

## DAFTAR PUSTAKA

- Anku, F. K., Dogbe, D. S., & Mensah, A. K. (2021). Attitudes of non-disabled students towards their peers with disabilities in an inclusive setting in Ghana. *European Journal of Special Education Research*, 7(4), 48-72. doi:10.46827/ejse.v7i4.3973
- Argiandini, S. R. (2023). Nasib ABK di Sekolah Umum: Pindah SLB karena Sering Di-bully. *Radar Solo*. Retrieved from <https://radarsolo.jawapos.com/pendidikan/843438596/nasib-abk-di-sekolah-umum-pindah-slb-karena-sering-di-bully>
- Armstrong, R. W. (1986). *Attitudes Toward Disabled Children: A New Measure of Able-Bodied Children's Attitudes Toward Disabled Children*. [Doctoral's Thesis, McMaster University]. MacSphere. Retrieved from <https://macsphere.mcmaster.ca/bitstream/11375/5824/1/fulltext.pdf>
- Bagley, M. T., & Greene, J. F. (1981). *Peer Attitudes Toward the Handicapped Scale*. Pro-Ed.
- Bidaya, Z., & Dari, S. M. (2020). Revolusi mental melalui penguatan pendidikan karakter untuk siswa berkebutuhan khusus di Kota Mataram. *CIVICUS : Pendidikan-Penelitian-Pengabdian Pendidikan Pancasila dan Kewarganegaraan*, 8(2), 51-60.
- Booth, T., & Ainscow, M. (2002). *The Index for Inclusion: Developing learning and participation in schools* (2nd ed.). Centre for Studies on Inclusive.
- Booth, T., Ainscow, M., Black-Hawkins, K., Vaughan, M., & Shaw, L. (2000). *Index for Inclusion: Developing learning and participation in schools*. Centre for Studies on Inclusive Education.
- Branscombe, N. R., & Baron, R. A. (2017). *Social Psychology* (14 ed.). Pearson Education.

- Cohen, J., McCabe, E. M., Michelli, N. M., & Pickeral, T. (2009). School climate: research, policy, practice, and teacher education. *Teachers College Record*, *111*, 180-213.
- Dias, P. C., Mamas, C., & Gomes, R. (2020). Attitudes of students towards peers with special educational needs in mainstream Portuguese schools. *European Journal of Special Needs Education*. doi:10.1080/08856257.2020.1743410
- Doreen, R. U., & Kurniawati, F. (2018). Gender differences in attitude toward students with disabilities among primary students in Jakarta. *2nd INDOEDUC4ALL-Indonesian Education for All (INDOEDUC 2018)*. 272, pp. 1-4. Atlantis Press.
- Fajrianti, S. P., & Purwanti, M. (2021). The role of knowledge and attitude of regular students to acceptance toward special educational needs. *Journal of Educational, Health and Community Psychology*, *10*(2), 275-289.
- Finnvold, J. E., & Dokken, T. (2024). How school placement and parental social capital influence children's perceptions of inclusion in school. A survey of Norwegian children with physical disability. *European Journal of Special Needs Education*, *39*(2), 219-234.
- Fu, W., He, X., Sun, Y., Wang, C., Wang, J., & Dong, Y. (2023). The relationship between school climate and general teachers' attitude toward inclusion in China: the mediation effect of teachers' efficacy. *International Journal of Developmental Disabilities*, *69*(4). doi:10.1080/20473869.2021.1985919
- Fu, W., Xiao, Y., Yin, C., & Zhou, T. (2022). The relationship of inclusive climate and peers' attitude on children with disabilities in China: a mediating role of empathy. *Frontiers in Psychology*, *13*. Retrieved from <https://doi.org/10.3389/fpsyg.2022.1034232>

- Gistituati, N., Hadiyanto, H., Sopandi, A. A., & Kusumastuti, G. (2019). Development of an instrument to measure the inclusive classroom climate. *Proceedings of the 1st Progress in Social Science, Humanities and Education Research Symposium (PSSHERS 2019)*, (pp. 193-196). doi:10.2991/assehr.k.200824.045
- Gonçalves, T., & Lemos, M. (2014). Personal and social factors influencing students' attitudes towards peers with special needs. *Procedia - Social and Behavioral Sciences*, 112, 949-955.
- Hallberg, U., & Klingberg, G. (2023). *Children with Special Needs: An Overview of Knowledge on Disability*. Springer.
- Hasanah, U., Ni'matuzahroh, N., & Nurhamida, Y. (2016). Sikap siswa reguler terhadap siswa berkebutuhan khusus dengan kecenderungan *bullying* kelas inklusi. *Jurnal Psikologi Islam Al-Qalb*, 7(1), 43-58.
- Ibrahim, A., Alang, A. H., Madi, M., Baharuddin, B., Aswar, A. M., & Darmawati, D. (2018). *Metodologi Penelitian*. Gunadarma Ilmu.
- Jabnabillah, F., & Margina, N. (2022). Analisis korelasi *Pearson* dalam menentukan hubungan antara motivasi belajar dengan kemandirian belajar pada pembelajaran daring. *Jurnal Sintak*, 1(1), 14-18.
- Kementerian Pemberdayaan Perempuan dan Perlindungan Anak Republik Indonesia. (2011). *Peraturan Menteri Negara Pemberdayaan dan Perlindungan Anak Republik Indonesia Nomor 10 Tahun 2011 tentang Kebijakan Penanganan Anak Berkebutuhan Khusus*. Sekretariat Negara.
- Kementerian Pendidikan Indonesia. (2009). *Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 70 Tahun 2009 tentang Pendidikan Inklusif bagi Peserta Didik yang Memiliki Kelainan dan Memiliki Potensi Kecerdasan dan/atau Bakat Istimewa*. Departemen Pendidikan Nasional.

- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia. (2022). *Panduan Pelaksanaan Pendidikan Inklusif*. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.
- King, L. (2017). *The Science of Psychology: An Appreciative View* (4th ed.). McGraw-Hill Education.
- Koth, C. W., Bradshaw, C. P., & Leaf, P. J. (2008). A multilevel study of predictors of student perceptions of school climate: the effect of classroom-level factors. *Journal of Educational Psychology, 100*(1), 96-104. doi:10.1037/0022-0663.100.1.96
- Mandasari, D. (2020). Empati siswa reguler, iklim sekolah dan perilaku perundungan terhadap siswa berkebutuhan khusus disekolah inklusif. *Psikoborneo (Jurnal Imiah Psikologi), 8*(4), 684-695. doi:10.30872/psikoborneo
- McDougall, J., DeWit, D. J., King, G., Miller, L. T., & Killip, S. (2004). High school-aged youths' attitudes toward their peers with disabilities: the role of school and student interpersonal factors. *International Journal of Disability, Development and Education, 51*(3), 287-313.
- Mitchell, M. M., Bradshaw, C. P., & Leaf, P. J. (2010). Student and teacher perceptions of school climate: a multilevel exploration of patterns of discrepancy. *Journal of School Health, 80*, 271-279.
- Myers, D. G., & Twenge, J. M. (2016). *Social Psychology* (12th ed.). McGraw-Hill Education.
- Myong, Y., Shin, H.-I., Lee, J.-E., Cho, W., Yi, & Gyong, Y. (2021). Development and validation of a new scale to assess attitudes and perspectives toward persons with disabilities. *Annals of Rehabilitation Medicine (ARM), 45*(4), 331-340.

- Pemerintah Indonesia. (1959). *Undang-Undang Dasar Negara Republik Indonesia 1945*. Sekretariat Negara.
- Pemerintah Indonesia. (2003). *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*. Sekretariat Negara.
- Pemerintah Provinsi DKI Jakarta. (2021). *Peraturan Gubernur Daerah Khusus Ibukota Jakarta Nomor 32 Tahun 2021 tentang Petunjuk Teknis Penerimaan Peserta Didik Baru*. Sekretariat Daerah Provinsi DKI Jakarta.
- Pemerintah Provinsi DKI Jakarta. (2021). *Peraturan Gubernur Daerah Khusus Ibukota Jakarta Nomor 40 Tahun 2021 tentang Penyelenggaraan Pendidikan Inklusif*. Sekretariat Daerah DKI Jakarta.
- Ramadhan, R., & Yasmin, M. (2023). Hubungan iklim sekolah dengan perilaku *bullying* pada santri di pesantren. *Edu Sociata: Jurnal Pendidikan Sosiologi*, 6(2), 1576-1584.
- Sadziak, A., Matczak, D., & Wieczorek, M. (2021). Youth attitudes to persons with disabilities in relation to the type of their school environment – a pilot study. *Journal of Health Inequalities*, 7(2), 138–147. doi:10.5114/jhi.2021.112687
- Sahir, S. H. (2021). *Metodologi Penelitian*. KBM Indonesia.
- Salim, R. M., Jesslin, & Rumlatur, N. A. (2022). *Puppet book* membantu anak usia dini dalam memahami anak berkebutuhan khusus. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(6), 5769-5781. doi:10.31004/obsesi.v6i6.2975
- Santrock, J. W. (2019). *Life-Span Development* (17th ed.). McGraw-Hill Education.
- Sari, D. A., & Kurnia, I. (2022). Kenali pentingnya membangun pendidikan karakter pada anak berkebutuhan khusus (ABK) di sekolah reguler.

*Prosiding SEMDIKJAR (Seminar Nasional Pendidikan Dan Pembelajaran)*, 5, pp. 394-402. Retrieved from <https://proceeding.unpkediri.ac.id/index.php/semdikjar/article/view/2006>

Schwab, S. (2017). The impact of contact on students' attitudes towards peers with disabilities. *Research in Developmental Disabilities*, 62, 160-165.

Schwab, S., Sharma, U., & Loreman, T. (2018). Are we included? Secondary students' perception of inclusion climate in their schools. *Teaching and Teacher Education*, 75, 31-39.

Sejati, D. W. (2023). Cerita ABK di Sekolah, Dibully hingga Dianggap Pembuat Onar. *Solopos News*. Retrieved from <https://news.solopos.com/cerita-abk-di-sekolah-dibully-hingga-dianggap-pembuat-onar-1603130>

Setyawan, A. H. (2020). Korban *Bullying* di Purworejo Ternyata Anak Berkebutuhan Khusus, Akui Sering Ditendangi Teman. *Tribun News*. Retrieved from <https://www.tribunnews.com/regional/2020/02/14/korban-bullying-di-purworejo-ternyata-anak-berkebutuhan-khusus-akui-sering-ditendangi-teman>

Siregar, S. (2013). *Metode Penelitian Kuantitatif: Dilengkapi dengan Perbandingan Perhitungan Manual & SPSS*. Kencana.

Sugiyono. (2020). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta Bandung.

Supratiwi, M., Yuwono, J., Gunarhadi, G., Widyastono, H., Hermawan, H., & Rejeki, D. S. (2023). Mapping the social adjustment issues in children with special needs in inclusive schools. *Proceedings of the 6th International Conference on Learning Innovation and Quality (ICLIQE 2022)*, (pp. 1209-1213). Retrieved from <https://www.atlantispress.com/proceedings/icliqe-22/125994873>

- Taylor, G. S. (2017). Kisah Farhan, Jadi Korban *Bully* Sejak di Bangku SMA. *CNN Indonesia*. Retrieved from <https://www.cnnindonesia.com/gaya-hidup/20170721185658-255-229508/kisah-farhan-jadi-korban-bully-sejak-di-bangku-sma>
- Utami, L. D. (2021). Kementerian PPPA: 110 Anak Penyandang Disabilitas Jadi Korban Kekerasan Di Awal 2021. *Tribun News*. Retrieved from <https://www.tribunnews.com/nasional/2021/04/02/kementerian-pppa-110-anak-penyandang-disabilitas-jadi-korban-kekerasan-di-awal-2021>
- Venetz, M., Zurbriggen, C. L., Eckhart, M., Schwab, S., & Hessels, M. G. (2015). *The Perceptions of Inclusion Questionnaire (PIQ)*. (English Version).
- Wang, Z., Xu, X., Han, Q., Chen, Y., Jiang, J., & Ni, G.-X. (2021). Factors associated with public attitudes towards persons with disabilities: a systematic review. *BMC Public Health*, *21*(1058). Retrieved from <https://doi.org/10.1186/s12889-021-11139-3>
- Widana, I. W., & Muliani, P. L. (2020). *Uji Persyaratan Analisis*. Klik Media.
- Widhiarso, W. (n.d.). *Pengategorian Data dengan Menggunakan Statistik Hipotetik dan Statistik Empirik*. Retrieved from <https://widhiarso.staff.ugm.ac.id/wp/wp-content/uploads/Widhiarso-Pengategorian-Data-dengan-Menggunakan-Statistik-Hipotetik-dan-Statistik-Empirik.pdf>
- Wijayanti, P. A., & Sulistiobudi, R. A. (2018). *Peer relation* sebagai prediktor utama school well-being siswa sekolah dasar. *Jurnal Psikologi*, *17*(1), 56-67. Retrieved from <https://ejournal.undip.ac.id/index.php/psikologi/article/view/17946>