

Bullying Patterns in High School Included Students in Trenggalek

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Abstract. The aims of this research is: (1) describe the pattern of bullying in inclusive students, (2) analyze the obstacles experienced by inclusive schools in overcoming bullying in inclusive students. The research approach used qualitative approach with a case study method. The research location is in high school in the Trenggalek area. Data collection techniques using interviews and documentation. The informants of this study were high school students who had committed acts of bullying, victims of bullying and the school, namely the Principal, Counseling Teacher, Subject Teacher. Determination of informants is based on the case or story of the victim. Data analysis was carried out by thematic analysis. The results of this study obtained data that (1) the bullying pattern of inclusive students, especially mentally retarded students, occurs when they are at school, both inside and outside the classroom, as well as during class hours and during recess. The forms of bullying are (a) verbal bullying by naming, laughing, humiliating in public. (b) Physical bullying in the form of taking things, moving things out of place. (c) indirect bullying by silencing someone, intentionally ignoring. (2) the obstacles experienced by inclusive schools in overcoming bullying in inclusive students include (a) the difficulty of instilling anti-bullying values into students. (b) handling bullying acts that are only personal. (c) the influence of the environment and student habits. (d) lack of coordination between teachers and parents. Suggestions that can be given from this study are that inclusive students need to be given emotional support and social support from friends and family..

Keywords: Bullying Pattern, Inclusive Students, High School

INTRODUCTION

High school (SMA) is one of the levels of secondary education for this type of formal education in Indonesia. High school is taken after graduating from Junior High School (SMP) or its equivalent. Education in high school is normally taken within 3 years, starting from grade 10 to grade 12.

High school students can be said to be students who are in their teens. Adolescence is a period when the individual develops when he shows a secondary period until he reaches a period of sexual maturity (Sarwono, 2015: 12). Psychologically and identification patterns, they will develop from childhood to adulthood. In addition, there has also been a change in conditions that are relatively independent in terms of social and economic terms. The most important thing for students during adolescence is the ability to adapt to the social environment, especially in interacting and behaving.

In Trenggalek there are several schools at the elementary, junior high, and high school/vocational schools that are designated as inclusive schools. According to David (2006:45) inclusion is the integration of children with disabilities or needs into school programs. Inclusion can be defined as the acceptance of children who have difficulty with the curriculum, environment, social interaction, and self-concept of the school's vision and mission. Inclusive education is also regulated in the Minister of National Education Regulation No. 70 of 2009 that inclusive education is an education system that provides opportunities for students who have difficulties and potential

intelligence or privileges to participate in learning with normal students in general. Through the above regulations, it is hoped that inclusive schools will be able to serve students without discrimination.

Inclusive schools also provide other benefits for students with special needs. According to Ernawati (2008), through inclusive schools, it is hoped that students with special needs have the opportunity to develop their potential normally. In addition, the implementation of normal learning for students with special needs will eliminate the negative stigma on students with special needs because of their limitations. Schools that have inclusive services allow all students to learn together with the belief that all students are part of the community. So that in education it can also be interpreted that the differences that exist in students, both normal and inclusive students are the same unit.

The purpose of inclusive service schools is to create unity from diversity and various things, not discriminating, and friendly during learning activities. In addition, the existence of inclusive schools is also in line with the objectives of the national education system in Law no. 20 Article 3 of 2003 concerning the National Education System, namely: "National education functions to develop the ability and formation of dignified national character and civilization in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have character noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen."

In practice, inclusive schools are indeed able to serve students with special needs. However, there are still many educational practitioners who criticize the implementation of learning for students with special needs. Services and implementation of special education in Indonesia are still found to be ineffective, for example, teachers are still not active and friendly to all students (Sunaryo, 2009). This makes parents and students disappointed so that it can be used as a mockery for normal students. As a result, students with special needs (inclusion) get bullied at school. Bullying is an attack behavior by a person or child who is strong against the weak (Astuti, 2008: 2). Such behavior can be in the form of intimidation, persecution, or violence both physically and mentally. Ginanti et al. (2014: 9) agree that the type of bullying is divided into four things, namely: (1) physical, which involves physical strength and the action or treatment, (2) verbal, namely through oral or written, (3) emotional, namely weakening the victim's self-esteem, and (4) cyberbullying, namely intimidation using technology (using internet access).

Bullying at school usually occurs in a place that is free from teacher supervision. This can be overcome if the school has inclusive services. Through appropriate strategies and methods, bullying in inclusive students will be overcome. In addition, by maintaining good relations between students, bullying will not occur and make students with special needs able to face difficulties and solve problems they face.

Based on these events and problems, the author wants to make a pattern of bullying in inclusive students and analyze the difficulties experienced by inclusive schools in overcoming these problems. The theory of behaviorism or behavior change by BF Skinner is used as a reference to overcome bullying in inclusive schools. To deal with this problem, of course, inclusive schools have ways and strategies that can be applied, for example giving praise, advice, and adding attitude values or in accordance with the implementation of child-friendly school programs. The goal is to provide behavior change to bullies.

The problems raised in this study are formulated as follows: (1) What is the pattern of bullying in inclusive students, (2) What are the obstacles experienced by inclusive service schools in overcoming bullying in inclusion. The objectives of this study are: (1) to describe the pattern of bullying in inclusive students, (2) to analyze the obstacles experienced by inclusive service schools in overcoming bullying in inclusive students.

The approach used in this research is thematic qualitative. This approach aims to provide an understanding of a phenomenon both socially and scientifically and gain deeper insights. Herdiansah (2011) explains that qualitative research also describes the structure, order, and pattern of the participant group. Boyatzis (in Braun & Clarke, 2006) also explains that through thematic qualitative methods, it is expected to be able to identify, analyze, and report on the themes in a phenomenon. Thematic analysis is often used to identify, analyze, and report patterns or themes of data (Arnold, 2006). Therefore, this method is able to describe the data in detail in order to be able to interpret

aspects of the research topic. The thematic research approach aims to understand social phenomena or phenomena that focus on events in detail related to related and systematic variables (Poerwandari, 2005).

RESEARCH METHOD

This research uses a qualitative approach with a case study method. Through the case study method, it is expected to be able to provide an overview of the real conditions in the field, namely the strategies applied in overcoming bullying in inclusive students at Trenggalek High School. The data in this study are in the form of verbal or words, pictures, and documentation studies. Research objectives can be achieved with precise and accurate data so that research results are also accurate. The data used in this study are primary data and secondary data. Primary data is obtained by interviewing participants and studying documentation at inclusive service schools. Secondary data obtained from interviews and used to support primary data.

The location of this research is Trenggalek High School. The technique of determining the informant used purposive sampling. Purposive Sampling is a sampling technique of data sources with predetermined considerations. For example, people who know something that researchers expect. Based on the sampling technique, 12 samples were obtained with details of 1 person as a victim of bullying, 1 person as a bully, and 10 teachers at the school. This research was conducted in January 2021 for 2 weeks. Data collection techniques using interviews and documentation studies. In-depth interviews were conducted with the aim of collecting data on bullying in inclusive students at Trenggalek High School. The documentation study was carried out after conducting interviews with the research sample with the aim of obtaining more accurate data. The data obtained were then analyzed by thematic analysis techniques.

Thematic analysis allows researchers to engage themselves with the theory used. The aim is to obtain in-depth data analysis. The application of thematic analysis consists of several stages. The first is data reduction, where the researcher selects relevant information to facilitate systematic and simultaneous analysis so that the formulation of the problem is answered accurately. The second is the presentation of data, namely the data that results from the reduction are presented based on research aspects by reflecting with colleagues. The goal is to achieve scientific truth and accurate analysis. The third or last is drawing conclusions based on data reduction and presentation. In the third stage, researchers have the opportunity to get input so that the data can still be tested again. As a result, the data can be further narrowed to the heart of the matter. Therefore, the core of the problem becomes clearer, namely about the pattern of bullying in inclusive students and information about the barriers to overcoming or resolving bullying in inclusive students at Trenggalek High School.

The data that has been analyzed is then tested for validity. The method used in testing the validity of the data is the triangulation method. According to Sugiyono (2015: 241) data triangulation is a combination of various collection techniques and existing data sources. The application of triangulation in this research is triangulation of data sources and data analysis techniques. Triangulation of data sources is used to explore the validity of information through methods and data acquisition, for example the application of involved observation and documentation studies to complete interviews and observations. Triangulation techniques are used to collect different data from the same source, for example in addition to using participatory observation, researchers also use in-depth interviews and documentation studies on data sources as a comparison of the main data analysis techniques

RESULT AND ANALYSIS

Theme 1 :

Bullying is a state of attack by someone who is strong against the weak, both physically and mentally. behavior bullying is in the form of intentional suppression by one or a group of people

continuously. Usually victims of bullying cannot defend themselves because they are physically and mentally weak.

Based on research conducted on 2 participants, namely the perpetrators and victims of bullying, it was found that bullying was carried out on inclusive students, namely mentally retarded students during class hours and breaks. The treatment bullying during class hours was seen during discussion activities, namely the inclusion students were ignored to discuss (silence during discussion and question and answer), bully by taking belongings of inclusive students without asking. The treatment occurred during English lesson hours, namely by hiding the pencil case of the child with special needs. These actions include bullying because children with special needs (as victims) feel uncomfortable and unhappy with this behavior. behavior bullying during class hours, for example, there are friends who ignore when the victim asks the subject matter that is taking place. This treatment illustrates the perception of weakness and oppression of the victim.

During recess, such behavior still occurs to children with special needs. The treatment that occurred was that some normal students teased, teased, mocked, moved their things out of place, such as shoes on a shelf that were originally on the top shelf being moved on the bottom shelf so that they could not be seen by the inclusion students. Finally, the student reported to his BK teacher that his shoes were missing. This is bullying because children with special needs feel uncomfortable from being treated to them. Some students with special needs also reported that they received bullying from normal students in the form of threats, temptations, or ridicule when walking on the classroom terrace.

Table 1. Patterns Bullying in Inclusive Children with Intellectual Disorders

No.	Time Occurs	Form
1	During learning activities	Not being ignored during discussions, interrupting by taking things without asking, such as books or pens, keeping quiet when spoken to.
2	During breaks	Teasing, teasing, mocking, moving things out of place, such as shoes on a shelf. The ridicule that was thrown while walking on the classroom terrace.

Based on the table, it can be interpreted that bullying by normal students against inclusive students (tuna grahita) occurs during learning activities and during breaks. The forms of behavior carried out by normal students towards inclusive students (tuna grahita) during recess are bullying, teasing, mocking, and so on. Some regular students do not realize that this treatment is a form of bullying. As a result, the victim (inclusive student) will feel uncomfortable and traumatized because of the negative behavior that has been done by the perpetrator (normal student).

Theme 2 :

Based on the results of research from 4 participants, namely bully, bullies, and 2 counseling teachers, data were obtained about forms of bullying. These forms are: (a) bullying by naming, laughing, humiliating in public. (b) bullying in the form of taking things, moving things out of place. (c) bullying indirect

Table 2. Forms Bullying in Inclusive Children with Disability

No	Forms of Bullying	Description
1	Verbal	labels, laughs, embarrass in public.

2	Physically	picking up things, moving things out of place.
3	Indirectly	silences someone, deliberately ignores.

Referring to the table, it can be identified that bullying that occurs in children with special needs in inclusive schools is divided into three forms, namely (1) verbal, for example normal students call, laugh, embarrass inclusive students in public, (2) physical, For example, normal students take things, move things out of place, and (3) indirectly, for example by keeping quiet and deliberately ignoring inclusive students. These data indicate that the information provided by the participants is a form of bullying that causes inclusive students to feel uncomfortable with the treatment they receive.

Theme 3 :

Barriers or difficulties in overcoming bullying that occurs in students with special needs in inclusive schools include: (a) the difficulty of instilling anti-bullying values into students. (b) handling bullying that are only personal. (c) the influence of the environment and student habits. (d) lack of coordination between teachers and parents. Although there has been anticipation from the teacher, students still consider their behavior to be just an ordinary joke, but without realizing it, their actions have referred to bullying behavior. The personal handling has not been able to overcome the problem of bullying that occurs in schools. Due to the handling that is not comparable to the bullying behavior of students at school. Regarding the influence of the student environment or peer group, it greatly affects the growth of attitudes and mindsets for students themselves which must be changed. Especially in times of growth in the transition to adolescence. Often students take wrong steps and like to follow bad attitudes. Lack of coordination between teachers and school parents should be more intensive in coordination with parents. So it is necessary to add socialization to parents or guardians of students regarding bullying behavior as well as coordination with parents - homeroom teachers - BK teachers can be a bridge for teachers in overcoming the problem of bullying among students in the school environment.

Table 3. Barriers or difficulties of inclusive schools in overcoming bullying

No	Barriers	Handling Strategies
1	values <i>bullying</i> into students.	a) Based on Child Friendly School guidelines by applying points positive, calling for good treatment to every student, serving, rewarding, and adding value to attitude if not <i>bullying</i>. b) symbols <i>bullying</i> on school walls. c) Include a curriculum on <i>bullying</i> in all subjects so that it can be conveyed to students.
2	Handling acts of <i>bullying</i> that are only personal.	a) Organizing counseling services to every student without exception, both individually and in groups. b) There is cooperation between parents and schools by holding <i>parenting classes</i> every 3 months. c) Communicating school activities in <i>group</i> the student guardian

3	The influence of the environment and student habits.	a) Develop programs that can change students' perspective in a positive direction. b) Reward students who change their attitudes, especially not <i>bullying</i> . For example, adding value to the attitude.
4	Lack of coordination between teachers and parents.	a) There is cooperation and synergy between all school members and guardians of students in fostering students to behave well according to norms. b) Calling on regular students and their parents to increase their understanding of inclusive service schools and students with special needs in schools.

Schools have an important role in creating a comfortable, friendly, and safe school environment for their students, especially students with special needs. So that this can be done, inclusive service schools can implement strategies to overcome bullying in high school students in Trenggalek. According to the results of interviews with 4 participants, namely the principal and 3 deputy principals, this can be overcome by finding the basic problems in bullying in inclusive students based on child-friendly school guidelines, urging, serving, and rewarding students who do not commit acts of violence. bullying, for example by providing additional value attitudes.

This strategy can be applied to overcome bullying in schools in the hope of changing student behavior for the better. Such problems must be taken seriously by all school members. Through counseling services to each student, students are expected to be able to solve the problems they face.

The strategy for dealing bullying in schools is an effort that is expected to be able to overcome these problems. Various coping strategies are implemented with the aim of creating a comfortable, friendly, and safe school environment for every student. In addition, the strategy is expected to be able to shape students' behavior and mindset to respect and treat others well. In inclusive schools, the implementation of these strategies must be carried out as well as possible to avoid bullying, especially for students with special needs.

Various strategies that can be applied to inclusive schools in overcoming bullying in students with special needs include, among others, First, approach students who bully students with special needs with the intention of finding the root of the problem. This effort was carried out with the aim of knowing the reasons why regular students bully students with special needs and determine what actions teachers can take on bullying at Trenggalek High School. After the reasons for bullying are known, the teacher can approach the perpetrators and victims of bullying to solve and anticipate so that something similar does not happen. Second, rewarding positive points, this strategy is implemented to overcome bullying in inclusive students at Trenggalek High School. Third, encourage and explain to parents (parenting classes) and regular students about inclusive schools with the aim of providing insight into school services with students with special needs. Appeals and explanations are given to prevent and avoid bullying in the school environment. With an appeal to normal students, inclusive students will have the same rights as other students. Fourth, provide counseling services by counselors for perpetrators and victims of bullying. It is important to provide these services to prevent bullying. The services provided can be divided into two, namely individual counseling services and group counseling services. These services can be in the form of consultations. The goal is to find basic problems and identify ways to solve problems jointly by all school members and parents. behavior bullying will no longer occur in students. Fifth, give rewards to bullies who have changed their behavior or are not bullying. Examples of awards that are applied at Trenggalek High School, for example, provide additional subject values or attitude values. The award is given with the aim of providing awareness and motivation of students to become better individuals, especially to respect and accept students with special needs

CONCLUSION

The pattern bullying in inclusive schools should be avoided so that the educational goals of students with special needs are in line with regular children and create a comfortable, friendly, and safe atmosphere in the school environment. Bullying should not occur to students with special needs in inclusive service schools. Bullying of students with special needs can be avoided by implementing appropriate prevention strategies.

Bullying can be prevented by instilling in students the belief that humans are born with different talents and skills, both with perfection and limitations. Every student should have mutual respect, respect, and treat inclusive students well. Bullying in schools can be avoided by discussing or working together without discriminating against students. Each student is expected to mingle without choosing friends and provide activities that involve student interaction in groups.

If comfortable, friendly, and safe conditions have been achieved, the teacher should give appreciation to students. Appreciation is given to students who treat friends well, there is no bullying. Examples of appreciation that teachers can give to students include hugging, gently rubbing the head, giving a thumbs up, and high fives. This appreciation is given by ensuring that teachers do not bully verbally and should use good and positive language. The impact of using a good and positive language is to grow students' happiness and self-confidence while attending school.

Along with appreciation, the teacher's role must appear in shaping students into exemplary human beings. As a teacher, it is expected to be able to give space and time to students who are aloof, silent, and have unusual attitudes. Another role that a teacher can play is as a best friend with authority as a teacher. With this role is expected to reduce and prevent bullying.

In addition to the role of teachers, parents in preventing bullying are also very important. The existence of continuous collaboration in the association of parents and teachers online and offline in each class can be used as a forum for exchanging opinions and communicating related to educational activities. Prevention measures bullying, the impact is the reduction in bullying from parents or shadows (teachers accompanying students with special needs). Likewise, during learning activities, the habit of mocking has been replaced with the habit of mutual respect. In fact, if occasionally there are still mocking actions or words, other friends will remind that these actions or words should not be done because it is not a good thing.

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