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## **Positive Parenting Training for Increasing Self-Acceptance of Parents with Special Need Children in Sorong City**

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### **Abstract**

Having a healthy and perfect child is every parent's dream. There are times when the expectations are not the same as the reality when children are born with developmental barriers. This fact illustrates that the process of parents in accepting children with special needs is not easy. Especially in the Sorong city. There is not therapy and treatment spaces in Sorong City. Thus making the stress level and lower parental self-acceptance. Therefore, the purpose of this research is to analyze whether positive parenting training can increase the self-acceptance of parents with special need children in Sorong city. The research method used is an experimental pretest-posttest control group design. The data collection method used the provision of a self-acceptance scale at the time of the pretest and posttest, observation and interviews during the training. Before the training was carried out, the researchers first made a training module along with the pretest and posttest. The results showed that the level of parental acceptance ranged from 6 to 10 Of the 38 participants who participated in the training optimally. So it can be concluded that positive parenting training can increase the self-acceptance of parents with special need children in sorong city

**Keywords:** Positive Parenting, Training, Self-Acceptance, Special Need Children

### **Introduction**

Family as the first place where children are born, raised, develop and experiences a growth process. From the time the child is in the womb to birth and through infancy to grow throughout life (Diana et al., 2021). The main function of the family is to care for, protect, educate, and teach lessons about interaction or socialization with the surrounding environment. The existence of these functions parents are required to play a role in the development of children (Barus, 2003). Child development is the result of a maturation process and is also the

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result of a learning process. Feldman argued that at different stages the characteristics of child development are more prominent than other characteristics (Somantri, 2006).

Having a healthy and perfect child is every parent's dream, but not all of these expectations come true. There are times when the expectations that are built are not the same as reality when a child is born with developmental delays. Some children are born with special needs such as deaf, disabled, mentally impaired, blind, autistic and so on. This can cause parental reactions, such as disappointment, deep sadness, and feelings of shame. This was also in accordance with what CS's mother felt, who said that she was very unexpected and had refused to see her child when she found that her child was born imperfect.

Based on the results of an interview with a mother who has a special needs child, it can be concluded that mothers sometimes cannot control the negative emotions directed at their children. Mothers tend to get out of control, giving rise to behaviors such as scolding and hitting their children (Diana et al., 2021). Mother even locked her son in the room and left him in the house (Balantekin et al., 2020). In addition to this, one mother said that sometimes she was angry with her child even though she realized that her child had developmental delays so that she was different from normal children in general.

One mother also shared that she found it difficult because she did not have a place to talk about her child's special needs problems. Researchers also haven't found any therapy places or special homes that can handle children with special needs. Parents with special needs in the city of Sorong still find it difficult to share their problems, except for parents in special schools.

This phenomenon shows that the level of self-acceptance of parents who have children with special needs is low. Parents need special skills to be able to assist them in carrying out appropriate parenting for children with special needs. It's just that parents haven't found a place to learn or share the problems their children face. Based on the background above, it can be concluded that parents who have children with special needs need training to provide direction and guidance in accepting and caring for children with special needs.

## **Literature Review**

### **1. Positive Parenting**

*Positive parenting* is the process of helping a child and to grow and develop in love and understanding. Positive parenting is based on acceptance and effective discipline. This method can help the child's learning process by using effective discipline. Positive parenting is a form of parenting that parents can apply in knowing how a child's behavior can be changed in a positive, firm but loving way. Positive parenting can be applied by parents by providing clear and understandable explanations for children. Parents in implementing positive parenting is certainly not an easy thing, it takes time and effort that is positive and maximum. Positive parents will respect and value children and learn to understand children according to their age and emotional development. Implementing positive parenting is a challenge, but the expected

results can make children have extraordinary abilities according to their respective talents, to become independent and capable individuals.

The principles of positive parenting are:

- a. The way parents treat children
- b. Provide the right environment for the growth and development of children

## **2. Positive parenting parents with children with special needs**

Parents with children with special needs are sometimes mistaken. Finding the child's weakness, made him take an overprotective attitude. Too worried about all the weaknesses that children have, so they forget to see the strengths and discover the potential that exists in children. Parents tend to force their children to follow what they think is right, so not many parents who already know their children are slow learners, are still forced to sit in on lessons like other children in general (Widyawati et al., 2021). Parents do not give children the opportunity to choose the talent they like, but parents force their children more.

Parents need to know that every child has strengths and weaknesses. Existing deficiencies will be covered with these advantages (Su et al., 2022). When a child with learning difficulties for example. It is difficult to perceive distance and visuals, but because parents really hope that their children are not different from others, they still force their children to learn in their own way, and when children do not know and cannot. Not a few parents say their child is stupid, lazy and naughty, without trying to find out the cause plus without providing a solution in the future (Ningrum et al., 2021). A child like this could be a child who is rebellious, angry and gives vent to his ignorance by being a "bad" child. Even small children can feel stress . Unknowingly, many parents actually add pressure to their children, causing stress to their children, even though at first the parents' intentions and goals were kindness. The good intentions and goals of parents unknowingly make things worse.

There are several things that can make children feel depressed and are contrary to the principles of positive parenting, namely as follows:

- a. Obtrude
- b. Lots of activity
- c. Labeling children badly
- d. Comparing children
- e. Ordered what he didn't do
- f. There is the influence of family problems
- g. Modeling from the people around that he watched live

Santrock (2012) explained if positive parenting requires parents to be able to realize that with the limitations that children have, there must be a special advantage that compensates for it. It's just that sometimes parents still find it difficult to find it. Three aspects of ability in child development that parents need to pay attention to are:

- a. Aspects of affective abilities

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Aspects of ability related to values and attitudes. Assessment of this aspect can be seen in discipline or respect for teachers. This affective aspect is closely related to the child's emotional intelligence

### **b. Aspects of psychomotor abilities**

This aspect is an aspect of ability related to physical movement abilities that affect mental attitudes. This aspect shows the child's abilities or skills after receiving knowledge

### **c. Aspects of cognitive ability**

Aspects of ability related to thinking activities. Since ancient times, cognitive aspects have been a major concern in the formal education system

## **3. Self-Acceptance**

Self-acceptance is the attitude of accepting oneself calmly with all the advantages and disadvantages. Acceptance of oneself can be seen from one's freedom from guilt, shame, and low self-esteem from the limitations and weaknesses of one's condition based on the views of others (Levianti, 2013). Self-acceptance is a person's attitude in assessing himself objectively, by accepting everything that is in him both his strengths and weaknesses (Rahmawati, dkk, 2012).

People who have achieved positive self-acceptance can accept their weaknesses and make these weaknesses a source of strength so that they no longer feel ashamed or feel guilty about things that are happening in their lives. The basic principle of self-acceptance is as follows:

- a. Willingness and openness in expressing thoughts and feelings to others.
- b. Psychological health
- c. Acceptance of others

The factors and components of self-acceptance are as follows (Hurlock, 1974):

- a. Have a realistic assessment and be able to respect yourself
- b. Have a stand without being easily influenced by others
- c. Realistic in assessing his own limitations and avoiding unreasonable negative opinions about himself
- d. Able to assess his strengths and weaknesses

## **4. Self-Acceptance Parents with Special Needs Children**

When parents learn about difficulties or problems in children's development, the news about these difficulties is not the least of which is a tremendous blow to them. One mother said that the day her child was diagnosed with a disability, she felt broken, confused and went through the day like someone with a broken heart. Many other stories also describe dramatically the disappointment and pain they feel and may not adequately describe the various emotions of the mind and heart when they receive the news of their special child (Rizvi Jafree & Burhan, 2020).

In addition, Kuebler-Ross (in Mangunsong, 2009) also describes several stages of parental reactions when they find out the specialties of a child, namely

- a. Denial
- b. Offer
- c. Angry
- d. Depression
- e. Acceptance

## **Research Method**

### **1. Research Type and Design**

The type of research that will be used in this research is quantitative research. There are three types of techniques in quantitative research, namely experimental research, surveys and non-reactive (this analysis, secondary analysis and existing statistical data research). The research that the researchers did was an experiment. Experimental research according to Neuman is research that manipulates the conditions of some research participants but not for some others, then compares group responses to see whether there are differences as a result of these manipulations. The experimental design used was the pretest-posttest control group design.

### **2. Data Analysis Method**

The data analysis method used is the two independent samples test, namely the Mann-Whitney test. The Mann-Whitney test is a very strong non-parametric test for testing the difference between two independent samples

## **Results**

### **1. Implementation of Training Assessment**

Table 1 : Training schedule

Execution time	Activity Description
June 8, 2021	Interviews with several parents of ABK students
June 10, 2021	Distribution of questionnaires to parents of ABK students

### **2. Description of the implementation training**

Training with the theme "Parenting Skills for Special Child" is held on Saturdays and Sundays, in the Sorong City SLB Classroom.

Evaluation of this training is carried out to find out whether the training objectives or interventions that have been made can be achieved. Leigh (2006) suggests that evaluation is an assessment made to determine the effectiveness of the training that has been implemented. Evaluation is an ongoing process, not an assessment that is only carried out at the end of the session or program, but also an assessment during the session until the end, even after participants have returned to their daily activities. The following details the evaluation process carried out:

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- a. Evaluation during the session is carried out by observing the extent to which participants have mastered the content by participating during the training process
- b. Evaluation at the end of the session was carried out by giving participants an evaluation questionnaire that indicated their personal reactions during the training
- c. Evaluation after training, carried out a few weeks after the training. This is done to find out whether the participants apply what is learned and given to their daily activities

In providing an evaluation the participants are fully involved because they are directly involved during the training so that the actual level of satisfaction can be known. In addition to the participants in this training, evaluation was also given to teachers at school in the form of interviews. Donal Kirkpatrick in 1959 described four stages of models in evaluation (reaction, learning, behavior and results) based on the results of training that had been carried out on several parents of students with special needs at school, as follows

- a. Evaluation stage 1 (Reaction)  
This stage is related to the participants' reactions to the training that has been carried out for two days. In this evaluation, participants were given an evaluation questionnaire to measure their level of satisfaction with all matters related to this parenting training
- b. Evaluation stage 2 (Learning)  
Evaluasi tahap ini dilakukan untuk mengetahui apakah peserta memiliki pengetahuan dan keterampilan baru setelah pelatihan diberikan. Evaluasi belajar ini lakukan dengan metode tes dan wawancara. Tes yaitu pemberian tes sebelum pelatihan diberikan (pretest) dan setelah pelatihan diberikan (posttest). Sedangkan wawancara dilakukan seminggu setelah sesi pelatihan selesai

Table 2: Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	4.50	38	.926	.327
	posttest	7.50	38	.926	.327

Table 3: Paired Samples Test

Pair Pre-post	Paired Differences				T	df	Sig (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Low				up
-	.756	.267	-	-2.368	-	7	.000	
3.000			3.632		11,225			

Based on the results shown in the table above, it is known that there are differences in the participants' knowledge before and after the training as seen from the significance value (2-tailed) of  $0.000 < 0.05$ . This can be seen in the paired sample statistics table which shows that the mean value before the test (pretest) is 4.5 and there is an increase in the value after the test (posttest) which is equal to 7.5

c. Evaluation stage 3 (Behavior)

## **Conclusion**

The parental acceptance table above shows that the level of parental acceptance ranges from numbers (6 – 10). Of the 38 participants who attended the training optimally, 30 participants had a high acceptance rate, and 8 others still needed increased acceptance. Some participants still need to understand and increase the level of acceptance, because it is assumed that the higher the level of parental acceptance of the child's condition, the easier it is for parents to view the child's situation positively and apply the right parenting style to the child.

Furthermore, the evaluation was also carried out by interviewing teachers and several parents who demonstrated the behavior of inviting and convincing parents of other children with special needs to attend similar training held by the school in the future because of the perceived benefits. Several participants shared positive changes in how they felt after attending this parenting skills training.

Based on the results above, it can be concluded that there are differences in the feelings of the participants before and after attending the training.

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