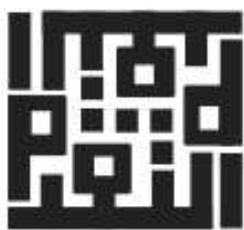


## The Role of Social-Community Networks in Realizing Inclusive Education in Sekolah Alam

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### ABSTRACT

Inclusive education requires the active involvement of all social elements in creating a learning environment that adapts to the needs of all students, including children with special needs (ABK). *Sekolah Alam*, as an alternative education model based on nature and contextual learning, provides a strategic space for building strong social-community networks. This study aims to analyze the role of social-community networks involving parents, the community, and school administrators in supporting inclusive education practices within the *Sekolah Alam* environment. The research employed a qualitative method with a multi-case study design, conducted in two locations: Sekolah Alam Indonesia and Sekolah Alam Lampung. Data were collected through observation, unstructured interviews, and focus group discussions (FGDs) with school and community stakeholders. The results of this study show a shared understanding among parents, the community, and schools regarding the importance of collaboration in supporting inclusive education in *Sekolah Alam*. Parental participation is evident in providing facilities, engaging in academic activities, aligning educational visions, and offering financial support. The collaboration patterns in each school reflect contextual approaches based on regional characteristics: Sekolah Alam Indonesia focuses on fostering independence among children with special needs and strengthening moral values, while Sekolah Alam Lampung emphasizes developing children's talents through an ecology-based approach. These findings enrich academic discourse on the synergy between alternative and inclusive education, while also providing empirical foundations for policymakers to strengthen the role of community networks in promoting an equitable and adaptive education system that meets the diverse needs of all learners.

### Introduction

Inclusive education is an educational approach that provides egalitarian access to all students, including children with special needs (ABK), to obtain quality education according to their needs and potential (Lo et al., 2022). This concept has been enshrined in the Regulation of the Minister of National Education of the Republic of Indonesia No. 70 of 2009, which affirms the rights of all

students, whether they have physical, emotional, mental, social disabilities, or potential intelligence and/or special talents, to participate in inclusive education in certain educational units (Candra Hayatul Iman, et.,al 2025). The main objectives of inclusive education, as stated in Article 2, include : (1) providing the widest possible opportunities for students to receive education that is appropriate to their abilities and needs, and (2) providing education that respects

diversity and rejects all forms of discrimination (Ade Ikbal Pauji, 2024).

Sekolah Alam as a form of alternative educational institution are present to answer the community's need for a contextual, natural learning system that emphasizes the character, potential, and diversity of students (Januardi et al., 2025). Unlike formal schools that tend to implement the national curriculum in a normative manner, Sekolah Alam offer a more flexible approach in serving students inclusively (Noer et al., 2025). Therefore, it is important to examine how Sekolah Alam develop collaborative networks between schools, parents, and the community as a primary strategy in supporting the implementation of inclusive education (Byrne, 2022).

### **Literature review**

The issue of collaboration in inclusive education has been the focus of a number of previous studies. Florian, for example, emphasized that collaboration is at the heart of effective inclusive education practices (Florian, 2017). Collaboration between teachers, academics, parents, and the wider community is an important prerequisite for creating an adaptive and non-discriminatory learning environment (Boukhari, 2025). Previous studies, such as those conducted by Srivastava et al., have indeed examined inclusive education in developed countries, but tend to focus on formal classroom practices and have not yet covered the social context of communities in developing countries like Indonesia (Srivastava et al., 2015).

In addition, studies on cooperation in the educational realm are still limited to the form of communication between schools and parents (Suárez-Guerrero & Muñoz Moreno, 2017), or parental involvement in children's education (Alharthi, 2023). This research offers a different approach by developing a collaborative network model between parents, communities, and schools in the context of Sekolah Alam as non-formal educational institutions that implement an

inclusive approach.

This research is based on the relationship between inclusive education, the role of social-community networks, and the characteristics of Sekolah Alam as an alternative, contextually and ecologically based educational model. Inclusive education is understood as an educational approach that emphasizes equal access, full participation, and recognition of student diversity, including children with special needs (ABK). This education not only ensures students' physical presence in the classroom but also ensures their active involvement in the learning process and the achievement of meaningful learning outcomes (Benharrat & Chabani, 2025).

As an unconventional educational model, Sekolah Alam provide flexible, humanistic learning spaces that are at one with nature. Their distinctive project-based learning, outdoor activities, and contextual approach make them responsive to the individual needs of students, including those with special needs. Sekolah Alam also open up broader collaboration between school administrators, parents, and the community because they are located closer to the students' homes.

In this context, social-community networks refer to the social relationships established between various parties, such as parents of students, the surrounding community, school administrators, and external partners such as academics, educational institutions, and the government. These networks play a crucial role in supporting an inclusive education ecosystem. This role emphasizes involvement in providing learning facilities and necessities, involvement in the planning and evaluation of school programs, social support for children with special needs, and the creation of a safe, comfortable, and non-discriminatory learning environment.

Collaboration is at the heart of this network's work. Open communication, involvement in school activities such as outings and parenting sessions, and program adjustments based on input from parents and the

community are tangible manifestations of this collaboration. When parents, the community, and schools work together in the planning, implementation, and evaluation of education, an inclusive education ecosystem is formed that is not solely institution-centered but also relies on the strengths of the community.

Through this collaborative network, inclusive education is no longer seen solely as the responsibility of schools but also as a collective concern for the entire social ecosystem. The result is a learning environment that adapts to the needs of children with special needs, strengthens empathy and diversity, and supports academic and social-emotional learning success (Mukotip, et.al, 2024). Thus, this conceptual framework provides a theoretical basis for understanding that the role of social-community networks is crucial in realizing inclusive education that is contextual, sustainable, and based on local potential.

Based on the explanation above, this study aims to : (1) describe the understanding of parents, the community, and managers of Sekolah Alam regarding the importance of collaboration in inclusive education; (2) analyze the forms of community participation in supporting inclusive learning; and (3) compare the patterns of cooperation built by two Sekolah Alam (Indonesia Sekolah Alam and Sekolah Alam Lampung) in supporting the improvement of the quality of inclusive learning. The assumption underlying this study is that the success of Sekolah Alam in developing inclusive education lies in the strength of the cooperation network built synergistically between the school, parents, and the surrounding community.

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### **Research methods**

This research uses a qualitative approach with a multi-case study design (Cade et al., 2022). The program was held in two locations: Sekolah Alam Indonesia and Sekolah Alam Lampung. The selection of

these two schools was based on their unique characteristics in developing inclusive education practices. Sekolah Alam Indonesia has a special inclusive class with official permission (ISTC) equivalent to junior high school level, while Sekolah Alam Lampung implements a talent-based educational approach that accepts students with special needs and deviant behavior and directs learning toward strengthening potential.

Data were collected through field observations, Focus Group Discussions (FGDs), interviews, and questionnaires with three main groups of informants: school administrators, parents of inclusive students, and the community around the school. At Sekolah Alam Indonesia, data collection was conducted on May 13–17, 2024, while at Sekolah Alam Lampung it took place on July 22–27, 2024. The FGD activities were carried out in a structured manner, with separate sessions for administrators, parents, and the community. The community involved consisted of community leaders, small business owners, and individuals who have an interest in the sustainability of inclusive education in the school environment.

The focus of data collection included stakeholders' understanding of the importance of collaboration in inclusive education, concrete forms of participation provided, communication mechanisms, and the use of local resources to support sustainable learning. Researchers observed learning activities at the Sekolah Alam Lampung. A three-day Focus Group Discussion (FGD) was conducted on July 23, 2024, with school administrators, parents of inclusive students, and the community.

Data analysis was carried out using the interactive approach of the Miles, Huberman, and Saldaña models (Almeida & Rosero, 2021). This includes data collection, data reduction, data presentation, and conclusion drawing/verification. This process encourages researchers to explore the deeper meaning of the collaboration patterns and social networks formed in the context of

inclusive education at the Sekolah Alam.

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## **Results and Discussion**

### **Tripartite Synergy : Parents, Schools, and the Community**

This subsection describes the findings regarding the understanding of parents, the community, and the administrators of the Sekolah Alam regarding the importance of collaboration in supporting the implementation of inclusive education. Based on data from observations, interviews, FGDs, and questionnaires, it was found that there is a harmony of understanding among the three elements regarding the urgency of synergy to create an inclusive, friendly, and responsive learning environment to the needs of children, especially Children with Special Needs (ABK). This synergy is evident in the involvement of parents in school activities, community support for educational programs, and the school's commitment to adapting learning methods to suit the needs of each child. In other words, the success of inclusive education at the Sekolah Alam depends not only on the role of teachers, but also on the collaboration, which the author calls Tripartite synergy, between families, schools, and the surrounding environment.

At Sekolah Alam Indonesia, an understanding of the importance of collaboration is fostered from the initial student selection process. Interviews are conducted with prospective parents as a first step toward aligning the vision, mission, and goals of their child's education at Sekolah Alam Indonesia. This process is managed by a school board composed primarily of parents, strengthening the family's direct involvement in the education system. Parents who understand their child's specific needs tend to be more open in conveying important information to the school. This information serves as a key resource for facilitators in developing appropriate learning strategies. Furthermore, parents provide emotional support to their children, a crucial aspect in fostering the self-confidence and academic success of children with special needs. The

community surrounding Sekolah Alam Indonesia also demonstrates a similar understanding of the importance of collaboration. Their participation is evident in various forms, such as involvement in campaigns to reduce stigma against children with special needs, contributions to the provision of learning resources, and involvement in school activities. The presence of a supportive community contributes to creating an inclusive social environment for all students.

A similar trend was observed at Sekolah Alam Lampung. Based on focus group discussions (FGDs), the principal and informants emphasized that inclusive education extends beyond accepting children with special needs (ABK) to exploring and developing each child's unique potential. The school emphasizes the importance of personal and collective learning projects, which are evaluated through student work exhibitions at the end of each semester. Parents and the community also understand the importance of their support, both in academic and non-academic areas.

The results of a questionnaire distributed to 12 informants at both schools showed a consensus that collaboration between schools, parents, and the community is key to the success of inclusive education. Respondents recognized that alignment of educational methods between home and school impacts consistency in children's behavior and learning outcomes. For example, differences in approaches between parents who tend to pamper their children at home and teachers who encourage independence can lead to confusion in children if not communicated effectively.

At Sekolah Alam Lampung, an inclusive approach is implemented in a more contextual way, tailoring learning strategies to each child's individual characteristics. The school strives to transform negative behavior into potential that can be developed by identifying talents through observation of children's misbehavior. Teachers and parents



then collaborate to design learning programs that channel children's energies in positive directions.

Based on the findings presented above, the author argues that a shared understanding among parents, the community, and the school regarding the importance of collaboration is the primary foundation for implementing inclusive education at Sekolah Alam. This collective awareness fosters the creation of an adaptive learning system that values diversity and provides space for every child, including those with special needs, to develop according to their potential and needs.

### **Parental Involvement as Agents of Inclusive Education**

Research results obtained through questionnaire data processing, focus group discussions (FGDs), and direct observation at Sekolah Alam Indonesia and Sekolah Alam Lampung indicate that the participation of parents of inclusive students in supporting inclusive education is relatively similar in both schools. This form of participation reflects the active and collaborative involvement that is one of the foundations of the success of inclusive education in the Sekolah Alam environment.

One of the main forms of parental participation is contributing to the technical aspects of learning, including the provision of infrastructure, accommodation, and activity equipment. Parents are actively involved in the planning and implementation of outdoor activities such as outings and camping. These activities not only support contextual learning but also strengthen social interactions and life skills for inclusive students. In addition to technical support, parents also play a role in the academic process, particularly through involvement as part of class councils and school councils. In these positions, they participate in the formulation of learning programs, evaluation of activities, and monitoring of student learning outcomes. This involvement strengthens the synergy between families and

schools in managing adaptive education for inclusive students.

Another aspect of participation is evident in the selection process for new students, particularly those with special needs. At both schools, this process focuses not only on the child's readiness but also on the parents' readiness and understanding of the school's inclusive vision and approach. Sekolah Alam Indonesia, for example, has a special ISTC class that facilitates inclusive students with a tailored approach, and involves a school council consisting of parents in the selection process and vision alignment. Meanwhile, Sekolah Alam Lampung selects inclusive students with mild special needs and prioritizes integration into regular classes, in line with its approach as a talent-based school.

The financing aspect also demonstrates the important role of parental participation. At Sekolah Alam Indonesia, a cross-subsidy system is implemented to enable students from lower-middle-class families, including inclusive students, to access education. This system reflects the school community's solidarity and concern for the diverse economic backgrounds of its students. A similar approach is found at Sekolah Alam Lampung, with the addition of a business project-based learning approach at the junior high and senior high school levels. Through this program, students not only learn entrepreneurship but are also empowered to independently finance their education.

The analysis of questionnaire data distributed to 12 parents of inclusive students at Sekolah Alam Lampung shows that their participation in supporting inclusive education activities is not significantly different from that of parents at Sekolah Alam Indonesia. This finding confirms the existence of similar patterns of involvement in both school contexts, particularly in terms of contributions to the implementation of inclusive education.

The intended forms of participation encompass four main aspects: support in

providing facilities and infrastructure, as well as technical equipment for learning activities; involvement in academic activities, both through evaluation and program planning; contribution to aligning the vision and mission between parents and schools, especially in the context of education for children with special needs; and participation in aspects of education financing. Furthermore, school administrators stated that the collaboration established between the school, parents, and the community is running well. The school acts as the organizer of educational activities, parents as active partners in the process, and the community as a supporting element that strengthens the inclusive learning ecosystem. This synergy model demonstrates the effectiveness of the principle of three-party cooperation in creating a learning environment that is responsive to the needs of all students, including those with special needs.

The following table summarizes the forms of parental participation in supporting inclusive education in both schools:

**Table 1.** Summary of Forms of Parental Participation

No	Forms of Participation
1	Provision of infrastructure and technical support for learning
2	Involvement in the academic activity process
3	Alignment of vision and mission between school and parents
4	Contribution to education financing

Source: data processing results, 2024.

The questionnaire results above indicate that the majority of informants from school management agreed that parents at Sekolah Alam Lampung actively participate in supporting inclusive education. Collaboration between the school, parents, and the community is realized through the school's role as program organizer, parents as strategic partners, and the community as supporters of educational activities.

### Community Engagement in Supporting Nature-Based Inclusive Education

In this sub-chapter, the community is categorized into two main groups: first, the community living around the Sekolah Alam Indonesia (SAI), consisting of religious leaders, community leaders, women attending religious study groups, and shop owners near the school. Second, the community directly involved in school programs, such as the outing team and the media team. Community participation in SAI demonstrates active involvement in supporting inclusive education activities, both directly and indirectly. The results of the FGD on May 16, 2024, showed that the community has a good understanding of inclusive education and their role in creating a supportive environment for Children with Special Needs (ABK). They believe that with proper guidance, ABK can develop and have the opportunity to succeed like other children.

The community's concrete contributions are evident in various forms, such as helping ensure the smooth running of teaching and learning activities outside the classroom, supervising children with special needs outside of school hours, and actively communicating with school administrators and parents. For example, shop owners near the school voluntarily adjust their sales to avoid endangering the health of children with special needs, even though this could reduce their income. Residents also assist with supervision during outdoor activities such as camping and create a safe, friendly, and bullying-free social environment. Furthermore, the community supports learning and therapy programs for children with special needs by demonstrating a cooperative attitude towards school-designed activities and by helping to spread awareness about children with special needs in social forums such as social gatherings (arisan) and religious study groups.

Meanwhile, community participation at the Sekolah Alam Lampung differs due to its

geographical location and dispersed settlement patterns. The relatively long distance from the school limits direct community involvement in educational activities compared to SAI. Communities around the Sekolah Alam Lampung generally engage in agricultural activities, so daily interaction with the school is not as intense as at SAI. However, support for the principle of inclusivity remains through indirect forms of participation, such as moral or social support.

Community participation around the Sekolah Alam Lampung is described as follows:

**Table 2:** Summary of Responses to Forms of Community Participation in Support of the Program Sekolah Alam Lampung

No.	Respondents	Comment
1.	ST	by creating an inclusive, child-friendly environment
2.	FS	by providing convenience and helping to provide the facilities and infrastructure that Sekolah Alam need
3.	SU	supporting existing programs at the Sekolah Alam Lampung, for example, interning at the home of a resident who has a Lampung specialty chips business
4.	DA	by providing the necessary facilities to support education at Sekolah Alam Lampung
5.	LN	providing understanding to the community who do not know about ABK and also what inclusive education is like at Sekolah Alam

		Lampung
6.	MI	As a member of society, I acknowledge the existence of inclusive children. Without discrimination, children with special needs receive proper treatment, just like normal children, and are trusted to participate in community activities.
7.	HY	As a resident whose house is near the Sekolah Alam Lampung, I provide motivation and support to the inclusive children at the school.
8.	SH	collaborate with teachers and staff to support the implementation of school programs
9.	ICE	I understand that the success of inclusive children cannot be separated from the role of society. The community creates a conducive atmosphere so that children feel comfortable learning.
10.	HM	The best way for the community to support teachers and staff is to communicate in the environment, organize projects. The community allows environmental areas, outing and survival destinations, organize social services and environmental

		actions.
11.	MFI	Society also mingles with inclusive children without erasing them, like special children.
12	SK	community participation in the form of assistance to meet the needs of inclusive students, participate in improving security and safety for children with special needs

Source: data processing results, 2024.

From the table above, the author concludes that the community participates in ensuring the success of the programs and projects held at the Sekolah Alam Lampung. Similar actions are taken by the community at the Indonesian Sekolah Alam, namely: 1) open communication. Open communication is established between parents, facilitators, and the community to share information and effective strategies for the success of school programs. 2) an integrated approach. This means that parents, facilitators, and the community work together to design and implement inclusive education programs at the Sekolah Alam. 3) evaluation and adjustment. This is done periodically after the program activities are implemented. The goal is to ensure that children with special needs have their needs met.

To build synergy between parents, the community, and the school in supporting inclusive education activities for students with special needs, these three components need to understand the core curriculum at Sekolah Alam Indonesia. Sekolah Alam Indonesia implements a curriculum divided into two aspects: academic and non-academic (Sekolah Alam Indonesia documentation, 2024).

### Collaboration Patterns between Schools, Parents, and the Community in Improving the Quality of Inclusive Education in Sekolah Alam

Improving the quality of inclusive education at Sekolah Alam relies on a structured collaborative partnership between three key actors: the school, parents, and the community. This network is formed through four interrelated and mutually supportive strategic stages.

The first stage is strengthening the role of actors, namely parents as active partners in the educational process, the community as social supporters, and collaboration with external parties such as volunteers, professionals, or partner institutions. This partnership facilitates the sustainability of inclusive programs and ensures multi-stakeholder involvement in the child's educational process. The second stage emphasizes building an inclusive culture through training and awareness-raising, creating a diversity-friendly school environment, and recognizing and rewarding the contributions of all parties. This culture serves as an ethical and social foundation for the implementation of equitable inclusive education. The third stage is the implementation of an inclusive approach to learning, which upholds diversity, rejects all forms of discrimination, and prioritizes a student-centered learning approach. This strategy ensures that the needs of children—including Children with Special Needs (ABK)—are optimally served.

The fourth stage is continuous evaluation and improvement. This process includes regular monitoring and assessment of program implementation, joint reflection by all parties, and adjustments to policies or strategies based on field findings. Furthermore, this process also creates space for collective learning to maintain the sustainability of inclusive education practices. The following figure illustrates the collaborative network pattern.





Picture1. cooperative network pattern

Sekolah Alam Lampung has a distinct strategy for fostering open communication between the school, parents, and the community, exchanging information about student progress, school activities, and pressing needs. The results of data processing from focus group discussions (FGDs) with parents of Sekolah Alam Lampung students are summarized in the following table.

**Table 3:** Summary of Responses to Open Communication Strategies in Inclusive Education

No.	Respondents	Comment
1.	ZM	share information in the class WA group
2.	US	Sharing information can be done through school groups and accompanying teachers.
3.	HF	improving communication between parents and teachers by creating a WA group, so that important information can be shared increase joint activities (teachers and

		parents of students)
4.	SIT	Child development consultations are held regularly and feature expert speakers. For example, bringing in a doctor whose two children are children with special needs. This allows the doctor to understand the theory and then put it into practice with their children with special needs. They learn how to care for and educate children with special needs. And because their children are also special needs, they also have experience in overcoming the problems they face while caring for and educating them.
5.	SN	The way schools ensure that information about children's activities and development is conveyed effectively to parents is by following, understanding and implementing the information provided by the school.
6.	FF	An effective way for teachers to convey information about their

		students' development is through the results of teacher observations which are described in a portfolio submitted to parents, as well as narratives.
7.	MI	Parents assist teachers in providing the facilities and infrastructure they have to ensure the success of the learning programs at the Sekolah Alam Lampung. For example, during outings to the rice fields, parents who own rice fields allow the use of their land. This is also true when students are asked to learn to breathe.
8.	MM	hold a consultation session attended by parents of students and class teachers
9.	IN	By creating a class WA group
10.	DFD	Holding family gatherings is very beneficial for building closeness between parents and teachers, allowing them to become closer like a family.
11.	HS	by maximizing parent forum or parent school activities
12	NH	Teachers create a class WhatsApp

group. Reports on student progress and daily activities at school are shared in the group. If there's a problem that needs to be addressed, for example, if a child is experiencing a decline in enthusiasm for learning at school, the teacher contacts parents to determine the cause. Once the cause is identified, they work together to find the best solution.

Source: data processing results, 2024.

The table above shows that open communication between school administrators, parents, and the community in supporting inclusive education is achieved through various strategies. One example is the formation of communication communities, such as inter-class WhatsApp groups and parent-teacher groups, which serve as a forum for exchanging information about student progress, school programs, and other pressing needs. Furthermore, schools regularly hold activities that bring these three parties together, such as school committee meetings and other collaborative activities.

At Sekolah Alam Lampung, a collaborative approach is established from the beginning of the student admissions process, through interviews between school administrators and parents. Furthermore, communication and collaboration are strengthened through training and parenting programs involving parents, students, and teachers. The school also holds regular activities such as parent-teacher meetings and pre-semester and end-of-semester meetings, which serve as a space

for shared reflection and strengthen synergy between the school, families, and the community. This strategy demonstrates that structured and participatory communication is a key foundation for the success of inclusive education at Sekolah Alam.

The following table is the result of data processing on the collaborative network between schools, parents, and the community in supporting inclusive education at Sekolah Alam Lampung.

**Table 4 :** Parent and Community Responses Regarding Collaborative Networks Between Schools, Parents, and the Community in Supporting Inclusive Education in Sekolah Alam Lampung

No.	Statement of Parental and Community Response Results
1.	teacher training activities. This activity is held once every semester
2.	creating a school community
3.	hold regular recitations held once every semester
4.	Parent school activities (workshops, parenting seminars). These activities are held once per semester.
5.	Create a school committee, whose management is made up of representatives of parents and the community around the school.

Source: data processing results, 2024.

Interviews with the school administrator, who also serves as the Director of Human Resources at Sekolah Alam Lampung, revealed that the community plays an active role in facilitating student learning activities, such as when students learn directly about local culture in the Skalabrak Kingdom. Furthermore, parental involvement is reflected in their participation in school activities, including their willingness to participate in parent-based school programs.

From the overall findings above, it can be concluded that the collaboration patterns between schools, parents, and the community at Sekolah Alam Indonesia and Sekolah Alam Lampung have similarities and differences. The similarities between the two lie in the existence of a collaborative committee, a parent-school program, and active participation by parents and the community. The differences are that Sekolah Alam Indonesia places greater emphasis on strengthening independence and developing the morals of children with special needs, while Sekolah Alam Lampung focuses on developing children's talents through an ecological and project-based approach.

### Discussion

The meaning of inclusive education according to the management of Sekolah Alam Lampung is in line with Law Number 20 of 2003 concerning the National Education System (Ira Lestari et.al, 2025), especially Article 5 paragraph (2) which states that "Citizens who have physical, emotional, mental, intellectual, and/or social disabilities have the right to receive special education," and Article 5 paragraph (4) which emphasizes that "Citizens who have the potential for intelligence and special talents have the right to receive special education," meaning that inclusive education provides a learning space for children with special intelligence and talents. The common understanding between school administrators, parents, and the community regarding the meaning of inclusive education also forms a synergistic pattern of cooperation in supporting the improvement of the quality of inclusive education in the school. The findings of this study are in line with the study (Fränkel et al., 2023) (Florian, 2017), which emphasizes the importance of schools' role in supporting inclusive education comprehensively, not limited to a differentiated approach for some students, but rather instruction that engages all learners. The link between inclusion and community participation is key to building

empowered and open educational communities (Muzaqi et al., 2025), as well as (Quick, 2021), emphasizes that an effective inclusion process involves cross-stakeholder deliberation and public participation that provides space for various perspectives in decision-making.

In contrast to Sari's study (Ramadhanita Mustika Sari, 2011) Based on the study of religious-based conflict prevention networks and the government, this study explores the collaborative network between parents and the community in supporting inclusive education at the Sekolah Alam. The primary focus is on the concrete participation of parents and the community in school activities, such as committee management, program development, and the provision of facilities and infrastructure. This is evident in outing activities at the Indonesian Sekolah Alam and creative projects at the Sekolah Alam Lampung. The results of this study support the findings of the study. (Xin Xu, 2025), (Wilder, 2014), as well as (Yulianti et al., 2022), which shows that student educational success is greatly influenced by parental involvement, a supportive environment, and the quality of communication between schools, parents, and the community. When communication is positive, both academic and non-academic aspects of children can develop optimally.

In the context of inclusive curriculum planning, this study refers to the Inclusive Education Framework and UNICEF recommendations, which emphasize the need for child-centered program development, multi-stakeholder involvement, and ongoing evaluation. Sekolah Alam Lampung developed its curriculum with a unique approach based on talent development and ecology, such as an environmental conservation program through composting. This program is aligned with the national curriculum and supported by the involvement of parents and the surrounding community. International studies, such as those conducted by Birgit (Paju et al., 2022) and (Mohamad et al., 2025)

Research in Norway reinforces these findings. In South Africa, collaboration between schools and education authorities is a key strategy in inclusive education. Meanwhile, in Norway, intensive parental involvement to support students with special needs is a key focus. A similar approach is also implemented at Sekolah Alam Indonesia, which provides special classes (ISTC) and accompanying teachers for students with special needs.

As a note, this research has limitations in the context of the findings and the strategies developed are more relevant to be applied to Sekolah Alam that have the same curriculum and pedagogical approach as the Indonesian Sekolah Alam and the Sekolah Alam Lampung.

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## Conclusion

This study reveals that collaborative networks between schools, parents, and the community play a crucial role in supporting the success of inclusive education at the Sekolah Alam. Three key points form the core of these findings. First, there is a shared understanding among parents, the community, and the Sekolah Alam administrators regarding the importance of collaboration in inclusive education. Parents understand the specific needs of their children and the importance of working together with school facilitators. Meanwhile, the community recognizes their role as active partners in ensuring the success of school programs, including for students with special needs. Second, the form of parental and community participation in supporting inclusive education is manifested through four main contributions: (1) helping to provide infrastructure and technical learning needs; (2) being involved in academic activities; (3) playing a role in aligning the school's vision and mission, especially in the inclusive student admission process; and (4) contributing to financial aspects, including cross-subsidies for students from low-income families. Third, the patterns of collaboration at the Indonesian Sekolah

Alam and the Sekolah Alam Lampung show both similarities and differences. Both build collaboration through forums such as school committees and parent-school activities. However, the Indonesian Sekolah Alam places more emphasis on strengthening independence and developing the morals of children with special needs, while the Sekolah Alam Lampung focuses more on developing ecological-based talents through project-based programs.

### Recommendation

Based on the research findings above, the author recommends that the development and evaluation of inclusive education programs at Sekolah Alam collaborate with external parties, particularly academics with expertise in education, child psychology, and sociology. This interdisciplinary involvement is considered strategic to ensure that the designed program is truly relevant and responsive to the needs and potential of students with special needs, so they can achieve optimal learning development. This research still has limitations, both in terms of the research object and the scope of the data used.

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