

# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

Indonesian educational system guarantees that all Indonesian citizens can have the same right for education, including the students with special needs (Regulation No. 20 year 2003, article 5). They should have a quality education without discrimination. Furthermore, article 32 stated that special education is provided for students with special needs who by virtue of their physical and mental abilities require appropriate instruction than is usually use within formal and informal educational structures.

Education for special needs is actually regulated for a long time in the National Educational System, but it has changed recently. Previously, students with special needs get an education in Sekolah Luar Biasa (SLB) where the school is special only for various special needs students. Recently, students with special needs can get education in public school as regular students. This type of education is called inclusive education (Horvat, et al, 2003; Wibowo and Muin, 2018; Afolabi, Mukhopadhyay and Nenty, 2013). By this system the regulation of the Minister of National Education of the Republic Indonesia, No. 70 of 2009, article three stated that students with special needs such as (a) blind student, (b) deaf student, (c) mute student, (d) student with mental retardation, (e) student with physical disability, (f) unsociable student, (g) student with learning difficulty, (h) slow learners, (i) autism, (j) students with motor impairments, (k) student who are

victims of drugs, illegal drugs and other addictive, (l) student with other impairments, (m) student with multiple disability can feel regular learning atmosphere and study together with regular students without any distance.

The concept of education is actually rooted in the concept of social justice by UNESCO (Afolabi, 2014). According to Rafferty, Boettcher, and Griffin (2001), inclusive education is a way of allowing students with exceptional needs to receive formal education in mainstream settings. This system provides education for special needs to engage and relate to other people and receive services and learning support that will suit their needs. Inclusive education demands the creation of an open and flexible education system, where it is expected to reduce the obstacles preventing the optimal development of all children's potential which include children with special needs (Lazarević in Lazarevic and Kopas-Vulkasinović, 2013).

According to Salamanca (1994), the fundamental principle of the inclusive school is students should learn together without any discrimination, difficulties, and differences they have. Every child has their own characteristics, abilities, skills and learning needs. Furthermore, the inclusive school should know, realize, and accepting diversity of students' need, accommodating different learning style, arranging proper material and strategies which suit with the curriculum to give good quality education to all students. Anjarsari, et al. (2018) state that education arises as an attempt to make educational evenly and building unity in diversity to achieve education for all children. Inclusive education is a school model for

special needs students that mixing with regular students and using the curriculum according to the needs of special needs students.

One crucial issue in inclusive education is the involvement of parents (Afolabi, 2014; Hill and Craft, 2003; Sylva et al, 2004; Afolabi, Mukhopadhyay and Nenty, 2013). All researchers discover that parental involvement helps students with special needs have their confidence during teaching learning. The parents who get involved actively tend to raise their children expectation and beliefs about their achievement. Active involvement of the parents also helps the students with special needs to construct various social life and the motivation which enables them to adapt to the social environment in regular school (Lee and Bowen, 2006).

Parental involvement is defined differently by experts. Berthelsen and Walker (2008) state that parental involvement, which is parental behaviour with, or on behalf of children, at home or at school, as well as the expectations that parents holds for children's future education. Parents become an active agent who should escort their children to reach their dreams through education. In line with it, Jeynes (2005) states that parental participation in the educational process and experiences of their children. In summary, parental involvement covers parents action which supports their children in education, both in school and home.

Parental involvement is comprehended in two often-mentioned categories, school-based parental involvement and home-based parental involvement (Hartas, 2015; Hoover-Dempsey et al., 2005; Johnson & Hull, 2014; Murray et al., 2014; OECD, 2012; Strickland, 2015; Yotyodying & Wild, 2014). In school-based

parental involvement, parents participate in the activities at school, such as having meetings or communication with the teachers, attending events or participating in the school program. Meanwhile, home-based parental involvement where parents' role is at home, where they bring activities related to their children's academic activity, such as homework, conversations with their children on their academic progress or non-formal activities shared by parents and children which complement school subjects.

To know parents' involvement in inclusive school, a preliminary observation was done with Tunas Daud primary school located in Denpasar Municipality. This school was selected because this school has a special English program for the students. In the academic year 2019/2020, there are 34 students with special needs separated in all grades. There are 6 types of special needs students, namely: autism, slow learner, learning difficulty, dyslexia, Attention Deficit and Hyperactive Disorder (ADHD), and deaf. Besides that, it is the most heterogeneous inclusive school in Denpasar. The students come from different race, religion, tribe, and socio-cultural background. The preliminary observation was done mostly in EFL lesson because mostly the parents of students with special needs support their children to master it. The parents believe that English is the most important skill which should be mastered by their children.

From the preliminary interview with the teacher, it was known that the school has "meet up" program between school and parents. It is used as a bridge for the parents to get involved in their children's education. Almost all parents participate in fix programs established by the school. In terms of the frequency,

the parents of students with special needs more active than the parents with regular students. They put more attention to their children to keep their children feel comfortable during learning. Particularly, the parents of students with special needs in lower grades (grade 1 and grade 2) tend to stay for a few hours after the school begins. They usually return when the break time.

Further and more specific preliminary interview was done in teaching and learning process of English. Teaching English was done variously, by total physical response, games, reading aloud, and other exercises. Here, most students with special needs tend to be disappointed when the activity involving physical response or activity that needs a quick response in English. They are reluctant to get involved actively. In general, the students with special needs were eager to study English, especially in learning the story and having games.

The result of preliminary interview with several parents of special needs students showed that it was stressful and crisis at the beginning to make their children come to the school. It was because their children did not feel comfortable and confident in the classroom. Because of it, they have to put special intention for their children. One of them by getting involved actively in their education or waiting for them in the school. Parents of special needs students frequently give suggestions or request to the teachers to be patient with their children. This parent condition is same as the finding of research by Dragojević in Lazarevic and Kopas-Vulkasinović (2013) discovering that child's special needs brings parents into a crisis life and feeling, since it disrupts deeply their perspective about life, their feeling of safety, trust and spirit, and unresolved feelings.

There are many kinds of research about parental involvement. The previous research has shown similar research applied to inclusive school. Kopas-Vulkasinović (2013) and Balli (2016) conducted a study about the parents' involvement in some different secondary schools in Albania and reviewing the results of the studies in Serbia. The findings showed that there were benefits involving parents in the children education process. But, there were still various obstacles in implementing inclusive school and involving parents in the school activities. Other study has been conducted by Brannon and Dauksas (2012) that has investigated about parents' involvement in increasing children's vocabulary in learning English as a second language. The result of this study also showed that the involvement of the parents gave positive influenced to the children English.

From the result of preliminary interview and observation, it can be concluded some points. *First*, the parents were active in communication type of parental involvement. It could not be seen that whether or not the parents involve actively in other types. It needs deep investigation to know the detail activities of parental involvement. *Second*, it could not be seen clearly the parental involvement program for parents with special need students and regular students. *Third*, the teachers said that managing parental involvement in inclusive school was complicated because of certain factors.

The research on the area of parental involvement in Indonesian context, especially in kindergarten and primary schools has been done by some experts (Khasanah, 2017; Diadha, 2015; Kristiyani, 2013). From the researches which have been done, it can be known that parental involvement of parents in

Indonesian is classified into average. It seems that mostly parents think that their children education is school responsibility. Instead, the role of parents in kindergarten and primary school is needed to develop creativity and self-regulation of students. The researches also discover that there is a positive correlation between parental involvement and students engagement in school.

More specifically in the area Of inclusive school in Bali, Padmadewi and Artini (2017) do a research teaching English to a student with autism spectrum disorder in regular classroom in Indonesia. This research shows that the Individual Education Plan (IEP) provided with visual media through co-teaching, differentiated instruction and also through a “buddy program” are found appropriate to help the student learn English as a foreign language. These strategies are effective to be implemented in an inclusive classroom program. Unfortunately, this research does not really see parents involvement, so it can be said that the gap in there so this study wanted to know parents involvement in special need students.

Based on the explanation above, it was known that parental involvement is one of the aspect influencing students with special needs during the learning process, especially in EFL class. It is urgent to do a deep investigation of the parental involvement in an inclusive school, both for the regular students and special needs students. It is expected to get deep and holistic information about the role of parental involvement with special needs students. The information is expected from three stakeholders, namely: students’ parents, school, and teachers.

Here, types, programs, various challenges of parents with regular and special needs students are elaborated to get rich information for education development.

## 1.2 Problem Identification

There were some problems identified as follows.

1. There is still a gap between regular students with special needs students. The regular students mostly prefer interacting with their regular friends rather than to the special needs students.
2. The interaction of students with special needs is mostly with their parents. It might be caused by their limitation which makes them can not actively communicate with their regular friends.
3. The teachers can not teach maximally the students with special needs because of their limitations. It is hard for them to invite the students with special needs to participate in the classroom.
4. The teachers' teaching ability in inclusive school is also not qualified yet. There are still problems that they can not handle. It is because they do not get training yet to teach in an inclusive school.
5. There are lack of facilities to support special needs students. Researches show that mostly regular and inclusive schools have same facilities. Instead, inclusive school ideally needs more facilities to supports learning activities for special need students.
6. Teaching methods applied are for regular students in physical involvement domination meanwhile special needs students prefer to receptive skills.



7. It was found that lack involvement of parents in their children education. The researches on the area of parental involvement in inclusive school are rarely done by experts.

### **1.3 Problem Limitation**

It is impossible to research all the problems identified because of time, energy, money, and references. For those reasons, the problems are limited as follows.

1. Special needs students for all types
2. Types of parental involvement
3. Kinds of parental involvement program
4. Challenges faced by the teachers
5. Similarities and differences between parent involvement to regular and special needs students

### **1.4 Research Problems**

Based on the problem limitation, research problems can be formulated as follows.

1. What types of parental involvement applied in Tunas Daud inclusive primary school?
2. What kinds of programs are conducted which involve parents in Tunas Daud inclusive primary school?

3. What challenges/problems are faced by the teachers in involving parents in Tunas Daud inclusive primary school?
4. What are the similarities and differences between parents involvement to regular and special need students in Tunas Daud inclusive primary school?

### **1.5 Research Objectives**

Based on the research problems, the research objectives are as follows.

1. To investigate types of parental involvement applied in Tunas Daud inclusive primary school.
2. To investigate kinds of programs which involve parents in Tunas Daud inclusive primary school.
3. To investigate the challenges are faced by the teacher in involving parents in Tunas Daud inclusive primary classroom.
4. To investigate the similarities and differences between parental involvement to regular and special students in Tunas Daud inclusive primary school.

### **1.6 Research Significances**

The significance of this research can be seen from two sides, theoretical and practical.

#### **1.6.1 Theoretical Significance**

This research can enrich the references and education development, especially about parental involvement and teaching English as a foreign language

in inclusive schools. It can strengthen or weakens the previous theories of parental involvement in EFL, especially in terms of types, programs, encountered problems, and similarities and differences of parental involvement between parents with special needs students and regular students. This research can strengthen the previous findings that parental involvement brings positive impact on students' learning (Sylva et al. 2004; Mozafarinejad & Mazandarani, 2016; Shourbagi, 2017) and problem in implementing inclusive education (Holmberg & Jeyaprabhan, 2016; Padmadewi & Artini, 2017).

By the result of this research, certain improvement can be made by management in inclusive schools. Inclusive school is actually new concept of education especially in Bali. Until now, there are less inclusive schools in Bali. Hence, there is a need to rethinking and reformulating the concepts or programs applied for the students, so both regular and special need students feel comfortable.

Furthermore, this research is also significant as the theoretical bases in designing inclusive school and the way to educate people on how to give equality in education. Many researchers have proven that the parental involvement has a significant role in inclusive schools, like motivating the special needs students, improving students' achievement, building up a bridge between school and parents, and giving positive feedback on inclusive school development (Llamas & Tuazon, 2016; Masabo, et al, 2017).

By the result of this research, there will be a paradigm change in parents mind about education. Recently, most of parents still think that their children's

education is only school responsibility. This research can open their minds that the parents significant roles are in education and their children development. This research also is expected to be one of the references for further researcher, especially for the research about parental involvement in inclusive school.

### **1.6.2 Practical Significances**

#### **1. For the EFL Teachers in Inclusive Schools**

This research as the reflection on how to do teaching and learning process in inclusive schools. It is because teachers in inclusive school should have more skills than to be teachers in regular schools. Here, they should be able to give equality service for both regular and special needs students, which make them have to think deeply and innovatively in designing EFL instruction. Furthermore, it can be feedback for solving problems in inclusive schools. Hence, it can be used as a way to improve teachers' skill and instruction quality. Thus, it can be benchmarked for the implementation of EFL in inclusive school, which can be improved by parent involvement (Aldemar, Torres, & Castañeda-Peña, 2016).

#### **2. For the Parents of Special needs Students**

This research can be used as feedback on the importance of their involvement in child education development. The parents can know the problems or challenges that may be faced by the school or teachers so that they can be more active in supporting school or their children.

If the problems can be solved well and the children feel comfortable to study, it can increase the children achievement (Shourbagi, 2017).

### **3. For Inclusive School Management (School Principal)**

This research can be used as a reflection on managing inclusive school, especially in EFL subject. By doing so, it is expected to do the improvement of the management system so that all students can feel warm learning atmosphere. Innovative and creative programs are expected to be designed by the principal for giving quality education, especially for special needs students. By making good management about parent involvement in inclusive schools, it will bring positive impact to the implementation of the inclusive schools (Sylva et al, 2004).

### **4. Other Researchers**

This research is expected can be used as a reference for the other researchers who want to conduct an investigation in parental involvement.

## **1.7 Definition of Keyterms**

In this study, some terms are mentioned and discussed frequently. In order to avoid misunderstanding that concerns to the key terms and to give clear concepts of this research especially about special terms, it is formulated the definition of keyterms which is defined conceptually and operationally.

### **1.7.1 Conceptual Definition**

#### **1. Inclusive School**

Inclusive school is the philosophy of education where all students, regardless of any challenges they may have, are placed in the school in

general education classes which suit with their age to receive high-quality instruction, interventions, and supports that enable them to meet success in the core curriculum. The inclusion of students with special needs in general education classrooms necessitates collaboration between administrators, general educators, special educators, parents and related service providers to deliver quality services to all students (Bui, Quirk, Almazan, & Valenti, 2010).

Furthermore, the inclusive school provides equal opportunities to get the same academic and behavioral supports to all students by respecting the diversity of the students themselves, to achieve the learning goal, social, and school's extracurricular activities together (UNESCO, 1994; Fernandez & Darreche, 2010).

## **2. Students with Special needs**

Special needs students can be considered as a student who needs more attention such as in education so that education itself should be matched with the learning' obstacle and students need (Bariroh, 2018).

Furthermore, according to Undang-undang No 20, tahun 2003 about national education system states that students with special need is the students who have difficulty in following the learning process due to physical, emotional, mental, and social disorders or having potential intelligence and special talents. It covers thirteen categories: 1) blind children; 2) deaf children; 3) mute children; 4) children with mental retardation; 5) quadriplegic children; 6) unsociable children; 7)

children with learning difficulty; 8) slow learners; 9) children with autism; 10) children who have motor impairments; 11) children who are the victims of drug abuse, illegal drugs, and other addictive substances; 12) children who have any other disorders; and 13) multiple handicapped children.

### **3. Parental Involvement**

Parental Involvement refers to diverse behaviors that depend on the motives of schools, parents and the activities where the parents might be involved. It focuses on the level of parents' participation related to their child's education and school (Cotton & Wikelund, 1989).

Harris and Goodall (2007) define parental involvement as representing many different parental behaviours; parenting practices such as parental aspirations for their child's academic achievement; parental communication with their children about school; parental participation in school activities; parental communications with teachers about their child; and parental rules at home which are considered to be education-related.

#### **1.7.2 Operational Definition**

##### **1. Inclusive School**

Inclusive school refers to Tunas Daud Primary School which gives equal education service for both regular students and special needs students. The students with special needs have a chance to study together with regular students.

## **2. Students with Special needs**

Special needs students refer to students in Tunas Daud primary school who are autism, slow learner, learning difficulty, dyslexia, Attention Deficit and Hyperactive Disorder (ADHD), and deaf.

## **3. Parental Involvement.**

Parental involvement is the level of the students' parents in Tunas Daud Primary School to get involve actively for their children education. It covers both activities in and out of school.

