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A School Partnership Model for Improving Children's Learning Achievement in Special Schools

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Abstrak

Partnerships between schools and parents are an important factor in the educational success of children with special needs (CSN), particularly in special schools. This study aims to describe the model of school and parent partnership in improving the learning achievements of CSN at SLB Negeri 7 Jakarta. The approach used is descriptive qualitative with data collection techniques through interviews, observations, and documentation. The results of the study show three main partnership models, namely: communicative partnership, participatory partnership, and collaborative partnership, carried out through the preparation and implementation of the Individualized Education Program (IEP). Supporting factors for the partnership include participative school leadership, opencommunication, and increased parental awareness.
Keywords: school and parent partnership, children with special needs, inclusive education, learning achievement

Introduction

Education is a fundamental right for every child without exception, including for children with special needs (ABK) who have obstacles in physical, mental, intellectual The principle of education for all (Education for All) emphasizes that every child has the right to equal opportunity to develop their potential optimally through a fair, inclusive and quality education system (Paramansyah & Parojai, 2024). In a global context, inclusive education is part of Sustainable Development Goals (SDGs) point 4, which aims to ensure quality and inclusive education for all (Sulaiman et al., 2024). This requires cross-stakeholder collaboration between educational institutions, communities, and families to support children's learning. Within this framework, partnerships between schools and parents are a crucial component, as the family is the primary educational environment for children.(Robingatin & Khadijah, 2019). Thus, the role of parents is not merely complementary, Krismanda et al. (2017)emphasized that effective partnerships can be built through the use of social media and digital information systems that enable ongoing two-way communication between teachers and parents.Sukarni & Jati (2020)Developing a partnership system based on Epstein's Framework that places communication, home learning engagement, and collaboration in decision-making as key pillars of the parent-school relationship. In the context of children with special needs, this partnership is key to success because the learning process relies heavily on consistent guidance between the school and the family.(Kuwat & Mahmudah, 2021)Therefore, building a relevant, adaptive,

The principle of education for all (Education for All) emphasizes that every child has the right to equal opportunity to develop their potential optimally through a fair, inclusive and quality education system.(Rafikayati & Badiah, 2023)In Indonesia, the inclusive education policy is expressly regulated in Law Number 20 of 2003 concerning the National Education System which guarantees the right to learn for all citizens without discrimination.(Wahyudin, 2020)Inclusive

education not only emphasizes the acceptance of students with special needs in regular or special schools, but also demands the adaptation of the curriculum, methods, and learning environment to suit the individual needs of the child.(Paramansyah & Parojai, 2024). In a global context, inclusive education is part of Sustainable Development Goals (SDGs) point 4, which aims to ensure quality and inclusive education for all (Sulaiman et al., 2024). This requires cross-stakeholder collaboration between educational institutions, communities, and families to support children's learning. Within this framework, partnerships between schools and parents are a crucial component, as the family is the primary educational environment for children.(Robingatin & Khadijah, 2019). Thus, the role of parents is not merely complementary, but rather a strategic partner of the school in realizing humanistic and inclusive education.(Fatchurrohman, 2018).

In the context of special education, the partnership between schools and parents has a more complex role than in regular education.(Wijaya, 2019)Children with special needs require individual learning strategies, strong emotional support, and continuity between learning experiences at school and at home.(Selian, 2024). According to Fuaddiana & Hibana (2024)The relationship between schools and parents should not stop at administrative communication alone, but rather develop into a collaborative and participatory partnership. Schools need to facilitate dialogue and empowerment for parents so they can play an active role in supporting their children's academic and social development.Krismanda et al. (2017)emphasized that effective partnerships can be built through the use of social media and digital information systems that enable ongoing two-way communication between teachers and parents.Sukarni & Jati (2020)Developing a partnership system based on Epstein's Framework that places communication, home learning engagement, and collaboration in decision-making as key pillars of the parent-school relationship. In the context of children with special needs, this partnership is key to success because the learning process relies heavily on consistent guidance between the school and the family.(Kuwat & Mahmudah, 2021)Therefore, building a relevant, adaptive, and sustainable partnership model is an urgent need in Indonesia's inclusive education system.

Ideally, the partnership between schools and parents should run harmoniously with a pattern of open communication, active participation, and collaboration in every stage of learning.(Supardi et al., 2023)However, the reality on the ground shows that there is still a gap between theory and practice.(Rahman, 2014)Many special schools have not been able to create consistent partnerships due to limited resources, differences in perception between teachers and parents, and low levels of participatory awareness.(Rosmaladewi, 2018)Based on preliminary findings at SLB Negeri 7 Jakarta, the level of parental involvement in educational activities still varies, particularly in programs that require in-person attendance, such as child development consultations or parenting training. Several teachers revealed that only a small proportion of parents actively communicate regularly about their children's conditions at home. This situation creates a disconnect between learning strategies at school and support approaches at home. Furthermore, some parents still believe that their children's education is solely the responsibility of teachers, thus limiting their involvement in supporting learning. This gap highlights the need to identify factors that influence the effectiveness of partnerships between schools and parents, particularly in the context of children with special needs.

Conceptually, the partnership between schools and parents is expected to be a means to strengthen children's learning motivation, increase independence, and create a synergistic learning environment between home and school.(Fatchurrohman, 2018)Through effective partnerships, parents can understand their children's individual needs, support the learning process at home, and contribute to educational decision-making.(Fuaddiana & Hibana, 2024)However, in practice, these efforts have not always worked as expected. At SLB Negeri 7 Jakarta, for example, limited time for parents who work full-time is often cited as a reason for

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poor attendance at school activities. Some parents also struggle to understand the terminology and learning strategies used by teachers for children with special needs. As a result, home support patterns do not always align with the educational approaches used at school. Furthermore, psychological factors such as shame, low self-esteem, and social stigma against children with special needs contribute to weakened communication between schools and families.(Rahman, 2014)This situation demands a partnership management strategy that is adaptive, contextual, and oriented toward empowering both parties. Therefore, this research aims to address this need by exploring an effective and relevant partnership model at SLB Negeri 7 Jakarta.

Several previous studies have highlighted the importance of collaboration between schools and parents in supporting children's educational success.Simamora et al. (2023)shows that local needs-based partnerships can significantly improve student motivation and learning achievement.Fatchurrohman (2018)emphasized that parental participation in school activities creates a more democratic and inclusive learning climate. Meanwhile,Krismanda et al. (2017)found that social media can be an effective means of communication between teachers and parents in strengthening educational partnerships.Supardi et al. (2023)added that the principal's leadership plays a crucial role in creating a collaborative culture between schools and parents. However, most of this research has been conducted in regular or secondary education contexts and has not specifically addressed special needs schools (SLB). Furthermore, previous studies have emphasized the importance of communication without providing a structured and applicable partnership model for special needs education settings. Therefore, this research has the potential to fill this gap.

The novelty of this research lies in the development of a partnership model that integrates three main approaches—communicative, participatory, and collaborative—simultaneously and contextually within SLB Negeri 7 Jakarta. This model emphasizes the principle of equal roles between teachers and parents, as well as the implementation of continuous two-way communication through various digital and face-to-face media.(Sukarni & Jati, 2020). In addition, this study enriches previous studies by focusing analysis on the impact of partnerships on the learning achievement of children with special needs in the academic, social-emotional, and self-reliance dimensions. Using a descriptive qualitative approach,(Anggito & Setiawan, 2018; Rukin, 2019)This study provides a more in-depth empirical overview of partnership practices in the field, as well as the factors that support and hinder their implementation. Another novelty is the use of the Individualized Education Program (IEP) as a collaborative platform between schools and parents, a practice rarely explored in the context of special needs schools (SLB) in Indonesia. Therefore, this study not only contributes theoretically to the development of inclusive education management but also offers a practical model that can be applied in other special needs schools.

This study aims to describe and analyze the partnership model between schools and parents in improving the learning achievement of children with special needs at SLB Negeri 7 Jakarta. Several teachers revealed that only a small number of parents actively communicate regularly about their children's conditions at home. This condition causes a disconnect between learning strategies at school and the mentoring approach at home. In addition, some parents still believe that children's education is entirely the responsibility of teachers, so their involvement in supporting learning is limited. Specifically, this study aims to identify the forms of partnerships implemented, uncover supporting and inhibiting factors in their implementation, and examine the influence of these partnerships on children's academic, social, and independence development. This study also aims to produce a conceptual model of partnership that is relevant, participatory, and sustainable in the context of special needs education. It is

hoped that the results of this study can serve as a reference for teachers, principals, and policymakers in designing more effective partnership strategies, adaptive to the characteristics of children with special needs, and strengthening the principles of inclusive education in Indonesia.

Method

This research uses a descriptive qualitative approach as stated byAnggito & Setiawan (2018)as well asRukin (2019), which emphasizes a deep understanding of natural social phenomena. This approach was chosen because the topic of school-parent partnerships in the education of children with special needs cannot be measured solely through numbers, but rather needs to be understood through the meanings, perceptions, and interactions that occur among educational actors. In a qualitative approach, the researcher is the primary instrument, playing a role in collecting and analyzing data reflectively. The goal is not to test hypotheses, but to describe social realities comprehensively and contextually. A descriptive approach allows researchers to present research results narratively, depicting situations as they are, and exploring the dynamics of the relationship between schools and parents in a real context. Thus, this research not only captures facts but also interprets the meaning behind each interaction and policy related to educational partnerships. The choice of this method is also based on the need to explore the subjects' experiences directly so that the research results can reflect empirical conditions in the field with high authenticity.

The research was conducted at SLB Negeri 7 Jakarta, a reputable special needs school under the Jakarta Provincial Education Office. This school serves various types of children with special needs, including deafness, intellectual disability, autism, and other learning disabilities. This school environment was chosen because it has diverse student characteristics and has implemented various collaborative programs with parents, such as skills training, consultative meetings, and joint learning activities. Therefore, this research location is considered representative for exploring the dynamics of school-parent partnerships in depth. The presence of participatory programs at the school provides a strong foundation for exploring the forms of collaboration that have been implemented, the obstacles encountered, and the strategies used to optimize these relationships. SLB Negeri 7 Jakarta also serves as an interesting example because it operates in an urban area with a high level of parental activity, which often affects their level of involvement in school activities. These conditions provide a variety of contexts that enrich the research results.

The research subjects consisted of the principal, three class teachers, and five parents, selected using purposive sampling, or the selection of informants based on specific criteria. The principal was chosen as the primary informant because he held strategic views regarding the policy and direction of the school partnership program. Class teachers were chosen because they directly implement the policy and interact most intensively with students and parents during learning activities. The five parents were selected because they had children who had actively studied at SLB Negeri 7 Jakarta for at least one year, had participated in collaborative activities with the school, and were willing to provide information openly. The selection of informants with different backgrounds of children with special needs was carried out to obtain a broader and more diverse perspective. This approach allowed researchers to understand how the form of partnership can vary according to the type of child's needs and the family's socioeconomic conditions. In a qualitative context, the number of informants is not a measure of validity, but rather the depth and accuracy of the information obtained from interviews and observations.

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Data collection was conducted through three main techniques: semi-structured interviews, observations of school activities, and documentation studies. Semi-structured interviews were used to allow researchers to flexibly explore information while maintaining focus on the research theme. Through these interviews, researchers inquired about informants' experiences, views, and perceptions regarding partnership forms, communication patterns, parental support for learning, and challenges encountered. This technique provided space for informants to freely explain their experiences, resulting in rich and in-depth data. In addition to interviews, observations were conducted by participating in various school activities, both formal and informal, to directly observe interactions between teachers and parents. Observations were conducted in a passive participatory manner, where the researcher was present as an observer without actively participating in the activities, to ensure more objective data collection. Meanwhile, documentation techniques were used to complement the data from interviews and observations by collecting documents such as school work programs, partnership activity reports, activity photos, and student development data. According toBalaka (2022), the combination of these three techniques can produce valid and comprehensive data in qualitative research.

The data analysis in this study used the Miles and Huberman model, which consists of three important stages: data reduction, data presentation, and conclusion drawing. In the data reduction stage, researchers selected and simplified raw data from interviews, observations, and documentation. Data irrelevant to the research focus was removed, while important data was categorized into themes such as partnership forms, supporting factors, inhibiting factors, and the impact of partnerships on children's learning achievement. The second stage, data presentation, was carried out by compiling the data in a structured narrative description so that the patterns of relationships between variables were clearly visible. Data presentation was carried out systematically so that readers understood the context and dynamics occurring in the field. Next, conclusions were drawn through a process of in-depth reflection on the analysis results and interpretation of the meaning of the data. Miles and Huberman emphasized that the analysis process is interactive, meaning that reduction, presentation, and conclusions are carried out repeatedly until a complete understanding is achieved. The final conclusions were verified again with field data to ensure the validity of the findings.

To ensure data validity, this study employed source and method triangulation techniques. Source triangulation was conducted by comparing information from the principal, teachers, and parents to assess data consistency from various perspectives. Method triangulation was conducted by combining interview results, observations, and documentation. This process ensured that each finding was supported by various pieces of mutually reinforcing evidence. Furthermore, the researcher conducted member checks, reconfirming the interpretations with informants to avoid misinterpretation. Data validity in qualitative research is not measured by statistical reliability, but by the depth of understanding and accuracy of the researcher's interpretation of the social context. Therefore, a continuous reflection process was conducted throughout the research to ensure that the results obtained authentically depict reality.

This study also adhered to strict ethical standards, considering that the subjects involved were teachers and parents of children with special needs. Prior to implementation, the researcher obtained official permission from the school principal and explained the purpose and benefits of the study to all informants. Informant participation was voluntary, and they were given full freedom to refuse or discontinue participation at any time without any consequences. To maintain privacy, informants' identities were disguised using anonymizers, and all data was stored securely. The researcher also ensured that the research results would be used solely for academic purposes, not for commercial purposes or individual evaluation. By implementing

strict ethical standards, this study is expected to maintain participant trust and produce valid, ethical, and beneficial data for the development of education for children with special needs in Indonesia.

Result

Researchers conducted observations for one month, participating in various school activities, from classroom teaching and learning, parent meetings, extracurricular activities, to individual therapy sessions. Based on observations and interviews with the principal, teachers, and parents, it was found that the school-parent partnership at SLB Negeri 7 Jakarta operates through three main forms: communicative partnership, participatory partnership, and collaborative partnership.

These three models do not stand alone, but are interconnected, forming a unified system. The principal acts as the primary driver, establishing the direction of partnership policies; teachers spearhead implementation in the field; and parents serve as strategic partners, providing support from within the home and family environment. Each partnership model has distinct mechanisms, channels, and forms of interaction tailored to the child's needs and family characteristics. With a strong partnership system, SLB Negeri 7 Jakarta has successfully created an inclusive and collaborative educational environment.

Table 1. School-Parent Partnership Model at SLB Negeri 7 Jakarta

Partnership Model	Main Features	Form of Activity	The main purpose
Communicative	Two-way and regular exchange of information	Daily contact book, WhatsApp group, parent-teacher meeting, home visit	Ensure continuity of education between home and school
Participatory	Parents are actively involved in school activities	Parenting workshops, skills training, “Parents Teach”, competition activities	Strengthening emotional connections and sense of belonging
Collaborative	Shared decision making between teachers, therapists, and parents	Preparation and evaluation of IEP (Individualized Education Program)	Develop individual learning according to children's needs

Communicative Partnership Model

Observations indicate that the communicative partnership model is the primary foundation of the relationship between the school and parents at SLB Negeri 7 Jakarta. Teachers use a daily contact book as the primary means of communication. This book not only records assignments and learning outcomes but also includes notes on the child's behavior, emotional state, and suggestions for parents. Researchers observed that the contact book was filled with detailed and thoughtful handwriting. For example, one teacher wrote: "Today Rafi seemed more focused while learning to read syllables, please continue practicing for 10 minutes at home." The parent then responded to the note with a positive comment: "Okay, Ma'am. At home Rafi has also started reading aloud." This simple interaction reflects constructive and empathetic two-way communication.

In addition to written media, digital communication through class WhatsApp groups has become a significant innovation. In these groups, teachers not only send announcements but also share documentation of students' daily activities, provide positive reinforcement, and even

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remind them of therapy schedules. Based on documentation, each WhatsApp group records an average of 15–25 messages per day, from both teachers and parents. Researchers note that this medium helps overcome the limitations of face-to-face time while expediting the delivery of information. Some teachers also use voice messages to help parents who have difficulty reading understand instructions more easily.

In an interview, one teacher stated that "digital communication creates a warmer relationship because parents feel less alone in educating their children." This statement demonstrates a sense of togetherness between home and school. Researchers also noted the presence of direct face-to-face communication, both through regular meetings and home visits. Teachers typically conduct home visits for students who exhibit drastic behavioral changes or experience difficulties in social adaptation. These visits provide a crucial opportunity to understand the child's life context within the family environment. WhatsApp groups are the most frequently used communication medium due to their flexibility and broad reach. However, contact books remain important as they provide written evidence and archives of communication that can be formally evaluated by teachers and the principal.

Participatory Partnership Model

The participatory partnership model is evident in the active involvement of parents in various school activities. During observations of the Parenting Workshop held in September, researchers noted a warm and interactive atmosphere. Approximately 60% of the parents of all students participated. The material covered "Communication Strategies with Autistic Children" and "Establishing a Learning Routine at Home." Parents appeared enthusiastic, with many asking questions and sharing experiences. One parent stated that she only learned the importance of using a visual schedule at home after attending the workshop.

In addition, the Parent Teaching program is a flagship program that strengthens the relationship between families and schools. In this activity, parents are given the opportunity to act as resource persons in their children's classes, sharing practical skills such as crafts, cooking, gardening, or introducing their professions. For example, a father who works as a mechanic demonstrated how to repair a bicycle to children with intellectual disabilities, which was met with great enthusiasm. Researchers noted that the children appeared very proud and more motivated when they saw their parents actively participating in school.

Parental participation was also evident in the creativity competition and student art bazaar. Parents helped prepare their children's work, set up booths, and serve visitors. Through these activities, the school strives to instill values of independence and appreciation for children's work. Observations have shown that these participatory activities not only foster emotional bonds but also strengthen social networks among parents. Many of them subsequently exchanged contacts and formed small support communities outside of school.

Table 2. Forms of Parental Participation in School Activities

Type of activity	The Role of Parents	Frequency of Activities per Semester	Benefits Felt
Parenting Workshop	Active participants, discussing, sharing experiences	3 times	Increase insight into parenting and home therapy
Parents Teach	Resource person for class activities	2 times	Increase children's pride and emotional bond
Student Work Bazaar	Companions and material providers	1 time	Training children's independence and solidarity between families

Collaborative Partnership Model

The collaborative partnership model at SLB Negeri 7 Jakarta is realized through the implementation of an Individualized Education Program (IEP) for each student. Based on observations, the IEP development process is carried out systematically through three stages: initial assessment, development meetings, and periodic evaluations. The researcher attended one of the IEP meetings in the counseling room, which was attended by the class teacher, speech therapist, principal, and two parents. During the meeting, the teacher presented the results of the child's developmental assessment based on classroom observations and therapy reports. Parents were given the opportunity to discuss their child's condition at home, such as changes in behavior, new interests, or emerging difficulties.

The discussion proceeded in an open atmosphere. For example, a mother mentioned that her child had difficulty focusing at home while studying. The teacher then suggested using the token reward method, which is also implemented at school, to ensure consistency in the rules. The final decision of the meeting was to add a learning target of improving concentration for 10 minutes without distractions as part of the child's IEP.

IEP evaluations are conducted quarterly. Based on the documentation obtained, approximately 80% of the child's short-term goals are being achieved as planned. This demonstrates that collaboration between the school and parents has a significant impact on learning outcomes.

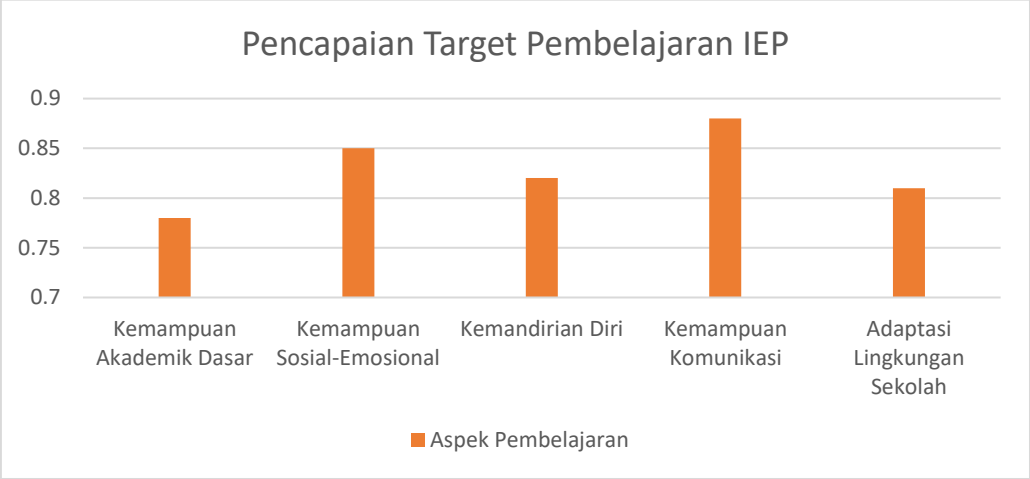

Chart 1. Achievement of IEP Learning Targets (One Semester)

The data showed that communication and social-emotional skills experienced the greatest improvement. This aligns with the observation that active parental involvement in IEP development strengthens the continuity of learning strategies at home and school.

Supporting and Inhibiting Factors of Partnership

Researchers found several important factors that influence the effectiveness of partnerships at SLB Negeri 7 Jakarta.

Supporting Factors:

1. The Principal's Participatory Leadership. The principal actively encourages collaboration by opening regular discussion forums and providing space for parents to participate in activity planning.
2. A culture of open communication. Both teachers and parents respect each other's opinions and are accustomed to providing feedback politely.
3. Parent Training. The school provides training on parenting children with special needs and simple home therapy techniques.

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4. Teacher Commitment. Teachers demonstrate high empathy, patience, and are ready to help whenever needed.

Inhibiting Factors:

1. Limited parental time. Many parents work full-time, making it difficult to attend school activities.
2. Low Digital Literacy. Some parents are unfamiliar with using online communication media.
3. Differences in Learning Orientation. Some parents focus more on academic achievement, while teachers emphasize social development and independence.
4. Limited School Resources. The number of assistant teachers and facilities is still limited compared to the number of students.

The research findings show that the partnership between the school and parents at SLB Negeri 7 Jakarta is not merely administrative but has developed into an emotional, participatory, and collaborative relationship. Intense communication, active participation, and formal collaboration in developing the IEP (Independent Child Development Plan) make this relationship a best practice in the education of children with special needs. Positive impacts are seen in improving children's learning motivation, discipline, social skills, and communication. The school has also succeeded in building public trust through an inclusive approach that places families at the heart of the learning system.

Discussion

The findings of this study reinforce the view that partnerships between schools and parents are a crucial pillar in the education of children with special needs. The communicative partnership model implemented at SLB Negeri 7 Jakarta demonstrates the effectiveness of two-way communication between teachers and parents, in line with research findings.Krismanda et al. (2017)AndSukarni & Jati (2020), which emphasizes that regular and open communication helps teachers understand children's conditions more comprehensively. In the studyKrismanda et al. (2017)Communication through digital media has been proven to accelerate information delivery and strengthen emotional bonds between schools and parents. At SLB Negeri 7 Jakarta, the use of contact books and WhatsApp groups has served as an effective means of building closeness, although challenges remain for parents unfamiliar with digital technology. This underscores the importance of digital literacy as a supporting competency in building sustainable educational communication.

The participatory partnership implemented at SLB Negeri 7 Jakarta also has similarities with the findingsFuaddiana & Hibana (2024)In their research at Kusuma 1 Kindergarten in Kediri Regency, they found that active parental participation in school activities can foster a sense of shared responsibility for their children's education. At SLB Negeri 7 Jakarta, parental participation extends beyond attending meetings to directly participating in activities such as skills training and creativity competitions. These activities not only strengthen the social relationship between the school and the family but also build trust and a sense of ownership in the educational process. The results of this study confirm that active parental participation is a concrete form of participatory learning, where each party contributes according to their role. Thus, participatory partnerships are an important vehicle for strengthening children's learning motivation through ongoing moral and social support.

Meanwhile, the collaborative partnership model at SLB Negeri 7 Jakarta is unique because it focuses on the development and evaluation of an Individualized Education Program

(IEP). This finding aligns with research findings.Wijaya (2019)AndSimamora et al. (2023)which emphasizes the importance of collaboration between schools and parents in designing individual learning plans in accordance with the principles of inclusive education. In the context of educating children with special needs, the IEP serves as a coordination tool that ensures that learning strategies are tailored to the child's abilities and needs. Parental involvement in the IEP also adds value because they have a deep understanding of the child's situation at home, allowing them to provide practical input that teachers may not always be aware of. Thus, this collaboration creates a holistic and child-centered approach to education. The results of this study strengthen the argument that collaboration is not simply a form of participation, but a strategic partnership that demands equal roles and responsibilities between schools and parents.

In terms of the impact of partnerships on learning achievement, this study shows that the positive relationship between parental involvement and improved children's learning outcomes is in line with the findingsRahman (2014)as well asKuwat & Mahmudah (2021). Both found that the intensity of parental involvement has a strong correlation with student motivation and academic achievement. In the context of SLB Negeri 7 Jakarta, this impact is not only seen in academic aspects, but also in children's social adaptability, independence, and self-confidence. Children who are actively accompanied by parents at home show faster progress in achieving learning targets. Furthermore, positive interactions between parents and teachers create a mutually supportive learning environment, where each party plays a constructive role in facilitating the child's growth. These results confirm that the success of education for children with special needs depends not only on the quality of teachers, but also on the consistency of family support at home.

Regarding supporting factors, this research is in line with the findingsSupardi et al. (2023)which highlights that participatory principal leadership is a key factor in the success of school-parent partnerships. The principal at SLB Negeri 7 Jakarta acts as a facilitator, creating a collaborative climate and allowing for teacher and parent initiatives. Open leadership encourages healthy communication and genuine participation from all parties. Furthermore, the school's parent training program has had a positive impact on improving parenting competencies for children with special needs. This aligns with the theory of social participation proposed byEpstein (2011), that a child's education will be optimal if there is continuity between academic support at school and emotional support at home. Thus, the success of the partnership at SLB Negeri 7 Jakarta can be understood as the result of a synergy between visionary leadership, open communication, and parental capacity building through ongoing education.

However, this study also identified several inhibiting factors that require attention. The findings regarding parents' limited time and low digital literacy align with researchRosmaladewi (2018)which shows that parents of children with special needs often face challenges in dividing their time between work and school activities. Meanwhile,Mulyasa (2004)He added that differences in perception between teachers and parents regarding educational orientation often hinder effective collaboration. This is also evident at SLB Negeri 7 Jakarta, where some parents place greater emphasis on academic results, while teachers focus more on the child's independence and social skills. This difference in orientation requires open dialogue and a persuasive approach so that both parties share the same goals in educating children. Furthermore, low digital literacy needs to be addressed through simple technology training for parents, so that communication and reporting on child development can be carried out more efficiently.

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Compared with previous research, the results of this study demonstrate innovation in a more comprehensive partnership pattern. Most previous studies focused on a single aspect of partnership, such as communication or participation, while at SLB Negeri 7 Jakarta, all three are systematically combined. This integrative approach allows for continuity between information, involvement, and collaboration at every stage of a child's education. Thus, this study makes a new contribution to the literature on special education in Indonesia, particularly regarding effective partnership practices between schools and parents in special education settings.

Furthermore, the results of this study reinforce the concept of empathy-based partnerships, where the success of the relationship between schools and parents is greatly influenced by the ability to understand and respect each other's roles. In the context of educating children with special needs, empathy is a crucial foundation because each child has a unique condition that requires patience and continuous adjustment. Teachers at SLB Negeri 7 Jakarta demonstrate empathy by consistently listening to parents' input, while parents learn to understand the teachers' difficulties in handling many children with different characteristics. This process creates a harmonious and respectful relationship, as emphasized byHargreaves & Fullan (2012)that educational partnerships based on empathy and emotional communication can improve the quality of learning and the psychological well-being of students.

Theoretically, the results of this study broaden the understanding of the concept of parental involvement proposed by Joyce Epstein, which includes six dimensions of parental involvement: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. The three partnership models at SLB Negeri 7 Jakarta reflect the integrated implementation of all these dimensions. Communicative partnerships encompass two-way communication (communicating), participatory partnerships reflect parental involvement in school activities (volunteering), while collaborative partnerships reflect parental participation in decision-making through IEPs (decision-making). Thus, SLB Negeri 7 Jakarta can be used as an example of the implementation of a holistic partnership model that adapts to the context of special needs education for children in Indonesia.

The results of this study have important implications for the development of special education policies and practices. First, schools need to strengthen digital communication systems that are user-friendly and easily accessible to all parents, including those with technological limitations. Second, parenting training programs and workshops must be implemented continuously to improve parents' ability to support their children at home. Third, collaboration in developing IEPs needs to be made mandatory policy in all special education schools (SLB) to ensure a more individualized and participatory learning approach. Fourth, school principals need to continue strengthening a culture of collaboration by adopting a participatory leadership style that allows for teacher innovation and parent initiative.

Finally, this study confirms that successful education for children with special needs cannot be achieved in isolation. The synergy between teachers, parents, and school management must be viewed as an interconnected and mutually reinforcing system. When communication is strong, active participation is demonstrated, and collaboration is maintained, the education of children with special needs can be optimal and meaningful.

Conclusion

The results of this study reveal that the school-parent partnership model at SLB Negeri 7 Jakarta has proven to be a strategic factor in improving the learning achievement of children with special needs (ABK). This partnership is not only established in an administrative context or mere communication formalities, but has developed into a mutually complementary emotional

and professional relationship between the school and the family. Based on the results of observations, interviews, and document analysis, it was found that this partnership is built on the principles of openness, trust, shared responsibility, and the awareness that the education of children with special needs requires ongoing multi-party collaboration. The school-parent partnership serves as the main bridge connecting the two learning environments of children, namely school and home, thus forming a continuity of learning strategies that are adaptive, consistent, and centered on the individual needs of students.

The communicative partnership at SLB Negeri 7 Jakarta serves as the primary foundation for the success of all other forms of collaboration. Through written communication channels such as daily contact books and digital channels like WhatsApp groups, teachers and parents can exchange information quickly, effectively, and flexibly. Intensive two-way communication facilitates the process of monitoring children's development over time. Teachers can quickly adjust their teaching approaches based on parental input, while parents receive concrete guidance for supporting their children at home. In this context, communication is not only a means of transferring information but also a means of building empathy and a sense of community. When parents feel valued and involved in the educational process, they tend to be more motivated to support school programs, which directly impacts children's engagement in learning activities.

Meanwhile, the participatory partnership model strengthens the emotional and social connection between families and schools. Active parental participation in activities such as parenting workshops, the "Parents Teach" program, and educational bazaars and recreation activities creates an inclusive atmosphere of togetherness. Through these activities, parents not only gain new insights about raising children with special needs but also build mutual understanding among parents facing similar challenges. This participation fosters community solidarity and reduces the stress and isolation often experienced by families with special needs. Researchers have found that the higher the level of parental participation, the greater the children's confidence in social interactions and participation in learning activities. Thus, the participatory model contributes not only to academic outcomes but also to the psychosocial development of students.

Collaborative partnerships are the culmination of relationships built through communication and participation. In practice, collaboration is realized through the implementation of an Individualized Education Program (IEP), which involves teachers, therapists, principals, and parents in the planning, implementation, and evaluation of a child's learning. This approach positions parents as equal partners, not simply recipients of learning outcome reports. Collaboration in developing an IEP allows each party to contribute a unique perspective based on their direct experience with their child. Teachers provide assessment data and classroom observations, while parents provide information about their child's behavior, habits, and changes at home. The combination of these two sources of information results in a more comprehensive and realistic learning strategy. Research shows that most learning targets in the IEP are successfully achieved due to consistent methods at home and at school.

Overall, the three partnership models—communicative, participatory, and collaborative—complement each other and form a synergistic partnership system. When communication is effective, participation grows naturally, and collaboration becomes more meaningful. These partnerships have a tangible impact on improving the learning achievement of children with special needs. This achievement is not only measured by academic achievement but also includes improvements in social skills, self-reliance, communication, and adaptation to the school environment. Children show improvements in learning focus, ability to complete tasks, and more emotionally stable behavior. Teachers report that students with active parental support

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tend to achieve the learning targets in their IEPs more quickly than students with minimal family involvement.

However, this study also identified several challenges that require attention. Time constraints for parents, especially those who work full-time, are a major obstacle to participation in school activities. Furthermore, differences in digital literacy levels also impact the effectiveness of online communication. Some parents still struggle to use digital applications to monitor their children's development. Furthermore, differing perceptions between teachers and parents regarding learning priorities sometimes lead to disagreements. Some parents remain solely focused on academic achievement, while teachers place greater emphasis on social development and independence. Another identified obstacle is the limited number of assistant teachers and learning support facilities at schools, which force teachers to simultaneously manage multiple students with varying needs.

Based on these findings, the researchers offer several strategic recommendations to ensure the continued development of school-parent partnerships. First, schools need to strengthen inclusive communication systems by utilizing various media tailored to parents' needs and capabilities. The use of simple, user-friendly applications and digital training for parents will help narrow the technological literacy gap. Second, parent engagement programs should not be merely ceremonial, but should be directed at activities that directly impact children's learning, such as training in creating simple learning media at home or sharing parenting practices among families. Third, the preparation of the IEP should be an open and flexible forum for shared learning. Schools should provide more space for parents to express their views and participate in determining learning strategies, fostering a sense of ownership and shared responsibility for their children's progress.

Furthermore, the government and education department are expected to provide more concrete support for strengthening school-parent partnerships at SLB Negeri 7 Jakarta and similar institutions. This support could include providing specialized teacher training on family partnership management, providing integrated digital communication tools, and providing incentives for schools that successfully build effective collaborations with parents. Policies that position families as strategic partners in special education, not simply recipients of services, are also needed. This will strengthen the inclusive education paradigm that places children at the center of attention, with synergistic support from all stakeholders.

From a theoretical perspective, the results of this study enrich our understanding of educational partnership models in special needs schools. Field findings at SLB Negeri 7 Jakarta confirm that the learning success of children with special needs depends heavily on the extent to which homes and schools can build a truly collaborative relationship. Partnerships are not merely administrative policies, but rather a concrete manifestation of a shared commitment to educating children holistically. Effective education for children with special needs must place parents not on the fringes, but at the center of the learning system. Thus, the future of special needs education will be increasingly open, fostering independent, confident, and empowered children who live up to their full potential.

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