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Parental support for independence of children with special needs in distance learning

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Abstract: The goal to be achieved in this study is that the support of parents is important in the parenting pattern of children with special needs, this support results in the formation of an independent attitude that will be owned by them. The research method is quantitative and qualitative, namely in the form of a list of tables that are converted into percentages to calculate how many questions in the questionnaire answer a research. While qualitative is the elaboration of quantitative data obtained by researchers. The data collection technique in this research used an online questionnaire/questionnaire via the link <http://bit.do/angket-PJJ-SLB> which was addressed to parents of children with special needs at SLB Negeri Salatiga. Based on the research results obtained, it can be concluded that parental support for the independence of children with special needs in distance learning is very good considering that previous teaching and learning activities were conventionally converted into distance learning from their own homes. The fact found in the field is that the response of parents to students' independence during distance learning is 70% even though there are still some obstacles that interfere with distance learning.

Keywords: Independence, children with special needs, distance learning

INTRODUCTION

Since the emergence of covid 19 in Indonesia last March, the central government has implemented learning activities from home. The use of learning activities from home can be called distance learning which prioritizes independence both by students and teachers. Activities like this need support from students, parents, teachers, and schools. Support from parents is important in the pattern of parenting children with special needs, this support results in the formation of an independent attitude that will be owned by them. Djamarah, 2014 in Suskandeni, NI et al (2018) Appropriate parenting or parenting patterns for children can optimize children's growth and development so that children

become strong and independent individuals who do not depend on others. Of course, it is inseparable from the role of parents who are able to create comfortable and harmonious conditions and environments because children's behavior is a reflection of parenting, so the selection of the right parenting pattern can optimize the growth and development of children according to what is expected by parents. This condition shows that the formation of children's independence is very dependent on parenting. Independence is not only about how children become adults according to their age stage, but also about how the child solves his own daily problems such as starting to go to school, not being attended by parents, not being easy to cry when left at school, washing hands, bathing, wearing clothes, to urinate or its own size and others.

Tahar & Enceng (2006) Learning independence is one of the important things in a learning process. Independent learning is needed for every teenager, both students and students, so that they have the responsibility to regulate and discipline themselves, in addition to being able to develop the ability to learn on their own accord.

According to Hapsari, Susmiati, & Herdi (2013) the demands for independence are very large and if not responded appropriately can have an unfavorable impact on psychological development in the future.

Prawiyogi, Anggy Giri et al (2020) Distance Learning is learning by using a media that allows interaction between teachers and learners. In PJJ, teachers and students do not meet face to face directly, in other words, through PJJ it is possible between teachers and students in different places, and can even be separated by a very long distance.

According to the National Education System Law No. 20 of 2003 learning is a process of interaction of students with educators and learning resources in a learning environment. Suparman (2014) The definition of learning is that teachers and students simultaneously create an environment including a set of values and beliefs that are considered important to unite views about the reality of life. Belawati (2019) The use of digital technology allows students and teachers to be in different places during the learning process.

Jati Rinakri Atmaja (2018) there are several terms used to indicate the condition of children with special needs. The term children with special needs is the latest term used, and is a translation of child with special needs with special needs which has been widely used internationally, there are several other terms that have been used, including disabled children, children with disabilities, children with disabilities, deviant children, and children. Incredibly, there is one term that has been widely used, namely difabel, which is actually short for difference ability. In line with the development of recognition of human rights, including children, the term children with special needs is used. The use of the term children with special needs brings consequences for a different perspective from the term special needs children that have been used and may still be used. If in extraordinary terms it focuses more on the condition (physical, mental, emotional-social) of children, then on special needs it is more on the needs of children to achieve achievements according to their potential. Basically, children's disorders have levels, namely from the lightest to the most severe, from single, multiple, to complex disorders related to emotional, physical, psychological, and social. Children with special needs are a heterogeneous group, exist in various social strata, and spread in various cities, villages and even in remote areas regardless of ethnicity, culture, or nation.

The term deviation is explicitly addressed to children who are considered to have deviations from the average condition of children normalin general, both in terms of physical, mental, and social behavior characteristics according to Kirk (1970), Heward & Orlansky (1998) in Jati Rinakri Atmaja (2018), or children who are different from the average in general, are caused by problems in the ability to think, hear, see, socialize, and move according to Hallahan & Kauffman (1991) in Jati Rinakri Atmaja (2018).

Based on the above understanding, children who are categorized as having abnormalities in the physical aspect include visual impairments (blindness), hearing impairments (deaf), speech impairments (impaired speech), and limb function disorders (impaired). Children who have mental disorders include children who have more mental abilities (supernatural) who are known as gifted children or superior children, and children who have very low abilities (subnormal) are known as mentally retarded children. Children who have disorders in the social field are children who have difficulty in adjusting their behavior to the surrounding environment. Children who are included in this group are known as tunalaras.

METHOD

Moleong (2011) This study uses qualitative research conducted to explore, understand, and describe an object of research in a descriptive way in the form of words and language. The research method is quantitative and qualitative, namely in the form of a list of tables that are converted into percentages to calculate how many questions in the questionnaire answer a research. While qualitative is the elaboration of quantitative data obtained by researchers. The data collection technique in this research used an online questionnaire/questionnaire via the link <http://bit.do/angket-PJJ-SLB> which was addressed to parents of children with SEN at SLB Negeri Salatiga. Giving a questionnaire to find out how much parental support for distance learning has been running for approximately 8 months. Crosswell (2016) The questionnaire is in the form of a set of written questions that are submitted to respondents to be filled out by them without intervention from researchers or other parties. Sources of data were recorded in writing through the Microsoft 365 form.

RESULT AND DISCUSSION

Referring to the findings that the researchers obtained through a Microsoft 365 questionnaire form to 10 respondents (parents of students with special needs). Findings were found that can answer the problem formulation "How is the support of parents in parenting patterns for the independence of ABK in distance learning?"

In the questionnaire instrument given through M365 for question items 1 to 3 is the identity of the respondent so that the question items relate to parental support for distance learning in question items number 4 to number 9. The following are the results of the questionnaire to 10 respondents.

Table 1. Results of the Questionnaire Parental Support

No	Responden	Items Question					
		4	5	6	7	8	9
1	R1	YES	YES	YES	NO	YA	YES
2	R2	YES	YES	YES	YES	YA	YES
3	R3	YES	YES	NO	YES	YA	YES
4	R4	YES	YES	NO	NO	TIDAK	YES
5	R5	NO	NO	YES	NO	YA	YES
6	R6	YES	NO	YES	NO	TIDAK	YES
7	R7	YES	YES	YES	TIDAK	TIDAK	YES
8	R8	YES	YES	YES	TIDAK	YES	YES
9	R9	NO	YES	YES	YA	YES	YES
10	R10	NO	YES	YES	TIDAK	NO	NO

From the table above it is known that in item 4 which answered "YES" a total of 7 respondents, the answer "NO" was 3 respondents. item 5 obtained the results of respondents with the answer "YES" a number of 8 respondents and the answer "NO" there were 2 respondents. Item 6 obtained the results of 8 respondents with the answer "YES" and 2 respondents with the answer "NO". Item 7 obtained the results of respondents with the answer "YES" 3 respondents and the answer "NO" 7 respondents. Item 8 obtained the results of 6 respondents with the answer "YES" and 4 respondents with the answer "NO". Item 9 obtained the results of respondents with the answer "YES" 9 respondents and the answer "NO" 1 respondent.

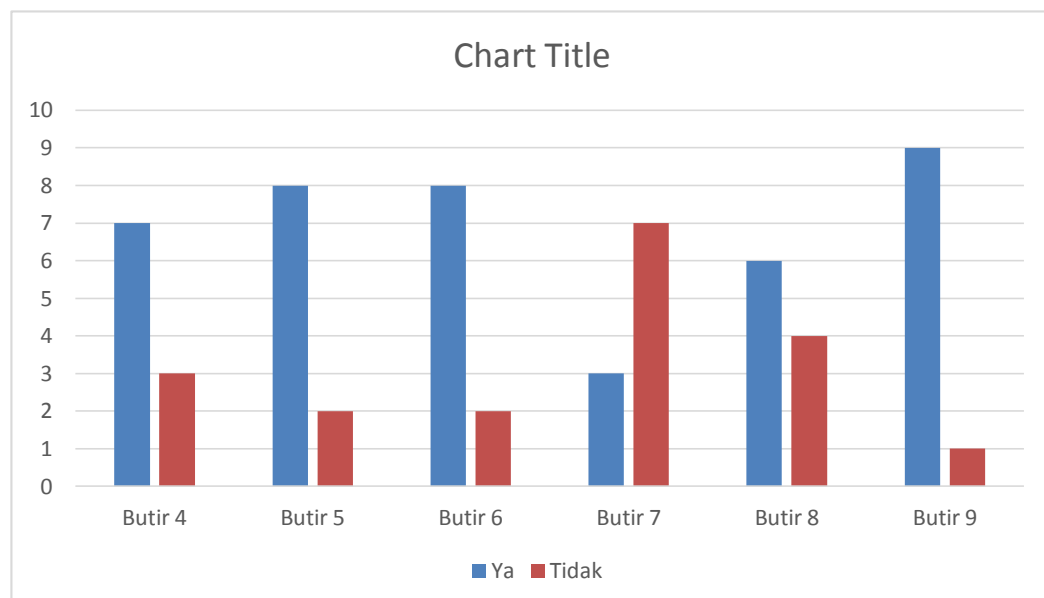


Figure 1. Questionnaire Results

In item 4 regarding the independence of children with special needs in completing tasks in distance learning, it is shown that 7 respondents answered YES, if the percentage is 70%. This shows that parents monitor the learning process and their children's independence during learning. Meanwhile, 3 respondents answered NO, if the percentage is 30%. This turned out to be influenced by various factors, both internal and external to parents and children with special needs.

In item 5 regarding the question, do parents accompany students in distance learning, it turns out that 8 respondents answered YES, the percentage was 80% while 2 respondents answered NO or 20%.

That the role of parents is needed in the learning process both face-to-face and distance. Assistance is needed for children with special needs considering that they also need educational services even at home.

In item 6 regarding parental support for distance learning, it turns out that the response given is 80%, namely 8 respondents who answered YES while the other 2 responses answered NO. Parental support is always expected by their children, especially children with special needs at any time and opportunity.

In item 7 regarding the question of whether the learning materials burden students? It turns out that 3 respondents answered YES or 30% while 70% or the remaining 7 respondents answered NO. These data indicate that the distance learning materials perceived by the respondents are not burdensome to students and parents. The material provided is also in accordance with the abilities and characteristics of students. In item 8 about whether parents are satisfied with the teacher when carrying out distance learning? A total of 6 respondents answered YES or 60% while the remaining 4 people answered NO.

Respondents who are satisfied with distance learning currently think that teachers are trying very hard to provide convenience in implementing distance learning and as much as possible minimizing the obstacles that cause SEN to feel burdened by distance learning.

In item 9 about distance learning being carried out fun It turns out that it appears YES answers by 90% or as many as 9 people while those who answered NO were only 1 respondent. The data shows that most of the respondents stated that distance learning was very enjoyable. From the percentage who answered YES, it illustrates that even though distance learning, teachers can be creative in creating fun learning even though learning is distance so that ABK does not feel bored when they are at home.

Discussion

The role of parents in face-to-face learning or distance learning is needed in the form of support and motivation in the learning process so that it will lead children to their independence. Therefore, the role of parents is needed as a substitute for teachers at home in guiding their children during the distance learning process. According to Winingsih (2020) there are four roles of parents during Distance Learning, namely: 1. Parents have a role as teachers at home, where parents can guide their children in learning remotely from home. 2. Parents as facilitators, namely parents as facilities and infrastructure for their children in implementing distance learning. 3. Parents as motivators, namely parents can provide encouragement and support to their children in carrying out learning, so that children have the enthusiasm to learn, and get good achievements. 4. Parents as influence or director.

Parents consider that learning at home is still considered to be able to improve the quality of children's learning, but there are some parents who think that learning at home is not beneficial for children, because at school children can interact directly with teachers and socialize with friends. Although many parents

I agree that learning at home can increase knowledge, but a few also feel that they are still having difficulties with the technology used during the home learning process for elderly/senior teachers. This is in accordance with Slameto's (2020) opinion that during learning at home, it is necessary to be able to use a computer or cellphone and the internet, which many children have not mastered, including senior teachers.

In line with Puspitasari's opinion (2020) that by using this online learning system, sometimes various problems faced by children and teachers arise, such as subject matter that has not been completed by the teacher, then the teacher replaces it with other tasks, then the task is not understood by parents. , it becomes a complaint for parents

CONCLUSION

Based on the results obtained, it can be concluded that the support of parents towards independence ABK in distance learning is very good considering teaching and learning activities previously conventionally converted into distance learning from home. The fact found in the field is that the response of parents to students' independence during distance learning is 70% even though there are still some obstacles that interfere with distance learning.

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