

Jurnal Konseling Religi

ISSN : 1907-7238

E-ISSN : 2477-2100

DOI : <http://dx.doi.org/10.21043/kr.v13i2.18019>

Vol. 13 No. 2, Desember 2022 | 267-286

<http://journal.iainkudus.ac.id/index.php/konseling>



Guidance Collaborative Study for Children with special needs

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Abstract

This study aims to describe the form of collaboration between parents and counselor in learning services for children with special needs. This research is a case study on children with special needs with ADHD and Autism. The resource persons in this study were parents, counselor and peers of children with special needs. Qualitative data analysis technique was carried out inductively with Miles Huberman's interactive model analysis, which began with collecting data through observation notes, and interviews with 2 ADHD children and 2 Autism children. The results of the study indicate that the collaboration between parents and counselor can increase the enthusiasm for learning for children with special needs so that their learning development can run optimally. In this collaboration pattern, several different collaboration patterns were found in research on crew members as objects. The form of collaboration is virtual, face-to-face and carried out with both modes. This form of learning service for ABK is carried out in the form of collaborative guidance between parents and counselor internally and externally.

Keywords: child with special needed; collaboration; parent.

Introduction

Humans are dynamic creatures who have various tendencies that are difficult to predict. In essence, humans are required to be able to adapt to the environment in which they live. Readhead and Power (2022) explain that humans are creatures that need a social life by always interacting with their environment as a way to survive. As monodual beings, humans have two roles, namely as individuals who have basic needs and as social beings who have reciprocity with one another. This means that human

excellence is determined by the way of self-management and skills in social interaction. In order to reach this ideal condition, education is an important part of the stimulus for development in humans as an effort to modify behavior and instill the desired values, in this case, the family in the process of improving the quality of life to become adaptive and productive individuals.

Education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of the intellectual life of the nation. The purpose of National Education is to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (UU Sisdiknas No. 2003). One of the missions of National Education is to expand and equalize opportunities to obtain quality education and to facilitate the development of the nation's children's potential as a whole. This is no exception applies to children with disabilities or special needs children. Sehingga diperlukan pendidikan khusus bagi anak difabel yang diwujudkan melalui pendidikan inklusi.

Several other reasons underlying the implementation of inclusive education include the following: 1) All children have the right to learn together; 2) Children should not be discriminated against; 3) Persons with disabilities demand an immediate end to the segregation system; 4) There is no valid reason to separate education for persons with disabilities; 5) Academic and social achievement of persons with disabilities in integrative schools is better than in general schools; 6) Learning in segregative schools can be carried out in public schools; 7) More efficient use of learning resources; 8) the segregative system can make children feel a lot of prejudice and anxiety (uncomfortable); 9) all children need an education that helps them develop to live in a normal society; 10) Inclusive systems have the potential to reduce anxiety, build friendship, mutual respect and understanding. (UK Center for Inclusive Education Studies, CSIE).

The success of inclusive education is also supported by the role of parents at home and counselor in schools in assisting Children with Special Needs both in terms of independent living and learning development. For children, parents and their families are their first and most important counselor in the immediate environment at home (Hornby, 2015). Therefore, building relationships that focus on learning and

relationships between parents, families and counselor are very important for the learning and success of every child (Widianto, 2015) especially for Children with Special Needs. The role of counselor in schools will be to become mediators and facilitators for children with special needs, both in special schools that accommodate ABK and public schools that organize inclusive education. Special assistant counselor will greatly assist the learning development of children with disabilities.

Inclusive education is education that accommodates all children Education that accommodates all children regardless of physical, intellectual, social, emotional, language, conditions, talents, occupation, social status, ethnicity and so on. (Salama Statement, 1994 dalam Stubs, 2002). Furthermore, Naraian and Amrhein (2020) explain that there are several approaches to inclusive education, one of which is the transactional approach. This approach is carried out by the counselor as a counselee's companion in this case is the ADHD child to be able to follow the instructions given and ensure that the counselee receives and understands the material presented by the counselor in a certain context of understanding.

Besides that, the role of parents is also needed as an essential party in supporting the development of children with ADHD. Through social support from the family, especially parents, the development of children through inclusive education is expected to be optimal. Parental assistance can be done in various ways, according to the character and type of Special Needs that the child has. As in the research conducted by Rahmawati et al. (2020) in his research stated that "From the results of the study there are three models of parental learning assistance for children with special needs during the pandemic, namely learning assistance using permissive, authoritarian, and authoritarian parenting approaches.

The role of counselor in schools is also a major factor in the development of children's learning. In line with the research conducted by Liani et al. (2021), The role of special assistant counselor in the inclusive education service program at Idaman Kindergarten Banjarbaru is carried out in several ways, namely: conducting student assessments at the beginning of the new school year by involving psychologists to find out the types and levels of problems experienced by children, making programs Individual learning that is suitable for children with special needs, which is carried out through classroom learning and also through the resource room provided in order to

provide a stimulus to ABK, and plays a role in conducting assessments, as well as setting standards/indicators that have been adapted to the circumstances of students with special needs. Collaboration between parents and counselor is very important as a determinant of the successful development of children with special needs (Hornby, 2015). Because collaboration is a form of social interaction that provides positive benefits for building healthy relationships. Collaboration is a form of social process to achieve common goals, because it emphasizes the elements of helping each other and understanding each other's activities (Abdulsyani, 1994). The purpose of this study is to describe the form of collaboration between parents and counselor in learning services for children with special needs.

Maullasari (2021) explains that collaborative guidance between counselors and parents needs to be carried out systematically, consistently and continuously. The results of this collaboration include ongoing communication between the counselor and the parents, then complementing and synergizing between the guidance carried out by the counselor and that carried out by the parents at home. In another opinion, Yulianwati (2019) also explained that collaborative relationships are built on the basis of mutual respect between collaborators, in this context, counselors and parents to create empathetic and targeted services.

Theorecal review

The child with special needed

Children with special needs are children who have potential and also need reinforcement, so they need to get intensive assistance from a companion teacher or counselor to optimize their development. Ayuning, et al. (2022) explained that children with special needs are children who require special treatment because of developmental disorders or abnormalities in children.

Poh, et al (2017) stated that children with special needs have unique characteristics so they need special attention and intensive treatment to optimize their development. Still in the same opinion, explained several categories of children with special needs, namely ADHD, slow learning, autism, and Down syndrome. In this study,

researchers will focus on the study of children with special needs in the ADHD and Autism categories.

Children with Attention Deficit Hyperactivity Disorder (ADHD) are children who have three main problems, namely difficulty concentrating, impulsive behavior, and hyperactivity. Baihaqi and Sugiarmun (Mirnasari and Amka, 2019) define children with ADHD as follows; (1) Neurobiological behavioral disorder which can be characterized by a level of inattention that develops inappropriately and is chronic in nature and some cases is accompanied by hyperactivity; (2) Chronic biochemical and neurological development disorders that affect a person's ability to regulate and prevent behavior and maintain attention on a task; (3) Neurological inefficiency in brain areas that control stimulus and decision-making centers (self-regulation and management).

Furthermore, Juniar and Setiawati (2014) explained something similar to the previous opinion that children with ADHD are children who experience neurobiological disorders which are characterized by difficulties in focusing attention, hyperactivity and severe impulsivity compared to other children. Both of these opinions are relevant to what Conolly, et al. (2022) ADHD is a neurodevelopmental psychiatric disorder defined by impaired levels of hyperactivity-impulsivity and inattention. So that it can be understood that children with special needs with the ADHD category can be described through 3 signs, namely inattention, hyperactivity, and impulsivity, then this understanding needs to be understood by counselors and parents.

Children with ADHD have characteristics that need to be considered by counselors and parents alike. Kewley (in Mirnasari and Amka, 2019) explains several characteristics including; difficulty in concentration, tendency to resist when directed, has destructive tendencies. Based on DSM IV, it is found that children with ADHD are characterized by inattention (concentration) characterized by not being able to focus, difficulty maintaining attention, not completing assignments, avoiding assignments, tasks that require mental effort, often losing important objects. Then the second feature is hyperactivity which is characterized by hands and feet that can't stay still, often leaving the chair, walking everywhere and climbing all kinds of objects excessively, difficulty playing quietly, full of energy and moving constantly, finally stronger verbal dominance . Lastly, Impulsivity, characterized by speaking without thinking before the

question is finished, difficulty waiting for one's turn and often interrupting other people while talking (DSM IV, 2005).

Krieger further, et al (2019) explained that marking the characteristics of children with ADHD include emotional, social, cognitive and mental disorders. So it is necessary to pay close attention to the development experienced by children with ADHD. The strategy offered or which becomes an alternative is usually a behavioristic approach. Regarding the category of children with ADHD, it can be divided into 2, namely Attention Deficit Disorder (ADD) and ADHD. ADD usually only has difficulty concentrating without being accompanied by hyperactivity. Mirnasari and Amka (2019) explain that children with ADD are relatively easier to handle than children with ADHD.

In addition to ADHD, another category of children with special needs, namely Autism, Mujahidin (2012) explains that children with autism are children with conditions from birth unable to form social relationships or communicate normally with their environment. As a result, autistic children are isolated from their environment and enter a world of repetitive, obsessive activities and interests. According to DSM IV there are characteristics of autistic children, namely (1) qualitative disturbances in reciprocal social interaction, characterized by not being able to play with peers, lack of sympathy, and lack of reciprocal social and emotional relationships. (2) qualitative disturbances in communication which are characterized by speaking late, when speaking is not used for communication, often using strange language to read, less varied ways of playing, less imaginative and less able to imitate. Furthermore, patterns that are maintained and carried out repeatedly from behavior, interests, and activities are characterized by maintaining one interest in an exaggerated way, there are peculiar peculiar movements that are carried out repeatedly, often fixated on a ritualistic activity or routine that is useless, often fascinated by parts of things.

Wardany and Apriyanti (2022) explained regarding the classification of autistic children classified into 3 including limited intellectual functioning, limited adaptive functioning, limited intellectual functioning and adaptive functioning. The handling is also different between classifications so that collaborative guidance is needed in an effort to optimize intervention. There are significant differences between children with ADHD and autism, the differences are as follows;

Table 1. Difference between ADHD and autism

ADHD	Autis
Concentration is limited and easily distracted	Tend to be less able to concentrate and very difficult to direct
Activities such as being driven by a machine are characterized by being tireless, then impatient in going through a certain process	Playing activities tend to be less varied and passive
Easily bored	It tends to be difficult to change toys and tends to play the same game
Explosive emotions but still easy to appease with persuasion	Social minar is very low and it's more fun to play alone
Still able to show willingness even with non-verbal language	His emotional response is often unpredictable, sometimes ignorant, sometimes too much when he's angry
The behavior shown is more characterized by impulsivity in the form of impatience and low control	Low ability to show will in himself

Source : Mirnasari dan Akma (2019)

Referring to these differences, we can understand that children with ADHD are different from children with autism, so parents, counselors and child observers need to understand carefully about these differences so they can be identified early to get treatment sooner.

Collaborative Guidance in Inclusive Education

Inclusive education is an alternative to systematic intervention provided by both state and private institutions in an effort to facilitate the development of children with special needs through collaborative guidance. Allen (in Chodijah, 2017) explains that collaborative guidance is a process that is carried out by both individuals or groups to work together to provide guidance with the same goal or synergy. Wardany and Apriyanti (2022) reveal the importance of collaborative guidance not only with parents but with various parties. The collaboration that was carried out was realized through assessments, program planning, treatments carried out until program evaluations were carried out to provide interventions for children with ADHD and autism.

More dominant collaboration is realized through intense communication between counselors and parents so that parents can optimize their role to assist the planning process to evaluation of intervention programs, encourage children to attend school and also reduce behavioral problems through a persuasive and interactive

approach. Mujahiddin (2012) explained that the role of parents is very vital in optimizing children's development. This involvement is manifested in handling, giving therapy, providing information, making children's programs, determining therapy schedules, selecting professionals who assist them in providing interventions. In other words, parents in providing support for optimizing the development of children with ADHD and Autism can be said to be managers.

Furthermore, the strategy carried out in collaborative guidance as stated by Yuliawanti (2019) that in Japan there is a collaborative guidance strategy that can be adopted in the implementation of collaborative guidance carried out in inclusive education. This strategy is referred to as the SCRUM strategy program whose activities include (1) a strategy that supports and cooperates between persons with disabilities and related parties (including parents, guardians of students and teachers); (2) Meetings and exchange of information, through scrum meetings; (3) Consultation with counselors; (4) Consultation with the school. Referring to the 4 programs that need to be implemented in collaborative guidance so that parents as the main supporters of child development can be facilitated and accommodated as optimally as possible.

Methodology

The type of research used is qualitative research. The subjects of this study were 2 students with special needs with different schools. Two students with autism have the initials RD and BK and CH and GZ are ADHD students. Qualitative research departs from the phenomena found in the field and then develops an in-depth, natural understanding, involving the full context, and the data is collected directly by the participants. This qualitative research design is flexible or changes according to the situation and condition of the data obtained in the field. This research was conducted to determine the extent of the influence of parental and counselor assistance on the learning development of Children with Special Needs. Data collection that is applied as a data collection tool in this study are: Observation is the basis of all science. Everyone can work based on data, namely facts about the real world obtained from observations. An interview is a meeting of two people to exchange information and ideas through question and answer so that meaning can be constructed in a topic. Documentation method is used to obtain data in the form of portfolios, archives, recordings and student reports.

The data analysis technique uses qualitative techniques (not quantitatively using statistical calculations), in the sense that the data are compared, categorized, synthesized, then compiled or sorted in a general systematic manner. Qualitative data analysis techniques are carried out inductively. The steps are initiated by collecting data through observation notes and interviews. There are several ways to analyze the data in this study. The first is to analyze the results of observations, namely observation of activities. That is observing the daily activities of Children with Special Needs at home and at school. Second, in the interview, the researcher analyzed the answers of parents and counselor. From the analysis activities, conclusions can then be drawn about the influence of parental and counselor assistance on the learning development of Children with Special Needs.

Discussion

Children with Special Needs need special assistance both at home and at school. Mentoring aims to make ABK have independence both in daily life at home and learning activities at school. The results of observations of four crew members with different types of crew and backgrounds can be seen in table 1:

Table 2. Children Special Needs

No	Inisial ABK	Special Need Category
1.	RD	Autism
2.	BK	Autism
3.	GZ	ADHD
4.	CH	ADHD

At the age that has entered elementary school age, he does not yet have independence in carrying out daily routines. In terms of life skills he still depends on his parents. Schools also still have to be accompanied by parents, and learning is still dependent on parental help. Even when learning is difficult, he often exhibits childlike behavior, such as hitting the floor with his hands.

It is the hope of parents during this pandemic that they can immediately enter school, so that the child can be accompanied and guided by counselor who are competent in their fields. Sometimes parents also find it difficult to deal with children in terms of learning and daily life. Therapy from the school will provide a solution, at least growing the child's independence, although not significantly. Assistance, patience, and

patience are efforts that can be done for RD, so that he is able to live his life better, more independent, more useful at least for himself.

Developmental disorders in children with special needs in the form of difficulty speaking, difficulty concentrating and difficulty focusing the mind. This has been realized by parents since the age of toddlers, he can't say words like normal children. Parents once consulted with a Pediatrician, the doctor's diagnosis stated that there was an abnormality in the speech nerve in his tongue, the initial conclusion was that this was caused by the frequent seizures experienced by the child when he had a high fever when he was a baby. The doctor at that time suggested for Growth Therapy at a Regional Hospital.

Economic conditions became one of the reasons only a few times parents brought their children for therapy, and because they did not show a good enough improvement, some parents stopped the therapy. Even at school age until today, various ways have been done, but the child has not been able to speak well. Only a few words can be said, and even then it is not perfect. For example, the words "Mamak, maem, I", are only limited to these words. This makes it difficult for the child to socialize in everyday life, whether at home, at school, or in the community. Even in terms of capturing lessons, the child is very difficult, so that the accompanying counselor at the school also finds it difficult in terms of children's learning. In terms of learning, children need special guidance from both counselor and parents. I am grateful that my friends at school continue to show a warm attitude to the child, helping out in any way at school. But the child is still cheerful, playing with friends like other children, can be seen in table 2.

Table 3. Developmental Barriers to Children with Special Needs

Initials	Development Barriers	Practical Tips	Results
ABK			
RD	1. Low Behavior Control 2. Limited attention	1. Needs a friend's help to direct behavior. 2. Needs help focusing	1. Parents are directed to involve the family to direct the child's behavior.
BK	1. Low Behavior Control 2. Limited attention 3. Limited eye contact	1. Needs a friend's help to direct behavior 2. Needs media help to focus 3. Build eye contact before studying	2. Determine peer tutors to remind appropriate behavior 3. The counselor places the child in a special room to reduce external stimuli
GZ	1. Excessive motor activity	1. Giving time lag in doing	4. Build eye contact with the

	and difficulty staying still	assignments and various learning methods	child by calling his name until the child focuses.
	2. Difficulty Focusing and Concentrating	2. Establish eye contact before studying and Paste written instructions on the desk	5. Give time lag at each stage. 6. Reduce writing activities but focus on the substance delivered.
CH	1. Giving time lag in doing the task. 2. Variations in learning methods. 3. Establish eye contact before studying and Post written instructions on the desk	1. Giving time lag in doing the task 2. Variations in learning methods 3. Establish eye contact before studying and Post written instructions on the desk.	7. Parents and counselor collaborate with each other in building communication to involve children with special needs in activities at home and school.

Parents hope that the school can provide assistance for the child, so that he is able to speak so that he can communicate and receive learning well. The difficulty that parents feel the most is when a child gets a school assignment, he can't afford to let it go by himself, meaning that parents have to fully guide them. Because children are not able to express what is on his mind verbally. Parents are those who are responsible for a family or household tasks which in everyday life are referred to as Father and Mother. Parents are responsible for the family both psychologically and physiologically. As an interview with the CH family stated:

We always try to find out every day Ananda's activities at school, what his learning activities are, what extra activities are and how the family continues at home regarding homework or follow-up lessons in the form of messages via WA and written in a special book.

Parents have a role in the family. The main roles of parents to their children are as follows: giving birth, nurturing, raising, leading to maturity and instilling applicable norms and values and developing the potential that exists in children, setting an example and being able to develop personal growth with full responsibility. responsive and loving. Activities at home for children with special needs where parents are the first counselor to provide education, direction and so on. Then when parents send their children who have special needs to school, then everything that is conveyed by the counselor at school will certainly be followed up by the parents at home. This is where researchers can see the important role of parents in making children with special needs become independent children.

Based on excerpts from interviews with GZ's parents, they as parents always collaborate with caregivers because caregivers are the party who always communicates with their children. Communication that exists with children has obstacles so that the response given to respond to a communication from parents is also not so optimal. In daily life, the interaction between parents and children is still quite limited. Parents sometimes find it difficult with the actions taken by the child which sometimes endanger the safety of the child. To overcome this, parents always supervise all activities carried out by the child. The inability of children to speak and speak also makes it difficult for parents to involve children in interpersonal interactions. It is based on interviews with parents:

We are parents who lack knowledge so we are confused in dealing with this problem, what to do for our children, we don't know, so we often forbid, sometimes let our children be left behind from their friends both academically, communicationally and socially.

Whereas the role of parents in the daily life of children at home will place more emphasis on the independence of children in all daily activities. Parents always accompany all children's activities such as eating, bathing and playing activities. With assistance from parents, it is hoped that the child will be able to carry out all activities independently in the future.

The involvement of parents in growing independence is a way of being, interacting, and actively participating in their relationship with their children, which is manifested in various daily activities on an ongoing basis, accompanied by contributions and responsibilities to assist children in growing children's skills to take care of themselves. yourself without depending on others. This is in line with the teacher's statement as follows:

We counselor who receive ABK must provide services according to their needs, through activities to modify the curriculum according to ABK, arrange learning according to their abilities (PPI), provide special services in special rooms (Occupational therapy), and build effective communication and collaboration. with parents to continue this learning program at home.

The role of counselor in children with special needs is in the form of providing special teaching and special services, namely in the form of teaching and therapeutic

services that are in accordance with the difficulties of growth and development. This organization aims to achieve the optimal suitability of ABK with the demands of their education program. This learning is carried out according to needs including:

1. Remedial teaching, given if the special needs children in the teaching and learning process in the classroom experience ambiguity, misunderstanding and or errors in the teacher's teaching method,
2. Individual learning with individual learning program (PPI): carried out for ABK with intelligence below average and unable to follow learning with standard curriculum.
4. Create a special room, namely the inclusion room. A special room used to provide assistance to crew members. The room is separated from the classroom so that children feel comfortable while studying.
5. A personal approach to children with special needs has an important influence on the psychological and psychological state of children who have these needs. With more attention, children with special needs will have confidence and feel valued. With these conditions, ABK children are more enthusiastic and motivated to take part in learning even though they are different from other friends.
6. Special tutoring outside of class hours. Having ABK in the class provides additional lessons outside of face-to-face hours. Additional lessons are carried out after the face-to-face hours are over. The additional duration of the lesson is approximately 60 minutes. It is carried out 2-3 times per week according to the level of difficulty of the ABK in completing learning outcomes.
7. Learning materials as needed. Children with special needs are given different tasks or materials. This means with the same KD but with different levels of difficulty, which is easier with other normal friends.
8. Provide provision of skills according to the talents and interests of the crew. Children with special needs usually have skills in other areas. Of the several children with special needs who have studied, there are unique or special advantages possessed by these children with special needs. Some have batik skills, some have high social sensitivity, some are good at dancing and so on. This is a challenge for counselor in exploring the potential possessed by children with special needs.

9. Character education through habituation. Habituation program to foster character in students, especially children with special needs. These habits are discipline, religious, sensitivity to the environment to health habits.

Analyzing the various descriptions above, we can see that collaboration between counselor and parents in providing children's learning services will have an impact on the development of children with special needs (Sulastri, S., & Tarmizi, A. T. A, 2017; Yuwono, 17; Minsih, 2020;) as follows:

1. Have confidence and courage
2. Able to socialize with friends at school as well as with friends and the community in the neighborhood where they live
3. Have independence both in daily life and in learning
4. Improve academic ability at school
5. Having special skills as a provision for later life in the community
6. Growing character in children with special needs

Table 4. Forms of collaboration between parents and counselor

Special Neets Category	Role	Result Collaboration
Autism	Parent	1. Concentration therapy with simple daily activities When doing simple activities such as folding clothes, it takes concentration, must be patient and painstaking. Because if the child does not want to do these activities, the child will rebel.
Autism	Parent	2. Train children with a Schedule Daily activities such as bathing, eating, studying are done on a scheduled basis. The child is given orders to carry out these activities with assistance from parents and caregivers. Because without the supervision of parents or caregivers these children can not carry out these activities. For example, activities can be carried out not directed. With this activity we feel that it can make children more independent.
ADHD	Counselor	3. Stimulate thinking skills with games The game activities that are usually carried out by the child have started using a computer or with a cellphone, but still with assistance from their parents. When already engrossed in the game, the child sometimes does not respond when called.
ADHD	Parent	4. Practice speaking in a structured and clear way The child's speaking ability is good, but the child often repeats sentences. So in order not to say the same sentences too often,

parents and caregivers patiently remind the child not to repeat these sentences

The form of communication in collaboration that is carried out by counselor to parents is carried out internally in the form of activities while at home which are carried out in the form of: Children with special needs Autism and ADHD have attitude, behavior and emotional disorders, this is due to experiencing disturbances and obstacles in these three aspects (Badi'Rohmawati, 2017). This greatly affects the learning process at school so that it requires special handling and services for them when studying in class. The ability in classroom management for ABK is highly emphasized for a classroom counselor in inclusive schools, because counselor are required to have competence in managing learning in accordance with aspects of child development Minsih (2022) . The results showed that the mentoring pattern applied by the counselor was able to improve the learning development of children with special needs, although not optimal. This is in accordance with research conducted by Wardah (2019) which states that services for children with special needs cannot run effectively due to the lack of knowledge of non-PLB special supervisors about children with special needs. The Lumajang District Education Office has sought training for non-PLB special mentor counselor on inclusive programs and services for children with special needs.

The family has a very important role in the formation of independence (Mujahid et al., 2022) because it is the place where individuals are raised, starting from children, teenagers to adults. The results showed that parental assistance at home for children with special needs was able to foster independence so as to support children's learning development. This is in line with research conducted by Rahmatika & Apsari (2020) which states that the role of parents in building the independence of mentally retarded children includes giving love and affection, caring for, protecting and maintaining, as well as educating and training. Parents need to learn to apply positive parenting patterns to mentally retarded children so that they can form positive characters in the future. Setting a good example for children and cooperation between father and mother is an important part, especially in teaching discipline and norms of life. Parenting affects a child's independence. Every parent has a different parenting model. Positive Parenting and Democratic Parenting are the best models in internalizing the value of independence to children (Putra, Prakasa & Kurniati, 2022).

This is in line with research conducted by Widiani & Wangidah (2016) which states that learning services for autistic children in special schools are carried out through strategies, namely: through the use of the basic principles of educating children with special needs, through good habituation and culture at school, through example from home. and counselor. The involvement of parents is also a vital tool that determines the success of the growth and development of children with special needs (Suheri, 2014).

Family empowerment is very important because it helps determine a better future for children with special needs. The role of parents is very important with regard to parenting of children with special needs, especially in this case children with behavioral and emotional barriers. The role of the family is very important in handling the behavior and emotions of children with special needs (Badi'Rohmawati, 2017). This is in line with research conducted by Dewi et al. (2019) which states that not all parents know that their child has autism since birth. Likewise, the attitude and acceptance of parents take various forms when they find out that their child has autism. The consequences of the attitude and acceptance of these parents will greatly affect the parenting pattern of parents with children with autism. Parenting patterns for autistic children have specific forms and ways because they have limitations in eye contact, hearing and communication so that parents are required to be able to train their children's independence in carrying out their daily activities with discipline and obedience and also by paying attention to the nutrients that can be consumed (Mujahid et al., 2022). To overcome various problems related to parenting, parents of children with special needs need support from extended families, the community, and the government regarding the need for information and facilities in caring for autistic children. Because the important role of the environment and family is very large for empowering children with special needs (Suheri, 2014). With this inclusive education, parents and counselor are able to build social relations and also have an impact on regular children (Dini, 2022).

With a personal approach and a deeper portion of inviting communication, it is able to provide stimulation to children to want to communicate even though it is through gestures. This is in line with research conducted by Istiqlal (2021) which states that the results of the study indicate that children with speech delays experience imperfect pronunciation of certain words, the tendency of children to only give non-

verbal responses to the given stimulus. The factors that cause speech delays experienced by children are that children do not get good models to imitate in speaking using the right words, children do not have strong motivation to speak, and speaking opportunities are not strong enough for children (Yuwono, 2017). The way of handling ABK carried out by the counselor is to provide a stimulus to speak with a larger portion than other friends so that children will be able to express their desires using verbal language (Minsih, 2020). Therefore, you should always cooperate with the parents so that the treatment is more optimal.

Conclusion

It turns out that the collaboration of parents and counselor in realizing children's learning services will make children better their learning development and social life. The collaboration of mentoring parents and counselor is able to have a big influence on the learning maturity of Children with Special Needs. The pattern of collaboration between parents and counselor for children's learning services is carried out face-to-face and virtually. The form of collaboration carried out is internal and external.

Acknowledgment

The author expresses his sincere gratitude to friends who were involved in this research, especially to children with special needs and parents who were very participative in sharing their experiences in providing the best service during this retreat. And all parties that the author cannot mention one by one who have helped in the preparation of this article

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