

Salasika

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Eradicating the Three Deadly Sins: Bullying, sexual violence, and intolerance in inclusive education in Banyumas Regency

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ABSTRACT

The challenges of inclusive education in Banyumas Regency, apart from the lack of special assistant teachers, the inclusive curriculum, and inadequate facilities are the three deadly sins of education: bullying, intolerance, and sexual violence. This research aims to analyze how inclusive schools address the issue of these three sins of education. This research employed qualitative methods through a case study at SDN (State Elementary School) 5 Arcawinangun and SD (Elementary School) Terpadu Putera Harapan Purwokerto. Data collection was done through interviews, observations, and FGDs. The results showed that bullying cases were the most dominating cases in education, followed by intolerance and sexual violence. Bullying cases were also experienced by children with special needs. The school has made various efforts to overcome this problem, including anti-bullying socialization for students both in the classroom, such as through songs that are easily understood by children, and outside the classroom, such as during the flag ceremony. In addition, the school is responsible for providing an understanding to all school members about the existence of children with special needs to provide appropriate and non-discriminatory educational services.

KEYWORDS: *bullying, intolerance, sexual violence, inclusive education, children with special needs*

INTRODUCTION

Three deadly sins in education, bullying, sexual violence, and intolerance, are major challenges in Indonesian education. The Indonesian government, through the Regulation of Permendikbudristek (the Minister of Education, Culture,

Research, and Technology) No. 46 of 2023, explains the prevention and handling of violence in the education unit environment. Permendikbudristek No. 46 of 2023 explains the three deadly sins as follows:

Bullying is the abuse of power or authority by a person or group

that aims at or hurts others. Sexual violence is any behavior that causes someone to feel humiliated, harassed, and/or attacked by their body and reproductive function. Intolerance is an act of violence in the form of distinction, exclusion, restriction, or selection based on ethnicity, religion, belief, race, skin color, age, socio-economic status, nationality, gender, and/or intellectual, mental, sensory, and/or physical abilities.

The three deadly sins of education pose significant challenges that can impede the establishment of an inclusive environment. Based on data from KPAI (the Indonesian Child Protection Commission), 861 cases of violence against children occurred within educational units, with 487 children sexual violence cases, 236 physical and/or psychological violence cases, 87 bullying cases, 27 fulfillment of educational facility cases, and 24 policy cases.

The ideal of inclusive education, which seeks to provide a safe learning environment for all children, has not yet been achieved. Children with special needs deserve a proper education like other children. Recognition of the existence of children with special needs has experienced better development. The paradigm shift from segregation to the incorporation of students with special needs in the regular education system is a step forward. Inclusive education seeks to realize access to education for all without exception. The practice of inclusive education has been included in the SDGs program, which is for all children without exception to fulfill

their social and educational rights. The principle of inclusion emphasizes that universal access and equal quality of education should be provided to all children regardless of their background or special needs (UNICEF Fact Sheet: Children with Disabilities, 2022)

Education is the right of every person, as stated in the 1945 Constitution Article 28H paragraph 2 that everyone has the right to facilities and special treatment to obtain the same opportunities and benefits to achieve equality and justice. To fulfill this mandate, the government issued an inclusive education policy for students with special needs in Law No. 20 of 2003 concerning the National Education System. In 2023, the government issued the Minister of Education and Culture Regulation No. 48 of 2023 on Reasonable Accommodation for Learners with Disabilities in Early Childhood Education, Elementary School Education, Junior High School, and Senior High School. This regulation opens up more opportunities for children with special needs to get an education more easily and join normal children in regular schools.

Indonesia's inclusive education policy is far from ideal. Inclusive education aims to realize education that respects diversity and is non-discriminatory for all learners. The implementation of inclusive education for children with disabilities in an inclusive, safe, and comfortable environment is often not in line. Komariyah et al. (2017) point out that teachers lack the ability to handle children with disabilities. Similar findings from Nugraheni et al. (2019) suggest that teachers in inclusive schools have

low knowledge and understanding of friendly learning for children with disabilities. Teachers' lack of knowledge about a learning-friendly school environment for children with disabilities is one of the factors causing the ineffective implementation of inclusive schools. Similarly, Wardah (2019) states that the knowledge of nonspecial education teachers about children with disabilities and inclusion program services is insufficient. Maghfiroh et al. (2022) state that schools, communities, and teachers do not fully understand and know how to handle children with disabilities. Nurhadiyati and Timansah (2024) further explain that the school's motivation to accept children with disabilities is for humanitarian reasons, while the school does not have adequate facilities and the teachers do not have enough understanding of how to handle children with disabilities. Fulfilling the needs of children with disabilities does not start with the child's adjustments to the education system, methods, and environment, but rather what should happen. It is not the child who adjusts to the curriculum, but the curriculum that is adjusted to the needs of the child (Ilham et al., 2024)

Bullying problems are also found in inclusive schools. It shows that inclusive schools have not been able to accept the differences of the diverse students (Damayanto et al., 2020). Students with special needs tend to be more involved in bullying cases, both as perpetrators and victims, compared to students who do not have disabilities. Children with special needs experience bullying, with a prevalence of 24.5% in primary schools. Students with

disabilities often face challenges in social and communication skills that can lead to peer rejection and difficulties in solving social problems (Earnshaw et al., 2018). These issues must be addressed to achieve truly inclusive education.

Banyumas Regency is one of the regencies that has provided inclusive education services through Banyumas Regent Regulation Number 31 of 2016 concerning inclusive education. The implementation of inclusive education in Banyumas, in reality, experiences many problems. According to Faozanudin and Sulistian (2023), there are problems with limited human resources, especially special assistant teachers, and a curriculum that requires innovation and modification. The survey results of the Unsoed 2024 Research Team involving 400 teachers in Banyumas Regency from 28 June to 07 July 2024 indicate that inclusive schools in Banyumas Regency face challenges in implementing inclusive education in terms of the lack of learning infrastructure, the need for different teaching strategies for children with disabilities, inequality of attention for regular students and students with disabilities, the lack of special assistant teachers, teachers' difficulty in understanding the needs of students with disabilities, the absence of an inclusive curriculum from the government, and no training for teachers to understand the needs of students with disabilities and bullied students.

The implementation of inclusive education in Banyumas Regency also faces the three deadly sins of education. Bullying, both verbally and socially, of students with special

needs is one of the challenges. Bullying cases dominate problems in schools at 87%, indicating the need for serious attention and more effective preventive measures. Cases of intolerance and sexual violence have smaller percentages (5% and 0.26) but still require special attention from schools and parents to create an inclusive environment.

Inclusive education can be one of the places where bullying occurs; the highlight is the presence of students with and without special needs. Children with special needs have physical and social limitations considered abnormal by the general public and often experience oppression or discrimination. Children with special needs in schools are more vulnerable to power imbalances, which can be a factor in bullying. They are more likely to be victims of bullying in general, including physical, verbal, and relational abuse and cyberbullying (Falla et al., 2021). An unpleasant, unfair, and unfriendly school climate is a factor in increasing the likelihood of bullying. In addition, negative perceptions of school, such as lack of closeness, kindness, and acceptance, and negative experiences with teachers in academic achievement also contribute to bullying (Earnshaw et al., 2018).

Some schools implementing inclusive education practices include SDN 5 Arcawinangun and SD Terpadu Putra Harapan Purwokerto. In its implementation, the schools face various challenges, including the three deadly sins of education described in Table 1.

Table 1. SD Putra Harapan

Three Deadly Sins at School	Total	%
Bullying	25	72%
Intolerance	4	11%
Sexual Violence	0	0

Source: Results of processed research data, 2024

Table 1 shows that bullying is the most significant case (72%), followed by intolerance (11%); no cases of sexual violence were found at Putra Harapan Elementary School.

Table 2. SDN 5 Arcawinangun

Three Deadly Sins at School	Total	%
Bullying	7	78%
Intolerance	1	11%
Sexual Violence	0	0

Source: Results of processed research data, 2024

According to Table 2, SDN 5 Arcawinangun faces problems similar to SD Putra Harapan's. Bullying cases (78%) dominated and followed by intolerance (11%), no cases of sexual violence were found. The data in the table confirms that the problem of bullying and intolerance is still a serious challenge in inclusive education in the Banyumas Regency. The high number of bullying cases indicates that verbal, physical, and social violence is rampant in the school environment, including the inclusive school environment. The ideals of inclusive education to provide a safe and comfortable environment for all children have not been achieved due to these cases. Therefore, it is necessary to analyze how schools that offer inclusive education services handle and prevent the three deadly sins of education. The research aims to analyze the practices of schools in Banyumas Regency that provide inclusive education services in responding to the three deadly sins of education

from various parties. This research can contribute to improving inclusive and child-friendly education in Banyumas Regency.

METHODS

This research uses a qualitative case study approach to analyze the practice of schools providing inclusive education services in Banyumas Regency in addressing the three deadly sins of education. A case study is research in which the researcher explores a particular phenomenon (case) at a particular time and in an activity (program, process, institution, or social group) and collects detailed and in-depth information using various data collection procedures over a period of time.

This research was conducted at SDN 5 Arcawinangun and SD Terpadu Putra Harapan from July to August 2024. Data were collected using observation techniques, focus group discussion documentation, and in-depth interviews. At the initial stage, the researcher made direct observations at the research locations. Observations were made to observe the social situation in the school environment, activities in the learning process, and interactions between school members. Then, FGDs were conducted with teachers; the first was conducted with teachers of SD Terpadu Putra Harapan, and the second was conducted with the teachers of SDN 5 Arcawinangun. FGDs were conducted to find out the teachers' understanding of the three deadly sins of education. To complete the data, in-depth interviews were conducted with the principal and inclusion coordinator at the school. In-depth interviews

were conducted to obtain more complete data from informants determined using purposive sampling techniques. Meanwhile, primary data sources came from class teachers and special assistance teachers. Data analysis was conducted interactively by analyzing data in three steps: data reduction, data presentation (data display), and conclusion drawing or verification (Miles et al., 2014).

RESULTS AND DISCUSSION

Results

The Banyumas Regency government has strengthened support for the implementation of inclusive education through Banyumas Regent Regulation No. 31/2016 on Inclusive Education. Sekolah Dasar Negeri (SDN) 5 Arcawinangun is a technical implementation unit in the education sector based on the establishment decree dated August 5, 2005, No. 05/Kel/VIII/2005. In 2008/2009, this school received 7 students with special needs. Then, in the 2009/2010 academic year, the number of students with special needs increased to 33. Due to the increasing number of students with special needs, in 2011, the school offered inclusive education services based on the Decree on Inclusive Education Services No. 421/149/2011. In the 2024/2025 academic year, there were 56 students out of a total of 92 students.

SD Putra Harapan Integrated is one of the formal educational institutions under the auspices of the Al Mu'thie Islamic Foundation. This elementary school was previously Ulumul Qur'an TPA (Al-Qurán Education Centre), established in

1991, where children learned about Islam. The Santri guardian proposed to establish an elementary school. In 2002, a proposal was made to establish an elementary school in collaboration with the Al'Muthie Islamic Foundation. In 2006, the Head of the National Education Office issued a Decree on the Permit to Establish and Organize an Integrated Elementary School, "Putra Harapan," in Bantarsoka, West Purwokerto District. In the 2024/2025 academic year, SD Putra Harapan educated 20 students with special needs.

The research began by distributing questionnaires to teachers in Banyumas Regency to map data on problems in organizing inclusive education. Then, the research location was determined to get more complete data by conducting focus group discussions. The aim was to get teachers' understanding of the three deadly sins of education and inclusive education. The findings are as follows.

Teachers' understanding of the three deadly sins of education

Teachers' understanding of the three deadly sins in education can reflect the effectiveness and positive impact of inclusive education. Through focus group discussions with primary school teachers, an understanding of the three deadly sins of education was revealed. All teacher informants who participated in the FGDs mentioned that the three deadly sins of education were sexual violence, intolerance, and bullying.

1) Understanding of Bullying

Most teachers understood the forms of bullying: verbal, physical, and social. Based on the FGDs, some teachers identified forms of verbal bullying that often occur at school, such as taunting with the names of students' parents. Regarding this, Melawati, the inclusion coordinator, stated, "Verbal bullying, for example, mocking by calling the father's name of the students." The principal of Putra Harapan also highlighted physical bullying, which involved insults related to skin color or posture. Principal Yayuk stated, "Physical bullying, skin color, for example, 'black', body posture, 'fat'. Other forms of teasing also occur with children with disabilities. Taunting students with speech impairment, "That's mute; I don't want to be with the mute."

Another teacher also mentioned her experience when teaching in an inclusive class, where students with ADHD often threw objects such as brooms, pencil cases, or erasers at other regular and special needs students. Different forms of physical bullying, such as kicking or pushing their friends, especially when there are students who are very active and difficult to condition, were also added by one of the teachers. Social discrimination was also found; for example, regular students did not want to sit on chairs that had been used by children with disabilities and did not want to hold objects such as books for children with disabilities.

2) Understanding of Sexual Violence

Teachers' understanding of sexual violence was quite diverse. Some teachers understood the concept of sexual violence quite well, while others tended to consider it a rare issue. This understanding is evidenced by the fact that they could mention things included in sexual violence, such as forcibly holding, kissing, hugging, and raping. The understanding of the issue of sexual violence can be seen from the statements of several informants, such as when a teacher at Putra Harapan said that sexual violence included actions such as harassment, forcibly touching, and forcibly opening students' hoods. The teacher at SDN 5 Arcawinangun also mentioned forms of sexual violence, including grabbing, rape, hugging, and forced undressing. This shows that although there is awareness about sexual violence, the views on how often the issue of sexual violence occurs in schools still vary among teachers.

3) Understanding of Intolerance

Some teachers had difficulty identifying the forms of intolerance in schools. The answers to questionnaires indicated the existence of intolerance cases, but during FGDs, teachers responded to questions about intolerance hesitantly. Teachers' understanding of intolerance is generally limited, such as not

respecting differences like different religions, ethnicities, and others. Meanwhile, in the school, most students come from the same tribe and the same environment. The homogeneous racial-ethnic social environment makes it difficult for teachers to identify forms of intolerance that possibly occur in schools. It shows that teachers are not fully aware of the intolerance that can also occur in groups with a lot in common. The answers from informants indicate that there are still cases of the three deadly sins in education, and the school has responded to overcome these problems, for example, by conducting anti-bullying socialization and providing material about the three deadly sins of education during flag ceremonies or the learning process.

The inclusive education that has been running for a long time has experienced many problems, including problems in addressing the three deadly sins in education. As stated by the inclusion coordinator of Putra Harapan, cases such as bullying must exist in every school; it's just that Putra Harapan tries to be responsive in resolving cases and making them lessons for children and teachers. Inclusive education services that seek to provide a sense of security and freedom from discrimination have not been fully implemented. Based on the data obtained in the research, there were cases of three major sins in education in inclusive schools in the Banyumas Regency.

Table 3. Three Deadly Sins at School

Three Deadly Sins at School	SD Terpadu Putra Harapan		SDN 5 Acawinangun	
	Total	%	Total	%
Bullying	25	72	7	78
Intolerance	4	11	1	11%
Sexual Violence	0	0	0	0

Source: Results of processed research data, 2024

Table 3 reveals that bullying is the most prevalent problem in the two inclusive schools, SD Terpadu Putra Harapan (72%) and SDN 5 Arcawinangun (78%). The data shows that although both schools are committed to providing inclusive education services, there are still challenges in building a safe environment free from acts of violence such as bullying. In addition to the issue of bullying, the issue of intolerance was also found, although the numbers were lower. In both schools, no cases of sexual

violence were found, which may indicate better awareness and supervision of the issue of sexual violence.

Bullying has become a crucial issue in education and has been in the spotlight of all parties. Bullying is unpleasant behavior, either verbally, physically, or socially, in the real or virtual world that makes someone feel uncomfortable, hurt, and depressed by individuals or groups. Bullying that occurs in inclusive education in Banyumas Regency can be classified as follows.

Table 4. Types of Bullying

Verbal	Physical	Social
Teasing with parents' names	Throwing things	Does not want to sit with children with disabilities
Calling things by name	Damaging a child's work	Does not want to hold things belonging to children with disabilities
Mocking skin color and posture	Forcibly touching	Does not want to sit near children with disabilities
Teasing with nicknames or physical disabilities	Pushing	

Source: Results of processed research data, 2024

The table shows that the forms of bullying are usually verbal, physical, and social. Bullying in verbal forms,

such as mocking friends, calling friends by their parent's names, or with certain designations, such as

using the names of things to describe body shape. Examples of taunts that are thrown based on physical conditions such as being black, fat, or deaf. As stated by one of the teachers, a child got the nickname "basin". Physical bullying is in the form of throwing things, damaging the work of children with special needs, and touching them by force. Children with special needs throwing things at other people; whatever objects they hold will be thrown. Social bullying found that regular children do not want to play with children with special needs, do not want to hold items belonging to children with special needs, and do not want to sit with children with special needs.

Teachers' understanding of inclusive education

Inclusive education is understood as a school that provides educational services to students with special needs alongside other regular students, as stated by the principal of SD Putra Harapan.

SD Terpadu Putra Harapan Purwokerto implements inclusive education. We are under the auspices of the Abdul Mutie Islamic Foundation. There are four levels of education, from preschool to high school, all of which are schools that provide services to children with special needs from the beginning. We understand that education for anyone is the right of the child. Islam teaches that every Muslim is obliged to study (Yayuk, 2024).

The same thing was also conveyed by the head of SDN 5 Arcawinangun, "Our education is that all children are obliged and

entitled to education" (Agustina, 2024).

SDN 5 Arcawinangun and SD Putra Harapan have implemented good practices in inclusive education to provide non-discriminatory education for all students. The good practices that have been carried out are designed starting from the stages of admitting new students, the initial assessment process, the learning process, and the end of learning. Regarding this, the following was conveyed by the principal of SD Putra Harapan.

For good practice at SD Putra Harapan Purwokerto, when we first accept students, we have emphasized to all, starting from the teachers first, that we realize that every child has the right to education and we are the ones who are chosen to provide services to them because not all of us are ready to welcome and provide services to students with special needs, so when the Foundation determines that our school is a service school for special education, new teachers, who join SD Putra Harapan have understood that the school is an inclusive school that is ready to serve all students in their respective conditions. Then, in the initial meeting with student guardians, we also explain inclusive education practices in our school; we hope they know the school's vision and activities. Therefore, we carry out initial assessments and observations before the learning period in the classroom. The initial observation includes literacy, language, and social communication (Yayuk, 2024).

Good practices are also carried out at SDN 5 Arcawinangun

following the explanation from the principal, Mrs. Agustina (2024).

Regarding good practice, Alhamdulillah, every class has inclusion children; out of 92 students this year, 50% are children with special needs, and there are accompanying teachers for each of them, except for grade 3 and 2 because they were transferred by the education office, so we lack two accompanying teachers. From the outset of their registrations, we have adhered to the hospital's mandatory recommendation letter for children with special needs. Based on the recommendation from Banyumas Hospital, we seek to guide the children to explore their potential, especially through the accompanying teacher because without the letter we will not know what the initial condition of the children is so that later there will be improvements in the future and we can explore their potential. There is also special learning for children with special needs, so after the learning hours, one hour before the end, they have a special schedule in the self-help room with their respective accompanying teachers with various activities such as training fine and gross motor skills.

By making every effort to establish an inclusive environment free from the three deadly sins of education, the good practices of inclusive education have been implemented. However, there were difficulties with its implementation as well. The principals of SDN 5 Arcawinangun and SD Putra Harapan have provided the following explanation of the difficulties the school is facing.

Indeed, the local community—nearest to us—assumes that students should be sent here. It appears that they do not even want to send students here because they believe they are wealthy in SLB [school for Students with special needs]. If this is an outside student, we also have the infrastructure and facilities issue, which we need to address more for kids with special needs. Another challenge is the facilities and infrastructure. For the self-help room, the tools are from the parents; we work with them, so they support us by providing the carpet, mattresses, and so on (Agustina, 2024).

The challenge is because what comes in is diverse, the conditions are diverse, then the readiness of the parents with our program because there are also parents who want the program to be the same as regular students, but the conditions are not yet possible, so we have to provide an understanding of how our steps at the beginning are that special need students still need intensive extra learning, gradual socialization in the classroom, and learning activities with the regular students. Similarly, the challenge in academics is because parents, when a child has a positive change, hope it will quickly go up like that. However, with children with certain conditions, if there is good progress in one week, we have to repeat it one or two days after school. The parents want it to increase continuously like that, but after a long holiday, the teacher has to repeat the therapy or knowledge (Yayuk, 2024).

Teachers' understanding of children with special needs

Teachers' understanding of children with special needs varies; this is shown by how each teacher views children with special needs. Here are some of the teachers' understandings of children with special needs:

Children with special needs—yes, they are special children; the parents who get the children are also special, so those of us who are around them must be able to, especially as teachers at school, we must be able to implement the best service for them; they really need to be embraced (Yayuk, 2024).

Meanwhile, Agustina explained, "For me, these children are a source of happiness, so the teachers here have really accepted them that they are special children that we must guide".

The two schools have their own designation for children with special needs, calling them 'great kids'. The schools show that children with special needs also deserve the same education as other children. Various types of special needs exist in the school, which have been assessed at the beginning so that teachers know the type of special needs and the appropriate treatment in determining the student's learning process. However, there are also challenges in understanding children who have diverse characteristics and needs.

As is done by SD Putra Harapan, teachers must have an understanding that every child has the right to education, including a child with special needs, and teachers must be ready to provide services to them. Not only teachers but schools also understand the vision and mission of inclusive

schools. It is also crucial to nurture students' understanding that there are special friends or great children who need to be helped and loved in learning activities. An example of its implementation is that at the beginning of new student orientation, Putra Harapan school has socialized children with special needs by combining them into regular classes; they meet other friends and play together. It is hoped that with this understanding, all school members can implement inclusive education services well and form a safe environment for all students.

DISCUSSION

Inclusive education is a system that provides opportunities for all students with special needs and the potential for intelligence and/or special talents to attend education or learning in an educational environment with regular students. Inclusive education aims to realize the implementation of education that respects diversity and is not discriminatory. Inclusive education is a form of resistance to the discriminatory attitude of school institutions that refuse children with disabilities to receive education, which provides the widest possible opportunities and respects differences (Mahmud et al., 2022)

The inclusive education practices implemented strive to provide the best services for children with special needs. The inclusive school has organized educational services designed in such a way from student enrollment to the academic and social learning process. The implementation still experiences various challenges, including limited

human resources, especially shadow teachers, limited facilities and infrastructure for inclusive learning, and the need for curriculum innovation and modification. The condition of students with disabilities with various abilities requires special treatment that is not necessarily equalized with regular students (Faozanudin & Sulistian, 2023). Research on classroom management strategies in inclusive primary schools by Wiarsih and Aziez (2021) shows that teachers are still not maximizing their duties in inclusive classes, with constraints on teaching methods, teaching materials, and knowledge of special needs.

Based on the findings, teachers have a fairly good understanding of the three deadly sins of education. Teachers recognize forms of bullying and sexual violence but still lack understanding of forms of intolerance. Other elements in the school environment must also understand the three deadly sins of education. Schools are responsible for providing an understanding to all community members and parents about inclusive school services. Schools are responsible for providing an understanding of the existence of students with special needs in schools who need to be cared for and guided without discriminating. The three deadly sins that occur in inclusive schools are a crucial issue that needs to be addressed to create an inclusive environment. The problem of bullying is still widely found in the educational environment. Bullying in schools is a problem that gets the world's attention; this impacts the school climate and the right of students to learn safely without fear

(Baginsky et al., 2019). UNICEF data (UNICEF Fact Sheet: Children with Disabilities, 2022) shows that nearly one-third of learners with disabilities attending school have experienced bullying, discrimination, or being ignored by peers because of their special needs.

The school has tried to deal with bullying cases in various ways. Bullying prevention is carried out by educating students about anti-bullying during the flag ceremony and during learning. Providing socialization to children with special needs in inclusive schools is done in a way that is easy to understand, for example, by singing songs that nurture the understanding of bullying, offering attention and understanding to students about the conditions of different friends, or providing education to the bully and involving parents to overcome the problem. The efforts of inclusive schools in dealing with the three deadly sins of education can be categorized as follows.

Anti-bullying socialization and prevention of sexual violence

Anti-bullying socialization is an initial effort that is often carried out by educational institutions to provide students with an understanding of the dangers of bullying. Each educational institution has its own way of providing socialization to students, including students with special needs. The socialization is generally carried out by giving oral explanations during the flag ceremony and learning process. SDN Arcawinangun 5 uses the Stop Bullying song to socialize anti-bullying among students with special

needs. The Stop Bullying song tells students to love each other and not be mean to friends. Through songs, students will remember the message not to bully.

There were no cases of sexual violence in these two schools, but efforts need to be made to prevent this from happening in the future. Socialization of sexual violence prevention to children is also carried out by singing a song on sexual violence prevention entitled Ku Jaga Diriku (I protect myself). The song aims to instill important values in children, including self-awareness, courage, and violence prevention education. This song reminds children to protect themselves from danger and unsafe situations (Mustaqimah & Fajryani Usman, 2024). It introduces children to the importance of recognizing and avoiding inappropriate touching or acts of violence and how to report them to a trusted adult.

Socialization with the school community is one of the efforts to provide an understanding of the dangers of bullying and sexual violence. What the school does is the same as the findings of Chisala et al. (2023), showing that the strategy to prevent bullying is a recognition strategy. This recognition strategy is aimed at making students understand the signs of bullying at school, the characteristics of being a victim, and the stereotypes of bullies. This strategy can help teachers and students recognize and identify bullying early.

Understanding the existence of great children

Inclusive schools display a diverse student characteristics that

represent a strong attitude of tolerance. From the beginning, students have been given an understanding of the importance of accepting the conditions of their friends, both regular students and students with special needs, and vice versa. Teachers have an obligation to provide attention and understanding to students about the different conditions of friends, explaining that all friends must be loved and helped. For example, at SD Putra Harapan, since the beginning of the school, the students have understood that there are friends who must be loved both in class and during playtime. Similarly, at SDN 5 Arcawinangun, since grade 1, students have been taught tolerance, which provides an understanding of not being violent to their friends. These efforts will create a positive school climate. Mysyk's (2024) research shows that schools with a positive climate can reduce bullying rates to a lower level because students feel safer and more connected to their community. Positive relationships between students and students, students and teachers, and school community members gradually contribute to a sense of belonging and trust that makes them feel safe.

Religious approach

School efforts in addressing bullying and other forms of violence are also carried out through a religious approach. At SD Putra Harapan Purwokerto, since grade 1, religious understanding has been instilled through hadiths, explaining that children should not be easily angry and should not hurt friends. Understanding the hadith, according to the inclusion coordinator, shows

positive things. According to the application in school life, children can apply it well. For example, when there is a child lacking in motor skills, there will be one of the children who helps the child, for example, helping put on shoes or helping the teacher in conditioning children who sometimes like to run around and leave the class. It forms children's empathy in a fairly good school environment.

The religious approach is also carried out by providing socialization, which is carried out by SD Putra Harapan by providing space for students to tell what happens in the school environment, and discussions are carried out after every worship and women's activities for girls every Friday. Women's activities are one of the programs carried out by Putra Harapan to instill character education and anti-bullying socialization, explaining how to behave with friends and how to keep their words and actions. The focus of the women's program also teaches about reproductive health education. The aim is to explain to children, especially girls, how to take care of themselves to recognize changes, such as menstruation. According to Tjahjono et al. (2019), reproductive health education succeeds in reducing bullying behavior towards friends. Reproductive health education seeks to provide knowledge about the functions of reproductive organs by planting moral ethics and religious teachings so that there is no abuse of these reproductive functions.

Resolving problems directly at school

Students have the freedom to report events that happen to them. Students can report to the teacher if there is bullying or incidents that make them uncomfortable. The school tries to solve the problems directly at school. Schools that provide services to receive complaints from students will be more responsive in solving problems and knowing the conditions that occur to students so that it does not become a deadly and protracted problem or repeated actions to other students. The practice of preventing the three deadly sins at schools shows that the schools use a response and reporting strategy. According to Chisala et al. (2023), the response strategy is carried out by giving children the freedom to report what they experience, followed up by holding a meeting to resolve the problems that occur so that it does not drag on.

Cooperation with parents in the prevention of the three deadly sins of education

The role of parents in bullying prevention is very important. Involving parents in providing role models with positive and non-violent behavior and monitoring children's behavior at home and the surrounding environment. Support from parents to children will reduce the likelihood of bullying among children (Earnshaw et al., 2018). Parental involvement in bullying prevention can be done by instilling religious values and teaching love between people, giving educational warnings if children do wrong, and teaching ethics to others to foster an attitude of care and respect (Ilham et al., 2024).

CONCLUSION

The phenomenon of the three deadly sins of education in inclusive schools is still a challenge education providers face. The research indicates that bullying dominated the cases of the three deadly sins in the research locations. The inclusive schools have tried to provide the best inclusion services to create a safe environment without discrimination but still face obstacles. School efforts to overcome the occurrence of the three deadly sins of education, such as anti-bullying socialization, prevention of sexual violence, and collaboration with parents, have

been carried out. The finding shows that in both schools, there is no team of teachers assigned as a bullying prevention team, so it is necessary to form administrators and members of the Violence Prevention and Handling Team (TPPK) consisting of teachers, parents, and community leaders. The formation of TPPK is expected to synergize the school community to create an educational environment that is inclusive and free from the three deadly sins of education.

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