THE INFLUENCE OF CHARACTER STRENGTH AND STIGMA ON THE ACCEPTANCE OF PEER FRIENDS OF TEENAGERS WHO ARE FRIENDS WITH CHILDREN WITH SPECIAL NEEDS

Hilyah Nurul Azizah
Persada Indonesia University YAI
Indonesia
hilyahnurulazizah@gmail.com

Mutia Qoriana
Persada Indonesia University YAI
Indonesia
mutia.qoriana@gmail.com

Vita Lestari
Persada Indonesia University YAI
Indonesia
me.v1t4@gmail.com

ABSTRACT

This study aims to test the significance of the influence of character strength and stigma on acceptance by regular adolescent peers in adolescents with special needs. The population in this study were junior high school teenagers in grades 1-3 throughout Jabodetabek who attended inclusive schools. Sampling in this study used techniques of non-probability sampling with a sample of 276 respondents. The questionnaire used to measure the peer acceptance variable. Meanwhile, for the character strength variable, a scale is used Value in Action Inventory of Strength (VIA-IS. Validity testing of questionnaire items uses the CFA technique (Confirmatory Factor Analysis), while data analysis for hypothesis testing in this research uses techniques of multiple regression. The results obtained show that there is a significant influence of the variables strength of character and stigma against peer acceptance with a value contribution of 66.1%. In detail, it is explained that dimensions that have a significant influence on peer acceptance are wisdom and knowledge, humanity and love, temperance and discrimination, while other dimensions do not have a significant effect on peer acceptance.

Keywords: Peer Acceptance, Strength of Character and Adolescents with Special Needs.

INTRODUCTION

Every teenager has great hopes to be accepted by their peers, and peers also have expectations for teenagers to behave and communicate well so that they can easily have mutually beneficial interactions in social interactions (Bushman & DeWall, 2011). However, the situation will be different if faced with teenagers with special needs. Adolescents with special needs are adolescents who need special education and services in their life processes (Hallahan & Kauffman, 1980). This happens because teenagers with special needs have limitations or exceptionalities, both physical, mental-intellectual, social and emotional, which influence their growth or development process, so they experience differences from other teenagers (Winarsih, et al, 2013).

The results of observations made by Wijiastuti (2018) show a situation where the presence of teenagers with special needs is still not accepted by regular teenagers, so that during break times there is no visible interaction between teenagers with special needs and regular teenagers. In fact, not only during break times, regular teenagers also tend to prefer to interact with regular teenagers only without paying attention to the existence of teenagers with special needs. Apart from that, Erika's (2019) research results state that there are several forms of rejection towards peers, namely rejection through expressions such as anger, annoyance and disgust. Second, rejection through attitudes in the form of exclusion, such as peers avoiding and ignoring the existence of their friends. The third is rejection through physical contact, such as cases of pushing, pinching, hitting or other things that result in a child not feeling comfortable around him. Fourth is verbal rejection, shown by teasing, ridiculing and direct statements about

feelings of dislike. And finally, peer rejection occurs if a group of friends limits a child's access to activities together. The results of other research conducted by Sakinah & Marlina (2018) stated that regular teenagers consider teenagers with special needs to be teenagers who only make things difficult in terms of education and social aspects, so that regular teenagers more often carry out negative actions towards these ABK, such as mocking, teasing, tearing. test papers, not wanting to help in the learning process, and so on.

The importance of peer acceptance was also stated by Mappiere 1982 & Santrock (2001) who stated that with friends, teenagers feel love apart from family, feel comfortable, can carry out activities as they should and can exchange ideas to share their feelings or life stories. As with teenagers with special needs, the impact of peer acceptance is the emergence of a sense of worth and significance and being needed for or by the group. Such a situation will give rise to a feeling of pleasure, joy and satisfaction so that it will have a positive influence on the development of personal adjustment and social adjustment which will be carried into adulthood (Mappiere, 1982; Santrock, 2001).

Further research from Kucuker (2014), peer acceptance is considered important to obtain positive outcomes for adolescents with special needs in inclusive education. There are three levels of peer acceptance, namely the first is fully accepted, the second is completely rejected, and the third is "controversial", namely some are accepted and some are rejected. Meanwhile, this research also explains that teenagers with good peer acceptance will also have good social skills.

Based on existing phenomena, there is one thing that can influence peer acceptance, namely character strength. Wargner (2019) in his research stated that character strengths such as honesty, humor, kindness and fairness are the most desired and important things in friendship. However, apart from that, perspective, love, kindness, social intelligence, teamwork and leadership are also needed in friendship and influence higher peer acceptance. According to Seligman & Peterson (2004) character strength is defined as character that differentiates one individual from another and is stable and general, but also changes. Therefore, the strength of character is something that is important for every individual because it is a good character that directs the individual to the achievement of virtue (virtues). Good character is the quality of an individual that makes the individual seen as morally good (Park & Peterson, 2009).

Apart from that, the attitude a person shows towards their peers depends on how stigmatized they are about their peers. Link & Phelan (2010) state that stigma is false thoughts and beliefs about an individual or a group. Stigma occurs when someone is labeled, stereotyped, separated and experiences discrimination. Goffman (1963) said that the concept of stigma leads to people who have disabilities so that they do not receive full acceptance from the environment. They are humiliated people (discredit stigma) and can potentially be devalued (discreditable stigma).

Van Alphen, Dijker, Borne & Curfs (2010) stated that the reactions and attitudes of peers are influenced by the attitudes and behavior of teenagers with special needs themselves, which then results in various reactions and attitudes based on the stigma that emerges regarding their peers. Van Alphen, et al (2012) in their research emphasized that group size and the severity of stigmatization have more impact on cognitive, emotional and behavioral reactions in relation to other people, especially those who have special needs.

Various kinds of stigma emerge about teenagers with special needs, such as being bullies, having scary faces, having oddities and seeking attention (Van Alphen, Dijker, Borne & Curfs,

2010). This stigma causes normal teenagers to behave negatively towards teenagers with special needs (Van Alphen, Dijker, Borne & Curfs, 2010). On the other hand, the results of research conducted by Dijker, et al (1998) & Dijker, et al (2000) stated that the stigma that arises due to the behavior and attitudes displayed by teenagers with special needs can cause various reactions and attitudes from people without disabilities. The reactions and attitudes shown can be positive, such as accepting his presence, caring about his condition, and being kind to him, but there are some who show negative reactions and attitudes, such as being afraid when meeting disabled survivors, staying away from disabled survivors, not caring about their whereabouts, and so on. etc.

Stigma can cause decreased self-confidence, loss of motivation, withdrawal from social life, avoidance of work, interactions with health and loss of planning for the future (UNAIDS, 2013). Stigma can be said to be a form of social reaction from society towards someone where a person or individual is excluded, excluded, disqualified or rejected from the environment (Goffman, 1963).

Based on a preliminary study conducted by researchers at SMPIP Daarul Jannah, Bogor Regency, researchers found ABK at the school, which consisted of teenagers who had learning difficulties (learning disability), delays in learning (slow learner), as well as teenagers with autism (moderate-severe (requires sedative assistance during tantrums)). Based on the results of interviews with inclusion teachers and guidance and counseling teachers at the school, it was stated that there was still negative behavior caused by regular students towards teenagers with special needs, even though the school had instilled strong enough character education in each teenager to involve the role of parents in implementing educational strengthening. that character. Meanwhile, based on the results of interviews with several teenagers with special needs, it shows that only a few of the regular teenagers want to be good friends with them, there are even teenagers with special needs who feel that they have to be ordered around just to be friends with their regular friends. From the results of observations at the school, researchers still saw several teenagers who enjoyed teasing, ridiculing and committing crimes bullying towards teenagers with special needs when outside of school hours such as during recess, after school hours or extracurricular hours.

Several previous studies examined the influence or relationship of peer acceptance which was only influenced by one factor, such as perception, teacher behavior or others and also looked at the phenomenon that occurred in several inclusive schools. In this research, the author is interested in conducting direct research on two things that have the possibility of influencing peer acceptance, namely the strength of character needed by peers to be able to accept peers with special needs and the regular adolescent stigma regarding children with special needs.

Based on the problems described in the background, problems can be formulated for research consideration as follows:
1. Is there an influence of character strength and stigma on peer acceptance among teenagers who are friends with children with special needs?
2. Is there any influence wisdom and knowledge on the character strength variable on peer acceptance of students with special needs?
3. Is there any influence courage on the character strength variable on peer acceptance of students with special needs?
4. Is there any influence on humanity and love on the character strength variable on peer acceptance of students with special needs?

5. Is there any influence on the character strength variable on peer acceptance of students with special needs?
6. Is there any influence on the character strength variable on peer acceptance of students with special needs?
7. Is there any influence transcendence on the character strength variable on peer acceptance of students with special needs?
8. Is there any influence labeling on the stigma variable towards peer acceptance of students with special needs?
9. Is there any influence stereotype on the stigma variable towards peer acceptance of students with special needs?
10. Is there any influence on the stigma variable towards peer acceptance of students with special needs?
11. Is there any influence discrimination on the stigma variable towards peer acceptance of students with special needs?

LITERATURE REVIEW

The child with special needs

Exceptional children are those who require special education and related services if they are to realize their full human potential. They need special education because they are very different from most children in one or more of the following ways: they may have mental retardation, learning disabilities, emotional disturbances, physical disabilities, speech or language impairments, hearing impairments, visual impairments or special gifts or talents (Hallahan & Kauffman, 1980). Hallahan & Kauffman (1980) divided children with special needs into several classifications, namely: 1) Mental retardation (Mental Retardation); 2) Learning disabilities; 3) Emotional disorders / Behavioral disorders

Physical disability; 4) Speech or language disorders; 5) Hearing loss; 6) Visual impairment; and 7)Giftedness

Peer Acceptance (Peer Acceptance)

Santrock (2001) states that peer acceptance is a person's willingness to start establishing good relationships with their peers, which is characterized by acknowledging their existence, being willing to start and establish interactions and a willingness to do good. Santrock (2001) explains that aspects or categories in accepting and establishing peer friendships, namely initiate interaction (starting interaction), bit's nice (behave well),prosocial behavior (prosocial behavior), respect for self and others (respect/appreciate self and others) and provide social support (providing social support).
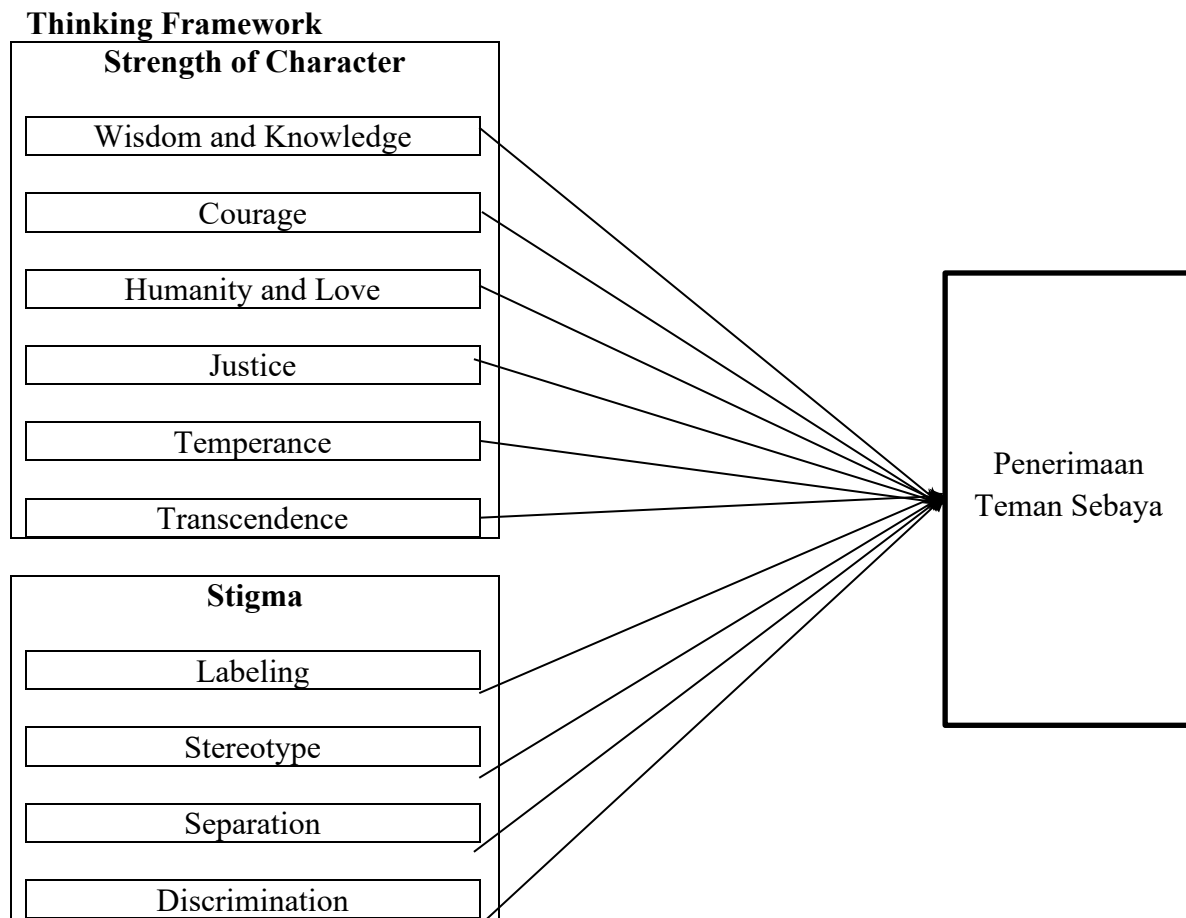
Strength of Character

Strength of character by Seligman & Peterson (2004) is defined as character which includes things that differentiate one individual from another which are stable and general, but also change. There are six (6) types of virtues consisting of twenty-four (24)Strength of character (Seligman & Peterson, 2004), including:wisdom and knowledge, courage, humanity and love, justice, temperance, and transcendence (Seligman & Peterson, 2004).

Stigma

Link & Phelan (2010) state that stigma is wrong thoughts and beliefs about an individual or a group. Stigma occurs when someone is labeled, stereotyped, separated and experiences discrimination. The dimensions of stigma proposed by Link & Phelan (2010), namely wrong thoughts and beliefs about certain groups with dimensions labeling, stereotype, separation, and

discrimination which the researchers then focused on the stigma regarding children with special needs.

Thinking Framework

Picture 1. Thinking Framework

Research Hypothesis

Based on the framework that has been put forward, the researcher proposes the following hypothesis:

H_1: There is a significant influence between character strength and stigma on peer acceptance of students with special needs.

H_2: There is a significant influence between wisdom and knowledge on the character strength variable on peer acceptance of students with special needs.

H_3: There is a significant influence between courage on the character strength variable on peer acceptance of students with special needs.

H_4: There is a significant influence between humanity and love on the character strength variable on peer acceptance of students with special needs.

H_5: There is a significant influence between justice on the character strength variable on peer acceptance of students with special needs.

H_6: There is a significant influence between temperance on the character strength variable on peer acceptance of students with special needs.

H_7: There is a significant influence between transcendence on the character strength variable on peer acceptance of students with special needs.

H_8: There is a significant influence between labeling on the stigma variable about children with special needs on peer acceptance of students with special needs.

H$_9$: There is a significant influence between stereotypes on the stigma variable about children with special needs and peer acceptance of students with special needs.

H$_{10}$: There is a significant influence between separation on the stigma variable about children with special needs on peer acceptance of students with special needs.

H$_{11}$: There is a significant influence between discrimination on the stigma variable about children with special needs on peer acceptance of students with special needs.

METHODOLOGY

The population in this study were junior high school teenagers in grades 1-3 throughout Jabodetabek who attended inclusive schools. Sampling in this study used techniques of non-probability sampling with a sample of 276 respondents. The questionnaire used to measure the peer acceptance variable is a construction of measuring instruments based on the definitions and dimensions proposed by Santrock (2001). Meanwhile, for the character strength variable, a scale is used Value in Action Inventory of Strength (VIA-IS) proposed by Seligman & Peterson (2004), and the stigma variable using a scale constructed based on the theory of Link & Phelan (2010). Validity testing of questionnaire items uses the CFA technique (Confirmatory Factor Analysis), while data analysis for hypothesis testing in this research uses techniques of multiple regression.

RESULTS

General Description of Research Subjects

The subjects in this research are peers of teenagers with special needs in Jakarta, Bogor, Depok, Tangerang and Bekasi. The research sample was junior high school (SMP) students in grades 1-3 from inclusive schools and public schools. An overview of the subjects in this research can be seen in table 1.

Table 1. Description of Research Subjects

Subject Overview	Amount	Percentage
Gender		
Man	88	31,88%
Woman	188	68,12%
Class		
1	83	30,07%
2	105	38,05%
3	88	31,88%
Home town		
Jakarta	45	16,30%
Depok	41	14,85%
Tangerang	63	22,82%
Bekasi	44	15,95%
Bogor	83	30,08%
Which school are you from		
SMPIP Daarul Jannah Bogor	46	16,66%
Bogor Nature School	37	13,41%
Bekasi Nature School	25	9,06%
Global Islamic School Tangerang	20	7,25%
SIF Al-Fikri Depok	26	9,42%
Purba Andhika School Jakarta	17	6,16%
Others		
General	83	30,07%
Inclusion	22	7,97%

Descriptive Analysis

In this study, the scores used in statistical analysis are scores calculated to avoid biased estimates from measurement errors which are the result of the conversion process raw score, this score is called true score. This process is carried out to make it easier to compare scores between the research results of the variables studied.

Thus, raw score Each variable must be placed on the same scale. To obtain a statistical description, valid and positive items are counted, thus obtaining a score factor. So, calculating this factor score does not show variable items as in general, but is calculated true score at each scale. The factor scores analyzed are factor scores that are positively charged and significant.

$$\text{T-Score} = (\text{factor score} \times 10) + 50$$

After obtaining the factor scores that have been converted into true scores, this standard value will be analyzed in correlation and regression hypothesis testing. This also applies to all variables in this research. The scores are presented in table 2:

Table 2. Statistical description of research variables

	N	Minimum	Maximum	Mean	Std. Deviation
Peer_Acceptance	276	23.56	62.23	50.0003	9.81376
Wisdom_And_Knowledge	276	19.50	62.73	49.9999	8.82579
Courage	276	23.84	61.51	49.9992	8.61728
Humanity_And_Love	276	19.45	58.69	50.0008	8.99845
Justice	276	20.86	59.29	49.9992	8.56195
Temperance	276	33.31	74.17	50.0002	9.03209
Transcendence	276	40.84	68.96	50.0003	9.21839
Labeling	276	42.73	86.52	50.0003	9.32315
Stereotype	276	34.61	78.89	49.9990	9.23966
Separation	276	40.49	79.55	50.0001	8.43064
Discrimination	276	38.21	82.68	49.9995	9.03565

From table 2 it can be seen that the lowest score is peer acceptance lowest value 23,56 and the highest score was 62.23.Furthermore,score wisdom and knowledge the lowest score was 19.50 and the highest score was 62.73. Furthermore, courage 23,84 and highest score61,51.Score humanity and love the lowest score was 19.45 and the highest score was 58.69. Score Justice the lowest score was 20.86 and the highest score was 59.29. Score Temperance the lowest score was 33.31 and the highest score was 74.17. Scoretranscedence the lowest score was 40.84 and the highest score was 68.96. Labeling the lowest score was 42.73 and the highest score was 86.52. Score Stereotype the lowest score was 34.61 and the highest score was 78.89. Scoreseparation the lowest score was 40.49 and the highest score was 79.55. And score discrimination the lowest score was 38.21 and the highest score was 82.68.

Variable Score Categorization

Based on the measuring instrument used, the categorization of scores in this study was made into three categories, namely low, medium and high. It is known from the information contained in the measuring instrument used that the score categorization uses a raw score divided into three categorizations, namely high, medium and low.

Furthermore, the compiler uses this information as a reference to create norms, categorization data in this research is not used raw score but usingtrue score whose scale has been moved using the T score formula explained in the previous chapter, the score interpretation guidelines are as follows:

Table 3. Score Interpretation Guidelines

Categorization	Formula
Height	X > Mean + 1SD
Currently	Mean – 1SD ≤ X ≤ Mean + 1SD
Low	X < Mean - 1SD

Description of the score category description variable based on low, medium and high each variable are in the table below:

Table 4. Categorization of Variable Scores

Dimensions	Low Amount	%	Currently Amount	%	Height Amount	%
Peer acceptance	41	14,9	178	64,5	57	20,7
Wisdom and Knowledge	39	14,1	199	72,1	38	13,8
Courage	29	10,5	209	75,7	38	13,8
Humanity and Love	43	15,6	233	84,4	0	0
Justice	37	13,4	239	86,6	0	0
Temperance	45	16,3	191	69,2	40	14,5
Transcendence	0	0	215	77,9	61	22,1
Labeling	0	0	244	88,4	32	11,6
Stereotype	48	17,4	197	71,4	31	11,2
Separation	0	0	244	88,4	32	11,6
Discrimination	54	19,6	191	69,2	31	11,2

Based on table 4, it can be seen that peer acceptance in the low category 41 people (14.9%), in the medium category 178 people (64.5%), and in the high category 57 people (20.7%). On variables wisdom and knowledge in the low category 39 people (14.1%), in the medium category 199 people (72.1%), and in the high category 38 people (13.8%). On variables courage in the low category 29 people (10.5%), in the medium category 209 people (75.7%), and in the high category 38 people (13.8%). On variables humanity and love in the low category 43 people (15.6%), in the medium category 233 people (84.4%), and there is no high category. On variables justice in the low category 37 people (13.4%), in the medium category 239 people (86.6%), and there is no high category. On variable temperance in the low category 45 people (16.3%), in the medium category 191 people (69.2%), and in the high category 40 people (14.5). On variable transcendence there are no low categories, 215 people (77.9%) in the medium category, and 61 people (22.1%) in the high category.

On variables labeling does not have a low category in the low category, in the medium category, there were 244 people (88.4%), and in the high category, there were 32 people (11.6%). On variables stereotype in the low category 48 people (17.4%), in the medium category 197 people (71.4%), and in the high category 31 people (11.2%). On variable separation there are no low categories, 244 people (88.4%) in the medium category, and 32 people (11.6%) in the high category. On variables discrimination in the low category 54 people (19.6%), in the medium category 191 people (69.2%), and in the high category 31 people (11.2%).

Research Hypothesis Testing
Hypothesis testing is carried out in several stages. The first step, the compiler looks at the amount R^2 to find out what the percent variance is dependent variable which is explained independent variable. Next for the table containing R^2, can be seen in table 5 below:

Table 5.Regression Analysis Summary Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Say. F Change
1	.813a	.661	.649	5.81657	.661	51.783	10	265	.000

a. Predictors: (Constant), Discrimination, Temperance, Transcendence, Courage, Justice, Labeling, Stereotype, Wisdom_and_Knowledge, Humanity_and_Love, Separation

Based on table 5, the R square gain is 0.661 or 66.1%. That is, the proportion of variance in peer acceptance that is jointly explained by character strengths (wisdom and knowledge, courage, humanity and love, justice, temperance and transcendence) and stigma (labeling, stereotype, separation and discrimination) is 66.1% and 33.9% is influenced by other variables. The second step, researchers analyzed the impact of everything independent variable towards peer acceptance. The F test results can be seen in table 6 below:

Table 6.Anova The Overall Effect of Independent Variables on Dependent Variables
ANOVAª

	Model	Sum of Squares	df	Mean Square	F	Say.
1	Regression	17519.602	10	1751.960	51.783	.000ᵇ
	Residual	8965.617	265	33.833		
	Total	26485.219	275			

a. Dependent Variable: Peer_Acceptance
b. Predictors: (Constant), Discrimination, Temperance, Transcendence, Courage, Justice, Labeling, Stereotype, Wisdom_And_Knowledge, Humanity_And_Love, Separation

If you look at the sixth column from the left (Sig.) in table 6, you can see that the significance value is smaller ($p < 0.05$). So the null hypothesis states that there is a significant influence throughout independent variable dependent variable accepted. This means that there is a significant influence that is by strength of character (wisdom and knowledge, courage, humanity and love, justice, temperance and transcendence) and stigma (labeling, stereotype, separation and discrimination) towards peer acceptance.

The next step is to look at the regression coefficients for each independent variable. From table 7, to measure whether the resulting regression coefficient is significant or not, we just need to look at the significance value in the rightmost column (6th column). If sig < 0.05 then the resulting regression coefficient has a significant effect on peer acceptance.

Table 7. Regression Coefficients Coefficients

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Say.
		B	Std. Error	Beta		
1	(Constant)	29.193	5.333		5.474	.000
	Wisdom_And_Knowledge	.258	.069	.232	3.717	.000*
	Courage	.061	.062	.053	.980	.328
	Humanity_And_Love	.372	.070	.341	5.291	.000*
	Justice	.107	.068	.093	1.578	.116
	Temperance	.079	.039	.073	1.998	.047*
	Transcendence	-.005	.040	-.005	-.135	.893
	Labeling	-.099	.061	-.094	-1.616	.107
	Stereotype	-.008	.061	-.007	-.131	.896
	Separation	-.009	.076	-.008	-.117	.907
	Discrimination	-.182	.072	-.168	-2.522	.012*

a. Dependent Variable: Peer_Acceptance
Kett (*) : Significant

Based on the results above, the regression coefficient wisdom and knowledge, humanity and love, temperance and discrimination which has a significant influence while the rest do not. This shows that of the 10 minor hypotheses only 4 are significant. Based on the regression coefficient in table 7, the regression equation can be explained as follows:

Peer acceptance= 29,193 + 0,232 wisdom and knowledge*+ 0,053 courage + 0,341 humanity and love* + 0,093 justice + 0,073 temperance - 0,005 transcendence - 0,094 labeling – 0,007 stereotype – 0,008 separation – 0,168 discrimination + and

Explanation of the regression coefficient values obtained for each independent variable are as follows:

1. Variable Wisdom and knowledge

   The regression coefficient value obtained was 0.232 with a significance of 0.000 ($p < 0.05$). Thus H_2 which states there is a significant influence from wisdom and knowledge towards peer acceptance. It means, wisdom and knowledge has a significant influence on peer acceptance. The regression coefficient has a positive direction so it gets higher wisdom and knowledge the higher the acceptance of peers

2. Variable Courage

   The regression coefficient value obtained was 0.053 with a significance value of 0.328 ($p > 0.05$). Thus H_3 which states there is a significant influence from courage towards peer acceptance is rejected. It means, courage does not have a significant influence on peer acceptance.

3. Variable Humanity and love

   The regression coefficient value obtained was 0.341 with a significance of 0.000 ($p < 0.05$). Thus H_4 which states there is a significant influence from humanity and love towards peer acceptance. It means, humanity and love has a significant influence on peer acceptance. The regression coefficient has a positive direction so it gets higher humanity and love the higher the acceptance of peers.

4. Variable Justice

   The regression coefficient value obtained was 0.093 with a significance value of 0.116 ($p > 0.05$). Thus H_5 which states there is a significant influence from justice to peer acceptance is rejected. It means, justice does not have a significant influence on peer acceptance.

5. Variable Temperance

   The regression coefficient value obtained was 0.073 with a significance value of 0.047 ($p < 0.05$). Thus H_6 which states there is a significant influence from temperance to peer acceptance accepted. It means, temperance has a significant influence on peer acceptance. The regression coefficient has a positive direction so it gets higher temperance then it will get higher peer acceptance.

6. Variable Transcendence

   The regression coefficient value obtained was -0.005 with a significance value of 0.893 ($p > 0.05$). Thus H_7 which states there is a significant influence from transcendence to peer acceptance is rejected. It means, transcendence does not have a significant influence on peer acceptance.

7. Variable Labeling

   The regression coefficient value obtained was -0.094 with a significance value of 0.107 ($p > 0.05$). Thus H_8 which states there is a significant influence from labeling to peer acceptance is rejected. It means, labeling does not have a significant influence on peer acceptance.

8. Variable Stereotype

   The regression coefficient value obtained was -0.007 with a significance value of 0.896 ($p > 0.05$). Thus H_9 which states there is a significant influence from stereotype to peer

acceptance is rejected. It means, stereotypes do not have a significant influence on peer acceptance.

9. Variable Separation

   The regression coefficient value obtained was -0.008 with a significance value of 0.907 ($p > 0.05$). Thus H_{10} which states there is a significant influence from separation to peer acceptance is rejected. It means, separation does not have a significant influence on peer acceptance.

10. Variable Discrimination

    The regression coefficient value obtained was -0.168 with a significance of 0.012 ($p < 0.05$). Thus H_{11} which states there is a significant influence from discrimination to peer acceptance accepted. It means, discrimination has a significant influence on peer acceptance. The regression coefficient has a negative direction so it gets higher discrimination then it will get lower peer acceptance.

Analysis of Proportion of Variance

Testing at this stage aims to see whether the addition is significant or not (incremented) the proportion of variance of each independent variable. Independent variables are analyzed one by one. In table 8, the proportion of variance in peer acceptance.

Table 8.Proportion of Variance for Each Independent Variable to the Dependent Variable
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Say. F Change
1	.681[a]	.464	.462	7.19672	.464	237.368	1	274	.000
2	.697[b]	.485	.481	7.06755	.021	11.108	1	273	.001
3	.777[c]	.604	.599	6.21087	.119	81.504	1	272	.000
4	.782[d]	.611	.605	6.16467	.007	5.093	1	271	.025
5	.785[It is]	.617	.610	6.13157	.006	3.933	1	270	.048
6	.786[f]	.619	.610	6.12845	.002	1.275	1	269	.260
7	.803[g]	.645	.635	5.92539	.026	19.753	1	268	.000
8	.807[h]	.652	.641	5.87731	.007	5.402	1	267	.021
9	.808[i]	.653	.642	5.87488	.002	1.221	1	266	.270
10	.618[j]	.381	.372	7.77493	.032	13.920	1	271	.000

a. Predictors: (Constant), Wisdom_And_Knowledge, Courage, Humanity_And_Love, Justice, Temperance, Transcendence, Labeling, Stereotype, Separation, Discrimination

1. Variable Wisdom and knowledge contributed 46.4% to the variance peer acceptance The contribution is statistically significant because the sig value F Change = 0.000 ($p < 0.05$). This variable makes the largest contribution to peer acceptance. Therefore, the indicators on variables wisdom and knowledge the variance proportions were analyzed one by one, as in table 9 below:

Table 9

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Say. F Change
1	.152ᵃ	.023	.020	9.71732	.023	6.486	1	274	.011*
2	.407ᵇ	.166	.160	8.99546	.143	46.740	1	273	.000*
3	.628ᶜ	.394	.388	7.67855	.229	102.672	1	272	.000*
4	.640ᵈ	.410	.401	7.59601	.015	6.944	1	271	.009*
5	.644ᴵᵗⁱˢ	.414	.403	7.58050	.005	2.110	1	270	.148

a. Predictors: (Constant), Creative, Curiosity, T_Open_Mindfulness, T_Love_in_Learning, T_Perspective

From the table above, it is known that the indicator of open-mindedness has the largest contribution to peer acceptance, namely 22.9%. Meanwhile, the creativity indicator has a contribution of 2.3%, the curiosity indicator is 14.3%, the love of learning indicator is 1.5% and the perspective indicator is 0.5%. All indicators have a sig value F Change < 0.05, except for perspective indicators which have a sig value F Change = 0.148 ($p < 0.05$). That is, all indicators are in variables wisdom and knowledge has a statistically significant contribution, except for the perspective indicator.

2. Variable Courage contributed 2.1% to the variance peer acceptance. The contribution is statistically significant because the sig value F Change = 0.001 ($p < 0.05$)
3. Variable humanity and love contributed 11.9% to the variance peer acceptance. The contribution is statistically significant because the sig value F Change = 0.000 ($p < 0.05$).
4. Variable Justice contributed 0.7% to the variance peer acceptance. The contribution is statistically significant because the sig value F Change = 0.025 ($p < 0,05$).
5. Variable Temperance contributed 0.6% to the variance peer acceptance. The contribution is statistically significant because the sig value F Change = 0.048 ($p < 0,05$).
6. Variable Transcendence contributed 0.2% to the variance peer acceptance. The contribution is not statistically significant because the sig value F Change = 0.260 ($p > 0,05$).
7. Variable Labeling contributed 2.6% to the variance peer acceptance. The contribution is statistically significant because the sig value F Change = 0.000 ($p < 0.05$).
8. Variable Stereotype contributed 0.7% to the variance peer acceptance. The contribution is statistically significant because the sig value F Change = 0.021 ($p < 0.05$).
9. Variable Separation contributed 0.2% to the variance peer acceptance. The contribution is not statistically significant because the sig value F Change = 0.270 ($p > 0.05$).
10. Variable Discrimination contributed 3.2% to the variance peer acceptance. The contribution is statistically significant because the sig value F Change = 0.000 ($p < 0.05$).

Thus it can be concluded that there are seven independent variables, namely wisdom and knowledge, courage, humanity and love, justice, temperance, transcendence and stigma. Contributions that have a significant influence are: wisdom and knowledge, courage, humanity and love, justice, temperance and stigma.

DISCUSSION

Based on the research results, there are ten independent variables that influence peer acceptance. Of the ten variables, seven of them have a statistically significant influence on peer acceptance, namely wisdom and knowledge, courage, humanity and love, justice, temperance, stigma and discrimination. The wisdom and knowledge variable makes the largest contribution,

namely 46.4%, to the variance in peer acceptance. This variable has indicators such as open-mindedness, creativity, curiosity, love of learning, and perspective. All of these indicators have a statistically significant contribution, except the perspective indicator.

Furthermore, the courage variable contributed 2.1% to the variance in peer acceptance. This variable shows that having courage also contributes to peer acceptance. The humanity and love variables contributed 11.9% to the variance in peer acceptance. This shows that having a humanitarian and compassionate attitude also influences peer acceptance. The justice variable contributed 0.7% to the variance in peer acceptance. This variable shows that having justice also has an influence on peer acceptance. The temperance variable contributed 0.6% to the variance in peer acceptance. This variable shows that having an attitude of restraint and self-control also has an influence on peer acceptance. The stigma variable contributed 2.6% to the variance in peer acceptance. This variable shows that the presence of stigmatization or negative labels also influences peer acceptance. The discrimination variable contributed 3.2% to the variance in peer acceptance. This variable shows that discrimination also has an influence on peer acceptance.

It can be concluded that these variables individually have a significant influence on peer acceptance. However, it should be noted that the influence of each variable on peer acceptance is relatively small, with contributions varying between 0.2% to 46.4%. Therefore, apart from these variables, it is possible that there are other factors that also influence peer acceptance and could be the focus of further research.

CONCLUSIONS

Based on the results of the hypothesis tests that have been carried out, the results obtained show that there is a significant influence on character strength (wisdom and knowledge, courage, humanity and love, justice, temperance and transcendence) and stigma (labeling, stereotype, separation and discrimination) towards peer acceptance. Based on the significance value of each regression coefficient on the dependent variable, there are four independent variables with significant regression coefficient values, namely wisdom and knowledge, humanity and love, temperance and discrimination. Meanwhile, IV whose regression coefficient is not significant, namely courage, justice, transcendence, labeling, stereotype and separation.

ACKNOWLEDGEMENTS

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