The Impact of Nero Book Series on Inclusive-Collaborative Parenting in ECE

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Abstract

This research in based on a problem where teachers and parents do not yet know what Neurodivergent and Inclusive-Collaborative parenting are. This research aims to obtain test result on the implementation of the Nero Books series on Teachers and Parents in improving Inclusive-Collaborative Parenting in TK Labschool UPI Cibiru. This research uses a case study method with observation and interview data collection techniques. Data was collected and analyzed using Miles and Huberman data analysis starting from data collection, data presentation and concluding. The Results show that the Nero Book Series significantly increases teachers' and parents' understanding of Neurodivergent children, supporting more effective collaboration in inclusive-collaborative parenting. This is based on interviews conducted by researchers with teachers and parents who saw changes for the better. So this Nero book series has succeeded in creating inclusive, collaborative parenting that is synergistic for teachers and parents.

Introduction

Parenting is a long-term action that must be carried out well by every parent in a family. Parenting programs for children have been identified as a key strategy in preventing violence against children (Ward et al., 2020). Each family has a different pattern of interaction with children, which makes one family different from another (Mukarromah et al., 2020). Differences in the care carried out by each family can be influenced by the lack of role of the father or mother in providing care participation to the child. Parental participation in providing care is very important for the child's educational process (Mulia & Kurniati, 2023). Parental understanding is the initial capital or starting point in providing stimulus for children, but in general, parental awareness in caring for children is still not optimal (Taraban et al., 2019). Apart from that, the teachers still have difficulties seeing differences or identifying between general children and children with special needs (Ashari, 2021). Many factors can result in mistakes and unpreparedness of parents in providing care for children, one of which is due to a lack of understanding, ability and awareness of parents in detecting and stimulating children's growth and development, especially for children with special needs.

Providing care at school and at home should be the same, including for children with special needs. Children with special needs have physical or psychological limitations or disabilities (Rasyid et al., 2019). However, it is unfortunate that the stigma and negative

stereotypes about children with special needs or disabilities (Differently Able People) are still very high. This happens because society still does not understand about children with special needs, this will affect social interactions and society's attitudes towards children with special needs (Alim, 2019). In accordance with this statement, we can see that in the surrounding community, there are still many people who label people with disabilities as "disabled children", and this ultimately leads to behavior that shows discriminatory attitudes and the wrong way people view people with disabilities (ableism). (Koponen et al., 2019; Leight et al., 2018). One thing that often receives negative stigma is mental disability and intellectual disability, including neurodiversity.

Individuals with neurodiversity are also called neurodivergent (Doyle & McDowall, 2022; Schuck et al., 2022). Neurodivergent or neurodiversity is a scientific concept that emerged from brain imaging, where the brain thinks, learns, and processes information differently from others. Apart from that, Neurodivergent is a term for someone who has a brain condition that is different from others, such as autism, ADHD, dyslexia and Asperger's (Murwaningrum et al., 2023). In addition, the term of Neurodivergent can also mean the experience of significant differences from what is understood to be the norms of cognitive function and expression (neurotypical) (Spiel et al., 2022). Neurodivergent children require appropriate stimulation in accordance with the diversity of ways of thinking and information processing it has. One effort that can be made to deal with this problem is to implement inclusive-collaborative parenting. Inclusive parenting is parenting carried out by adults, especially parents, without discriminating against each child's background (Bendixsen & Danielsen, 2019). This shows that every child has the same right to receive appropriate care, therefore every adult has an important role, to support the creation of good and optimal care for every child, including neurodivergent children.

The novelty of this study is that there is a new understanding from parents regarding collaborative inclusive parenting and how to handle neurodivergent children. There is still a lot of self-reporting about differences in parenting, for example, parenting practices, how people respond and certain action and understanding of the principles of parenting (Rodriguez et al., 2023). Therefore, the purpose of the nero book series is to address the differences between inclusive parenting to being inclusive collaborative parenting between teachers and parents. However, the extent of the picture regarding the implementation of the introduction of the Nero book series remains to be studied further. According this article will present an overview of the implementation and how parents understand after getting information from the Nero book. The existence of this Nero books series supports intensive collaboration between families and schools by integrating various activities that can improve the development of neurodivergent children, both in terms of characteristics and strategies. This is also in line with fulfilling the rights of young children to participate in early childhood education services, so that they can contribute to achieving optimal growth and development of children in the future.

This research has a contribution in strengthening knowledge in the field of Early Childhood Education, especially related to inclusive-collaborative parenting innovations and the importance of the Nero book series in improving collaboration between teachers and parents. The urgency of this research is also supported by various previous research, which illustrates that collaboration between schools and families can make a good contribution to achieving children's development, especially for children who have special needs (Skrypnyk et al., 2020). This further strengthens that collaboration between teachers and parents will create a good and optimal care service. Based on the entire description above, the focus of this research is the results of the implementation of the Nero Book series on inclusive-collaborative parenting as an optimization of neurodivergent parenting services. The purpose of this study is to obtain an overview of the results of the implementation of the Nero Book's series for teachers and parents to improve Inclusive-Collaborative Parenting at Labschool UPI Cibiru Kindergarten.

Method

Qualitative research is formed by thinking and using a theoretical framework to provide information about research problems presented by individuals or groups related to social or humanitarian issues (Creswell, 2016). Qualitative research was chosen because the results of this research are words, phrases, sentences and paragraphs which give rise to descriptive research. Reading research, examining the process of research results and pointing out a problem will motivate future researchers to conduct this type of research (Weis & Fine, 2000). This is in line with the research used where this type of qualitative research requires reading the research, checking the research results and pointing out any problems that arise.
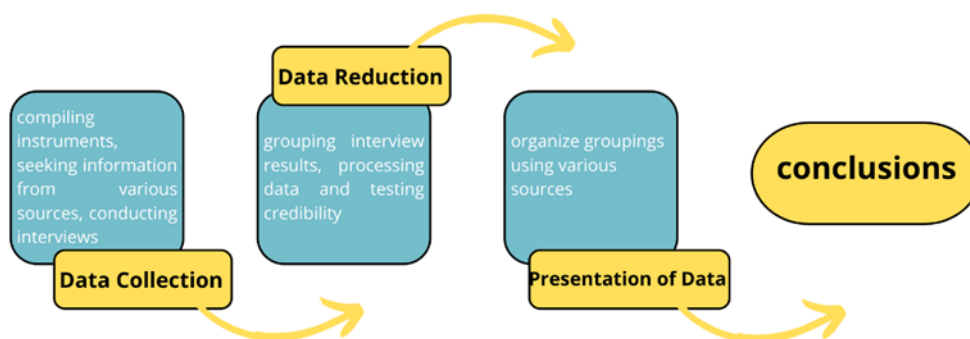
Figure 1. Steps of Research Method

The first is to collect data, where researchers first complete research instruments from various sources, then continue with data reduction, where the first researcher makes observations first to see the actual situation in the field. after that, conduct direct interviews with the teacher and continue with the parents. After obtaining the results of observations and interviews, all data is presented, and conclusions are drawn. In this research, the researcher adopted a research approach based on Cresswell (2016), namely a case study approach. The case study method is usually used in problem-based learning with science topics (Pamelasari et al., 2023). The case study approach explores a system that has been tied to a case or a diversity of cases over time through an in-depth data collection process and involving various types of rich information sources in a context (Design, 1989). The case study was usually.

Participants in this research were school principals, teachers and helpers who handle and interact directly with Neurodivergent children in TK Labschool UPI Cibiru. A total of 3 teachers, including the principal and 4 helpers, participated in this research. In addition, 7 parents of neurodivergent children also participated in this research. Researchers chose these participants because the participants knew the characteristics and strategies for dealing with neurodivergent children. The results of interviews conducted with all teachers and helpers took 2-3 minutes to answer all the questions given by the researcher. There were 7 questions asked. Meanwhile, parent participants were given a Google Form link where all the questions were almost the same as those asked to the school but only differed in point of view.

The necessary instruments must support data collection. An instrument is a measuring tool used for research to view the natural and social phenomena that are being observed. In this research, observation and interviews were taken to develop the instrument. Interviews are conducted to produce data that can't simply be observed. Therefore, interviews require many relevant participants to strengthen the results of the interview. The interview questions used in this research are as follows.

Table 1. Interview Questions

No	Interview Questions
1	Before reading and understanding Nero Book's series I, did you know the characteristics of Neurodivergent children?
2	Before reading and understanding Nero Book's series II, did you know the strategies for dealing with Neurodivergent children?
3	Is there a difference in how to treat Neurodivergent children before and after reading and understanding Nero Book's series I and II?
4	Did TK Labschool UPI Cibiru know about Inclusive-Collaborative Parenting before?
5	After reading Nero Book's series, does inclusive-collaborative parenting work more optimally?
6	How to build parenting collaboration between teachers and parents since the presence of Nero Book's series?
7	How useful and effective is Nero Book's series?

According to Miles and Huberman, to present data, data analysis is needed in stages, starting with data collection, data reduction, data presentation and concluding (Miles & Huberman, 1994). The three main components of presenting qualitative data must be present to determine conclusions from the research. The analysis pattern proposed by Miles and Huberman can be seen in the following picture:
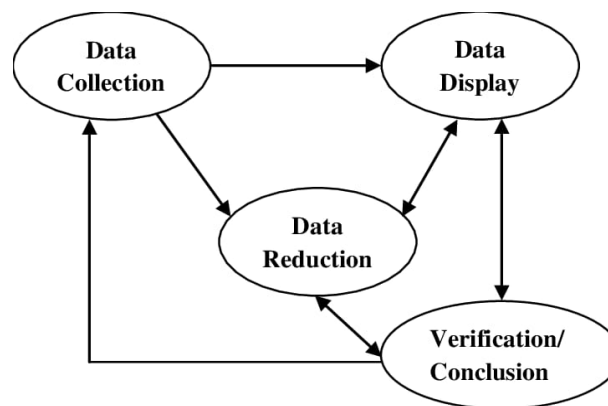
Figure 2. Data Analysis Components

All the stages that were carried out support the process of collecting data from this series of Nero Book research. The participant codes are G = teacher, H = helper and P = parent. Based on all components of data presentation that have been carried out, starting from data collection, data reduction, data presentation and reaching the stage of concluding. Researchers finally got a verified conclusion by the results in the field. The data from this study uses several codes for participants to make it easier for readers.

Result and Discussion

This research was conducted on September 29, 2023, at TK Labschool UPI Cibiru, which was attended by 3 teachers, including the principal, 4 helpers and also 7 parents who have Neurodivergent children. The introduction of the Nero series book begins with sharing with teachers and parents about what inclusive collaborative parenting is, understanding Neurodivergent children and how strategies for dealing with Neurodivergent children. After sharing together, they introduce the Nero series book and explain the content of the material in the book. After that, the Nero series books were distributed to teachers and parents so that they could be read and implemented with children at home and at school.

Figure 3. Introduction of Nero Book series Figure 4. Distributed of Nero Book series

After distributing the book to teachers and parents, the researcher gave about 2-3 weeks to implement the Nero book to neurodivergent children. after implementing, the researcher conducted further interviews using question instruments and G-Form. The results of changes in parents and teachers can be seen in the following description:

Understanding the characteristics of Neurodivergent children

During research in the field, answers were found as to why teachers and parents in TK Labschool UPI Cibiru did not understand the characteristics of Neurodivergent children (See Figure 5)
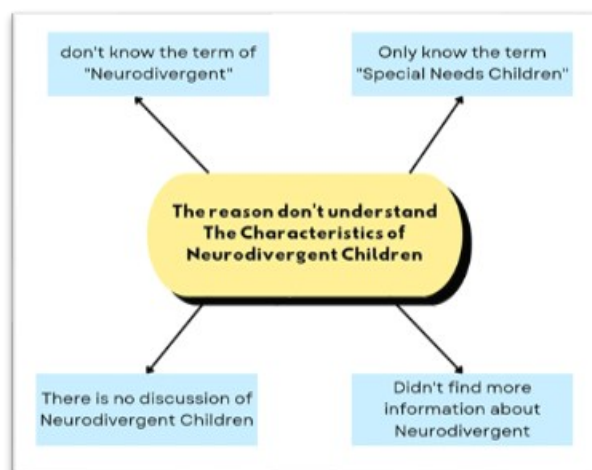

Figure 5. Reasons for Not Understanding the Characteristics of Neurodivergent Children

Before the presence of the Nero Book series, teachers and parents did not understand the term Neurodivergent, this resulted in teachers and parents not understanding the characteristics of Neurodivergent children. G2 said *"I know what Neurodivergent is but not everything, after reading the Nero book series, I know the characteristics of Neurodivergent children."* From this it is known that before reading the Nero Book series the teachers did not understand the characteristics of Neurodivergent children. In line with the answer from G2, H2 said *"I only know a few because there are Neurodivergent children such as autism, ADHD and others that I only know"*. This is reinforced by the answers from P1 P2 and P3 that parents do not yet understand the characteristics of Neurodivergent children. From this statement it is known that teachers, helpers and parents do not understand further about the characteristics of Neurodivergent children are.

The results of the participants' answers showed that another reason the participants did not know the term Neurodivergent and did not understand the characteristics of Neurodivergent children was because the participants did not seek further information about the characteristics of Neurodivergent children. This is because the participants only know the term for children with special needs in general, this is why the participants do not know more

about the characteristics of Neurodivergent children. When information regarding the characteristics of Neurodivergent children has not been sought further, teachers and parents have never discussed the term Neurodivergent and what the characteristics of Neurodivergent children are.

Understand strategies for dealing with Neurodivergent children

During research in the field, answers were found as to why teachers and parents did not understand strategies for dealing with Neurodivergent children (See Figure 6)
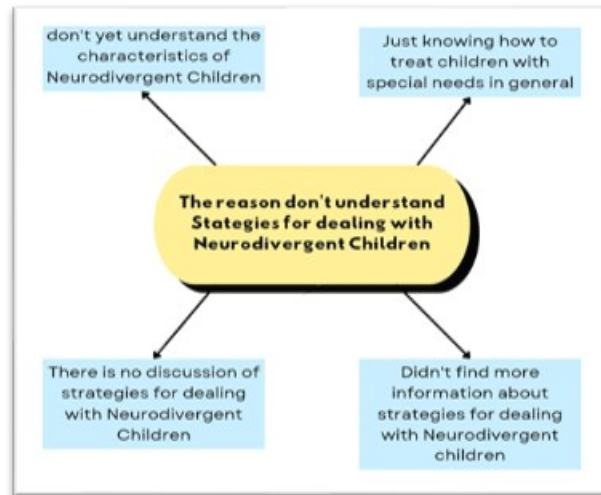

Figure 6. Reasons for Not Understanding Strategies for Handling Neurodivergent Children

Based on the results in the field, researchers found the answer to why the participants did not understand strategies for dealing with Neurodivergent children. Before reading and understanding the Nero book series, the participants treated neurodivergent children like children with special needs in general. G3 said *"We know how to handle it at a glance, but we are still learning about further handling"*. We can see that this is one of the reasons why teachers do not understand strategies for dealing with Neurodivergent children due to limited information about Neurodivergent. This is in line with the answer to H4 *"I only know a few strategies for dealing with Neurodivergent children"*. This was then reinforced by the answers from P1 and P2 that they did not know the strategies for dealing with Neurodivergent children.

The results of the answers obtained from the participants showed that the strategies for dealing with Neurodivergent children had not been further understood by the participants. This is because the participants do not know more about the strategies for dealing with Neurodivergent children, because the participants still treat Neurodivergent children like children with special needs in general. When there is a lack of information regarding strategies for dealing with Neurodivergent children, this will affect the participants' understanding; as a result, the participants still find it difficult to handle Neurodivergent children daily because it is not by the needs of each child. This also results in communication between teachers, helpers and parents, which is not yet optimal due to the lack of information obtained.

Knowing Inclusive-Collaborative Parenting

During field research, answers were found as to why the participants did not understand f-Collaborative Inclusive Parenting (See Figure 7)
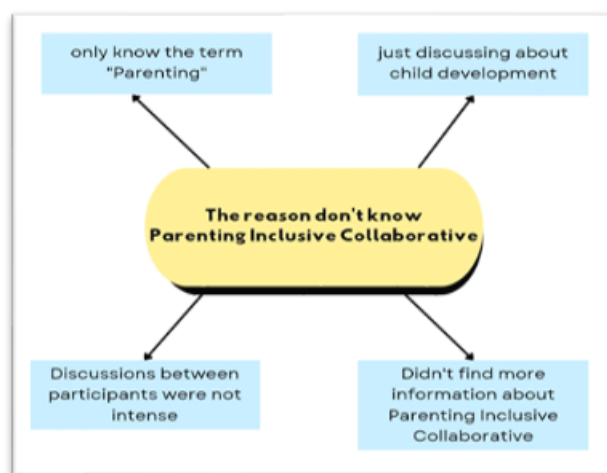
Figure 7. Reasons for Not Knowing Inclusive-Collaborative Parenting

Based on the research results in the field, researchers found the answer to why the participants did not know about Inclusive-Collaborative Parenting. Before reading and understanding the Nero book series, the participants only knew about the parenting program. G1 said, "I already knew about parenting, but I only found out about collaborative, *inclusive parenting now.*" This is supported by the statement H1, "I don't know what inclusive-collaborative parenting is", which is in line with the answer to H3, which said, "for inclusive-collaborative parenting, *it has not been implemented, but for discussions with parents it has been done*". The answer from P4 strengthened the participants' statement that they "*don't know more about inclusive-collaborative parenting*". This is an answer that the participants do not know what collaborative inclusive parenting is.

Teachers, helpers and parents do not know collaborative inclusive parenting because they only know the term parenting. When the participants do not know about collaborative inclusive parenting, the discussion during the discussion is only about the child's daily development. This is because the participants felt that the term collaborative, inclusive parenting was something new to them, and the participants had never found out about collaborative, inclusive parenting. This influenced discussions between teachers, helpers and parents who had not yet reached the stage of intense discussion and communication. This is the reason why the participants do not know what collaborative inclusive parenting.

The research results show that teachers, helpers, and parents in TK Labschool UPI did not know about inclusive-collaborative parenting before the Nero book series. This influences teachers, helpers and parents who do not yet understand Neurodivergent children. Parents are the first place where children are given education. However, when parental education and knowledge are insufficient, parents cannot provide appropriate education for their children's needs (Lestari, 2019). The reality in the field is that not all parents have adequate knowledge and skills in providing care for children (Hernawati & Kurniasih, 2021). Based on these findings, it can be assumed that the participants' ignorance about collaborative inclusive parenting actually impacted the provision of care and education that was not based on the child's needs.

The presence of the Nero book series is an answer to providing information or knowledge about neurodivergent children, as well as providing information about collaborative, inclusive parenting to teachers and parents. The care provided today is certainly different from that provided in ancient times (Jamiatul et al., 2020). In line with this statement, Nero's book is here to provide care that is no longer just a matter for teachers at school or parents at home, but teachers and parents must collaborate in providing care that is appropriate and appropriate to the needs of children, including neurodivergent children. The role of the family is the child's initial environment, having a role as an important element in interacting throughout the educational management process (Putra, 2023). In line with this statement, teachers and parents must have good interaction to create an optimal educational

process. The Nero book series is present as a discussion bridge between teachers and parents, so that education and care can run in harmony. When the provision of education and care is in harmony, communication and discussions between teachers and parents will be carried out effectively and intensely.

The Nero Book series is here as one of the efforts that can be made to provide optimal collaborative care between teachers and parents for neurodivergent children. This Nero book has 2 series, the first series discusses the characteristics of Neurodivergent children, and the second series discusses strategies for dealing with Neurodivergent children. Both Nero books provide information about Neurodivergent children to support the creation of inclusive-collaborative parenting between teachers and parents. Books that are visual and can be scanned and produce audio have become a modern instructional medium, that is in line with the development of science and technology which is able to develop children's knowledge, skills and attitudes in better direction (Norita & Hadiyanto, 2021). The Nero book series is the most effective information medium in providing information about neurodivergent children, because this book is interactive in collaboration with technology. Technology is not something that should be avoided, but technology must be used properly for everyday life, including for learning (Rizkiyah, 2022). In addition, we can provide good and effective stimulation if we pay attention and adapt it to the child's need's (Sherly Utami et al., 2024). This is in accordance with the Nero Book series which collaborates books with technology, by scanning the barcode in the book and then when it has been scanned it will direct you directly to a YouTube video regarding further discussion of the material.

Figure 8. Documentation *Nero Book's* series I and II
For full access https://l1nk.dev/zWjAr

After reading, understanding and implementing the Nero book series, teachers and parents at TK Labschool UPI Cibiru gained new information, understanding and experience to understand neurodivergent children better. This education forms skills, knowledge and habits from generation to generation through teaching, training and research (Andhika, 2021). In line with this statement, teachers and parents began to change for the better when they were finally able to know the type of neurodivergent that suits the child's daily character and opened the parents' minds that this is what should be established between teachers and parents whose schools are inclusive. keep in mind that inclusive education also means being able to accept and unite all kinds of children's conditions, including children with special needs, in the same school or institution (Amora & Efendi, 2023).Click or tap here to enter text. This is also a reminder for teachers and parents at TK Labschool UPI Cibiru.

Guidance from competent teacher an parents can also improve children's potential abilities (Lasmawan & Budiarta, 2020).When teachers and parents understand the neurodivergent type in children, it will be easier for teachers and parents to understand the characteristics of the child. This can continue with strategies for dealing with neurodivergent

children, teachers and parents who understand the characteristics of children will provide appropriate strategies for handling neurodivergent children. This is demonstrated by the variety of activities carried out by teachers and parents in dealing with neurodivergent children, apart from that the media used is also in accordance with the needs of neurodivergent children. This is shown by the variety of activities carried out by teachers and parents in dealing with neurodivergent children, besides that the media used is also in accordance with the needs of neurodivergent children. The use of books as learning media can be one example of visual media to help children achieve their learning process (Fajri et al., 2022). in line with this, the presence of the Nero book series is also a visual media to help teachers and parents both at school and at home.

The results of this research also show that the Nero book series is a bridge in providing inclusive-collaborative parenting between teachers and parents. Before the arrival of the Nero book series, teachers and parents in TK Labschool UPI Cibiru had already built discussions about the child's development, but these discussions only went as far as providing reports on the child's daily development. Discussing the results from the child's therapist and discussing them again with the teacher at school provides additional information for discussion by teachers and parents. The presence of the Nero book series adds to discussions between teachers and parents, discussions discussing characteristics and strategies for dealing with neurodivergent children is proof that the Nero book series has bridged a more optimal parenting collaboration between teachers and parents.

Conclusion

The results of this study open a new understanding of neurodivergent children, providing new parenting experiences for teachers and parents at TK Labschool UPI Cibiru, which can be seen in the changes before and after reading the Nero book series. in addition, the results of this study also create an inclusive collaboration or collaboration in understanding all children's limitations, which reminds teachers and parents that this is the real function and purpose of inclusive education. The situation of inclusive children will certainly continue to be found; therefore, the Nero book series is one of the answers or one of the offers to create inclusive collaboration for today and the future. The key to implementing the Nero book is to continue to be understood and implemented in everyday life to create collaborative inclusive parenting habits. There are still limitations in this study; finding out and understanding more about inclusive-collaborative parenting information is also an effective way to complete all the information that is still limited. Hopefully, future researchers can go deeper and find all the information about inclusive collaborative parenting and understanding of neurodivergent children.

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