

12-31-2019

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Recommended Citation

Arman, Andi Nur Zamzam and Kurniawati, Farida (2019). Psychoeducation “AKU PEDULI” for parent with typically developing children at an Inclusive Kindergarten. *ASEAN Journal of Community Engagement*, 3(2).

Available at: <https://doi.org/10.7454/ajce.v3i2.1060>

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Psychoeducation “AKU PEDULI” for parent with typically developing children at an Inclusive Kindergarten

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Received: September 16th, 2019 || Revised: November 13th, 2019 || Accepted: November 21st, 2019

Abstract

This study examined the effectiveness of “AKU PEDULI” psychoeducation in helping the parents of typically developing children to increase their knowledge of special needs children and inclusive education at an inclusive kindergarten. “AKU PEDULI” is abbreviated from Anak Berkebutuhan Khusus dan Pendidikan Inklusif (Special Needs Children & Inclusive Education). Quantitative methods were used in both the pre-test and post-test parts of the research. Six mothers aged 28–34 years, of typically developing children were selected to participate in the study through accidental sampling. Participants were required to be parents of typically developing children who attend an inclusive kindergarten and who have a minimum educational attainment of high school completion. The psychoeducation material consisted of two topics: special needs children and inclusive education. Participant's knowledge was measured using a questionnaire survey. Questionnaire data were tested using the Wilcoxon signed rank test. Statistical analysis revealed that psychoeducation “AKU PEDULI” did not significantly increase parents’ knowledge of special needs children and inclusive education. However, the analysis revealed an increase in knowledge regarding interaction with children with special needs, the definition of inclusive education and the role of parents in inclusive education. An action plan devised by participants in psychoeducation “AKU PEDULI” revealed an awareness of the need for their involvement in the inclusive kindergarten. The psychoeducation program described in this study can be used as an intervention by inclusive kindergartens to disseminate information about inclusive education to parents. The findings suggest that interviews and observation methods should be used to measure participants' knowledge before and after psychoeducation.

Keywords: psychoeducation, parent, developing, special needs children, inclusive kindergarten

1. Introduction

Since 2004, Indonesia has formally committed to provide inclusive education on the basis that every child, whether with or without special needs has the same right to a quality education. Special needs children are children who have physical barriers, or who have intellectual, mental and/or sensory limitations over a prolonged period, causing them to experience obstacles and difficulties in interacting with their environment and in participating fully and effectively with other children ([Undang-undang Republik Indonesia, 2016](#)). One objective of the implementation of inclusive education in kindergarten is to encourage the acceptance of special needs children by typically developing children ([Stahmer, Carter, Baker & Miwa, 2003](#)) and to develop the social skills of special needs children from an early age ([Guralnick, 1990](#)). At the same

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time, inclusive education can provide typically developing children with greater understanding of children with special needs, improve their abilities to interact and share (Stahmer, Carter, Baker, & Miwa, 2003), enhance their understanding of difference and that special needs children should be accepted, loved and assisted, and motivate them to try harder to do their tasks and appreciate what they already have (Lai & Gill, 2014). Based on this, inclusive education is understood to benefit both children with special needs and typically developing children.

In order to smoothly undertake inclusive education that provides optimal benefits for all students, collaboration between school, children, and parents is required. Children spend more time with their parents and have a stronger bond with their parents than with their teachers (Henniger, 2009). For younger children with few life experiences, the role of the parent is crucial. The stimulation of parents can have a major impact on a child's development. Parents help children develop knowledge of the world around them through daily interactions (Vygotsky, 1962 in Henniger, 2009), through guiding children to solve problems and facilitating diverse experiences. The role of parent is related to how the parent shares knowledge with the child. This also applies to inclusive school settings, where parents assist their children to adapt to the inclusive school setting and encourage their children to interact with those around them, including their classmates with special needs. In other words, parents play an important role in the implementation of inclusive education, especially in supporting friendships between typically developing children and children with special needs. In the case of the inclusive kindergarten, the involvement of parents may be the key to the success of implementing inclusive education.

Both Magumise & Sefotho (2018) and McGarty & Melville (2018) have found that collaboration between schools and parents is challenging if parents have limited knowledge of the process and implementation of inclusive education. In addition, the lack of knowledge about disability among the parents of typically developing children can lead to misunderstanding and confusion (Doménech & Moliner, 2014), creating a negative attitude among parents (Sira, Maine, & McNeil, 2018) toward special needs children (Ozyurek, 2012). Conversely, when parents understand the importance of inclusive education and are informed about it, they will be more sensitive to issues of inclusive education and will further support its implementation (Miller et al., 1992; Phillips, Sapona & Lubic, 1995; Kalyva, Georgiadi & Tsakiris, 2007). Parents will also be

more open to disability issues and will reduce misunderstandings about inclusive education (Hilbert, 2014). The knowledge possessed by parents will help them to teach their children to care about their classmates with special needs. Therefore it is important to ensure that parents are informed about disability so that they can be actively involved in the inclusive education process.

Based on a pedagogic model of caring (Noddings, 1992), parents can teach their children to be caring through the four components of modeling, dialog, practice, and confirmation. First, parents' model or exemplify the correct way to interact with special needs children. Second, they engage in conversation and respond to their children's stories about classmates with special needs, in order to help them develop perceptions and concerns about their friends. Third, parents provide practical opportunities for children to experience and interact with children with special needs, giving children the chance to directly build friendships with special needs children. Fourth, parents confirm and reinforce their children's caring behavior toward other children with special needs. This also involves the prevention of inappropriate behaviors such as bullying or ignoring children with special needs. However, these can only be achieved if parents possess appropriate information and knowledge about children with special needs. The knowledge possessed by parents of typically developing children can influence the knowledge and behavior of those children regarding their classmates with special needs.

It has been found that in many inclusive schools some parents of typically developing children lack knowledge about special needs children and about inclusive education. This was found to be the case when semi-structured interviews were conducted with parents of typically developing children at TK X and TK Z in Jakarta. Interviews were conducted to establish the level of knowledge possessed by parents of typically developing children regarding special needs children and inclusive education. The interview results showed that: 1) Parents cannot distinguish between inclusive schools and traditional schools; 2) Parents find it difficult to distinguish certain types of special needs, such as autism and ADHD; 3) Parents claim that, when registering their child in the kindergarten, they did not receive information about special needs children in the school or about the implementation of inclusive education; 4) Parents have concerns regarding the presence of special needs children in the school, especially those with severe emotional disorders or hyperactive disorders, and those who display hitting

behaviors. These concerns are influenced by parents' perceptions that the behavior of special needs children that can interfere with the experiences and education of other children. However, parents of typically developing children do not know how they should react to the behavior of special needs children, as they fear offending the parents of these children.

A lack of knowledge among parents of typically developing children has a possible impact on the behavior of these children toward others with special needs. This was found to be the case in one school, where special needs children were treated unpleasantly by their classmates. The parents of these children explained that their children had received unpleasant stares and were rarely included in playtime. This behavior may be due to a lack of knowledge among the typically developing children regarding their classmates with special needs. It can be assumed that the parents of these children are lack knowledge about children with special needs.

It has also been found that parents of typically developing children often do not include special needs children in activities outside of school. Such a lack of inclusion is often because parents cannot assist special needs children in these activities but fail to offer help or ask about the situation when engaged in school activities with parents of special needs children. This illustrates a lack of parental knowledge about the role they can play in communicating with parents of children with special needs. The lack of parental knowledge demonstrates low levels of awareness among parents regarding their role in inclusive education. This impacts on their children's knowledge of and attitudes toward their classmates with special needs.

Interventions for parents of typically developing children have, so far, been generally provided to parents of primary and secondary school children. Other psychoeducation interventions, to improve basic knowledge about special needs children in inclusive schools, are provided for teachers. A literature review reveals that no interventions have been provided to parents of typically developing kindergarten age children to increase their knowledge of special needs children and inclusive education. Given that the implementation of inclusive education at the kindergarten level in Indonesia formally started in 2018, this situation is entirely understandable (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2018).

The limited knowledge of parents of typically developing children regarding special needs children creates misperceptions about special needs children. It also reduces

parental involvement in the implementation of inclusive education. It cannot be denied that the role and involvement of parents play an important role in the success of inclusive education. Because of this, it is important that the knowledge of parents of typically developing children regarding special needs children in inclusive kindergarten is increased. When someone receives new or different information, prior knowledge can cause cognitive disequilibrium. The existence of cognitive disequilibrium or cognitive dissonance initially causes confusion as the person tries to find a new understanding based on clarification through the learning process. According to [Baken \(2014\)](#), cognitive dissonance challenges students to achieve balance and use new information to adapt to certain situations. In this process, cognitive dissonance not only affects the learner's cognitive structure but also has implications for the learner's affective aspects. When associated with the psychoeducation of the parents of typically developing children in an inclusive kindergarten, new information regarding inclusive education or differences between new information and previous knowledge creates cognitive dissonance. This causes cognitive imbalances and affects the affective aspects, leading to greater awareness of special needs children and inclusive education by the parents of typically developing children.

Through psychoeducation, parents of typically developing children are provided with information that is recommended that they should know, namely the definition and concept of special needs and of inclusive education ([de Boer & Munde, 2014](#)). This information includes different types of special needs, characteristics of special needs children, and levels of special needs ([Lutfi, 2009](#)), children's rights, myths and facts about special needs children ([Beckett, 2009](#)), positive benefits and outcomes of have typically developing children in inclusive classes ([Tafa & Manolitsis, 2003](#)), and the role of parents of typically developing children in inclusive education ([de Boer & Munde, 2014](#)). Intervention, in the form of a psychoeducation program on special needs children in inclusive kindergartens, is expected to increase the knowledge of parents of typically developing children about special needs children in the inclusive kindergarten setting. At the end of the psychoeducation program, participants are expected to not only to be able to recall or recite the information, but to demonstrate understanding, and be able to explain, give examples and summarize the knowledge obtained in their own words ([Krathwohl, 2002](#)). Based on Bloom's taxonomy theory (in [Krathwohl, 2002](#)), the achievement of participant knowledge in this study is at the level of

understanding. To discover the level of knowledge, participants must undertake either written or oral tests following the intervention ([Krathwohl, 2002](#)).

In this study, participants were asked to fill out an achievement test before and after participating in psychoeducation. Data from the achievement test was processed and analyzed to determine the effectiveness of the psychoeducation program. At the end of the psychoeducation session, participants were asked to make an action plan regarding the role of parents of typically developing children in inclusive education. According to [Ajzen \(2011\)](#), in the Theory of Planned Behavior, one's intention is a strong predictor of future behavior. Action plans are often used as a bridge between intention and behavior ([Gollwitzer, 1999](#) in [Sniehotta, Scholz, & Schwarzer, 2005](#)). An action plan can be made when there is enough understanding and knowledge regarding how to achieve the expected goals. An action plan, in this instance, demonstrates parents' awareness of the importance of parental involvement in the implementation of inclusive education. Through the psychoeducation "AKU PEDULI" (Special needs children and inclusive education) described in this paper, it is hoped that the knowledge of parents of typically developing children in inclusive kindergartens will increase regarding special needs children and inclusive education, and that this knowledge can build awareness and encourage the involvement of these parents in the inclusive school environment.

This research is concerned with whether the "AKU PEDULI" psychoeducation program is effective in increasing knowledge of special needs children and inclusive education among parents of typically developing children in an inclusive kindergarten. The purpose of the study was to examine the effectiveness of the "AKU PEDULI" psychoeducation program.

2. Methods

This quantitative research used a one-group pre-test-post-test design which aimed to evaluate the effectiveness of an intervention by comparing the results of observations before and after the intervention ([Gravetter & Forzano, 2012](#)). Figure 1 demonstrates the design of the study:

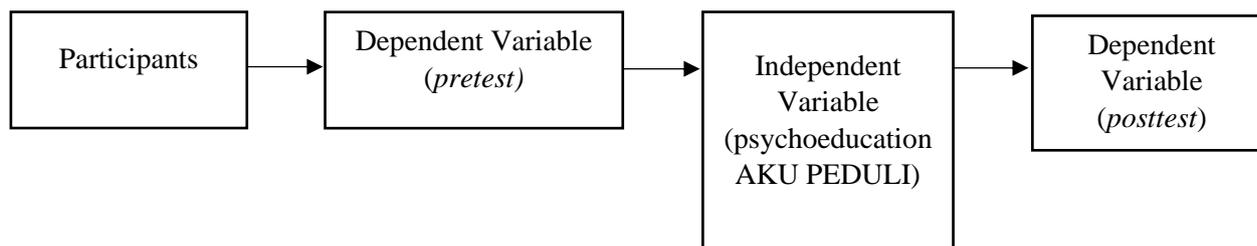


Fig. 1 Research design

Source: Author (2019)

Participants in the study were parents of inclusive kindergarten students who do not have special needs (typically developing students). The children attended kindergarten at the research location or at other schools, and the participating parents were required to have a minimum educational attainment level of having completed high school. A nonprobability accidental sampling method was used. Nonprobability sampling is a sampling method arising from random opportunities of participants (Gravetter & Forzano, 2012). Accidental sampling is based on the availability and ease of obtaining samples.

The study was undertaken at an inclusive school in Cipete, South Jakarta, where there are six inclusive kindergarten teachers and 84 kindergarten students spread across five classes. There are four special needs students in the kindergarten: three in class B and one in class A. These students have special needs that include barriers to speaking and autism spectrum disorder.

The study's independent variable was the "AKU PEDULI" psychoeducation program and the dependent variable was knowledge of special needs children and inclusive education. Psychoeducation is a form of intervention that consists of information, educational materials (in the forms of leaflets, posters, audiovisual materials, and online material), and teaching (Donker, Griffiths, Cuijpers, & Christensen, 2009). In this case, "AKU PEDULI" provides information about special needs children and inclusive education through lectures, discussions, and the use of psychoeducation media (booklets, leaflets and animated videos). "AKU PEDULI" is an abbreviation of Anak Berkebutuhan Khusus dan Pendidikan Inklusif (Special Needs Children & Inclusive Education). The dependent variable was parents' knowledge of special needs children and inclusive education. The knowledge of parents of typically developing children was

defined as the extent of their knowledge about special needs children and inclusive education measured by means of a questionnaire survey.

The “AKU PEDULI” psychoeducation was based on literature research and on a needs assessment of parents of typically developing children in an inclusive kindergarten. It included two primary parental needs: understanding children with special needs and understanding inclusive education at kindergarten level. Additional psychoeducation material was acquired from the results of expert judgment, which had not been explored when conducting the need assessment. These concerned how to deal with conflicts at school between typically developing children and children with special needs at school. Psychoeducation included activities such as lectures, discussions and exposure to information through booklets, leaflets, and animated videos. Lecture and discussion content consisted of explanations of children with special needs and inclusive education at the kindergarten level, together with supporting material from the information presented in the booklet. The booklet contained information about inclusive education at pre-school level, the benefits of inclusive education, types of special needs and their characteristics, how to interact with children with special needs and how to deal with conflicts between typically developing children and children with special needs at school, and so on. The leaflet contained a summary of information contained in the booklet. The animated videos contained information about the role of parents of typically developing children in supporting friendships between their children and children with special needs. These three media were used in the psychoeducation program implemented at the inclusive kindergarten.

The research procedure consisted of two stages: preparation and implementation. The preparation phase included literature research, a needs analysis, goal setting, creating the psychoeducation media, compiling knowledge measurement tools and submitting an ethical review. The implementation phase consisted of completing the pre-test questionnaire, implementing the intervention and filling out the post-test questionnaire. A few days after the intervention, semi-structured interviews were conducted to confirm participants’ understanding. The data processing stage consisted of testing and data analysis.

Two measuring instruments were validated in this study: achievement tests and interview guides. Validation of achievement tests and interview guides were conducted by faculty members from the Faculty of Psychology, Universitas Indonesia. A readability

test for the achievement test was then conducted by two participants representing parents of typically developing children at the inclusive kindergarten.

Indicators of the success of the psychoeducation program were assessed based on the results of measurements using the achievement test before and after the intervention. A measuring instrument was designed to measure knowledge. The preparation of this instrument was based on the literature review, and the measuring instrument was administered before (pre-test) and after (post-test) participation in the intervention. Each question had a definite answer and was arranged in accordance with the information given during the intervention program ([Anastasi & Urbina, 1997](#)). The measuring instrument consisted of 20 multiple choice questions, with a lowest possible score of 0 and a highest score of 20. Following the intervention, interviews were conducted with the parents of typically developing children. The aim of the interview was to gain a deeper understanding of the knowledge gained from psychoeducation and the application of knowledge through the action plans devised during the psychoeducation program.

Following the Faculty of Psychology UI ethical review process and licensing from the school, the psychoeducation activities were implemented on April 26, 2019, with the pre-test and post-test conducted on the same day. The procedures for conducting the study were as follows: 1) The pre-test questionnaire was completed; 2) Participants were exposed to material through lectures using PowerPoint slides, discussions, the distribution of booklets and leaflets, and the viewing of an animated video; 3) At the end of Session 1, participants completed worksheets on "equality of special needs children and typically developing children". At the end of Session 2, participants engaged in small-group discussions to develop an action plan. Following the conclusion of the psychoeducation program, participants completed a post-test questionnaire. Post-test questions were identical to pre-test questions. The results of the pre-test and post-test values were analyzed using a statistical application which determined the significance of their effectiveness.

The Wilcoxon signed ranks non-parametric test was used to determine whether there were differences in pre- and post-intervention scores. Data analysis used a quantitative approach based on these statistical tests. The effectiveness of the program could be inferred from the increase in the significance of participants' knowledge scores in the post-test compared to the pre-test. Interview data from after psychoeducation

were analyzed to confirm the extent of the participant's understanding and implementation of the knowledge contained in the action plan.

3. Results and Discussion

3.1 Results

The study consisted of six participants, including three mothers of TK A students and three mothers of TK B students. Half of the participants were housewives ($n = 3$) and half were working mothers ($n = 3$). The educational background of the mothers was diverse: three participants had an S1 educational background, one had a D1 educational background and two had vocational education backgrounds. Four of the participants had previous experience interacting with special needs children, while two did not. One participant stated that she had a family member who was a child with special needs, while the other participants did not mention any such relationship. Further descriptions of the participants are presented in Table 1:

Table 1. Participant Description

	Participant 1 (Initial HM)	Participant 2 (Initial N)	Participant 3 (Initial MR)	Participant 4 (Initial AT)	Participant 5 (Initial D)	Participant 6 (Initial ND)
Age	34	-	30	28	32	33
Education	S1	SMK	S1	SMK	S1	D1
Work	Housewife	Entrepreneurship	Insurance Agent	Housewife	Graphic Designer	Housewife
Experience interacting with special needs children	Yes	No	No	Yes	Yes	Yes
Relations with special needs children	-	-	-	-	-	Cousin

3.1.1. Descriptive Statistical Analysis

The mean, minimum and maximum scores of participants' knowledge are presented in Table 2.

Table 2. Descriptive Statistical Analysis

	Number(<i>n</i>)	M (SD)	Min	Max	Skew
<i>Pre-test</i>	6	83.33 (9.83)	70	95	-0.25
<i>Post-test</i>	6	83.33 (9.83)	70	95	-0.25

Descriptive statistical analysis found that the mean, minimum and maximum scores of participants' knowledge before and after psychoeducation were the same. The standard deviation value and skewness value were also found to be the same for pre-test and post-test scores. These results show that, on average, participants did not experience an increase in knowledge after attending the psychoeducation program.

Table 2 shows that the standard deviation was relatively large, at 9.83. This shows quite a large data distribution in the groups. Skew data had negative results, showing a data distribution that was not normal (Skew <0) in the pre-test and post-test.

3.1.2. Research Data Analysis

To establish the effectiveness of the psychoeducation program, a comparison of participants' knowledge scores related to special needs children and inclusive education was made before and after the intervention. A comparison of participant knowledge scores is shown in Figure 2:

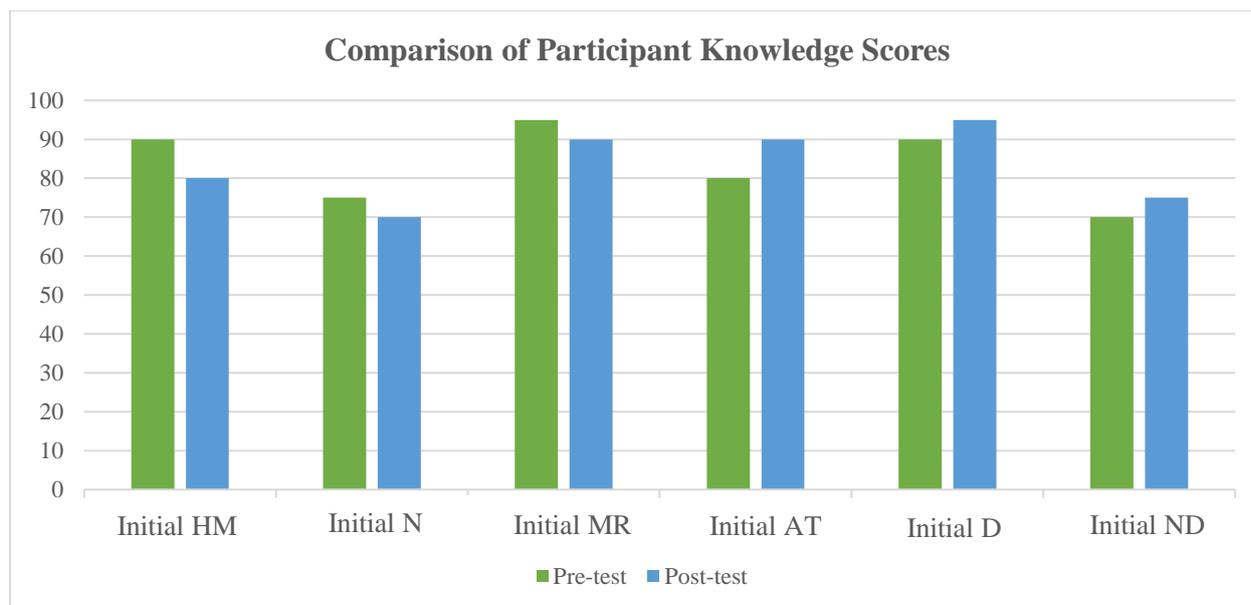


Fig. 2 Comparison of participants' knowledge scores

Source: Author (2019)

A comparison of participants' knowledge scores revealed that three participants had higher post-test scores than pre-test scores, demonstrating an increase in knowledge post-psychoeducation. Participant AT obtained the highest score increase, with a difference of 10 points between pre-test and post-test scores. Three participants scored lower post-test than pre-test, with participant HM having a 10-point negative difference between pre-test and post-test scores.

Three of the six participants had post-test scores higher than their pre-test scores. All three participants had previous experience interacting with special needs children. This experience helped the participants to more easily understand the psychoeducation material. According to [Millar & Millar \(1996\)](#), indirect experience has greater influence on cognitive response. ND's previous experiences interacting with special needs children led to her forming the assumption that both types of special needs are the same. However, after receiving psychoeducation, ND realized that the two were different. The intervention also provided her with an understanding of how to interact differently with children according to their specific special needs.

3.1.3. Statistical Test Results

Figure 2 shows that there was a change in participants' knowledge scores after participating in psychoeducation. To establish the significance of changes in pre-test

and post-test score resulted related to participants' knowledge, a statistical test was performed using the Wilcoxon signed ranks method. The results of the statistical tests are shown in Table 3.

Table 3. Wilcoxon Statistical Test Results Signed Ranks

		N	Mean Rank	Sum of Ranks
<i>Post-Test-Pre-Test</i>	<i>Negative Ranks</i>	3 ^a	3.50	10.50
	<i>Positive Ranks</i>	3 ^b	3.50	10.50
	<i>Ties</i>	0		
	<i>Total</i>	6		
Information:				
a. <i>Post-Test < Pre-Test</i>				
b. <i>Post-Test > Pre-Test</i>				
c. <i>Post-Test = Pre-Test</i>				
		<i>Post-Test – Pre-Test</i>		
Z		.00 ^b		
<i>Asymp.Sig. (2-tailed)</i>		1.000		

Source: Author (2019)

The results of the non-parametric statistical tests reveal three participants in the negative ranks column, meaning they had post-test values lower than their pre-test values. In the positive rank's column are three participants whose post-test values were higher than their pre-test values. In other words, the number of participants who experienced an increase in post-test scores equaled the number of participants who experienced a decrease in post-test scores. In the asymp table, Sig. 2 tailed shows a value of 1,000, where the value is higher than the level of significance ($p \geq 0.05$), meaning there was no significant difference in knowledge between pre- and post-participation in the psychoeducation program. Therefore, H0 is accepted, and there is no significant increase in the knowledge of parents of typically developing children after

participating in the "AKU PEDULI" psychoeducation program. The action plans created by each group are presented in Table 4.

Table 4. Action Plan

Group	Plans
Group 1 (Participant N and ND)	<p>Activities: Watching together and a playdate at a friend's house, which is expected to increase self-confidence for special needs children in socializing, gathering or socializing.</p> <p>The challenge that can be faced in implementing activities is the ability of children to adapt too many people.</p> <p>People who can be involved: parents and teachers.</p>
Group 2 (Participant D and MR)	<p>Activities: make visits to schools for special needs children and invite special needs children to school, such as at school shows. Through the activity of visiting schools for special needs children, it is expected that typically developing children can understand more about differences. In addition, the organization of school shows is expected to increase children's self-confidence.</p> <p>The challenge that can be faced in implementing activities is giving education to typically developing children and looking for special needs children who have achievement.</p> <p>People who can be involved: school.</p>
Group 3 (Participant AT and MH)	<p>Activities: <i>storytelling about special needs</i> and gave advice to parents of children with special needs to provide shadow teachers (companions). Through storytelling activities, it is expected to increase children's understanding of their friends who have special needs.</p> <p>The challenge that can be faced in implementing activities is that typically developing children do not easily understand their friends with special needs.</p> <p>People who can be involved: parents, teachers, and students.</p>

Source: Author (2019)

The results of the action plan analysis reveal the awareness of parents of typically developing children of children with special needs and inclusive education. The action plans created by the participants reveal plans for parental involvement in three activities: involvement in learning at home, volunteering, and communication. These activities were supported by psychoeducation material that was declared useful by the participants, and it helped participants to formulate plans for activities in the inclusive kindergarten. In addition, the results of the interviews indicate parental involvement in parenting, home learning, and communication. This shows that participants have realized their role in inclusive education, which is one way to pass on their knowledge to others. The action plan was not implemented due to several constraints, including school holidays and the low participation of special needs children in school events. Implementation of the action plan would have required support from various parties including parents, teachers, the school, and the students. However, the interview results show that, having received psychoeducation, participants were able to explain their role in inclusive education as described in psychoeducation material and could apply that knowledge by preparing an action plan.

3.2. Discussion

This research revealed an increase in parents' scores in several items. Participants understood the characteristics and ways of interacting with special needs children and understood the purpose of inclusive education and their role in it. The interviews revealed that the participants acquired new information when attending the psychoeducation program in relation to different types of special needs, and ways of interacting with special needs children. Parents also reflected that children with special needs and typically developing children can develop their potential together through inclusive education.

The action plan created by the participants demonstrated awareness of special needs children and inclusive education. According to Kurt Lewin's learning theory, in the first stage, cognitive dissonance or imbalance (disequilibrium) occurs. Psychoeducation "AKU PEDULI" shakes the confidence and initial perspectives of parents of typically developing children regarding special needs children and inclusive education. In the second stage (change), the changes that occur are influenced by an ideal model shown through "AKU PEDULI" psychoeducation material (booklets, leaflets, and animated

videos). Participants assess, identify, and repeatedly evaluate available options (Lewin, 1947) and finally decide to make changes according to the ideal model.

The use of "AKU PEDULI" psychoeducation media makes it easier for participants to understand and remember the information provided. In the refreeze phase, parents' awareness is visible in their implementation of inclusive education. This awareness was realized in the creation of the action plans. The emergence of this awareness reflects the participants' new understanding acquired through the psychoeducation program and demonstrates the implementation of participant knowledge in the form of the action plans. These parents had not previously had this knowledge or been involved in such actions. In other words, in the third stage, parental awareness regarding special needs children and inclusive education was formed through the creation of action plans for inclusive education.

According to Gollwitzer and Brandstatter (1997, in Sniehotta, Schwarzer, Scholz & Schuz, 2005), an individual who makes an action plan will behave according to that plan, while Sheeran & Orbell (2000), argue that an action plan leads to faster initiation of expected behavior. Based on the Theory of Planned Behavior, intention is a strong predictor of behavior (Ajzen, 1991). Nevertheless, the planned activities were not implemented because of school holidays and the low participation of children with special needs in school events. However, the participants showed a tendency to disseminate the information they obtained during psychoeducation.

An evaluation of the psychoeducation program showed that participants considered the psychoeducation program material useful and gave this aspect of the program a higher score than others. Providing information through psychoeducation "AKU PEDULI" has the advantage of using supporting media such as booklets, leaflets, and animated videos. The program can easily be replicated by schools to disseminate information about inclusive education programs at the kindergarten level. According to Supratiknya (2008), psychoeducation is easy to implement and can be implemented by non-professionals. In addition, active learning is in accordance with the learning needs of adults. According to Sanger & Pavlova (2016), an active learning approach stimulates cognitive development in adults. This can help psychoeducation participants understand the information provided.

Overall, the results of the questionnaire analysis show no significant difference in knowledge before and after participation in psychoeducation. Most participants had

high knowledge scores in the pre-test. This suggests that participants who participated in psychoeducation already had knowledge related to the material in the pre-test questionnaire, specifically relating to types of special needs, characteristics of children with disabilities and atypical development, and ways of interacting with atypically developing children. These high scores have been influenced by survey questions that were too easy and which allowed participants to guess the correct answers prior to their participation in psychoeducation. Multiple choice forms are suited to testing in the short term but can be inappropriate if the correct answer is too easily identified by the respondent (Cohen, Swerdlik, & Stunman, 2013). In addition, the participant demographic data revealed that some participants had bachelor's degree level educational attainment and some participants had prior experience of interacting with children with special needs, even though their educational attainment was at the vocational or D3 level.

The results of the statistical test showed an insignificant difference in knowledge upon completion of psychoeducation "AKU PEDULI". This may be because the method used did not sufficiently interest the participants. In addition to lectures and discussions using media such as booklets, leaflets, and animated videos, there are various other psychoeducation methods. These include direct interactive experience through participating in activities with special needs children (de Boer & Munde, 2014), conducting training that invites parents of special needs children to share their experiences in caring for their children (Aini & Kurniawati, 2018), and so on. According to de Boer & Munde (2014), direct interaction with special needs children in appropriate conditions effectively reduces prejudice and increases understanding. Similar to experiential learning theory, this is a learning process in which knowledge is formed through experience (Kolb, 1984). In addition, parents of typically developing children can also learn and understand the conditions of parents of special needs children by directly listening to their stories. According to Skinner et al. (1999 in Klein & McCabe, 2007), experiences told directly by the parent of a special need's child can help improve understanding and positive attitudes toward individuals with special needs. Experiential stories not only affect the cognitive aspects (knowledge) of learning but can also the affection aspects (feelings).

The implementation of the psychoeducation program faced several obstacles:

- a. The duration of the psychoeducation program was shorter than the optimum. The ideal length of the psychoeducation program was 2 hours and 30 minutes. However, this program could only be implemented for 1 hour and 30 minutes.
- b. During the psychoeducation activity, participants were often disrupted, and their attention diverted by their children entering and exiting the classroom. Some children also entered the room to meet their parents while the parents were completing the post-test questionnaire.
- c. The experience of the facilitator must be considered when implementing psychoeducation. If changes occur during the implementation of the activity, the facilitator must remain calm and be able to adjust to changing conditions.
- d. The infrastructure used in implementing psychoeducation is important. The facilities and equipment were prepared by the school, but the projector did not present the psychoeducation material clearly. As a result, several slides were not clearly legible. However, participants could see this material in their own booklet.
- e. Timely notification of the Psychoeducation Program is important. Many parents did not find out about the program until it was too late to participate.

3.2.1. Recommendation for future research

In line with these limitations, future research should take into consideration the duration of psychoeducation, the measurement methods, and the appropriateness of the venue. Further development of the psychoeducation program must take the results of the participants' need analysis into consideration. Therefore, in order to achieve the goals of psychoeducation, the entire program must be delivered in terms of topic and duration.

The use of any kind of paper pencil test for measuring the effectiveness of psychoeducation may result in participants giving answers based on guesses or in compliance with the will of others. Therefore, it is recommended that other methods are used, such as observation and interviews, as these are more reliable in giving a truer picture of participants' responses in relation to the topic of the psychoeducation program.

The availability of appropriate education space that is comfortable, has good lighting, and is tranquil, will help participants to focus better on the psychoeducation

program. This will also encourage participants to actively engage in the psychoeducation sessions. The effectiveness of the psychoeducation program in increasing participants' knowledge about children with special needs and inclusive education can be improved by including participants with more varied backgrounds, such as educational attainment, working experience, and different school types.

4. Conclusion

The study concludes that "AKU PEDULI" psychoeducation does not significantly increase the knowledge of parents of typically developing children regarding the inclusive kindergarten. However, it did lead to an increase in parents' knowledge in several areas, including characteristics and ways of interacting with special needs children, an understanding of inclusive education, and the role of the parent in inclusive education. Even though the statistical tests showed no significant change, "AKU PEDULI" psychoeducation raises awareness among the parents of typically developing children regarding their role in the successful implementation of inclusive education.

Acknowledgments

This research was supported by Directorate of Research and Community Engagement, Universitas Indonesia.

Author Contribution

Andi Nur Zamzam Arman and Farida Kurniawati conceived of the presented idea. Andi Nur Zamzam Arman developed the intervention and Farida Kurniawati supervised the finding of this work. Both of authors discussed the results and contributed to the final manuscript.

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