

## **The Role of Peer Acceptance and Attitude in Predicting Bullying Towards Students With Special Needs in Inclusive School**

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### **Abstract**

This study examines the role of peer acceptance and attitude in predicting bullying among students toward students with special needs. It was hypothesized that peer acceptance and attitude simultaneously have a significant role in bullying in regular students towards students with special needs. This study used quantitative methods with scales as the instruments for measuring the variables. There are 3 scales used in this study: Bullying Questionnaire (BQ) by Duffy (2004), Peer Acceptance Scale (PAS) by Piercy (2002), and Attitude scale by Isnaryanti (2009). 96 students and 7 teachers of an inclusive school in Denpasar were involved in this study. The result shows that peer acceptance and attitude significantly predict bullying ( $p < .05$ ), and both of peer acceptance and attitude have 14% role in predicting bullying. The study accepted the hypothesis that peer acceptance and attitude simultaneously can predict bullying students with special needs in inclusive schools

**Keywords:** *attitudes, bullying, inclusive schools, peer acceptance, students with special needs.*

UNESCO (2017) actively encourage inclusive education as “systems that remove the barriers limiting the participation and achievement of all learners, respect diverse needs, abilities and characteristics and that eliminate all forms of discrimination in the learning environment”. Ministry Education and Culture (2019) defines inclusive education as an education system that provides opportunities for all students who have disabilities and have the potential intelligence and / or special talents to attend