

A Picture Of Self Determination In Parents Who Have Children With Special Needs

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Abstract

This study aims to determine the description of self-determination in parents who have children with special needs. The research subjects totaled 164 parents from five sub-districts in North Aceh. This study uses a quantitative approach with a descriptive type, the data collection method in this study uses a scale by distributing questionnaires. The analysis used in this study is univariate analysis. The sampling technique used non probability sampling technique, namely incidental sampling. The results of this study obtained that the description of the level of self- determination possessed by the research subjects is classified as having a high level of self- determination as much as (45.7%), meaning that parents are able to care for their children and believe in their abilities that are useful for helping their children with special needs, parents are able to regulate their own behavior without seeing other people's assessments, being able to act independently, and being able to overcome all problems with their children with special needs. The results based on aspects of self-determination obtained the highest value lies in the relatedness aspect (41.5%), the results based on the gender of the parents, the father (male parents) are at a high level of categorization as much as (50%), the results based on the age of the parents are highest in the middle adult phase as much as (54.4%). When looking at education, diploma was the highest category (75%), while when looking at the age of children with disabilities, parents with children with disabilities in the late childhood phase were the highest (52.4%).

Keywords : self determination, children with special needs, parents

1. Introduction

Children with special needs (ABK) are children who are significantly different in several important dimensions of their human functioning, those who are physically, psychologically, cognitively, or socially hampered in achieving their goals/needs and potential to the fullest, including those who are deaf, blind, have speech impairments, physical disabilities, mental retardation, and emotional disorders (Mangunson, 2014).

According to Heward (in Rasyid, et al., 2019) Parents with children with special needs have a series of more responsibilities than parents of normal children, namely teaching and advising children, regulating and observing children's behavior, dealing with other children and other people in the environment, maintaining parental family relationships, connecting with schools and communities, participating in educational plans, and helping to set realistic life goals.

Parents' lack of knowledge and understanding of children with disabilities is one of the obstacles faced by parents in raising children, even though this knowledge is needed in an effort to understand the conditions and treat children with disabilities appropriately.

It can also cause new problems faced by the parents of these children, and it is not uncommon for many parents to feel burdened in raising their children who have special needs (Agustina, 2022). The low knowledge of parents can be caused by parents' motivation to achieve their child's recovery and the level of awareness of the active role of parents, motivation to achieve recovery accompanied by awareness of the importance of an active role will encourage parents to increase knowledge (Asmika, et al., 2006).

Parents who have children with special needs often feel that their abilities are very low, and result in low self-esteem, so that the burden of raising children with special needs can affect the mental health of their parents. In addition, the lack of information and knowledge related to special needs in children can also cause difficulties for parents. (Anggereani, 2024). The number of parents who lack knowledge makes children who need special attention fall behind with other children even though they are able to participate in education with an inclusive approach (Tugiah & Trisoni, 2022).

Parents who have children with special needs will experience several things, including the parents' lack of expertise in handling their children, parents' self-esteem, parents' uncertainty about their children's future, parents also have difficulty and delay in detecting their children's

development, and the limited knowledge they have about their children causes parents to feel confused, Parents also experience rejection received from the closest people in their family which will make them increasingly inferior and withdraw from the environment, always overwhelmed by fear when dealing with other people or doing something, and in the end they really become people who cannot function socially and depend on others, including in caring for themselves (Sesa & Yarni, 2022).

Hutasoit & Berlianti (2024) also explained that the reality that emerges in the community regarding the care of children with special needs is that many parents let and even hide their children with special needs, parents seem to close themselves off from the environment, so that children become less socially independent and ultimately unable to adapt to the environment.

2. Metode

This study uses quantitative research methods with descriptive research types. Descriptive research is used to describe self- determination in parents who have children with special needs. The variable used in this study is only one variable, namely Self- Determination. Self-determination in this study was measured using a scale compiled by the researcher, the self-determination scale was prepared based on 3 aspects of self- determination according to Decy and Ryan (2000), namely competence (competence), independence (autonomy), relatedness (relatednes).

The population in this study were parents who had children with needs who sent their children to all special schools in North Aceh District. The total population in this study was 279 parents who sent their children with disabilities to special schools in North Aceh District. In this study using non probability sampling technique, namely incidental sampling technique. The number of samples in this study was determined using the Yamane formula, so the minimum sample needed in this study was 164 parents. Analysis of the items used in this study to test the validity using the Corrected Item-Total Correlation test, if an item has a minimum score of at least 2 points, then the validity test will be used. 0.30 then the differentiating power is good or satisfactory, but if the number of items needed is insufficient, the criteria limit can be lowered to 0.25 so that the number of items needed can be met (Azwar, 2021).

The reliability test uses the Cronbach's Alpha test, the higher the reliability coefficient approaches 1.00, the more reliable the measurement (Azwar, 2021). All analyses in this study used

the help of the statistical test program SPSS version 24 for windows.

3. Result

This research data includes self-determination in parents who have children with special needs and who send their children to special schools in North Aceh. The categorization of self-determination in parents who have children with special needs can be seen in the following table:

Category	Score	Frequency	Percentage	
	Skor	Kategori	Frekuensi	Presentase
X > 77.23		Tinggi	75	45.7%
X < 75.52		Rendah	71	43.3%
		Missing	18	11,0%
		Total	164	100%

Based on the table above, it can be concluded that self-determination in parents who have children with special needs is in the high category, namely 45.7% and there are 43.3% of parents in the low category

4. Discussion

Based on the results of the research that has been conducted, that the self-determination possessed by parents who have children with special needs who send their children to special schools throughout North Aceh is classified in the high category, meaning that parents are able to take good care of their children and believe in their abilities that are useful for helping their children with special needs, parents are able to interact with other people when they have difficulty dealing with their children when they tantrum, parents also provide special training so that the talents possessed by their children with special needs can develop optimally.

These results are in line with Utami's research, et al., (2020) where if individuals have high self-determination they have the capacity to override interventions from outside parties so that they can act based on their own wishes, people who have high determination are people who act independently, are able to regulate their own behavior, and act in a self-conscious manner. When viewed based on the aspects of self-determination proposed by Decy & Ryan (2000), the highest aspect of self-determination of parents who have children with special needs is obtained. Parents who have children with special needs in North Aceh are able to interact with other people whenever they

feel difficulties in dealing with their children with special needs, parents are able to discuss and share knowledge with other parents who have the same ABK, Individuals who do not have closeness with other people or social groups will feel uncomfortable or unable to fulfill their own desires (Akbar et al., 2018).

If the need for relatedness is fulfilled, individuals will get satisfaction and happiness in life in the form of feeling safe and comfortable in exploring the world so that they can optimize their potential (Deci & Ryan, 2000). However, parents who have children with disabilities in North Aceh have the lowest categorization in the aspect of independence (autonomy), meaning that parents who have children with disabilities are not able to act properly to make decisions related to the needs of their children with special needs, parents also feel unfree in living life as parents who have children with disabilities, parents also often feel sad because of every behavior that their children do.

Parents are also afraid that if someone finds out about their bad experiences while caring for children with disabilities, this is in accordance with the explanation (Dali, 2021). Individuals who have a low autonomy score will look at other people's judgments in making decisions, always follow social pressure in thinking and acting, are unable to regulate their own behavior, and are unable to evaluate themselves by their own standards. When viewed based on the gender of the research respondents, it can be seen that self-determination between men and women has a difference, where the level of self-determination of male parents (father) is higher than the self-determination of female parents (mother).

This is in line with research conducted by Muna & Sakdiyah (2015), namely the father who has the most influence on self-determination, namely the father as a social and academic resource significantly influences the emergence of a sense of connection between children and their surroundings, the father as a provider of attention and affection influences the child's sense of independence, the father as a consultant and advisor influences the formation of a child's sense of competence. When viewed from education

Parents, the results obtained show that the majority of the last level of education of parents in this study which is classified as the highest is at the diploma level of education. This is in line with Nirmala's research (2024) parents who graduated from diploma diligently attended seminars for children with special needs so that they got information related to children with special needs,

making parents learn to understand the specificity of children, learn how to care for children with special needs so that parents are enthusiastic about caring for their children. Quality education will help children maximize their diverse interests and talents, strengthen the child's sense of belief and self-confidence (Aryani, 2015).

Then when viewed based on the age of the parents, from the results of the study it can be seen that self-determination in parents who have children with special needs who are in the middle adult phase, namely in the age range 41- 60 years, is the highest. This is in line with Akmalah's research (2014) that parents in middle adulthood look quite independent and are able to regulate their own behavior, can cope with social pressure quite well, and actively involved in various activities organized in the environment in the community. Individuals in the middle adult stage already have a wider range of thoughts, individuals are also more open to building relationships with others, and already have a lot of life experience and individuals at this stage can make decisions to help other individuals to the fullest (Mallian & Soetikno, 2022).

When viewed based on the age of the children with disabilities, it can be seen that parents who have children with disabilities in the late childhood phase in the age range of 6- 12 years have the highest self-determination. Children who are in late childhood are children of primary school age, at this age children begin to recognize themselves, with the characteristics that exist in themselves, starting from showing their independence to adults, openness to input that they get from others, awareness of the dangers when doing something, and awareness of supervision from adults, (Kurnianingsih, et al., 2022). In line with this, parents also believe in the ability of parents to guide children, so that parents value independent decisions, interests, children's opinions, and personality (Astuti & Untari, 2016).

5. Summary

Based on the results of the research that has been conducted, it is concluded that self-determination in parents who have children with special needs has a high level of self-determination, parents are confident in their own abilities in caring for their children with special needs, parents are also able to motivate themselves to rise from the failures experienced when caring for their children with special needs, besides that parents are also able to make their own decisions to meet the needs of their children with special needs, and parents are able to build social networks with

other people by discussing and sharing knowledge about the experience of having children with special needs.

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