

THE ROLE OF PARENTS AND EDUCATORS IN THE DEVELOPMENT OF NON-ACADEMIC ACHIEVEMENTS OF STUDENTS WITH SPECIAL NEEDS IN SPECIAL SCHOOLS

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Abstract

This study aims to find out how the roles of parents and educators are formed, as well as the obstacles faced in the development of non-academic achievement of students with special needs in extraordinary schools. This study uses a qualitative research method with a case study type. The subjects of this study are parents and educators. Data collection uses interviews, observation, and documentation techniques with researchers as the main instruments. The data analysis methods used are Miles, Huberman, and Saldana, which include the process of data collection, data reduction, data presentation, and conclusions drawn. Data validity is used to triangulate data and conduct member checking. The results of the study show that parents play an important role in the development of children's non-academic achievements. This role is shown through several involvements, namely parenting (understanding children's characteristics, providing direction, motivation, and creating an environment that supports children's achievements), communicating (communicating with the school about children's development and needs, in non-academic fields), volunteering (providing emotional support, motivation, and being actively involved in children's non-academic activities), learning at home (accompanying children to learn and practice at home and doing collaboration with educators to provide supervision), decision making (decision-making related to children's non-academic achievement through collaboration with schools and external parties), and collaboration with community (collaboration with schools and communities to support children's activities and development). The role of educators includes several points, namely Mentor (providing extracurricular programs and collaboration with external coaches to assist students in the development of students' non-academic achievements), facilitators (providing resources, training facilities, and learning methods tailored to students' needs), collaborators (collaborating with parents of fellow educators, external institutions such as NPCs and coaches to support student training and development), and motivator (providing motivation, emotional support, and individualized guidance to students).

Keywords: Role of Parents, Role of Educators, Non-Academic Achievements, Children with Special Needs

Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana bentuk peran orang tua dan peran pendidik, serta kendala yang dihadapi dalam pengembangan prestasi non akademik siswa berkebutuhan khusus di sekolah luar biasa. Penelitian ini menggunakan metode penelitian kualitatif dengan jenis studi kasus. Subjek penelitian ini adalah orang tua dan

pendidik,. Pengumpulan data menggunakan teknik wawancara, observasi, dan dokumentasi dengan peneliti sebagai instrumen utama. Metode analisis data yang digunakan yaitu Milles, Huberman, dan Saldana, yang meliputi proses pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Keabsahan data digunakan triangulasi data dan melakukan member checking. Hasil penelitian menunjukkan bahwa orang tua berperan penting dalam pengembangan prestasi non akademik anak. peran ini ditunjukkan melalui beberapa keterlibatan, yaitu parenting (memahami karakteristik anak, memberikan arahan, motivasi, dan menciptakan lingkungan yang mendukung prestasi anak), communicating (berkomunikasi dengan pihak sekolah mengenai perkembangan dan kebutuhan anak, dalam bidang non akademik), voluntering (memberikan dukungan emosional, motivasi, dan terlibat aktif dalam kegiatan non akademik anak), learning at home (mendampingi anak belajar dan berlatih di rumah serta melakukan kolaborasi dengan pendidik untuk memberikan pengawasan), decision making (pengambilan keputusan berkaitan dengan dengan prestasi non akademi anak melalui kolaborasi dengan sekolah dan pihak eksternal), dan collaboration with community (kolaborasi dengan pihak sekolah dan komunitas untuk mendukung kegiatan dan perkembangan anak). Peran pendidik meliputi beberapa poin, yaitu Mentor (menyediakan program ekstrakurikuler dan kolaborasi dengan pelatih luar untuk mendampingi siswa dalam pengembangan prestasi non akademik siswa), fasilitator (menyediakan sumber daya, fasilitas latihan, dan metode pembelajaran yang disesuaikan dengan kebutuhan siswa), kolaborator (bekerja sama dengan orang tua sesama pendidik, lembaga luar seperti NPC dan pelatda untuk mendukung latihan dan pengembangan siswa), dan motivator (memberikan motivasi, dukungan emosional, dan bimbingan individual kepada siswa).

Kata kunci: Peran Orang Tua, Peran Pendidik, Prestasi Non Akademik, Anak Berkebutuhan Khusus

INTRODUCTION

Education has a very central position in the life of society, religion, nation, and state. Everyone has a great desire to receive an education, even willing to exert their whole soul and body to achieve it. Education will not be separated from three aspects that have an important role, namely parents, educators, and school principals, but in reality, there are still many parents who have difficulties in educating and fostering their children's non-academic achievements. This is due to the lack of knowledge and understanding, as well as the sensitivity of parents to the needs of their children. (Khasanah & Fauziyah, 2020).

The role of parents is the main point in children's education, namely, teaching children religious education, including worship, teaching children to read, and teaching and practicing positive activities. In addition, children are also taught how to be polite and polite, honest, and speak kindly. (Ruli, 2020: 144). According to Epstein (2009: 85), the role of parents in helping the non-academic achievement of children with special needs includes parenting, communicating, learning at home, collaborating with the tea community, volunteering, and decision making. In addition to parents, educators also have an equally important role in a student's education. According to Marpaung & Putra (2022: 10034), in their research, it is explained that the role of an educator is as an inspirer, organizer, motivator, and supervisor. Based on this opinion, educators are indeed required

to be more creative, innovative, and responsive in providing learning for their students. The role of parents and educators is something that must be done in developing their children, especially for children with special needs. According to Owa et al. (2023), students with special needs are students who need special education and services to develop their human potential perfectly. The mention of students with special needs, because, in meeting their life needs, these students need the assistance of educational services, social services, guidance and counseling services, and various other types of services that are special services. Regarding the term students with special needs based on the educational context, it is divided into several categories, namely blind students, deaf students, disabled students, disabled students, blind students, and intelligent and special gifted students (Qonita, et al, 2024).

Being a student with special needs, it is possible to have achievements. In line with this opinion, it is also said that being a student with special needs does not guarantee that ABK cannot have achievements in both academic and non-academic fields, like students in general. (Mustika & Aulia, 2023: 208). One of the SLBs that is recorded to have many achievements, both from the regional level to the national level and even international, is SLB Negeri 1 Bantul. SLB Negeri 1 Bantul is one of the SLBs that is famous for the achievements that its students have, ranging from the regional level, the national level, and even to the international level. With various forms of achievements, including sports, dance, batik, painting, music, gastronomy, makeup, and other skill fields, with various champions. The results of observations are also known that for now as of 2024, as many as 20 students at SLB 1 Bantul have achieved non-academic achievements starting from LKSN at the provincial level, FLS2N at the district level, and O2SN at the provincial level, the achievements achieved by their students are more diverse in the field of non-academic achievement, including in the fields of sports, arts, and skills.

The facilities and infrastructure provided are quite complete, starting from batik classes, music arts, table tennis practice rooms, tennis courts, talent service centers, and others, of course, which will support the achievements of the students. In addition, the school also collaborates with trainers who are experts in their fields to provide more intensive training to students. From the large number of SLB schools in Yogyakarta, the researcher is interested in conducting research at SLB Negeri 1 Bantul. Based on this description, the researcher is interested in conducting a scientific study entitled "The Role of Parents and Educators, in the Development of Non-Academic Achievement of Students with Special Needs in Special Schools" and what obstacles are faced in the development of non-academic achievements of students with special needs, this study provides a deeper understanding of how the role of parents, the role of educators, and the role of the principal in the non-academic achievement of students with special needs in Extraordinary Schools.

METHOD

This research uses a qualitative approach with a case study type of research. Sugiyono (2021: 361) revealed that qualitative research is an umbrella of all types of research

approach procedures used to study social life that are natural and natural. Furthermore, Creswell (2015: 939) stated that case studies are in-depth explorations of bounded systems (e.g., activities, events, processes, or individuals) based on extensive data collection. This type of research is used to examine cases or problems of the role of parents, educators, and school principals towards students with special needs who excel in non-academic achievement in Extraordinary Schools.

This research was carried out in one of the extraordinary schools, namely one of the SLBs in Yogyakarta. This research was conducted on parents and educators who have students with special needs who excel non-academically in Extraordinary Schools. The object of research is a person who can provide in-depth information related to the problem to be researched. The research subjects in this study are four parents and four educators who are in the field of handling the talents and interests of students with special needs who have non-academic achievements in extraordinary schools.

Table 1. List of Research Data Sources

NO	DATA SOURCE	TYPES OF DATA SOURCES	SUM
1.	Parents	Main	4 Respond
2.	Educators	Main	4 Respond

The instruments in this study contain observation instruments, interview instruments, and documentation that include parents of students and educators. The validity of this research data was established by triangulating sources and methods. Source triangulation is a test of the validity of data by checking the data of interviews with parents and educators. The triangulation method checks the validity of data from research results with the same source using several data collection methods, namely observation, interviews, and documentation. The data analysis technique used in this study is the data analysis technique used is the Miles and Huberman model data analysis technique. According to Miles and Huberman (2018), there are four stages in data analysis with *the Miles and Huberman model*, namely data collection, data condensation/reduction, data analysis or data presentation, and concluding.

RESULTS AND DISCUSSION

1. The role of parents

The role of parents includes several aspects, including *parenting, communicating, volunteering, learning at home, decision-making, and collaboration with the community*. There is the following explanation:

a. Parenting

The findings obtained in this *parenting process* are that the majority of parents first understand the characteristics and needs of their children at home, which includes the child's hobbies and habits, in carrying out this parenting process, it is important for parents to understand in advance the condition and needs of their children so that parents can

provide good parenting to support the achievements of their children. The results of this finding are in accordance with the opinion of Badriya & Fitriana (2018) in their research results, explaining that parents who understand their children's potential can help direct the development of children's skills in areas that are in accordance with children's intelligence. The findings also found that parents are involved in providing direction on the talents and interests possessed by their children, both in the fields of skills, arts, and sports. The importance of this direction from parents will make children more courageous and free in developing their talents and interests. Hidayatun (2022) revealed the same thing, that one of the roles of parents in fostering children's non-academic achievement is to provide direction to children related to their children's potential and interests. In addition to the form of encouragement and direction, it was also found that in this parenting process, parents provide infrastructure and facilities that support their children's non-academic achievements at home. In the previous research, it was also explained that the provision of facilities such as media, teaching aids, including children's education costs, and all children's educational needs, and other supporting programs is important to be provided by parents. (Umar, 2015:27).

b. *Communicating*

The communication process is carried out based on the findings in the field. Parents communicate with the school, and the acquisition of information obtained by parents is more obtained from educators in the field of skills in the school. The information obtained is related to what skills can be developed by children at the school, starting from the fields of arts, skills, and sports. This communication is considered to unite the direction and goals in developing children's non-academic achievements. This finding is in line with the opinion of Irwan, Nuryani, & Nasrudin (2023: 146), who revealed that cooperation between teachers and parents of students is an important part of the development of activity programs in schools, including extracurricular activities and the development of learning facilities. The findings also showed that communication carried out by parents was related to the extent of development and interaction of their children at school. It was also found that parents communicated related to the needs and facilities of children at home, as well as information related to competition activities that would be carried out by their children. This communication is important to see parents who need a considerable understanding in understanding their child's condition outside of school, and this can be solved if parents coordinate and communicate well with the school. In line with these findings, Suprihatin, Erlani, & Lalan (2024) revealed that parents communicate with the school, especially educators, to ask questions related to the extent of their child's development at school, including their child's non-academic achievement.

c. *Volunteering*

Based on the findings of several points of findings obtained are that parents are involved in providing motivation and emotional support in the form of direction, advice, which is psychologically very important in increasing their child's confidence, parents are also

involved in collaborating and actively discussing their child's development with the school, parental involvement is also shown by providing facilities and infrastructure facilities for their children at home, in addition to that, parents also provide supporting resources such as coaches and building positive energy with the family in guiding their children, besides that parents are involved in the process of supervision and guidance to their children at home by taking part physically in various activities at school such as competition activities, exercises, and all activities at school that are related to children's non-academic achievements. From the results of these findings, it was found that parents are involved in their children's non-academic achievements, not only limited to communication, but also include various real aspects in which parents always take part. This is urgently done to encourage children intensively. These findings are in line with the opinion that good communication between educators, students, and parents is very important in supporting children's activities at school, and strong collaboration between educators, students, and parents is crucial in improving the quality of children's education. (Abida & Kamalia, 2024: 26)

d. *Learning at home*

The results of the findings obtained in this point include, parents provide special time for children to study at home and scheduled exercises, this finding can be seen from the independence of children at home, parents also provide assistance to children learning at home this assistance is physical where parents provide direct assistance to children, especially when their children are practicing children at home, Parents also provide adequate facilities to support children's training at home. It can be concluded that the role of parents is crucial in supporting their children's non-academic achievements. The form of parental involvement varies, ranging from direct guidance at home, providing adequate facilities, good communication with schools, to involving other family members in developing children's potential. All of these factors contribute significantly to the development of children's talents and interests outside of academia. Srifariyati, Susanti, & Lukman (2024) revealed that the provision of good facilities and infrastructure can support the learning process in schools. With the right support from parents and a conducive environment, children can more easily achieve non-academic achievements that suit their interests and potential.

e. *Decision making*

The findings obtained are that parents are involved in decision-making related to their children's non-academic achievements, parents are also involved by educators in developing their children's achievements, parents also coordinate with families at home, in addition to internal parties, parents also collaborate with coaches outside of school in the process of developing their children's talents and interests. Parental decision-making in supporting children's non-academic achievement is not done individually, but through collaboration involving schools, families, and external parties such as coaches. Communication between parents, teachers, and family members is an important factor in

determining the right steps to develop children's potential. This finding is in line with the opinion of Nurhastuti, Zulmiyetri & Budi Setia (2021), who revealed that good communication between the family and the school is a very important need in optimizing the non-academic achievement of students with special needs.

f. *Collaboration with community*

The findings obtained are that parents collaborate with various parties, both internal and external. Internal parties include educators, families, and external parties. Parents collaborate with training clubs at school. At this stage of collaboration, most parents collaborate with the school, while a small number of parents collaborate with parties outside the school, namely by collaborating with special table tennis training clubs outside the school environment. The next finding is one of the reasons why parents do not cooperate with parties outside the school, because parents already feel well facilitated by the school.

g. *Inhibiting factors*

Based on the findings in the field from the results of the interviews conducted, the obstacles obtained are time constraints, parents' busyness at home, and parents are not always intense in providing guidance and supervision to their children. This finding is in line with the opinion of Hero & Sni, (2018) which reveals that parents' busyness is an obstacle that often occurs in conducting child coaching at home, besides that parents face obstacles faced by parents are communication with their children, because of the obstacles that their children have, and the level of understanding of parents in understanding their children, especially children with hearing impairments difficulty in communicating deeply with their children. This opinion is in line with the opinion of Humphries et al. (2019), who stated that Sign language plays an important role in language acquisition, cognitive development, literacy, and learning. It can be a bonding experience for parents and children. Parents also have difficulty in regulating the mood of students; the mood of students that tends to change makes parents slower in providing direction and input to their children. These findings are in line with the opinion of Karnilowicz et al. (2018) who reveal that the emphasis on good parent-child interaction will build a varied emotional, responsiveness, and guidance for children.

2. *The role of educators*

The role of educators includes various aspects, including the role of educators in the form of mentors, facilitators, collaborators, and motivators. The explanation is as follows:

a. *Mentor*

The role of mentors is shown in the form of providing programs, educators also provide training facilities by using learning approaches and methods that are tailored to the characteristics and needs of students, the approach is carried out in a gradual, slow and and combined theory-based and practical learning so that students find it easier to understand the process exercises performed. Educators also take a personal and

psychological approach to students. After knowing how the students are psychologically, the educator designs a learning program that is in accordance with the characteristics, needs, talents, and potentials possessed by students. These findings are in line with the opinion of Indah et al. (2022), who reveal that teachers need to understand the psychological context of students before designing a learning program that suits the talents, needs, and potentials of these students. Educators also provide assistance and supervision to students both outside and during school hours by applying additional practice hours outside of school hours. This is done so that students are more engaged in carrying out the training process.

b. Facilitator

The role of educators as facilitators is carried out in the form of providing adequate programs for students, of course, adjusted to the needs and characteristics of students. These programs are related to programs in the fields of skills, arts, and sports. The findings are in line with the opinion of Li (2023), who said that student-centered education has a positive impact on students' non-academic achievement, which includes learning quality, personality, and social adaptability. Educators also provide additional resources outside the school in the form of additional trainers. Educators facilitate students by building relationships and cooperation with parties outside the school to provide adequate training for children at school and outside of school. Heers & Klaveren (2016) also revealed that school collaborations with organizations or institutions outside of school, such as sports clubs, arts institutions, or professional communities, provide access for students to learn more deeply about non-academic skills

c. Kolaborator

The role of educators in the form of collaborators is shown by being a connecting bridge in fostering students' non-academic achievements, carried out with fellow educators and parents. Collaboration is related to communication development, training schedules, children's health, and condition. This finding is supported by the opinion of Juwinarti (2024), who reveals that most teachers and parents believe that communication and collaboration between them are very important in the education of children with special barriers. The second finding obtained was that educators collaborated with class teachers from students, then with fellow coaches at school. Besides that, educators also collaborated with external school parties, including the NPC (National Paralympic Committee), to conduct joint exercises with other students outside the school. In addition, educators also collaborate with the Pelatda (Regional Training Center) for training facilities as well. The results of the above findings indicate that by collaborating well with all parties, both internal and external to the school, it will be effective in developing students' non-academic achievements. The results of the next findings made by educators invited coaches from outside the school; these coaches are coaches who certainly have expertise in their own fields, including the fields of art, skills, and sports. This opinion is in line with the opinion of Alkadri (2020), who reveals that it is important to involve

external coaches who have special skills to help students hone their potential in sports and other skills through regular exercises.

d. Motivator

Based on the findings in the field, educators revealed that achievement is very important in encouraging students' non-academic abilities by providing the right motivation that will give more confidence to individual students. In addition, by providing good motivation, students will also be more courageous to be actively involved in every activity. By providing motivation, students also tend to be more enthusiastic and persistent in participating in competitions, as well as persistent and diligent in practicing. With motivation too, students can get commitment and become better in the future. The next finding is a form of motivation provided by educators in the form of emotional support to students, namely by providing motivation in the form of speeches that build the enthusiasm of students. In addition, educators also use a form of praise for students' progress so that they feel more appreciated. Educators also motivate by paying more attention to providing individual guidance to students. Educators also revealed that in providing motivation and encouragement to students, it is carried out with various strategies, including learning in stages, providing small challenges to develop students' potential and talents, providing emotional support, building student confidence, giving tasks more simply, giving praise for student progress, involving students in discussion activities related to their potential, give more attention, adapt activities to the potential of shiva, and involve children with group exercises. The next finding is that educators reveal that motivation is an activity that is always carried out by educators, both in learning activities and in the practice process. The reason is that by providing motivation and encouragement to students, they will be able to develop students' abilities.

e. Inhibiting factors

Based on the results of the interview, it was found that the inhibiting factor of the role of educators in coaching non-academic achievement of students is especially in the field of beauty, the main obstacle faced is that educators have difficulty finding models for students to practice, because it is known that for beauty programs, they need models to be used as a medium for makeup exercises. Some educators also experience difficulties in communicating with students, because not all educators understand in depth related to sign language, so they need help from other teachers who understand sign language to provide direction to students. Ramadhanti & Harsiwi (2024) also revealed that the challenges that teachers often face in conducting learning for children with special needs are difficulties in communicating with students, especially using sign language in conducting learning in the classroom. The second obstacle is that educators experience limited initial information about the characteristics and needs of students, so it takes a long time for educators to conduct initial assessments for students. This finding is in line with the opinion that the diversity of student characteristics is one of the challenges for educators in carrying out learning. Elviya & Sukartiningsih, (2003) who revealed that the

ability of teachers to accommodate the diversity of characteristics and interests of students is the key to the success of the learning process itself. The next obstacle is that educators face students who tend to get bored quickly during practice to hinder the practice process carried out by students and the lack of student confidence so that it interferes with the course of training. The third obstacle is that educators have difficulty in regulating the mood of students who often change which can suddenly become a big challenge for the educator himself, and the obstacle is also more of an external factor that cannot be expected to come, because it can also be known that the physical and mental condition of students with special needs tends to be more easily changed, such as illness and others. These findings are in line with the opinion of Zuhdi (2024), who revealed that one of the challenges faced by educators in providing learning to students with special needs is regulating children's emotions. Rapid mood swings and high emotions can be the main factors that prevent them from participating in the learning process. The last obstacle expressed by educators is that educators have difficulty in approaching students personally. This finding is in line with the opinion of Williams (2007), who revealed that there are various challenges faced by educators in taking a personal approach to students, including the large number of students, diverse needs, time constraints, and the complexity of students' backgrounds. So this difficulty makes educators feel burdened to give adequate attention individually to each student. This approach process is important to build good interaction with students so that the learning carried out can be more optimal and comfortable without any pressure on the students themselves.

CONCLUSION

Based on the results of the research and discussion, research conclusions were obtained regarding the role of parents, educators, and principals in the non-academic achievement of students and the obstacles faced by parents, educators, and principals in fostering the non-academic achievement of students with special needs in extraordinary schools. The conclusions obtained are as follows:

1. The role of parents and educators in the development of non-academic achievement of students with special needs in schools is extraordinary.
 - a. The role of parents in the form of *parenting* is shown in the form of deepening their roles by first trying to understand the characteristics and needs of their children at home, providing direction to children's potential and talents, collaborating with schools in developing their children's talents and interests, and providing a learning environment that supports children's potential and talents. The role of parents in the form of *communicating* is carried out by communicating with the school related to their child's development, their child's social interaction at school, competition activity programs, and the progress of their child's achievements at school, and communicating related to what needs and facilities can support their child's non-academic achievement at school. The role of parents in the form of *volunteering* is related to providing motivation and emotional support to their children,

participating in decision-making related to their children's non-academic achievements at school, providing assistance and supervision of their children's non-academic achievements, providing facilities and resources needed by their children, and coordinating with the school related to their children's non-academic activities at school. The role of parents in the form of *learning at home* is carried out by assisting when children practice and study at home, according to the child's talents and potential, providing learning time for children at home, involving family members in children's training activities at home, and collaborating with teachers in providing guidance and supervision to children at home. The role of parents in the form of *decision-making* is carried out by educators, involving parents in decision-making related to children's non-academic achievements at school. In supporting children's non-academic achievements, it is not done individually, but through collaboration involving schools, families, and external parties such as coaches. Thus, decision-making in this context relies heavily on effective communication and good cooperation between various parties. The role of parents in the form of *collaboration with the community* is carried out by collaborating more with the school, especially teachers in the field of skills, then one of the respondents collaborates with parties outside the school, namely the training club, and parents also collaborate with families at home to assist their children's non-academic achievements.

- b. The role of educators. Based on the results of the study, it can be concluded that the role of educators as mentors, mentor activities carried out as providing extracurricular programs, which can support students' non-academic achievements, including in the fields of arts, skills, and sports, and are carried out in the form of additional practice hours outside school hours. In addition, educators also collaborate with coaches outside the school in mentoring students. Educators also assist every non-academic activity at school, starting from the coaching process, practice, to the competition stage, both inside and outside the school. The role of educators as facilitators. This role is carried out in the form of providing qualified resources, such as providing various extracurricular activities at school, inviting trainers who are experts in their fields to conduct more intensive guidance, and then providing learning approaches and methods that suit the needs and characteristics of students. Good and complete training facilities are also provided so that students can practice more intensively at school. The role of educators as collaborators. Collaboration is carried out with various parties, both inside and outside the school. Inside the school, the educator collaborates with fellow educators and parents, while outside the school, the educator collaborates with the NPC (National Paralympic Committee) to do joint training with other students outside the school. In addition, educators also collaborate with the Pelatda (Regional Training Center) for training facilities as well. Collaboration is also carried out with several institutions of higher education and schools in supporting the non-academic achievement of students. The role of educators as motivators. This form of role is carried out by providing good

motivation to students and providing direction in every non-academic activity of students, providing emotional support to students and giving encouragement to students, as well as giving more attention in guiding students individually.

2. The obstacles faced by parents and educators to the non-academic achievement of students with special needs in schools are extraordinary.
 - a. Parental constraints. Based on the results of the discussion, the majority of the obstacles faced by parents, namely the difficulty of parents in managing time at home with children's activities at school, then parents experience obstacles in communicating so that it has an impact on the delivery that is hampered when assisting at home, parents also experience obstacles in controlling the emotions of their children, especially the mood of their children which often change.
 - b. Educator constraints. Based on the results of the discussion of the obstacles faced by educators in fostering non-academic achievement of students, including educators experiencing difficulties in approaching students personally. So that this difficulty makes educators feel constrained to give adequate attention individually to each student, educators also experience difficulties in regulating the mood of students who are often changing, and the health factors of students who are often disturbed. Educators also experience obstacles in the limitation of initial information about the characteristics and needs of students, and the last obstacle is that in the field of beauty, educators have difficulty in finding models to be used as a training medium in schools. The author would like to thank the University where I carry out my studies, all lecturers, especially my supervisors, who have provided direction and input in the preparation of writing this scientific paper, not forgetting that the author also conveyed to the school that has provided the opportunity for the author to research so that research data is obtained in accordance with the research objectives that the author meticulously researched, along with all educators and staff at the school who has accompanied during the research process, once again the author would like to thank you very much. This writing is certainly inseparable from the shortcomings found both in the writing and presentation of data therefore, constructive suggestions and inputs are very welcome to conduct subsequent research, especially those that focus on the field of non-academic achievement of children with special needs.

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