

Fostering Community Inclusion through Parental Engagement: A Case Study from Klaten, Indonesia

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Abstract

This study sets out to evaluate the impact of parental participation on the welfare of children with disabilities in community-based rehabilitation programs. The research seeks to answer the following questions: First, how does parental involvement facilitate the rehabilitation process at the Karanganom District Inclusion Centre (ICKK), Klaten Regency, and second, how does such participation contribute to fulfilling the rights of children with disabilities? The study adopts a qualitative descriptive method with a case study approach. A comprehensive data collection approach was employed, encompassing in-depth interviews with 15 parents actively involved in the rehabilitation program, participatory observations of rehabilitation activities, and a thorough analysis of policy documents and program reports. The research findings underscore the multifaceted nature of parental involvement, highlighting its role in providing direct assistance in therapy sessions, facilitating life skills training for children, and fostering participation in parent support groups. Concretely, this involvement has been found to enhance children's communication, motor, and independence skills in daily activities. Furthermore, parents advocate for children's access to inclusive education and health services. However, limited access to resources and the capacity of parents to support rehabilitation remain significant challenges. This study acknowledges the potential for bias in data interpretation, given parents' dual role as participants and evaluators. Consequently, further research involving the perspective of rehabilitation professionals is necessary to provide a more objective picture. The findings of this research underscore the necessity for more comprehensive policies to enhance the capacity of parents as strategic partners in the rehabilitation of children with disabilities.

Keywords

Parental Participation; Fulfillment of the Rights of Children with Disabilities; Inclusion Center

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1. INTRODUCTION

Incumbent disability is one recipient of service welfare. Incumbent disability is defined as an experiencer's physical, intellectual, or mental limitations within a long time, so He experiences obstacles or difficulties in his life.(Abdin & Tetelepta, 2021) According to the Data and Information Center of the Indonesian Ministry of Social Affairs, in 2021, there will be around 113,803 million soul-disabled persons with disabilities in Indonesia.(Allo, 2022) Amount This can Keep increasing, which needs attention from



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various parties. Problems for people with disabilities disability moment This is various, such as difficulty in fulfilling basic, accessing various service public, and development self (*self-development*). (Sharma, 2007) Hence, they will find it difficult to get work, especially Again with discrimination against public disabled person disability. (Cockburn et al., 2019) They consider that disability, one can do whatever. (Dewi et al., 2020) Problem sufferer disability This needs For resolved comprehensively. (Princess, 2022) Problem disabled person disability This No Cannot be completed by one party but necessity cooperation between the government, society, and people with disabilities disability and their families. (Nasution, 2019), (Alfaris, 2017)

Implementation of fulfillment rights for disabled persons disability by the government including assistance programs direct disability via the government area or institution social welfare (Widinarsih, 2019). However, p This No can finish the complete rehabilitation process for disabled persons disability Because the limited ability government can reach every individual disability in amount big. (Pinilla-Roncancio & Alkire, 2021) Therefore, it is necessary to participate in society, especially parents, to fulfill rights and welfare. (Amado et al., 2013). One involvement of the public is in do rehabilitation of disabled persons in disability-based communities, where the role active public is seen as important For helping fulfill the rights of welfare social disabled persons with disability. (Sukanda, 2016) Rehabilitation-based community first by the World Health Organization (WHO) in 1974 which was called *Community Based Rehabilitation* (CBR). (Ogedengbe, 2023) This CBR system proposes To start all development services from a lower level. First, push formation service society; on stage Next, connect it with system reference. System references must be made after the public's needs are known, and then the public helps implementation in time. (Chung et al., 2011)

One form involving rehabilitation participation public can be found in the District Klaten, Central Java. According to Integrated Data Welfare Social (DTKS), in 2021, there will be as many as 11,661 people with it disability in Klaten. Rehabilitation-based community in Klaten was implemented in the District Karanganom and is known by the designation District Inclusion Center Karanganom (ICKK). Overall, there were 817 people with disability in Karanganom. However, only 441 people have registered To accept help from the government, especially those lacking in a way economy.

ICKK was founded by the local community in 2016 with the objective beginning To help specifically those who have had a stroke. However, walking time institutions have developed and provide rehabilitation, which is Good in aspect health nor social for inhabitant disabled person disability others in Karanganom. Activity-related rehabilitation community This involves several aspects, like outreach to disabled persons disabilities, including data collection annually, routine therapy, and empowerment programs for disabilities and the elderly. This includes training skills and improvement capacity for self disabled person disability. Activities This is executed periodically and scheduled by cadres in 19 villages in Karanganom. Residents who want to participate in an activity are allowed To do it voluntarily, with the condition that they Want to serve and learn with a disabled person's disability. Apart from that, parent participation in child disability in the rehabilitation community by ICKK is also very important. This is done through strengthening the economy family (family economic empowerment) and involving parents in mentoring to serve healthy children.

Participation has become a matter of success in the rehabilitation of disabled person-based disability communities, esp parental participation, which can petrify the development of children. (Jespersen et al., 2019), (Weaver, 2011) Participation is participation individual in an activity. (Imms et al., 2017) Participation is defined as evenness mentally, thoughts, and emotions by individuals in a gathering or the group that pushed it to provide input to the group in business to reach

goals and also participate responsible for efforts that groups have carried out.(Uceng et al., 2019) Full participation makes it possible for successful activity in a group or community in society; otherwise, if participation is low, here will hinder the implementation objective of the group or community.

Forms participation, somebody or the public Can form donation thoughts, such as ideas or ideas given to the group; Can form donation material, such as funds, equipment, goods, or facilities.(Milner & Kelly, 2009) Form other form donation power or services provided to group the. Apart from that, participation can be done through reception service or utilizing activities carried out in groups, accepting and following activities regularly or periodically. Form participation other proposed by Cohen and Uphoff, namely participation in making decisions, implementation together, participation in recipient benefits, and participation in evaluation activity groups and communities.(Cohen & Uphoff, 1980)

Participation becomes important in implementing a rehabilitation-based community or society, especially rehabilitation with target disabled persons, Because they need support from around, esp family, which plays an important role in the rehabilitation process-based community. Because of this information, the researcher is interested in researching the extent of parental participation in a sustainability rehabilitation-based community implemented by ICKK Karanganom Klaten as an effort to fulfill the right child with a disability.

2. METHODS

This research adopted a qualitative approach with a case study design to facilitate a comprehensive understanding of parental involvement in community-based rehabilitation at the Inclusion Centre in Karanganom Sub-district, Klaten Regency. The case study design was selected to facilitate an in-depth examination of the phenomena in their natural context, offering a holistic perspective on parental involvement in fulfilling the rights of children with disabilities. Participants were recruited through purposeful sampling, ensuring diverse experiences and perspectives from parents who actively engage in rehabilitation activities at the Inclusion Centre. The participants were selected using a purposive sampling technique to ensure that the participants involved had experiences relevant to the research objectives. Inclusion criteria included parents or guardians who had attended the rehabilitation program for at least six months, demonstrated a willingness to share their experiences, and actively supported their child's rights in an inclusive environment. The final sample size of fifteen participants was determined after thoroughly examining the available data. Despite the limited number of participants, the selection was made based on the data saturation principle, where adding further participants no longer provided significant new information. In order to enhance the validity of the findings, this study triangulated data sources and compared results from different data collection methods. (Nazir, 2005)

The data collection methods employed in this study encompassed in-depth interviews, participatory observation, and documentation. Semi-structured interviews were conducted with parents of children with disabilities at rehabilitation centers and their homes. The interview guide encompassed a range of topics, including involvement in rehabilitation, challenges faced, and the impact of participation on fulfilling children's rights. Participatory observation was conducted in various rehabilitation activities, including therapy sessions, life skills training, and parent support group meetings. Structured observation sheets were used to record the level of parental involvement and the dynamics of their interactions with children and rehabilitation personnel. Documentation in activity notes, meeting minutes, and photographs of the rehabilitation program were additional data

sources to support data triangulation. (Mack, 2005),(Forinash, 2012).

Thematic analysis was conducted using a step-by-step approach, including data reduction, coding, theme identification, and triangulation. The process of data reduction entailed the analysis of interview transcripts, observation notes, and documents to identify relevant information. The data were then coded systematically using an inductive approach. Initially, codes were developed based on themes that emerged from the data and then grouped into broader categories such as types of parental involvement, challenges faced, and impact on children. Following the coding stage, a more in-depth analysis of the main themes was conducted to identify broader patterns and relationships in the data. Data triangulation was conducted by comparing the findings from interviews, observations, and documentation to ensure credibility and reliability. This approach was adopted to reduce potential researcher bias. (Mahagiyani & Sugiono, 2024).

In order to reduce bias in this study, several strategies were applied, including researcher reflection, checking findings by participants, and peer debriefing. The researcher actively reflected on roles and assumptions that could influence data interpretation. Preliminary results were reconfirmed with participants to ensure the accuracy of interpretation, while discussions with co-researchers were conducted to gain alternative perspectives and reduce subjectivity.

The study was conducted by ethical principles, as evidenced by the procurement of approval from the relevant institutional bodies and the implementation of measures to safeguard the rights of study participants. Before interviews and observations, all participants were provided with written information regarding the purpose of the study, their right to refuse or discontinue participation at any time, and the personal data protection procedures. All data was kept in an anonymized form to maintain the confidentiality of the information provided. Utilizing this meticulous and systematic methodological approach, the research endeavors to offer profound insights into the role of parents in the rehabilitation of children with disabilities and their contribution to the construction of a more inclusive society.

3. FINDINGS AND DISCUSSION

Participation of Parents with Children with Disabilities in Rehabilitation Based Community

Rehabilitation Based Community District Inclusion Center Karanganom (ICKK) has various activities and Shared rehabilitation in every pillar. Four pillars are made activity activity Good For disabled person disabilities and also their parents. The four pillars ie, health, education, economics, and social.

ICKK involves parents with a child's disability in activities carried out. ICKK believes parents responsible for their sons can motivate them to grow and develop.(Healy & Lydon, 2013) Studies about attachment between disabled parents with participation and closeness between children with disabled person disabilities and the elderly can increase connection, especially in communication and parents to have positive feelings toward their son, against self and also towards the environment around Where disabled person disability can also play a role in society.(Kagan, 2014) Following is a description of participation in each pillar of activities by District Inclusion Center Karanganom Regency Klaten.

Parental Participation in the Health Pillar

ICKK initially carried out activities on the health pillar, starting with founding the Struk Center and later changing its name to the Inclusion Center. This program focused on helping disabled persons with disabilities, especially those suffering from stroke, in the District Karanganom. As time goes on,

attention to disabled persons' disabilities increases the more, so The Inclusion Center now also serves various needs for health disabilities.(Oliver & Barnes, 2013)

Service health for children disabled person disabilities in the District Karanganom involves therapy, play, and physiotherapy. Health workers involved consist of midwife village and officers' health center, with support from physiotherapists.(Lassi et al., 2013),(Sommanustweechai et al., 2016) Therapy aims to help children reach optimal physical, cognitive, and social conditions.(Stallard, 2022). This is implemented by involving a power physiotherapist from Health Center Subdistrict Karanganom who works with the family To develop an appropriate therapy program with the child. Implementation therapy is done every Saturday, Sunday second and fourth, in the District Hall Karanganom, with support from student physiotherapy at Muhammadiyah University of Surakarta.

Service health This depends on the participation of accompanying parents and children they during therapy.(Vigerland et al., 2016) The parent's role is important in guarding the emotional child during session therapy, which is often not easy Because children disabled person disability tend to experience changes in emotion.(Hronis et al., 2020) Parental support also helps strengthen the connection between parents and children during the therapy process taking place.(Case-Smith, 2013)

Parental Participation in the Disability Education Pillar

In ICKK's education pillar, activities First are learning. For child disabled person, the majority with disabilities is disability intellectual For can help read and write and deliver understanding handle right and wrong. Apart from that, there is an independent activity, like Studying, brushing tooth or using clothes. Disabled children taking part in learning given guidance by ICKK volunteers. Activity learning this, at first, was noticed Because of Lots child disabled person disability No school or separated school.

Based on the results interview researcher's objective from ICKK is the matter of education, wanting children child disabilities who are not school Can school at in school general. For those who have not wished so, Keep going through guidance and learn this ICKK. Going to school to meet with other children will help a child socialize and get to know people's surroundings, No At home just. The ICKK management wants its place for education Alone, but Not yet. There are costs, and according to the administrator, complicated the rules. Therefore, ICKK management only stage learning simple and well-done advocacy at school general so you can accept child disabled person disability.

On the education pillar, this ICKK not only gives understanding to the child his disability just but also to parents about How to give good learning to a child's disability at home and remember limitations time when in ICKK. Learning about a child's disabled person disability by parents helps them Alone in understanding the emotions child as well as increases quality patterns fostered in facing a child's disability, i.e., behaving democratically by abilities and development disability.

Parental Participation in Economic Pillars

Several families with a child disabled person disability own more income compared to families without disability because income the usually used For need disability. Condition The same thing also happened in the sub-district Karanganom, where the Inclusion Center passes through rehabilitation based on his community involving parents' child disability in activity economy.

Activity economics, followed by parents' child disability, aims to increase welfare economics and build togetherness and mutual help between parents.(Lancaster et al., 2023) Participation in active parents in activity Inclusion Center is not only limited to accompanying therapy or learning child but

also gives mark economical for family.(Funke, 2019)

In cluster sewing, parent participation woke up in a way experienced in the management business, where the administrator Inclusion Center only gives direction and assistance If There is a constraint. Apart from sewing, there have been Cooperative Difa Independent activities since 2017, though Not all parents follow as well.(García-Ripoll & De la Corte-Rodríguez, 2023) Cooperative This is coordinated by the combined and attractive village dues members monthly.

Cooperative Difa Independent, that is when This has 269 parent members, moving into cooperative savings and Loan. Savings and loan funds This is used for business capital or needs of others, and so far, This walk with Good. Parent participation in the activity economy through sewing and cooperatives gives significant benefits, neither for welfare parents' economy nor in fulfilling the needs child disabled persons disability.(Bîrneanu et al., 2016)

Parental Participation in the Social Pillar

ICKK aims to practice disabled persons' disability to be able to interact with fine with parents and the environment. One activity An important thing implemented by ICKK is a self-help group (SHG), which involves parents child disabled person disability. Through SHG, parents and each other share stories and get useful material For a child disabled person's disability as well as his family. The activity also became a means for ICKK to train parents to communicate and speak.

Parental participation, as pointed out by Mrs. Ajeng, shows they obtain Lots of knowledge through activity. Besides, parents becoming more aware will condition child them and more accept the situation. Mrs. Hamidah, whose child is Suffering from polio, is very active in SHG activities and also on big celebration days, like Disability Day. Although the role of the Mother is more dominant, some fathers are also enthusiastic about following ICKK activities, such as activity recreation family. Parent participation in activity recreation gives them a chance to convey ideas and suggestions and share happiness with child-disabled persons disability others. Activity This excites children and parents, who feel happy, can invite their son to recreation.

Social pillar This shows the importance of the parental role in a disabled person's disability as an example for parents.(Acar et al., 2021) By participating actively in various activities, parents give a positive view to the public about disability, confirming that they are an integral part of society and have the right For expression. This effort helps create an environment that is supportive, inclusive, accepting, and appreciative towards parents and children disabled person disability.(Bhopti, 2017)

Parental Participation and Its Implications for Fulfilling the Rights of Children with Disabilities Disability

Rehabilitation-community at ICKK in the form of parent participation in disabled person disability can be detailed in accordance theory about participation proposed by Cohen and Uphoff. There are four types of participation carried out in A achievements on the project, i.e., participation in taking decisions, participation in implementation, participation in acquisition benefits, and participation in evaluation. Following explanation about participation that impacts goals from the system rehabilitation based community at ICKK for fulfillment right child disabled person disability. Parents' role is important in ensuring the fulfillment rights child with a disability, such as access to education, health care, and equal opportunities with the child.(Turnbull & Turnbull, 2015) They also become sources of emotional and physical support and liaison between children and society. Parents' role as takers decisions in accessing services for child disability, such as therapy, health, and education

offered at ICKK.

Parental decisions are significant in determining participation in child disability in activity rehabilitation at ICKK, which includes therapy health, education, and socio-economic activities. Parents need to understand the needs and potential child to get it to make the right decision. (Lipstein et al., 2012) Socialization by ICKK in the District Karanganyar aims To encourage parents to be more open and supportive of children who follow various programs. Some parents choose therapy at home sick, while others depend on activities at ICKK. The ICKK management did not force participation but kept giving input and advice in various community forums. Parents allow their son's activities at ICKK to help ensure the fulfillment rights of children, especially through data collection and detection needs carried out by ICKK.

The interviews with both parents, Mrs. Mirah and Mrs. Hamidah, revealed that the parent's decision to choose the right therapy for their children had a significant impact on their children's development. From the outset, Mrs. Mirah's child had undergone therapy at ICKK without hesitation and demonstrated considerable progress in various domains, including motor skills, communication, and social interaction. Conversely, the child of Mrs Hamidah, who initially exhibited reservations due to her parents' uncertainty in selecting the suitable therapy, demonstrated slower development in the early stages. However, as time progressed and the parents' dedication to supporting the therapy process increased, the child began to exhibit marked improvement. This finding underscores the notion that the speed and precision of the parents' decision in determining the appropriate therapy significantly influences the child's capacity to achieve optimal development. Therefore, parents must possess a comprehensive understanding of the available therapies and consider the optimal steps to ensure that their children derive maximum benefit from the therapeutic process.

ICKK also plays a role in advocacy education For children's disability. However, the decision end still in the hands of parents. Many parents hesitate to send them to school his son Because factor financial, limitations, and shame. (Azis, 2020) ICKK is making efforts to overcome obstacles with activity learning and advocacy. When children with disability are allowed to school, they obtain the right To learn, socialize, and participate in activities like sports, which can help actualize their potential. (Reyes, 1999)

Parents Speed Up Fulfilling the Rights of Children with Disabilities Disability

Parents' role is important in speeding up the fulfillment rights child disabled persons disability. They are responsible for protecting and promoting the welfare child, including ensuring that the rights guaranteed by law are fulfilled. In terms of this, engaging Active parents is necessary To ensure that the rights child they fulfilled with as good as Possible.

One of the possible steps taken by parents is to educate self Alone about the rights that children have disabled persons disability. With an understanding of related laws and policies for disabilities, parents will be more Ready to protect their children's rights and take necessary steps in various situations. Besides, parents must become strong advocates for their child they. It means they must be Ready For speak and act on The child they in meeting with parties related, like school or institution health. Parent participation in meetings is very important. To ensure need children need attention and rights they respect.

Parents can also seek support from organizations and advocacy groups focusing on disability issues. By joining in community Here, older men can obtain information, advice, and support important emotions in the effort to fight for the rights child disabled persons disability. Utilization sources the

resources available in society also become step important. Parents can access inclusive education, therapy, rehabilitation, and medical support. For help, the children develop their potential and ensure their rights as individuals with a disability are fulfilled.(Coussens et al., 2021)

In the context activity rehabilitation-based community, parental involvement is also very important. At ICKK, for example, parent participation in therapy play, physiotherapy, and learning art and sports help speed up children's rehabilitation and compliance process. Through education, advocacy, support community, and participation in activity rehabilitation, parents can speed up the fulfillment rights of disabled children person disability and provide them a chance To develop. Intense interaction between parents and children, both at home and at the center rehabilitation, will strengthen this process and help the child reach potential full they.

Beneficiary Parents Support Fulfilling the Rights of Children with Disabilities

Children with disability face challenges in obtaining rights fundamental to them; however, parental role or guardian as recipient benefits are very important in supporting fulfillment rights.(Nowak et al., 2020) Parents are responsible answer For fighting for the rights child them and making sure that the needs as well as interests of children with disability are fulfilled.

As advocates for children, parents can use their voices To fight for education inclusiveness, accessibility, service adequate health, and equal opportunities in life daily. Learning laws and policies related to people with disabilities can help children face discrimination and ensure rights they respect.(Stoner, 2015). Parents can also seek support from organizations or group advocacy that focuses on the rights of a disabled child. Through group participation, they can share experiences, learn effective advocacy strategies, and gain more knowledge about the rights child they.(Mantey, 2020) The rehabilitation program community implemented by ICKK provides benefits Not only for children with disabilities but also for parents. When parents obtain benefit economy through training cultivation catfish or skills sewing. This impact positive on fulfillment rights child with disabilities, esp in support continuity life and quality life they.

Parent participation in Cooperatives and self-help groups (SHGs) is also supportive fulfillment rights of disabled persons disability. Activity cooperatives, like the one carried out by Pak Sukaca, provide a chance for parents To increase the economy family and the welfare child. Temporary Therefore, SHG meetings help parents obtain useful knowledge in support right expression, communication, and stating opinions for children with disability.

Parents as Evaluators for Improvement Fulfillment of the Rights of Children with Disabilities

Parents' role is important as an internal evaluator to increase the fulfillment rights of children with disability. They deeply understand the needs and potential of children so that they may observe the interaction child with the environment, including aspects of education, health, and society.(Fogle et al., 2020) Apart from that, parents can also be involved in the institution's formal evaluation process, like school, homesick, or center rehabilitation. Through experience and knowledge, parents can give input valuable to working professionals with the child. Input This covers children's progress, their challenges, and their needs prioritized.(Musendo et al., 2023) Parental involvement in evaluation also helps identify a strategy or appropriate intervention For fulfilling the right child with a disability.(Shepherd & Kervick, 2016)

Parental participation also influences evaluation in various pillars, such as health, education, economics, and society. For example, in health, parents collaborate with therapists To evaluate the

development child, while in education, their role as working partners and advocates.(Fogle et al., 2020) The same with educators To optimize the learning child. In the economic pillar, parents give input For the development of business, and in the social field, they contribute to evaluation activities, recreation, and the well-being child.

The involvement of parents in the Community-Based Rehabilitation (CBR) service at the Karanganom District Inclusion Centre (PICK) is of great significance in enhancing the quality of services for children with disabilities. The active participation of parents is crucial for the optimal fulfilment of the rights of children with disabilities, both in terms of their daily lives and in accessing the various services they require.

These rights encompass the right to a decent life, the right to accurate data collection as part of meeting their specific needs, the right to inclusive and quality education, the right to adequate health services, the right to exercise as part of physical and mental development, the right to culture in order to preserve their identity in society, and the right to entrepreneurship in order to increase economic independence in the future.

Furthermore, it is imperative to emphasize that the greater the participation of parents in the evaluation, planning, and decision-making processes related to inclusion services, the more effective the fulfillment of the rights of children with disabilities. Parental involvement not only strengthens the position of children in society, but also significantly improves their quality of life in various aspects, including social, educational, and economic. To this end, a concerted effort is required from parents, educators, health workers, and policymakers to ensure that children with disabilities receive their rights fairly and sustainably.

4. CONCLUSION

The involvement of parents in the community-based rehabilitation program organized by the Karanganom Regency Inclusion Centre (ICKK) is crucial in ensuring the fulfillment of the rights of children with disabilities. This involvement encompasses all phases of the rehabilitation process, including the identification of problems, the formulation of programs, the implementation of activities, and the evaluation of service effectiveness. The active involvement of parents in the identification and program planning stages is conducive to a more profound understanding of the constraints faced by children and the specific needs that need to be met to render rehabilitation services more effective and appropriate to the child's condition. At the implementation stage, the role of parents is not only limited to providing mentorship but also encompasses the provision of both moral and material support, as well as the utilization of facilities that contribute to the program's sustainability. Finally, at the evaluation stage, providing feedback from parents constitutes a vital component in enhancing the program's effectiveness and ensuring the continuous evolution of rehabilitation services in accordance with the evolving needs of children with disabilities.

Drawing upon the theoretical framework developed by Cohen and Uphoff, the present study proposes categorizing parental involvement in community-based rehabilitation within the ICKK framework. The proposed categorization system is informed by the participation framework and is divided into four distinct categories. Firstly, parents act as determinants of the fulfillment of the rights of children with disabilities, playing a strategic role in ensuring that the needs of each child are met in rehabilitation policies and programs. Secondly, as agents who expedite the realization of rights, parents facilitate children's access to services that align with their respective conditions. Thirdly, as recipients of rehabilitation support, parents receive education and capacity building that enables them to better

understand and fulfill their children's needs. Fourthly, as evaluators, parents contribute by providing feedback on the implemented program to improve the effectiveness and impact of rehabilitation for children with disabilities.

The results of this study demonstrate that the active participation of parents in community-based rehabilitation not only strengthens the fulfillment of the rights of children with disabilities but also increases the program's overall effectiveness. Consequently, there is an increasing necessity for community-based rehabilitation approaches to accommodate increased parental involvement through training, mentoring, and more structured participation mechanisms.

In order to enhance the efficacy of community-based rehabilitation programs, several policy recommendations can be put forward for consideration. Primarily, local governments must strengthen regulations and inclusive policies that place the role of parents as strategic partners in the rehabilitation of children with disabilities. Secondly, developing a systematic training and mentoring program for parents is recommended, ensuring they possess the necessary skills to support their children's rehabilitation process. Thirdly, institutions providing rehabilitation services should expand their partnerships with community organizations and non-governmental organizations that focus on inclusion issues to increase access to wider resources. Fourthly, implementing monitoring and evaluation mechanisms that actively engage parents is essential to ensure that the policies and programs have a tangible impact on enhancing the well-being of children with disabilities.

This study is subject to certain limitations, including its scope and the exploration of external factors that may influence the level of parental participation. Consequently, further research is required to broaden the scope of the study and analyze factors that may strengthen or hinder parental participation in community-based rehabilitation. A more comprehensive approach involving various actors, ranging from families and communities to policymakers, will increase the effectiveness of rehabilitation programs and ensure the fulfillment of the rights of children with disabilities in various community contexts. The results of this study offer both academic contributions and practical implications for the design of implementation strategies for community-based rehabilitation programs that are more inclusive and sustainable.

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