

Multidimensional Parental Involvement in Inclusive Education: A Multiple Case Study of Students with Special Needs**Nurul Maulida Sari^{1,*}, Edi Purwanta¹, Leni Ambar Cahyani², & Farah Prihandini³**¹Department of Special Education, Universitas Negeri Yogyakarta, Indonesia²Department of Special Education, Universitas Sebelas Maret, Indonesia³Qassim University, Saudi Arabia*Corresponding email: nurul0436pasca.2019@student.uny.ac.id*Received: 14 November 2025 Accepted: 15 December 2025 Published: 27 December 2025***Abstract: Multidimensional Parental Involvement in Inclusive Education: A Multiple Case Study of Students with Special Needs.**

Objectives: This study aimed to explore parental involvement in inclusive school settings for children with special needs. **Methods:** A qualitative case study design was used. The participants in this research include parents, special education teachers, classroom teachers, principals, students, and close family members. The data collection techniques used in this study were in-depth interviews and documentation, with the researcher serving as the primary instrument. Data analysis was conducted in two stages: within-case analysis, interactive model (data condensation, data display, and conclusion drawing/verification), and cross-case analysis to compare engagement patterns across cases. To ensure the data validity, this research employed triangulation of sources and methods, thick description, and prolonged field engagement. **Findings:** The findings of this research revealed six main dimensions of parental involvement in inclusive education: (1) Parenting: teach discipline, autonomy, and provide environment that support children to study at home; (2) Communication, reflected in communication between parents and teachers regarding academic progress and performances; (3) Volunteering, involving parents' participation in supporting schools activities; (4) Learning at Home, encompassing parents' supervision of study routines, assignments, and exam preparation at home; (5) Decision-making, participate in decision-making concerning their child's learning and broader school policies; and (6) Community Collaboration, includes partnerships with learning groups, disability service units, psychologists, and medical professionals. **Conclusion:** Parental involvement in inclusive schools for students with special needs is multidimensional. Hence, a strong collaboration between families, schools, and community institutions is needed. Parental engagement should be strengthened through open communication and cross-sector collaboration to improve educational quality. Inclusive education policies need to be put in place to enhance parental involvement in inclusive schools.

Keywords: parental involvement, inclusive schools, children with special needs.

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INTRODUCTION

Parental involvement is considered a crucial aspect of student success; however, its exact impact on academic achievement remains a subject of debate. (Boonk et al., 2018; Lara &

Saracostti, 2019; Latunde, 2016). In fact, it is recognized as one of the most significant factors of students' achievement in schools (Thórsson & Ólafsdóttir, 2024). Moreover, some studies have identified that the most vital factor influencing

student performance is family (Đurišić & Bunijevac, 2017; Lara & Saracosti, 2019; Sheridan & Kim, 2015). Several studies have also examined parental attitudes toward their children's school success. Empirical findings have shown a positive relationship between parental involvement in education and academic achievement (García et al., 2018), improved self-esteem and academic performance (Garbacz et al., 2017), and better retention and attendance rates (Ross, 2016). Other research further indicated a correlation between academic achievement and parental involvement (Lara & Saracosti, 2019).

Inclusive education is a concept in education in which students with special needs can study in classroom settings with their peers. Some researchers have employed studies on parents' attitudes toward inclusive education at the elementary school level (Lara & Saracosti, 2019; Mackichan & Harkins, 2013). Those studies reveal that parents of students with special needs were generally accepting of the concept of inclusive education. This means they agree to place their children with normal peers. However, this concept may create some social problems among students due to their limited social interaction skills. Therefore, parental involvement is needed to address the problem. Other research found a significant relationship between parental involvement and students with special needs' social skills (Guo & Keles, 2025). Children who tend to have lower academic achievement are generally from less-involved parents. This finding suggests that higher levels of parental involvement are associated with better learning outcomes for students with special needs. Even though parental involvement has been proven effective in improving children's performance, some studies in Indonesia have highlighted the low level of parental involvement in children's education. Many parents still struggle to understand their children and are unsure of how to optimize their

development (Đurišić & Bunijevac, 2017; Rejeki et al., 2025). For instance, parents lacked sufficient time due to work commitments; therefore, they did not have enough time to assist their children with learning. Some parents are also often impatient when helping their children with homework was reported in some studies (Fadare et al., 2021). This is concerning, as parental involvement is a crucial factor in children's school success. The involvement of parents of children with special needs, in particular, warrants further investigation, given the findings from previous studies.

The issue of equal access to education for all students, including those with special needs, remains relevant today. Recent global initiatives, such as the 2030 Agenda for Sustainable Development, which includes the goal of ensuring inclusive and equitable education for all, have further emphasized the importance of inclusivity in education. In Indonesia, the issuance of Law No. 8 of 2016 on Persons with Disabilities also strengthens the foundation for inclusive education in the national context. In Yogyakarta, inclusive education began to gain traction with the enactment of Mayor's Regulation No. 47 of 2008 on Inclusive Education Providers. Several years later, Governor's Regulation No. 21 of 2013 was issued to further strengthen the implementation of inclusive education in Yogyakarta.

Yogyakarta City Government has increased the quota for students with disabilities in the new student admission process. The quota for students with disabilities was initially set at 2%, and was increased to 5% of each school's total capacity in 2020. This increase was regulated by Mayor's Regulation No. 20 of 2020. This quota expansion is part of the new student admission program under the affirmative action pathway. The implementation of this policy is signaling an opening of opportunities for students with disabilities to attend regular schools. Even though the government has increased the opportunities

for students with special needs to access regular schools, challenges persist in its implementation, as reported by some studies. For example, a study found that adaptive learning strategies remained unchanged, and lesson plans were often designed only for regular students, making it difficult for students with special needs to follow the curriculum (Rokhim et al., 2021). Moreover, limited time and resources lead to issues such as inadequate physical education lesson plans, as reported in some studies. Similar findings highlighted that teachers often ignored the needs of students with special needs, suggesting that the curriculum should be standardized for all students, which is unfair to students with special needs (Haegele & Sutherland, 2015). A study also noted that teachers did not prepare individual education plans (IEPs) due to insufficient human resources (Ebuenyi et al., 2020). Students with special needs in inclusive schools tend to prefer socializing with peers who also have disabilities, which was also reported in some studies. Socio-metric rankings indicated that students with disabilities were more likely to choose peers with disabilities for some school activities. They prefer to sit with peers with disabilities at lunch, play during breaks, or work in small-group activities. This evidence suggests that while inclusive schools provide physical space for students with disabilities to learn alongside their peers, they remain mentally and socially isolated in the regular schools.

The success of inclusive education is influenced by several supporting factors, such as the characteristics of students (Engevik et al., 2018), the presence of teaching assistants, teacher awareness and knowledge about inclusive education (Gonzalez et al., 2024; McGrail & Rieger, 2016; Rath, 2022; Tarconish et al., 2023), and collaboration with parents (Dor, 2019; Kraft & Rogers, 2015; Rodrigues et al., 2015). Therefore, meaningful communication and collaboration between

stakeholders are vital for the successful implementation of inclusive education, especially for the development of students with special needs. Teachers, teaching assistants, and parents should work together in implementing inclusive education for all students. By collaborating with all stakeholders, inclusive education can be successfully implemented.

Based on a preliminary study, the researchers have identified some schools with good parental involvement practices. Both schools had been identified as demonstrating strong levels of parental involvement, with students with special needs showing improved academic performance and better peer interactions. Usually student with special needs show low academic performance. However, disabled students in these two schools showed good performances and social skills with their peers. This study focused on two inclusive schools in Yogyakarta City that showed strong parental involvement, based on a preliminary study. Given the unique findings from this preliminary study and the importance of parental involvement, these two schools were selected for further investigation to explore the parental involvement in the education of students with special needs. Therefore, this study aimed to answer the following research questions: 1) How do parents contribute to the academic and social development of their children with special needs in inclusive schools? 2) What are the key practices that lead to successful parental involvement in the education of students with special needs? It is hoped that the results of this study will contribute to the existing body of research on parental involvement and offer policymakers insight into creating regulations to improve inclusive education practices.

■ METHOD

Research Design

This study used a qualitative research approach. The study design employed in this

research was a multiple-case study. This qualitative research approach is well-suited for exploring social phenomena in their natural context without intervention, including parental involvement. The case study method was suitable for this study because it provides a deep, contextual understanding of a phenomenon. The phenomenon explored in this study is parental involvement in the education of students with special needs in inclusive schools.

The unit of analysis in this study was parental involvement, defined as the various ways parents engage with their children's education, especially in inclusive schools. This included how parents interact with teachers, their children's learning at home, their involvement in school activities, decision-making related to their children's education, and their collaboration with communities.

Research Strategy and Selection Criteria

This study was conducted in two schools. Therefore, multiple case studies are suitable in this qualitative research because they provide a more comprehensive view of the complexities of a given case (Miles et al., 2014). By comparing two different cases, this research aimed to enhance the depth and richness of the findings. By using this design, this research provided a clearer understanding of parental involvement in inclusive education. The research was conducted at two inclusive schools located in Yogyakarta City. These schools were selected for several reasons: 1) both have been implementing inclusive education practices, 2) they were identified in preliminary studies as having high levels of parental involvement, which led to good performances of the disabled students, and 3) they are easily accessible for data collection for the researchers. Moreover, no previous research has focused on parental involvement in these specific schools. Based on these reasons, both schools have unique cases for a deeper

investigation into parental involvement. This study was conducted over six months for both schools, from the preparation stage to the final report writing.

Due to the extended duration, the researcher had enough time to collect comprehensive data and conduct a thorough analysis. Data collection took place in two phases: 1) interviews and documentation at the first schools, followed by 2) interviews and documentation at the second schools. Data collection was conducted sequentially for each school, ensuring thorough focus on each case before moving to the next.

The participants in this study were nine from both schools. Four participants from the first schools, and five participants from the second schools. These participants include parents, siblings, classroom teachers, special education teachers, and students with special needs. In this research, parents were treated as key informants because they are the actors in parental involvement. Other participants provided valuable insights regarding their interactions with parents and the implementation of inclusive education. They also help confirm information from parents. The siblings were also interviewed to gain additional information on the family dynamics and support structures, especially in home settings. The special needs students offered essential information regarding their learning experiences. By collecting data from these participants, this research built a rich, comprehensive dataset. To ensure data saturation, interviews were conducted two to three times for each informant, allowing the researchers to gather enough insights to reach saturation. This method enabled an in-depth exploration of parental involvement and ensured the data were comprehensive and aligned with the research questions.

While nine participants may seem limited, it is important to note that a qualitative research approach does not always require a sample to achieve data saturation. The key consideration is

the depth and quality of the information gathered from each participant. Therefore, the relatively small number of participants was deemed sufficient, given the detailed and rich insights provided by each informant.

In this research, purposive sampling was used to select the participants. The inclusive criteria were based on the following factors: 1) parents, siblings, and teachers of students with special needs, 2) willingness to participate in multiple interviews, and 3) experience or direct involvement in the implementation of inclusive education. Exclusion criteria included participants who did not have direct involvement or were unable to commit to the multiple-interview process.

Data Collection

The data collection techniques used in this study were interviews and documentation. The interview technique was employed to gain in-depth insights into the experiences and perspectives of the informants regarding parental involvement. This research used semi-structured interviews with parents, teachers, and students. These interview types allowed for flexibility and exploration of topics that arose during the discussion sessions. This semi-structured format also allowed for deeper exploration of the informants' experiences on parental involvement in the educational process of students with special needs. The development of the interview guide was based on Epstein's theory of parental involvement, which includes six key types of involvement: parenting, communication, volunteering, learning at home, decision making, and collaborating with the community (Epstein, 2011). The indicators were generated by breaking down these six aspects. To ensure the context's validity, the interview guide was reviewed and validated by two experts in special education. Their feedback was used to revise the questions and ensure that the guide accurately captures the relevant aspect of parental involvement.

In addition to interviews, this study used documentation to collect data on parental involvement. This documentation includes a range of written records, photographs, and other materials that provide evidence of parental involvement in both school and home settings. For example, documents included photos of students completing homework at home under parents' supervision. Documentation also included records of parent-teacher meetings and other relevant documents that reflect interactions among parents, students, and the school. The combination of these two data collection techniques allowed the researcher to use a triangulated approach. This research used resource and technique validity.

Data Analysis

The data analysis technique used in this study followed the interactive analysis model (Miles et al., 2014), which consists of three primary stages: data reduction, data display, and conclusion drawing/verification. The first stage of the data analysis was data reduction. In this stage, the researchers select and simplify the data collected through interviews and documentation. This step was conducted through coding. Coding is an activity to identify a significant piece of information related to parental involvement and give a code to the phrase or sentence(s). During this phase, data were categorized and grouped to create themes for the topic. After data reduction, the next step was data display. In this stage, the data were organized into a visual format, including tables and graphs. Using this format will allow an easier examination of patterns and relationships within the data by the researcher. Themes related to parental involvement in inclusive education were displayed in a way that facilitated comparison and identification of key patterns. The last stage of the data analysis was conclusion drawing and verification, in which the identified patterns were analyzed to conclude the roles parents play in the education of students

with special needs. This stage involved both deductive and inductive reasoning, as well as cross-case analysis to identify commonalities and differences in parental involvement between the two schools. The conclusions were verified through iterative comparisons with the original data and literature. Throughout the analysis, the ATLAS.ti software was used to assist in organizing, categorizing, and visualizing the data, which supported the identification of key themes and patterns. This approach helped develop a deeper understanding of the factors that either support or hinder parental engagement in inclusive education.

■ RESULT AND DISCUSSION

This study aimed to investigate parental involvement of students with special needs in two inclusive schools in Yogyakarta City. Based on the data analysis, themes found related to parental involvement include parenting, communication, volunteering, learning at home, decision-making,

and community collaboration. The data analysis consisted of within-case analysis of each school and cross-case analysis. The results are presented alongside a sample of direct quotes from research participants, followed by a discussion that relates the findings to the existing literature.

Result of Case 1

The first case study from the first school showed the various ways parental involvement manifests across different areas. This finding highlights the complex relationship between families and the school environment. This area included parenting approaches, communication with schools, volunteering in school activities, support for learning at home, involvement in decision-making, and collaboration with the broader community. These interconnected aspects demonstrated how parents influence not only their children's academic performance but also the overall culture of the schools. The figure below illustrates these key themes.

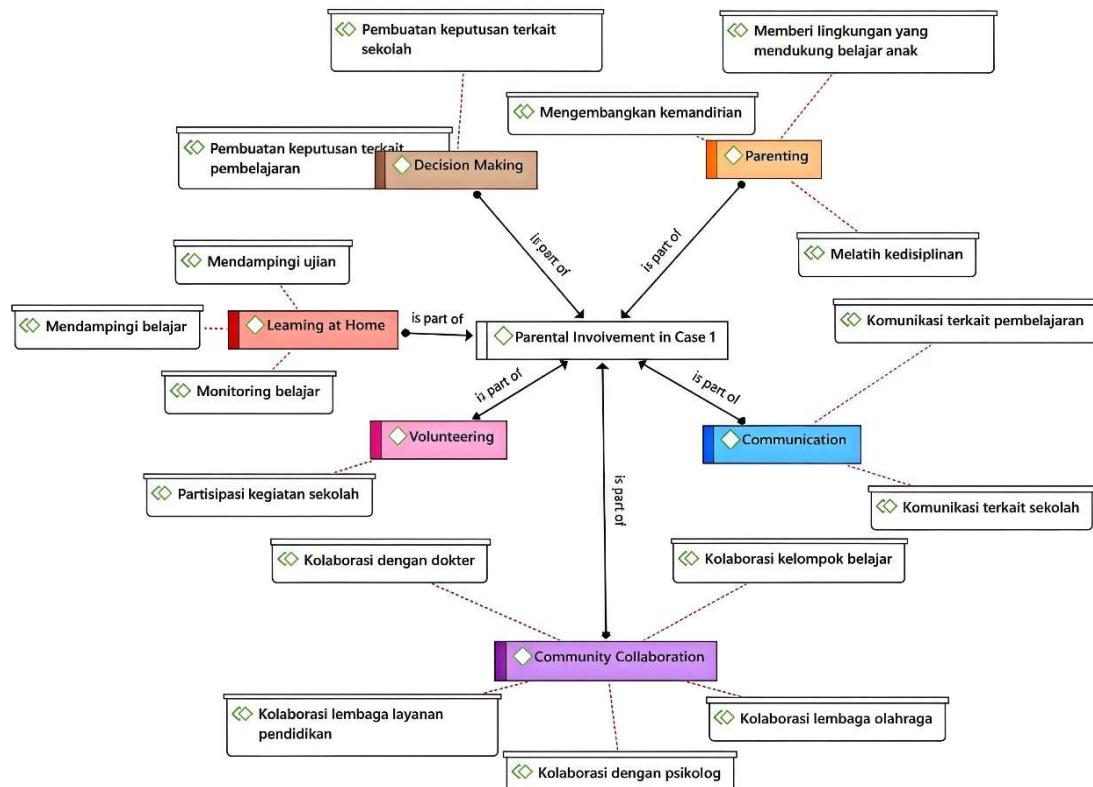


Figure 1. The atlas.ti network of parental involvement in case 1

Result of Case 2

The second case study continues the exploration of parental involvement through the same thematic structure observed previously. It focuses on how parents engage across six interconnected areas: parenting, communication, volunteering, learning at home, decision-making, and community collaboration. The pattern

identified underscores the continuity of parental engagement, with contributions spanning both home-based and school-centered activities. This case further supports the idea that strong school-family partnerships are built on multidimensional collaboration. The figure below visualizes the themes found in case 2.

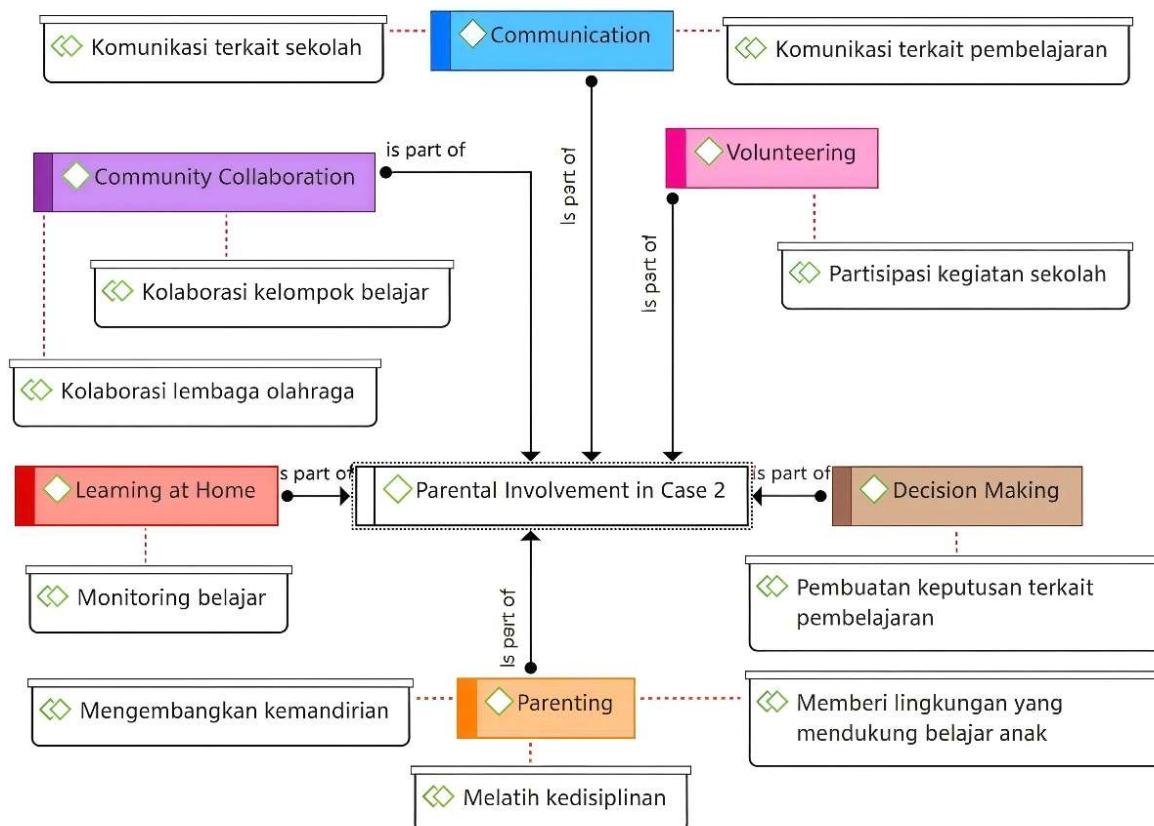


Figure 2. The atlas.ti network of parental involvement in case 2

Result of Cross-Case Analysis

The cases from both schools revealed a convergence of themes regarding parental involvement. This finding indicates that parents in each context engaged in similar dimensions of parental involvement for their children. Despite contextual differences between the two cases, the analysis consistently identified six dominant forms of involvement: parenting, communication, volunteering, learning at home, decision making,

and community collaboration. These categories correspond with Epstein's framework of school-family-community partnership. The Sankey diagram below illustrates the flow and intensity of these involvement types.

The diagram illustrates the flow and intensity of these involvement types across both schools. The numbers in the diagram represent the frequency with which each theme appeared during the interviews and coding process. As

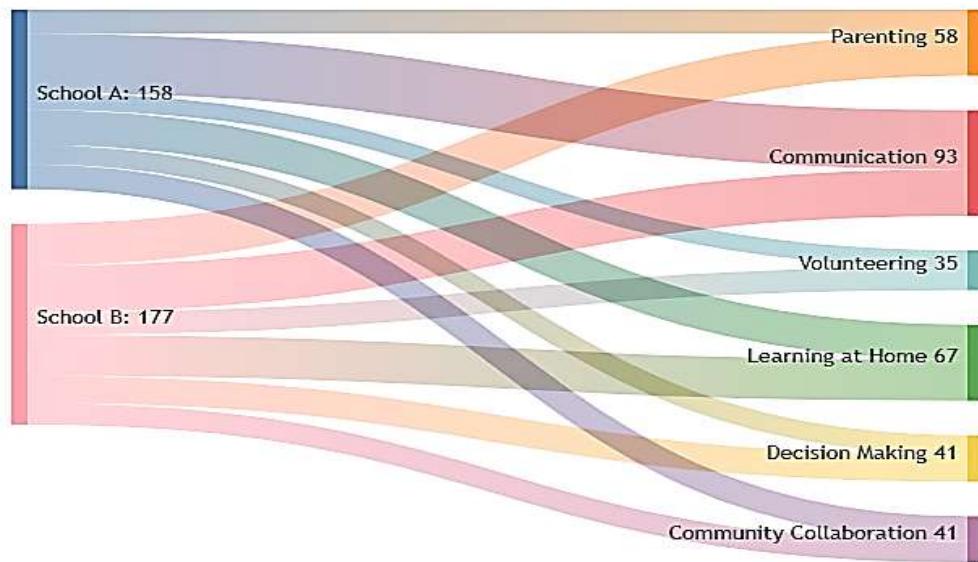


Figure 3. Sankey diagram of parental involvement of 2 cases

shown in the diagram, both schools addressed all six types of parental involvement, with varying frequencies. The most frequently mentioned types were communication (93 occurrences) and learning at home (67 occurrences), indicating their significant role in both schools' parental involvement practices.

Both Case 1 and Case 2 highlight the importance of parental involvement in teaching independence and discipline to their children, especially in home-based activities. In both cases, parents reported encouraging their children to take on daily household chores. Parents implemented these chores to teach their children independence and autonomy. These chores include cleaning their rooms and preparing meals, as part of their efforts to foster self-sufficiency and ease the caregiving burden. The primary aim in both instances was to help children develop autonomy and responsibility. This approach aligns with existing research that emphasizes the positive impact of parental involvement on fostering self-regulation in independent functioning in children (Đurišić & Bunijevac, 2017; Rejeki et al., 2025). Similarly, in both cases, parents communicate with teachers. The communication between parents and teachers predominantly took place via

WhatsApp. The adoption of digital communication platforms has been recognized as an effective means of maintaining engagement and communication between families and schools (Shepherd et al., 2017). Parents did not always need to meet the teacher in person. They can communicate online. This type of communication enables busy parents to stay on track with their children's progress. In both cases, parents were proactive in tracking their children's academic progress and addressing any concerns through this platform. Additionally, both sets of parents demonstrated readiness to adapt their parenting and educational support to meet their children's unique developmental needs. This reflects the significance of personalized education and flexible learning environments, in line with Ecological Systems Theory, which underscores the role of adaptable family systems in fostering children's development (Bronfenbrenner, 1979).

According to this theory, the family is a crucial system that operates within multiple environments (microsystem, mesosystem, and macrosystem) that affect child development. For example, in Case 1, the proactive use of WhatsApp to communicate with teachers reflects an effective adaptation within the mesosystem.

The families in both cases exhibited adaptability within these systems by actively modifying their approaches to support their children's individual needs. Both cases demonstrate positive outcomes in fostering autonomy and academic progress. The success of these strategies lies in how well the parents align with the child's evolving needs and the environmental systems in which they operate. The adaptability of family systems, as emphasized in Ecological Systems Theory, underscores the importance of a dynamic, responsive approach to parenting, especially in inclusive educational settings.

The findings from cases 1 and 2 highlight both commonalities and variations in how parental impacts children's learning and development. The main areas explored- parenting, communication, volunteering, decision making, and community collaboration demonstrate that while both groups of parents are deeply involved in their children's education, the approaches and challenges they encounter differ based on factors like family dynamic, child temperament, and external influences such as access to technology.

For example, in Case 1, the parents from a higher socio-economic background have more access to resources. This access likely facilitates a more consistent and supportive educational environment. In contrast, in Case 2, where the socio-economic status was lower, parents faced more challenges in providing similar resources. However, parents provided greater support for learning at home and communication with teachers, which may have been driven by their need to overcome barriers and ensure their children's success despite limited resources.

The differences in parenting styles between Case 1 and Case 2 cannot be explained solely by socio-economic factors. While socio-economic status undoubtedly played a role, other factors, such as the child's specific needs, the school's culture, the parents' educational background, and access to information

resources, also contributed (Epstein, 2011). For example, in Case 1, the child with a more adaptable temperament seemed to benefit from a more hands-on approach. In Case 2, the child with more challenging behavior required parents to focus more on communication with teachers and on assisting with learning activities at home.

The difference in parenting style can be understood through Bronfenbrenner's Ecological Systems Theory, which emphasizes the interaction between different systems- such as the microsystem (family) and the mesosystem (family-school interactions) (Bronfenbrenner, 1979). According to this theory, the child's development is influenced by the continuous interactions between the family and the school. In Case 1, the supportive mesosystem, with parents having better access to school resources and collaborating more effectively with teachers, reinforced an authoritative parenting style. Meanwhile, in Case 2, the less supportive mesosystem and the challenges parents faced in collaborating with the school contributed to an authoritarian approach. These differences highlight the complex interactions among parental involvement, socio-economic factors, and child characteristics in shaping educational outcomes. Therefore, to be most effective, inclusive schools must consider the diverse family dynamics.

Parenting Styles and Child Compliance

Both Case 1 and Case 2 emphasize the importance of encouraging independence and discipline in children through daily tasks. These daily tasks range from cleaning their rooms to preparing their own meals. However, the parenting styles observed in these cases differ significantly in their approach to discipline. In Case 1, parents used a cooperative and authoritative style. This style may encourage children to complete tasks independently with positive reinforcement. This research finding aligns with the authoritative parenting model, which fosters

independence through mutual respect and open communication between parents and their children (Sarwar, 2016). Children in Case 1 are likely to respond well to encouragement and gentle guidance, typical of authoritative parenting. Research has also shown that such an approach is linked to higher self-esteem, academic success, and social competence in children (Sarwar, 2016).

In contrast, Case 2 use different approach. The finding revealed that parents in Case 2 are more authoritarian. In this approach, parents used direct commands and assertive tactics, such as raising their voice, to ensure compliance. This controlling parenting style is often associated with obedience but may hinder the development of independence and emotional growth. The authoritarian methods in Case 2 appear to reflect a reactive approach to a child's non-compliance. Previous studies indicated that authoritarian parenting tends to prioritize control over mutual respect (Sarwar, 2016). This style may result in short-term compliance from the children. However, this parenting style has been criticized for potentially limiting children's ability to develop self-regulation and for making it difficult for children to make independent decisions (Sheridan & Kim, 2015). The findings on the dynamic parent-child relationship in Case 2 highlight the importance of tailoring parenting strategies to each child's individual needs and behavioral tendencies.

The implications of these findings challenge and enrich the existing parenting models. The contrast between authoritative and authoritarian styles in these two cases adds depth to the understanding of parent-child dynamics in the context of child compliance and independence. Authoritative parenting is widely supported for its positive outcomes in emotional and academic development. The authoritarian approach is best for ensuring immediate compliance. This finding suggests that the rigid boundaries of established parenting models may need to be reconsidered,

as the effectiveness of each style also depends on children's characteristics.

Communication with Teachers

A commonality between Case 1 and Case 2 was the use of digital communication for communication between parents and teachers. This aligns with previous finding which suggested that digital communications tools have become vital for maintaining connections between parents and schools (Shepherd et al., 2017). In both cases, parents relied on WhatsApp to monitor their children's academic progress and reach out to teachers when concerns arose. However, a notable difference appeared in the communication setup between the two cases. In Case 1, parents had direct access to teachers through their personal mobile devices. Therefore, they can be directly connected to the teacher. In Case 2, due to a lack of personal phones, communication was often facilitated by older siblings, exposing a technology access gap. This situation highlights the role of digital devices in affecting parental involvement in education, particularly among low-income families. The use of older siblings as intermediaries is an adaptive response, but also underscores how disparities in technology access can affect the consistency and effectiveness of parent-teacher communication. Schools must address technology gaps to ensure that all families, regardless of their economic situation, can engage in their children's education (Epstein, 2011). By eliminating technology gaps, parents are expected to communicate more easily with schools.

Volunteering and Parental Engagement

Both sets of parents showed a commitment to supporting the school's activities. However, the approaches parents use differ somewhat. In Case 1, parental volunteering was limited due to restrictions on in person schools activities imposed by the pandemic. On the other hand, in case 2, parents took an active role in practical matters,

such as assisting with a vaccination appointment. This indicates that, despite the challenges posed, parents continue to engage in their children's well-being and school involvement, adapting their effort to the circumstances. Previous studies have shown that parental participation in school activities, including non-academic tasks such as health-related programs, can positively influence children's educational achievement (Epstein, 2011). While in Case 2, this type of practical engagement was critical, as it demonstrated how parents adapted to maintain their child's educational progress.

Learning at Home

Parents showed support for their children's learning at home in both cases. In both cases, the parent highlighted the importance of at-home learning. However, there were apparent differences in how parents provided academic support and implemented learning-at-home activities for their children. In Case 1, parents shared that they created a flexible learning environment. The parents tended to let their child study in various spaces, depending on their preferences, such as the living room or the bedroom. This approach aligns with Bronfenbrenner's theory, which stresses the role of an adaptable environment in promoting children's learning and development (Bronfenbrenner, 1979). In contrast, parents in case 2 encountered more difficulties in offering direct academic help, particularly in math and more advance subject matter. This situation underscores the importance of external resources to help the children learn and do homework at home, such as older siblings and community support, in helping children maintain academic progress when parental support is limited. Research has shown that family support systems play a crucial role in children's academic success, especially when parents face challenges such as time constraints or a lack of educational expertise (Latunde, 2016; Sheridan & Kim, 2015).

Decision Making in Parenting

In both Case 1 and Case 2, decision-making about their children's education and development was a key aspect of parental involvement. However, the decision-making process and dynamics varied between the two cases. In Case 1, decision-making was largely collaborative. Parents engaged in open discussion with teachers about their children's educational needs. Based on the open discussion, they worked together to determine the best ways to support their children's academic growth in schools. They also took the initiative in deciding on their children's participation in activities such as swimming lessons. This means decision-making is not only about academic decisions but also about non-academic ones. This approach reflects a democratic decision-making style, where the child's input is valued, and mutual respect between the parent and the child is maintained. It aligned with a parenting style based on discussion, negotiation, and share understanding (Sarwar, 2016). In contrast, in Case 2, decision-making was more parent-driven, particularly regarding extracurricular activities and addressing academic challenges. This demonstrates a more authoritarian approach, where the parents make the final decision with limited input from the child. This approach is consistent with an authoritarian parenting style, where parental control take a precedence over the child's preferences (Sarwar, 2016).

Collaboration with the Community

Collaboration with the community was essential in both cases, although the nature of the collaboration varied. In Case 1, collaboration was evident through the support provided by Unit Layanan Disabilitas (ULD), which helped parents maintain their child's education and address specific learning challenges. Parents worked closely with teachers, ULD, and other professionals to ensure their child's academic performance. Parents also worked with the

teacher to ensure their children were socially accepted by their peers. This research finding aligns with Ecological Systems Theory, which emphasizes the role of community and support networks in promoting children's development (Bronfenbrenner, 1979). The involvement of external agencies, such as ULD, highlights formal collaboration. It is also a well-integrated support system for addressing the child's educational needs. In Case 2, community collaboration was also significant, but it centered more around local resources. In Case 2, parents collaborated with people nearby, such as neighbors and family. Parents frequently depended on older siblings or neighbors for academic tutoring, especially in mathematics. This is more of an informal collaboration. However, this type of collaboration remained valuable and essential in supporting the child's academic growth, reflecting the community's independence. Research suggests that community collaboration can take various forms, from formal partnerships with schools to informal networks that provide academic and emotional support (Hurd & Stanton, 2023).

■ CONCLUSION

In conclusion, this study reveals that parental involvement in inclusive schools encompasses six key areas: parenting, communication, volunteering, learning at home, decision-making, and community collaboration. Parents in this study actively engaged in parental involvement. This involvement includes fostering their children's independence, maintaining consistent communication with teachers, volunteering in school activities, supporting their children's learning at home, and collaborating with both schools and the broader community. Even though the two cases differed in their engagement, they share a common objective. Their goal is to support the academic performances and social success of the children. The findings suggest that parental involvement is not a one-size-fits-all

concept. However, instead a multifaceted phenomenon that requires flexible strategies tailored to individual needs and characteristics. This study's contribution lies in shedding light on how these varying forms of involvement are implemented and their impact on children's overall development.

It is recommended that schools enhance parent-teacher communication and collaboration. Schools should also provide parents with a communication channel, such as regular meetings, phone calls, or digital platforms. Schools can also provide parents with training and guidance on supporting their children's learning at home. It is also suggested that schools create more structured opportunities for collaboration among parents, teachers, and community members to ensure that all stakeholders are involved in supporting students with special needs.

This study has limitations. This research was limited to two schools in Yogyakarta City, limiting the generalizability of the findings. Future research should involve a broader range of schools in a more complex area. Future research is also recommended to use mixed methods to further investigate how parental involvement influences students' long-term outcomes in inclusive education.

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