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 parents accepting children with special needs takes work, especially in Sorong City. There are no therapy and treatment spaces in Sorong City. Thus making the stress level lower parental self-acceptance. Therefore, this research aims to analyze whether positive parenting training can increase the self-acceptance of parents with special needs children in Sorong City. The research method used is an experimental pretest-posttest control group design. The data collection method used a self-acceptance scale during the pretest and posttest, observation, and interviews during the training. Before the exercise, the researchers first did a training module along with the pretest and posttest. The results showed that parental acceptance ranged from 6 to 10 of the 38 participants who participated in the training optimally. Positive parenting training can increase the self-acceptance of parents with special needs children in Sorong City.

1 INTRODUCTION

The family is the first place where children are born, raised, developed, and experience a growth process. From the time the child is in the womb to birth and through infancy to grow throughout life. The family's primary function is to care for, protect, educate, and teach lessons about interaction or socialization with the surrounding environment. Because 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 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 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, and autistic. These special needs can cause parental reactions, such as disappointment, deep sadness, and shame. These special needs were also what CS's mother felt, who said she was very unexpected and refused to see her child when she found that her child was born imperfect.

Based on an interview with a mother with a special needs child, I concluded that mothers sometimes could not control the negative emotions directed at their children. Mothers tend to get out of control, leading to behaviors such as scolding and hitting their children. The mother even locked her son in the room and left him in the house. In addition, one mother said that sometimes she was angry with her child even though she realized that her child had developmental delays, so she was different from normal children.

One mother also shared that she found it difficult because she did not have a place to discuss her child's unique needs and problems. Researchers have not found any therapy places or exceptional homes that handle children with special needs. Parents with special needs in Sorong still find it challenging to share their problems, except for parents in special schools.

This phenomenon shows that the level of self-acceptance of parents with children with special

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needs is low. Parents need special skills to be able to assist them in carrying out appropriate parenting for children with special needs. It is just that parents have yet to find a place to learn or share the problems their children face. Based on the background above, parents who have children with special needs need the training to provide direction and guidance in accepting and caring for children with special needs.

2 RESEARCH PURPOSE

This research aims to determine whether positive parenting training can increase the self-acceptance of parents of children with special needs in Sorong.

3 LITERATURE REVIEW

3.1 Positive Parenting

Positive parenting is the process of helping a child to grow and develop in love and understanding. Positive parenting is based on acceptance and effective discipline. By using a practical field, this method can help the child's learning process. Positive parenting is a form that parents can apply to know how children's behavior can be in a positive, firm, loving way. Parents can use positive parenting by providing precise and understandable explanations for children. Implementing positive parenting is undoubtedly a challenging 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 challenging, but the expected results can make children have extraordinary abilities to become independent and capable individuals according to their talents.

3.2 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 children's weaknesses, they forget to see the strengths and discover the potential in children. Parents tend to force their children to follow what they think is right, so only a few parents who know their children are slow learners are still forced to sit in on lessons like other children. Parents do not allow children to choose the talent they like, but they force their children more.

Parents need to know that every child has strengths and weaknesses. The deficiency will be covered by excess. When a child with learning difficulties, for example. It is challenging to perceive distance and visuals, but because parents hope that their children are not different from others, they still force their children to learn in their way 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. A child like this could be a child who is rebellious and angry and gives vent to his ignorance by being a "bad" child. Even small children can feel stress. Unknowingly, many parents add pressure on 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.

Several things 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 did not do
f. There is the influence of family problems
g. Modeling from the people around whom he watched live.

Santrock (2012) explained that positive parenting requires parents to realize that with children's limitations, there must be a unique advantage that compensates for it. It is just that sometimes parents still find it challenging to find it. Three aspects of ability in child development that parents need to pay attention to are:
a. Aspects of affective abilities
   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 significant concern in the formal education system.

3.3 Self-Acceptance

Self-acceptance is 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 objectively assessing himself by accepting everything in him, his strengths and weaknesses (Rahmawati, et al., 2012).

People who have achieved positive self-acceptance can accept their weaknesses and make them a source of strength so that they no longer feel ashamed or guilty about things 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. Practical in assessing his limitations and avoiding unreasonable negative opinions about himself
d. Able to evaluate his strengths and weaknesses

3.4 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 and 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 spirit when they receive the news of their unique child. In addition, Kuebler-Ross (in Mangunsong, 2009) also describes several stages of parental reactions when they find out the specialities of a child, namely:
a. Denial
b. Offer

c. Angry
d. Depression
e. Acceptance

4 RESEARCH METHOD

4.1 Research Type and Design

The type of this research is quantitative research. There are three types of techniques in quantitative research: an experimental study, surveys and non-reactive (this analysis, secondary analysis and existing statistical data research). The research that the researchers did was an experiment. According to Neuman (2013), experimental study manipulates the conditions of some research participants. However, not others, then compare group responses to see whether there are differences due to these manipulations. The experimental design used was the pretest-posttest control group design.

4.2 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 powerful non-parametric test for testing the difference between two independent samples.

5 RESULT

5.1 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

5.2 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 a review that is only carried out at the end of the session or program, but also an evaluation during the session until the end, even after participants have returned to their daily activities. The following details the evaluation process carried out:

a. Evaluation during the session is carried out by observing the extent to which participants have mastered the content by participating in the training process.
b. Evaluation at the end of the session was carried out by giving participants an evaluation questionnaire that indicated their reactions during the training.
c. Evaluation after training was carried out a few weeks after the training. This evaluation determines 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 we can know the actual satisfaction level. In addition to the participants in this training, the researcher also gave an evaluation 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 training result 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 participant's reactions to the training that has been carried out for two days. In this evaluation, participants were given an evaluation questionnaire to measure their satisfaction with all matters related to this parenting training.
b. Evaluation stage 2 (Learning)
This stage of evaluation is conducted to assess whether the participants have acquired new knowledge and skills after the training. The evaluation is carried out using tests and interviews. The test involves administering a pretest before the training and a posttest after the training. The interviews are conducted one week after the training session has been completed.

Table 2. Paired Samples Statistics.

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	4.50	38	.926	.327
Post-test	7.50	38	.926	.327

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

Figur 1: Paired Samples Test.

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. It 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)

6 CONCLUSIONS

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 had a high acceptance rate, and eight others still needed increased acceptance. Some participants still need to understand and improve their level of approval 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 participants' feelings before and after attending the training.

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