

PARENTS ROLE IN OPTIMIZING INDEPENDENCE CHILDREN WITH SPECIAL NEEDS IN SURAKARTA

ORANG TUA BERKIPRAH DALAM MENGOPTIMALKAN KEMANDIRIAN ANAK BERKEBUTUHAN KHUSUS DI SURAKARTA

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ABSTRACT

The number of Children with Special Needs (ABK) in Indonesia reaches 4.2 million people aged between 5 to 14 years or school age. Children with special needs who are born in less than optimal mental and physical conditions certainly make parents sad, unprepared and unable to accept them for various reasons. Moreover, the reason for embarrassing the child as a result is not a few who then treat the child less well and ignore efforts to make the child more independent. Independence will create a positive impact on children's development, so efforts to educate independence are taught to children as early as possible which is synchronized with the child's abilities. The independence of ABK is taught by parents and families who play a role in nurturing, guiding and helping direct children so that they can become independent individuals. Objective: To determine the correlation of parental gait to the level of independence of ABK Surakarta City. This research is a quantitative study, with a cross sectional approach, 60 respondents using the total population method. This research instrument means a questionnaire, the analysis uses the chi square statistical test. The results of the study: bivariate test of parental gait with a level of independence using a chi square p value of 0.006. Conclusion: there is a significant relationship between the role of parents and independence in children with special needs in Surakarta City.

Keywords: children with special needs; independence; parents' gait

ABSTRAK

Jumlah Anak Berkebutuhan Khusus (ABK) di Indonesia mencapai angka 4,2 juta jiwa yang berusia antara 5 sampai 14 tahun atau usia sekolah. Anak berkebutuhan khusus yang lahir dalam keadaan mental dan fisik yang kurang optimum tentunya membuat orang tua sedih, tidak siap serta tidak mampu menerimanya berbagai alasan. Terlebih lagi alasan membuat malu sebagai akibatnya tidak sedikit yang kemudian memperlakukan anak tadi secara kurang baik dan mengabaikan usaha-usaha untuk membuat anak menjadi lebih mandiri. Kemandirian akan menciptakan dampak yang positif bagi perkembangan anak, maka usaha mendidik kemandirian diajarkan pada anak sedini mungkin yang disinkronkan dengan kemampuan anak. Kemandirian ABK diajarkan oleh orangtua dan keluarga yang berperan dalam mengasuh, membimbing serta membantu mengarahkan anak supaya dapat menjadi pribadi yang mandiri. Tujuan: mengetahui korelasi kiproah orangtua terhadap tingkat kemandirian para ABK Kota Surakarta. Penelitian ini adalah penelitian kuantitatif, dengan pendekatan cross sectional, responden penelitian sebesar 60 responden memakai metode total populasi. Instrumen penelitian ini artinya kuesioner, analisis menggunakan uji statistik chi square. Hasil penelitian: uji bivariate kiproah orangtua dengan tingkat kemandirian menggunakan chi square p value 0,006. kesimpulan: ada hubungan yang significant antara peran orangtua dengan kemandirian pada anak berkebutuhan khusus di Kota Surakarta.

Kata kunci : anak berkebutuhan khusus , kemandirian, , kiproah orang tua



INTRODUCTION

Children with special needs (special needs children), namely children who experience significant physical abnormalities or abnormalities (physical, mental, intellectual, social, and emotional) in the process of growth and development compared to other children at their age who need special education services (Faradina, 2016). The number of children with special needs who get the opportunity to get an education is only a small part so most of them are educated by their parents and families (Maulipaksi, 2017). The Ministry of PPA (2013) states that handling children with special needs requires synergy from parents, the community, and the government because often these children experience discrimination in terms of treatment and verbal and physical violence. Part of some children with special needs includes the visually impaired, physically disabled, cerebral palsy, Down syndrome, attention defect disorder with hyperactivity (ADHD), Retts disorder, Asperger disorder, slow learner, and deaf (Mega, 2020). These children with special needs often also present with other psychiatric disorders, such as certain syndromes, obsessive-compulsive disorder, and bipolar personality disorder. Some symptoms accompany ABK disorder, namely: having dreams of focusing on odd things. and offers obsessive facts, gives emotional or ritualistic outbursts, experiences an unnatural fear, has hurt himself, and likes to move his body (Marlina, 2015).

Sunu (2012) stated that the role of parents in children with special needs is the active involvement of parents in supporting the optimum development of these special children. the results of the study came from Widyantoro et.al (2016) the role of parents in the introduction process at school as well as in the community means teaching children about independent living without relying on other people, another opinion from Wuwungan's research (2016) found that children with special needs with all their limitations are very required attention and contribution to achieve independence. Efforts to create different ways of establishing independence in normal children will be more difficult. The results of a preliminary study

conducted by researchers on as many as 10 parents showed that each family has its method to be able to creating independence in children with special needs due to various characteristics, and has its way of producing independent children with special needs. From several special schools that researchers used as research locations, ABK is still very dependent on their parents at home and school. There are 3 children with special needs autism, Down syndrome, and ADHD who can be independent but not all of them, and 7 children are still not able to do it. independently in their daily activities. Children with special needs usually have a persuasive developmental deficit in early growth and development caused by impaired brain development which is characterized by impaired development of social interaction, language, and speech as well as repetitive, stereotypic, and obsessive behavior. , 2015). The purpose of this study was to analyze the relationship between the role of parents and bathing in children with special needs.

METHOD

The type of research that will be used by researchers is quantitative. With a self-made questionnaire, each of which includes 20 questions that have been tested for validity and reliability with a value of 0.930 for the role of parents and 0.941 for the independence questionnaire of children with special needs. The method used is a cross-sectional method with the total population as respondents. This research was conducted in several special schools for children with special needs in Surakarta. The population in this study was 60 respondents who were parents with ABK (ADHD), Autism, and Down Syndrome), had children with special needs aged 7 to 12 years, were not illiterate, and were willing to be used for data analysis using chi-square.

RESULTS

Characteristics of parental roles and level of independence in children with special needs

Table 1 Frequency distribution of parental roles

Category	f	%
Not good	0	0
Pretty good	20	40
Very good	40	60
Total	60	100

The frequency distribution of parental roles shows that most of the respondents have a good role as parents of children with special needs

Table 2 . ABK Self-Sufficiency Distribution

Category	F	%
Not good	16	26
Pretty good	30	50
Very good	14	24
Total	40	100

The results of the study show that the majority of children with special needs have a fairly good level of independence

Analysis of the Relationship between the Role of Parents and the Independence of Children with Special Needs

Analysis of the relationship between the role of parents with the level of independence in Special Needs Surakarta City. The analytical technique used in this study is the Chi-Square Correlation technique

Table 3. The relationship between the role of parents and the independence of children with special needs (n=40)

Variable	Independent	P value
The role of parents		0,006

The results of this study indicate that the distribution of parental roles on the level of independence in children with special needs, from the 60 respondents studied, most of them have a very good parental role with a fairly good level of independence. The results of the Chi-Square correlation test on the relationship

between the role of parents and the level of independence of autistic children obtained a significance value (p-value) of 0.006. The significance value of the test is 0.05 (0.004 < 0.005), and the test decision is H0 rejected so it can be concluded that the role of parents is important to optimizing the independence of children with special needs.

DISCUSSION

Self-reliance education for children with special needs is frankly not as easy as turning the palm, in fact, many parents have difficulty in carrying out optimal roles and implementing good (democratic) parenting because most parents already feel sorry for their children and do not believe in their abilities. children (Wiryadi, 2017)

According to research by Tuegeh et al, (2012) which states that the role of a supportive family will be able to form independence in children, as well as children with special needs. A bad family role will hinder the child's independence and independence and whether or not it depends on the family and parents. Research by Wardani et al, (2015) states that as many as 41 respondents of parents of children with special needs parents who play a good role (74.5%) will support the level of independence of children. This study also shows that the role of parents who are not good as much as 4 respondents (14.8%) does not support the level of independence in children, the role of very good parents will affect the level of independence in children.

Research conducted by Vitasari (2013), states that education affects the mindset and insight of both parents in educating their children to be better than people with secondary education or even basic education. Ekawati (2016) said that the role of parents in the socialization process of autistic children at school and the community is to teach children about independent living not depending on others. Research by Wardani et al, 2015 that the role of good parents is needed for children with special needs (ABK) to increase their independence and skills of children. The close relationship between parents and children will of course have an

emotional effect. Children will feel needed and valuable in the family if parents give attention to children.

Children's independence can be seen when children begin to develop various physical, mental, and emotional skills so that they are more confident and begin to understand that they are independent individuals and can stand on their own. Children increasingly want to do things their way (Irianto, 2014). Parents who have autistic children expect a change in independence after they are sent to special schools for special needs children. Independence is a condition in which a person can stand alone without depending on others. (Widyantoro et al, 2015).

Children with special needs need the help of their parents through their support in teaching them to carry out activities of daily living for ABK to be independent. The role of a very good parent will not only make the child independent in carrying out daily activities but will also shape the child's personality so that the child can socialize with other people. Parents should apply a parenting pattern that is not permissive because it will make children with special needs tend to be spoiled and not independent (Wiryadi, 2017).

CONCLUTION

The role of parents is proven to significantly help children with special needs to optimize their ability to be independent. It is hoped that parents and families as well as the community are willing to provide the maximum possible support for children with special needs and eliminate the stigma that children with special needs must be pitied and cannot do anything without the help of others.

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