

The Role of Anti-Bullying Policies in Strengthening the Quality of Inclusive Education Services in Public Schools

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Abstract: *This study focuses on the role of anti-bullying policies in improving the quality of inclusive education services in public schools. The study used a literature review method by collecting data from academic journals, research reports, and scientific books that discuss the implementation of anti-bullying policies in inclusive education environments. The main objectives were to identify the challenges faced by inclusive schools in dealing with bullying and to evaluate the effectiveness of the policies implemented. The results showed that comprehensive anti-bullying policies were able to increase public and stakeholder awareness of the importance of creating a safe and inclusive educational environment for all students, including those with special needs. However, limited resources, inadequate teacher training, and low understanding of inclusivity are obstacles to the implementation of this policy. The study recommends increasing training for educators to recognize and handle cases of bullying, as well as strengthening partnerships between schools, parents, and policy makers to create a learning environment that is truly free from violence and discrimination. Better support from schools and communities, including counseling services, inclusive facilities, and educational programs that teach tolerance and respect for diversity, are also considered important in preventing bullying. This study aims to contribute to the development of more effective anti-bullying policies, creating a friendly, safe, and inclusive educational environment, in accordance with the values of Pancasila and the 1945 Constitution.*

Keywords: *anti-bullying policies, inclusive education, bullying, quality of education*

Abstrak: Penelitian ini berfokus pada peran kebijakan anti-bullying dalam meningkatkan kualitas layanan pendidikan inklusif di sekolah negeri. Penelitian menggunakan metode tinjauan literatur dengan mengumpulkan data dari jurnal akademik, laporan riset, dan buku ilmiah yang membahas penerapan kebijakan anti-bullying di lingkungan pendidikan inklusif. Tujuan utama adalah mengidentifikasi tantangan yang dihadapi sekolah inklusif dalam menangani bullying serta mengevaluasi efektivitas kebijakan yang diterapkan. Hasil menunjukkan bahwa kebijakan anti-bullying yang komprehensif mampu meningkatkan kesadaran publik dan pemangku kepentingan tentang pentingnya menciptakan lingkungan pendidikan yang aman dan inklusif bagi semua siswa, termasuk mereka yang berkebutuhan khusus. Namun, keterbatasan sumber daya, pelatihan guru yang kurang memadai, dan pemahaman tentang inklusivitas yang masih rendah menjadi hambatan dalam pelaksanaan kebijakan ini. Penelitian merekomendasikan peningkatan pelatihan bagi tenaga pendidik

untuk mengenali dan menangani kasus bullying, serta memperkuat kemitraan antara sekolah, orang tua, dan pembuat kebijakan untuk menciptakan lingkungan belajar yang benar-benar bebas dari kekerasan dan diskriminasi. Dukungan yang lebih baik dari sekolah dan komunitas, termasuk layanan konseling, fasilitas inklusif, dan program pendidikan yang mengajarkan toleransi dan penghargaan terhadap keberagaman, juga dianggap penting dalam pencegahan bullying. Penelitian ini bertujuan memberikan kontribusi terhadap pengembangan kebijakan anti-bullying yang lebih efektif, menciptakan lingkungan pendidikan yang ramah, aman, dan inklusif, sesuai dengan nilai-nilai Pancasila dan UUD 1945.

Kata Kunci: kebijakan anti-bullying, pendidikan inklusif, bullying, kualitas pendidikan

Introduction

Education is a process of developing human potential to the maximum. Quality education is education that is able to produce superior human resources that are adaptive to changes and developments in the era. Inclusive education is one way to realize equal quality education, where this education provides opportunities for all students, including students with special needs, to participate in the same education system without discrimination (Ministry of Education and Culture, 2011). Inclusion is a method for creating an environment that can be accessed by anyone with various backgrounds and conditions, including character, physical condition, personality, status, ethnicity, culture, and others. Inclusion then developed along with the application of this concept to the curriculum in educational institutions, making inclusive education a system that provides every student with the opportunity to obtain a decent education Badan Standar, Kurikulum, dan Asesmen Pendidikan. 2022).

Based on Article 28H paragraph 2 of the 1945 Constitution, everyone has the right to receive facilities and special treatment to obtain equal opportunities and benefits in order to achieve justice. Article 31 paragraph 1 of the 1945 Constitution emphasizes that every Indonesian citizen has the right to receive education, and paragraph 2 emphasizes that every citizen is obliged to follow basic education which will be funded by the government. The government encourages inclusive education through the Regulation of the Minister of National Education No. 70 of 2009 as a step to provide the widest possible access to education for children with special needs and regular schools, with the aim of respecting diversity and ensuring education without discrimination. This aims to ensure that all students, both those with special needs and those who are regular, can get the opportunity to learn together by respecting diversity and without discrimination.

However, one of the challenges faced in implementing inclusive education is the problem of bullying in the school environment. Children with special needs often receive education at Special Schools (SLB). However, these children often experience ostracization in the environment because of the labels attached to them (Utari, 2020). This condition is a serious concern because of its significant impact

on the welfare and development of students, and can hinder the creation of an inclusive and equitable learning atmosphere (Utari, 2020).

Anti-bullying policies in public schools are one of the strategic solutions in creating a conducive and inclusive educational environment for all students. This policy aims to ensure that all students, including those with special needs, can learn in an atmosphere that is safe, comfortable, and supports optimal student development.

Research Methods

This study uses a literature study method, with the aim of analyzing the role of anti-bullying policies in strengthening the quality of inclusive education services. Literature studies were chosen as a research method because they allow researchers to collect and analyze data from various academic sources and relevant scientific journals. Data collection was carried out through literature searches from various international and national journals, research reports, academic books, and scientific articles that discuss anti-bullying policies, bullying in inclusive schools, and their impact on the quality of education. The main focus of this literature search is the policies that have been implemented in various countries to address bullying in inclusive schools and the results that have been achieved.

Data analysis was conducted comprehensively to understand the relationship between anti-bullying policies and improving the quality of inclusive education services. Through this approach, the research is expected to contribute to the development of more effective policies and support a safe and inclusive learning environment for all students.

Results and Discussion

Bullying is an action carried out repeatedly by a person or group that has greater power against individuals or children who are weaker physically or psychologically (Astuti, 2008). Victims of bullying often experience mental health problems such as anxiety disorders, depression and post-traumatic stress disorder (PTSD). This can be a serious problem for children's mental health and development. Bullying often occurs in educational environments, and this is a significant threat to students who are undergoing the education process.

Bullying perpetrators do not choose victims, anyone can be a victim of bullying, including students with special needs. Students with special needs may have difficulty making friends, which is an important protective factor against bullying. They also tend to experience social isolation which worsens the situation (Olweus, 1993). To create a safe and comfortable educational environment, a strong policy is certainly needed, here are some Anti-Bullying Policies in Indonesia: KEMENDIKBUD

Regulation of the Minister of Education and Culture Number 82 of 2015 regulates the prevention and handling of violence in educational units with a

primary focus on controlling violence, including bullying, in the school environment. This regulation emphasizes the importance of preventing and handling violence, including bullying, in the school environment.

Schools are required to create a safe and comfortable atmosphere free from all forms of violence by forming a team or task force to handle and prevent bullying cases. Regulation of the Minister of Education and Culture Number 23 of 2015 highlights the importance of developing student character, such as respect, empathy, and social responsibility, in order to create a conducive learning atmosphere and reduce bullying behavior.

The Child-Friendly School Policy introduced by the Ministry of Women's Empowerment and Child Protection (KPPPA) is a national initiative. This initiative aims to create a safe and friendly school environment for children. Schools participating in this program must: Implement the principles of non-violence. Engaging students in activities that promote mutual respect and appreciation. Providing safe facilities and a learning environment that supports children's psychological and physical development. Schools are also expected to provide appropriate treatment for students who are victims of bullying, as well as provide counseling services. Internal School Policies Many schools in Indonesia also adopt internal anti-bullying policies. These policies are usually developed in accordance with government guidelines, and their implementation depends on the policies of each school.

Many schools in Indonesia are beginning to realize the importance of providing counseling services as part of their anti-bullying policies. These services aim to help victims of bullying, provide counseling for perpetrators, and prevent further problems. In addition, anti-bullying policies help schools create a more inclusive atmosphere by educating all school members, including teachers and staff, about the importance of respecting differences. This is in line with the goals of inclusive education which emphasize the importance of no discrimination in the educational environment (Kemendikbud, 2011).

Although anti-bullying policies have shown positive results, their implementation is not without challenges. Some schools still lack resources, both in terms of special education staff and adequate infrastructure. According to research conducted in inclusive schools, one of the main obstacles is the lack of Special Education Teachers (GPK) who are trained to handle bullying cases involving students with special needs (Sudarto, 2016).

In addition, the socialization of this policy among the community is still limited. The lack of understanding of parents and the surrounding community regarding the importance of inclusive education and anti-bullying often hinders the implementation of the policy. Parents of students with special needs also face difficulties in obtaining adequate support from schools, especially in cases of bullying (Sudarto, 2016).

Based on the results of the study, anti-bullying policies can be further improved by taking several strategic steps: **Teacher Training:** Providing special training for regular teachers on handling bullying and how to create an inclusive classroom atmosphere is very important. Teachers must have the skills to detect, prevent, and handle bullying, especially that involving students with special needs. **Collaboration with Parents:** Schools need to strengthen communication and collaboration with parents to improve understanding of the importance of inclusive education and anti-bullying efforts. Parenting class programs implemented in several schools can be an effective solution in educating parents (Utari, 2020). **Increasing Resources and Infrastructure:** The government needs to allocate additional resources for inclusive schools, including the addition of special educators, psychologists, and counselors who can help handle bullying cases professionally (Sudarto, 2016).

Conclusion

This study explores the role of anti-bullying policies in strengthening the quality of inclusive education in public schools, by collecting data from academic journals, research reports, and scientific books. The results of this literature study indicate that a comprehensive anti-bullying policy is essential to create a safe and friendly school environment for all students, especially for students with special needs who are often the targets of bullying due to limited social interaction or communication. The main challenges in implementing this policy include limited resources in schools, lack of special training for educators, and low public awareness of the importance of an inclusive environment. Therefore, the study recommends training for educators in detecting and handling bullying cases, as well as increasing collaboration between schools, parents, and policy makers. This step is expected to support a learning environment free from violence and discrimination.

This study also underlines the need for broader support from schools and the community to strengthen the implementation of this policy. For example, schools are expected to provide counseling services and facilities that support the needs of students with special needs, as well as organize educational programs that teach the values of tolerance, empathy, and respect for diversity. The anti-bullying policy regulated in Permendikbud No. 82 of 2015 aims to form a special team to handle cases in schools. However, there are still various obstacles, including minimal resources and lack of understanding from the community, which need to be fixed. Inclusive education that is in line with the values of Pancasila and the 1945 Constitution is expected to contribute to increasing awareness of the importance of respecting diversity.

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