The Role of Teachers' Teaching Strategies on Peer Acceptance: Study in Inclusive Madrasas in Indonesia

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ABSTRACT:

Madrasa is an educational institution in Indonesia that has unique in implementing inclusive education because it combines inclusive values in the Quran and Hadith, inclusive values proclaimed by UNESCO 1994 and inclusive values according to national education policies. One of the goals of inclusive education in madrasas is to foster peer acceptance. This study attempted to examine factors that foster peer acceptance in Inclusive Madrasa *Ibtidaiyah*. The participants of this study involved 930 students and 42 teachers of Inclusive Madrasa *Ibtidaiyah* in Indonesia. The study used the Peer Acceptance Scale (PAS) to measure peer acceptance and a social interaction teaching strategy measurement tool to measure teaching strategies. The results of the analysis found that teaching strategies significantly increase regular student peer acceptance of students with special needs. $R^2 = 0.029$, $F(1,928) = 28.107$, $p<0.001$.

Keywords: inclusive education, peer acceptance, teaching strategy, inclusive madrasa *ibtidaiyah,* Indonesia

INTRODUCTION

In 1991 the world convention in Bangkok discussed the rights of the child and declared "education for all". This declaration was followed up by the holding of an educational convention in Salamanca Spain which triggered the need to implement an inclusive education system. Inclusive education is an educational system that allows students with special needs to be able to learn in a learning environment with few restrictions or Least Restrictive Environment (LRE). This slightly limited learning environment allows students with special needs to be closer to their surroundings. Students with special needs have the same opportunities as regular students to participate in various activities, and they are considered as someone who are not disabled ("Unicef". n.d; Nur Baiti et al., 2021; Odo et al., 2021). The learning system promotes social diversity and acceptance of the fundamental rights of disabled children and makes students with special needs avoid discrimination by their environment (Kossewska et al., 2022).

Based on the results of The Salamanca Statement on Inclusive Education, the goal of developing an inclusive education system is to avoid discrimination, create a welcoming community, build an inclusive society and achieve education for all (UNESCO, 1994). To be able to achieve this goal, the most important thing to develop is the acceptance of regular student peers to students with special needs. Peer acceptance is generally defined as the degree to which a child is liked or socially rejected by his or her peer group. Acceptance is measured by sociometric techniques that give nominations to peers from the most liked to the least liked (Berk, 2007; MacEvoy et al., 2011; Pijl et al., 2008). But other experts define peer acceptance more specifically as a child's willingness to interact, work together, play, and help with peers (Buhs & Ladd, 2001; Macevoy, 2011). Based on the 2 views of the definition of peer acceptance, researchers concluded that peer acceptance is the preference of a child liking his friend which is shown by the child's willingness to interact, work together, play, and help his peers.

Peer acceptance is the main thing that needs to be fostered when going to implement an inclusive education system because peer acceptance encourages regular students to provide emotional support to students with special needs so as to be able to foster academic motivation and increase academic engagement of students with special needs (Wentzel, 2009). Previous research results revealed that students with special needs accepted by their peers have better academic motivation, social ability, and emotions so that they are able to achieve higher academic achievement compared to students who are less accepted by their friend (Adibsereshki & Salehpour, 2014; Hughes et al., 2014)

De Boer, Pijil, Post and Minnaert (2013) revealed that one of the factors that have a role to influence the acceptance of regular student peers to students with special needs is the behavior displayed by teachers while teaching. This is because the behavior displayed by the teacher at the time of teaching towards certain students becomes an example for other students so that students can judge their friends from the behavior displayed by their teachers. Based on Bandura's theory that students in schools display their behavior according to their role models (Feist & Feist, 2008). The role model that students imitate the most is the teacher. This becomes the basis of students in treating friends in their class so as to affect peer acceptance in the classroom (Donohue et al., 2003; C. Huber et al., 2018; K. D. Huber et al., 2001; Hughes et al., 2014).

According to De Boer et al (2013) teachers perform their role to foster regular student peer acceptance of students with special needs through teaching practices or often referred as teaching strategies. The practices that teachers used such as the way of giving instruction, selection of learning media, and selection of teaching methods greatly affect the acceptance of regular students to students with special needs (David & Kuyini, 2012; Wang et al., 2016). Previous research has shown that regular students can accept their friends with special needs when teachers use teaching strategies tailored to students' needs. Conversely, when teachers use teaching strategies that are not tailored to students' needs, regular student peer acceptance of special needs students seems low (David & Kuyini, 2012; Mariyam, 2016).

The type of teaching strategy used by teachers is diverse according to its purpose. This research will focus on reviewing teaching strategies that specifically aim to improve regular student social interaction with students with special needs so as to foster peer acceptance. Teaching strategies that could be used to improve social interaction between regular students and special needs students were put forward by Yang in 2012. Teachers who use this strategy will facilitate the interaction of special needs students with regular students by teaching regular students how to interact with students with special needs, encouraging regular students both verbally and nonverbal gestures to interact with students with special needs, and providing examples of appropriate behavior when establishing social interactions to regular students and students with special needs (Yang & Rusli, 2012).

BACKGROUND

Madrasa *Ibtidaiyah*

Madrasas are terms of "*darasa*," in Arabic which means learning. This word is then interpreted in the form of *isim makan* (a word that refers to a place) to become a madrasa which means a place to study for both low and high level students (kindergarten, elementary school, junior high school, and senior high school) (Nasir, 2015; Syar'i et al., 2020). Another meaning of "*darasa*" is to be erased, to lose its mark, to make obsolete, to train and learn. Based on the meaning of the madrasa, it is known that the term madrasa is a place to educate students, eliminate ignorance, or eradicate their ignorance and train their skills according to their talents, interests, and abilities (Nasir, 2015).

In the context of Asia, Madrasa is a modernization concept of Islamic education. Madrasa is an education system developed based on public schools that implement classical or Pesantren systems (Nasir, 2015; Syar'i et al., 2020). Madrasas provide learning to students about science accompanied by religious attitudes (Arif, 2013). The emergence of the madrasah is regarded as an indicator of the positive development of Islamic culture achievement, reflecting the knowledge, intellectual, and cultural success (Umar, 2015). Religious learning materials in madrasas have a larger portion compared to other learning materials. Based on the curriculum content, the madrasa is divided into two: the madrasah with 30% religious Content and 70% other content. The second is madrasah with 100% religious' content. The religious content studied in madrasas is the Qur'an, the sayings (hadith) of the Prophet Muhammad, jurisprudence (fiqh), and law (Syar'i et al., 2020).

Madrasa is an institution that is widely established in South Asia and Southeast Asia, especially in Pakistan, India, Malaysia, and Indonesia. This institution has existed in the country for a long time even during the colonial period for example the development of madrasas in India which began with the Mughal Empire (1526–1857) (Riaz, 2011; Syar'i et al., 2020). Madrasa developments and systems in different countries are adapted to the values and culture of the country. In Indonesia, the Madrasa education system emerged in the early twentieth century. After Indonesia's independence, madrasas were under the auspices of the Ministry of Religious Affairs of the Republic of Indonesia. Based on law no. 2 of 1989 of the Republic of Indonesia on the national education system mentions that a madrasa is a school that is typical of Islam. The curriculum imposed in madrasah is a school curriculum following with the rules imposed by the ministry of education coupled with the religious science curriculum as its characteristic. In carrying out the process of education, madrasa has an emphasis on creed, worship, dealings *(muamalat)* and good attitude *(akhlakul karimah)*, as well as the intensity and quantity of Islamic religious learning curriculum that is more than public schools (Directorate of Curriculum, Facilities, Institutional and Student Affairs (KSKK) Madrasa, 2018).

Inclusive Education in Madrasa of Indonesia

Inclusive education is defined as education that accommodates all children regardless of their physical, intellectual, social, emotional, linguistic, or other conditions, which include children with disabilities, gifted children, working street children, children from the population nomads, children from ethnic or cultural minorities, and children from marginalized groups, the process of increasing the presence, participation, and achievement of all students, combating discriminatory attitudes and building an inclusive society (Bariffe & Pittas, 2021; Odo et al., 2021; UNESCO, 1994). Inclusive education has many benefits for students with special needs and normal students. For students with special needs, inclusive education provides opportunities to interact with various characteristics of people. This makes students with special needs the opportunity to learn to socialize for living in society. For regular students, inclusive education can teach them to accept the uniqueness of each individual and learn directly and objectively about the diverse characteristics of peer acceptance (Hallahan & Kauffman, 2006).

The process of developing inclusive education in Indonesia began in the 1960s, which was marked by the acceptance of several blind special education graduates in public schools in the Bandung area. In 2002 the government officially implemented this inclusive education by conducting a pilot project in public schools in 9 well-resourced provinces. Since this year inclusive education is growing. However, this inclusive education only develops in public schools under the auspices of the Ministry of Education of the Republic of Indonesia (Mariyam, 2016). The development of inclusive education in madrasas began in 2013, the Ministry of Religious Affairs of the Republic of Indonesia made a policy to implement an inclusive education system in madrasas by implementing the Regulation of the Minister of Religious Affairs of the Republic of Indonesia No. 90 of 2013 (Ali, 2013).

Madrasas are unique from other educational units because in Madrasas the application of inclusive values proclaimed by UNESCO 1990 by applying inclusive

values contained in the Koran and Hadith such as values regarding social, non-discriminatory, suggestions for doing others found in the surah An-nur verse 61, sura Abasa verse 1 to 11 and the hadith of Abu Dawud (Mukaffa, 2017). This principle makes inclusive madrasas have a different curriculum system compared to public elementary schools in general because of an increase in faith and devotion to Allah SWT which is implemented in the teaching and learning process (Sulthon, 2018).

The strengthening of inclusive values in Madrasah is grown through a greater quantity of Islamic religious learning and religious activities compared to formal schools in general. Religious activities provided are also carried out by various methods such as prayers together, Quranic recitation and its interpretation, social service activities (orphan compensation), and activities commemorating Islamic holidays. Through these activities, students are given an understanding of the inclusive values listed in global policy as well as hadiths and Al-Quran more often to foster good morals (Sholikhah, 2016; Sulthon, 2018).

Teaching strategies in inclusive madrasas ibtidaiyah
The teacher has the main role to assist students in every activity they participate in, especially to foster peer acceptance. The practices used by teachers such as how to present learning, how to be a role model, the selection of learning media, and the teaching methods are chosen greatly affect students (Barwal, 2013; David & Kuyini, 2012; Donohue et al., 2003). Definition of teaching strategy in an inclusive education context is a way for teachers to identify, accommodate and meet the learning needs of all students including students with special needs to improve student skills. (Barwal, 2013; Yang & Rusli, 2012). This study will focus on testing teaching strategies that can increase regular students' social interactions with students with special needs to foster peer acceptance. Yang (2005) and Yang & Rusli (2012) classify teaching strategies that can specifically increase peer acceptance. This strategy consists of two dimensions, namely direct strategy, and indirect strategy. Direct teaching strategy consists of prompting for respect, inviting participation, prompting for identification, helping with movement, making interpretation, maintaining conversation, answering children's questions, prompting and reinstructing, and providing reinforcement. The Indirect teaching strategy consists of providing sensory input, fading the interaction, informing the interaction, and environmental arrangement (Yang & Rusli, 2012).

In an inclusive madrasa, the teacher teaches inclusive values in every activity such as students participating in the recitation of the Al-Quran and Hadith. In this activity, the teacher does not only target the cognitive aspects but also targets the affective and psychomotor aspects. In every activity, the teacher builds good morals and encourages students to display attitudes following the values of inclusive education (Sulthon, 2018). This makes the goals of inclusive education easy to achieve in Madrasas. In addition, other activities to strengthen inclusive values that are quite widely carried out in madrasa make these inclusive values also more easily internalized in students. When referring one of the learning theories is operant conditioning, the more often students are given an understanding of the values of inclusivity, the more exposed the students will be, thus that students will eventually bring up attitudes that are following the value of inclusive education without having to be given reinforcement or punishment (Powel, R. A. et al., n.d.). Therefore, the education system in madrasa that contains the strengthening of inclusive values in their learning activities is assumed to be a factor that makes regular students more accepted by students with special needs so this needs to be studied further.

OBJECTIVE AND HYPOTHESES

In this study, researchers attempted to test the influence of teaching strategies on peer acceptance in inclusive madrasa *Ibtidaiyah*. Madrasa *Ibtidaiyah* is the most basic level of the school stage with madrasa model. Madrasa *Ibtidaiyah* is a school level equivalent to elementary school. Peer acceptance is the main thing that needs to be developed in the inclusive madrasah *Ibtidaiyah* because based on Puri (2004) that as much as possible this concept of inclusion should be started as early as possible. In formal education, the most basic stage for developing this inclusion is at the madrasa *Ibtidaiyah* stage. This is in accordance with the national education system article 6, paragraph 1 of Law No. 20 of 2003 concerning 9-year compulsory learning programs starting from elementary school. In addition, when referring to the psychosocial theory of Erik Erikson, at this stage the child is at the level of industry vs inferiority. The task of development in this stage is that the child is required to develop a variety of skills so that he can feel competent so that he is appreciated by his environment. In developing such tasks a child needs support from his environment especially from his peers (Papalia et al., 2012). If a child is well received and given support by the surrounding environment, the child will diligently develop his competence and confidence in his ability to develop. Conversely, if

the child is not accepted and does not get support from the surrounding environment, the child grows up feeling inferior and doubting his ability (Santrock, 2013). Therefore, good acceptance from peers becomes the main thing at this stage of age.

The results of previous research and articles published in online media in Indonesia showed that students with special needs were well received by their friends in inclusive madrasa *Ibtidaiyah*. This is based on qualitative research conducted by Munir and Sulthon in 2018. Both studies showed that students with special needs were well received by their peers in the inclusive madrasa *Ibtidaiyah*. Students with special needs are seen to be willing to learn, play and do tasks together with their peers (Munir, n.d.; Sulthon, 2018). In addition, based on articles in online media showed the same results that students with special needs in schools with madrasa models were well received by regular friends. The student is invited to play, do tasks together and be involved in every school activity (Sarmun, 2015; Yulianto, 2019). This peer acceptance indicator, which is willing to learn, play and do tasks together in line with the definitions of Buhs and Ladd (2001), Piercy et al (2002) and MacEvoy et al (2011) used in this study.

This phenomenon of good peer acceptance is allegedly influenced by the factors of implementing an inclusive madrasa curriculum that contains the strengthening of inclusive values by combining the values in the Quran, hadith and values proclaimed by UNESCO in 1994. However, the results of the study have not been generalized in all inclusive madrassas in Indonesia. This is because both studies above use qualitative methods where the method of data collection using interview methods that are limited to teachers only and the number of samples is still low. In addition, the information contained in online media is only limited to discussing one madrasa only. Therefore, peer acceptance in inclusive madrasas needs to be reviewed in order to see a comprehensive picture of peer acceptance and factors that can foster peer acceptance in Indonesia's inclusive madrassas.

Given the importance of regular student peer acceptance of special needs students in inclusive madrasah *Ibtidaiyah* and research on inclusive madrasah is still limited, therefore, researchers attempted to test the influence of teaching strategies on peer acceptance in inclusive madrasas *Ibtidaiyah* in Indonesia. Based on a literature review that researchers have been conducted, researchers have guessed that teaching strategies can increase peer acceptance. Teachers who use this type of teaching strategy to foster social interaction will allow regular students to accept students with special needs.

RESEARCH METHODOLOGY

Study participants
In this study, researchers used a class analysis unit so that participants in this study were divided into 2 unit. There were teachers and students of inclusive madrasah *Ibtidaiyah* in Indonesia. The criteria of teachers who are participants in this study are teachers in grades 3, 4, 5, and 6 whose classes there are students with special needs. Meanwhile, the criteria of student participants are students in grades 3, 4, 5, and 6 whose classes there are students with special needs. In this study there were 930 students and 42 teachers participated from 4 provinces in Indonesia, namely Central Java, West Java, East Java, and South Sulawesi. Here is the data of the study participants.

Research Procedure
The data collection in this study used a questionnaire in the form of a self-report with selected response format item. The procedures and measuring instruments used in this study have been reviewed by the ethics review committee of the Faculty of Psychology, University of Indonesia and have met the ethical standards of psychological disciplines, the Research Code of the University of Indonesia and the Indonesian Psychological Association Code of Ethics obtained numbered /Fpsi.Committee of Ethics / PDP.04.00 / 2020. The study was conducted online and offline. The participants who filled out questionnaires in the study were teachers and students. Teachers worked on questionnaires online using Google form. The Google form link was given to the principal and the principal instructed the teachers to fill out the link. As for students, they filled out questionnaires face-to-face by being guided by the homeroom teacher or parents. Students who did not run face-to-face learning, had to fill out questionnaires online by sending questionnaires via Whatsapp chat. Researchers gave a questionnaire link to the teacher and asked the teacher to submit to the parents to fill out the questionnaire.

Measuring Instrument
There were two questionnaires used in this study. First, Peer Acceptance Scale (PAS) from Piercy et al (2002) to measure peer acceptance. Second, a social interaction strategy questionnaire adapted by Candraresmi (2016) with the reference to Yang's theory 2005 and 2012 to measure teacher strategy.

Peer Acceptance Scale
Peer Acceptance Scale (PAS) is a tool to measure peer acceptance developed by Piercy et al (2002) which has been

Tabel 1. Data of Study participants

Characteristics		Total	Percentage (%)
Teacher participants (N=42)			
Gender	Female	28	58.3
	Male	14	29.2
Age	24-30 years	10	23.8
	31-40 years	14	33.3
	>40 years	18	42.8
Education	Bachelor	41	97.9
	Master	1	2.1
Teaching Experience	<5 years	9	21.4
	5-15 years	15	35.9
	16-25 years	18	40.6
	26-30 years	1	2.4
Training Experience	Once	27	64.3
	Never	15	35.7
Types of disability of the students\	Slow learner	30	52.6
	Learning disability	1	1.7
	Intelectual disability	9	15.7
	Autism	2	3.5
	ADHD	4	7
	Blind	1	1.7
	Deaf	3	5.2
	Retarded	3	5.2
	Double handicap	3	7
Student Participants (N=930)			
Gender	Female	490	52.7
	Male	428	45.8
	Not filling	14	1.5
Age	8 years	8	0.8
	9-11 years	734	78.9
	>11 years	182	19.5
	Not filling	6	0.6

adapted by the research team of inclusive education faculty of Psychology, University of Indonesia in 2016. This measuring device will be filled by students. In this study, researchers wrote the characteristics of children with special needs along with cartoon images of each particular need. In addition, researchers said the name of children with special needs in the classroom based on information obtained from the teacher. This was conducted to have not a negative effect on children with special needs. Reliability tests used the Cronbach Alpha technique, while for validity testing researchers used the inter-item correlation method. From this test obtained the result that the reliability of the PAS measuring instrument amount-ed to 0.895. The items of PAS measuring instruments have validity above 0.2.

The Teacher Strategy Measuring Tool to Foster Social Interaction

The teacher strategy measuring tool used in this study is a measuring tool adapted by Candraresmi (2016). This device will be filled by the teacher. Candraresmi (2016) adapts the measurement tool of teacher strategy in the social interaction of special needs students with peers by referring to Yang theory 2005 and 2012. Researchers conducted a test of measuring instruments back to 102 participants. After the trial there were 26 items from the

measuring instrument which coefficient value of relations between the items was less than 0.3 so that it had to be discarded. Therefore, after the analysis of items returned from 64 items contained in this measuring instrument only 36 items were used. Tests of reliability and validity of teacher strategy measuring instruments in social interaction of special needs students with peers conducted on 102 inclusive elementary school teachers in Jakarta and Depok with Cronbach Alpha technique showed a measuring instrument reliability result of 0.930. Test validity using the inter-item correlation method. The results of the validity test with the method obtained the results of 26 items have validity above 0.2.

Data Analysis

The data were analyzed using regression techniques to look at the influence of teaching strategies on peer acceptance. Furthermore, researchers used descriptive statistical analysis techniques to look at images of gender, teaching experience, and training experience.

RESEARCH RESULTS

Based on the statistical analysis that has been done obtained mean values, standard deviations and spread of participant scores seen based on midpoint. The following results are further described in table 2.

When viewed from the variables of teaching strategies, teachers who rarely apply teaching strategies accord-

ing to the needs of students there are 4 people (9.5%) and teachers who often apply teaching strategies according to the needs of students 38 participants (90.5%). Judging from its dimensions, teachers who rarely apply direct teaching strategies there are 5 participants (11.5%) and teachers who often apply direct teaching strategies 37 participants (88.1%). Teachers who rarely apply indirect teaching strategies 3 participants (7.1%) and teachers who often apply indirect teaching strategies 39 participants (92.9%). Furthermore, students who have peer acceptance of children with special needs who are classified as low there are 26 people (2.8%) and students who have peer acceptance of children with special needs are classified as high there are 904 (97.2%).

The next analysis is regression analysis to find out the influence of teaching strategies on peer acceptance. The following results of the analysis are described in table 3.

The results of the analysis using simple regression techniques are used to predict peer acceptance of teaching strategies. The teaching strategy describes the significant variance of peer acceptance, R2= 0.029, F(1,928)=28,107, P<0.001, which indicates that 2.9% of the variance of peer acceptance data is predicted from teaching strategies. Teaching strategies significantly predict peer acceptance β=0.171, t(928)=5,302, p<0.001. The coefficient value obtained is 12,825 and the coefficient value b is 0.035. Based on the value of the coefficient, the regression equation obtained is Y = 12.825 + 0.035X. This shows that if the value of teaching strategy

Tabel 2. **Variable Overview from Mid Point**

Variable	Mid Point	Mean	SD	Low Category Participants		High Category Participants	
				Frequency	Precentage (%)	Frequency	Precentage (%)
Teaching Strategies		3.13	0.45	4	9.5	38	90.5
Direct Teaching Strategy	2.5	3.11	0.5	5	11.9	37	88.1
Indirect Teaching Strategy		3.18	0.47	3	7.1	39	92.9
Peer Acceptance	1	1.67	0.3	26	2.8	904	97.2

Table 3. **Regression Results Influence of Teaching Strategies on Peer Acceptance**

Variabel	Unstandardized Coefficients		Standardized Coefficients	T	p
	B	SE	Beta (β)		
Constant	12.825	.753		17.039	.000
Teaching Strategies	.035	.007	.171	5.302	.000

Note: constant= 12.825, F (1, 928)= 28.107 ***, 28.107, p<.001, R^2=.029

variables increases by 1 point then peer acceptance will increase by 0.035. The higher the teaching strategy score, the more peer acceptance scores.

DISCUSSION

The results showed that teaching strategies significantly influenced peer acceptance. The data showed that 90% of teachers of madrasas used teaching strategies either direct teaching strategies or indirect teaching strategies. Teachers used 13 types of teaching strategies consisting of prompting for respect, inviting participation, prompting for identification, helping with movement, making interpretation, maintaining conversation, providing sensory input, fading the interaction, informing the interaction and environmental arrangement.

The results showed that teaching strategies significantly influenced peer acceptance because the teacher applies the concept of operant conditioning. The teacher taught inclusive values in every activity that students participated in, especially activities related to the application of religious values. The teacher encouraged students to apply inclusive values by combining globally inclusive concepts with inclusive values found in the Quran and Hadith. This can increase the quantity of inclusive values learning so that students are more often exposed to these values. Furthermore, the teacher would teach these inclusive values through himself by being a role model. The teacher displayed behavior that is following the inclusive values contained in the Qur'an and hadith as well as the inclusive values listed in the Salamanca statement.

However, considering the R value, teaching strategies only have a 2.9% influence on peer acceptance. Researchers suspected that this small percentage of influence was due to research conducted during pandemic conditions that caused teachers to be unable to use social interaction teaching strategies. This was because the learning process was done online which limited teachers to face-to-face with students, thus they could not use strategies to foster social interaction. Therefore, teachers rarely used teaching strategies that foster social interaction. However, when referring to previous research, the results of previous research showed that in practice in inclusive schools in Indonesia there were indeed few teachers who used the type of teaching strategies that increase social interaction. Most teachers still used it in a way that is called traditional style (Kurniawati, 2021). This affected the acceptance of peer students because teachers provided little access to regular students and special needs students to socialize with each other. Though this collaborative teaching technique is a technique that needs to be applied in an inclusive educational setting because the influence is large enough to increase regular student social interaction with students with special needs (Yang, 2005).

In addition, researchers tried to confirm the results of this study by conducting an interview with the principal of inclusive madrasa *Ibtidaiyah* to see an overview of the teaching strategies used in inclusive madrasah *Ibtidaiyah*. Interview results showed that teachers rarely used strategies that foster social interaction because teachers had been too bothered with administrative tasks, thus there was no time. In addition, teachers were also comfortable with the teaching methods they used, especially for teachers who had more experience (Masruri, 2021). Based on the above data, it is concluded that in practice in the field teachers rarely use strategies that foster regular student social interaction with students with special needs regardless of pandemic and non-pandemic conditions.

When looking at the results of participants' answers on each variable, it is seen that the results of teaching strategy scores look high. 90% of high-ranking teachers indicate that they often use teaching strategies to foster social interaction. However, when referring to Kuriniawati's research (2021) in its implementation only a few teachers consistently use the teaching strategy. Furthermore, the results of the interview showed that teachers have not used teaching strategies to foster social interaction. The gap between the results of the questionnaire and the data on the implementation of teaching strategies based on the results of previous research and the results of interviews raises allegations that the tendency of answers leads to social desirability. Lavrakas (2008) states that social desirability is the tendency of participants to fill in answers in ways they consider more socially acceptable than real answers according to their circumstances. Participants did so to project a good image of themselves to avoid receiving negative evaluations. The participants' answers caused the study to become biased.

Researchers tried to examine the possible factors that cause social desirability. Researchers suspected that there were limitations to the procedure performed. In this study the questionnaire was given by asking the principal to distribute the questionnaire to the teacher. There was quite a time for teacher to fill out the questionnaire, and there was a possibility that the teacher displayed the best possible effort because the teacher was worried about being assessed by the principal. The behavior of the teacher made the results of the questionnaire looked good, thus that it contained social desirability. Participants did so to project a good image of themselves to avoid receiving

negative evaluations. The participants' answers caused the study to become biased. Furthermore, the filling of questionnaires conducted online made researchers unable to ensure that teachers understood the instructions and every statement on the questionnaire.

In student participants, the student questionnaire was administrated by asking the teacher or parent to guide the filling of the questionnaire. This gave assumption that when the teacher or parent guided the student to work on this questionnaire there was a wrong understanding of the teacher or parent so that it had an impact on the answer. Other than that there was an allegation that the answer filled out by the student was not the pure answer from the student. Charging students guided by teachers and parents raised the assumption that the parent or teacher might direct students to give certain answers. This also caused social desirability when filling out this questionnaire. Furthermore, the type of student needs present in this study were mostly students with mild disabilities, namely slow learning and physically difficult to distinguish from other regular students. This made the acceptance of peers in this inclusive madrasah *Ibtidaiyah* tended to be good because there were allegations that students consider their friends with special needs to be physically just like regular friends. In terms of socialization and communication was also not too far apart so that regular students still accepted students with special needs. Furthermore, teachers also did not provide special services to students with special needs so this made regular students did not see the difference between regular students and students with special needs.

The limitations that occured in this study are expected to be learning for future research. For previous studies are expected to perform data retrieval procedures offline, more providing an explanation that there is no assessment when filling out questionnaires so that participants can fill out questionnaires according to the actual circumstances, and data retrieval can be completed by conducting interview methods.

CONCLUSION

Based on tests that have been done, the results showed that the type of teaching strategy to foster social interaction had an influence on peer acceptance. Teachers who often used this type of teaching strategy to foster social interaction would make regular students able to accept their friends with special needs. Conversely, teachers who rarely used this type of teaching strategy to foster social interaction made regular students less able to accept their friends with special needs. However, this study has limitations because the research procedures conducted online make researchers unable to ascertain the understanding of instructions when filling out questionnaires and the process of filling out questionnaires so that.

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