

Implementation of peace education through optimizing the role of parents in supporting children with disabilities in inclusive schools

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Abstract. Education is an intentional activity and process that has begun to be recognized as a necessity by the wider community. According to the law, education is the right of every citizen, including those with disabilities. In line with this, Islam opposes all discriminatory attitudes and treatments towards individuals with disabilities, whether carried out by individuals, society, or institutions. The practice of implementing inclusive education is part of the implementation of Peace Education. Peace education is a learning process aimed at creating better citizens by instilling the values, knowledge, attitudes, skills, and behaviors needed to live harmoniously. The values of peace education in Islamic studies include: the prohibition of oppression, equality of status, justice, freedom, harmony, mutual assistance, tolerance, and social solidarity. In inclusive education, all members of the school community embrace each other without regard to differences, especially the differences possessed by students with disabilities, commonly known as children with special needs. (ABK). So that students with special needs can participate in learning together in a regular school environment, it is necessary to provide optimal services in the learning process. The implementation of learning is carried out by involving the active role of parents, especially in accompanying learning both at school and at home. The type of research is qualitative, and the steps taken include data collection, reduction, display, and drawing conclusions. The learning assistance provided by parents for special needs students can give a positive boost to the entire school community to learn together by applying behaviors of mutual respect, helping, and loving one another.

Keywords: Peace education, role of parents, ABK, inclusion

INTRODUCTION

Education is one of the most important parts of human life, because through education people become better at thinking, acting, and being more cultured as well as more creative. Students with special needs who attend regular schools often face difficulties in the learning process. Kesulitan tersebut dapat berupa layanan pendidikan maupun penerimaan dalam lingkungan. The implementation of inclusive education is a solution created by the government referring to the Child Protection Law and the education system. Inclusive education and the role of parents for children with special needs are very important to discuss, as this relates to today's social conditions, where noble values in society are starting to fade and disappear. Luhur values in community life can be found in the implementation of peace education. Adapun objek penelitian ini adalah peranan orang tua dalam pendampingan anak berkebutuhan khusus. Artikel ini bertujuan untuk memberikan informasi yang mendalam, analisis, dan pemahaman terkait implementasi pendidikan perdamaian dalam pendampingan orang tua untuk anak berkebutuhan khusus, khususnya dalam setting pendidikan inklusif.

Education is a conscious effort to realize the inheritance of culture from one generation to another. (ABD RAHMAN, B. P., 2022). Education makes this generation a role model from the teachings of previous generations. Until now, education has no boundaries in explaining the meaning of education comprehensively due to its complex nature, just like its target, which is humans. Educational science is a collection of knowledge or concepts that are systematically organized and have certain scientific methods that investigate and reflect on the phenomena of educational actions or a process of assistance provided by adults to children who are not yet mature to achieve their maturity in order to prepare them for a meaningful life. A meaningful life is a life that is always eager to continue engaging with society with noble values. One of the efforts to prepare for a meaningful life is through inclusive education programs. Inclusive education is an embracing form of education, meaning it involves and includes all individuals without discrimination, regardless of their conditions. (Paramansya, Arman; Parojai, 2024). The condition referred to is the presence of limitations in a person, whether physical or mental. The condition of limitation is more commonly referred to as disability or special needs. In inclusive education, students with disabilities are referred to as children with special needs (CSN), where these CSN students are accepted to

learn together with regular students in general. In the implementation of learning, students with special needs will receive special services and interventions according to their needs. (Bening, Tiara Permata, 2022). With the provision of appropriate services and interventions, it is hoped that students with special needs will be able to develop their potential and participate in community life.

Developing the potential of students is part of the implementation of peace education. (Peace Education). The implementation of peace education can help create better citizens and a harmonious and inclusive society. (Istianah, Anif, Bunyamin Maftuh, 2023). It means that in peace education, the focus is not only on peace from war and conflict, but rather on teaching peace starting from oneself. The concept of peace education is a learning process to acquire values, knowledge, attitudes, skills, and behaviors that enable a person to live in harmony with oneself, others, and the natural environment. (Musyawir, 2022). Peace in Islam does not only mean the absence of war or violence, but also the presence of justice and the creation of conditions that allow humans to realize their potential. The values of peace education in Islamic studies include: the prohibition of oppression, equality of status, justice, freedom, harmony, mutual assistance, tolerance, and social solidarity.

The values of peace education in Islamic studies are very much in line with the goals of inclusive education, including eliminating discrimination, improving the quality of education, facilitating social and emotional development, preparing students for the real world, and supporting independence and empowerment. To achieve the goals of inclusive education and to implement the values of peace, especially for children with special needs, cooperation with various parties is essential. One of the most important roles is that of parents, who must be at the forefront of the learning process, especially for children with special needs. Parents are obligated to provide support to their children, particularly those with special needs. The support given by parents can help increase motivation in learning. (Rahmadina, Fathiya Shafa, Feby Athirah Khairunnisa, 2021). By giving praise, encouragement, and positive attention, children feel confident and motivated to achieve success both academically and non-academically.

METHOD

This research uses a qualitative approach. The qualitative approach is a research method that analyzes and collects data in the form of words obtained from informant sources. (Warul Walidin et al, 2015). The research was conducted at RA Riyadlotul Uqul from July 2024 to October 2024. Data sources were obtained from primary and secondary sources. Primary data sources were obtained from interviews with the school principal and teachers assisting the special needs class. Secondary data sources were obtained from the analysis of primary data, classroom documentation, inclusive school data, school environment, journals, and books. Data collection techniques were carried out through observation, semi-structured interviews, and documentation. The validity of the data is tested using source triangulation and data analysis techniques employing an interactive analysis model that includes data collection, data reduction, data presentation, and conclusion drawing. (Sutriani, 2019).

RESULTS AND DISCUSSIONS

RA Riyadlotul Uqul is one of the early childhood education schools in Malang Regency that has operational permission from the Ministry of Religious Affairs. This institution is located in a village that is somewhat far from the urban area. There are around 47 students, consisting of 42 regular students and 5 students with special needs (ABK). The 5 students with special needs originated from the presence of children with special needs in the village. Subsequently, with several considerations, the school made efforts to accept these students to provide educational services to the community in accordance with Law Number 23 of 2002 on Child Protection and Law Number 20 of 2003 on the National Education System.

The implementation of Inclusive Education at RA Riyadlotul Uqul refers to Law No. 20/2003 on the National Education System, specifically Article 5, paragraph 1, which states that every citizen has the same right to obtain quality education. In providing quality services, the implementation of inclusive education has been evaluated by considering several important factors, such as the curriculum, facilities and infrastructure, special education teachers, school-parent relationships, and the challenges faced by the school. The selection of the curriculum is based on the assessment results of students with special needs, so that the provision of educational services aligns with the students' needs. (Agustin, 2019). The curriculum models that can be chosen in the implementation of inclusive education include adaptation, modification, substitution, or omission. These curriculum models are selected based on the type of obstacles and the abilities of the students.

The role of teachers in the implementation of inclusive education also becomes a success factor. (Sari, Ratna Tiara, 2023). In this case, teachers need to observe and analyze students with special needs. Special assistant teachers are highly trained and have sufficient experience in assisting students with special needs. This is necessary because the psychological condition of students with special needs is different from regular students. These differences will affect the selection of methods, strategies, tools, and time applied and needed in the special education of students with special needs. In addition to having an understanding of teaching students with special needs, special assistant teachers for students with special needs also need to have skills in providing services such as exercises or therapy. Although the therapy provided is still simple, it can help students maximize their abilities.

In maximizing the abilities of special needs students, it is not enough to provide educational services or therapy; the involvement of parents is a crucial part of supporting special needs students. RA Riyadlotul Uqul always involves parents in the learning support of students. Parents are always given information related to learning, habituation, and what needs to be practiced for special needs students at home. The involvement of parents both at school and at home is an important factor in providing quality educational services. Parents are the primary responsible parties in their child's education (Qamar, 2017). Parents not only help children with special needs in organizing activities related to daily school life, but also provide motivation for the child to keep progressing and guide the child through the curriculum. The roles and functions of parents towards children with special needs include parents as primary companions, advocates, sources, teachers, and diagnosticians.

The involvement of parents in the education process of children with special needs is part of the implementation of peace education. Peace Education emphasizes the harmony of three important pillars in its implementation, namely students, educators, and parents. (Chotib, 2012). parents play the role of partners with teachers to encourage, support, and develop the realization or implementation of a culture of peace without violence. In accompanying children with special needs, patience and firmness are very much needed. The firmness applied to children with special needs in learning should not cause trauma. The firm and loving behavior shown by parents will serve as an example for children on how they should behave. In addition, an open attitude and willingness to engage with the community will help the child to confidently present and express themselves in society with their unique abilities.

An open attitude from parents towards children with special needs can prevent the occurrence of violence. As is happening now, violence is prone to occur among vulnerable groups. (Azhar, Jihan Kamilla, Eva Nuriyah Hidayat, 2023). In many places, people with disabilities are the most vulnerable group, so they often experience violence both verbally and physically. Therefore, the role of parents is very important in the growth and development of children with special needs, so that they can develop and maximize their potential to exist in community life. In addition to that, society will learn that a person's limitations are not a condition that deserves to be belittled or used as a subject of ridicule. Thus, a way of life in society will emerge in accordance with the values of Peace Education, namely respecting differences, mutual respect, harmony, helping each other, tolerance, and social solidarity.

CONCLUSIONS

In the implementation of inclusive education programs, parents play a very important role in the growth and development of children with special needs. Through parental guidance, children with special needs will be able to maximize their abilities, allowing them to perform and express themselves in community life with their unique strengths. Moreover, the openness of parents towards society regarding children with special needs will provide a general lesson to the community to accept differences, live in mutual respect, tolerance, harmony, and social solidarity in accordance with the values of peace education.

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