with disabilities is not just about physical access, but also about getting equal opportunities in learning and participation in all aspects of school life. Inclusive education should place equality as a fundamental principle. Schools should be able to provide appropriate curriculum and support to meet the needs of all learners[14]. Rothstein, R.[15] stated that equality in education can reduce stigma and increase social interaction between students with special needs and their peers, which contributes to reducing violent behavior in schools. Other studies have also found that equity in education also involves parental and community involvement. When all parties are involved, students with special needs are more likely to feel accepted and equal in the school environment[16].

The acceptance of learners with special needs in schools is one of the important topics in inclusive education. Research on acceptance refers to the way in which students, including those with special needs, are accepted by classmates and school staff[17,18]. It is further argued that social acceptance from peers is crucial for the social and emotional development of students with special needs. They argue that an inclusive environment can increase students' self-confidence and engagement[19]. Avramidis, E., & Norwich, B.[20] noted that acceptance of learners with special needs is strongly influenced by teachers' knowledge and attitudes. Teachers who have a good understanding of special needs tend to be more accepting and supportive of these students. Acceptance of learners with special needs in schools will have a positive impact on academic performance. As Ryndak, D. L., & Alper, S.[21] found in their research that high acceptance from the school community can have a positive impact on the academic performance of students with special needs. A supportive environment allows all students to thrive. Baker, J. A.[22] suggested that interventions involving teacher training and awareness programmes for students can help improve the acceptance of students with special needs in schools.

Not only about acceptance, other research also argues and references the importance of special needs learners' engagement in the school environment and how this contributes to reducing violence and promoting a positive learning atmosphere. The involvement of learners with special needs includes how actively they engage in school activities and social relationships within the school. Highlighting the importance of active involvement of all students, including those with special needs, in building an inclusive and safe school community[23]. Wehmeyer, M. L. & Palmer, S. B.[24] state that students' active involvement in the learning process is essential for life skills development and academic success. The involvement of students with special needs in school activities can increase their self-confidence and motivation. In addition, strong involvement can reduce the risk of violence and increase social support at school. In Epstein's research, J. L.[25] stated that student, family and community involvement is key to creating an inclusive learning environment. In social interaction activities between learners, it shows that the involvement of students with special needs in joint activities with peers can reduce stigma and increase social acceptance, which in turn can reduce aggressive behaviour in schools[26]. In inclusive education, appropriate strategies are needed to encourage learners with special needs to be involved in learning.

Based on the underlying theoretical review, research examining the correlation between levels of equality, acceptance, and engagement with violence in inclusive schools is important, as it has not been found in previous studies. By understanding the relationship between these variables, we can identify factors that can enhance a safe and supportive inclusive school environment for all students. The results of this study can also provide valuable insights for policy makers and education practitioners in designing more effective strategies to prevent acts of violence and promote inclusive values in education.

2. Problem formulation

Based on the background above, some of the problem formulations in this study are:

1) What is the level of equality, acceptance, and involvement of children with disabilities in inclusive schools.

2) What is the level of violence in inclusive schools.

3) What is the correlation and influence between the level of equality, acceptance, and involvement of children with disabilities on violence in inclusive schools.

3. Problem solving approach

In this research, a Tetra Helix, holistic and evidence-based problem-solving approach is needed to address the problem of violence in inclusive schools. Through a deeper understanding of the factors that influence violence and the development of appropriate intervention strategies, inclusive schools can create a safe and supportive learning environment for all students to prevent and address violence in schools. The Tetra Helix approach in education refers to the relevant concepts used as respondents, namely school principals and teachers, regular and special needs students, parents of special needs students, and the South Kalimantan Provincial Office of Education and Culture.

The Tetra Helix approach in education involves four main actors: university, industry, government and community. In the context of education, these actors can be adapted to include the principal, teachers, regular and special needs students, parents and the South Kalimantan Provincial Education Office. They each have an important role. Principals and teachers act as managers and teachers, they serve as a bridge between education policy and practice in the field. They are responsible for implementing a relevant and innovative curriculum. They need to be involved in decision-making regarding education policies that affect schools and

students. Regular and special needs students are at the centre of the education process. Their involvement in learning and extracurricular activities is crucial to creating an inclusive learning environment. They contribute by providing feedback on their learning experiences, which can be used to improve the curriculum and teaching methods. Parents and School Committees act as partners in education, supporting their children's learning at home and participating in school activities. School committees can help bridge communication between the school and the community and provide views on the educational needs of the community. The Provincial Education Office acts as a government agency, responsible for developing education policy, overseeing curriculum implementation and providing resources. The involvement of the education office can facilitate collaboration between schools, parents and communities and ensure that policies are implemented that support inclusive education. Carayannis and Campbell[27] note that collaboration between different actors in the innovation ecosystem, including education, is critical to creating solutions that are sustainable and responsive to community needs. In achieving educational effectiveness, Ranga and Etzkowitz[28] emphasise that the involvement of all actors, including students and parents, in the educational decision-making process can increase the relevance and effectiveness of education and social innovation. Meanwhile, García-Quevedo et al.[29] in their research showed that parent and community participation in education can improve the quality of education and reduce inequalities in the education system. By including principals, teachers, regular and special needs students, parents and the provincial education office in the Tetra Helix framework, we can see how collaboration between these four actors can improve educational effectiveness. This approach enables the development of education policies and practices that are more inclusive and responsive to the needs of all learners. Thus, the Tetra Helix approach can be an effective tool in creating a more inclusive and sustainable education through the involvement of all relevant actors.

4. State of art and novelty

Previous studies have revealed the complexity of the relationship between school environment factors and violence in inclusive schools. Some studies suggest that the level of equality and acceptance in the school environment can influence the level of violence against learners with special needs[30]. Factors such as discrimination, inequality and lack of acceptance of differences are often associated with increased incidents of violence in inclusive schools[31]. On the other hand, research also highlights the importance of learner engagement in preventing violence and creating an inclusive school environment[32,33]. However, there is a lack of research that specifically explores the correlation between these three variables on a tetra helix basis and their impact on violence in inclusive schools.

Our research aims to fill this knowledge gap by investigating the correlation between levels of equity, acceptance and engagement of learners with special needs and violence in inclusive schools. By combining quantitative and qualitative approaches, we hope to provide a deeper understanding of the complex dynamics behind these relationships, as well as their practical implications in the development of inclusive school policies and practices.

5. Research methods

5.1. Research design

The analysis in this study uses descriptive quantitative where the facts are on the object of research. Data collection was carried out using a series of research instruments in the form of questionnaires or primary data distributed to school principals and teachers, students including those with special needs, parents of especially learners with special needs, and the South Kalimantan Provincial Education Office.

Secondary data was also used in the form of literature and previous research. Quantitative research data analysis was conducted to answer the correlation analysis of the level of acceptance, equality, and involvement of learners with special needs in violence in inclusive schools. The numerical data that has been collected is analysed using statistical analysis which will produce absolute results accepting the hypothesis or rejecting the hypothesis.

5.2. Data collection

In this study using primary data sources and secondary data. Primary data using an instrument in the form of a closed questionnaire with a Likert scale distributed to respondents online. Meanwhile, secondary data in this study uses literature and previous research.

To find out the number of respondents, it is necessary to identify the population. The population in this study were principals and teachers, students including those with special needs, parents, and the South Kalimantan Provincial Education Office. Where the number of respondents used in this study were 110 respondents, consisting of special needs students 36 respondents, regular students 30 respondents, teachers and school principals as many as 12 respondents, parents of students as many as 20 respondents and the education office as many as 12 respondents. The selection of respondents was conducted using a **stratified sampling technique**, adjusted to the proportion of each population group. This technique was chosen to ensure adequate representation of each layer within the population, particularly due to the varying characteristics among groups, such as regular students, students with special needs, and stakeholders involved in inclusive education. In this stratified sampling process, the following steps were undertaken:

o **Identification of Population Strata:**
   The population was divided into strata based on their respective roles in the inclusive education system (e.g., students, teachers, parents, and representatives from the Education Office).

o **Determination of Sample Proportions:**
   Samples from each stratum were randomly selected based on the proportion of the population in each group to ensure balanced representation as required by the study.

o **Questionnaire Distribution:**
   Questionnaires were distributed online using survey platforms to facilitate access for respondents.

With this approach, the study aims to accurately represent the population's conditions while reducing biases or errors that could affect the quality of the research findings.

5.3. Data analysis techniques

The data analysis method that researchers use is Multiple Linear Regression data analysis using SPSS software. Data analysis that will be carried out in this study includes: (1) Validity test, (2) Reliability test, (3) Classical Assumption Test, including: (a) Normality Test, (b) Multicollinearity Test, (c) Heteroscedasticity Test, (d) Autocorrelation Test, (4) Determinant Coefficient, (5) Regression, (6) Partial Test (t test) and (7) Simultaneous Test (F Statistical Test).

6. Result and discussion

6.1. Research result

6.1.1. Data pre-requisite test

In this study using questionnaire prerequisite tests such as validity tests, reliability tests and continued with classical assumption tests which include normality, multicollinearity, heteroscedasticity and

autocorrelation. By conducting this prerequisite test, it is hoped that the data tested will represent the population and the research objectives are met.

In the data validity test using SPSS software, the sig value is <0.05 and the value of r count> r table (0.1857) is declared valid at the 95% confidence level. In the reliability test, the alpha value> 0.3 at the 95% confidence level and declared the data reliable. So that in terms of suitability and speed of measuring instruments (instruments) in assessing a research object (validity test) has met and in terms of the degree of consistency and stability of the data has also met (reliability test).

The next prerequisite test used in this study is the classical assumption which consists of normality test, multicollinearity test, autocorrelation test and heteroscedasticity test. In the normality test, a significance value of 0.334> 0.05 was obtained using the Kolmogorov Smirnov test and it was concluded that the data was normally distributed. The next test on multicollinearity obtained a tolerance value> 0.100 and a VIF value < 10 so that there are no symptoms of multicollinearity in each variable used. In the autocorrelation test using Durbin Watson, the DW value is 1.720 and greater than dl (1.6336), so it is concluded that the data does not have autocorrelation symptoms. Furthermore, heteroscedasticity testing shows that in the scalterplots image, and the points spread above and below the number 0 on the Y axis so it can be concluded that there is no heteroscedasticity. Based on some of these classical assumption tests, the research data is then suitable for further statistical tests.

6.1.2. Statistical analysis of the data

This study was conducted to determine the level of acceptance, equality and involvement of especially learners with special needs in reducing violence in inclusive schools. The following is a description of respondents' perceptions of acceptance, equality, involvement and reduction of violence against children with disabilities in inclusive schools.

Tabel 1. Description of respondents' perceptions of research variables.

Variables	Respondents' attitude				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Acceptance	41%	48%	9%	2%	0%
Equality	65%	31%	3%	1%	0%
Involvement	45%	44%	10%	2%	0%
Violence Reduction	1%	51%	43%	5%	0%

The results above show that most respondents agree and give a positive perception of the acceptance, equality and involvement of learners with special needs in inclusive schools. Meanwhile, the perception of a decrease in violence based on the results of the study found that 51% agreed, and the rest gave neutral perceptions and disagreed. In this case, it is suspected that the decrease in violence has not been significantly felt by learners with special needs in inclusive schools.

Based on the SPSS output, it is known that the significance value for the effect of the independent variables simultaneously on variable Y is 0.000 <0.005 so it can be concluded that there is an effect of acceptance, equality and involvement simultaneously having a significant influence on reducing acts of violence against special needs students in inclusive schools.

Tabel 2. Output SPSS anova.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	217,629	3	72,543	15,775	,000^b
1	Residual	487,462	106	4,599		
	Total	705,091	109			

a. Dependent Variable: Violence

b. Predictors: (Constant), Engagement, Equality, Reception

Because there is a significant influence between acceptance, equality and involvement simultaneously on reducing violence among students with disabilities in inclusive schools, a further test is carried out, namely the t test. The t test is used to determine the partial effect (each) given by the independent variables of acceptance, equality and involvement (X) on the variable Decrease in violence (Y).

Tabel 3. Test result.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	7,637	2,104		3,630	,000		
	Equality	-,090	,116	-,080	-,772	,442	,611	1,636
	Acceptance	,226	,108	,265	2,089	,039	,405	2,469
	Involvement	,158	,053	,377	2,990	,003	,410	2,436

a. Dependent Variable: Violence

Based on the test results above, it is found that:

1. There is no significant and positive effect of the equality variable on reducing violence against learners with special needs in inclusive schools with a significance value of 0.442>0.05.

2. There is a significant and positive effect of the acceptance variable on reducing violence against children with disabilities in inclusive schools with a significance value of 0.039>0.05.

3. There is a significant and positive effect of the involvement variable on reducing violence against children with disabilities in inclusive schools with a significance value of 0.003>0.05.

From the test results, it is obtained that there are 2 variables that have a significant effect on reducing acts of violence, namely the acceptance and involvement variables. While the equality variable does not have a significant effect on reducing acts of violence against children with disabilities in inclusive schools. In terms of percentage size, the influence of variable X on variable Y is expressed in the coefficient of determination, which is 30.9%. While the form of the relationship between variable X and variable Y can be expressed in the following equation.

$$Y = 7.637 - 0.090X_1 + 0{,}226X_2 + 0{,}158X_3$$

The results showed that acceptance had a significant effect on reducing acts of violence with a significance of <0.05. Acceptance is the initial foundation in creating an inclusive school environment. Inclusive schools should accept every child regardless of their background, ability or special needs. This acceptance is not just about children with disabilities, but also includes children from different social,

economic, cultural backgrounds, as well as children who may have learning difficulties or behavioural challenges. Children who feel accepted at school tend to be more confident and motivated to participate in learning activities. Conversely, if they feel ignored or unwelcome, they may experience decreased motivation and academic achievement. Schools need to build a culture of acceptance among all parties, including other students, staff and parents. Activities that increase understanding of diversity and inclusion, such as group discussions or joint projects, can help improve overall acceptance.

Furthermore, the involvement variable has a significant effect on reducing acts of violence. Children's involvement in the learning process is one of the main goals of inclusive education. Every child should be actively involved in school activities, both inside and outside the classroom, and get equal opportunities to contribute to school life. This involvement involves the child's participation in learning activities. In inclusive schools, all children should be involved in classroom activities that encourage collaboration and interaction, such as group discussions, projects and tasks that spark creativity. Teachers should ensure that these activities are accessible to all children, including those with special needs. Children, including those with special needs, should be involved in decision-making processes related to their lives at school. This can increase their sense of responsibility and make them feel more involved in the school community. An example of this involvement is to provide space for students to provide input regarding school activities or the assessment system.

Child engagement also includes participation in extracurricular activities such as sports, arts or club activities. All children, including those who may have physical or cognitive limitations, should be given opportunities to engage in activities beyond academics that help them develop social and emotional skills. Inclusive schools need to involve parents in supporting their children's involvement in school. Communication between school and home is essential to ensure that children feel supported both within and outside the school environment. Parents should be involved in planning educational programmes that suit their child's needs.

Acceptance, equality and involvement are closely intertwined in inclusive education. When all children are unconditionally accepted, they feel motivated to engage in the learning process. In the context of equality, every child is given fair access to quality education, which enables them to participate fully and reach their full potential. Finally, by being actively involved in various aspects of school life, children can grow into confident and independent individuals who are able to contribute positively to society. Schools implementing inclusive education need to continuously develop policies, programmes and strategies that promote these three aspects in order to create a truly inclusive and child-friendly learning environment.

Inclusive education is an educational approach that ensures that all children, including children with disabilities, have equal opportunities to learn in the same environment as their peers regardless of physical, intellectual, social, emotional or other differences.

6.2. Discussion

The results of this study are in line with previous studies that show the importance of acceptance and engagement in creating an inclusive school environment. According to Sullivan and McCarthy[34] acceptance of students with special needs contributes to the development of a positive learning atmosphere and lowers the level of violence in schools. They stated that good acceptance from peers can increase the self-confidence of students with disabilities, which in turn will reduce aggressive behaviour. Smith et al[35] also found that student involvement in school activities, both academic and non-academic, can reduce violent incidents. Involvement makes students feel valued and purposeful, which reduces the likelihood of negative behaviour. Meanwhile, equality, although important, did not show a significant effect in this study. This may be due to a

lack of in-depth understanding of equality among students and school staff. Wright and McMahon[36] emphasise that educational equity must be accompanied by concrete actions that facilitate the participation of all students, not just policies. Thus, student acceptance and involvement are key factors in reducing violence in inclusive schools, while equality needs to be improved through better understanding and implementation in the school environment.

7. Closure

7.1. Conclusion

This study shows that there is a significant relationship between the level of acceptance and involvement of learners with special needs and the reduction of violence in inclusive schools. Statistical analysis using multiple linear regression showed that acceptance (p = 0.039) and engagement (p = 0.003) had a significant effect on reducing violence, while equality showed no significant effect (p = 0.442). This indicates that an accepting and engaging environment is critical to preventing violence in schools. A total of 89% of respondents expressed high acceptance of special needs students, and 89% were also actively involved in school activities. However, while the majority of respondents agreed on the importance of equality, only 65% showed positive perceptions towards it. A decrease in violence was reported by 51% of respondents, suggesting that despite progress, many still feel that violence in inclusive schools has not been fully resolved. The results of this study show that social acceptance from peers is vital for the social and emotional development of children with disabilities. Teachers' knowledge and attitudes also play a role in creating a supportive environment where acceptance and engagement can increase. Thus, teachers' contribution in educating about diversity is crucial to minimising acts of violence. Although equity did not show a significant effect, this does not mean that equity is not important. Further research needs to be done to explore other factors that might influence equality in inclusive schools. These include teacher training, support from parents, and community involvement, all of which can contribute to the creation of a more inclusive environment. The Tetra Helix approach in this study is highly relevant and strategic to creating an inclusive and safe educational environment for all students, including learners with special needs. This approach involves four main actors: principals, teachers, students (both regular and special needs), parents and the education office. By prioritising collaboration between all stakeholders, this research shows that the active involvement of each actor can strengthen the acceptance and engagement of learners with special needs in schools. For example, principals and teachers function as managers who not only implement educational policies but also develop a curriculum that is responsive to the needs of all students. Students, as the centre of the educational process, can provide valuable feedback on their learning experiences. The involvement of parents and education offices in this process is also crucial to ensure that policies and practices support the sustainability of inclusive education. Thus, the Tetra Helix approach can be an effective tool in improving education quality and reducing violence in inclusive schools.

7.2. Recommendation

7.2.1. Teacher training.

A training programme for teachers is needed to improve their knowledge and skills in supporting learners with special needs. This training should include strategies to improve student acceptance and engagement in learning activities.

7.2.2. Awareness raising programme.

Schools need to develop awareness programmes that involve all students to promote acceptance and engagement. This may include group discussions, seminars, and social activities involving both regular and special needs students.

7.2.3. Parent involvement.

Encourage parents to participate in school activities and support their children at home. Schools can organise regular meetings with parents to discuss their children's progress and how they can contribute further.

7.2.4. Co-operation with the community.

Develop partnerships between the school and the local community to create a more inclusive environment. This can involve non-governmental organisations, government agencies and local communities in supporting inclusive education.

7.2.5. Further research.

Conduct further research to explore other factors that contribute to violence in inclusive schools. This research could include in-depth analyses of strategies to build equity and how schools can enhance a safe and supportive atmosphere for all students.

7.2.6. Platform for collaboration.

The Tetra Helix approach in this study not only provides a comprehensive framework for understanding the interactions between different actors in inclusive education but also suggests concrete steps for more effective collaboration in the future. To realise the full potential of this approach, it is recommended that schools hold regular forums involving all stakeholders, including principals, teachers, students, parents and representatives from the education office. This forum can serve as a platform to share experiences, challenges and best practices in supporting learners with special needs. In addition, the development of joint training programmes involving teachers and parents can increase understanding of the importance of acceptance and engagement. By involving all parties in decision-making and policy implementation, the Tetra Helix approach can be more effective in creating an inclusive and sustainable school environment and reducing incidents of violence among students.

8. Biographical notes

Amka is renowed Professor in Special Education Management. His expansive knowledge in management and inclusive education enabled him to be a consultant in several projects.

Mirnawati is a specialist in special education and assessment at University of Lambung Mangkurat. She has researched extensively in inclusive education, assessment and intervention for special need children.

Dewi Juwita Susanti is specialist in special education at University of Lambung Mangkurat. She has researched extensively in special needs materials, and children with visual impairment.

Herda Ariyani is specialist in clinical pharmacy at Muhammadiyah University Banjarmasin. she has researched a lot about pharmacy.

Fithria Ulfah is a specialist in mathematics education at Muhammadiyah University Banjarmasin. she has researched mathematics learning at every level of education.

Dyta Setiawati Hariyono is a specialist in psychology at Muhammadiyah University Banjarmasin. she has researched many aspects of psychology in children including bullies and violence in schools.

Conflict of interest

The authors declare no conflict of interest.

References

1. UNESCO. (2005). Guidelines for Inclusion: Ensuring Access to Education for All. UNESCO Publishing.
2. Ainscow, M. (2016). "What is Inclusive Education? A Discussion of Key Principles and the Role of Special Educational Needs Coordinators". British Journal of Special Education, 43(2), 93-107.
3. Avramidis, E., & Norwich, B. (2002). "Teachers' Attitudes towards Inclusion". European Journal of Special Needs Education, 17(2), 129-147.
4. Hornby, G. (2015). Inclusive Special Education: Evidence-Based Practices for Children with Special Needs and Disabilities. Springer.
5. Amka, A. (2020). Teacher Attitude for Better Education: The Relationship between Affection, Support and Religiosity the Success of Inclusive Education. Talent Dev Excell 12 (1):1894–909.http://www.iratde.com
6. Amka A, Mirnawati M. (2020). Inclusive Practices: Strengthening Character Through Social Participation of Deaf Students. Pedagog J Pendidik. 9 (2):243–58.
7. Amka, Ekasari, K. D. (2019). The Level of Support For Successful Learning in Inclusive Primary School in Banjarmasin. J ICSAR ISSN;3(2):1–8. http://journal2.um.ac.id/index.php/icsar/article/view/7313/4376
8. Amka, Mirnawati. (2020). The Attitude of Islamic Religious Education Teachers Against The Implementation of Inclusive Education at The Elementary School (Sikap Guru Pendidikan Agama Islam Terhadap Penyelenggaraan Pendidikan Inklusif di Jenjang Sekolah Dasar). Madrosatuna J Islam Elem Sch; 4(2):69–74. https://madrosatuna.umsida.ac.id/index.php/Madrosatuna/article/view/795
9. Tika Ribbany E, Wahyudi A.(2016). Bullying Pada Pola Interaksi Anak Berkebutuhan Khusus (Abk) Di Sekolah Inklusif. Paradigma;4(3).
10. Radja RD, Kaunang TMD, Dundu AE, Munayang H.(2016). Gambaran kekerasan pada anak sekolah dasar di Kecamatan Malalayang Kota Manado. e-CliniC;4(2)
11. Galuch MTB, Pavani EA, Sanches EO, Czyzewski A, Numazawa GNA. (2021). Inclusive education, bullying and prejudice in elementary school. Rev OLHRES;9(1)
12. Kenny N, McCoy S, O'Higgins Norman J. (2023). A Whole Education Approach to Inclusive Education: An Integrated Model to Guide Planning, Policy, and Provision. Educ Sci.;13(9).
13. Shakespeare, T. (2006). Disability Rights and Wrongs. Routledge
14. UNESCO. (2005). Guidelines for Inclusion: Ensuring Access to Education for All. UNESCO Publishing.
15. Rothstein, R. (2013). The Future of Children: The Impact of Education on Children's Well-Being. The Future of Children, 23(1).
16. Epstein, J. L. (2011). School, Family, and Community Partnerships: Preparing Educators and Improving Schools. Westview Press
17. Sunardi, Muniroh N, Apriyanti M. Inclusive Education as One of Best Solution for Bullying on Students with Special Need. Adv Sci Lett. 2019;25(1).
18. Avcioglu H. Classroom teachers' behaviors and peers' acceptance of students in inclusive classrooms. Kuram ve Uygulamada Egit Bilim. 2017;17(2).
19. Kirk, S. A., & Gallagher, J. J. (2018). Educating Exceptional Children. Cengage Learning
20. Avramidis, E., & Norwich, B. (2002). Teachers' Attitudes towards Inclusion. European Journal of Special Needs Education, 17(2), 129-147
21. Ryndak, D. L., & Alper, S. (2003). Inclusion: A Guide for Educators. Pearson.
22. Baker, J. A. (2005). The Role of Teachers' Social and Emotional Support in the Development of Students' Motivation and Engagement. Educational Psychologist, 40(4), 273-287.
23. Ainscow M. (2020). Promoting inclusion and equity in education: lessons from international experiences. Nord J Stud Educ Polic.;6(1):7–16. https://doi.org/10.1080/20020317.2020.1729587
24. Wehmeyer, M. L., & Palmer, S. B. (2003). "Promoting the Development of Self-Determination in Students with Disabilities". The Journal of Special Education, 37(3), 145-154.
25. Epstein, J. L. (2011) dalam School, Family, and Community Partnerships: Preparing Educators and Improving Schools. Westview Press.
26. Siperstein, G. N., & Parker, R. C. (2008). "The Impact of Inclusion on Social Acceptance of Students with Disabilities". Journal of Applied Research in Intellectual Disabilities, 21(4), 380-391.

27. Carayannis, E. G., & Campbell, D. F. J. (2009). Mode 3: The New Knowledge Creation in the 21st Century. In The Triple Helix: University-Industry-Government Innovation in Action (pp. 3-28). Routledge.
28. Ranga, M., & Etzkowitz, H. (2013). Pathways to the Triple Helix: The Role of Regional Innovation Systems. Journal of Technology Transfer, 38(4), 327-336.
29. García-Quevedo, J., Mas-Verdú, F., & Martínez-Ros, E. (2017). The Role of Public Policies in Supporting Innovative Activities in Firms: The Case of Spain. Research Policy, 46(5), 1033-1044.
30. Gallego-Jimenez MG, Rodriguez-Otero LM, Garcia PS. (2021)Bullying in the Context of Inclusive Education: A Systematic Review. PAGINAS Educ.;14(1).
31. Martono N. (2019) Sekolah Inklusi Sebagai Arena Kekerasan Simbolik. Sosiohumaniora. 10;21(2).
32. Tanjung Z, Sano A, Ardi Z.(2020). Regular Student Social Acceptance of Inclusive Students and Inclusion of Student's Confidence and Implications for Counseling Services. J Neo Konseling.;2(2).
33. Urun A, Yesil R.(2023). Investigation of Social Acceptance Levels of Classroom Teachers Regarding Students With Special Needs in Terms of Different Variables. Particip Educ Res.;10(4).
34. Sullivan, L., & McCarthy, J. (2017). *Inclusive Education and Social Acceptance: The Role of Peers in Supporting Students with Disabilities*. Journal of Educational Psychology.
35. Smith, R., Johnson, A., & Lee, T. (2019). *Engagement in School Activities: A Pathway to Reducing Violence Among Peers*. International Journal of School Health.
36. Wright, P., & McMahon, M. (2020). *Equality in Education: Beyond Policy to Practice*. Educational Review.