

Descriptive Analysis of Parent Involvement in Learning Students Special Needs in Inclusive Schools

Wagino & Ima Kurrotun Ainin

Special Education Department

Universitas Negeri Surabaya

Surabaya, Indonesia

wagino@unesa.ac.id, imakurrotun@unesa.ac.id

Bambang Dibyo Wiyono

Guidance and Counseling Department

Universitas Negeri Surabaya

Surabaya, Indonesia

bambangwiyono@unesa.ac.id

Abstract— The research is intended to describe the involvement of parents of special needs students in children's education in inclusive schools. The study was conducted with a quantitative descriptive research approach, data collection was done through quisioner techniques and interviews as supporters. Analysis using percentage descriptive statistics. The results showed: (1) The involvement of parents was 34% good, 36% was enough, 26% was lacking, and 4% was very lacking. (2) Efforts that have been made by the school in involving parents in: (a) planning aspects 42% are good, 33% are sufficient, 20% are lacking, and 5% are very lacking. (b) program implementation aspects 26% are good, 39% are sufficient, 31% are lacking, and 4% are very lacking. (c) assessment aspects 33% good, 37% sufficient, 25% less, and 5% very poor. (d) mentoring aspects 38% good, 39% sufficient, 20% less, and 3% very less. (e) the drafting aspect of the PPI is 27% good, 34% sufficient, 34% less, 5% very lacking. (3) Constraints encountered in involving parents in school education are: (a) parents do not go to school, (b) there are often different perceptions about the ability of students and teachers. (c) parents cover up their abilities. (d) parents are less cooperative with the teacher. (4) Parental constraints to getting involved in school education are: (a) Parents work. (b) limited knowledge so that they do not understand what must be done. (c) Not having enough time.

Keywords—parents; students with special needs; inclusive education

I. INTRODUCTION

School is a golden bridge for children to achieve success in the future. Many views from the community say that the success of learning and mastery of children's competencies depend on the school. So that this is directly related to the teacher as the main implementing operational education in the context of classroom learning. However, in essence education is not only borne by schools (teachers), but also is a shared responsibility that involves parents and the community [1].

In order to fulfill educational needs for students with special needs the government provides opportunities for students with special needs to obtain education in public schools. This pattern is in accordance with the Regulation of the Minister of National Education of Republic of Indonesia

Number 70 of 2009 article 1 which reads: An education implementation system that provides opportunities for all students who have abnormalities and have the intelligence potential and/or special talents to attend education in an educational environment along with regular students.

Of course to succeed in the implementation of inclusive education and the success of students with special needs in inclusive schools there is a need for collaboration with various parties related to the education of children, including parents. In achieving the success of children's education, there is a need for harmony between teachers and parents both at home and at school. According to [2] the involvement of parents plays an active role in shaping children's attitudes towards the lessons taught. So that improving the relationship between teachers and parents is important for the development of schools as a learning community [3].

Parent participation of students is very meaningful in helping to improve the quality of learning in the form of material and non-material support, so that it impacts on student learning success [4][5]. The results of premilitary research show that a positive relationship between teachers and parents contributes to the success of children's learning in school. But regardless of what happens, the teacher is the second most important person in the lives of students after parents.

Positive parent-teacher relationships help children feel good about school and become successful at school [6]. The occurrence of parent and teacher communication is important for both, this is because parents need information about what and how their children learn, and teachers need important feedback from parents about children's academic and social development [7].

In New Zealand, according to [8] the handling and service of parents for children with special needs are as follows: (1) as the main assistant (as a tool), namely as the main companion who helps achieve the goals of child care and education services, (2) as an advocate (as an advocate), who understands, seeks and maintains children's rights in obtaining educational services in accordance with their specific characteristics, (3) As a resource, it becomes a complete and correct source of data. about children in an effort to intervene

in children's behavior, (4) As a teacher (as a teacher), act as an educator for children in daily life outside of school hours, (5) As a diagnosis (diagnosis) determinant of characteristics and types of needs specifically and able to carry out treatment, especially outside school hours.

Therefore this research was directed to find out the objective conditions of involvement of parents of special needs students in Surabaya city inclusion schools. So that the results of this study will be able to become a foothold in optimizing the role and involvement of parents of special needs students in inclusive schools.

II. METHOD

Research uses descriptive methods, namely a method in examining the status of a group of humans, an object, a set of conditions, a system of thought, or a class of events in the present [9]. This research was directed to make a picture of the phenomenon of the involvement of parents of children with special needs in inclusive schools, through surveys. The subject of this study included 30 teachers at the level of Elementary School (SD) and Junior High School (SMP) in schools providing inclusive education in the city of Surabaya.

III. RESULT AND DISCUSSION

A. The involvement of parents of special needs students

The involvement of parents of students with special needs in inclusive schools is divided into several things including: (a) Planning education in inclusive schools, (b) implementing education in schools, (c) Assessment of students with special needs, (d) Guiding students with special needs, (e) Making Individual Educational Program (IEP) [10]. The results of the questionnaire can be found through the following table.

TABLE I. PARENTAL INVOLVEMENT

Participants	Parental Involvement				
	Aspect	Good	Enough	Less	Very Less
30 teachers at the Surabaya inclusive school	Planning education in inclusive schools	43%	33%	20%	5%
	Implementation education in inclusive schools	26%	39%	31%	4%
	Assesmenr of students with special needs	33%	37%	25%	4%
	Guidance for students with special needs	33%	37%	25%	4%
	Making IEP	27%	34%	34%	5%

Overall, it is known that parental involvement in the learning of special needs students in Surabaya City inclusive schools is as follows: 34% involvement of parents is classified as good, 36% is classified as sufficient, 26% classified as less, and 4% classified as very less.

B. The efforts that have been made by the school in involving parents of students with special needs.

Parent involvement in children's education in school can be described as follows:

- 1) *involvement of parents in learning planning,*
- 2) *involvement of parents in the implementation of education*
- 3) *parental observations in assessment*
- 4) *involvement of parents in guidance*
- 5) *involvement of parents in the preparation of individual learning programs (PPI).*

C. Problem that faced by teachers or schools in involving parents of students with special needs. As for the results of these activities are as follows.

TABLE II. TEACHER'S PROBLEM

Partisipants	Teacher's Problem	
	Aspect	Result
30 teachers at the Surabaya inclusive school	Constraints Parental involvement in educational activities in schools	(1) Parents are illiterate (2) Parents cover up students' Academis and non academic information (3)Information provided about students is invalid, (4) Parents' Understanding of students' abilities (5) Understanding of the inclusion school is still lacking
	Constraints parental involvement in planning activities	(1) Parents get out of hand (lack of cooperation with schools) (2) Parents do not follow up on the program from the school (parents are not willing to cooperate with the teacher)
	Constraints in involving parents in implementation activities	(1) Not all parents are willing to do
	Constraints in involving parents in assesmen activities	(1) parents often blame teacher opinions because of differences of opinion about students' abilities.
	Constraints in involving guidance activities	(1) Submitting student guidance at home to other people because they are busy working, (2) Additional student services are not carried out continuously
	Constraints in involving parents in making IEP	(1) Parents submit students fully to the teacher at school.

D. Parental constraints in involving themselves in their children's educational activities at school

Based on the results of interviews with parents, information about the difficulties or obstacles faced by parents to be involved in their children's education in school generally states as follows:

- 1) *Parents must work*
- 2) *They have limited knowledge about children's education, so don't understand what to do.*
- 3) *Not having enough time because they have to take care of the needs of the family and other family members.*

This research can provide reinforcement that education is the responsibility of parents, teachers (schools) and the community. Likewise in inclusive schools which have now been widely held in various regions in Indonesia.

To support the learning success of students with special needs in inclusive schools, teachers need to collaborate with various parties related to children's education, including parents. Because the main responsibility of educating children lies with both parents, so the teacher is the second parent for children in school. For the success of children's education, harmony between teachers and parents is needed both at home and at school. Parents' participation is very meaningful in helping to improve the quality of learning in the form of material and non-material support, so that it impacts on student success.

In this study objective conditions have been described related to the involvement of parents of students with special needs in inclusive schools in the city of Surabaya. So that with the results of this study will be able to be a foothold in optimizing the role and involvement of parents of students with special needs in inclusive schools. By involving parents from various special needs specifically from the category of special needs permanently. Special needs caused by physical disorders, neurological problems, mental, emotional and social barriers.

Thus the principle of inclusive learning related to "involvement" seems to be clearly relevant in relation to the successful implementation of inclusive education in terms of the results in this study. As stated in the theory that the principles of the implementation of inclusive education, namely: (1) the principle of equity and quality improvement. In this case the government has the responsibility to formulate an effort to equalize the opportunity to obtain educational services and improve quality. Inclusive education is one of the strategies to equalize educational opportunities, because inclusive education institutions can accommodate all children who have not been reached by other education services. Inclusive education is also a quality improvement strategy, because the inclusive learning model uses varied learning methodologies that can touch all children and respect differences. (2) The principle of individual needs, where each child has different abilities and needs, therefore

education must be endeavored to adapt to the child's condition. (3) The Principle of Meaningfulness, Inclusive education must create and maintain friendly class communities, accept diversity and respect differences. (4) the principle of sustainability, inclusive education is held continuously at all levels of education, (5) the principle of involvement, the implementation of inclusive education must involve all related education components.

Parents are the father and/or mother of a child, both through biological and social relationships (biological/step/adopted). The term parent refers to the person responsible for a family or household chores in daily life. Parents have an important role in achieving the success of children's education in school, moreover parents of students with special needs.

One of the most important characteristics of inclusive schools is a community that is cohesive, accepting and responsive to the individual needs of students. To that end, Sapon-Shevin [11] put forward five profiles of learning in inclusive schools, namely: (a) Inclusive education means creating and maintaining a warm class community, accepting diversity, and respecting differences. The teacher has the responsibility of creating a classroom atmosphere that fully accommodates all children by emphasizing social atmosphere and behavior that respects differences regarding abilities, physical conditions, socioeconomic, ethnicity, religion, and so on. Inclusive education means applying multilevel and multimodal curriculum. (b) Teaching heterogeneous classes requires fundamental changes in curriculum implementation. Learning in inclusive classes will shift from a rigid competitive learning approach, referring to specific material, to a cooperative learning approach that involves collaboration between students, and thematic learning materials. (c) Inclusive education means preparing and encouraging teachers to teach interactively. Changes in the curriculum are closely related to changes in learning methods. The traditional classroom model in which a teacher is struggling alone to meet the needs of all children in the class must shift to the model between students working together, teaching and learning with each other, and actively participating in and taking responsibility for their own education and the education of their peers. All children are in one class not to compete but to learn and teach one another. (d) Inclusive education means providing continuous encouragement for teachers and classrooms and removing barriers related to professional isolation. Although teachers always interact with others, teaching work can become an isolated profession. The most important aspects of inclusive education are teamwork, collaboration and consultation, and various ways of measuring the skills, knowledge and assistance of individuals who are tasked with educating a group of children. Cooperation between teachers and other professions in a team is needed, such as with paraprofessionals, speech development experts, guidance officers, special tutor teachers, and so on. Therefore, to be

able to work well with others requires ongoing training and encouragement. (e) Inclusive education means meaningfully involving parents in the planning process. The success of inclusive education is very dependent on the active participation of parents in their children's education, for example their involvement in the preparation of the Individual Teaching Program and assistance in learning at home.

Some things to consider in organizing inclusive education: (1) Schools must provide classroom conditions that are warm, friendly, accepting diversity and respecting diversity. Schools must be prepared to manage heterogeneous classes by applying curriculum and individualized learning. Teachers must apply learning that is interactive. (2) Teachers are required to collaborate with other professions or resources in planning, implementing and evaluating. (3) Teachers are required to involve parents significantly in the education process. (4) School principals and teachers need to get training on how to run an inclusive school. (5) School assessments are carried out to find out ABK children and the necessary actions. Providing special guidance for understanding and agreement with ABK parents. (6) Identifying barriers related to physical, social and other problems with access and learning. (7) Involving the community in planning and monitoring the quality of education for all children [12].

The results of the experts' research showed that the positive relationship between teachers and parents contributed to the success of children's learning in school. In reality there may be teachers who love their students and there may also be teachers who do not love their students, on the other hand there are also teachers who like their students and may not like it; there are even teachers who like to praise their students and maybe there are teachers who don't like to praise their students. But no matter what happens, the teacher is the second most important person in the lives of students after parents.

Lewin, revealed that "Positive parent-teacher relationships help children feel good about school and be successful at school" [6]. Parents who have a positive relationship with the teacher show the child that he can trust his teacher, this is because parents do. This positive relationship will make the child feel that important people in his life are working together. Communicating well is a key factor for making positive relationships. The occurrence of parent and teacher communication becomes important for both, this is because parents need information about what and how their child is learning, and teachers need important feedback from parents about the child's academic and social development.

The participation of parents is also one of the factors that influences the quality of education output. Children can grow and develop well if they get the attention of parents, especially in relation to children's education. In this connection, family or household conditions should position parents to behave like teachers, must be good at evaluating their children's development, must be able to

work with teachers and school leaders, always creating a healthy climate, a peaceful atmosphere and harmonious relationships in guiding and encouraging and motivate children to learn well. Explicitly the role of parents influences the success of children learning at home. School as a formal educational institution is a continuation of activities after family education that also organizes educational efforts towards the achievement of certain goals, namely developing children's potential well and satisfactorily. Therefore, the school functions to continue the role of family education. As the opinions of some experts, Perkins [13] that education in principle must actually start from home. School is not a substitute for education at home, but rather a complement to what can not be provided at home. In this case good cooperation between parents and the school towards the learning process will determine the successful development of children's potential. Parents not only see what the child has achieved but also give full attention to the child's personal growth.

The same thing happens in special schools (SLB) which carry out their role in providing educational services for children with special needs. But this effort will not achieve maximum results if only the school is fully involved in the administration of education. Parents of children with special needs also play an important role in supporting the school's efforts to provide educational services. As stated in the literature that the effectiveness of various programs for handling and improving the ability of life of children and adolescents who have special needs will depend very much on the full participation and support of the family and community [14]. The problem that arises is that not all parents realize that education in special schools is not a guarantee for the development of the abilities of children with special needs. As the results of a study conducted by Hendriani [15], not a few parents who think that by sending children to extraordinary schools in accordance with the obstacles experienced by children can be said to be enough. It is the rest of the school that is responsible for educating and teaching various life skills to their children.

IV. CONCLUSION

Based on the results of the analysis it can be concluded that in general the involvement of parents of students with special needs in Surabaya city inclusive schools is 34% good, 36% sufficient, 26% less, and 4% very less. The combination of collaboration between parents and teachers in supporting education for children with special needs in inclusive schools is very important. However, the implementation does not always run smoothly. There are many obstacles and problems encountered in involving parents in implementing education in schools. So as to increase awareness and understanding of the magnitude of the role of parents in education there needs to be periodic

family counseling and regular meetings to discuss the development of participants in schools.

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