

Psychoeducation Posters and Leaflets Effects to Improve Inclusive Education Awareness of Parents with Typically Developing Children (TDC) in Indonesia

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Abstrack

One of the most persistent challenges in supporting children with Special Educational Needs (SEN) is the level of awareness and acceptance among parents of Typically Developing Children (TDC). Limited understanding of inclusive education often contributes to stigma, resistance, and reduced collaboration between schools and families. This study examined the effectiveness of psychoeducational posters and leaflets in improving TDC parents' comprehension of inclusive education. Using a quasi-experimental pre-post design, fourteen TDC parents participated and completed the Inclusive Education Comprehension Questionnaire. Data were analyzed using the Wilcoxon test due to the small sample size and non-parametric distribution. Results showed a statistically significant increase in parents' understanding after receiving psychoeducation materials. Parents reported clearer knowledge about the purpose, benefits, and implementation of inclusive education, indicating that visually delivered, indirect psychoeducation remains effective even in the digital era. These findings suggest that poster- and leaflet-based psychoeducation can serve as a practical and scalable strategy for schools and educators to promote greater acceptance toward children with SEN. However, to achieve more sustainable, more profound behavioral change, future interventions should combine indirect media with direct psychoeducational activities, such as workshops or guided discussions, particularly for parents with limited reading motivation or literacy challenges.

Keywords: children with special educational needs (SEN), inclusive education, leaflets, posters, parents with typically development children (TDC), psychoeducation

Abstrak

Salah satu tantangan utama dalam mendukung anak dengan Kebutuhan Khusus (Special Educational Needs/SEN) adalah tingkat kesadaran dan penerimaan orang tua dari anak dengan perkembangan tipikal (Typically Developing Children/TDC). Kurangnya pemahaman mengenai pendidikan inklusif kerap menimbulkan stigma, penolakan, dan rendahnya kolaborasi antara sekolah dan keluarga. Penelitian ini bertujuan menilai efektivitas poster dan leaflet psikoedukatif dalam meningkatkan pemahaman orang tua TDC mengenai pendidikan inklusif. Menggunakan desain kuasi-eksperimen pre-post, empat belas orang tua mengisi Kuesioner Pemahaman Pendidikan Inklusif sebelum dan sesudah intervensi. Analisis menggunakan uji Wilcoxon dilakukan karena ukuran sampel kecil dan distribusi non-parametrik. Hasil menunjukkan peningkatan signifikan dalam pemahaman orang tua setelah menerima materi psikoedukasi. Orang tua melaporkan pemahaman yang lebih jelas tentang tujuan, manfaat, dan penerapan pendidikan inklusif, menegaskan bahwa psikoedukasi tidak langsung melalui media visual tetap efektif di era digital. Temuan ini menunjukkan bahwa poster dan leaflet dapat menjadi strategi praktis bagi sekolah untuk meningkatkan penerimaan terhadap anak dengan SEN. Namun, untuk dampak yang lebih berkelanjutan, intervensi mendatang perlu mengombinasikan media tidak langsung dengan psikoedukasi langsung seperti lokakarya atau diskusi kelompok, terutama bagi orang tua dengan motivasi membaca rendah.

Keywords: anak dengan kebutuhan khusus (SEN), pendidikan inklusif, leaflet, poster, orang tua anak dengan perkembangan tipikal (TDC), psikoedukasi

Article info

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INTRODUCTION

One of the Sustainable Development Agenda's objectives is to eliminate gender inequalities in education and ensure equal access to all levels of education and vocational training for vulnerable people, including persons with disabilities, indigenous peoples, and children in vulnerable situations (Nations, 2020). According to this, many countries have implemented inclusive school programs, such as in Bangladesh (Siddik & Kawai, 2020); the UK, the United States (Alzahrani, 2020); Georgia (Tchintcharauli & Javakhishvili, 2017); Oman (Emam & Alkharusi, 2018); Thailand (Sharma & Trory, 2019), and including Indonesia (Tarnoto, 2016).

Currently, the Indonesian government is arranging inclusive school programs in many regions of Indonesia. Inclusive education emphasizes providing opportunities for equal participation by persons with disabilities (physical, social, and emotional) in general education. It also opens the possibility of providing outstanding assistance and facilities to those in need (UNESCO, 2005). Inclusive education is an educational approach in which everyone can participate and is treated as a valuable school member. This education system aims to enhance the learning and active participation of all students in the context of general education (Moriña, 2017).

Multiple parties encounter various obstacles in implementing inclusive education. They are teachers, parents of children with Special Educational Needs (SEN), Parents with typically developing children (TDC), and society. In some countries that hold inclusive schools, they complain about the same things: teachers who have inadequate competence for children with SEN, parents with SEN who TDC parents look down, and people who have negative perceptions of children with SEN (Emam & Alkharusi, 2018; Page et al., 2019; Sharma & Trory, 2019; Siddik & Kawai, 2020; Tarnoto, 2016).

In Indonesia, the implementation of inclusive schools has also faced some problems. According to Tarnoto (2016) some issues teachers face in inclusive education include a lack of understanding of how to support children with SEN who have different needs. Teachers have experience with parents who sometimes do not care about their child's condition. Teachers are still confused with government regulations regarding the provisions of inclusive schools and they also have to face obstacles related to TDC parents whose children are in the same school with SEN students and the TDC parents cannot accept children with SEN (Tarnoto, 2016).

Based on preliminary research conducted through focus group discussions with teachers and parents of children with special needs, both children with special needs and their parents faced several obstacles. First, they do not get community acceptance, especially from TDC parents; second, less-qualified teachers, and some parents do not know how to deal with children with SEN. Third, the school has no effort to provide socialization about SEN students to TDC parents. The most severe problem was that it did not receive community acceptance for its SEN children.

Based on the focus group discussion results, the problem of rejection of SEN in schools is a significant issue for parents and teachers. Children and parents experience rejection when mingling with other Typically Developing Children (TDC), such as when seeking to attend school activities. Children with SEN are also often ridiculed by people who have not accepted the existence of SEN students. They also experience rejection at school by TDC Parents who reject children with SEN. Children with SEN who participate in extracurricular activities, such as dance clubs, outbound events, and competitions, will



be discriminated against or ignored. This situation prompts parents of SEN students to create a club for all SEN students' activities. Consequently, the relationship between SEN students' parents and TDC parents becomes worse.

The problem of negative perceptions towards SEN students is indeed common across the world. For example, in some parts of Chinese society, intellectual disabilities are caused by crimes or spiritual sins in the past, which makes mothers of mentally disabled children report the social exclusion of themselves and their children (Su et al., 2017). This is also based on the opinion Alzahrani (2020) that states one of the reasons why children refuse to go to school is because of the fear of objections from the school environment itself, TDC parents, TDC, and also the teachers.

The problems arise because the community lacks understanding of children with SEN. By examining this phenomenon, researchers aim to provide psychoeducation to the public through leaflets and posters for TDC parents of TM schoolchildren with SEN, so that the public can gain knowledge about children with SEN and adopt a positive outlook toward them. Hopefully, SEN students will be accepted by TDC parents.

In this study, posters or leaflets are tools to conduct psychoeducation. Based on interviews, schools have difficulty conducting parent meetings, so an effective way to deliver psychoeducation is through posters or leaflets. Psychoeducation is widely used to explain psychological concepts, such as providing parents with a brief explanation of the cognitive and behavioural approaches to education (Ferrin et al., 2014). Psychoeducation is an activity carried out to increase understanding and skills to prevent psychological disorders in a group or community, or society. Psychoeducation can be conducted by training or non-training. Non-training psychoeducation can be delivered through leaflets, pamphlets, service advertisements, or other means that provide education about an issue developing in the community (Indonesian Psychological Association, 2010).

Providing psychoeducation using leaflets and posters to groups or communities or society is proven to be effective in increasing knowledge (Bayram et al., 2019; Bridges et al., 2015; Carré et al., 2008; Maat et al., 2015; Ferrin et al., 2020; Kregting et al., 2020; McAuliffe et al., 2020; Suriah et al., 2020). The psychoeducation intervention model, using posters or leaflets, is expected to increase TDC parents' knowledge and awareness, thereby contributing directly to inclusive education and creating a pleasant, comfortable environment for all. It saves more time and space because parents can also learn about inclusive education. Research on the role of TDC parents in inclusive schools has received little attention, even though it is an essential element of inclusive schools. Therefore, researchers are interested in providing psychoeducation through leaflets and posters to increase knowledge and awareness among TDC parents in TM schools regarding inclusive education.

METHOD

Research Design

The method used in this research is a quasi-experimental design. Quasi-experimental research design is one in which the intervention is deliberately manipulated or administered to the experimental group to assess its effect. Quasi-experimental designs are almost the same as true experiments; the difference lies in the assignment of research participants to groups that is not random (Shadish et al., 2002). The design used in this study is a pre-test and post-test design, where the experimental group underwent two



measurements (before and after treatment) (Shadish et al., 2002).

Parents' understanding of inclusive education will be compared before and after psychoeducation through leaflets and posters distributed and posted at school. This research investigates whether psychoeducation through leaflets and posters can improve parents' understanding of inclusive education.

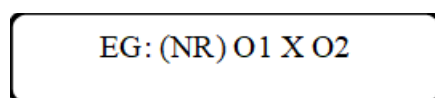


Figure 1. Experimental Design Chart

Information:

EG: Experimental group

X : Provision of Psychoeducation through Leaflets and Posters

O1 : Pretest Knowledge of Inclusion Schools

O2 : Posttest of Inclusion School Knowledge

NR : Non-Random

Participants

The participants are TDC parents attending a TM-inclusive school in Yogyakarta. The subjects are 14 TDC parents.

Method of Collecting Data

Parental understanding of Inclusive Education was revealed through the questionnaire. The questionnaire items include what inclusive education is, who a child with special needs is, who can be involved in inclusive education, and what we can provide to facilitate its implementation. The item questionnaire was assessed by three professional judges, all experts in inclusive education. Input from professional judgment is used to improve the questionnaire. An assessment score ranges from 0 to 2. Zero points are for inappropriate answers, one point for an answer close to the truth, and two points for the appropriate answer.

Procedure

Informed consent was obtained from TDC parents at TM school, but only 15 returned it. During the intervention, one person must be excluded as a subject because he cannot read, so it will not be easy for him to read the information on posters and leaflets. Finally, the subject is only 14 parents. Before the intervention, 14 parents were given a pre-test using a questionnaire on parental understanding of Inclusive Education. For two weeks, posters are posted in places where parents can quickly access them, such as waiting rooms for pickup and bulletin boards. Then, after two days, the research assistants check whether they have read the posters that the school just put up. If they do not read, the research assistant suggests reading the poster. Two days later, the research assistant distributes flyers to 14 subjects to be brought home and read. Two weeks after the posters were posted and the leaflets were given, they had post-tests.



Content of Posters and Leaflets

Posters and Leaflets have the same content with the title "Mari Mengetahui Apa Itu Sekolah Inklusif". In English, it is "Let's Get to Know What an Inclusive School is." Posters and Leaflets are made as attractive as possible with various colors and images to attract participants' attention. Posters and leaflets explain what an inclusive school is, what children with special needs are, and the types of SEN often encountered, such as ADHD, Autism, slow learners, and Emotional Behavioral Disorders.



Figure 2. Poster and Leaflets "Mari Mengetahui Apa Itu Sekolah Inklusif".

RESULT AND DISCUSSIONS

The meaning of values of the pretest and posttest based on the Parental Understanding Questionnaire related to Inclusive Education is as follows:

Table 1.

Average Parental Understanding Questionnaire Score related to Inclusive Education

Measurement	N	Mean
Pretest	14	9.07
Posttest	14	14.57

Based on Table 1, there are differences in parents' average scores regarding their understanding of inclusive education. Education-based parental comprehension scores indicate an improvement in parents' comprehension of inclusive education between the prior intervention and the psychoeducational intervention using poster leaflets. Furthermore, the results are strengthened by the Wilcoxon test to determine the significance of the difference between pre-test and post-test measurements. The results can be seen in Table 2 below:

Table 2.

Wilcoxon Test Result

Measurement	N	Mean
Pretest	14	9.07
Posttest	14	14.57

Based on the table above, the Wilcoxon Test results show the differences in the level of parental understanding of inclusive education between before (pre-test) and after being given treatment (post-test). The results obtained are $Z = -3,210$ and $p = 0.001$ (2-tailed). Thus, $p < 0.01$ means it is very significant. It means there are significant differences in parents' understanding of inclusive education between before (pre-test) and after (post-test). The average level of parental knowledge regarding inclusive education after being given a psychoeducation intervention through posters and leaflets is higher than before.

Based on the research findings, the model of psychoeducation intervention through posters and leaflets has a substantial effect on increasing TDC parents' awareness of inclusive education. Intervention through psychoeducation has been shown to positively affect the environment/society, as indicated by research McAuliffe et al (2020), which found that memory strategy use significantly increased following psychoeducation for dementia and caregivers. The psychoeducation program for families of children or adolescents with ADHD has shown effectiveness in reducing ADHD symptoms compared with treatment as usual (Ferrin et al., 2020). Some research also shows that psychoeducation can change outlook and behavior towards something (Reinares et al., 2004) and that it increases knowledge about illness, reducing stress and personal problems among sick caregivers (Brand & Lakey, 1995). Therefore, it is confirmed that psychoeducation can also foster families' social support.

Some research states that interventions carried out with posters and leaflets can increase knowledge (Beaujean et al., 2016; Al Bardaweel & Dashash, 2018 Beaujean et al., 2016; Beaujean et al., 2016; Nugraheni, & Suswihardhyono, 2016). There is a change in intention and positive perception, and it lasts a long time in pregnant women before



and after the provision of leaflets about postpartum care (Suriah et al., 2020). Interventions through posters change adolescents' perceptions of smoking habits (Sheikh et al., 2017).

This study also follows the Indonesian Psychological Association (2010) (Indonesian Psychological Association, 2010). Psychoeducation is an activity carried out to improve understanding and skills to prevent the emergence and spread of psychological disorders in a group or community. Psychoeducation can be in the form of training or non-training. Non-training psychoeducation can distribute leaflets, pamphlets, advertising services, or other forms of education about issues and problems developing in the community.

Through posters and leaflets, psychoeducation is one of the appropriate methods for TDC parents at TM school, considering the TDC parents' condition at TM school. The school finds that it is difficult to provide direct psychoeducation, such as lectures, to TDC parents. Many parents cannot attend school events due to their concerns. This condition is considered by researchers, who provide psychoeducation indirectly through posters and leaflets. Posters and leaflets can be read anytime and anywhere when parents have free time, when taking their children to or from school, or when waiting for or picking up their children.

During the intervention, posters are placed in strategic locations that are easily accessible to parents whose children attend TM schools. Posters are put up in front of the teacher's office, on the school wall, in the school magazine, and in the school canteen, because many parents are waiting for their children to come home from school there. It is also consistent with the statement Green et al (2020) that the poster's location significantly affects the poster.

On the other hand, non-direct psychoeducation through posters and leaflets is not adequate for subjects who cannot read, either because of physical limitations such as decreased visual acuity or inability to read. This problem results in one subject being dropped from this study because they cannot read the provided posters and leaflets.

Further research needs to use other media such as video or interactive telephone for respondents so that all respondents' needs are met, regardless of whether the respondent cannot read or is too lazy to read. This is also supported by research Barik et al., (2019) that leaflets and posters in the digital era are still useful, especially for adults. However, this form of media will be more effective if combined with media such as video, telephone interaction, or games. Future research on posters or leaflets can be distributed via digital media, such as smartphones or social media, to each participant. Almost everyone is very dependent on and cannot be separated from smartphones, so it will be easier for participants to access and store than just a few posters and leaflets in paper form prone to lose. Kim et al., (2019) states that smartphones have become an essential part of daily life because they combine internet and communication.

Achieving long-lasting effects for passive psychoeducation through posters and leaflets, however, calls for more action. In the next research, psychoeducation indirectly through posters and leaflets should also be balanced with direct psychoeducation, such as lectures, to facilitate students who have limited reading abilities or are too lazy to read. Also, to form a behavior, a more complex intervention is needed because it involves cognitive and affective aspects, according to Bloom's theory. The three aspects or domains of cognitive, affective, and psychomotor have a very close and inseparable



relationship. Before getting to the psychomotor aspects, a person will first experience the cognitive and affective stages. The cognitive and affective stages can be identified through the psychoeducation leaflets and posters, so that hope will facilitate further, more complex interventions that can directly affect behavior.

CONCLUSION

Based on this research, psychoeducation interventions using posters and leaflets significantly improved parents' understanding of inclusive education for Typically Developing Children (TDC). These print media have proven to be a practical and effective strategy to disseminate within the school environment. As a result, parental awareness and acceptance of children with Special Educational Needs (SEN) can increase. The advantage of this method lies in its non-compulsory nature, as it does not require parents to attend in-person meetings. However, for a more profound impact, this passive intervention needs to be complemented with direct psychoeducation sessions, such as workshops or discussions. This is particularly important to accommodate parents with limited literacy skills. Therefore, a combination of indirect media and direct interaction is expected to create more sustainable behavioral changes.

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