Family Support in Supporting the Development of ABK at SLB Auticare Snec Batusangkar

**Dukungan Keluarga dalam Dukungan Pengembangan ABK di Slb Auticare Snec Batusangkar**

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**Abstrak:** Guru di Sekolah Luar Biasa (SLB) Autiscare Batusangkar memiliki dedikasi tinggi dalam mendidik dan membimbing anak-anak autis. Mereka menghadapi berbagai tantangan dan rintangan, namun tetap menerapkan berbagai strategi dan metode pembelajaran yang disesuaikan dengan kebutuhan individu setiap anak. Kesejahteraan dan dukungan bagi guru juga menjadi perhatian penting untuk membantu mereka menjalankan tugas dengan optimal. Dedikasi dan kerja keras para guru ini telah memberikan dampak positif yang signifikan bagi kehidupan anak-anak autis dan keluarga anak ABK di SLB Autiscare. Guru bertanggung jawab untuk merancang dan melaksanakan pembelajaran yang sesuai dengan kebutuhan individu anak, berkolaborasi dengan keluarga, dan menyediakan lingkungan belajar yang aman dan suportif. Keluarga, di sisi lain, berperan penting dalam memberikan cinta dan dukungan kepada anak, berpartisipasi dalam pendidikan anak, dan menjadi advokat bagi anak.

Kata Kunci: ABK, gaya orang tua, SLB Autiscare Batusangkar.

**Abstrak:** Teachers at the Batusangkar Autiscare Special School (SLB) have high dedication in educating and guiding autistic children. They face various challenges and obstacles, but still apply various learning strategies and methods that are tailored to the individual needs of each child. The welfare and support of teachers is also an important concern to help them carry out their duties optimally. The dedication and hard work of these teachers has had a significant positive impact on the lives of autistic children. And the
families of ABK children at Autiscare SLB have complementary roles in supporting children's learning and development. Teachers are responsible for designing and implementing learning that suits individual children's needs, collaborating with families, and providing a safe and supportive learning environment. Families, on the other hand, play an important role in providing love and support to children, participating in children's education, and being advocates for children.

Keywords: ABK, parenting style, SLB Autiscare Batusangkar.

INTRODUCTION:

In the midst of the hustle and bustle of Batusangkar City, stands SLB Autiscare, an oasis for children with special needs, especially autism. Founded in 2015, this school is like a lamp that lights the way for children on the autism spectrum to achieve their dreams. Children with special needs or commonly called people with disabilities is a term used to designate individuals who experience obstacles or disorders in their physical, mental, emotional conditions which then affect their social activities. (Syaputri and Afriza 2022).

Children with special needs (ABK) also have the right to education. As explained in Law Number 20 of 2003 concerning the National Education System article 5 paragraph (2) which reads "Citizens who have physical, emotional, mental, intellectual and/or social disabilities have the right to receive special education". The government has facilitated education for children with special needs by providing educational service institutions for children with special needs (Kusmaningtyas, Barata, and Kristiaawati 2022).

Under the guidance of compassionate teachers and skilled therapists, SLB Autiscare Batusangkar provides education specifically designed to meet the individual needs of each child. A comprehensive and innovative curriculum, combined with fun and child-centered learning methods, opens the door for them to develop optimally.

Children are assets, heirs and the next generation of the nation. Children are expected to grow and develop as well as possible so that they will become physically and mentally healthy adults (Purnomo 2013).

More than just a school, SLB Autiscare Batusangkar is a warm and supportive community. Here, children feel accepted and appreciated for who they are. They are free to express themselves and learn without fear of judgment.

For parents, SLB Autiscare Batusangkar is like a second home. Here, they find support, understanding, and hope for their children's future. This school is a place where parents can learn and grow together with their children, strengthening each other in facing challenges together.

Inspirational stories continue to emerge from SLB Autiscare Batusangkar. Children who previously had difficulty communicating are now able to express their feelings and desires. Children who are stuck in routine, now dare to explore the world with curiosity. This progress after progress is clear evidence of the dedication and hard work of all parties at SLB Autiscare Batusangkar.

SLB Autiscare Batusangkar is not only a school, but also a beacon that shows that every child has extraordinary potential, regardless of their differences. This school is clear proof that with love, patience and the right education, children with special needs can achieve their dreams and live a life full of meaning.
METHODS:

This research uses a qualitative approach with a single case study method to examine the dedication and struggles of teachers at SLB Autiscare Batusangkar. Data collection techniques include in-depth interviews, participant observation in class, and analysis of school documents. Researchers will use thematic analysis and qualitative coding software to analyze the data. Research ethics are a major concern with informed consent, secure data storage, and limited access. The validity and reliability of the research were maintained by data triangulation, member checking, and peer review. Limitations of the study were acknowledged, such as limited generalizability, qualitative nature, and researcher subjectivity. Although it has limitations, it is hoped that this research can provide a valuable contribution in understanding the dedication of teachers at SLB Autiscare Batusangkar.

RESULTS AND DISCUSSION:

In general, the spectrum of children with special needs includes two categories: children with permanent special needs due to certain disabilities and children with temporary special needs, namely children with learning or developmental disabilities. For example, there are children who cannot read due to adjustment disorders due to riots or natural disasters or teacher errors, children who are bilingual (different languages used at home and at school), and children who experience learning obstacles. (Resmi 2023). Keep in mind that these categories are not always rigid. Some children may have a mix of both types of limitations, and conditions may change over time. A thorough, personalized evaluation is essential to determine the appropriate educational and support needs for each child. More than just a classification, the spectrum of children with special needs represents an astonishing variety of abilities and potential. Every child has the right to learn and grow in a safe, supportive and inclusive environment. Society and educational institutions must continue to improve themselves so that these rights remain guaranteed, so that every child with special needs can reach their best potential and develop. Children with Special Needs can actually interact well, it's just that they are included in the slow group (Usup et al. 2023).

People with physical disabilities can make it difficult for someone to carry out activities. This really affects the psyche. So they will tend to feel inferior, lack self-confidence, consider themselves less fortunate, have no potential, cannot live independently, and feel that they are unable to achieve what they aspire to in the future. Low self-confidence will cause shy behavior, confusion, nervousness, and will hinder social relationships. Excessive feelings of low self-esteem will bring difficulties to the individual because the individual withdraws from social relationships. (Silvani et al. 2022). Therefore, it is important to provide appropriate psychological support to people with physical disabilities. This support can help them build self-confidence, increase self-esteem, and develop the ability to adapt to their limitations.

The role of parents in the education of children with special needs has a very significant influence because parents best understand the characteristics of their children. There is a parent's daily record regarding the student's characteristics and the child's needs for the school so that teachers can facilitate and create educational programs according to the child's needs(Suminar and Widyastuti 2022). That's right, cooperation between parents and the school is very important in ensuring that children's education goes well. By supporting each other and working together, children can get a more meaningful and quality learning experience. It is a shared responsibility to ensure children receive the best education. Thank you for sharing positive views about children's education.
accept their needs and rights as children, which is able to help children become independent individuals in the future. This is because children will not always be by their parents’ side (Gea, Taftazani, and Raharjo 2023).

Kubller Ross's acceptance theory, namely, the denial stage, the anger stage, the bargaining stage, the depression stage and the acceptance stage. These stages describe the process of parents accepting their child with special needs. The first stage is denial, the first attitude shown by parents is that they are surprised to find that their child has special needs (Normasari, Fitrianawati, and Rofiah 2021).

Children with disabilities require special attention and care so that they can grow and develop optimally. Parents play a very important role in providing appropriate support and care to meet the needs of children with disabilities. By providing proper attention and care, children with disabilities can develop their potential to the fullest. It is important to create an inclusive and supportive environment for children with disabilities.

Parenting style is the work and skills of parents in caring for children. The role of parents in educating children is very important in developing children's potential. Where parents must explain to children how children can have high responsibility for everything they do. Parenting styles involve all parental behavior in educating children directly or indirectly with the hope that what is given to children will have a positive impact on their lives in religion, nation and state. (kartrina silitonga, rosian uli sibagariang 2023).

Apart from the role of parents, the role of teachers is also very important and it is very inspiring to see the extraordinary role of teachers at SLB Autiscare Batusangkar in supporting children with special needs, especially autism. They are not only teachers, but also mentors, motivators and inspirers for these children. Their dedication and dedication in creating an inclusive and supportive learning environment is worthy of appreciation.

These teachers are truly unsung heroes who play an important role in helping autistic children develop optimally. Their support is not only limited to academic aspects, but also to developing the children's life and social skills. Student development special needs not only in the academic field but also non-academic. The teacher carries out recommendations when learning occurs. If there are students who do not understand the material, the teacher repeats the material so they understand better (Mustika 2023). When a child needs something, the teacher provides treatment according to the child's needs. Teachers are responsible for developing children's personalities so that they become individuals with good personality and character (Apriliyani et al. 2024). The teacher is the main figure in implementing learning. The success of a curriculum applied to learning cannot be separated from the role of a teacher in it.

In implementing the curriculum in learning activities, teachers must understand and master the content contained in the curriculum, for this reason teachers must prepare themselves for changes in the learning curriculum (Febrita, Mahmudah, and Rianto. 2017). Children's development should be carried out in an appropriate and correct way. However, when children need special treatment, in this case children with special needs, the treatment between ordinary children and children with special needs is different (Loka and Putro 2022). The teacher's duty is to discover students' potential, guide, evaluate and provide insight. In this case, the aim is for a teacher to know the extent of increasing piety in students, so that in implementing the concept later students will be able to achieve their goal of increasing piety in themselves. (Aribah, Subekti, and Muslim 2020).

When the research was carried out, the researcher began to observe various aspects related to the role of families and teachers in SLB Autism Snesc Batusangkar. The activities
carried out at SLB are divided into 4 basic activities.
1. On the first day the researcher made observations, the researcher obtained the results of the initial activities carried out, namely praying, lining up, entering the class and starting the learning process.
2. On the next day the children are given 1 full day of learning outside the classroom to improve their socialization skills and so that the children do not get bored.
3. Then at this school there are also counseling and therapy sessions for growth and development and achieving maximum learning potential for ABK.
4. The school also provides meet-and-greet sessions between children, teachers and parents. In the process of growth and development of ABK children. But it is a shame that quite a few parents ignore the rules for children with special needs that are given by teachers to support the therapy and learning process.

Apart from the results of observations, the researcher also described the results of interviews with teachers at the Batusangkar Autism SLB and obtained the following results.

Based on interviews with teachers (NA), it was revealed that lack of parental concern was one of the main obstacles in supporting the growth and development of SLB Autiscare Batusangkar children. This can be seen from several indicators, such as:
1. Parents rarely attend meetings with teachers. This shows a lack of interest and involvement of parents in the child's education process.
2. Lack of communication between parents and teachers. Poor communication makes it difficult for teachers to fully understand children's needs and optimize learning programs.
3. Lack of parental support in implementing home learning programs. Autistic children need exercise and reinforcement outside of school hours. Lack of parental support at home hinders children's learning progress.
4. Lack of parental awareness about the importance of therapy. Therapy is an important part of helping autistic children reach their maximum potential. However, many parents are reluctant to take their children to therapy for various reasons, such as cost, stigma, and lack of information.
5. This lack of parental concern can have fatal consequences for the growth and development of autistic children. Children who do not receive adequate support from their parents are at risk of developing developmental delays, learning difficulties and behavioral problems.

Therefore, it is important for schools, communities and governments to work together to increase parents' awareness about autism and the importance of education and therapy. Parents need to be equipped with the knowledge and skills needed to support the optimal growth and development of autistic children.

CONCLUSION:
Teachers and families of children with special needs at SLB Autiscare BATUSANGKAR have complementary roles in supporting children's learning and development. Teachers are responsible for designing and implementing learning that suits individual children's needs, collaborating with families, and providing a safe and supportive learning environment. Families, on the other hand, play an important role in providing love and support to children, participating in children's education, and being advocates for children.

By working together, teachers and families can help autistic children reach their full potential. They can create a positive and consistent environment where autistic children feel comfortable and accepted, and where they can learn and develop optimally.

REFERENSI:


