

Self-Acceptance of Mothers with Special Needs Children and Implications on Guidance and Counseling

Rosalia Dewi Nawantara¹, Atrup²

Universitas Nusantara PGRI Kediri^{1,2}

rosaliadewi@unpkediri.ac.id¹, atrup@unpkediri.ac.id²

ABSTRACT

Children with special needs are children who have deviations from the average normal child. Both in terms of physical, mental, intellectual, social and emotional. In a social environment, it is not easy for parents, especially mothers with children with special needs, to adjust to the circumstances. The public stigma about children with special needs who are still common and tend to discredit children with special needs is a special difficulty for mothers of children with special needs. This is also related to the self-acceptance of mothers of children with special needs. The research method used is literature study. The data analysis technique uses content analysis. The results of this study are the elaboration of theoretical studies regarding: 1) self-acceptance of mothers with children with special needs; 2) the process of self-acceptance of mothers with children with special needs; 3) factors that influence the self-acceptance of mothers with children with special needs; 4) implications on guidance and counseling.

Keywords: self-acceptance, children with special needs, guidance and counseling

ABSTRAK

Anak berkebutuhan khusus merupakan anak-anak yang memiliki penyimpangan dari rata-rata anak normal. Baik dari segi fisik, mental, intelektual, sosial maupun emosional. Dalam lingkungan sosial bukanlah hal yang mudah bagi orang tua khususnya ibu dengan anak berkebutuhan khusus untuk menyesuaikan dengan keadaan. Stigma masyarakat tentang anak berkebutuhan khusus yang masih awam dan cenderung mendiskreditkan anak berkebutuhan khusus menjadi kesulitan tersendiri bagi ibu anak berkebutuhan khusus. Hal tersebut juga berkaitan dengan penerimaan diri ibu anak berkebutuhan khusus. Metode penelitian yang digunakan adalah studi kepustakaan. Teknik analisis data menggunakan *content analysis*. Hasil penelitian ini adalah terelaborasinya kajian teori mengenai : 1) penerimaan diri ibu dengan anak berkebutuhan khusus; 2) proses penerimaan diri ibu dengan anak berkebutuhan khusus; 3) faktor yang memengaruhi penerimaan diri ibu dengan anak berkebutuhan khusus; 4) implikasi pada bimbingan dan konseling.

Kata Kunci: penerimaan diri, anak berkebutuhan khusus, bimbingan dan konseling

INTRODUCTION

The presence of the baby is the thing most awaited by the majority of married couples. This desire is of course a natural thing considering that children are a gift given by God. Likewise, having children who are born perfect is the hope of all mothers. However, some mothers go through a tremendous process of accepting the fact that God has blessed them with a special child.

The internal processes within the mother are very extraordinary. Mother's physical and psychological resilience is something that must be considered. How is their resilience to face difficulties, whether it is difficulties in caring for, caring for and also having difficulty accepting the stigma about special needs children. In addition to the resilience to face adversity, the mother's self-acceptance with the crew is also an important thing to pay attention to.

Feelings of guilt or guilt often appear in mothers with special needs children. Blaming yourself, those around you or even God has been experienced by mothers with special needs children. In addition, when a family is faced with the fact that there is one family member who is special needs children, then some family members may experience adjustments. Such as reducing working hours, changing jobs, or quitting work (Hallahan, et al in Mangunsong, 2011).

In Anggraini's research (2013), it was found that the responses of mothers who had children with special needs varied. Almost more than half of the mothers studied, 58.86%, showed feelings of shock, sadness, injustice, loss, anger, relief, disbelief, grief and shame with the presence of children with special needs. While the remaining 34.48% felt very disappointed because their children were classified as special needs children and did not meet what was expected. It is not easy for parents to accept their children sincerely, they go through many phases before finally reaching the acceptance stage. Many of these things have an impact on the self-acceptance of parents, especially mothers who are actually close to their children.

The purpose of this research is to elaborate a literature review on the self-acceptance of mothers with special needs children, the process of self-acceptance of mothers with special needs children, the factors that influence the self-acceptance of mothers with special needs children, previous research, and implications in guidance and counseling.

METHOD

The research method used is library research. Literature study or library research is a series of activities that include collecting library data, reading, taking notes and processing research materials (Zed, 2003). In data collection, the techniques used are editing, organizing, and finding.

At the editing stage, the researcher re-examined the completeness, clarity, and congruence of the meaning of the data obtained. The organizing stage is the researcher organizes the data obtained with the research framework. The last stage is finding, where the researcher analyzes and finds conclusions which are the answers to the formulation of the problem.

The data analysis technique used is content analysis or content analysis (Arikunto, S., & Jabar, 2010). Content analysis is analyzing various types of data sources, such as journal articles, interview transcripts, websites and so on, which aims to answer the problems being researched (White & Marsh, 2006). For the sake of the validity of the assessment and preventing misinformation, an elaboration of data sources or libraries is carried out.

RESULT AND DISCUSSION

Self-Acceptance of Mothers with Special Needs Children

Hurlock (1974) defines self-acceptance as "the extent to which an individual has considered his personal characteristics, is able and willing to live with them" i.e. the degree to which a person has considered his characteristics, and is able to feel life with these characteristics. While Anderson (in Sugiarti, 2008) states that self-acceptance means that we have succeeded in accepting our strengths and weaknesses as they are. Accepting ourselves means that we have found the character of ourselves and the basis that forms the heart and integrity.

On the way, some parents expect the presence of a baby in the family. Longing for a healthy child, nothing less is also the main thing. But what happens if the baby whose presence is expected is different from normal children in general.

Children with special needs are children who require special treatment because of developmental disorders and abnormalities experienced by children (Desiningrum, 2016). Several things can trigger a child to have special needs. In terms of internal factors, it includes genetic and hereditary factors. External factors are in the form of mothers who experience bleeding due to colliding with their womb or falling during pregnancy, or eating food or drugs that injure the fetus and due to a malnourished fetus (Desiningrum, 2016).

According to Mangunsong (2011), parents will easily get criticism from others about their problems in dealing with children's conditions that are different from normal children in general. In addition, parents are also the burden of the community's response which is often inappropriate. There are times when parents become frequent and do not know what action to take. Not a few parents choose not to be open about their child's condition to friends, neighbors and even close family, except for the doctor or expert who handles the child.

Parents, especially mothers, have a softer heart to raise their children with love and affection. Physically and mentally, mothers have closeness because they go through the process of giving birth, breastfeeding, and caring for adults (Surahman, 2019). In the transition process, mothers who have children with special needs certainly have a

more complex process. Mainly in the process of self-acceptance (Wyk & Leech, 2016).

Self-Acceptance Process Of Mothers With Special Needs Children

Reaching the self-acceptance phase is not easy for mothers with children with special needs. Many emotions arise when they find out they have to face the fact that they have been gifted with a child with special needs. In several studies (Cahyani, 2015; Putri, 2020), this has become commonplace. The following is the process of self-acceptance of mothers with special needs children (Handayani & Pratami, 2020).

1. The first phase or primary phase is indicated by the appearance of reactions and feelings are shock and can simultaneously experience feelings of grief, guilt or anger that are only momentary. The stages of emotional reactions do not stop immediately, but require a long process and are getting less and less.
2. The second phase or secondary phase shows feelings of ambivalence, guilt, anger, shame, and embarrassment. Mothers with special needs children at this stage still feel guilty. Not only blame yourself and think this is a punishment for sins that have been committed, but also blame God for the accepted reality. Feelings of guilt and anger can occur together. Meanwhile, the feeling of shame is more about being ashamed because their child is different from other children. So they don't want to leave the house or gather with their extended family.
3. The third phase or Tertiary Phase, the mother tries to do bargaining. This was done to seek healing for their child. For example, by taking the child to a therapist, contacting special needs children experts, or attending seminars and accessing information related to special needs children. In this third phase, mothers also experience the process of adaptation & reorganization. After getting information from various sources about their children, mothers try to adapt to the situation and try to reorganize themselves and their children. In addition, mothers are also more confident and comfortable with their situation. This marks the mother has entered the stage of acceptance & adjustment. Mothers have begun to accept and adjust. The progress of the child after being handled by experts also makes it easier for mothers to accept themselves.

Families that accept their children with special needs are defined as being in a state of balance. Balance between acknowledging the child's limitations and seeking to compensate for these limitations, while also avoiding overburdening the intra-family communication process. The following are four characteristics of the self-acceptance process (Kandel & Merrick, 2007):

1. Appropriate parental perception of the skills and abilities of children with disabilities with an appreciation of the child's weaknesses and limitations.
2. A realistic view of the child, with an appreciation of the complications created in the family; that parents are not overwhelmed by feelings of self-pity and guilt.
3. Parents are engaged in a logical search for possible services and do not seek "magic" solutions".
4. Receiving parents are able to give affection to children with disabilities, without feelings of rejection or excessive protection; In addition, parents are careful that this does not compromise the attention given to other family members.

Factors Affecting Mother's Self-Acceptance With Special Needs Children

According to Islami & Ansyah (2020), in the process of self-acceptance, there are several influencing factors, namely:

1. Education Individuals who have higher education will have a better level of awareness of the situation he has and immediately seek efforts to overcome the situation.
2. The next factor is social support. Self-acceptance will be better if there is social support that arises from the environment around the individual or what is commonly called the significant other.
3. Family parenting is also a factor that affects the self-acceptance of mothers with children with special needs. Mothers who are grown and cared for democratically will have a tendency to develop as individuals who can respect themselves.

There are other factors, namely religious factors, where one's religiosity actually facilitates the process of self-acceptance.

Previous Research

Several researchers have conducted research related to mother's self-acceptance with special needs children, which is described in table 1.

Table 1. Research on Mother's Self-Acceptance with Special Needs Children

Peneliti	Tujuan Penelitian	Subjek	Hasil Penelitian
Kandel & Merrick (2007)	To find out acceptance, management and ways to cope in parents with special needs children	Parents of children with special needs	There are several ways parents in the process of self-acceptance
Handayani & Pratami (2020)	To find out the picture of self-acceptance of mothers with children with Down syndrome	Mother with down syndrome children	The acceptance process experienced by all participants has a natural reaction

			and is a normal thing even though it takes time to go through the whole process.
Putri (2020)	To find out the description of the mother's self-acceptance with special needs children in terms of gratitude	Several mothers in the inclusion studio with different types of children with special needs (Autism, Microcephaly, Deafness of Speech, Down syndrome, ADHD, Cerebral palsy)	There is a positive correlation between mother's gratitude and self-acceptance with special needs children
Cahyani (2015)	To find out Mother's self-acceptance with special needs children	Three mothers with special needs children in Mojokerto	Each participant has different stages of self-acceptance and is influenced by certain factors such as insight into religion and education

From some of these studies it was found that the importance of paying attention to parents, especially mothers who have children with special needs. After all, Mother will be the first educator for children so that they are expected to have optimal mental health conditions.

Implications for Guidance and Counseling

Seeing the conditions of acceptance of mothers with special needs children which has been proven in several studies, Guidance and Counseling should be able to take a role. In the implementation of inclusive schools, Guidance and Counseling also has a strategic position.

According to Simorangkir (2019), there are several objectives of implementing Guidance and Counseling, especially for parents who have children with special needs, namely: (1) so that parents can understand their children well, namely recognizing their weaknesses and strengths; (2) so that parents understand their child's environment; (3) and so that parents have the skills to be able to overcome problems that occur at school and at school.

Knowing the facts in such a field, the implementation of Guidance and Counseling services should not only be for students but also for parents, especially mothers. Information services, consulting services and counseling services can be services provided to mothers with special needs children.

Information services are preventive in nature. Can be implemented as additional information for special needs children mothers so as to reduce feelings of anxiety. According to Handayani & Pratami (2020), by having a lot of information about children or related to children, mothers will be able to reduce worry or anxiety.

Consultation services can also be provided to mothers with special needs children. Consulting services are assistance services from counselors to counselees, who discuss third party problems. In this case, the third party is the mother's child who has special needs.

Consulting services in Guidance and Counseling are different from the definition of consulting in general. Consultation in Guidance and Counseling is not just giving advice, suggestions, and directions. Consulting services can be carried out in two stages, namely the consultation process between the consultant and the consultant then the handling process by the consultant to a third party (Munandar & Mugiarto, 2017).

Counseling services can also be provided as a follow-up to consulting services. According to Geldard & Geldard (2012), counseling has several goals, namely the basic goals, the goals of parents, the goals of the counselor, and the goals of the child/student. This explanation shows that the counseling carried out in schools is not only targeted at students or students but also to parents if needed.

CONCLUSION AND RECOMMENDATION

The process towards self-acceptance that requires struggle is also experienced by almost all mothers with special needs children and this is normal. Accepting previously unexpected conditions, of course, will bring up various kinds of emotions. The stages in the self-acceptance process are the primary phase (shock, denial, grief, and depression), the secondary phase (ambivalence, guilt, anger, shame, and shame), and the territorial phase (bargaining, adaptation and reorganization, acceptance and adjustment) must be faced. by mothers with crew members.

All parties should be aware that mothers with children with special needs need ongoing support. This is because the process of accepting yourself with special needs children is not short. Guidance and Counseling services, especially in inclusive schools, can play a role not only in providing services to children but also to families, especially mothers. Services can be in the form of information services, consulting services, and counseling services.

REFERENCES

- Anggraini, R. R. 2013. Persepsi Orang Tua Terhadap Anak Berkebutuhan Khusus. *Jurnal Ilmiah Pendidikan Khusus*. Vol. 2 (1): 258-265.
- Arikunto, S., & Jabar, C.S.A. 2010. *Evaluasi Program Pendidikan*. Jakarta: Bumi Aksara.
- Cahyani, R. A. 2015. *Penerimaan Diri Ibu dengan Anak Berkebutuhan Khusus di Mojokerto*. Skripsi tidak diterbitkan: Universitas Islam Negeri Maulana Malik Ibrahim.
- Desiningrum, D. R. 2016. *Psikologi Anak Berkebutuhan Khusus*. Yogyakarta: Psikosain.

- Geldard, K., & Geldard, D. 2012. *Konseling Anak-anak: Sebuah Pengantar Praktis-Edisi Ketiga*. Jakarta: Indeks.
- Handayani, P., & Pratami, E. V. 2020. Gambaran Proses Penerimaan Diri Ibu Dengan Anak Down Syndrome. *Jurnal Perkotaan*. 12 (1): 67-85.
- Hurlock, E.B. (1974). *Personality Development*. New Delhi: Mc Graw Hill. Inc.
- Islami, E. D. P., & Ansyah, E. H. 2020. Self Acceptance of Mothers Who Have Children With Special Needs. *Indonesian Journal of Cultural and Community Development*. 7 (1): 6-11.
- Kandel, I., & Merrick, J. 2007. The Child With a Disability: Parental Acceptance, Management, and Coping. *The Scientific World Journal*. 7: 1799-1809. DOI 10.1100/tsw.2007.265
- Mangunsong, F. 2011. *Psikologi dan pendidikan anak berkebutuhan khusus (Jilid Kedua ed.)*. Depok: Lembaga Pengembangan Sarana Pengukuran dan Pendidikan Psikologi Universitas Indonesia (LPSP3).
- Munandar, A., & Mugarso, H. 2017. Impelementasi Layanan Konsultasi Bimbingan dan Konseling di SMK Negeri Se Kota Semarang. *Indonesian Journal of Guidance and Counseling: Theory and Application*. Vol. 6 (2): 58-63.
- Putri, Y. P. S. 2020. *Penerimaan Diri Ibu dengan Anak Berkebutuhan Khusus Ditinjau Dari Kebersyukurannya*. Skripsi tidak diterbitkan: Universitas Muhamadiyah Surakarta.
- Simorangkir, M. R. R. 2019. Bimbingan dan Konseling Bagi Orang Tua Anak Usia Dini Berkebutuhan Khusus (ABK). *Jurnal Dinamika Pendidikan*. Vol. 12 (1): 55-60.
- Sugiarti, L. 2008. *Gambaran Penerimaan Diri Pada Wanita Involuntary Childless*. Skripsi. Jurusan Psikologi Fakultas Psikologi Universitas Indonesia.
- Surahman, B. 2019. Peran Ibu Terhadap Masa Depan Anak. *Jurnal Hawa*. 1(2): 201-208.
- White, M.D., & Marsh, E. E. 2006 Content Analysis: A Flexible methodology. *Library Trends*, 55 (1). <https://doi.org/10.1353/lib.2006.0053>
- Wyk,N.C., & Leech, R. 2016. Becoming The Mother Of A Child With Disabilities: A Systematic Literature Review. *Community, Work, and Family*. <http://dx.doi.org/10.1080/13668803.2016.1143806>
- Zed, M. 2003. Metode Penelitian Kepustakaan. In Yayasan Obor Indonesia.