

ABSTRAK

Islami, Nurul Azmi Lidinil. 2026. **“Peran Orang Tua dalam Pendidikan Informal Anak Autis” (Studi Kasus pada Orang Tua Siswa Autis Jenjang SMA di SLB Yayasan Bahagia)**. Program Studi Pendidikan Masyarakat, Fakultas Keguruan dan Ilmu Pendidikan. Universitas Siliwangi.

Pendidikan informal yang diberikan orang tua berperan dalam mendukung perkembangan komunikasi, kemandirian, sosial, dan emosional anak autis. Penelitian ini bertujuan mendeskripsikan peran orang tua dalam menjalankan pendidikan informal bagi siswa autis jenjang SMA di SLB Yayasan Bahagia. Penelitian menggunakan pendekatan kualitatif dengan metode studi kasus. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi terhadap tiga orang tua siswa autis dan satu guru di SLB Yayasan Bahagia. Analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan dengan uji keabsahan menggunakan triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa orang tua menjalankan empat peran utama, yaitu sebagai fasilitator pembelajaran, pembimbing rutinitas dan kemandirian, pemberi dukungan emosional, serta penghubung antara sekolah dan keluarga. Praktik pendidikan informal diwujudkan melalui pembiasaan rutinitas harian, latihan komunikasi, pelatihan kemandirian, pendampingan belajar, serta penguatan perilaku sosial dan emosi anak. Pelaksanaan pendidikan informal didukung oleh pengetahuan orang tua tentang autisme, dukungan sosial keluarga dan lingkungan, kerja sama dengan sekolah, serta ketersediaan media belajar di rumah, namun masih dihadapkan pada hambatan berupa stres pengasuhan, keterbatasan waktu, minimnya akses informasi, dan tekanan ekonomi keluarga. Temuan ini menunjukkan bahwa keberhasilan pendidikan informal tidak hanya ditentukan oleh intensitas pendampingan orang tua, tetapi juga oleh konsistensi pembiasaan di lingkungan keluarga serta sinergi yang berkelanjutan antara keluarga dan sekolah dalam mendukung perkembangan komunikasi, kemandirian, dan kemampuan sosial anak autis. Disimpulkan bahwa orang tua memiliki peran sentral dalam penyelenggaraan pendidikan informal sehingga keterlibatan aktif keluarga menjadi faktor penting dalam mengoptimalkan perkembangan anak autis.

Kata Kunci: peran orang tua, pendidikan informal, anak autis, kemandirian, SLB.

ABSTRACT

*Islami, Nurul Azmi Lidinil. 2026. **The Role of Parents in the Informal Education of Children with Autism (A Case Study of Parents of High School Students with Autism at SLB Yayasan Bahagia)**. Community Education Study Program, Faculty of Teacher Training and Education, Siliwangi University.*

Informal education provided by parents plays a crucial role in supporting the development of communication, independence, social skills, and emotional regulation in children with autism. This study aims to describe the role of parents in implementing informal education for senior high school students with autism at SLB Yayasan Bahagia. A qualitative research design with a case study approach was employed. Data were collected through interviews, observations, and documentation involving three parents of students with autism and one teacher at SLB Yayasan Bahagia. Data were analyzed using data reduction, data display, and conclusion drawing, while trustworthiness was ensured through source and technique triangulation. The findings reveal that parents perform four primary roles, namely as learning facilitators, guides for daily routines and independence, providers of emotional support, and liaisons between the school and the family. Informal education is implemented through the establishment of daily routines, communication training, independence skill development, learning assistance, and reinforcement of children's social and emotional behaviors. The implementation of informal education is supported by parents' knowledge of autism, social support from family and the community, collaboration with the school, and the availability of learning resources at home. However, it is constrained by parenting stress, limited parental time, inadequate access to information, and economic pressures. The findings indicate that the effectiveness of informal education is determined not only by the intensity of parental involvement but also by consistent learning practices within the family environment and sustained collaboration between parents and schools in fostering children's communication, independence, and social development. It can therefore be concluded that parents play a central role in the implementation of informal education, making active family involvement a key factor in optimizing the development of children with autism.

Keywords: *parental role, informal education, children with autism, independence, special school.*