

Research Article

Collaboration between Teachers and Parents in Accommodating the Learning Needs of Students with Speech Delays at Karangany 1 State Kindergarten

Nuryanti ^{1,*}, Bayu Pamungkas ²

¹ Special Education, Faculty of Education, Universitas Negeri Yogyakarta, Jl. Colombo No.1, Karang Malang, Caturtunggal, Kec. Depok, Kabupaten Sleman, Daerah Istimewa Yogyakarta, Indonesia, 55281

* Corresponding Author : nuryanti0014fipp.2024@student.uny.ac.id

Abstract: This research aims to describe the collaboration between teachers and parents in meeting the learning needs of students with speech delays at Karangany 1 State Kindergarten. It focuses on examining strategies applied to overcome learning barriers while identifying both supporting and inhibiting factors in the practice of inclusive education. The central concern is how interaction and cooperation between home and school create a consistent, responsive learning environment for children with special needs. Employing a qualitative descriptive approach with a case study design, the study was conducted for one trimester of the 2024/2025 academic year. Research participants included classroom teachers, parents of children with speech delays, and relevant documentation related to inclusive education policies. Data were collected through in-depth interviews, observations, and document studies, with interview guides and observation sheets as instruments. Validity was ensured through triangulation and member checking, while data analysis followed the Miles and Huberman model: reduction, display, and conclusion drawing. Findings reveal active teacher-parent collaboration characterized by regular communication, joint discussion of learning strategies, and parental involvement in school programs. Supporting factors include open communication, shared commitment, and policy support, while obstacles involve limited teacher training, insufficient learning media, and lack of access to speech therapy specialists. The study highlights the need for continuous inclusive training, adequate learning resources, and regular communication forums to optimize education for children with speech delays.

Keywords: Collaboration; Early Childhood; Parents; Speech Delay; Teachers.

1. Introduction

Schools as educational institutions have a significant responsibility to provide inclusive education services for all students, including those with speech delays. As a follow-up to the need for inclusive education services, the government has issued the latest regulation, namely Permendikbudristek Number 48 of 2023 concerning the Provision of Appropriate Accommodation for Students with Disabilities. This regulation emphasizes the obligation of educational units to provide facilities, infrastructure, and learning strategies that are responsive to the needs of students with special needs, including children with speech delays. In addition, the revision of the Draft Law on the National Education System (RUU Sisdiknas) currently being discussed in the House of Representatives (DPR) also prioritizes the importance of inclusive, fair, and equitable education for all students, as an effort to reform the education system to be more adaptive to the challenges of the times.

In the field, inclusive education practices still face various challenges, particularly in terms of curriculum adjustments, teacher competency, and family involvement. Children with speech delays, for example, often experience communication barriers that impact their learning and social engagement. This requires a more flexible and collaborative pedagogical approach. Zia and Harsiwi (2024) state that structured and adaptive learning strategies can help students with speech impairments develop optimally, both linguistically and socially.

Furthermore, a study by Fitri et al. (2025) found that a consistent combination of oral motor therapy and visual-based verbal exercises can improve children's speech abilities when

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supported by the active involvement of parents and teachers. However, as Periandra (2024) noted, not all educational institutions are ready to implement a comprehensive inclusive approach due to limited human resources and a unequal understanding of diversity-based education. Furthermore, research by Wiliyanto and Husadani (2023) shows that the number of children with speech delays in inclusive schools is quite high, but the interventions provided tend to be unsystematic and poorly documented.

Based on these factors, collaboration between teachers and parents is key to accommodating the learning needs of children with speech delays in inclusive schools. This collaboration not only strengthens continuity between learning at school and at home but also provides the emotional and motivational support children need. Therefore, research into the forms and effectiveness of collaboration between teachers and parents in addressing the learning needs of children with speech delays is highly relevant, particularly in supporting the successful implementation of quality and equitable inclusive education.

In implementing inclusive education, schools have three central roles: as education providers providing a curriculum accessible to all students, as facilitators creating a supportive learning environment, and as centers for collaboration between stakeholders, including teachers, parents, and experts. Darmawan (2018) emphasized that schools must function not only as places to deliver learning materials, but also as places for growth and development that can support the diverse needs of students, including those with speech delays. This requires curriculum adjustments and adequate facilities and infrastructure.

While the development of inclusive education practices in Indonesia has shown progress in terms of policy, implementation still faces challenges, particularly in adapting learning strategies, resource availability, and teachers' and parents' understanding of the needs of children with speech delays. Inclusive education, however, requires more than simply ensuring the physical presence of students with special needs in mainstream schools; it also requires adaptations in the learning process and school environment to truly accommodate the diverse abilities and needs of children.

Research by Zia and Harsiwi (2024) revealed that systematic and responsive learning strategies tailored to the needs of children with speech delays have been shown to improve their language competence and engagement in learning activities. These strategies include structured instructional communication, the use of visual media, and emotional guidance from teachers. Meanwhile, Fitri et al. (2025) demonstrated that interventions through oral motor therapy and verbal exercises conducted collaboratively between teachers, parents, and therapists can significantly promote the development of children's speech abilities.

At TK Negeri 1 Karanganyar, children with special needs, especially those with speech delays, receive appropriate care. Parents at TK Negeri 1 Karanganyar make various efforts to facilitate the learning of children with special needs, especially those with speech delays, as evidenced by the issuance of policies for handling inclusive students, facilitating learning and teacher training for handling the learning of students with special needs. Based on this, the researcher wants to tell and describe the efforts made by teachers and parents at TK Negeri 1 Karanganyar. It is hoped that this research can provide a comprehensive picture that can be applied in other schools.

2. Literature Review

2.1 Inclusive Education

Inclusive education is an approach to the education system that aims to provide equal access to all students without discrimination, including students with special needs. Inclusive education emphasizes that every individual, regardless of ability, social background, economic background, or special needs, has the right to receive a quality education.

Periandra (2024) emphasized the need for ongoing teacher training and increased public awareness of the importance of education that supports children with communication disabilities. Furthermore, Wiliyanto and Husadani (2023) mapped speech delay cases, showing that the number of children with speech disabilities is quite high in inclusive schools, yet interventions are still not evenly distributed and systematic.

Considering these conditions, collaborative efforts between teachers and parents are crucial to supporting the learning needs of children with speech delays in inclusive environments. This collaboration not only creates continuity between the learning process at school and at home but also strengthens the emotional and social support children need to develop their potential. Therefore, a more in-depth study is needed to determine how collaboration between teachers and parents can be optimized to accommodate the learning

needs of children with speech delays in inclusive education settings, particularly in early childhood education or kindergarten.

2.2 The Concept of Parent Collaboration in Inclusive Education

Collaboration between schools and parents is a crucial aspect in implementing inclusive education, especially for children with developmental disabilities such as speech delay. One theory that emphasizes the importance of this relationship is the school-family partnership theory developed by Joyce Epstein in Rejeki, Widyastono, and Yuwono (2024). It states that parental involvement in children's education is divided into six forms: parenting, communication, volunteering at school, learning at home, decision-making, and collaborating with the community. Of these six forms, home learning and communication are particularly important for children with speech delays, as they require consistency between the support provided by teachers at school and by parents at home. Without good communication, the strategies implemented can be out of sync and actually hinder a child's development.

Bronfenbrenner's ecological systems theory is presented in a study titled "Child-Parent-Provider Interactions of a Child With Complex Communication Needs in an Inpatient Rehabilitation Facility: A Pilot Study" (2021). This study was conducted in a rehabilitation context and focused on children with complex communication needs, where interactions between the child, parents, and service providers were directly observed. This study uses Bronfenbrenner's bioecological framework to analyze how social factors in the microsystem and mesosystem influence children's communication development.

Research shows that the frequency, duration, and diversity of communication partners (including parents and service providers) have a direct impact on children's language skills. Children who receive positive and consistent interactions from adults around them have more opportunities to practice language in natural contexts, resulting in gradual improvement in communication skills. Conversely, the absence of parents or a lack of involvement from service providers can hinder children's interaction processes and even slow down their language development.

These findings reinforce the understanding that social and emotional support from adults in a child's immediate environment, including teachers and parents, is crucial for children with communication disorders such as speech delay. In the context of inclusive education, teachers act not only as academic facilitators but also as sources of emotional and social support that can create a safe and supportive learning climate. Collaboration between teachers, parents, and other professionals is an integral part of the mesosystem that supports optimal child development.

2.3 Speech Delay in Educational Context

Speech delay is a condition in which a child experiences a delay in the development of speech skills compared to children of the same age. This condition can manifest as difficulty pronouncing words or sentences appropriate to their developmental stage, or difficulty using language to communicate. In an educational context, it can significantly impact a child's ability to follow lessons, interact with peers, and understand instructions from teachers. Therefore, early detection and intervention are crucial to prevent children from falling behind in their academic and social development.

Various approaches are used to support children with speech delays. One approach is early intervention, where children receive speech therapy to help them develop their communication skills. Furthermore, more structured, visual-based teaching methods are often used to facilitate children's understanding of learning materials. Assistive technology, such as augmentative communication devices or image-based applications, is also used to help children with speech difficulties communicate more effectively. As stated in Universal Design for Learning (UDL), it is an approach to designing learning that is flexible and responsive to the diverse needs of learners.

The principles of UDL consist of three main aspects: (1) multiple means of representation – providing material through various forms (visual, auditory, and kinesthetic); (2) multiple means of action and expression – providing various ways for students to respond or demonstrate their understanding; and (3) multiple means of engagement – creating various strategies to increase interest and involvement in learning. In the context of children with speech delays, UDL strongly supports the use of assistive technology such as augmentative and alternative communication (AAC) devices and image-based applications, which enable children to actively participate in learning despite having limitations in verbal communication.

This technology provides another way to express ideas and understand the information being taught. By applying the principles of UDL, teachers can create an inclusive learning environment and empower all students, without exception, to reach their optimal potential.

2.4 The Role of Teachers in Inclusive Education

Research by Panggabean (2024) highlights the importance of teachers' role as facilitators in inclusive education in elementary schools. This study emphasizes that teachers must have a deep understanding of the principles of inclusive education and the ability to adapt teaching methods to suit the diverse needs of students. In this context, teachers act not only as transmitters of subject matter but also as learning designers capable of adapting teaching methods, creating a supportive classroom environment, and using various differentiated learning strategies to ensure optimal learning for each student.

The role of teachers in inclusive education is crucial in creating a supportive and adaptive learning environment for all students, including children with special needs (ABK). Inclusive education aims to ensure that every child has an equal opportunity to receive a quality education. Therefore, teachers must be able to carry out various roles holistically to ensure the success of inclusive education. As learning facilitators, teachers have a responsibility to adapt teaching methods to suit the diverse needs of students. According to Vygotsky's theory of proximal development in Sharma & Loreman (2021), social interactions between teachers and students play a crucial role in helping children reach their maximum potential. In the context of inclusive education, diverse and adaptive learning strategies are essential to ensure all students, including those with special needs, can actively participate in learning. Research by Sharma & Loreman (2021) shows that teachers' implementation of learning differentiation strategies can improve student engagement and learning outcomes in inclusive classrooms.

Besides being facilitators, teachers also play a role as social and emotional supporters for students with special needs. According to Bronfenbrenner's ecological theory in *Frontiers in Psychology* (2024), the social environment, including interactions with teachers, significantly influences a child's development. A study by Florian & Black-Hawkins (2020) confirms that an inclusive pedagogical approach implemented by teachers can improve the self-confidence and well-being of students with special needs in the classroom. By creating a supportive and inclusive learning environment, teachers help students feel accepted and valued, which ultimately boosts their motivation to learn. Furthermore, teachers also play a role as collaborators in building an inclusive education system. Collaboration between teachers, parents, and other professionals, such as psychologists and therapists, is a key element in supporting optimal student development. Rouse & Florian (2022) emphasize that a collaborative approach in inclusive education can create a more effective and adaptive learning environment for students with special needs. Through close collaboration, teachers can gain greater insight into each student's needs and develop more appropriate learning strategies.

Overall, the role of teachers in inclusive education encompasses various interrelated aspects. As learning facilitators, social-emotional supporters, collaborators, and individuals who continuously develop their competencies, teachers play a vital role in ensuring a welcoming and empowering learning environment for all students. With active involvement and the right strategies, teachers can become agents of change in realizing quality and equitable inclusive education.

2.5 The Role of Parents in Education Inclusive

The role of parents is a key factor in ensuring the successful implementation of inclusive education, as they are the primary caregivers in children's development, both at home and at school. Parents' role in educating and supporting children with special needs (ABK) is crucial in ensuring their optimal development and integration into society. In recent years, various studies and theories have highlighted the significant contribution of parents to key aspects of the care and education of children with special needs. As primary caregivers, parents have a responsibility to help children achieve their educational and self-development goals. They also act as educators, providing guidance in both academic and non-academic areas. Active parental involvement in the education of children with special needs has been shown to improve children's interaction and communication skills with their surroundings, enabling them to develop optimally (Dewi, 2023; Aulia, 2022). In addition to being caregivers, parents also act as advocates, fighting for their children's educational rights. They act as facilitators by providing resources and creating a learning environment tailored to their children's needs.

Research shows that in online learning systems, parents often take on dual roles as primary educators, advocates, and facilitators to effectively support their children's learning process (Zahra et al., 2024). Unconditional parental acceptance of their children's circumstances is fundamental to developing their self-esteem and comfort in interacting with their environment. Research shows that children who receive full acceptance from their parents tend to have higher levels of self-confidence and improved social skills (Syastati, Basith, & Kamaruddin, 2024).

Furthermore, parents also play a role in shaping children's self-efficacy, which is their belief in their ability to achieve goals. This support can encourage children with special needs to achieve in various fields, including sports, and increase their independence in daily life (Khairullah, 2023). Close collaboration between parents, schools, and professionals is a crucial factor in supporting inclusive education for children with special needs. Strong synergy between these three parties can create a more meaningful learning experience tailored to the child's individual needs (Az Zahra et al., 2024). Overall, the role of parents in the care and education of children with special needs encompasses various interrelated aspects. Their active involvement, unconditional acceptance, and collaboration with various parties are key to ensuring the optimal development and well-being of children with special needs.

The correlation with inclusive education, where good inclusive education requires the involvement of parents not only as recipients of educational policies, but also as active partners who contribute to various aspects of child development.

3. Method

This study uses a qualitative descriptive method, with the aim of describing and analyzing in depth the efforts of teachers and parents of TK 1 Negeri Karang in accommodating students with speech delays at school. Descriptive research aims to provide a systematic, factual, and accurate description of a particular phenomenon or problem. A qualitative approach is used to understand the phenomenon in depth through data collection in the form of words, behavior, and documents. This approach aims to explore the meaning behind the actions or strategies of teachers and parents in the context of inclusive education.

4. Results and Discussion

Collaboration between Teachers and Parents in Accommodating the Needs of Students with Speech Delay, one theory that emphasizes the importance of this relationship is the theory of school and family partnerships developed by Epstein in Rejeki, Widyastono, and Yuwono (2024) which states that parental involvement in children's education is divided into six forms, namely parenting, communication, volunteering at school, learning at home, decision making, and collaborating with the community. Of these six forms, learning at home and communication are very important aspects for children with speech delay, because children need consistency between the support provided by teachers at school and by parents at home. Without good communication, the strategies implemented can be out of sync and actually hinder the child's development.

Based on observations and analysis of interview results, it was shown that teachers and parents are working hard to create an inclusive learning approach. The strategies implemented include:

Adaptive Communicative Strategy

Through continuous consultation and observation, teachers not only focus on the classroom but also actively ask parents about their children's habits at home, preferences, and challenges. With this information, teachers adjust classroom activities to suit the children's preferences. This is supported by research by Zulkarnain (2020), whose results also show that the success of inclusive education is greatly influenced by teachers' understanding of children's special needs, as well as the use of structured and adaptive teaching strategies. Teachers strive to build communication with parents through various means, not only through direct verbal communication with parents, but also utilizing various methods such as through WhatsApp messages to ensure information is immediately conveyed to parents, regular discussions and meetings with parents, and involving parents in P5 activities at school. This is in accordance with research initiated by Adhiani and Munawaroh (2023) which highlights the importance of effective communication and collaborative strategies between teachers and parents in dealing with children with special needs, especially those experiencing

a combination of ADHD and speech delay. The research results show that intensive communication enables a harmonious learning approach between home and school, resulting in more effective and sustainable interventions for children. This communication effectiveness is further supported by statements from parents of students with speech delays.

Audio and Visual Play-Based Learning

Teachers use media such as toy cars, pictures of animals, vegetables, and color props to stimulate student responses. The use of this media is in line with the principles of play-based early childhood education (PAUD) and supports the needs of children with speech delays. This is in line with research by Wati and Hidayati (2020) which examined the implementation of inclusive education at the Early Childhood Education (PAUD) level, focusing on how teachers accommodate children with special needs, including children with speech delays. This study also found that the implementation of inclusive education in PAUD involves various approaches that are more flexible and based on the individual needs of children. Teachers are expected to use more visual and interactive methods, such as pictures and other communication aids, to help children understand the material and communicate better, which is very appropriate for what has been implemented by TK Negeri 1 Karanganyar. From the perspective of parents, it is also shown that parental involvement is very important for the success of inclusive education. In an interview, Mrs. GF shared several strategies implemented at home: creating a comfortable and interesting learning space, reading books together every day to stimulate imagination and vocabulary, using educational games to introduce numbers and letters, and holding simple discussions to stimulate listening and thinking skills. This reinforces the statement in Chapter II that inclusive education is not solely the responsibility of schools but also requires active support from families. This is consistent with Nabila and Rahayu's (2022) study, which focused on parental involvement in language intervention for early childhood with speech delays. The results showed that parents' active participation in learning activities, both at home and at school, can accelerate children's speech development. This study emphasizes the importance of synergistic collaboration between teachers and parents to ensure a consistent and sustainable approach to children. Research by Astuti and Harmini (2021) underscores that active parental involvement in daily communication activities, such as reading books, engaging in dialogue, and using visual media, has a significant positive impact on children's speech development.

Collaboration between teachers and parents

Accommodating the learning needs of students with speech delays at TK Negeri 1 Karanganyar, Bronfenbrenner's ecological systems theory in *Frontiers in Psychology* (2024) provides an understanding that child development is influenced by various interconnected social environments. In this system, home and school are included in the microsystem, while collaboration between the two is included in the mesosystem. If interactions between parents and teachers are good, a stable environment will be created that supports the child's development. Conversely, if there is conflict or a lack of communication between the two parties, children with speech delays can experience difficulties in the adaptation and learning process.

It can be seen in the interviews conducted by researchers, in which there are forms of communication and discussions related to the learning of students with speech delays which are carried out continuously by teachers at school with parents, such as information on activities that parents can do at home to support their children's learning and parental involvement in their children's learning activities that have been carried out, namely in the P5 project at school .

Support for teachers and parents in implementing inclusive education for students with speech delay.

In addition to the good active communication between the school and parents as carried out by the parents of students with speech delay and teachers at TK Negeri 1 Karanganyar, researchers found that the implementation of learning for students with speech delay was attempted and accommodated quite well by the school and family. It is also supported by a varied learning approach, such as through audio-visual media in the form of videos, then educational props in the form of toys used at school, reading story books by parents at home, then involving children in movement and song activities so that children feel involved and can motivate children to practice their speaking skills. which is also in line with research

conducted by Safitri and Andriani (2024) offering an innovative approach in overcoming speech problems in children. The Si-UUL model (listen, say, repeat) is a learning strategy that relies on systematic verbal repetition to train children's speaking skills. Research by Wati and Hidayati (2020) examined the implementation of inclusive education at the Early Childhood Education (PAUD) level, focusing on how teachers accommodate children with special needs, including those with speech delays. They found that implementing inclusive education in PAUD involves a variety of approaches that are more flexible and based on the child's individual needs. Teachers are expected to use more visual and interactive methods, such as pictures and other communication aids, to help children understand the material and communicate better.

Obstacles in Implementing Inclusive Education

Despite significant efforts by teachers and parents, several obstacles still hinder the optimal implementation of inclusive education, as identified by researchers, including a lack of experts. According to Vygotsky in *Mapping Children's Actions in the Scaffolding Process Using Interactive Whiteboard* (2023), through the Zone of Proximal Development (ZPD) theory, children can reach their maximum potential when guided by adults or more competent peers. Experts here, in addition to teachers, specifically for children with speech delays, require direct guidance from psychologists, speech therapists, or special assistant teachers. Schools do not yet have direct access to psychologists, speech therapists, or special assistant teachers. This contradicts the recommendations in Chapter II, which emphasize collaboration with professionals by Rouse & Florian (2022), who emphasize that a collaborative approach to inclusive education can create a more effective and adaptive learning environment for students with special needs. Through close collaboration, teachers can gain greater insight into each student's needs and develop more appropriate learning strategies.

Limited Facilities and Assistive Media. Schools use limited media. There are no augmentative communication aids or supporting technology available for children with speech impairments. This is not in accordance with the Universal Design Learning theory, which in principle consists of three main aspects: (1) multiple means of representation providing material through various forms (visual, auditory, and kinesthetic); (2) multiple means of action and expression – providing various ways for students to respond or demonstrate their understanding; and (3) multiple means of engagement – creating various strategies to increase interest and involvement in learning. In the context of children with speech delays, UDL strongly supports the use of assistive technology such as augmentative and alternative communication (AAC) devices and image-based applications, which allow children to actively participate in learning despite having limitations in verbal communication. This technology provides another way to express ideas and understand the information being taught.

There is a lack of inclusive training to support teachers' understanding and development of learning strategies for children with speech delays. Forlin et al. (2023) found that teachers who received inclusive training tended to have more positive attitudes and improved skills in managing heterogeneous classrooms. Continuing professional development programs equip teachers to create more inclusive teaching methods and increase their effectiveness in accommodating the needs of students with diverse abilities.

Lack of Ongoing Inclusive Training. Despite brief training sessions, teachers feel the need for more in-depth and regular training to improve their competence in working with students with special needs.

5. Conclusion

Based on the results of research conducted at TK Negeri 1 Karanganyar, researchers concluded the following: Teachers strive to accommodate the needs of students with speech delay through adaptive learning strategies based on play, visual communication, and a personal approach. Parents demonstrate high levels of involvement by creating home learning routines, using creative methods, and actively collaborating with the school. The obstacles faced include limited expert staff, minimal communication aids, lack of relevant training and the distance between the training providers and the service centers for children with special needs, and barriers to verbal communication with children. Strategies to overcome obstacles include improvisational approaches carried out by teachers in various ways and methods, including the use of visual methods, utilization of online references, and encouragement from government policies that support teachers in further studies. This study shows that although

efforts to implement inclusive education for children with speech delays are still in the less than ideal category, it can be said that the implementation of inclusive education for children with speech delays can be effective through collaboration, creativity, and a willingness to learn from all parties.

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