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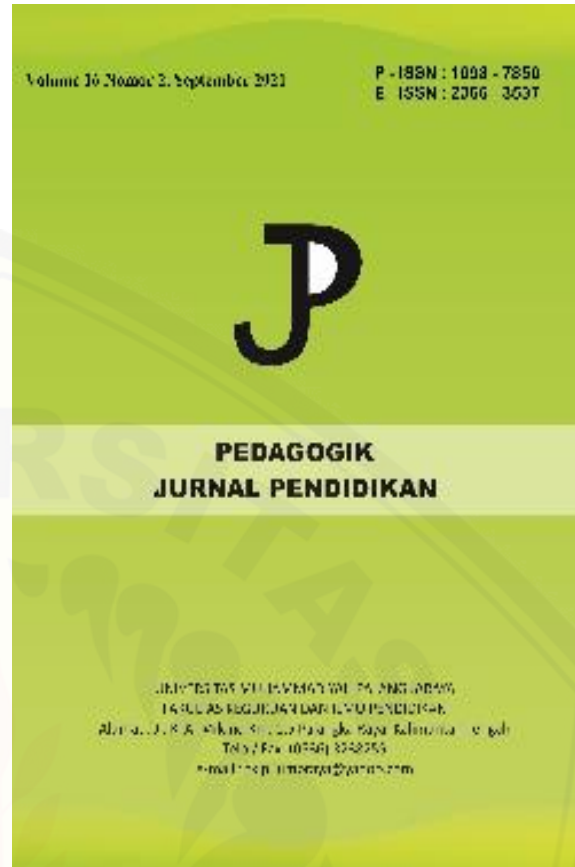
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Universitas Muhammadiyah Palangkaraya
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- Google Scholar ID: fOXtlFEAAAAJ

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- SCOPUS ID: 57255859200
- ORCID: 0000-0002-3751-6540
- SINTA ID: 5982490
- Google Scholar ID: BPENgb4AAAAJ

PEER REJECTION IN STUDENT LIFE & HOW WE CAN HELP OUR STUDENT

Oleh: Irmadatus Sholekhah * dan Dibyo Waskito Guntoro *
e-mail: irmadatus@unej.ac.id
dibyowaskitoguntoro@umpr.ac.id

ABSTRACT

This article discusses how to rejected students seen from various opinions of students with popular and controversial status. Observations were made on students in Junior High Schools who received responses from their social environment. The aim is to find out the factors that are considered a peer. Furthermore, this article tries to reveal how students are rejected in their daily lives outside the classroom, before on matters not approved by the teacher. This research is a qualitative study using in-depth interviews to collect the data. The sample is using snowball sampling, then was analyzed by quantitative analysis. The results show that rejected student who have peer rejection tend to have aggressive behavior that disturbs their classmates. This group experienced rejection from its social environment because of bad habits and more often doing bullying (both verbally and physically). These results contribute to the teacher be able to recognize their students better.

Keywords *: Peer Rejection; Rejected Students; Aggressive; Bullying.*

*Irmadatus Sholekhah * dan Dibyo Waskito Guntoro ***
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INTRODUCTION

Interaction with peers in childhood is one of the pillars of child development because this becomes the basis for building future child relationships (Gifford Smith & Brownell, 2003; Green et al., 2008). Among these interactions, relationships with classmates are the most important because children remain constant in contact with schools and extracurricular situations, and also in virtual environments (Gallagher, 2005). In a relationship that is adequate or lacking during childhood, it can cause a variety of problems later (Van Ijzendoorn, 2005; Hay et al., 2009).

Accepted and loved by their classmates, having a friendly and satisfying relationship with others, being integrated and actively participating in groups, and building friendships with peers are some of the aspects that children must have to achieve cognitive motivation and social development (Merrell & Gueldner, 2010). It is also relevant for children to maintain warm relationships with authority figures represented by teachers or teaching staff (Baker, 2006; Cadima et al., 2010; Koomen et al., 2012; Fraire et al., 2013; Lee & Bierman, 2016).

The teacher is very involved in the social dynamics of the classroom and in the specific aspects of student relationships that are vulnerable (Kiuru et al., 2012). Rudasill & Rimm-Kaufman (2009), shows the importance of the frequency of teacher and student interactions. The quality of this interaction plays an important role in personal, social, and academic success, especially in children at risk of failure (Hamre & Pianta, 2005; Garcia Bacete et al., 2014; Bush et al., 2015). The quality of this relationship is usually stable (Pianta &

Stuhlman, 2004) and can depend on the sex of the teacher and their students (Quaglia et al., 2013).

Teachers who consistently behave warmly, positively, and respond to children's cues appropriately can help children develop better selves and independent classroom behavior (Arbeau, Coplan, & Weeks, 2010; Pianta, La Paro, Payne, Cox, & Bradley, 2002). An accurate indicator of the social context and the overall context of the class that is created and modeled by teachers can be an important indicator of the resources that children can access when they try to adapt to challenging social contexts in school (Farmer, 2000; Farmer, MacAuliffe , & Hamm, 2011; Pianta, Belsky, Vandergrift, Houts, & Morrison, 2008). If teachers are more sensitive in interacting with children and making classes more supportive in general, then in this context it can reduce the impact of friendship problems and possible release for children who withdraw in class.

Several studies that discussed the potential relationship between shame, friendship, and school adjustment in the model also considered the sensitivity of the teacher as a predictor of school adjustment and prospective moderators of the relationship between shame, friendship, and adjustment. Avant et al. (2011), growth analysis uses a class climate / emotional support index that does not distinguish between behavioral management views and teacher sensitivity. While the strategy was effective for their purposes, the Buhs et al model. (2015), allowing for further examination of the potential contribution of teachers' social

*Irmadatus Sholekhah * dan Dibyo Waskito Guntoro ***
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and emotional sensitivity levels which are relatively different from the level control of the show.

In fact, most children achieve positive relationships with their friends. Some children have adequate social positions: they are chosen students, highly valued by their friends. While others are quite familiar with others and have several friends. However, there are some children who for various reasons are not included in the group and actively rejected and ostracized by their peers in sociometric status. According to Coie et al (1982), this status is highly dependent on the number of positive and negative nominations received by each group of students, five types of sociometry that have been determined include: besides popular status and being rejected, there is an average status, neglected, and controversial.

Although the rejected student population is very heterogeneous, many studies have tried to establish profiles related to various behavioral, cognitive, and correlated emotions from this. Bierman (2004), shows that students have some of the following behavioral patterns: low socialization, orientation towards others, and poor social behavior; high aggression and disruptive behavior, lack of attention; and social anxiety. Research on the social relations of young people found that the existence of aggressive social relationships tends to be more often rejected by their friends, most of them are group members, and some have prominent social positions (Bagwell, Coie, Terry & Lochman, 2000)

The cause of peer rejection is not known with certainty, but various assumptions indicate that many different factors cause a person to be disliked by peers. Peer problems in childhood can then be predicted to be social, academic, or psychological problems in adolescence and adulthood (Howard & Steven Landau, 2004). Children who are rejected by their peers may be able to show aggressive and disturbing class behavior, striking differences in care, clothing, or appearance, and late achievement. For children who are rejected, especially reality becomes disliked by other friends in the friendship group, often tempting, and low self-confidence. Unfortunately, once these consequences take effect, friendship problems develop. Because the immediate and future consequences of peer relations are very disturbing, many investigators focus on identifying adolescents who are at risk of being rejected to develop prevention and interventions to reduce the negative impacts caused.

Peer rejection is a social consequence that must be accepted by a student for the negative behavior that he does in interacting with his classmates, such as aggressive actions and bullying behavior. Both of these behaviors are considered detrimental actions that tend to be hated and shunned by most people. Aggressive actions, for example, some previous research shows that this behavior is still a serious problem for students. Aggressive actions taken by students have the potential to reduce their learning achievement. Aggressive behavior carried out continuously with several perpetrators will lead to a school climate that is not conducive. While bullying behavior is considered a complex problem that is very influential in children and adults. For decades, bad experiences were intimidated

*Irmadatus Sholekhah * dan Dibyo Waskito Guntoro ***
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Pedagogik Jurnal Pendidikan, September 2022, Volume 17 Nomor 2, (74-89)

when children were seen as an unpleasant behavior which was generally dangerous and accompanied by several long-term consequences. Various studies have even explained about bullying as a social problem and cultural phenomenon that is associated with long-term physical and psychological consequences for bullies, victims, and those who feel between their roles.

In this study, we present a description that examines the potential contribution of peer rejection to children's development towards their self-adjustment in the classroom. We also present several alternative solutions to mediate peer denial behavior and student aggressive behavior that can be done by the teacher. This article briefly highlights how the behavior of rejected student groups is seen from the various opinions of students with popular and controversial status. Observations were made by approaching in depth to junior high school students who received a rejection from their social environment. The aim is to find out the factors that are the cause of peer rejection. Furthermore, this article tries to reveal how the student's rejected behavior in his daily life outside the classroom, especially on things unknown to the teacher.

Research on peer relations conducted by many researchers has expanded the new paradigm of the role of peer relations in the process of adjusting students at the school. Several studies conducted included aspects of peer relations with peer treatment, patterns of involvement in classrooms, self-concept, and academic adjustment (Buhs & Ladd, 2001; Rubin, Bukowski & Parker, 1998; Wentzel & Caldwell, 1997). The influence of peer acceptance/child

rejection and negative peer treatment play a unique role in predicting treatment and adjustments among friends (Buhs & Ladd, 2001; Coie, 2004).

Most people like social acceptance very much and they don't like social rejection. Unlike adults, social rejection will be very challenging for children in the social and psychological aspects that cause problems such as loneliness, academic failure, and behavioral disorders (Cosgun, Umit Cimen & Mediha Sari, 2016). Twenge et al. (2007), also found that rejection had a negative impact on one's prosocial behavior. Subsequent studies show that prosocial behavior can be influenced by situational resistance. In this group, subsequent studies have found that the level of empathy predicts prosocial behavior towards someone else who is rejected (eg Masten et al., 2010; Will et al., 2013; Padilla-Walker, Fraser, Black & Bean, 2015).

Rejection by peers is very dangerous for students, especially in terms of their low academic performance (Hendrickx, Mainhard & Boor-Klip., 2017). Peer rejection is evaluated through teacher reports using three items; one item was taken from the list of sociometric questionnaires (Cillessen et al., 1992; Buhs, 2005) and two items from other measurements about peer acceptance or rejection (Ladd, 1983). This is in accordance with the classic approach where rejected children are categorized as those who receive higher negative ratings and lower positive ratings (Coie, Dodge & Kupersmidt, 1990). Students who are rejected differ from students on average on some relevant academic characteristics. Children who are rejected are considered

*Irmadatus Sholekhah * dan Dibyo Waskito Guntoro ***

**Universitas Jember*

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by teachers as children who lack confidence and fight more often than students on average status. Students who are rejected are also less favored by teachers and are considered by their classmates as students who are not good (Wentzel & Steven R., 1995).

Children who are rejected are heterogeneous groups that tend to be more aggressive and have different social experiences (MacDougall, Hymel & Vaillancourt, 2001). The form of negative treatment from peers is related to rejection defined relatively narrowly (ie only includes victims physically and verbally) and most studies usually do not include social exclusion or other forms that are also related to adjusting friendship (Baumeister, DeWall, Ciarocco & Twenge, 2005; Underwood et al., 2004). Some children who are rejected can experience more negative treatment from peers or different forms of treatment, while others are less likely to experience the same thing (Buhs & Ladd, 2001).

Treating peers negatively is one of the ways that a group of peers is shown to behave in a manner that is rejection. Empirical evidence shows that children who have rejected form responses to certain attitudes and behaviors towards peer treatment (Buhs & Ladd, 2001; Juvonen, Nishina & Graham, 2000). One response of children to peer negative treatment is disengagement, for example when children experience exclusion and victimization, they become less involved (children become less participating, less independent, and less obedient) in the classroom (Buhs & Ladd, 2001). Juvonen et al., 2000, found a relationship between victimization, self-esteem, and school

adjustment (eg class values and absence).

Aggressive social relationships have been widely presented by researchers. On the one hand, research on sociometric status clearly shows that aggressive and disturbing teens tend to have low social skills and tend to be more likely to be rejected by their peers (Rubin, Bukowski & Parker, 1998). On the other hand, starting from preschool and continuing into school years, the most aggressive teens tend to be members of peer groups and associate with friends who are similar to them (Bagwell et al., 2000; Estell, Cairns, Farmer & Cairns, 2002; Xie, Cairns, & Cairns, 1999).

According to Dishion, Patterson, & Griesler (1994), young people who aggressively start schools with inadequate social skills, are rejected by prosocial peers, and choose to affiliate with peers that reinforce their problematic behavior patterns. From this perspective, aggressive teenagers form peer groups that deviate from the social structures formed by their peers. Aggressive adolescents who are unpopular do not have a rejected sociometric status level but tend to have lower social superiority perceived by peers and social skills. Conversely, aggressive teenagers who are popular tend to be more disliked by peers even though they are considered as socially prominent and socially skilled people (Farmer et al. 2002). Both aggressive and popular teenagers tend to associate with other people who have the same level of popularity with their peers.

Bagwell et al. (2000), explained that rejected teenagers tended to be relatively small members of peers and consisted of other low-level peers. Aggressive

*Irmadatus Sholekhah * dan Dibyo Waskito Guntoro **
*Universitas Jember
**Universitas Muhammadiyah Palangkaraya*

teenagers who are not rejected, but who do not reject aggressive young people, tend to be core members of deviant peer groups. In fact, rejected boys are unlikely to associate with aggressive peers than popular and moderate status boys. Furthermore, Bagwell suggested that aggressive adolescents who are not rejected might be deviant peer leaders and that youth who reject aggression might be among this same group.

Bullying is very common, even in all walks of life. Bullying is systematic abuse of power which is defined as aggressive behavior or intentional detrimental actions by peers repeated repeatedly and involves power imbalances (Wolke & Lereya ST., 2015) and power differences between bullying and victims in terms of physical size, status social, and others (Olweus D., 1993). Bullying behavior can include anything, from calling names to direct physical attacks. Bullying can also occur online in the form of text messages, e-mails, and posts on social media (David C.R. & Sara Pawlowski, 2015).

Schools become the most common places for bullying and physical appearance are the most common targets of bullying (David C.R. & Sara Pawlowski, 2015). Boys tend to bully more often than girls, although this difference decreases. Furthermore, boys tend to bully people outside their friends' core groups, while girls tend to bully individuals on their social networks (Coyne SM, Archer J., & Elsea M., 2006). Longitudinal studies reveal several trends regarding bullying that occur during childhood and adolescence. Early bullying can be easily identified in elementary school children and tends to increase in the years of high

school and early adolescence (David C.R. & Sara Pawlowski, 2015).

The negative effects of bullying are increasingly taken into account and receive special treatment for a number of professionals and the general public. In the field of mental health and psychiatric disorders, bullying is associated with future levels of anxiety, including behaviors of depression, suicide, psychosis, and self-injurious behavior (Arseneault L., Bowes L., Shakoor S., 2010; Arseneault L., Walsh E., Trzesniewski K., 2006). Overall, the level of trauma associated with bullying was found to be roughly equivalent to a child placed outside the home (Takizawa R., Maughan B., Arseneault L., 2014) and may be more severe than other forms of child abuse (Copeland WE., Wolke D., Angold A., 2013). Children who are victims of bullying have been found to be consistently at higher risk for common somatic problems such as colds, or psychosomatic problems such as headaches, abdominal pain, sleep disorders, and more. Victims were also reported to experience more problems with internalization and anxiety or depression disorders (Gini G., 2009; Wolke & Lereya ST., 2014; Swearer-Napolitano, 2011).

METHOD

A qualitative descriptive design is used to facilitate an in-depth interview of a student's experience related to peer rejection in his social relations in the classroom. The qualitative approach was chosen because it was in accordance with the purpose of the study conducted, namely to understand a phenomenon in a natural social context by prioritizing the

Irmadatus Sholekhah * dan Dibyo Waskito Guntoro **

*Universitas Jember

**Universitas Muhammadiyah Palangkaraya

process of interaction and communication in depth by the researcher. The phenomenon observed in this study is related to the attitude and behavior of groups of students who have a status of "rejected" by their social environment. The qualitative design of this study is used to help find different meanings of cases of peer rejection and how to help students overcome this problem.

The study population was junior high school students in Jember regency, namely Ambulu Public Middle 3, Jember Regency. The sampling method is done by snowball sampling technique. Initial sampling techniques are small in number and then enlarge like snowballs. In determining the sample, one or two samples are selected first, but because the data provided is not complete, the researcher looks for other people who are seen to know better and can complete the previous data. And soon, so that the number of samples becomes more and more up to the point where the data provided by the respondents is the same and is considered no longer necessary to take other answers.

Observations are made by approaching deeply to students who get a rejection from their social environment. A cross-check was conducted to find out how the behavior of rejected student groups was seen from several opinions of students with popular and controversial status. Data is collected through semi-structured interviews. In-depth interviews in this study make it possible to obtain information about topics where various levels of meaning need to be explored. The questionnaire and documentation methods are also used to complete the data. The results of the data obtained were then analyzed using triangulation techniques as was done in qualitative research in general.

RESULT

Based on the research that has been done, the researcher obtained several findings that illustrated the patterns of social relations between students and their peers in the class. This finding was based on the results of in-depth interviews conducted with several popular and controversial students on their friends who experienced social rejection (rejected students). These results are then accompanied by further observation and communication carried out with the teacher as a source of data triangulation. All narratives collected, written, and recorded by researchers in the analysis used efficient qualitative content analysis methods to examine understanding of certain phenomena, such as peer rejection in class.

The data obtained is read repeatedly to get the overall meaning. Word-by-word text about target experience related to peer rejection in class is a unit of analysis. In the following steps, the text is divided into meaning units consisting of several words, sentences, or phrases related to the purpose of the study. Then, units of meaning are compacted, abstracted, and labeled with a code.

Profile of research respondents is shown in table 1.

Number	Characteristic of Students		
	Gender	**Age**	**Status**
1	Male	15 years	*Popular*
2	Female	15 years	*Popular*
3	Female	14 years	*Popular*
4	Female	14 years	*Controversial*
5	Female	14 years	*Controversial*
6	Male	15 years	*Controversial*

*Irmadatus Sholekhah * dan Dibyo Waskito Guntoro ***
*Universitas Jember
**Universitas Muhammadiyah Palangkaraya

7	Male	15 years	*Rejected*
8	Female	14 years	*Rejected*
9	Male	15 years	*Rejected*

Analysis of interview data revealed three main themes in the discussion about peer rejection that occurred in students. These themes represent the three main things related to individual rejection in social relations. The categories include (1) negative behaviors that are often carried out by agent, (2) aggressive actions, and (3) bullying behavior.

Theme 1: Negative Behavior

This theme represents the respondent's comments about the reasons for peer rejection because of the negative behavior carried out by the person, such as: naughty, annoying, crowded, ignorant, and so on. Attitudes towards student rejection in this category are caused by negative things that are often done to other children. As stated by one respondent that "the group of children who were rejected were those who often disturbed, crowded, ignorant, naughty, and like to do mischief in class". According to them, this negative behavior tends to be more often done so as to create a learning climate that is not very conducive.

Negative behavior that occurs usually only comes from the same actors, namely children who indeed often get a social rejection. Whereas victims of this behavior are usually weaker children, girls (even beautiful ones, if negative behaviors are male). Negative behavior carried out by teenage boys to girls tends to be used to joke and get attention. As happened that adolescence is a phase where children have a tendency to seek identity and social recognition.

Theme 2 : Aggressive Actions

This theme represents the type of behavior that causes students to experience rejection by their social environment because they often take aggressive actions. Aggressive is a detrimental act that is harmful, painful, and hurts another person intentionally. The perpetrators of this aggressive action get the consequences of social exclusion because someone has a tendency to get security in dealing with others. This aggressive behavior is usually also carried out in the form of aggressive verbal and aggressive physical, whether done directly or indirectly and actively or passively.

The form of aggressive actions carried out by adolescent research subjects can be characterized by actions that tend to damage, violate regulations, and attack other students. Common symptoms that occur in this aggressive act of adolescence include acting harshly so that it hurts other people, likes to fight, makes noise in class, makes fun of excessive, ignores statements, breaks the rules, very often lies, likes to skip school, and others. This action is very detrimental to others and makes the perpetrators get a social rejection because they are not liked by peer groups. Most of them will be rejected by popular and controversial groups of students and tend to choose to be friends with children of the same status (rejected students).

Theme 3: Bullying Behavior

Bullying behavior also provides a role in causing students to experience rejection by peers in the class. Most of the respondents stated that bullying was the main behavior for someone to get student rejected status. For example, the respondent stated, "Some

*Irmadatus Sholekhah * dan Dibyo Waskito Guntoro ***

*Universitas Jember

**Universitas Muhammadiyah Palangkaraya

friends who received social rejection often committed acts of intimidation, both verbal and physical." Such attitudes also sometimes influence other friends to jointly carry out bullying. This behavior is then considered very disturbing and makes the perpetrators ostracized in peer social relations.

Some bullying perpetrators often carry out these actions, but others only take actions that lead to bullying several times. For example, one of the respondents said, "Actors are actually good too, but sometimes they behave in an annoying manner by bullying others." Another respondent replied with his statement, "Bullying behavior that is carried out is not always continuous, some of which are rarely done".

This category includes target psychological complaints related to their experiences and various strategies carried out to help stop bullying behavior. The target of experiencing bullying behavior is similar to bluffing, calling a name with a certain designation, pouting, denouncing, until physical violence is carried out such as hitting, pinching, kicking, until other physical actions that lead to fights. All targets who experience this action suffer from various health-related problems including difficulty sleeping, nightmares, and fatigue. In addition, mental disorders also often occur like moodiness or become quieter, to stress and trauma. Finding social support is common protection that is often carried out in this growing phase of intimidation. Some victims often report how they feel to the teacher to fight bullies. As the female respondents said, "When there is a debate between us, I often report this to the teacher so that they

(bullies) get treatment".

However, asking for support from teachers in confrontations with bullies sometimes does not help alleviate the situation for all respondents. For example, male respondents asked the teacher to protect him from bullies but his efforts were unsuccessful, "When I told the teacher about their actions, the teacher sometimes misjudged me. According to him, I overestimated their actions ". Other strategies that focus on this problem can be done by seeking support by gathering evidence about this problem and investigating the situation. Explain that bullying behavior is done precisely when there are no teachers in the class or no supervision is also very important to do. Some other intimidating victims showed resistance behavior against this act or even despairing behavior, indicating that they felt unable to deal with intimidation effectively. Others choose to ignore this action and consider this to be a joke from their friends. As female respondents revealed, "the perpetrators of bullying are actually good, some of them sometimes do that to joke even though the act actually disturbs". The various target responses to the perpetrators of bullying ultimately lead to peer rejection for children who are bullying, because adolescents of this group tend to be disliked in friendships.

DISCUSSION

Being rejected by peers is a painful experience for both children and their parents. For those who experience social rejection, this experience will be a painful part of the development phase of their lives. Peer rejection causes most young

*Irmadatus Sholekhah * dan Dibyo Waskito Guntoro ***
*Universitas Jember
**Universitas Muhammadiyah Palangkaraya

people to show some problems, tend to be more aggressive and show bullying behavior. Peers contribute so much to children's development, especially at the end of childhood and adolescence. Peers provide feedback on behavior, ideas, and help each other in understanding their lives. Peers also teach how to resolve conflicts correctly at each phase of a child's development.

Various research studies show that popular children reach higher levels in school, have higher self-esteem, are happier at school, show fewer behavioral problems, and have a better attendance record. It is noted that peer interaction must be encouraged to be done directly - not through technology or through devices and sites that make a false connection to friendship.

The only behavior that creates the most peer rejection is aggression. There are many ways to deal with aggression in childhood, namely by teaching a child basic ethics and maintaining a conversation and teaching listening skills has proven to be beneficial. Practicing conflict resolution by presenting a childhood conflict situation and practicing its solution, and teaching children to see the perspective of other children when conflict arises, is another technique that can improve social skills.

Peer rejection will also reduce self-esteem, but involving children in activities that can make it successful can help reverse the process of decreasing self-esteem. Peer rejection is a painful part of life for some children and can often have lifelong consequences. However, if overcome early, it can be corrected so that a child can enjoy what all children need to

grow into competent adults.

The results of the qualitative analysis show that peer rejection in student life is caused by some of the behavior he does to others. The research findings show that actions such as negative behavior, aggressive actions, and bullying behavior make teenagers experience peer rejection. Overall, these findings support several previous theories that have been presented in the theoretical framework.

Howard & Steven Landau (2004), identified four things that teachers and parents can do in helping students who experience rejection of peer social relationships. First, find out about a child's peer relationships and peers' reputation. The school environment is the main focus of social relations for children. It is very important for children to get opportunities in the form of friendships and experiences of socialization with peers and expand their social relationships. Various social abilities such as turn taking, sharing, and rules of conversation have been studied and practiced at school. Parents should be encouraged to talk to the teacher in determining children's social success. Because parents have a smaller chance than teachers in dealing with problems between peers, the teacher must also communicate with parents about children's social progress.

Second, get information about peer relationships. Don't assume peer rejection is a simple matter because they have several friends. The best way to find out the formal relationships of peers in class is to give questions to identify who they like and those they don't like. In class, a sociometric method might be used to identify students' social relationships. This

Irmadatus Sholekhah * dan Dibyo Waskito Guntoro **
*Universitas Jember
**Universitas Muhammadiyah Palangkaraya

method is important to ask students to answer questions such as "Who is the friend you like the most to play?" (And some other similar questions) to determine directly which students are most liked or disliked by their peers.

Third, making collaboration between home-schools a priority. In general, parents really know the condition of their children better than anyone. However, teachers tend to know more about student interactions with their peers. With collaboration and communication between parents and teachers, opportunities for progress can be increased. Fourth, know school psychology. In many cases, school psychologists are the most important people in students' mental health. Parents and teachers must know how the type of service a school psychologist is given. School psychologists may provide services with the ability to group training, parental training, counseling, consulting, or provide a simple resource list. All training is an agreement with children's education and social-emotional health.

CONCLUSION

Cases of peer rejection in student life require us to see it from various sides. On the side of the cause, this condition is caused by some student negative behavior, aggressive actions, and bullying behavior that he often does. As a result, students who do this will experience social exclusion, be shunned by peers, even get student rejected status. These various rejections provide psychological and emotional effects for students so they need to get treatment. The assistance that can be given by teachers and parents in

overcoming peer rejection is adopted from the thoughts of Howard & Steven Landau (2004), which consists of four things, namely finding out about children's peer relationships and peer reputation, obtaining information about friend relationships peer, making collaboration between home-schools a priority, and getting to know school psychologists.

Direction for the Future Research

Like the other studies, this study has limitations related to the scope of the study. The study was conducted on small classes so that the resulting portraits have not been able to describe broader conditions, although basically all of these conditions will be the same as the results of other places. Further research must conduct similar studies at different levels of education, early childhood, primary school education, high school, tertiary education, or even special schools are highly recommended. Knowledge of one's social acceptance at various levels of education is very necessary to track how the conditions of education take place. The method used in the next study may be done with descriptive qualitative but must be more in-depth with the way researchers participate in making in-depth observations or even directly involved in the lives of respondents for some time. This method is expected to provide better results from studies that have been done before.

*Irmadatus Sholekhah * dan Dibyo Waskito Guntoro ***

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