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THE CONTRIBUTION OF THE GOVERNMENT, PARENTS AND TEACHERS IN PROVIDING SPECIAL SERVICES FOR CHILDREN WITH SPECIAL NEEDS FROM EARLY CHILDHOOD 0-7 YEARS OLD AT SLB C BUDI ASIH WONOSOBO

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Abstract

This study aims to analyze the contribution of the government, parents, and teachers in providing special services for children with special needs aged 0–7 years at SLB C Budi Asih Wonosobo. The study was conducted based on the importance of collaborative support among stakeholders in ensuring the fulfillment of educational rights and developmental needs of children with special needs during early childhood. Design/methods/approach: This study employed a descriptive qualitative approach with a field research design. Data were collected through in-depth interviews, passive participatory observation, and documentation. The research participants consisted of the village head, school principal, teachers, and parents of children with special needs. Data validity was ensured through source triangulation, while data analysis followed the Miles and Huberman model, including data reduction, data display, and conclusion drawing. Results: The findings indicate that the government contributes through educational support programs, student assistance schemes, educational policies, and infrastructure support. Teachers play multiple roles as educators, facilitators, evaluators, motivators, and learning planners by adapting instructional methods to the individual needs of children. Parents contribute by accompanying children's learning activities at home, providing motivation, and maintaining active communication with teachers. Furthermore, SLB C Budi Asih Wonosobo has implemented an integrated evaluation system involving continuous assessment of academic, behavioral, social, and motor development. Effective communication between teachers and parents supports the monitoring of children's progress both at school and at home. Conclusion: The success of special services for children with special needs at SLB C Budi Asih Wonosobo is strongly influenced by collaboration among the government, teachers, and parents. Integrated evaluation systems and continuous communication strengthen educational services and support children's developmental outcomes. Future studies are recommended to explore broader collaborative models involving health and social service institutions.

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Introduction

Children are legal subjects who have human rights that must be respected, protected, and fulfilled by the family, society, and the state. One of the fundamental rights that every child must receive is the right to get a decent education without discrimination. However, in reality, there are still many children with special needs (ABK) at an early age who have not received optimal access to education. This condition occurs because not all early childhood education institutions are able to provide services that suit their characteristics and developmental needs (Rahayu, 2013).

Every child has the right to equal education, including for children with special needs (ABK). Education at an early age is a very important foundation for children's development. Between the ages of 0 and 7 years, children experience a rapid and sensitive growth phase, so appropriate intervention at the beginning is necessary, especially for those who face challenges in physical, intellectual, emotional, and social development. Therefore, special services that are suitable for early childhood with special needs are crucial to ensure that they can grow well. (Husna, 2019)

Education for children with special needs is not only oriented towards providing learning opportunities, but also ensuring that every child receives services that are in accordance with their conditions and potential. Therefore, educational institutions need to develop a learning system that is able to accommodate the diversity of students. The concept of inclusive education and special education exists as a form of effort to provide equal opportunities for all children to be able to learn in an environment that respects differences and supports individual development optimally (Husna et al., 2019).

The fulfillment of the right to education for children with disabilities is very important because early childhood is a period that determines the direction of child development at the next stage. The age range of 0–7 years is known as the golden age (*golden age*) because in this phase physical, cognitive, linguistic, social, and emotional development takes place very rapidly. If children with special needs receive the right educational services from an early age, then the various developmental barriers they have can be minimized so that they have a greater opportunity to develop optimally (Costa, 2023).

Special education services have a very strategic position in supporting the growth and development of children with special needs. Childhood is a period of basic formation of thinking skills, emotional control, social skills, and physical development. Therefore, providing services that are in accordance with children's needs is not only a form of concern for children's rights, but also a long-term investment that will affect their quality of life in the future. Proper educational support allows children with special needs to be more independent, confident, and able to participate in social life better (Costa, 2023).

The success of special education services cannot be separated from ongoing and planned support. Given the importance of early childhood as the foundation of child development, the implementation of educational services requires the involvement of various parties who have different but complementary responsibilities. The government plays a role in policy formulation, budget provision, improving the competence of educators, and providing adequate facilities. All of these efforts are needed to create a quality education service system that is able to answer the needs of children with special needs comprehensively (Lessy & Khairunnisa, 2023).

In carrying out its responsibilities, the government is not only obliged to provide educational services, but also ensures legal protection for children with special needs. Various regulations have been issued as instruments to ensure the fulfillment of children's rights while preventing discrimination, neglect, and violence against them. In addition,

the government is also required to provide social and educational services that are adaptive to the development of community needs. However, the implementation of these policies often still faces various obstacles, especially related to the limitation of equitable and sustainable services for children with special needs (Fauzi & Darmiyanti, 2024).

In addition to the government, families have a central position in supporting the success of the education of children with special needs. Parents are the closest parties to children and interact directly in daily life. Parents' understanding of their child's condition will affect the quality of the assistance provided, both in the form of emotional support, motivation, developmental stimulation, and efforts to obtain additional services such as therapy and consultation. Parental involvement is also very necessary in building effective communication with schools so that the educational programs provided can run consistently in the home and school environment (Government Regulation Number 78 of 2021).

Teachers also have an equally important role in the implementation of education for children with special needs. As the main implementer of the learning process, teachers are required to have special competencies in understanding the characteristics of students, developing individual learning programs, and implementing learning strategies that suit the needs of each child. The success of educational services is greatly influenced by the ability of teachers to create a conducive, adaptive, and able to develop children's potential to the maximum (Mustika et al., 2025).

One of the institutions that provides educational services for children with special needs in Wonosobo Regency is SLB C Budi Asih which is located in Madusari, Maduretno, Wonosobo District. This institution serves students with various special needs, including children with disabilities. In the implementation of educational services, the success of the program is highly dependent on good cooperation between the government, parents, and teachers. However, various problems are still often found, such as lack of optimal coordination between parties, limited resources, and low understanding of the specific needs of children with special needs (Rahman et al., 2023).

The researcher chose SLB C Budi Asih Wonosobo as the subject of the study because this school is one of the special educational institutions that actively provides educational services to children with special needs and involves various parties such as teachers, parents, village governments, and other related parties in supporting the teaching and learning process. In addition, from the results of initial observations, various forms of cooperation and challenges in the implementation of special services were found that deserve further study.

These challenges show that the implementation of educational services for children with special needs still requires serious attention. Not all parents have adequate economic skills or knowledge to support their children's development optimally. On the other hand, there are still teachers who have not received special training in handling children with special needs. The support of the local government has also not been fully able to answer the needs of special educational institutions, especially in the provision of facilities, teacher competency development programs, and other supporting services (Fauzi & Darmiyanti, 2024).

Another problem that often arises is the lack of optimal synergy between the government, parents, and teachers in designing and implementing educational services for children with special needs. The three parties often work separately so that the programs implemented have not run optimally. In addition, understanding of the characteristics and development needs of early childhood ABK is still relatively limited.

This condition causes the services provided not fully in accordance with the needs of children and have not been able to support their development as a whole (Yesi et al., 2018).

The implementation of special education policies also still faces various obstacles. Not all educational institutions have equal access to government programs. Continuous teacher training is still limited, parental involvement in the learning planning and evaluation process is not optimal, and the lack of support staff causes teachers to face a fairly high workload. In addition, the limitations of facilities and infrastructure such as learning aids, therapy rooms, and developmental stimulation facilities also affect the quality of services provided to children with special needs at an early age.

Departing from these various conditions, a more in-depth study is needed on the contribution of the government, parents, and teachers in the implementation of special services for children with special needs at an early age. This research is important because it can provide an overview of the forms of support that have been provided by each party, the obstacles faced, and opportunities to strengthen collaboration in supporting the success of education services. Thus, the results of the research are expected to be the basis for the development of more effective educational policies and practices for children with special needs.

This study has different characteristics compared to previous studies. Study (Husna et al., 2019) It focuses more on the educational rights of children with special needs from a political and legal perspective. Research (Rahayu, 2013) focuses on fulfilling the right to education through inclusive education, while research (Samchati & Suyato, 2023) Examine the rights and obligations of students with special needs in the implementation of inclusive education at the secondary school level. In contrast to these studies, this study simultaneously examines the contribution of the government, parents, and teachers as the three main actors directly involved in the provision of educational services for early childhood children.

The novelty of this research lies in the focus of its study which places collaboration between the government, parents, and teachers as the main variable in supporting educational services for children with special needs in early childhood. In addition, research was conducted in the local context at SLB C Budi Asih Wonosobo which had not been extensively researched before. Focusing on early childhood is also an important aspect because most previous research has focused more on inclusive education and special education at the primary and secondary school levels.

In various previous studies, discussions about the education of children with special needs have focused more on the right to education, inclusive education, and the role of schools in the provision of educational services. However, research that specifically explores the cooperation and role of the government, parents, and teachers in supporting special services for children with special needs at an early age is still lacking, especially in the context of exceptional schools in Wonosobo Regency. Therefore, this research was carried out to fill the gap in the study, namely how the cooperation mechanism between the government, parents, and teachers in supporting the implementation of special services for children with special needs at SLB C Budi Asih Wonosobo.

In addition, this study focuses on early childhood, which is the age range of 0–7 years known as the golden age of child development. In this phase, the development of cognitive, social, emotional, and language abilities is very rapid so that children with special needs need special services and appropriate assistance so that their potential can develop optimally. Most previous research has focused more on specific services at the primary and secondary school levels. Therefore, this study makes a new contribution by

emphasizing the importance of intervention and mentoring from an early age to support children's overall development. (Rahayu, 2013)

The emphasis on early age also shows the importance of collaboration between the government, parents, and teachers in the delivery of specialized Services. The government has a responsibility to provide policies, facilities, and support for special service programs. Parents play a role in providing assistance and stimulation to children in the family environment, while teachers are the main implementers of the learning process through adjusting learning methods, media, and strategies according to the needs of students. The three parties have a mutually supportive relationship so that the success of special services for early childhood crew members is greatly influenced by good cooperation between them. (Rukiyati, 2022)

What is the role of the government, parents, and teachers in helping the implementation of special services for children with special needs at SLB C Budi Asih Wonosobo and what are the factors that facilitate and hinder cooperation between the government, parents, and teachers in supporting the implementation of special services for children with special needs at SLB C Budi Asih Wonosobo

Research Methods

This study uses a descriptive qualitative approach with the type of field research. This approach was chosen because the research aims to deeply understand the phenomenon of the contribution of the government, parents, and teachers in providing special services for early childhood Children with Special Needs (ABK) at SLB C Budi Asih Wonosobo based on real-world conditions in the field. The research data was obtained through in-depth interviews, passive participatory observation, and documentation. Interviews were conducted with school principals, teachers, and parents to find out information about the forms of contributions, obstacles, and efforts made in supporting educational services for ABK. Observation is used to observe the learning process, interaction between teachers and students, and the availability of special service support facilities, while documentation is used to complement and verify the data obtained from interviews and observations.

The research was carried out at SLB C Budi Asih Wonosobo in May 2026 with the research subjects including school principals, classroom teachers, and parents. The selection of the research location was based on the consideration that the school has a commitment to providing educational services for early childhood children and the involvement of the government, parents, and teachers in the implementation of these services. To ensure the validity of the data, the study used the source triangulation technique by comparing information obtained from various informants. Furthermore, the data was analyzed using the Miles and Huberman model which included the stages of data reduction, data presentation, as well as drawing conclusions and verification. Through these stages, the collected data can be organized, analyzed, and interpreted systematically so as to produce a comprehensive picture of the contribution of the government, parents, and teachers in providing special services for early childhood children at SLB C Budi Asih Wonosobo.

Results

1. The Role of the Government, Parents, and Teachers in Providing and Supporting Special Services for Children with Special Needs at SLB C Budi Asih Wonosobo

The results of the study show that the implementation of special services for children with special needs at SLB C Budi Asih Wonosobo is supported by

synergy between the government, teachers, and parents. The government plays a role through policy support, educational assistance, and various efforts to encourage the fulfillment of the right to education for children with special needs. Based on the results of the interview with the Head of Maduretno Village, it is known that the village government has collected data on children with special needs in the village area. The Village Head said:

"Yes, there is ABK data." (Interview May 20, 2026)

The statement shows that the village government already has data on children with special needs as a basis to know their conditions and needs. In addition, the village government also provides support for the education of children with special needs by encouraging families to send their children to school.

"It is limited to encouraging ABK to go to school." (Interview May 20, 2026)

This support shows the village government's concern for the sustainability of education for children with special needs. In addition to providing motivation to families, the village government also seeks to help the community gain access to available educational services.

Regarding educational facilities and infrastructure, the Village Head explained:

"There are PAUD and kindergarten. We help to guide you to get KIP and PIP." (Interview May 20, 2026)

The statement shows that the village government supports education through the provision of basic education services and helps the community obtain educational assistance such as the Smart Indonesia Card (KIP) and the Smart Indonesia Program (PIP). However, until now there are no special facilities for children with special needs at the village level such as letter card or special book props, as well as individual modules.

"Nothing." (Interview May 20, 2026)

Nevertheless, the village government continues to provide support through the assistance of educational facilities and infrastructure, such as table chairs and supporting facilities for teaching and learning activities for use by students at school.

"There is infrastructure assistance." (Interview May 20, 2026)

In addition to the role of the government, teachers have a central role in the implementation of special education services. Based on the interview results, teachers not only play the role of teachers, but also as planners, implementers, evaluators, facilitators, motivators, and partners for parents. Teachers arrange learning based on individual students' abilities.

"Generally, we will first see what the child's abilities are, then the teacher will adjust the material and the way of learning" (Tutik Yulianti, interview, May 18, 2026).

In addition, teachers also create a comfortable learning atmosphere so that children feel safe while participating in learning.

"Teachers try to approach children so that children feel comfortable and not feel afraid when learning" (Tutik Yulianti, interview, May 18, 2026).

On the other hand, parents play the role of the child's main companion in the family environment. Parents support teachers' policies by accompanying the learning process at home, providing motivation, and actively communicating with the school.

"I accompany the children to study every day at home and help repeat the lessons" (Eka Suparti, interview, May 18, 2026).

Other forms of support are provided through the provision of praise, simple gifts, and learning assistance tailored to the child's condition.

Based on the results of the study, support for the implementation of special services for children with special needs is not only carried out with assistance in learning, but also through the help of human resources, facilities, learning materials, and technology. In terms of human resources, teachers play an important role in designing, implementing, and evaluating the teaching and learning process according to the needs of students. In terms of facilities, the village government provides assistance in the form of educational facilities and infrastructure and assists the community in accessing educational assistance programs such as KIP and PIP. Learning support is provided by adjusting materials, methods, and teaching tools according to each student's ability. Meanwhile, technological support can be seen from the use of the WhatsApp application as a means of communication between teachers and parents to monitor children's development and coordinate teaching and learning activities. Even so, there are still several obstacles in the implementation of special services, such as the lack of special facilities for ABK at the village level, limited support resources, and parents' difficulties in helping children learn at home due to limited time and difficulty maintaining children's focus.

2. Integrated Evaluation System to Provide Special Services for Children with Special Needs (ABK) at SLB C Budi Asih Wonosobo

Research shows that SLB C Budi Asih Wonosobo uses an integrated evaluation system to monitor the development of students with special needs. Evaluations are carried out continuously by paying attention to various aspects of children's development, such as learning ability, behavior, interaction skills with others, as well as the ability to move and coordinate the body. This evaluation system aims to understand the extent of student development, as well as to be a reference in determining learning strategies that suit the needs of each child.

Based on the results of the interviews, teachers conduct evaluations by observing students every day, evaluating the assignments given, practicing students' skills, and monitoring their behavioral development. As one of the teachers said:

"Assessment is carried out by observing, looking at daily tasks, and paying attention to the development of children's behavior" (Tutik Yulianti, interview, May 18, 2026).

The results of these findings show that the assessment used not only evaluates student learning achievement, but also pays attention to the development of students' attitudes and abilities. This is important because the success of the education of children with special needs is not only seen from their learning abilities, but also from the growth of social interaction skills, independent abilities, and children's ability to adjust to the daily environment.

Assessments are carried out regularly, both in daily learning activities and at the end of the semester. Continuous evaluations help teachers to find out the development, needs, and obstacles experienced by students from the beginning. Therefore, teachers can adjust the methods, materials, or teaching approaches used to better suit the nature and needs of each child.

Parental involvement is also an important part of the assessment system used at SLB C Budi Asih Wonosobo. The results of the assessment carried out by the teacher are notified to parents as a reference to cooperate in helping the growth and development of children. Communication is carried out regularly using the WhatsApp application or meeting in person at school. Through this communication, parents can find out how their children are developing while at school, while teachers can get information about the condition and growth of children in the family environment.

Cooperation between teachers and parents in evaluating the learning process provides great benefits for the educational achievement of children with special needs. The information obtained from both parties helps the process of monitoring child growth more completely. Thus, the evaluation system used is not only a way to assess student learning outcomes, but also serves as a means to coordinate and make decisions in providing educational services that are in accordance with the needs of students with special needs.

3. The Role and Understanding of Parents in Supporting Teachers' Policies and the Form of Communication Established between Teachers and Parents

The results of the study show that parents have a fairly good understanding of the conditions and needs of children with special needs. This understanding is formed through a long acceptance process since the child is diagnosed with special needs. One of the respondents revealed that at first she experienced rejection of the child's condition, but was finally able to accept it after obtaining an explanation from medical personnel.

The role of parents can be seen through their involvement in accompanying the children's learning process at home.

"I accompany the children to study every day at home and help repeat the lessons" (Eka Suparti, interview, May 18, 2026).

In addition to accompanying learning, parents also motivate children through various forms of rewards and fun approaches.

"I praise when children succeed in doing something, invite them to learn while playing, and give small gifts so that children are more enthusiastic about learning" (Eka Suparti, interview, May 18, 2026).

Communication between teachers and parents takes place actively through WhatsApp and face-to-face meetings at school.

"Communication runs smoothly through WhatsApp and meetings at school" (Eka Suparti, interview, May 18, 2026).

Through this communication, teachers can inform the child's development during learning at school, while parents can provide information about the child's situation at home. Continuous communication helps build good cooperation in supporting children's growth and development.

Based on research, cooperation between teachers and parents is carried out by communicating with each other, working together, and accompanying them continuously. Teachers and parents share information about the progress, needs, and obstacles that children experience both at school and at home. The collaboration helps the continuous running of educational services, so that the planned learning goals can be better achieved.

In addition to communication, cooperation can also be seen from the way parents support various policies taken by teachers during the teaching and learning process. Parents try to follow instructions and advice from teachers, such

as helping children repeat the material at home, completing assignments, applying school rules to children, and providing learning encouragement according to children's needs. The support shows that the learning program in the school is in harmony with the guidance provided in the home environment.

Cooperation between teachers and parents is important in helping children with special needs get a good education. By working together continuously, various problems that arise during the learning process can be immediately recognized and solutions are sought together. Thus, children's academic, social, and behavioral growth can be better supervised and assisted.

However, parents still face several obstacles, such as limited time due to work, lack of understanding of educational methods for children with special needs, and difficulties in maintaining children's concentration while studying at home. To overcome these obstacles, parents try to take special time to accompany their children and consult with teachers about learning strategies that suit children's needs.

Discussion

Based on the results of the research, the implementation of special services for children with special needs at SLB C Budi Asih Wonosobo is supported by good collaboration between the government, teachers, and parents. The government plays a role through the provision of education fund assistance, policies that support education for children with special needs, and training for teachers to improve competence in providing educational services. This support shows that the success of educational services for children with special needs is not only the responsibility of the school, but also requires the involvement of various parties. These findings are in line with research (Alfikri et al., 2022) which explains that the success of inclusive education requires government support through adequate policies, the provision of resources, and strengthening the capacity of educators so that schools are able to provide services that are in accordance with the needs of students with special needs. The findings are also supported by research (Rukiyati, 2022) which states that fulfilling the right to education of children with special needs requires assistance from the government through policies, facility creation, and increased cooperation with educational institutions and families. In addition, (Husna et al., 2019) explained that the state has a responsibility to ensure that all children, including children with special needs, can access the same education through various inclusive educational programs and services.

In addition to government support, teachers have a very important role in the implementation of educational services. Teachers not only function as teachers, but also as planners, facilitators, motivators, evaluators, and partners for parents. Learning that is tailored to the individual abilities of students shows that there are efforts by teachers to implement services that are oriented to the needs of children. These findings are in line with research (Silaban & Handayani Damanik, 2025) which states that teachers have a strategic role in creating an inclusive, adaptive, and supportive learning environment for children with special needs. The results of this study are also in line with the opinion (Mustika et al., 2025) which states that teachers have an important role in recognizing the needs of students, designing appropriate learning, and creating a learning environment that is able to support the academic and social development of children with special needs.

The results of the study also show that SLB C Budi Asih Wonosobo has implemented an integrated and sustainable evaluation system. Evaluation is carried out not only on the academic aspect, but also includes the development of behavioral, social,

and skill development. The evaluation process is carried out through daily observation, task assessment, skill training, and monitoring of children's behavior development. The results of the evaluation are then communicated to parents as a form of coordination in supporting the development of students. The findings are in line with the opinion (Muazza et al., 2018) which states that educational services for children with special needs require an integrated system between schools, teachers, and parents so that the development of students can be optimally monitored. In addition, (Alfikri et al., 2022) It also explains that the success of inclusive education is influenced by school readiness, teacher competence, availability of facilities, and parental support in the learning and evaluation process. In line with this, (Lessy & Khairunnisa, 2023) stated that evaluations that are carried out continuously and involve various parties can help schools in determining educational services that suit the needs of students with special needs and increase the effectiveness of the programs provided.

On the other hand, this study shows that parents have a fairly good understanding of the conditions and needs of children with special needs. This understanding encourages parents to be actively involved in supporting the educational process through home learning assistance, motivation, and cooperation with teachers. The involvement of parents in the educational process shows the continuity of services between the school and the family. These findings are in line with research (Adila et al., 2024) which states that parental involvement is an important factor in the success of inclusive education because parents play a role as a source of information about the child's condition as well as the main companion in the learning process. This opinion is reinforced by (Dewi, 2017) which explains that the active participation of parents in education has a positive impact on the development of children with special needs. The results of this study also support the findings (Yesi et al., 2018) which show that parental involvement in helping learn, providing motivation, and communicating with schools affects the academic and social development of children with special needs.

Communication between teachers and parents through WhatsApp and direct meetings is one of the supporting factors for the success of educational services at SLB C Budi Asih Wonosobo. Through this communication, teachers can convey children's development, while parents can provide information about the child's condition at home. Although there are still obstacles such as limited parental time and lack of understanding of educational methods for children with special needs, intensive communication helps overcome these obstacles. These findings are in line with research (Rahman et al., 2023) which explains that good communication between schools and families is an important factor in building sustainable cooperation to support the success of educational services for children with special needs. Thus, collaboration between the government, teachers, and parents supported by an integrated evaluation system and effective communication is an important factor in the success of providing special services for children with special needs at SLB C Budi Asih Wonosobo.

Conclusion

Based on the results of the study, it can be concluded that the cooperation between the government, teachers, and parents in providing special service support for children with special needs (ABK) at early childhood at SLB C Budi Asih Wonosobo has gone well, where each party provides a form of assistance that complements each other. The government acts by collecting data on ABK, helping to provide educational assistance, and supporting the educational facilities and facilities needed. Teachers act as people who plan learning, teach, help the learning process, encourage, and evaluate learning outcomes, and adjust the way of teaching according to the needs of each student. Meanwhile, parents help by supervising the learning process at home, encouraging, and implementing the instructions and learning policies given by the teacher. The cooperation is supported by communication that is carried out regularly through WhatsApp or face-to-face meetings at school.

The assessment system used at SLB C Budi Asih Wonosobo is carried out in an integrated and sustainable manner by making observations every day, evaluating the assignments given, training students' skills, and monitoring the development of their behavior. The assessment system used at SLB C Budi Asih Wonosobo is carried out in an integrated and sustainable manner by making observations every day, evaluating the tasks given, Train students' skills, as well as monitor their behavioral development. The evaluation not only looks at the child's learning progress, but also pays attention to the child's social growth, way of behaving, and abilities in various ways. The results of the evaluation are then submitted to parents as a reference to coordinate in helping student development both at school and at home. Parents understand well the conditions and needs of children with special needs. This understanding invites parents to be actively involved in supporting teachers' policies, helping the learning process, encouraging, and communicating regularly with the school. Although there are still obstacles such as limited tutoring time and difficulty keeping children focused while studying at home, parents still try to provide the best support by working with teachers. Therefore, the smooth implementation of special services for children with special needs at SLB C Budi Asih Wonosobo depends on good cooperation between the government, teachers, and parents. This is realized through collaboration, continuous evaluation, and good communication to support optimal child growth and development.

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