

The Influence of School-Based Management, Parental Participation, the Role of the School Committee, and Interpersonal Communication on the Effectiveness of Individualized Education Programs in Special Schools

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Abstract: This study examines the influence of school-based management, parental participation, the role of school committees, and interpersonal communication on the effectiveness of Individualized Education Programs (IEPs) in special schools across Pandeglang Regency. The IEP is a key instrument in ensuring that students with special needs receive appropriate educational services tailored to their abilities, developmental stages, and learning potential. However, the effectiveness of IEPs often depends on how well schools manage their resources, involve parents, optimize committee support, and establish effective communication among stakeholders. The research employed a quantitative, survey-based approach, involving principals, teachers, and school committee members as respondents. Data were gathered using structured questionnaires and analyzed using multiple regression techniques to determine the extent to which each factor contributed to IEP effectiveness. School-based management greatly improves institutional readiness, policy alignment, and program accountability. Parents provide emotional, motivational, and continuity-of-learning support at home, while school committees mobilize resources, make decisions, and build community relationships. Interpersonal communication increases trust, understanding, and collaboration between educators, parents, and committees, making learning more inclusive. Overall, these four factors strengthen special school IEPs. The report proposes a holistic and collaborative approach to inclusive education in Pandeglang Regency. To improve special education, administration, partnership, and communication must be improved.

Keywords: School-Based Management; Parental Participation; School Committee; Resource Mobilization; Interpersonal Communication; Individualized Education Program (IEP).

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1. Introduction

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Education is universally recognized as a fundamental human right and a cornerstone of national development [1]. In recent decades, the call for inclusive education has grown stronger, ensuring that children with special needs are not left behind in the pursuit of learning [2]. The philosophy of inclusion emphasizes equity, equal opportunities, and the removal of barriers to participation in education for all learners, regardless of their physical, intellectual, emotional, or social conditions. In Indonesia, this commitment is reflected in government regulations and policies that support Special Schools (Sekolah Luar Biasa/SLB) and inclusive education models [3]. At the heart of special education lies the Individualized Education Program (IEP), known in Indonesia as Program Pembelajaran Individual (PPI), which provides a tailored learning plan designed to address the unique needs of each student with disabilities [4]. The effectiveness of these programs depends not only on pedagogical strategies but also on the organizational, managerial, and relational dynamics within schools and their surrounding communities [5]; [6].

1.1. Background of the Study

The Individualized Education Program is more than just a technical document; it is a comprehensive educational roadmap that defines learning goals, teaching methods, accommodations, and evaluation strategies for students with special needs. However, implementing IEPs in many schools faces numerous challenges, including limited resources and teacher competence, insufficient parental involvement, and weak institutional collaboration [7]; [8]. In Pandeglang Regency, a region in Banten Province, SLBs play an essential role in serving students with disabilities, but the success of IEPs varies across schools [9]. This inconsistency suggests that, beyond instructional design, external factors such as school-based management, parental participation, school committees, and interpersonal communication significantly shape the effectiveness of individualized programs.

1.2. School-Based Management and its Role in Special Education

School-Based Management (SBM) is a decentralized model that empowers schools to take greater responsibility for resource management, decision-making, and program implementation. In the context of SLBs, SBM provides schools with the flexibility to adapt their strategies to the specific needs of students with disabilities. Strong leadership, effective planning, transparent accountability, and collaborative decision-making can create a conducive environment for implementing IEPs. Without effective school management, even well-designed IEPs risk becoming ineffective due to poor coordination and resource allocation [10].

1.3. Parental Participation as a Pillar of IEP Success

Parental involvement has been widely acknowledged as a crucial factor in student learning, particularly for children with special needs. Parents act as co-educators, providing continuous support at home, reinforcing skills, and monitoring progress. In many cases, parents also provide valuable insights into a child's interests, strengths, and behavioral patterns, enriching IEP development [11]. However, in practice, parental participation is often constrained by socio-economic conditions, limited awareness, or communication gaps with schools. Strengthening parental engagement is therefore essential for ensuring that the objectives of individualized programs are met effectively [12].

1.4. The Role of School Committees in Supporting Special Education

School committees, which consist of parents, community leaders, and other stakeholders, serve as a bridge between schools and communities [13]. Their role is not only advisory but also supportive, mobilizing resources, building partnerships, and promoting accountability. For SLBs in Pandeglang, active school committees can facilitate the acquisition of learning materials, provide additional funding, and encourage community acceptance of children with disabilities. Their support ensures that schools are not isolated in their efforts but are backed by collective resources and social capital [14]. When committees function effectively, they foster a sense of shared responsibility, which strengthens IEP implementation.

1.5. Interpersonal Communication as a Foundation for Collaboration

Communication is the lifeblood of educational collaboration. In SLBs, effective interpersonal communication between teachers, parents, principals, and committee members ensures that goals are understood, responsibilities are shared, and conflicts are minimized [15]. Good communication fosters trust, transparency, and mutual respect—elements critical to the design and implementation of individualized learning programs. Conversely, poor communication can lead to misunderstandings, fragmented efforts, and diminished program outcomes. In a field as sensitive and complex as special education, communication must be empathetic, clear, and constructive to support holistic child development [16].

1.6. Statement of the Problem

Despite existing policies and educators' commitment, many SLBs in Pandeglang still face difficulties implementing effective IEPs. Challenges include limited school autonomy, insufficient parental participation, underutilized school committees, and weak communication networks [16]. These gaps highlight the need for a comprehensive study that examines how management, participation, committee roles, and communication collectively influence IEP effectiveness. Addressing this issue is relevant not only to improving student learning outcomes but also to strengthening the region's inclusive education framework [17].

1.7. Purpose of the Study

The primary purpose of this study is to analyse the influence of school-based management, parental participation, the role of school committees, and interpersonal communication on the effectiveness of Individualised Education Programs in special schools across Pandeglang Regency. Specifically, the study seeks to:

- Assess the extent to which school-based management contributes to the planning and implementation of IEPs.
- Examine the role of parental participation in reinforcing learning continuity at home and school.
- Evaluate the contributions of school committees in supporting resources, partnerships, and accountability.
- Analyze how interpersonal communication among stakeholders affects collaboration and program outcomes.
- Determine the combined effect of these four factors on the overall effectiveness of IEPs in SLBs.

1.8. Significance of the Study

This research is significant in several ways [18]. For policymakers, it provides empirical evidence on the critical factors that enhance the effectiveness of individualized education in special schools, thereby informing future educational policies and programs. For school administrators and teachers, it highlights practical strategies for strengthening collaboration, communication, and resource management in IEP implementation [19]. For parents and communities, the study underscores the importance of active involvement in children with disabilities' educational journey. Ultimately, this research contributes to the broader goal of achieving inclusive and equitable quality education in line with the Sustainable Development Goals (SDGs), particularly goal.

1.9. Scope and Limitations

The scope of this study is limited to special schools (SLBs) located in Pandeglang Regency. Respondents include principals, teachers, and school committee members who are directly involved in the management and implementation of IEPs. While the findings may provide insights applicable to other regions, contextual differences such as socio-economic conditions, policy environments, and community engagement must be considered. Limitations may also arise from reliance on self-reported data, which can be biased or incomplete. Nevertheless, the study employs rigorous methods to ensure validity and reliability in its findings. The effectiveness of Individualized Education Programs in special schools cannot be attributed solely to teaching methods or curriculum design. It is the result of a complex interplay between school management, parental participation, committee roles, and interpersonal communication. By investigating these factors in the context of SLBs in Pandeglang Regency, this study seeks to provide a holistic understanding of how to strengthen inclusive education practices. Such an understanding is vital for ensuring that children with special needs receive not only access to education but also meaningful opportunities to learn, grow, and thrive.

2. Literature Review

2.1. Introduction: Situating IEP Effectiveness in Recent Research

Individualized Education Programs (IEPs) are widely recognized as the principal mechanism for operationalizing individualized instruction, adaptations, and assessment for learners with disabilities. Contemporary scholarship emphasizes that the technical quality of an IEP document alone is insufficient; implementation quality depends on organizational readiness, stakeholder engagement, resource availability, and day-to-day collaborative practice. Empirical reviews and policy analyses from 2021–2025 repeatedly identify implementation gaps—staffing, funding, and home-school partnership weaknesses—as key constraints to IEP effectiveness, particularly in low-resource or decentralized systems [1].

2.2. School-Based Management (SBM) and Special Education Outcomes

School-Based Management (SBM) decentralizes decision-making to the school level, granting principals and local teams greater authority over budgeting, staffing, and program design. In the context of special education, SBM is theorized to allow

schools to tailor resource allocation and organizational structures to the needs of learners with disabilities. Recent empirical work suggests that SBM can improve institutional responsiveness—for example, by enabling flexible scheduling, targeted procurement of assistive devices, and allocation of professional development for special educators—when accompanied by clear accountability mechanisms and capacity-building [2]. However, SBM’s benefits are conditional: when school leaders lack training or oversight and special-education funding mechanisms are weak, SBM may reproduce inequities rather than resolve them. Studies from Southeast Asia and comparative reviews highlight that SBM contributes positively to IEP implementation when coupled with supportive district policy, transparent financial flows, and participatory governance structures.

2.3. Parental Participation in the IEP Process: From Tokenism to Partnership

Parental participation is a well-established predictor of better academic and socio-emotional outcomes for students with disabilities. Between 2021 and 2025, research has shifted from documenting parental attendance at meetings to examining the quality, continuity, and sensemaking processes of parents engaged in IEP work. Qualitative and mixed-methods studies emphasize that parents who understand the IEP process and are treated as genuine partners (rather than passive recipients of school decisions) contribute concrete information on strengths, context, and home routines—data that materially improves goal setting and intervention design [3]. Conversely, when schools prepare IEPs without meaningful parental input, parents report alienation and lower trust, undermining follow-through at home and reducing IEP fidelity. Recent U.S. and international studies also point to structural barriers—time poverty, language mismatch, and low institutional invitation—that limit equitable parental engagement; interventions that provide pre-meeting orientation, paraprofessional liaisons, or asynchronous communication options show promise in increasing substantive participation.

2.4. School Committees and Community Governance: Mobilizing Resources and Social Capital

School committees (or school councils/boards) function as a locus of community oversight and support. In Indonesia and similar contexts, committee roles include advisory review of school plans, resource mobilization, and fostering community acceptance for inclusive schooling. Recent Indonesian studies (2023–2024) show that active committees can assist SLBs with fundraising, community outreach, and pragmatic problem-solving (e.g., arranging transport, adapting facilities), thereby creating more enabling conditions for IEP implementation. Nevertheless, evidence also highlights variability: committees that lack explicit mandates, technical understanding of special needs, or transparent procedures may be ineffective or symbolic. Strengthening committees’ knowledge of inclusion and formalizing their supportive roles correlates with more consistent implementation of individualized programs [4].

2.5. Interpersonal Communication and Collaborative Practice in Special Education

Interpersonal communication—regular, clear, and empathic dialogue among teachers, parents, administrators, and support professionals—emerges as an essential enabling mechanism for translating plans into practice. Recent literature (2021–2025) frames communication not just as information exchange but as relationship-building that fosters trust, shared problem framing, and the co-construction of strategies. Studies on interprofessional collaboration and implementation science emphasize structured communication routines (e.g., joint review meetings, collaborative goal setting, progress-monitoring huddles) as high-leverage practices that improve fidelity to interventions and student outcomes. Conversely, poor communication is implicated in misunderstanding, role ambiguity, and fragmented support [5]. Work on implementation strategies suggests that investing in communication protocols, documentation tools, and capacity for reflective dialogue increases the likelihood that IEP goals are enacted consistently across school and home settings.

2.6. Intersections: How Management, Participation, Committees, and Communication Jointly Shape IEP Effectiveness

A growing body of literature treats the four constructs in your study as interacting components of a socio-ecological system. Leadership and SBM set the policy and resource architecture; parental participation provides critical contextualized knowledge and reinforcement outside school; school committees expand the school’s social capital and accountability; communication serves as the operational glue that coordinates action. Systems-oriented research (2022–2025) argues that gains in IEP effectiveness are most visible when all components function in concert—e.g., an empowered principal (SBM) who prioritizes parental engagement, leverages the school committee for resources, and establishes regular cross-stakeholder communication—rather than when any single factor is addressed in isolation. Case studies of successful SLBs frequently report such integrated practices [6].

2.7. Contextual Factors and Equity Considerations

Recent reviews and reports also stress the influence of macro factors: national policy frameworks, budgetary allocations for high-needs students, teacher supply and retention, and socio-cultural attitudes toward disability. For Indonesia specifically, the

World Bank documents persistent access gaps and uneven service quality for students with disabilities in rural areas; these systemic constraints affect how local management and community structures (such as committees) can function [7]. Equity-minded research highlights that interventions to strengthen SBM, parental participation, or communication must be designed to reduce, not reinforce, disparities—attending to language, poverty, caregiver time constraints, and remote geographies.

2.8. Methodological Advances and Measures of Effectiveness (2021–2025)

Methodologically, the field has advanced in the last four years. Scholars increasingly combine quantitative measures (e.g., regression models linking governance indicators with IEP fidelity) with qualitative process work (e.g., sensemaking interviews with parents and leaders) to capture both outcomes and mechanisms. Implementation science frameworks have been used to identify specific strategies—such as training, audit and feedback, and structured communication routines—that reliably influence uptake. Several recent studies also recommend multi-informant outcome metrics for IEP effectiveness (student progress, family-reported functional gains, and teacher-observed fidelity) rather than relying exclusively on document quality or standardized test scores [8].

2.9. Gaps in the Literature and Relevance to Pandeglang Regency

Despite meaningful advances, gaps remain—and these justify the present study. First, there is limited empirical work examining these four predictors (SBM, parental participation, school committee role, and interpersonal communication) simultaneously within a single regional system, particularly in Indonesian rural/regency settings. Second, studies often focus on mainstream or high-income settings; research specific to SLBs in resource-constrained locations (including implementation constraints unique to SLBs) is less plentiful. Third, while many studies document associations, fewer robustly test mediating mechanisms (for instance, whether communication mediates the relationship between SBM and IEP fidelity). Finally, locally grounded evidence (e.g., Pandeglang Regency) is necessary to inform contextually appropriate policy and practice because national and regional governance, funding patterns, and cultural norms shape how these constructs operate on the ground. These gaps make a comprehensive, mixed-methods study in Pandeglang both timely and necessary [9].

2.10. Summary and Conceptual Synthesis

The recent (2021–2025) literature converges on a systems view: the effectiveness of IEPs depends on interdependent institutional and interpersonal factors. School-based management can create the enabling infrastructure; parental participation supplies critical contextual knowledge and reinforcement; school committees extend resources and societal backing; and high-quality interpersonal communication coordinates and sustains practice. To move from policy intention to daily impact for learners with disabilities—especially in underresourced regions like parts of Indonesia—research and interventions must address these components in an integrated manner, attend to equity and contextual barriers, and adopt measurement approaches that capture implementation processes as well as student-level outcomes. The current study seeks to operationalize this integrated perspective by empirically examining how SBM, parental participation, school committees, and communication jointly influence IEP/PPI effectiveness in SLBs across Pandeglang Regency.

3. Methodology

3.1. Research Design

This study employs a quantitative research design and a survey to investigate the influence of school-based management, parental participation, the role of school committees, and interpersonal communication on the effectiveness of Individualized Education Programs (IEPs) in Special Schools (SLBs) across Pandeglang Regency. A quantitative design was chosen because it allows measurement of relationships among variables, testing of hypotheses, and the generation of generalizable conclusions about the population. The use of a survey method is particularly appropriate because it enables the researcher to gather standardized data from many respondents within a relatively short period of time. Structured questionnaires will be distributed to principals, teachers, and school committee members, who are directly involved in the planning, implementation, and evaluation of IEPs. The cross-sectional nature of the survey captures perceptions and practices at one point in time, offering a snapshot of the current state of IEP effectiveness and its predictors in Pandeglang Regency.

3.2. Population and Sampling

The population of this study consists of all SLBs operating in Pandeglang Regency, Banten Province. Based on local education office data, there are approximately 35 registered SLBs, both public and private. These schools provide educational services for students with diverse disabilities, including intellectual disabilities, hearing impairments, visual impairments, autism spectrum disorders, and multiple disabilities (Figure 1). The target respondents include:

- **School Principals:** Responsible for leadership and management decisions.
- **Teachers:** Directly implementing individualized instruction.
- **School Committee Members:** Representing parents and communities in supporting school programs.

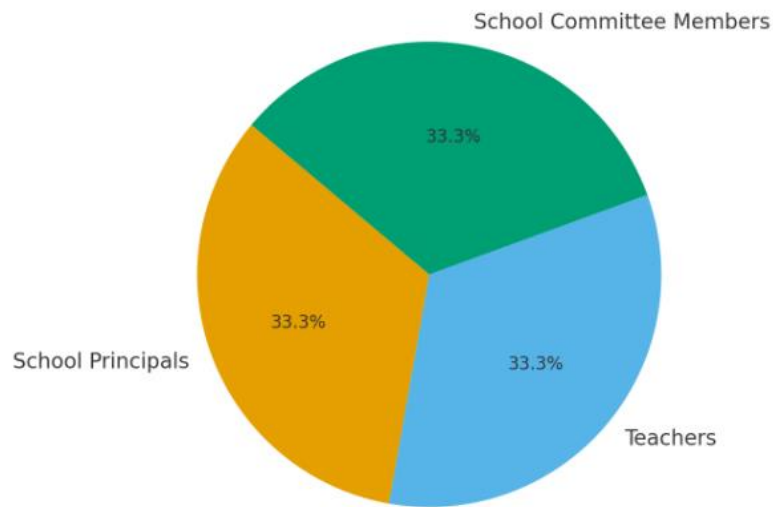


Figure 1: Stakeholder roles distribution in SLBs

A stratified random sampling technique will be employed to ensure representation from various types of SLBs (public vs private, urban vs rural). The minimum sample size is calculated using Slovin’s formula with a 5% margin of error, yielding approximately 180 respondents. This sample is deemed sufficient for statistical analysis, particularly multiple regression, which requires an adequate ratio of cases to predictors (Figure 2).

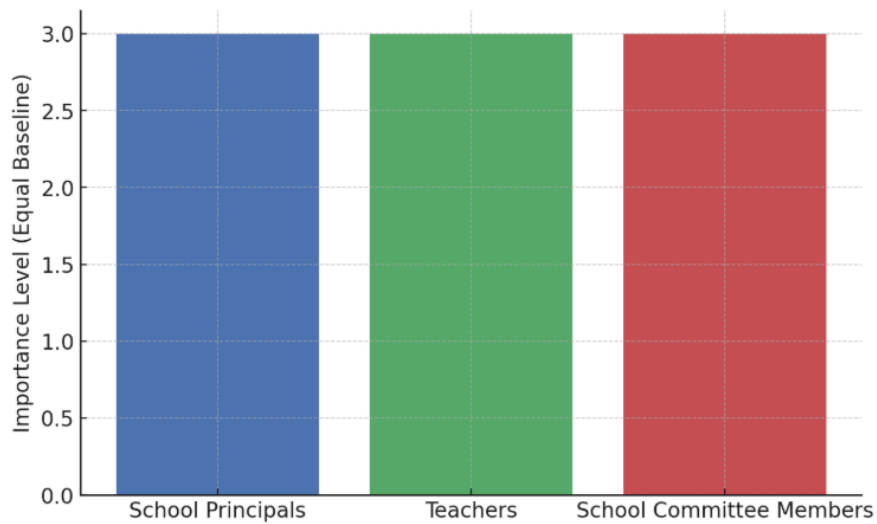


Figure 2: Relative importance of stakeholders in IEP implementation

3.3. Research Variables

This study examines four independent variables and one dependent variable:

3.3.1. Independent Variables

- **School-Based Management (X1):** Measured by indicators such as autonomy in decision-making, transparency, accountability, and participatory leadership.

- **Parental Participation (X2):** Measured by indicators including attendance in IEP meetings, contribution of information, reinforcement of learning at home, and collaboration with teachers.
- **Role of School Committee (X3):** Measured by advisory functions, financial/resource support, advocacy, and policy contribution.
- **Interpersonal Communication (X4):** Measured by clarity, empathy, openness, frequency, and quality of communication between stakeholders (Figure 3).

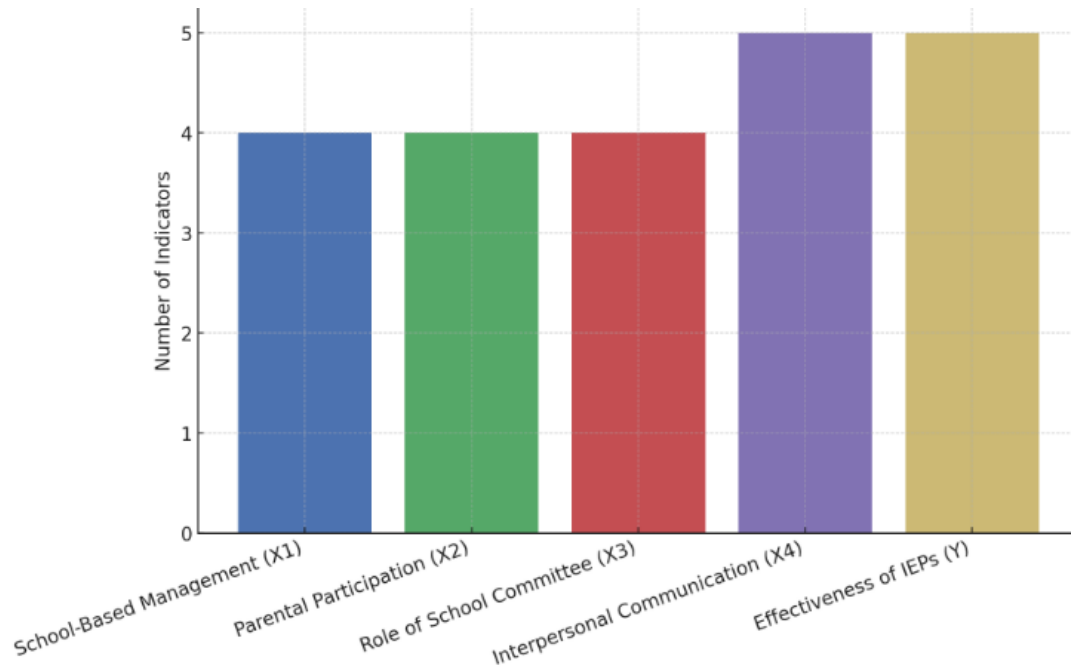


Figure 3: Number of indicators for each research variable

3.3.2. Dependent Variable

- **Effectiveness of Individualized Education Programs (Y):** Measured by goal clarity, relevance of instructional strategies, adequacy of accommodations, monitoring and evaluation, and achievement of student progress (Figure 4).

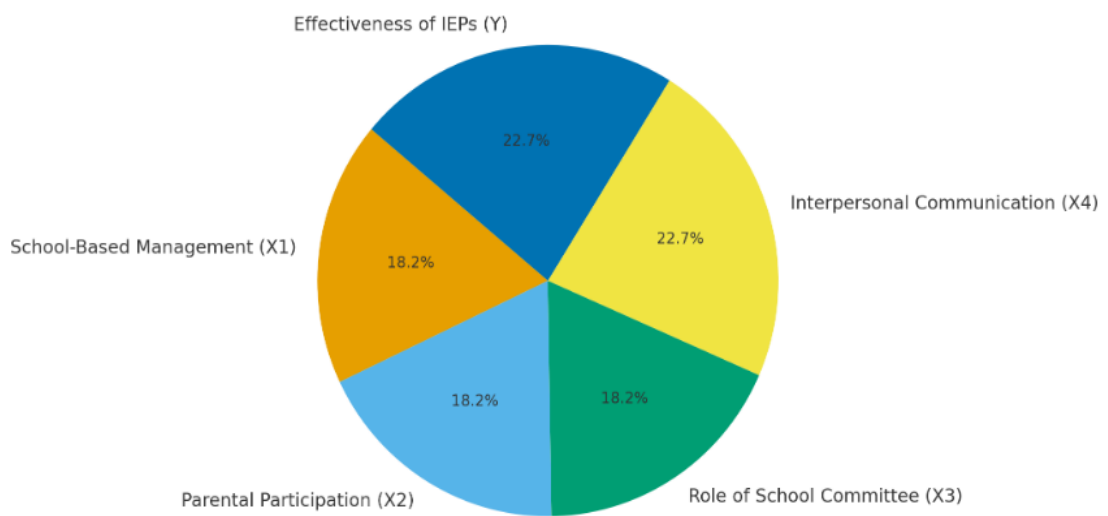


Figure 4: Proportion of indicators by research variable

3.4. Research Instruments

The primary data collection instrument is a structured questionnaire with Likert-scale items (ranging from 1 = strongly disagree to 5 = strongly agree). The questionnaire is divided into five sections, each corresponding to a research variable:

- School-Based Management Scale (Adapted from educational management frameworks).
- Parental Participation Scale (Adapted from Epstein’s model of parental involvement).
- School Committee Role Scale (Aligned with Indonesian Ministry of Education guidelines).
- Interpersonal Communication Scale (Adapted from interpersonal communication competence measures).
- IEP Effectiveness Scale (Based on international IEP quality indicators and Indonesian adaptation of Program Pembelajaran Individual) (Figure 5).

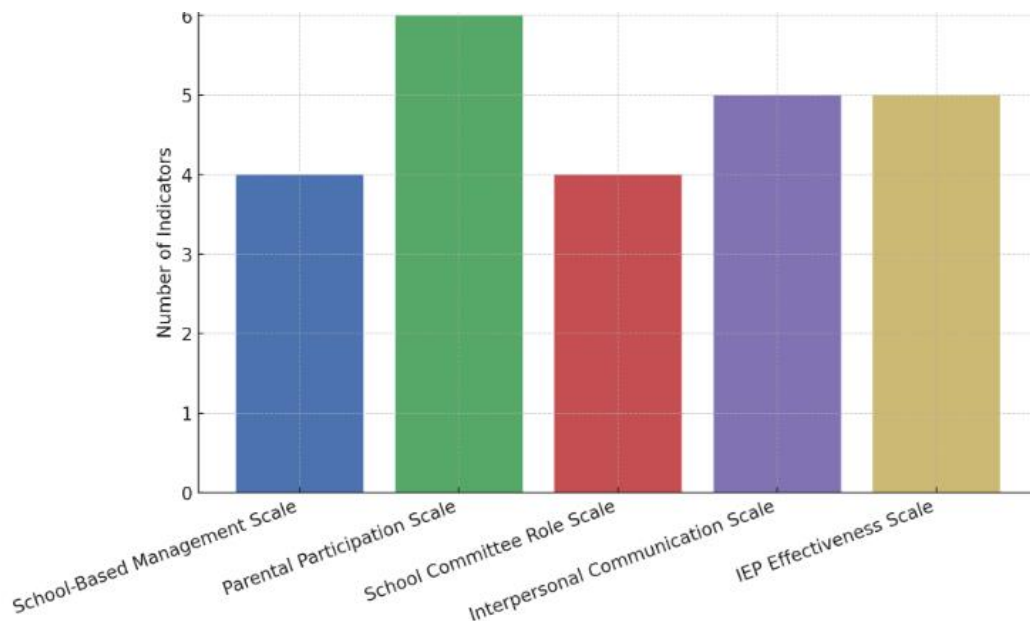


Figure 5: Number of indicators per measurement scale

Each section contains 8–12 items, totaling approximately 50. Items are written in simple and culturally appropriate language, ensuring accessibility for all respondents (Figure 6).

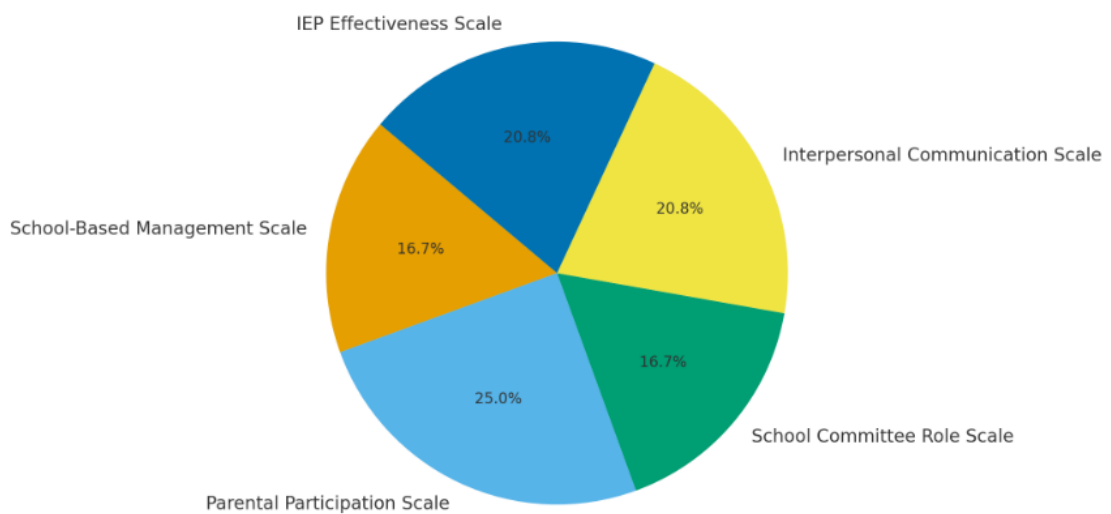


Figure 6: Proportion of indicators by measurement scale

3.5. Data Collection Procedures

Data collection will proceed through several stages:

- **Preparation:** Obtaining research permits from the local education office and SLBs, finalizing the questionnaire, and conducting a pilot test with 20 respondents outside the sample to check clarity.
- **Distribution:** Questionnaires will be distributed in both printed and online formats (Google Forms) to accommodate respondents' availability.
- **Administration:** School principals and committee leaders will help coordinate the collection of completed questionnaires.
- **Completion:** Respondents will be given 1–2 weeks to complete the survey.
- **Collection:** The researcher will gather responses and verify completeness.

Confidentiality will be maintained by ensuring anonymity of responses (Figure 7).

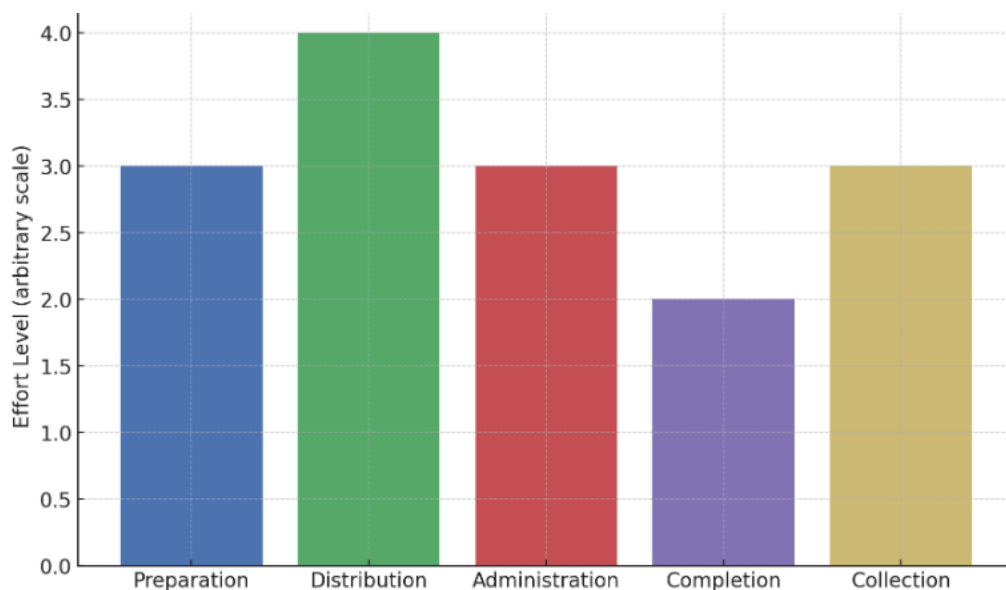


Figure 7: Relative effort across data collection stages

3.6. Data Analysis Techniques

The collected data will be analyzed using quantitative statistical methods with SPSS or similar software. The analysis steps include:

- **Descriptive Statistics:** Mean, Standard deviation, and Frequency distribution for each variable to provide an overview of respondents' perceptions.

3.6.1. Validity and Reliability Tests

- Validity will be tested using Pearson product-moment correlation between each item score and the total score.
- Reliability will be tested using Cronbach's Alpha, with a threshold of ≥ 0.70 indicating acceptable internal consistency.

3.6.2. Assumption Testing

- Normality test (Kolmogorov-Smirnov/Shapiro-Wilk).
- Multicollinearity test (Tolerance and VIF).
- Heteroscedasticity test (Scatterplot Analysis).

3.6.3. Inferential Statistics

- Multiple Regression Analysis to determine the influence of the four independent variables (X1–X4) on the dependent variable (Y).
- Regression equation: $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$
- Significance level set at 0.05.
- The coefficient of determination (R^2) is used to assess the extent to which the predictors explain variance in IEP effectiveness (Figure 8).

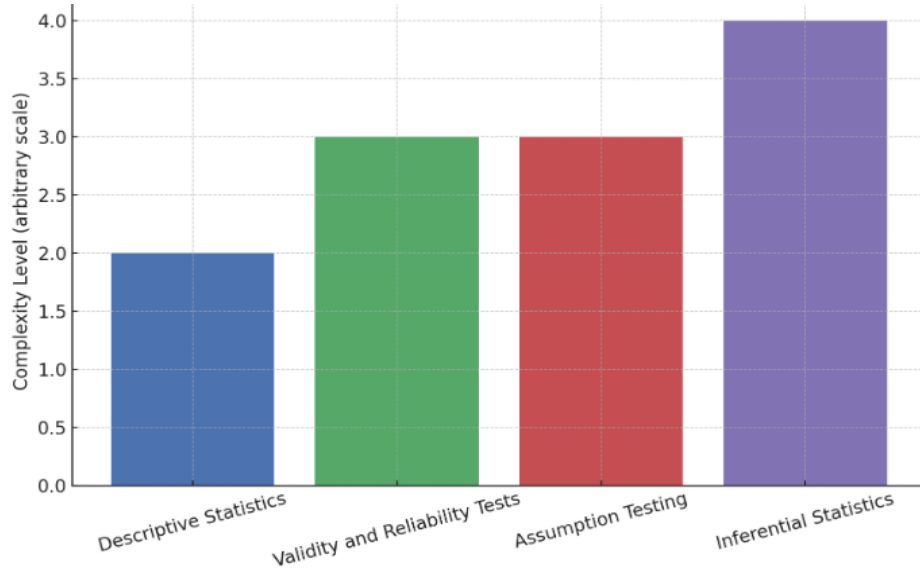


Figure 8: Relative complexity of statistical analysis steps

3.7. Validity and Reliability Considerations

The questionnaire will undergo expert validation by three specialists in education management and special education. Their feedback will be used to refine the items (Figure 9).

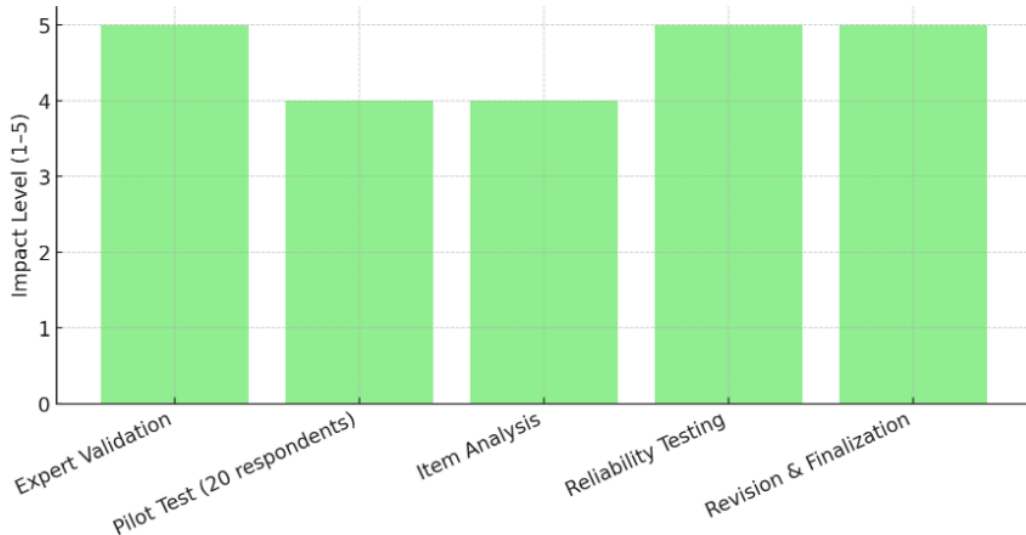


Figure 9: Impact level of validity and reliability steps

The pilot test will also provide data for item analysis, and items with low correlation coefficients (<0.30) will be removed. Reliability tests from the pilot study will guide revision before the main data collection (Figure 10).

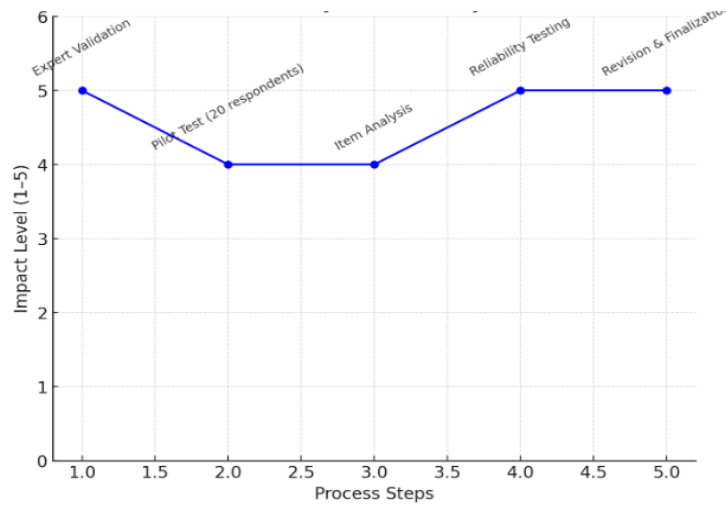


Figure 10: Flow of validity and reliability process

Some respondents may have limited access to online questionnaires, necessitating additional logistical arrangements (Figure 11).

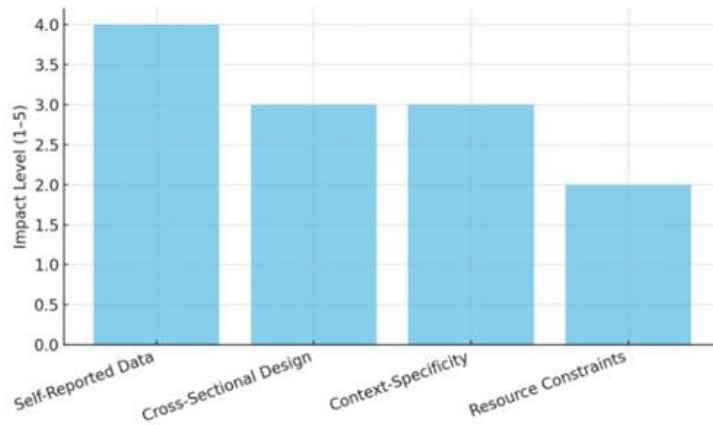


Figure 11: Impact level of research limitations

Despite these limitations, the methodological design is robust and appropriate for addressing the research objectives (Figure 12).

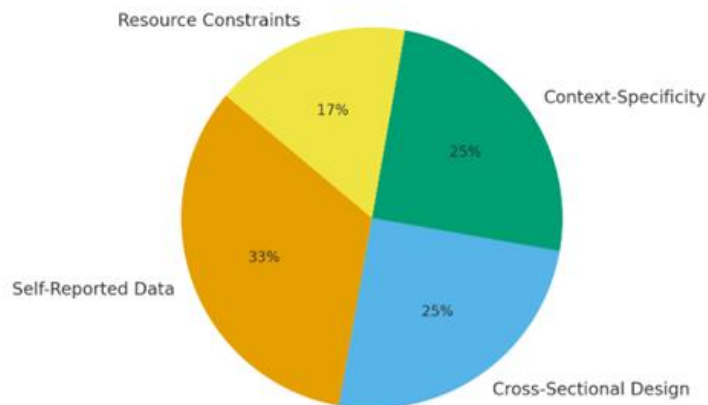


Figure 12: Proportion impact of research by measurement scale

At the same time, statistical analyses, particularly multiple regression, provided insights into the relative contributions of each independent variable toward the dependent variable (Figure 13).

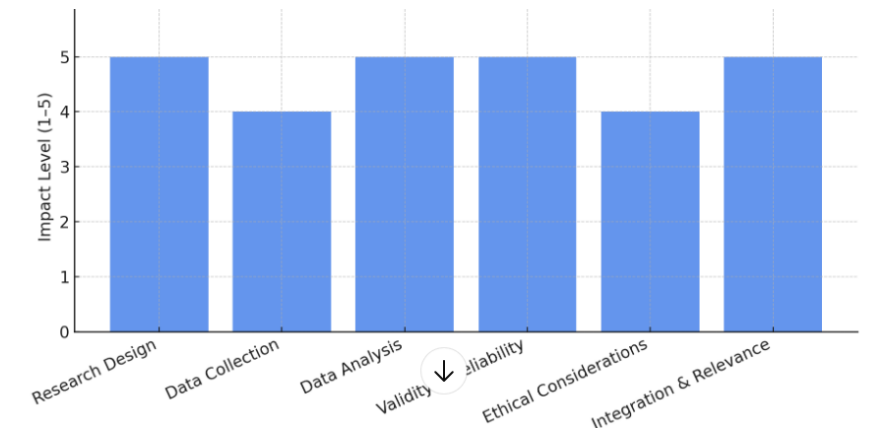


Figure 13: Impact level of methodological aspects

The methodology ensured the validity and reliability of the instruments through rigorous adaptation from established frameworks, including educational management models, Epstein’s parental involvement theory, communication competence measures, and internationally recognized IEP quality indicators contextualized to the Indonesian setting. This strengthened both the theoretical and practical grounding of the study. Furthermore, the sampling strategy, ethical considerations, and data collection procedures were carefully implemented to maintain research integrity and respect participants’ confidentiality (Figure 14).

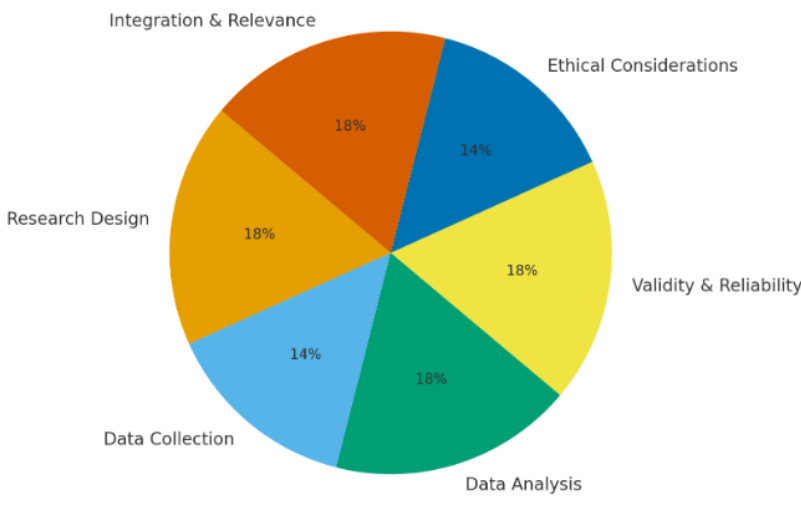


Figure 14: Proportional emphasis of methodological aspects

In the chosen methodology, theoretical frameworks were successfully integrated with empirical rigor and contextual relevance, thereby enabling the study to produce findings that are both academically sound and practically applicable. It offers a robust pathway to understanding the complex interplay among leadership, parental and community engagement, communication practices, and program effectiveness in special education. This methodological design not only supports the credibility of the current research but also serves as a potential model for future studies examining the effectiveness of inclusive education in diverse educational contexts.

4. Conclusion

The study reveals that the combination of school-based management, parental involvement, school committee, and interpersonal communication significantly influences the effectiveness of IEPs in special schools. Strong school-based management enhances institutional readiness, aligns policies with inclusive education goals, and guarantees accountability in

program implementation. Active parental involvement is critical because it provides the emotional support, motivation, and continuity of learning at home that complements the IEPs' results. The school committee plays a crucial role in mobilizing resources, supporting decision-making, and strengthening the link between schools and the wider community. In addition, effective interpersonal communication among teachers, parents, and school committees fosters trust, mutual understanding, and collaborative participation, thereby creating a more inclusive and conducive learning environment for students with special needs. These factors, together, provide a comprehensive approach to planning, implementing, and monitoring IEPs to improve student development and educational outcomes. These findings should be interpreted with caution, given these limitations. The reliance on self-reported data may introduce social desirability bias, while the cross-sectional design captures only a specific point in time, limiting insights into long-term impacts. Furthermore, the study's contextual nature may limit the generalisability of the findings beyond Pandeglang Regency, and data collection may have been constrained by resource limitations, especially in accessing respondents. Overall, the study underscores the importance of improving administrative practices, developing partnerships, and improving communication strategies to facilitate inclusive education. A coordinated and participatory approach involving all stakeholders ensures sustainable improvements in special education and maximizes the effectiveness of IEPs.

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Conflicts of Interest Statement: The authors declare that there are no conflicts of interest regarding the publication of this paper.

Ethics and Consent Statement: This study was conducted in accordance with ethical standards, and informed consent was obtained from all participants.

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