


## Parents' Role in the Education of Children with Special Needs: A Case Study at SMP SLB Negeri 1 Baubau

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### ABSTRACT

Parents have an important role in accompanying and guiding children with special needs (CSN), both in academic and social aspects. This study aims to examine the role of parents in supporting CSN education at SMP SLB Negeri 1 Baubau and the factors that support and inhibit their involvement. The method used in this study is a qualitative method. The data sources for this study were parents of students and teachers with the type of research used being field research using a qualitative descriptive approach. Data collection techniques used observation, interviews, and documentation methods. The results of the study showed that parents play a role in providing moral support, maintaining communication with teachers, helping with learning at home, and instilling independence in children. Supporting factors include cooperation between parents and schools, the availability of trained teachers, and family and environmental support. However, there are several inhibiting factors such as limited parental knowledge, high levels of forgetfulness in children, and emotional challenges in educating them. In conclusion, the success of CSN education is highly dependent on the synergy between parents, schools, and the surrounding environment, with emotional support, appropriate learning methods, and an inclusive environment.

**Keywords:** *Role, Parents, Education, Children with special needs*

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### INTRODUCTION

Given the limited Islamic education provided in schools, parents must actively contribute to their children's religious development. Studies, including those by Siti Afiyah, underscore the collaborative role of teachers and parents in instilling Islamic values in students with autism and other special needs. The active involvement of parents thus becomes indispensable in supporting the spiritual and moral growth of CSN. Suharsiwi (2017) defines CSN as individuals whose physical, intellectual, or socio-emotional traits deviate from the norm, thus necessitating specialized educational services. As articulated in the Open University modules, special education is specifically designed to ensure equal rights and opportunities for CSN, enabling them to thrive within inclusive educational frameworks.

SLB Negeri 1 Baubau, a school providing services for CSN, still faces limitations in delivering comprehensive Islamic religious education. In such contexts, parental support—emotional, moral, and social—becomes instrumental in nurturing children's religious understanding. Despite the unique challenges and circumstances faced by each family, education remains a fundamental right, as guaranteed under Article 31 of the 1945 Constitution and Law No. 20 of 2003 concerning the National Education System.

Education fundamentally shapes both intellectual and moral aspects of an individual. However, data from Indonesia's Central Statistics Agency (BPS) in 2018 revealed that nearly 70% of CSN had not yet accessed adequate educational services. The involvement of parents

is therefore crucial, as their support is pivotal to the development and learning journey of CSN. Although some parents remain unaware of the critical importance of education for their special needs children, research consistently affirms that active parental engagement enhances the quality of learning outcomes.

Children with Special Needs (CSN) are individuals who require additional support due to physical, mental, or sensory challenges. According to Khairun Nisa, Mambela, and Badiah (2018), CSN encompasses children with visual, auditory, intellectual, physical, and motor impairments. In regions like Baubau, Indonesia, access to appropriate education for CSN remains a pressing challenge. Among the various educational needs, Islamic Religious Education plays a vital role in character and spiritual development. Sabella (2023) highlights the significance of Islamic education in nurturing children's faith through knowledge, practice, and habitual reinforcement.

The data were analyzed through stages of reduction, presentation, and conclusion drawing, as proposed by Hallahan & Kauffman (2020). To ensure validity, data triangulation was applied, involving both source and method triangulation, in accordance with Patton (2019).

This study employed a descriptive qualitative approach. Creswell (2018) asserts that qualitative research seeks to explore and interpret the meanings individuals or groups assign to social or human phenomena. Conducted over one month at SMP SLB Negeri 1 Baubau, the research involved parents of CSN as key informants. Data collection techniques included in-depth interviews, observation, and documentation, aligned with Yin's (2018) methodology.

Supporting factors include active collaboration with schools, availability of trained educators, and strong familial and community backing. Conversely, challenges arise from limited parental knowledge, children's high forgetfulness, emotional regulation issues, and sometimes societal stigma. Schalock et al. (2021) emphasize that flexible and adaptive teaching methods, paired with strong parental engagement, can mitigate these obstacles.

Parental involvement takes many forms – providing insights into their children's needs, serving as trainers, or becoming advocates for educational rights. According to Epstein (2019), effective school-family partnerships are essential for CSN's optimal development. Parents support their children by reinforcing learning at home, maintaining regular communication with teachers, and modeling patience and acceptance (Seligman & Darling, 2020; Dowling, 2022).

Inclusive education offers all students, including CSN, equal access to high-quality learning environments. In Indonesia, such inclusive services have been available since the early 2000s. Studies by Wardani and Dwiningrum (2021) affirm the positive impact of parental involvement in supporting inclusive education at SLB Negeri 1 Baubau, where collaboration between parents and teachers fosters more effective learning environments.

Special needs education emphasizes reconciling limitations through tailored services. Strategies vary by institution but may include differentiated instruction, assistive technology, and specialized classroom environments. These services are often categorized based on the level of interaction between CSN and their typically developing peers, including inclusive education, mainstreaming, segregation, and co-teaching models (Heward et al., 2018).

Suharsiwi (2017) clarified terminological distinctions between "impairment," "disability," and "handicap." Impairment refers to a loss or abnormality in body function or structure, whereas disability denotes challenges in performing daily life activities due to social or physical barriers. The term "handicap," now considered outdated, describes societal obstacles that hinder individuals with impairments.

The study revealed that CSN, defined as those differing from the average in terms of physical, intellectual, emotional, or social characteristics, require individualized educational approaches. Special attention is needed in communication, task variation, and service provision to accommodate their unique developmental pathways.

## METHOD

This study uses a descriptive qualitative approach, as stated by Creswell (2018) that qualitative research aims to understand and explore the meaning of individuals or groups towards social or human problems. The location of the study was carried out at SMP SLB Negeri 1 Baubau for 1 month, with research subjects being parents of students with special needs. Data collection was carried out through in-depth interviews, observation, and documentation, in line with Yin's opinion (2018) which states that data collection in qualitative research can be done using various techniques. Data analysis techniques refer to Hallahan, DP & Kauffman, JM (2020) which consists of data reduction, data presentation, and drawing conclusions, as well as data validity testing using triangulation of sources and methods in accordance with Patton's opinion (2019).

## FINDINGS AND DISCUSSION

### **The Role of Parents in the Education of Children with Special Needs**

#### **Children with Special Needs**

Children with special needs are children who deviate from the average normal child who show variations in many aspects, such as physical, mental, sensory, neuromuscular, as well as emotional and social behavior. Communication skills are also often an area that requires special support. For develop potential child in a way maximum so need existence variation task school , method Study as well as service related others . Children with needs special need approach special , good in education and in interaction social caused existence uniqueness in the process of growth and development that is owned .

More carry on in book entitled "Education for Children with Special Needs " Special, ( Suharsiwi, 2017) discuss the specifics imposed to individual, important for understand difference between the terms "Impairment", "Disability", and "Handicapped". The three term This often used in context the same one However has a different meaning, which if No understood with Correct can cause error understand.

"Impairment " refers to the loss of or damage to structure or function psychological, physiological, or anatomy. This can in the form of the condition of a person born with or consequence from disease , injury , or the aging process. For example , loss of hearing or disturbance vision is example from impairment. This term more focus on aspects medical or biological.

"Disability " is a term that describes condition someone who undergoes difficulty in life daily or participate in life public Because existence interaction between people with impairments and barriers social . So, disability is not only about condition medical , but also about How environment social , obstacles physical, and attitude public influence ability somebody For participate full in public.

Temporary that, "Handicapped" is more terms old and present considered not enough right and can nature to humble Because own connotation negative . This term often used in context obstacle or limitations faced somebody Because environment or obstacle social that is not support, than refer to direct to condition individual However, the use of term This the more avoided in modern discourse on special features and rights individual, replaced with the term "disability".

#### **Education for Children with Special Needs**

Special needs education is education for children that takes into account their special privileges, disabilities, and special needs. Reconciling the limitations of children with special needs including physical disabilities, learning difficulties, communication disorders, emotional and behavioral disorders, developmental disorders and other problems is a way to provide educational services for children with special needs in achieving optimal levels of independence and success (Heward et al., 2018).

Giving service education special to CSN, every institution education use different approaches. In addition, the use of method learning, usage adaptation technology,

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environment Study customized with room class separated is a number of example service education addition which may beneficial for child in need special . Methods This can found throughout the world and included to in four different categories based on how much Lots the interaction that happen between child with need special and normal children (using North American terms):

*Approach accommodates the differences and diversity of students, including students with special needs where they spend the entire school day with children who do not have disabilities (Heward et al., 2018).* This provide opportunity to all student For access education similar quality without look at difference intellectual , physical , social , emotional , linguistic , and conditions others . Aims For provide the opportunity The same to all over child For access education quality, without seethedifference physical, intellectual , social , emotional , or condition other.

*Mainstreaming This model integrated and merged CSN with child normal in system education regular.*

Based on skills, CSN and normal children are placed in the same class in period time . According to Karen & Sadker , children in need special placed in a different room during remainder day school ( Setyaningsih et al., 2022)

*Segregation this model, CSN are educated at school special or in a different class.*

In Indonesia, this model called Special Schools (SLB). Special schools normal accept students who have lack Because disabled physical , problems behavior act , or difficulty Study . For provide education special suitable school outside normal designed in a way special and have employee as well as source Power required . Students generally No follow class at school general if student go to school at school outside normal (Rahman 2018) . The types of SLB are grouped according to the disorders experienced by CSN, including blind, deaf, mentally retarded, physically disabled, emotionally impaired, speech impaired, and multiple disabilities.

*Co- teaching*

This model is CSN merger with normal children placed in class education general . In teaching , this model involving teachers who have skills different that works The same For provide appropriate education . Types of learning the including " one main teacher / one companion " where a teacher provides Instructions main while others give support addition to students in need help extra , " teaching parallel " where the group student shared into two, and each teacher teaches same material in a way simultaneously , " teaching station " where two groups different students in a way simultaneously taught by both teachers with different materials and students move to every station , " teaching alternative " where one teacher teaches to a small part students in need attention adjunct , while others teach to group more students big and " teaching team " where both teachers are together share not quite enough answer in compile and deliver material (Heward et al., 2018) .

## **The Role of Parents in the Education of Children with Special Needs**

Providing equal opportunities for all people with diversity to get high-quality education is the goal of inclusive education. Inclusive education is an education system that allows all children with disabilities to enter the nearest school and attend regular classes with their peers (Azaria, Budiman, and Nadhirah 2023) . In Indonesia, the model service education inclusive was built since 2000s .

In the study (Wardani and Dwiningrum 2021) showed that the role of parents is very good in helping inclusive education in SMP SLB Negeri 1 Baubau. Parents and teachers believe that each other can work together to solve problems in implementing this inclusive. Parents ' beliefs and teacher is key For education inclusive . It is expected that people old Can contribute in educational programs inclusive with teachers. Collaboration that can carried out , including (1) providing help and advice to the teacher about How handle his son , (2)

became speaker and share experience in teacher seminars and in-service training, and (3) parent trainers and parent resource persons. can Work The same with another school for support education inclusive .

Parents and society play a role very important For reach objective education inclusive . Acceptance and appreciation education inclusive , guidance learning , and support costs and facilities , among others, are a number of parents way and society play a role . Parent contribute to education inclusive his children . Parent must involved in make decision and plan class inclusive . After they placed , they pushed For speak with the teacher in person regular For strengthen and expand collaboration education inclusive . role person old in education inclusion shared become three : (1) taker decisions , (2) teachers, and (3) advocates .

### **Parental Involvement in Handling the Education of Children with Special Needs Special**

In the family, parents play a very important role for children because most of the time parents spend with their children in the home environment, especially when the child is still a toddler or elementary school age. Educating is the responsibility of parents. Parents are usually responsible for maintaining their children's psychomotor, cognitive, and affective potential, as well as providing them with food and a decent life (Badriah and Fitriana 2018) . Especially in matter education Because matter the is the most important and determining thing . In addition , parents own role in give education, guidance, and coaching for first time. So, parents own a very important role in determine growth children, including child in need special.

Person old follow What Which taught Teacher, after they send to school his child at school . This is show that the role of parents is very important important in build CSN into a independent individuals. Parental involvement in education child is supporting factors for the development education children with special needs around the world . Starting from placement suitable school until collaboration between party school with parents where they own child in need special . Services and care provided by parents to child in need special depicted as following by Hewett and Frenk in (Rohmawati 2017) , namely as companion main (as aids), as advocates (as advocates), as source , as a teacher, and as diagnostic .

Parents provide full support and extra attention to children with special needs, realizing that they need more intensive guidance than children in general. This is in line with the view (Turnbull and Prada 2018) which states that parents must provide greater support and more intensive supervision to meet the needs of children with special needs. In an effort to support children's education, parents also actively work with schools and teachers to monitor children's development. According to Epstein (2019), collaboration between parents and schools is important to support the optimal development of children with special needs. They routinely communicate with teachers to obtain information about their children's progress and learning methods that can be applied at home.

This is in accordance with Dowling's (2022) view which emphasizes the importance of effective communication between parents and schools to support the learning of children with special needs. In addition, acceptance and patience are the main attitudes shown by parents in dealing with their children's conditions. According to Seligman and Darling (2020), parents must have an attitude of acceptance and patience in dealing with the conditions of children with special needs . They understand that each child has their own uniqueness and challenges, so they try to remain patient and provide unconditional support. This in line with view Björck -Åkesson and Granlund (2018) emphasize the importance of parents For understand and accept uniqueness every child in need special .

### **Supporting and inhibiting factors of the role of parents in the education of children with special needs**

There are several supporting factors that help in the education of children with special needs, namely One of them is good cooperation between parents and schools, where effective communication allows for more optimal monitoring of children's development. According to Epstein (2019), collaboration between parents and schools is important to support the optimal

development of children with special needs. In addition, the availability of teachers who are trained and experienced in dealing with children with special needs is also an important factor in ensuring that children get an education that suits their needs. Dowling (2022) emphasizes the importance of effective communication between parents and schools to support the learning of children with special needs. Support from family and the surrounding environment also plays a role in providing a sense of security and building children's confidence in learning. According to Turnbull and Turnbull (2018), proper parental support and guidance can help children with special needs achieve their maximum potential. The willingness of parents to continue learning and adapting to their children's needs is also a crucial aspect that helps the education process run more effectively. (Nadya Belva Callista et al. 2024) emphasized that parents must have an attitude of acceptance and patience in dealing with the conditions of children with special needs.

In the interview, there were also several inhibiting factors that were challenges in educating children with special needs. One of them is the limited knowledge of parents in dealing with children with special needs, so they often have difficulty applying the right methods at home. According to Westling and Fox (2019), parents have the responsibility to teach skills to children with special needs at home, but sometimes face obstacles related to limited knowledge. In addition, the high level of forgetfulness in children means they need constant repetition in learning, which can be a challenge for parents and teachers. Children with special needs also tend to get bored quickly and have difficulty learning for a long time, so a more creative and flexible learning approach is needed. This is in line with the views of Schalock et al. (2021) who emphasize the importance of parents in developing independent living skills in children with special needs. Another challenge is maintaining children's emotions, especially when they feel tired or frustrated, because this condition can affect their learning process. Not infrequently, some parents feel ashamed of having children with special needs, which can hinder their support and involvement in their child's education. According to (Sekarini, Hidayah, and Hayati 2020) , parents must have an attitude of acceptance and patience in dealing with the conditions of children with special needs. Therefore, a broader understanding is needed as well as moral and social support so that these children can develop optimally.

## CONCLUSIONS

Based on research results at SMP SLB Negeri 1 Baubau that : 1) The role of parents to education child in need special very much important in education for child in need special , parental involvement in education show how importance they For push and determine development education children. 2) Supporting and inhibiting factors role of parents to education children in need specifically for students of SMP SLB Negeri 1 Baubau namely : a) factors Supporter role of parents to education children in need special is existence Work same good between parents and parties schools , the availability of trained and experienced teachers in handle child in need special . b) Inhibiting factors role of parents to education children in need specifically for students of SMP SLB Negeri 1 Baubau is limitations parental knowledge in handle child with need special and lack of support from family and society.

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