LEVEL OF ACCEPTANCE OF MAINSTREAM PUPILS TOWARDS SPECIAL EDUCATION NEEDS PUPILS (MBPK)

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ABSTRACT

Primary schools that have recently implemented Integrated Special Education Programme (PPKI) are experiencing an adverse perception and lack of acceptance of mainstream pupils towards special education needs pupils (MBPK). The aim of this study is to identify the level of knowledge, affective and behaviour of mainstream pupils towards acceptance of MBPK. This study employs a quantitative approach to conduct a descriptive survey. A random sampling technique was used to obtain 60 respondents who consisted of the population of second level mainstream pupils in SJK (C) Port Dickson district. To collect feedback from respondents, this study used a questionnaire instrument. The findings indicate that the level of acceptance is high, with a mean score of 3.52 based on knowledge, affective and behaviour factors. The mean scores for knowledge, affective and behavior are comparatively high at 3.64, 3.64, and 3.27, respectively. Therefore, the school should aim to strive for an integration programme to promote mainstream pupils acceptance of MBPK.

Keywords: mainstream pupils, special education needs pupils, level of acceptance

1. INTRODUCTION

The Malaysian Education Philosophy and the Special Education Philosophy possess the same goal, which is to develop the potential of individuals in a comprehensive and integrated way to produce citizens who are knowledgeable, skilled, responsible, virtuous, and capable of achieving personal well-being as well as the ability to contribute to the harmony and prosperity of the family, society, and country. However, according to the Malaysian Ministry of Education (Kementerian Pendidikan Malaysia, 2013), Special Education Philosophy has the optimal development of children with special needs so that Special Education Need Pupils (MBPK) can become skilled, independent individuals, have a clear direction, can plan, manage life self, aware of one's own potential and ready to adapt in society.

According to the Malaysian Disability Act (Akta Orang Kurang Upaya Malaysia, 2008), in the realm of education, everyone has equal rights and individuals are not labeled based on their position, ethnicity, or religion. As a result, mainstream pupils should always grasp the current situation of MPBK and work to eliminate unfavourable perceptions of them, as well as assist them in discovering abilities or benefits of MBPK. Primary pupils' knowledge and attitudes about

MBPK have the potential to establish a happy and productive school environment. Subtly, this environment will boost teaching and learning for both mainstream and MPBK pupils.

Schools that have recently implemented Integrated Special Education Programme (PPKI) classrooms have to provide time for all mainstream pupils to acclimatize and get familiar with MBPK and engage with them with an open heart. Furthermore, MBPK typically behave differently than other mainstream pupils, leaving them puzzled how to communicate with MBPK in the PPKI class. As a result, although attending the same school, mainstream and MBPK pupils interact less frequently. As such, a research on mainstream pupils' acceptance of MBPK should be conducted at schools with PPKI classes.

Levey (2014) conducted two research at colleges and universities entitled "Attitudes of Nursing Faculty Students Towards Nursing Students with Special Needs". The study found that medical faculty students have a more positive attitude towards nursing students with special needs than other faculty students. They have a negative attitude because of their lack of exposure to people with special needs.

Numerous previous studies have focused on teachers' opinions about MBPK, but research on mainstream primary school pupil attitudes towards MBPK remains sparse. As a result, a research on mainstream pupils' adoption of MBPK is required to explore this phenomena. The goal of this research is to determine the extent of mainstream pupil acceptance of MBPK in a school in the Port Dickson district.

2. LITERATURE REVIEW

The World Health Organization (WHO) estimates that persons with disabilities account for 10% of a country's overall population. Thus, the WHO estimates that Malaysia has 2.8 million individuals with disabilities. KPM's main objective is to ensure that all Malaysian people have access to education that is equitable and of high quality. According to Education Development 2001-2010, all mainstream and MBPK pupils in our country have equal access to education. Equitable educational opportunities may assist an individual or a group of pupils reach their full potential in respect to physical, emotional, spiritual, and intellectual growth.

KPM has offered equitable educational opportunities for MBPK pupils to start their education at an early age, preventing student dropout during the learning process. As a consequence, the KPM and the Special Education Division collaborate to develop PPKI in government and government-aided schools for MBPK. PPKI refers to an educational programme in which MBPK students study a special class at government and government-aided schools. MBPK pupils who attend special courses at ordinary day schools are given the chance to interact with mainstream pupils so that they do not feel alienated. According to the National Education Policy (2017), PPKI's mission is to give MBPK with access to quality, relevant, and suitable education in developing their potential, talent, and interest in improving their social skills in order to live a meaningful life. The goal of implementing PPKI in a school is to meet educational goals while also prioritizing skill development (Azian and Mohd Mokhtar, 2022).

The Inclusive Education Programme (PPI) provides MBPK pupils to learn alongside typical pupils in mainstream schools in the same region (Harun et al., 2021). This programme may give possibilities for mainstream pupils to increase their comprehension of MBPK. According to Frostad and Pijl (2007), MBPK who learn with pupils in the mainstream of skills would improve their performance and social abilities. Furthermore, typical pupils who attend the same school as MBPK pupils have a greater understanding of their position.

According to Ayala Gonen and Keren Grinberg (2016), pupils are encouraged to make friends and socialize with pupils who have learning disabilities. Society must concentrate on the mentality and interpersonal interaction between mainstream pupils and MBPK. The positive attitude of mainstream pupils must be strengthened through numerous school activities that promote the development of communication skills, interaction, self-care, basic reading, art, and emotional intelligence. On the other side, mainstream pupils' unfavourable views towards MBPK must be eliminated since these attitudes will impede MBPK's social engagement. This can be explained by MBPK's lack of self-confidence and tendency to isolate oneself as a result of a lack of social interaction with others. (Azziarah Anuar, 2013).

According to Maslow's (1954) educational theory, acceptance indicates that each human being is unique and distinct, hence it is vital to value people' special features in terms of knowledge, attitude, and talents. Each individual should seize the chance to learn to embrace oneself. In terms of acceptance, Gonçalves dan Lemos (2014) found that female students have a more positive attitude towards their disabled peers than male students. The study's findings indicate that female students had higher levels of social acceptability than male students. Furthermore, another research by De Boer et al. (2010) in 20 different nations examines peers' attitudes of MBPK over a period of 13 years. This study once again shows that female students had a more optimistic attitude than male students. According to the United Nations Children's Fund (UNICEF, 2014), education is a concept that provides students from all backgrounds with equal opportunity, access, support, and the right to a quality education and learning. As a result, MBPK students should take learning steps that are appropriate for their ability.

Breckler (1984) developed the Three Component Attitude Model, which was applied in this study. This paradigm for measuring a person's attitude includes three crucial components: cognitive (knowledge), affective (feeling), and behaviour. The cognitive component refers to a person's thoughts, opinions, and knowledge about something. This refers to evaluating something in order to generate an opinion or belief (Jain, 2009). Furthermore, according to Shaver (2015), affective includes both emotional and experience components. A person will evaluate the social world using both positive and negative signals. Affective also refers to qualities that elicit emotions, resulting in feelings of liking or hating an object.In addition, behavior or conduct also means a person's tendency to act including a person's intention. Verbal and overt behaviour are the two kinds of behaviour (Wicker and Pomazal, 1971). According to Dewan Bahasa dan Pustaka (2007), an object's attitude or presumption are closely related to its acceptability. This can demonstrate that acceptance and attitude have been confused with each other.

Furthermore, the findings of a research by Azzarah Anuar (2013) have demonstrated that mainstream students' attitudes towards MBPK are what contribute to the establishment of a good

atmosphere. If mainstream pupils exhibit a negative attitude towards MBPK, they will be less self-assured, marginalized, and alienated. This demonstrates that mainstream pupils' unfavourable attitudes are an essential challenge to improving social engagement with MBPK.

3. METHODOLOGY

The link between behaviour, affective, and knowledge at the level of mainstream acceptance by pupils of MBPK is examined in this study. This research employs quantitative techniques. A collecting of numerical data with the goal of explaining, predicting, or controlling pertinent occurrences is known as quantitative research. It also involves the analysis of data, particularly statistical data. This study uses a survey-style approach to determine the knowledge, emotional, and behaviour factors that explain how receptive mainstream pupils are of MBPK.

This study is being conducted at a school in the Port Dickson district. Since this institution offers a new PPKI class, it is a good choice for doing research. 60 second level mainstream pupils were chosen at random to make up the study's sample. A total of 20 pupils will be selected for each year by main stream pupils in years 4, 5, and 6. An individual serving as a representative of a population is called a sample (Brown and Hedges, 2009).

Data for this study are gathered using a questionnaire-based tool. Pupils in standard schools get questionnaires, and they are asked to respond to questions depending on the items on the questionnaire. The questionnaire instrument was modified based on a research conducted by Wan Aiha Ismail (2004). There are four sections to the created questionnaire. The respondent's history is covered in Part A, knowledge is covered in Part B, emotional state is covered in Part C, and behaviour is covered in Part D. Ten question items in Part B ask about the understanding of MBPK that mainstream pupils possess. Ten question items in this section C pertain to the attitudes of mainstream students regarding MBPK. Part D, which consists of ten question items, assesses how mainstream pupils behave towards MBPK. A Likert scale will be used consisting of strongly disagree (SD) score 1, disagree (D) score 2, not sure (NS) score 3, agree (A) score 4 and strongly agree (SA). These scores are suitable for analyzing data using *Statistical Packages for The Social Sciences* (SPSS) (Lim, C.H., 2007).

4. RESULTS

4.1. Respondent background

Referring to Table 1, there are four demographic factors, namely gender, age and degree, which are the distribution of respondents.

Table 1: Distribution of Respondents

Demography	Category	n	Frequency (%)
Gender	Male	30	50.0
	Female	30	50.0
Age	10 years	20	33.3

	11 years	20	33.3
	12 years	20	33.3
Grade	Year 4	20	33.3
	Year 5	20	33.3
	Year 6	20	33.3

A total of 60 respondents from mainstream classes were involved in this study. They consisted of 30 males (50.0%) and 30 females (50.0%). The age of the respondents was 10 years old (20.0%), 11 years old (20.0%) and 12 years old (20.0%). In addition, the respondents consisted of mainstream students from Years 4 to 6. The number of respondents was the same, that is 20 people (33.3%) for each grade.

The interpretation of the level of knowledge of the mainstream pupils towards MBPK is displayed in Table 2. Out of 10 items, 4 items (P1, P6, P7 and P9) show a high level. In addition, 3 items (P2, P8 and P10) got a very high level and 3 items (P3, P4 and P5) got a low level. Item P2 has the highest mean (4.87), which is "You know there is PPKI in your school". The lowest mean P3 is 2.75, for the item "You have been exposed to knowledge about PPKI in your school". The overall mean for the level of knowledge of Mainstream pupils about MBPK is 3.64, indicating that the study sample is at a relatively high level, with a standard deviation of 0.493.

Table 2: Feedback for The Level of Knowledge of Mainstream Pupils About Pupils with Special Educational Needs (MBPK)

	Item	**SD 1**	**D 2**	**NS 3**	**A 4**	**SA 5**	**Mean**	**SD**	**Level**
		FREQUENCY AND PERCENTAGE (%) SCALE LIKERT							
P1	You have met MBPK other than at school.	14 (23.3)	3 (5.0)	16 (26.7)	17 (28.3)	10 (16.7)	3.10	1.399	High
P2	You know there is a Special Integration Education Program (PPKI) at your school.	0 (0)	0 (0)	0 (0)	8 (13.3)	52 (86.7)	4.87	0.343	Very High
P3	You have been exposed to knowledge about PPKI in your school.	10 (16.7)	10 (16.7)	29 (48.3)	7 (11.7)	4 (6.7)	2.75	1.083	Low

							Mean	SD	Interpretation
P4	All MBPK have health problems such as heart disease, seizures and asthma	7 (11.7)	11 (18.3)	27 (45.0)	6 (10.0)	9 (15.0)	2.98	1.172	Low
P5	All MBPK suffer from disabilities since they were born.	13 (21.7)	7 (11.7)	20 (33.3)	12 (20.0)	8 (13.3)	2.92	1.319	Low
P6	The problems experienced by MBPK will cause them to be weak in academics and social skills.	2 (3.3)	7 (11.7)	11 (18.3)	29 (48.3)	11 (18.3)	3.67	1.019	High
P7	MBPK has very sensitive emotions and feelings.	2 (3.3)	4 (6.7)	21 (35.0)	17 (28.3)	16 (26.7)	3.68	1.049	High
P8	MBPK needs a specific teaching and learning approach.	1 (1.7)	0 (0)	9 (15.0)	9 (15.0)	41 (68.3)	4.48	0.873	Very High
P9	MBPK has motivation and a sense of inferiority	0 (0)	3 (5.0)	18 (30.0)	21 (35.0)	18 (30.0)	3.90	0.896	High
P10	MBPK needs to be given the same learning opportunities as normal pupils .	3 (5.0)	1 (1.7)	13 (21.7)	14 (23.3)	29 (48.3)	4.08	1.109	Very High
	Mean Score		**3.64**						
	Standard Deviation		**0.493**						
	Interpretation Mean Score		**High**						

Table 3 revealed that the interpretation of mainstream pupils' emotional level towards MBPK was validated using ten items. Item A1 shows the highest mean value with a mean value of 3.17 (SP = 1.196) which is "I feel that all MBPK have odd and strange behavior". While Item A10 which is "I feel that MBPK likes to damage school property" got the lowest mean value of 1.85 (SP = 1.071) which the majority strongly disagree with this statement. Mainstream pupils do not feel that MBPK likes to damage school property. Out of 10 items, 3 items (A1, A2 and A7) scored high. In addition, 6 items (A3, A4, A5, A6, A8 and A9) scored low. Item A10 only gets a very low level. The overall

mean for the affective level of mainstream students towards MBPK is 3.64, showing that the level of the study sample is at a high level. The standard deviation of 0.493 shows that the data in this study are spread in a relatively small range.

Table 3: Feedback for The Level of Affective of Mainstream Pupils about Pupils with special educational needs (MBPK)

	Item	SD 1	D 2	NS 3	A 4	SA 5	Mean	SD	Level
		FREQUENCY AND PERCENTAGE (%) SCALA LIKERT							
A1	MBPK is behaving oddly and strangely.	8 (13.3)	6 (10.0)	22 (36.7)	16 (26.7)	8 (13.3)	3.17	1.196	High
A2	MBPK does not understand the teacher's instructions.	6 (10.0)	9 (15.0)	24 (40.0)	16 (26.7)	5 (8.3)	3.08	1.078	High
A3	MBPK has no interest in hanging out with normal students.	20 (33.3)	13 (21.7)	20 (33.3)	4 (6.7)	3 (5.0)	2.28	1.151	Low
A4	During the assembly, MBPK did not line up well.	23 (38.3)	10 (16.7)	9 (15.0)	13 (21.7)	5 (8.3)	2.45	1.407	Low
A5	I feel that MBPK does not respect teachers.	20 (33.3)	12 (20.0)	20 (33.3)	5 (8.3)	3 (5.0)	2.32	1.172	Low
A6	MBPK often fights at school	29 (48.3)	8 (13.3)	17 (28.3)	2 (3.3)	4 (6.7)	2.07	1.233	Low
A7	School supervisors are difficult to control MBPK.	9 (15.0)	7 (11.7)	23 (38.3)	14 (23.3)	7 (11.7)	3.05	1.199	High
A8	I found that MBPK just likes to play and is lazy to study.	23 (38.3)	16 (26.7)	15 (25.0)	4 (6.7)	2 (3.3)	2.10	1.100	Low

							Mean	SD	
A9	I feel MBPK usually don't dress properly to school .	28 (46.7)	12 (20.0)	11 (18.3)	4 (6.7)	5 (8.3)	2.10	1.298	Low
A1 0	feel that MBPK likes to damage school property	30 (50.0)	15 (25.0)	12 (20.0)	3 (5.0)	0 (0)	1.85	1.071	Very Low

Mean Score	**3.64**
Standard Deviation	**0.493**
Interpretation Mean Score	**High**

Table 4 shows the interpretation of the level of behavior of mainstream pupils towards MBPK. Out of 10 items, 6 items (T1, T2, T6, T7, T9 and T10) got high level. In addition, 1 item (T3) got a very high level and 2 items (T4 and T5) got a low level. The highest mean for item T3, which is "I am willing to help MBPK if they need help" got a mean of 4.43. The lowest T8 mean is 1.97 which is about "I feel ashamed if my younger siblings/other family members are placed in the PPKI class". In general, the mean for the level of mainstream behavior towards MBPK is as high as ever, which is a mean of 3.27 and a standard deviation of 0.459.

Table 4: Feedback for The Level of Behavior of Mainstream Pupils About Pupils with Special Educational Needs (MBPK)

		FREQUENCY AND PERCENTAGE (%) SCALA LIKERT							
	Item	**SD 1**	**D 2**	**NS 3**	**A 4**	**SA 5**	**Mean**	**SD**	**Level**
T1	I will be friends with MBPK.	3 (5.0)	1 (1.7)	17 (28.3)	27 (45.0)	12 (20.0)	3.73	0.972	High
T2	Always try to get involved in activities related to MBPK.	3 (5.0)	4 (6.7)	14 (23.3)	22 (36.7)	17 (28.3)	3.77	1.095	High
T3	Always ready to help MBPK if they need help.	1 (1.7)	2 (3.3)	5 (8.3)	14 (23.3)	38 (63.3)	4.43	0.909	Very High
T4	My best friend is from MBPK.	18 (30.0)	14 (23.3)	11 (18.3)	10 (16.7)	7 (11.7)	2.57	1.382	Low
T5	I will help MBPK if directed by the teacher.	22 (36.7)	11 (18.3)	12 (20.0)	12 (20.0)	3 (5.0)	2.38	1.303	Low

T6	I feel MBPK needs to be separated from regular classes.	6 (10.0)	7 (11.7)	24 (40.0)	11 (18.3)	12 (20.0)	3.27	1.205	High
T7	I have never labeled MBPK with various titles.	14 (23.3)	1 (1.7)	10 (16.7)	8 (13.3)	27 (45.0)	3.55	1.620	High
T8	I feel ashamed if my younger siblings/other family members are placed in the PPKI class.	31 (51.7)	9 (15.0)	13 (21.7)	5 (8.3)	2 (3.3)	1.97	1.178	Very low
T9	I will take the time to be friendly with MBPK if I have the chance.	2 (3.3)	2 (3.3)	12 (20.0)	24 (40.0)	20 (33.3)	3.97	0.991	High
T10	I used to visit PPKI to monitor their condition while studying.	13 (21.7)	1 (1.7)	22 (36.7)	16 (26.7)	8 (13.3)	3.08	1.306	High
Mean Score			**3.27**						
Standard Deviation			**0.459**						
Interpretation Mean Score			**High**						

Table 5 below shows the Interpretation Mean Score from sources Sabilan et al. (2017).

Table 5: Interpretation Mean Score

Mean	Level
1.00 – 2.00	Very Low
2.01– 3.00	Low
3.01– 4.00	High
4.01– 5.00	Very High

Sumber: Sabilan et al. (2017)

Table 6 portrayed the overall the level of mainstream pupils acceptance of MBPK. The level of acceptance of mainstream pupil s towards MBPK based on knowledge is high with a mean value of 3.64 (SP = 0.493) followed by affective which is a mean of 3.64 (SP = 0.493) also high. While the behavior is a mean of 3.27 (SP = 0.459) which is also in a high level. The level of mainstream students acceptance of MBPK which reached a mean of 3.52, (SP = 0.430). Overall, the level of acceptance of mainstream students towards MBPK is high.

Table 6: Overall Mean Value and Standard Deviation

Variables	Mean	Standard Deviation	Level
Knowledge	3.64	0.493	High
Affective	3.64	0.493	High
Behavior	3.27	0.459	High
Acceptance Level	3.52	0.430	High

5. DISCUSSION

According to the study's findings, mainstream pupils have a relatively high level of knowledge. Consider that 86.7% of mainstream pupils are aware of the availability of PPKI classes at their schools. This is a positive phenomena since mainstream pupils care about the school's structure. According to Minister of Education Fadhlina Sidek, the number of MBPK in Malaysia is expanding, with 93,951 in 2020, 97,220 in 2021, and 107,020 in January 2023. As a result, community demands will drive the expansion of PPKI in schools. As pupils who are sensitive to their educational environment, they are aware of the PPKI class's fate with hearts of kindness.

Presently, special education teachers play an essential role in promoting the PPKI class to the school community through briefings, exhibits, contests, and banquets, which allow mainstream pupils to attend the PPKI class and learn about the MBPK learning approach. According to Ghafar and Jahaya (2006), children with special needs are those who differ from typical children in terms of mental traits, sensory skills, physical, social, or emotional behaviour, and a variety of other deficits. In order to fully develop their talents, pupils require suitable educational practices or special education assistance.

The study's findings on mainstream pupils' emotional levels towards MBPK indicate a high level. Overall, mainstream pupils had a somewhat positive opinion of MBPK, which is consistent with the findings of Norisa (2002), who conducted research on mainstream students' attitudes towards students with hearing impairments. The study discovered that mainstream students had a generally positive assessment of the attitudes of hearing challenged students at assembly school. The findings of this survey demonstrate that mainstream pupils strongly disagree that MBPK at their school do not line up correctly during assemblies since the MBPK always line up in an orderly manner without disputing. This contradicts the findings of Zulkarnain's (2002) study, which found that MBPK pupils with learning difficulties who are not supervised by special teachers struggle to focus on the assembly programme. This SJK (C) school's PPKI comprises of MBPK with learning

difficulties such as dyslexia, intellectual disability, and autism. Thus, the affective level of MBPK at this school is moderately high since mainstream pupils may socialize with MBPK without having much trouble.

Based on the data, this study concludes that mainstream pupils exhibit a high degree of behaviour towards MBPK. As a result, this study demonstrated that mainstream pupils exhibit rather positive behaviour towards MBPK. The findings of this study contradict Bloom et al. (2013), who reported in a study that 10-15% of people with developmental impairments participate in demanding behaviours. The MBPK condition at this school also challenges the claim that MBPK have low self-confidence due to weak social and learning abilities (Sukumaran et al., 2003). According to Bacete et al. (2017), this MBPK typically exhibits disruptive and uncomfortable behaviour, such as insisting, directing, and beating in order to damage oneself and others. As a consequence, this study does not demonstrate that past research influences the outcomes of mainstream pupil conduct. Furthermore, Devlin et al. (2011) found that MBPK students do not have the opportunity to participate in general activities with classmates, which contradicts this study because this phenomenon does not occur in SJK (C) schools because MBPK students always participate in school-organized activities alongside mainstream pupils.

Ultimately, the levels of knowledge, affect, and behaviour are relatively high. Directly, this indicates a high level of acceptance based on knowledge, emotive, and behavioural factors. Azzahrah Anuar's (2013) study discovered that the presence of a favourable environment is attributable to mainstream students' attitudes towards MBPK. The negative perceptions of mainstream pupils towards MBPK must be eliminated since they will impede MBPK's social activity. This can be explained by MBPK's lack of self-esteem, isolation, and self-isolation as a result of a lack of social interaction with others. Furthermore, Ayala Gonen and Keren Grinberg (2016) found that mainstream students need to improve their image, establish friends, and socialize with MBPK.

The findings of Levey's study, J. A. (2014), show that medical faculty students are more favourable towards nursing students with special needs than other faculty students. Other faculty students had a negative attitude owing to a lack of exposure to people with special needs. Furthermore, a study by Jessica et al. (2015) found that college and university students had good attitudes towards special needs students, but they have negative attitudes towards special needs students who have mental and learning disabilities. This refers to the dilemma of MBPK pupils who have mental and learning disabilities that mainstream pupils do not recognize. According to Forlin's (1995) research, students with learning difficulties are frequently less accepted and act more adversely than their typical peers.

According to Sturaro et al. (2011), behaviour difficulties will arise if rejection from peers continues for an extended length of time. According to a research done by Zaharah Abu Bakar (1996), the seriousness with which normal kids adopt MBPK in the school setting influences the socialization process. Peer interactions are critical to PPKI's social integration success. The socialization process is dependent on mainstream pupils' willingness to embrace MBPK who attend the same school. Peer connections are vital because mainstream opinions of pupils about MBPK, as well as their acceptance of peer group activities, influence the success of the socialization process.

Furthermore, Larrivee and Horne's (1991) study discovered that mainstream pupil's lack of acceptance of MBPK was attributable to both physical difficulties and low academic success. According to Westwood (1997), if exceptional children perform well in school, their classmates would appreciate and accept them. Furthermore, children with light and less substantial impairments are more readily accepted than those with severe disabilities. As a result, a significant amount of work is required to enhance mainstream pupils' acceptance of MBPK.

As stated by Abdullah (2017), plenty teaching and learning activities can foster a positive relationship between typical pupils and MBPK. PPKI in schools will also provide inclusive teaching and learning, strengthening the connection between pupils in mainstream schools and MBPK. Inclusive friends play a vital part in the Peer Support System. According to Biggs and Rossi's study (2021), peer interactions between mainstream pupils and MBPK have a significant impact on inclusive pupils' social and intellectual skills. The Peer Support System is an essential programme that encourages typical pupils to be more compassionate towards people with disabilities (Adams, 2016).

6. CONCLUSION

The Ministry has began implementing the Zero Reject Policy in phases, commencing in 2019. This strategy ensures that MBPK pupils obtain an education alongside mainstream pupils by enrolling in normal schools through the Special Integration Education Programme (PPKI), Inclusive Education Programme (PPI), or Special Education School (SPK). All people have the right to study in an atmosphere that is comfortable, enjoyable, and stress-free, which is known as a Learning Friendly Inclusive atmosphere. This right also applies to MBPK. A school with PPKI must provide a learning environment that allows mainstream pupils to integrate with MBPK pupils. Mainstream students can engage with MBPK while studying in PPI, which attempts to incorporate both mainstream and MBPK pupils. As a consequence, MBPK will feel more confident and less marginalised at school. As instructors, we must teach pupils who are always worried about the MBPK group and care about them. This might encourage compassion, love, and thankfulness for our generation. Directly, society will be peaceful and kind.

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