

PRINCIPAL'S POLICY IN PREVENTING BULLYING AGAINST CHILDREN WITH SPECIAL NEEDS (CSN) IN MIN 9 BANDA ACEH

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Abstract

Bullying against Children with Special Needs (CSN) is a serious issue in the implementation of inclusive education in madrasahs. The prevention of bullying requires well-planned policies and strategies from the head of the madrasah and the involvement of all school members. This study aims to analyze the policies and strategies of the head of the madrasah in preventing bullying against CSN at MIN 9 Banda Aceh, as well as to identify internal and external constraints in their implementation. This study employed a qualitative approach using a descriptive method. Data were collected through interviews, observations, and documentation involving the head of the madrasah, the vice principal for student affairs, and homeroom teachers as research informants. Data validity was ensured through source triangulation. The results show that bullying prevention policies at MIN 9 Banda Aceh are based on the vision and mission of an inclusive madrasah that emphasize the values of justice, equality, and student protection. Prevention strategies are implemented through the cultivation of empathy values, strengthening the role of teachers, inclusive classroom management, and parental involvement. However, the implementation still faces constraints such as limited resources, limited time for guidance, and the influence of the social environment. This study concludes that effective prevention of bullying against CSN requires systematic policies, inclusive leadership, and sustainable collaboration.

Keywords: Inclusive Islamic Primary School, bullying prevention, children with special needs.

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INTRODUCTION

Inclusive education is an educational approach that ensures all children have access to quality education without discrimination, particularly those with special needs. This quality-oriented initiative emphasizes respect for diversity among learners and the creation of a comfortable and supportive learning environment that promotes both academic achievement and social-emotional development for all students. (No et al., 2025). In madrasahs that implement inclusive education, educational success is not only measured by academic achievement but also by the creation of a school environment that protects students from all forms of violence and discrimination. (Afifatur Rahmi et al., 2024).

One of the main challenges that still frequently arises in the implementation of inclusive education is bullying. Bullying against children with special needs can take various forms, such as physical, verbal, social, or psychological, and is usually repetitive in nature and difficult for educators to detect. (Afifatur Rahmi et al., 2024). This indicates that children with special needs are more vulnerable to becoming victims compared to their peers, resulting in a decreased sense of safety, self-confidence, and enthusiasm for learning.

Efforts to prevent bullying in inclusive madrasahs require the active involvement of all components of the madrasah in a systematic and sustainable manner. These components must not only address incidents of bullying when they occur, but also design educational and preventive strategies. (Balincha et al., 2025). Bullying prevention will be more effective when supported by firm policies, continuous socialization, and increased understanding among all members of the madrasah regarding the various forms of bullying, especially those that do not involve physical violence. (Efendi & Widiyono, 2025)

The role of the principal is crucial as the main decision-maker and controller of school culture in the madrasah. The principal is responsible for formulating policies, developing programs, and coordinating teachers and educational staff to create a safe and inclusive learning environment. Several inclusive schools or madrasahs have demonstrated that strong leadership from principals or madrasah heads significantly influences the effectiveness of bullying prevention efforts for children with special needs. (Haryanti et al., 2025).

MIN 9 Banda Aceh, As a madrasah that implements inclusive education, there is a commitment to providing equal educational services for all students. However, the diversity of students' characteristics can create complex social dynamics, including the risk of bullying against children with special needs. Therefore, contextual, responsive, and student-protection-oriented policies formulated by the madrasah principal are essential to minimize the potential for bullying. (Haryanti et al., 2025).

This study aims to examine madrasah principals' policies in preventing bullying against children with special needs and in creating a supportive school atmosphere. The findings of this study are expected to contribute theoretically to the field of inclusive educational management and to serve as practical guidance for madrasah principals and educational stakeholders in formulating effective policies to create a safe and inclusive madrasah environment.

RESEARCH METHOD

This study employs a descriptive qualitative approach aimed at understanding and describing social phenomena in depth by interpreting the context, experiences, and perspectives of the individuals involved. The purpose of qualitative research is to obtain a deeper understanding of the phenomena being examined. Through this qualitative approach, researchers are able to explore meanings and gain a more comprehensive and authentic understanding of the phenomena under study. Data collection techniques include observation, in-depth interviews, and documentation. (Ardiansyah et al., 2023). Primary data were obtained through interviews with the madrasah principal, homeroom teachers, and the vice principal for student affairs. Meanwhile, secondary data were collected from books, scientific journals, and relevant documentation that support the focus of the study. Data analysis was conducted using content analysis through the stages of data reduction, data display, and conclusion drawing, referring to the Miles and Huberman model. Data validity was strengthened through source triangulation to ensure the consistency, credibility, and accuracy of the research findings.

RESULTS

Strategies of the Madrasah Principal's Policy in Preventing Bullying Against Children with Special Needs (CSN) at MIN 9 Banda Aceh

Based on interviews with the madrasah principal, it was found that the approach to preventing bullying against children with special needs (CSN) at MIN 9 Banda Aceh originates from the school's vision and mission that support inclusive education. The vision and mission were collaboratively formulated by the madrasah principal, the school development team, and the madrasah committee. Their objective is to create a fair, friendly,

and discrimination-free learning environment. In practice, children with special needs are placed in the same classrooms as other students without segregation, while receiving support tailored to their individual needs.

This statement is supported by the explanation of the homeroom teacher, who revealed that inclusive values are introduced to students from the beginning of their schooling. The homeroom teacher actively educates regular students to respect their peers with special needs as special individuals who must not be mocked or discriminated against. This indicates that inclusive values are not merely documented in policy, but are also implemented in the classroom learning process.

Meanwhile, the vice principal for student affairs emphasized that the inclusive vision is also reflected in various student-related programs. These programs include anti-bullying activities, the cultivation of mutual respect, as well as extracurricular and religious activities. Through these programs, all students, including children with special needs, are given equal opportunities to demonstrate their talents and skills. Thus, it can be concluded that the inclusive vision and mission serve as a fundamental basis for bullying prevention policies at MIN 9 Banda Aceh.

In addition to the vision and mission, bullying prevention policies are also implemented through school rules and regulations. The madrasah principal explained that there are specific regulations for children with special needs outlined in a communication book that connects teachers and parents, while general school regulations apply equally to all students without discrimination. This approach aims to ensure that children with special needs do not feel isolated, while still receiving services appropriate to their developmental needs.

In this regard, the homeroom teacher stated that at the classroom level, rules have been established to prohibit behaviors such as mocking, fighting, and other actions that may lead to bullying. These rules function to create a comfortable and safe classroom environment for all students. From the perspective of student development, the vice principal for student affairs added that rule enforcement is carried out in an educational and persuasive manner, including teacher supervision and student involvement as anti-bullying ambassadors. The results of data triangulation indicate that school regulations, classroom rules, and student development programs mutually reinforce one another in preventing bullying against children with special needs.

Efforts to prevent bullying are further strengthened through socialization and counseling activities. The madrasah principal stated that socialization is conducted routinely through Teacher Working Group (KKG) activities, religious guidance, and habituation during dhuha prayers, which consistently convey anti-bullying messages. The impact of these socialization efforts can be seen in students' attitudes, as they more frequently help and show respect toward children with special needs in their daily activities.

This statement is reinforced by the homeroom teacher, who explained that education on inclusion and anti-bullying is delivered in enjoyable ways, such as through the use of music and the cultivation of positive behavioral habits in the classroom. The vice principal for student affairs also added that socialization is carried out through direct counseling, OSIM activities, and the formation of anti-bullying ambassadors as well as *Cahaya Jiwa* ambassadors. It can be concluded that anti-bullying socialization is conducted continuously and has a positive impact on students' behavior.

Internal and External Constraints in Bullying Prevention Policies

Based on the interview results, the head of the madrasah explained that the internal challenge previously encountered was the limited knowledge of teachers in handling Children with Special Needs (CSN) during the early implementation of the inclusive program. However, this challenge has gradually been addressed through various training programs, workshops, and practical experiences over the past few years.

Homeroom teachers stated that in practice, they do not face significant difficulties due to the presence of special assistant teachers who help handle CSN in the classroom. Meanwhile, the vice principal for student affairs assessed that a challenge which still needs attention is the understanding of non-physical forms of bullying, which are often misinterpreted as jokes. This indicates that human resource constraints are temporary in nature and continue to be addressed through continuous guidance and increased awareness.

Regarding facilities, the head of the madrasah explained that the madrasah has provided adequate supporting facilities for CSN, such as a resource room, a calm room, and specialized learning media. Homeroom teachers and the vice principal for student affairs also stated that the existing facilities sufficiently meet the needs of CSN and have not become obstacles in bullying prevention. Thus, this indicates that there are no significant barriers in terms of facilities and infrastructure.

From the aspect of external support, the head of the madrasah explained that parents generally support inclusive policies and bullying prevention, although there are variations in parenting styles at home. This is reinforced by the statements of homeroom teachers who mentioned that there have been no complaints from parents or students regarding bullying. The vice principal for student affairs also emphasized that parents support the presence of special assistant teachers as well as school policies in guiding CSN. It can be concluded that support from parents and the social environment is quite strong and plays a positive role in supporting bullying prevention policies at MIN 9 Banda Aceh.

DISCUSSION

Policy Strategies of the Madrasah Principal

Conceptually, strategy is defined as a series of decisions and structured actions aimed at achieving an organization's long-term goals. Strategy involves a leader's ability to determine various options to build competitive advantage through the coordination of interconnected organizational activities. In the field of education, strategy serves as a primary reference in planning and implementing school management in accordance with the vision and mission of the educational institution. (Iqbal & Sesmiarni, 2025).

Mukhlisin emphasizes that strategy in education is a continuous process involving the formulation, implementation, and evaluation of policies to improve the quality of educational services. An efficient strategy enables educational institutions to respond to changes and challenges in an adaptive and well-directed manner (Mukhlisin et al., 2024).

It can be concluded that strategy in education is an essential tool that directs all institutional resources and policies so that educational goals can be achieved effectively. In the madrasah context, strategies implemented by the madrasah principal serve as the foundation for policy formulation and program implementation aimed at creating a safe, inclusive, and high-quality learning environment.

Meanwhile, the madrasah principal's policy reflects the wisdom of educational leaders in formulating binding strategic decisions that serve as guidelines for all members of the madrasah community. Gamage and Pang explain that policy includes statements of goals and mutually agreed guidelines that function as a framework for implementing educational programs. (Ilham, 2021).

In line with this view, Arraziq (2023) emphasizes that policy is a carefully formulated decision made by top leadership and is not merely routine or technical in nature. Recent studies indicate that educational policies developed in a participatory and contextual manner are more effective in addressing social issues in schools, such as violence and bullying. (Arraziq & Artikel, 2023). Azizah emphasizes that madrasah principal policy can be understood as a set of rules, programs, procedures, and strategies developed to achieve educational goals for the common good. (Azizah et al., 2024).

In Islamic educational leadership, the policies implemented by the head of the madrasah encompass deep normative and ethical dimensions, in which every decision must be grounded in the principles of justice, humanity, and the protection of students. It is emphasized that school policies which prioritize religious values and inclusivity can create a safe learning environment and support students' social and emotional development. Such leadership views every individual as a creation of God who possesses inherent dignity, potential, and equal rights to be respected and protected, regardless of differences in background or individual conditions (Rahmi, 2017). Therefore, madrasah principal policies not only regulate the behavior of madrasah members but also shape the culture and character of the educational environment. (Mukhlisin et al., 2024).

These policies are then implemented through the principal's strategies as a series of planned actions. Strategy is explained as involving the selection of activities designed to achieve organizational excellence and long-term goals. In the madrasah context, strategy functions as an operational tool to translate policies into concrete programs, such as formulating anti-bullying regulations and establishing prevention teams. (Mutia et al., 2024).

The relationship between the principal's policies and strategies is crucial in efforts to prevent bullying, especially for students with special needs in inclusive schools. Policies provide the normative and structural foundation, while strategies ensure effective and sustainable implementation. Research by Arraziq and Armansyah (2023) shows that principals' policies that are consistently socialized and supported by collaborative strategies can reduce bullying practices and increase collective awareness among school members. (Arraziq & Artikel, 2023).

Based on the explanation above, it can be concluded that madrasah principal policies serve as fundamental instruments that direct goals, values, and rules in the implementation of education, while the principal's strategies function as mechanisms for carrying out these policies. The synergy between policies and strategies grounded in the values of inclusivity and justice is a key factor in building a safe, friendly, and bullying-free madrasah environment.

Strategies and policies in education are the main guidelines that assist leaders in planning and managing all organizational activities in line with the institution's vision and mission. Sitti Aisyah (2024) emphasizes that well-managed strategies by leaders can motivate all school members and ensure that educational objectives are achieved effectively. In the context of inclusive madrasahs, the principal's strategy is particularly important for translating the vision and mission of inclusion into educational practice. (Aisyah, 2024).

The vision and mission of inclusive madrasahs, which promote social justice, equality, and respect for diversity, form the primary basis for designing policies and strategies to prevent bullying against children with special needs. Leadership success is reflected in the leader's ability to translate the organization's vision and mission into concrete actions experienced by all members. Therefore, the madrasah principal must ensure that the inclusive vision and mission are implemented through enhancing teacher competence, adapting the curriculum, and creating a safe and welcoming learning environment for all students. (Fuanindah, 2025).

Thus, preventing bullying in inclusive madrasahs requires cooperation and the involvement of all members of the madrasah community. Collaborative approaches, such as anti-bullying socialization and the cultivation of empathy, are effective in building shared awareness and reducing bullying behavior. Booth and Ainscow, in the *Index for Inclusion*, state that students' well-being is also influenced by the school environment's acceptance of diversity. A strong culture of inclusion enables students with special needs to feel accepted as they are, without fear of being judged because of their limitations

(Gustaman et al., 2025). This approach can also be strengthened through the development of self-control values and character education as part of implementing the inclusive vision and mission.(Sulaima et al., 2023).

In conclusion, madrasah principal policies and strategies based on an inclusive vision and mission play a vital role in preventing bullying. The integration of an inclusive vision, clear policies, and collaborative strategies is the key to creating a madrasah environment that is safe, fair, and supportive of the development of all learners.

Bullying Prevention for Children with Special Needs (CSN)

Bullying is an aggressive behavior that occurs repeatedly and involves an imbalance of power between the perpetrator and the victim. According to Chandra Duwita Ela Pradana, bullying is a negative behavior that includes actions leading to both physical and psychological violence, which often occur over a long period of time and result in prolonged impacts on the victim (Pradana, 2024). It has negative impacts on the psychological and social well-being of victims. Among children with special needs, bullying often occurs due to a lack of understanding of their needs and insufficient adaptation within inclusive educational environments. Fuannida explains that children with special needs experience higher rates of bullying compared to their peers, often as a result of social exclusion, discrimination, and challenges in social interaction that are consistent with their characteristics. Kari states that, according to Olweus, students with special needs are often targets of bullying due to various factors such as physical limitations, behavioral differences, or a lack of social skills (Kari et al., 2024). This highlights the importance of recognizing various forms of bullying, such as verbal, physical, social, and non-verbal bullying, as a basis for designing effective prevention strategies (Fuanindah, 2025).

Efforts to prevent bullying among children with special needs require continuous supervision and integrated support. By applying an inclusive school environment approach, bullying can be addressed more effectively when schools develop a strong culture of inclusion. This includes providing teacher training and tolerance education programs. Idhartono (2025) explains that anti-bullying training for educators in inclusive schools has a positive impact on teachers' understanding of the characteristics of children with special needs and their ability to prevent and handle bullying. In addition, tolerance and acceptance education programs have been shown to enhance empathy and social support between students with special needs and their peers. Students' development is also strongly influenced by dynamic interactions between individuals and their social environment. Therefore, school environments that are sensitive to diversity can reduce incidents of bullying (Idhartono et al., 2025).

Creating an inclusive madrasah environment is a strategic step in preventing bullying against children with special needs. An inclusive school culture involves not only the formulation of formal policies but also the implementation of programs that focus on collective awareness and response to bullying. Hidayati and Idhartono (2025) emphasize that schools' roles in preventing bullying must adopt a comprehensive approach involving students, teachers, parents, and the community to build a safe and inclusive environment. This approach supports the creation of positive interactions in schools, allowing students with special needs to feel more accepted and less isolated (Idhartono et al., 2025).

It can be concluded that preventing bullying against children with special needs in inclusive madrasahs requires an understanding of the types of bullying, the development of an inclusive school culture, and learning methodologies that foster empathy and respect for differences. Collaboration between formal policies and collaborative strategies from various stakeholders is essential to creating an effective, fair, and sustainable bullying prevention system for the entire school community.

Internal and External Constraints of Bullying Prevention Policies

Inclusive schools are essentially educational institutions that guarantee every student, including those with special needs, equal, safe, and dignified access to education. This principle of equality requires madrasahs to create learning environments free from discrimination and to protect all students from various forms of bullying. Amelya (2025) emphasizes that the implementation of bullying prevention policies in inclusive madrasahs still faces various challenges, both internal and external, resulting in suboptimal implementation (Amelya et al., 2025).

Internal challenges generally relate to the lack of human resources and institutional aspects of the madrasah. Many madrasahs do not yet have a special team, causing the handling of cases to be situational and dependent on the initiative of certain individuals. Andriyan (2023) emphasizes that school policies that are not supported by an organizational structure and clear division of tasks will be difficult to implement consistently. In addition, the limited awareness related to mindset and human resources is temporary in nature and continues to be addressed through ongoing guidance and increased awareness. (Andriyan et al., 2023).

On the other hand, external challenges are mainly caused by the level of understanding of teachers and parents regarding the issue of bullying against children with special needs. Several studies reveal that many teachers have not received specific training on the characteristics of children with special needs and on sensitive approaches to handling bullying, resulting in responses that have not been fully effective. Therefore, continuous efforts to increase awareness are needed and must be consistently addressed to prevent bullying. (Fuanindah, 2025). Yonas (2024) It is stated that the success of leadership and school policies is strongly influenced by the capacity of human resources to implement organizational values, vision, and goals in practice. In addition, low participation from parents and the community, combined with varying parenting patterns, also contributes to these external challenges. (Yonas & Suherman, 2024).

It can be concluded that although there are policies in place to prevent bullying in inclusive madrasahs, there are still interconnected internal and external challenges. These challenges include limitations in teaching personnel, as well as low levels of knowledge and participation among teachers, parents, and the community. Ineffective organizational structures and the lack of specialized training regarding children with special needs also contribute to these challenges. Therefore, the success of bullying prevention is strongly influenced by the improvement of human resource capacity, the leadership of the madrasah principal in effectively implementing an inclusive vision, and continuous collaboration among the madrasah, parents, and the wider community to create an educational environment that is safe, fair, and inclusive for children who require special attention.

Relationship Between Madrasah Principal Policies and Children with Special Needs (CSN)

Policies established by madrasah principals play a strategic role in preventing bullying, particularly against children with special needs who are vulnerable to discrimination. As leaders of educational institutions, madrasah principals are responsible not only for administrative functions but also for creating safe, comfortable, and inclusive learning environments. Bullying prevention policies are realized not only through written regulations but also through guidance, strategies, and approaches that instill tolerance values, character education, and shared awareness that bullying is a collective responsibility of the school community (Kholidi & Muliawan, 2024).

In line with inclusive education principles, madrasah principal policies must accommodate various internal and external challenges, such as limited resources, lack of teacher training, and low parental involvement. Therefore, collaborative approaches involving teachers, students, parents, and the community are essential for building a child-

friendly school culture. Policies oriented toward protection and respect for diversity play a significant role in reducing bullying cases, strengthening anti-discrimination culture, and creating inclusive madrasahs that support the optimal development of all students (Lutfi et al., 2025).

CONCLUSION

Based on the research findings, it can be concluded that the policies and strategies of the madrasah principal at MIN 9 Banda Aceh play an important role in preventing bullying against children with special needs. These policies are grounded in the inclusive madrasah vision and mission emphasizing justice, equality, and student protection, and are implemented through collaborative approaches involving the principal, teachers, homeroom teachers, vice principal for student affairs, parents, and students. Strategies such as fostering empathy, strengthening teacher roles, and creating safe and child-friendly learning environments contribute positively to building inclusive madrasah cultures that are preventive toward bullying.

However, this study also found internal and external constraints in the implementation of bullying prevention policies, including limited time for guidance and differences in the understanding of madrasah members regarding the forms of bullying. These constraints indicate that bullying prevention policies require more systematic and sustainable reinforcement in order to be implemented optimally, as well as continuous efforts to raise awareness of the importance of equality.

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