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Parental Involvement in the English as Foreign Language Class at an Inclusive Primary School in Denpasar

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ABSTRACT

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Parental involvement in inclusive schools is crucial for the development of children with special needs. Thus, the present study observed an inclusive primary school in Denpasar to identify the types of parental involvement at school, the school's programs to involve parents, and the challenges faced by the teachers in involving parents in their children's education. It involved the school's principal, four teachers, and twenty-eight parents from grades 2-5, with fourteen parents of students without disabilities and 14 parents of students with special needs. This study was conducted by following a qualitative framework that combines data condensation, data display, and conclusion drawing continuously. The data were collected using questionnaires, interviews, and observation. The findings revealed that all the six types of parental involvements in Epstein's model were identified with an average of moderate frequency. It was also found that seven programs were designed to involve the parents, namely, parenting seminars, class conferences, WhatsApp Group discussions, Guest teachers, interactive projects, field trips, and collaboration with the English-speaking community. This study also revealed that there were moderate challenges encountered by teachers in involving parents in communicating with the schools, in decision making, and in enrolling the parents in the school activities. This implies that there should be more deliberate effort from the parents in inclusive schools to be more involved in their children's

education, while schools should relentlessly initiate and inspire more intensive parental involvement in the schools' programs.

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INTRODUCTION

Parental involvement in school plays a significant role in children's socioemotional and academic development (Berkowitz et al., 2021; Liu et al., 2020). Parental involvement is defined as the actions that parents perform to enhance their children's school achievement in cooperation with teachers and other school staff (Kalayci & Ergül, 2020; Yulianti et al., 2022). Examples of parental involvement include parent participation in the education of their children such as volunteering and attending school events, communicating with teachers, assisting with homework, participating in parent-teacher organizations, and attending parent-teacher conferences (Liu et al., 2020; Sharabi et al., 2021; Yulianti et al., 2021, 2022). Meaningful parental involvement also means maintaining close relationships and frequent communication with schools (Henderson et al., 2020; Turtulla & Lopar, 2022). Parents can greatly contribute to their children's school-related outcomes and the enhancement of more caring and responsive school environments (Hamlin, 2021).

Parents have good involvement when they become active agents in directing their children's progress and goals through education, including all the experiences that the children go through in the process (Grepon & Cepada, 2021; Kalayci & Ergül, 2020). This parental involvement at school can be in the forms of parenting, communicating, volunteering, learning at home, involvement in the school's decision-making, and collaboration of the school with the community. In an inclusive classroom, parental involvement plays an essential role. The inclusive education concept allows the students with special needs to learn together with students without special needs in regular schools (Wibowo & Muin, 2018). An inclusive classroom provides space for learners to learn together without any discrimination, difficulties, and differences they have (Turtulla & Lopar, 2022).

Parental involvement brings benefits to both students with special needs and students without special needs. In general, it can be a way to improve communication between school-parent relating to their children learning and development (Grepon & Cepada, 2021; Kalayci & Ergül, 2020; Sharabi et al., 2021; Turtulla & Lopar, 2022). However, for students with special needs, parental involvement can optimize the students' potential, lead the parents to understand the value of their children with disabilities and involve parents in making decisions about school programs for their children with special needs (Turtulla & Lopar, 2022). Parental involvement can be done both in school and at home, as long as it leads the parents in assisting their children in supporting their learning (Camacho-Thompson & Simpkins, 2022; Konca & Hakyemez-Paul, 2021).

Despite the more urgent need for parental involvement among students with special needs (Turtulla & Lopar, 2022), studies have revealed that parental involvement in inclusive schools in Indonesia is very limited (Khasanah, 2017). Khasanah (2017) focused on describing the creative

school activities that involve parents in early education. Caridade et al. (2020) investigate school personnel's perception of parental involvement and its relation to students' school problems. It was found that parental involvement has a strong relationship with students' school problems as it is interrelated. Meanwhile, Camacho-Thompson & Simpkins (2022) investigated parental involvement in organized after-school activities for adolescents. It was found that parental involvement in terms of instrumental support, verbal encouragement, and activity connection influence motivation. Previous studies indicated that parental involvement becomes an essential aspect of education that influences students' engagement and the success of the education itself. Studies related to parental involvement in education were very limited. Some studies focused on investigating parents' views on parental involvement in early education and high school level. Studies about parental involvement in inclusive schools and the investigation of the parental involvement programs and challenges are not conducted yet.

Thus, it is essential to conduct more studies related to parental involvement in inclusive schools to examine the challenges faced by schools in involving parents in their children's education so that recommendations may be proposed as to how parental involvement can be promoted in inclusive schools, for the sake of the children with disabilities and students without disabilities alike. Thus, the present study was conducted to identify the types of parental involvement applied in an inclusive primary school, the programs conducted to involve parents in the inclusive primary school, and the challenges faced by the teachers in involving parents in the inclusive primary school. It is urgent to do a deep investigation of parental involvement in inclusive schools for students with special needs and students without special needs. The study is expected to benefit students' parents, schools, and teachers. Furthermore, it can be used by other inclusive schools in managing parental involvement in their school by implementing good programs and avoiding the challenges so their school can be better.

METHODS

This study is a descriptive qualitative study that was conducted in an attempt to investigate parental involvement in inclusive schools to examine the challenges faced by schools in involving parents in their children's education. It involved the school's principal, four teachers, and twenty-eight parents from grades 2-5, with fourteen parents of students without disabilities and 14 parents of students with special needs. The teachers involved in this study were EFL teachers only. Therefore, only four teachers were taken as participants.

This present study adopted a qualitative research model suggested by Miles, Huberman, and Saldana (2014). It consists of four stages of the research procedure namely data collection, data condensation, data display, and conclusion drawing. First, data about types of parental involvement were collected through questionnaires administration. It followed types of parental involvement by Epstein et al. (2002) which consist of 6 types namely parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. Data related to the parental involvement program and challenges in involving parents were collected through interviews and observation. Second, data about types of parental involvement collected through questionnaires were analyzed to find the mean score. Then, the interpretation was done by categorizing the mean scores based on the qualification level guideline by Koyan (2012 pp. 24-25) which consists of five levels. The data about the parental

involvement program and challenges collected from interviews and observation were classified and interpreted.

RESULTS AND DISCUSSION

1. Types of Parental Involvement Applied in Incursive Primary School

From the data collected, all six types of parental involvement from Epstein were identified with a varying degree of involvement from the parents. Table 1 presents the summary of the findings concerning the involvement of parents in the six types of parental involvement from Epstein et al. (2002).

No.	Type	Score	Interpretation
1.	Parenting	3.78	High
2.	Communicating	3.67	High
3.	Volunteering	2.78	Average
4.	Learning at home	3.63	High
5.	Decision Making	2.57	Low
6.	Collaborating with Community	2.03	Low

Table 1: The Interpretation of the Types of Parental Involvement

Table 1 shows that the scores of parental involvement in the students' parenting were 3.78, which was categorized as high; parental involvement in communicating was 3.67, which was considered as high; parental involvement in volunteering was 2.78, which was classified as average; parental involvement in learning at home was 3.63, which was regarded as high; parental involvement in decision making was 2.57, which was low; and parental involvement in collaborating with the community was 2.03, which was also low. Thus, none of the six types of parental involvement gained a very high score. Out of the six types of parental involvement, the parents showed high involvement in three of them: parenting, communicating, and learning. One type of parental involvement, that is volunteering, gained an average score, while decision-making and collaborating gained average scores.

Parents' fundamental responsibility and obligation include providing health and safety, child-rearing skills, and creating a positive and supportive home condition (Mutodi & Ngirande, 2014). Concerning these responsibilities, the schools have involved the parents in their children's EFL education by suggesting parents speak English as often as possible as a daily language; having English day at school, where everybody should speak in English for the day; conducting parenting seminars; suggesting parents provide books in English; suggesting parent to tell a story in English and giving suggestions about having additional English course.

In terms of communication, the school developed parental involvement by having the teachers contact the parents through various media for communicating various aspects of the children's education in general, as well as concerning their children's English learning. The teachers used the school phone to contact parents for personal and interactive communications. However, when the information being communicated was not personal or sensitive, teachers used WhatsApp Group chat to communicate with the parents. The school also distributed communication books for parents to write their children's progress in their learning at home, including their progress in their English while they were at home. Furthermore, the school also arranged regular meetings with the parents to communicate their children's progress at school. The last form of communication initiated by the school was to provide unscheduled consultations for parents when parents felt the need to consult their children's education. These forms of communication were the school's effort to improve parental involvement in the students' education because good communication could help the parents to engage themselves better in choosing supplemental education services, talking about the challenges at school, policies, and regulations, and getting information (Grover, 2015).

In volunteering, parents were usually involved by asking them as guest teachers and giving opportunity for parents to join in school events. Parents were involved as participants, judges, or supporters. Inviting parents to join in the school events is an effective way to create a good partnership between the school and parents and provide education for them (Grepon & Cepada, 2021; Liu et al., 2020). Parents who responded to the questionnaires also generally believed that every activity held by the school gave meaningful benefits to the school, the students, as well as the parents.

For involving parents in the students' learning while they were at home, the school had a policy that require the teachers to have interactive assignments for the children to do at home with the help of their parents. The school believed this can intensify parental involvement in the students' learning process in general while giving additional benefits to students with special needs as they were provided constant guidance by the parents so that they would not feel overwhelmed with the assignments. Because the teachers gave the same assignments both for students with special needs and students without special needs, adjustment was given to the students with special needs by giving them more extended deadlines, with more encouragement given to their parents to get more involved in completing the homework. These adjustments are necessary as parents of students with special needs tend to be more prone to be depressed because of their children's conditions (Berkowitz et al., 2021; Kalayci & Ergül, 2020).

In terms of parental involvement in decision-making, the school had the Parents-Teachers Organization, a committee consisting of the students' parents, whose main agenda was to support the school and give the school input. Through this committee, the parents could be enrolled in decision-making concerning their children's education, school activities, and the types and amounts of homework that teachers should give to the students. According to Epstein et al. (2002), such involvement in the students' decision-making is essential to increase parents' awareness about the education process at their children's school, the schoolwork, school management, school system, and the teaching-learning process (Epstein, 2002). For parents of students with special needs, it becomes more important as each student with special needs may

have different spectrums of special needs, and thus parents can give input to the school related to the specific needs of each student special with special needs (Turtulla & Lopar, 2022).

The inclusive school under investigation also collaborates with the relevant communities to increase parental involvement in their children's education. The school could work cooperatively and integrate with the community services for conducting activities to strengthen school programs, involve parents, and develop students learning (Llamas & Tuazon, 2016). The school sometimes invited relevant communities to train teachers in handling students with special needs and collaborating with other communities to enrol students and their parents in community service. The learning of English as a Foreign Language in this school received more attention. The school record showed that private educational institutions like English First and Cambridge Primary had come to the school to give a workshop to train the teachers and the students to have better English skills and a better learning experience. According to the school, parents were usually invited to join the collaboration, but only a few would attend. Other communities like Bali United Foundation and EcoBali Recycling also came to the school to involve the school, the students, and the parents to do community service like doing sports with the particular community and raising recycling awareness in specific neighbourhoods. These activities received praise from the parents in general.

From the discussion above, it can be observed that in general, the parental involvement in the inclusive school under investigation was average, despite the school's statement that they have tried to involve the parents in the school's activities. While three types of parental involvement scored high, none of the six types of parental involvement scored very high, with one of them scoring average and the other two scored low. It reflects a discrepancy between the necessary parental involvement in an inclusive school, the school's effort, and the parents' response in involving themselves in the school's activities and their children's education. In general, parental involvement is very important for bridging the school and the parents, the class, and the home, as the two main environments of the students (Epstein, et al., 2002). It helps improve the children's morale, attitude, and academic achievement areas, as well as their characters and affective domain (Camacho-Thompson & Simpkins, 2022; Grepon & Cepada, 2021; Sharabi et al., 2021). In terms of EFL learning, parental involvement has positively affected the students' learning (Ateş, 2021; Berkowitz et al., 2021; Coşkun & Katıtaş, 2021).

Such benefits of parental involvement have been argued to be more indispensable for students with special needs. Thus, parental involvement should have been more intensive in inclusive schools (Fitriyah, 2020). Through parental involvement, the parents can monitor their children's development and get more precise information about their children, particularly the school. The parent involvement helps the school to be more open to the parents about their children's education. Particularly in inclusive schools, the students with special needs need more attention from the teachers and parents (Padmadewi and Artini, 2017). It is because they have to study with the students without special needs who can be more independent. Here, it is expected that the parents of the students with special needs get involved actively in parenting their children. By involving the parents in inclusive schools, the teacher can be creative with their pedagogic techniques, preventing the students from being bored in the class (Adedoyin and Okere, 2017). As parental involvement in EFL learning for students also affects students' learning process and achievement, (Aldemar et al., 2016; Mozafarnejad & Mazandarani, 2016), EFL teachers in

inclusive schools should find more alternatives and innovations for improving parental involvement in the students' learning process, both for regular and students with special needs, at school and home.

2. Kinds of Programs Involving Parents in Incursive Primary School

From the interviews with the school's management and the teachers, it was revealed that they were aware of the importance of parental involvement in the students' learning. Thus, the school had developed programs that would call for parental involvement. From the data collected through interviews, questionnaires, and study of archives, it was revealed that there were seven kinds of programs designed by the school to improve parental involvement, namely: parenting seminars, class conferences, WhatsApp Group discussions, having guest teachers, interactive project, field trip, and collaboration with English-speaking community.

The school regularly held a parenting seminar once a year. Various topics about good parenting were chosen in turns with speakers from relevant institutions. The school believed that parenting was a good program for improving parental involvement because, through parenting seminars, parents can learn how to educate their children, both students with special needs and students without special needs. Educating children should be started by educating parents on caring for their children (U.S. Department of Education, 2002). By joining the parenting seminar, parents can have more information on how to take care of their children and improve their children's education. Parents can learn about different parenting styles, strategies to cope with different issues among children, and alternatives of learning activities that parents can engage with their children. During the parenting seminar, there would be a question-and-answer session where parents can ask questions about specific issues concerning their children's development and education.

The class conference was a regular program held by the school at the beginning of each academic year. The annual conference was usually split into two parallel conferences. Simultaneously, parents whose children achieved higher grades would attend one conference, while the other would be attended by parents whose children attained lower grades. In the parallel conferences, teachers and parents discussed the school's programs, management, policies, regulation, and parents' expectations toward students' education. This kind of interaction allowed the teacher to get feedback from parents about their children's education in the school, regulating expectations for the coming semester. According to Mozafarinejad & Mazandarani (2016), direct communications between the school and the parents would promote strong parental involvement. Such direct contact between parents, teachers, and management can help the school management formulate a learning process that meets the best interests of each party.

WhatsApp Group Chat was the school's latest program to involve parents in interactive communications through mobile applications. Because it is common to have instant messenger applications among teachers and parents, the school established WhatsApp Groups. There were two kinds of WhatsApp groups made by each teacher: Class Group and Grade Level Group. Class Group consisted of the parents of the students in their respective classes along with their homeroom teacher. The Grade Level Group consisted of all parents of the students who attended

the same grade. Related to the setting of the data collection, which was during the beginning of the 2020's COVID-19 Pandemic, the Grade Level Group became more effective, as the school used it to share important information concerning emergency online learning to all parents at each level of the elementary school.

Interestingly, the other kind of WhatsApp Group, the Class Group, was not as effective as the Grade Level Group during the emergency online learning. As the group that bridged the communication between the homeroom teacher and the parents in a particular class, this group should have been more prevalent among parents of students with specific needs, as they should have been more affected by the situation. Thus, the less effective communication through the Class Group seemed to contribute to the low points in the communication questionnaire, rendering the failure of this type of parental involvement to score Very High (see Table 1 above).

The fourth program was guest teacher, which was offered at the beginning of the semester. The school would invite a teacher or an expert from the community to teach a session for a day. These guest teachers can be teachers from other schools or parents of the students. It could be a parent who was a medical doctor who came to share information about personal hygiene or a musician who came to school to sing happy songs with the children. A teacher in the inclusive school explained that bringing guest teachers into the classroom usually changes the class atmosphere. The children usually enjoyed the session because it was usually refreshing and fun for them. Most importantly, parents who became guest teachers played a direct role in their children's education, being real teachers for the day, and observing directly how their children study in the class. It is a crucial parental involvement where the parents can share their beliefs about what their children learn and how to teach them (Budiarti & Sugito, 2018).

The fifth program was the interactive project, which was held twice in one semester. Interactive projects required the students and their respective parents to accomplish specific academic projects—English teachers communicated with the parents about how the academic project should be conducted. Teachers usually gave reminders to the parents about the projects' deadlines, checked on their progress, and asked them about the projects. Such a project allowed the parents to be involved in their children's learning at home, promoting one of the six types of parental involvement: learning at home (Epstein et al., 2002). Besides, the projects' interactive nature allowed the teachers to communicate with the parents, which also promoted another type of parental involvement that is communication (Epstein et al., 2002). The interview with the teachers revealed that both the students and the parents seemed to like this kind of project. Because the parents were obliged to be invested during the process, they may feel motivated to study better and thus gain better achievement (Camacho-Thompson & Simpkins, 2022; Caridade et al., 2021).

The field trip was the program that was held at the end of each semester, where each grade would have their respective destinations and agendas. In this program, the parents were invited to do outdoor activities to accompany their children. The activities were usually conducted off-school, with teachers, parents, and students travelling together to the location, doing the designed activities, and going back to the school after the day's trip. The school expected this program to build positive behaviour among the students, enrich their knowledge, and improve

their social skills. This kind of activity had been deemed to promote more intensive communication among the teachers, the school management, and the parents. This activity also promotes parental involvement in terms of communication that allows parents to be more involved in their children's education (Epstein et al., 2002). As revealed through an interview with the teacher, in terms of EFL learning, teachers could also observe how the parents used English when they communicated with their children. Such information would help the English teachers form recommendations and suggestions to improve the students' English.

The last program designed by the inclusive school under investigation to improve parental involvement was collaborative activities with English communities. This program was conducted once a year. Representative of English institutions in Bali was usually invited to come to the school to do collaborative activities such as workshop about English for students with special needs attended by teachers and parents. Different topics concerning EFL learning and students with special needs were chosen each year from different English communities. Beyond English learning, collaborative activities were also conducted to promote parental involvement, such as recycling programs and sports. Such collaborative activities can strengthen the connection between the parents, the students, and the schools while promoting awareness about issues beyond the academic scope, such as waste management and general health. It means parental involvement in collaborative activities with society will benefit the school, the students, the parents, and the community in general (Epstein et al., 2002; Llamas & Tuazon, 2016).

From the discussion above, it can be observed that establishing a parental involvement program for inclusive schools is very important because parental involvement in inclusive schools should reduce the gap between students with special needs and students without special needs. As Carrington and Macarthy (2010) state, involving parents in inclusive schools is started by changing the culture of traditional education, like by making policies and ways of thinking. The school under investigation had established some programs, but it could be improved by more thorough planning and strategies to enrol more parents to be involved. According to Schuelka (2018), programs in inclusive schools should have clear targets, indicators, measures, and outcomes. Each program, especially for parental involvement, must contribute to students and school development.

3. Challenges Faced in Involving Parents in Inclusive Primary School

The third research question in this study was concerned with the teachers' challenges in improving parental involvement in the school under investigation. These challenges may be caused by many factors, such as the school's situation, the facilities provided at the school, and the intensity of the parental involvement resulted. From the questionnaire and the interview conducted with the EFL teachers, it was revealed that in each of the programs designed by the school and the teachers to improve parental involvement, there were challenges that the teacher had to face.

Collaborating with the community was considered to be the most challenging program to get the parents involved. The teachers always felt that they received meagre participation from the parents in collaborative activities with the communities. The main challenge was the lack of

time on the part of the parents. Parents admitted they wanted to join in collaboration activities because it was an opportunity to have experience and network with other communities. However, the program did not match their working schedule. Thus, parents who usually joined by mothers who happened to be full-time housewives.

Decision-making was considered an activity with a moderate challenge in involving the parents in their children's education. The school argued that they had tried to make the schedule that would be best for all parents to join the meeting. However, most parents worked professionally, so they did not have time to come to the school to get involved in the decision-making process. Thus, it was difficult for the school to ask for the parents' opinion in this process. Besides, most parents stated that they believed in the school gives the best education for their children. Most of the time, parents only contribute to deciding on the field trip and extra-curricular activities. The school would invite all parents' opinions, and the school would follow up and give suggestions if needed.

In learning at home, there were no significant challenges identified by the teachers in involving the parents. Teachers admitted most of the parents' challenges in their children's learning at home were only moderate. The teachers stated that they tried to improve the parents' involvement, especially with the emergency online learning due to the COVID-19 Pandemic. Especially with parents of students with special needs, the teachers seemed to be concerned that they should communicate their children's learning at home more intensively. Due to the students' different needs, they need to be assisted differently. Moreover, teachers could be an excellent party to talk to when parents face challenges while assisting their children to study at home. As parents need to explain the topic that the students should learn, teachers tried to give the students interactive tasks and give suggestions to the parents about various ways to teach at home.

Recruiting parents in school activities was considered an activity with a moderate challenge in involving the parents. The participation of parents was limited in supporting school activities. Even though the school has informed about the program, explained it, showed various performances, and appreciated every parent's participation given to the school, parents' support turned out to be scarce. The questionnaire revealed that parents hardly involved themselves in the school's activities because they had to work, some were not attentive to the activities, had to babysit at home, or did not want to join the activities.

In the effort to improve parental involvement by creating a conducive home condition, the teacher experienced minimal problems. Among these problems, the teacher sometimes found it somewhat awkward to initiate a conversation to determine the condition of the students' homes. Likewise, developing family support was another moderate challenge for the teachers. Besides, teachers sometimes found it rather challenging in straightening misunderstandings about the school's regulations on the part of the parents. These problems hindered the effort of the school and the teachers in eliciting information about the students' situations at home, which in turn hindered the school and the teacher from providing suggestions or offering collaboration to make the home a conducive place for studying.

In conducting school-parent communication, there were two challenges faced by the teachers. The first challenge was filling the communication book. The parents were reluctant to use a communication book as one of the media communication between parents and school. Every student had their communication book, and it should be brought to school every school day. The teachers would fill the book with information that needed to be shared for that day. The book would be returned to the students so they could bring it home for the parents to read. However, parents admitted that they rarely made time to read the book or give feedback about the information given. They would sign the book to confirm that they had read the information and had no questions about it. Most parents admitted that they preferred WhatsApp Group Chat or emailing to communicate with the school. The second challenge was about parents' participation in helping students with EFL homework. The school had set various interactive homework for the students. The school expected the parents to help finish the students' homework, especially for the students with special needs, as they needed guidance to do the homework. However, most of the parents were busy and had limited knowledge about EFL, so they showed less involvement.

Further analysis discovered the challenges in improving parental involvement in the school under observation were rooted in the false belief that children's education rest in the hands of the teachers and the school. It reflects the parents' lack of knowledge that they are essential for children to understand how vital the EFL is (Aldemar et al., 2016). It seemed to misconception seemed to have been made worse by parents' negative perception that school is a service business and the parents have paid for their children to be educated and cared for. This interpretation is triggered by the fact that the inclusive elementary school investigated in this study was a private one, where parents had to pay for their children's tuition.

An interesting finding was revealed in this study where the degrees of parental involvement in this school were relatively the same between parents of students with special needs and parents of students without special needs. Although the parents of students with special needs showed a slightly more intense parental involvement, it was still to a similar degree to parents of students without special needs. The difference mostly lies in the parents' preparedness with disabilities when getting involved in the school programs. They usually have more preparation than the parents of students without special needs.

According to Turtulla & Lopar (2022), the key to improving parental involvement in inclusive schools is in shaping the program by the school's management and the teachers. The school principal and the teachers must be aware of the importance of parental involvement in the children's education. It is even more critical for parents with students with special needs because inclusive schools may enrol students with different special needs spectrums. In such a case, the parents are supposed to be more aware of their special needs children's unique characteristics. Thus, in an inclusive school, the principal has a significant role in designing school programs that are comfortable for students with disabilities and students without disabilities.

As Adeoyin and Okere (2017) pointed out, teachers in the inclusive school must be creative to make programs, i.e., involving parents. Parents can be active agents of change in shaping the school's policies (UNICEF, 2017). Thus, teachers and school management should be equipped

with the knowledge and relevant skills to provide quality education for all (Konca & Hakyemez-Paul, 2021; Yulianti et al., 2021).

CONCLUSION

In conclusion, this study found that the observed inclusive school conducted six types of parental involvement namely parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. The implementation of those six types was categorized as an average degree of parental involvement. There were seven kinds of programs designed by the school and the teachers to improve the parents' involvement in their children's education. It included a parenting seminar, class conference, WhatsApp group discussion, having guest teacher, an interactive project, a field trip, and collaboration with the English-speaking community. Moreover, teachers faced different degrees of challenges in involving parents in activities designed by the teachers. It was mainly because most of the parents were unaware of the importance of their involvement in their children's education. More efforts can be conducted by the school's management and the teachers to improve parental involvement, especially by benefiting from the communication technology that has become very common among parents.

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