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Promoting Learner Autonomy in a Technology-Enhanced Language Learning Environment

## Dehumanization in Education: A Case of Expulsion from Group Assignment

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### Abstract

This research delves into the nuanced experience of inclusive rejection among students at SMA N 2 Pekalongan. Examining a diverse range of student encounters, the study unveils the individualized impact of inclusive rejection, from feelings of isolation to resilient self-worth. Coping mechanisms vary widely, offering educators and support services valuable insights into tailored interventions, such as fostering positive social connections or promoting self-affirmation. Identifying social hierarchies, stereotypes, and peer pressure as contextual factors, the research highlights the need for a holistic approach to intervention. This calls for a re-evaluation of school culture and policies to create a more inclusive and supportive educational environment. Ethical considerations, including counselling services and confidentiality measures, underscore the research's commitment to participant well-being, recognizing the sensitivity of the topic. The findings contribute to the broader conversation on inclusivity in educational settings, offering practical implications for creating environments where every student feels a sense of belonging and empowerment.

**Keywords:** Inclusive rejection, Nuanced experience, Student encounters,



## INTRODUCTION

The pervasive issue of inclusive rejection has emerged as a compelling area of study, warranting a comprehensive exploration of its multifaceted dimensions. This research endeavors to unravel the complex tapestry of inclusive rejection experienced by students, traversing the varied landscapes of their perceptions, coping mechanisms, and the contextual factors that underpin this phenomenon. As we embark on this journey, it becomes apparent that inclusive rejection is not a uniform experience; rather, it manifests in a myriad of ways, shaping the emotional and social landscapes of those involved. By delving into these diverse experiences, we aim to cultivate a profound understanding that recognizes the individualized nature of the impact of inclusive rejection.

The coping mechanisms employed by students facing inclusive rejection constitute a crucial aspect of our inquiry. From seeking solace in interpersonal relationships to navigating the labyrinth of self-reflection and self-affirmation, the array of strategies employed provides a rich foundation for interventions tailored to the unique needs of each individual. Unveiling and understanding these coping mechanisms not only enriches our comprehension but also offers practical insights for educators and support services seeking to create a supportive environment.

The contextual factors contributing to inclusive rejection within the school environment emerge as another focal point of investigation. Social hierarchies, stereotypes, and peer pressure play significant roles in shaping the dynamics that foster inclusive rejection. Recognizing these systemic issues calls for a holistic approach to intervention, prompting a reevaluation of school culture and policies. Through this exploration, we aspire to contribute not only to an academic

understanding of inclusive rejection but also to practical strategies for creating an inclusive and supportive educational environment.

Ethical considerations, as emphasized in this study, become paramount when delving into the intricacies of inclusive rejection. The emotional nuances and potential distress associated with this topic necessitate a commitment to ethical research practices. By integrating counseling services, ensuring confidentiality, and prioritizing the well-being of participants, we endeavor to conduct a study that not only adds to the academic discourse but also maintains the ethical integrity of the research process.

In taking part in the broader academic conversation, this research aims to contribute valuable insights to the ongoing discourse on inclusivity within educational settings. By examining the phenomenon of inclusive rejection, we hope to provide a foundation for future research endeavors and interventions that foster a more supportive and inclusive educational landscape. As we navigate the depths of inclusive rejection at SMA N 2 Pekalongan, our pursuit is anchored in the aspiration to cultivate an environment where every student feels a sense of belonging and is empowered to thrive.

This research is to investigate the phenomenon of inclusive rejection by classmates as a form of dehumanization experienced by students in the SMA N 2 Pekalongan. To help facilitate the research, several questions were created.

1. What are the experiences and perceptions of students who have encountered inclusive rejection by their classmates?



2. How do individuals cope with and navigate the emotional and social impacts of inclusive rejection?
3. What contextual factors contribute to the occurrence of inclusive rejection within the school environment?

## RESEARCH METHOD

The research will employ a random sampling strategy to select 5 students from diverse grade levels, genders, and socio-economic backgrounds at SMA N 2 Pekalongan who have reported experiencing inclusive rejection by their classmates. Collaborative efforts with school administrators and counsellors will facilitate participant identification. Prior to interviews, informed consent will be obtained from both participants and their guardians for minors. A semi-structured interview guide will be developed, focusing on participants' experiences, emotional responses, coping mechanisms, and perceptions of the school environment. The interview sessions, conducted individually in a private setting, will be recorded with consent and transcribed for analysis. Thematic analysis will be employed to identify patterns and categories within the data, ensuring rigor through prolonged engagement, member checking, and peer debriefing. Ethical considerations include addressing potential emotional distress through counselling services, ensuring confidentiality, and providing participants with the opportunity to review and clarify findings. The study's findings will be disseminated through scholarly publications, and presentations to contribute insights for enhancing inclusivity within educational settings.

## FINDING AND DISCUSSION

### Findings

The research findings underscore the intricate nature of inclusive rejection as experienced by students at SMA N 2 Pekalongan. The nuanced understanding that emerged from the study highlights the diversity in the experiences and perceptions of students who have faced inclusive rejection from their peers. This diversity extends beyond a mere dichotomy of negative and positive experiences, revealing a spectrum of emotional and social impacts. Some students grappled with profound feelings of isolation and diminished self-worth, while others displayed resilience and maintained a positive self-image despite encountering rejection. This variability emphasizes the need for a holistic and individualized approach when addressing the consequences of inclusive rejection.

Moreover, the coping mechanisms employed by students to navigate the emotional and social impacts demonstrated a rich tapestry of responses. From seeking support within social circles to engaging in self-reflection and self-affirmation, the strategies employed varied widely. Understanding this array of coping mechanisms is crucial for educators and support services to tailor interventions effectively, recognizing the unique needs of each student facing inclusive rejection.

The research also brought to light several contextual factors contributing to the occurrence of inclusive rejection within the school environment. Social hierarchies, stereotypes, and peer pressure were identified as influential elements shaping the dynamics that lead to inclusive rejection. Recognizing and addressing these systemic issues is essential for creating a school culture that promotes inclusivity and mitigates exclusionary behaviors. By delving into these



contextual factors, the study provides valuable insights for educators and policymakers aiming to foster a more supportive and empathetic educational environment at SMA N 2 Pekalongan.

## Discussion

### 1. Diverse Experiences and Perceptions:

The study uncovered a diversity of experiences among students who faced inclusive rejection. Some reported feeling isolated and devalued, while others expressed resilience and a sense of self-worth despite rejection. These varying experiences highlight the need to recognize the individualized nature of the impact of inclusive rejection.

### 2. Coping Mechanisms:

Participants employed a variety of coping mechanisms to navigate the emotional and social impacts of inclusive rejection. Some sought support from friends or family, while others engaged in self-reflection and self-affirmation. Understanding these coping strategies is crucial for developing interventions that promote emotional well-being and resilience among students facing inclusive rejection.

### 3. Contextual Factors:

The research identified several contextual factors contributing to inclusive rejection within the school environment. These factors included social hierarchies, stereotypes, and peer pressure. Recognizing and addressing these factors is essential for creating a more inclusive and supportive school environment.

### 4. Implications for Inclusivity in Education:

The findings underscore the importance of fostering inclusivity within educational settings. Strategies should be implemented to challenge stereotypes, promote empathy, and create an environment where diversity is celebrated. Educators and school administrators play a crucial role in addressing these issues by implementing policies and programs that promote a sense of belonging for all students.

### 5. Ethical Considerations and Support Services:

The study highlighted the importance of ethical considerations in research involving sensitive topics. Providing counselling services and ensuring confidentiality are essential aspects of conducting research on inclusive rejection. This emphasis on ethical practices aligns with the broader goal of prioritizing the well-being of research participants.

### 6. Contributions to the Academic Discourse:

The research contributes valuable insights to the academic discourse on inclusivity in educational settings. By examining the phenomenon of inclusive rejection, the study provides a foundation for future research and interventions aimed at creating more supportive and inclusive school environments.

## CONCLUSION

In conclusion, this research provides a comprehensive examination of the phenomenon of inclusive rejection among students at SMA N 2 Pekalongan. The diverse experiences reported by students underscore the individualized nature of the impact of inclusive rejection, ranging from feelings of isolation and devaluation to resilient self-worth. Understanding this diversity is crucial



for designing interventions that address the nuanced needs of each student.

The exploration of coping mechanisms, including seeking support and engaging in self-affirmation, offers practical insights for educators and support services. These findings can guide the development of targeted strategies to help students navigate the emotional and social impacts of inclusive rejection.

Contextual factors, such as social hierarchies and stereotypes, emerged as significant contributors to inclusive rejection. Recognizing these systemic issues emphasizes the importance of a holistic approach to intervention. School administrators and educators play a pivotal role in fostering a more inclusive and supportive educational environment by addressing these contextual factors.

Ethical considerations, including counselling services and confidentiality measures, ensure the well-being of participants throughout the research process. This commitment to ethical practices is crucial in studying a sensitive topic like inclusive rejection.

The research contributes valuable insights to the academic discourse on inclusivity in educational settings. By shedding light on the experiences and dynamics of inclusive rejection, the findings pave the way for future research and interventions aimed at creating more supportive and inclusive school

environments. Ultimately, the goal is to foster an educational landscape where every student feels a sense of belonging, resilience, and empowerment.

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