



The Relationship Between The Level Of Parental Knowledge And The Assistance Of Independence Of Children With Intellectual Disabilities In Extraordinary Schools Pontianak

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Abstract

Every parent would expect to have a child born with good physical and mental conditions. However, not all of these expectations are achieved because some children are born with developmental problems or special needs such as intellectual disabilities. Children with intellectual disabilities require more intensive attention and assistance to be able to carry out daily activities. This study aimed to determine the relationship between the level of parental knowledge and the assistance of independence of children with intellectual disabilities in extraordinary schools Pontianak. This type of research was descriptive correlation with cross sectional design. The sample in this study consisted of 42 parents who were selected by total sampling. The data collected in this study was analyzed Chi-square test. The results of this study showed that 15 respondents (35.7%) have a moderate level of knowledge, and 24 children (57.1%) are categorized as independent. The statistical test results p value 0.000 ($p \leq 0.05$). There is a relationship between the level of parental knowledge with the assistance of independence of children with intellectual disabilities in SLB Pontianak City.

Keywords: Parental Knowledge, Child Independence, Intellectual Disabilities

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1. Research Background

Intellectual disability is a term used to describe a child who has difficulty in understanding and adapting to meet daily needs. Children with intellectual disabilities are





children who have abnormalities in mental development caused by low levels of intelligence. Underdevelopment that can be owned by children with intellectual disabilities such as underdevelopment in communication, taking care of themselves, social and community skills, self-direction, maintaining health and safety, leisure and work and functional academics (Khorini'mah & Kamala, 2020). Children with intellectual disabilities have limitations in various aspects such as physical, intellectual, social, and economic compared to normal children. However, they can still be trained to achieve independence, this independence is highly dependent on the support and active participation of parents and other family members. Full support and acceptance provided by the family will provide encouragement and confidence for children, so that they are more motivated to develop their abilities. Thus, children can achieve a better level of independence and reduce dependence on the help of others. (Syahda & Madarianti, 2018; Sari & Santy, 2017). Children with intellectual disabilities need more assistance and longer time to learn life skills, so parents play a big role in assisting their children. Parents are an important part of the parenting process, and they must continue to support and nurture their child's growth. (Utami, Andriyati & Nuzulia, 2024). According to Nair, et al. (2022), the global prevalence of intellectual disabilities in 2019 was around 107.62 million people, which means that around 1.74% of the world's population has intellectual disabilities. It is estimated that 1-3% of Indonesia's population or around 6.6 million people have intellectual disabilities. Of this number, the Ministry of Health (2023) reported that children with severe intellectual disabilities were 2.8%, moderately severe intellectual disabilities were 2.6%, children with mild intellectual disabilities or weak minds were 3.5%, and the remaining 2.5% were dumb children. Based on data obtained from the West Kalimantan Provincial Education Office until 2023, there are 755 children with intellectual disabilities who attend schools in 27 special schools in West Kalimantan Province. Pontianak City has the second highest number of students with intellectual disabilities after Singkawang City with a total of 128 children. The data obtained shows an increase in the number of students in special schools from 2020 to 2023, which indicates an important development in the education of children with intellectual disabilities. Each child with special needs requires a different approach and treatment, as their needs, abilities and challenges vary greatly, therefore, interactions, support and educational strategies must be individualized to ensure they can develop optimally. Handling children with intellectual disabilities requires special or specific





things. Research by Maranata, Sitanggang, Pakpahan & Herlina, (2023) shows that fostering the confidence of parents of children with intellectual disabilities is very important because the biggest obstacles in parenting often come from parents' shyness and lack of confidence. Parents' sincerity in accepting their children's conditions is believed to support children's growth and development effectively. Based on the description that has been presented, this research aimed how the relationship between the level of parental knowledge and the assistance of independence of children with intellectual disabilities in extraordinary schools Pontianak.

2. Research Method

The research method employed in thus study is quantitative, featuring descriptive correlations and a cross sectional approach. The study population consist of parents of children with intellectual disabillities, specially from, SLB C Kinasih and SLB C Dharma Asih totalling 42 respondents. The tool used is a questionnaire adopted by Hayuningtyas 2012.

3. Result and Discussion

Table 1. Characteristics Respondents

Characteristics Respondents	N	(%)
Age		
26 – 35 years	9	21.4%
36 – 45 years	21	50.0%
Status		
Mother	35	83.3%
Father	7	16.7%
Education		
Elementary School	2	4.8%
Junior High School	0	0%
Senior High School	26	61.9%
Bachelor Degree	13	31.0%
Master Degree	1	2.4%
Job Status		
Housewife	19	45.2 %
Private job	9	21.4 %
Civil Servant	11	26.2 %
Honorer	2	4.8 %
Self Employed	1	2.4 %
Monthly Income		





< 1 Million	3	8.6 %
1 – 3 Million	25	59.5 %
> 3 Million	14	33.3 %
Looking For Information		
Yes	41	97.6 %
No	1	2.4 %
Got Blasphemy		
Yes	19	45.2 %
No	23	54.8 %
Denial		
Yes	13	31 %
No	29	69 %
Support		
Yes	42	100 %
No	0	0 %
Child's Age		
5 – 11 years	23	54.8 %
12 – 16 years	19	45.2 %
Child's Gender		
Male	26	61.9 %
Female	16	38.1 %

Table 2 Parents Knowledge Level

Parent's Knowledge Level	N	(%)
Well	13	31.0 %
Medium	15	35.7 %
Not good	14	33.3 %
Total	42	100%

Table 3 Child's Independence Level

Child's Independence Level	N	(%)
Independence	24	57.1 %
Not Independence	18	42.9 %
Total	42	100%





Table 4. Cross Tabulation of Knowledge Level with Independence Level

		Independence			<i>P-value</i>
		Independence	Not Independence	Total	
Knowledge Level	Well	11 26.2%	2 4.8%	13 31.0%	0.000
	Medium	11 26.2%	4 9.5%	15 35.7%	
	Not good	2 4.8%	12 28.6%	14 33.3%	

a. Characteristics Respondent

According to Lestari (2015), one of the factors influencing knowledge level is education level. The research results show that the majority of respondents have a high school education. The differences in parents' education levels affect how they support their children. Parents with higher education levels are generally better at receiving and utilizing information to educate their children. They are also more likely to have access to various information sources that are useful in supporting their children.

The study also indicates that the majority of parents seek additional information to improve their understanding, whether through social media, school teachers, or other information sources. This consultation greatly helps parents in supporting their children according to their needs. The information provided also boosts parents' confidence and prevents pessimism in meeting the needs of children with intellectual disabilities.

The researcher's observations in the school environment show that the majority of respondents are mothers. This is explained by the fact that mothers more frequently undertake the activities of dropping off and picking up children. According to Robert (2024), a mother's role in shaping the child's emotional, social, and cognitive development is significant. A mother's role in child-rearing is also emphasized in the hadith of the Prophet in the book *Husnul Uswah*, which means "You have more right to your child as long as you have not remarried." (HR. Abu Dawud, Ahmad, Bauhaqi, Al-Hakim).

The researcher believes that this reflects the mother's role in child-rearing and their greater involvement in the child's daily activities. Moreover, mothers are often the first to





detect and address the child's special needs, including in the development of discipline and social skills. To accept their child's condition, parents usually have to go through a long process, especially mothers who are more emotional. In such situations, it can be emotionally challenging for the mother (Budiarti, Wibhawa, and Inshartono, 2019).

The research results show that the majority of respondents did not experience rejection of their child's condition, although some respondents did. According to the researcher, parental acceptance is crucial because parents are the main support for the child, providing energy and confidence for the child to strive to enhance their abilities. In such situations, support from the extended family is vital to strengthen the parents' feelings, helping them accept their child's condition. The study found that all respondents received support from their families. Family support is a source of increased well-being for mothers of children with mental retardation. This support helps mothers cope with unpleasant situations, adapt better to their circumstances, and plays an important role (Olianda, 2020).

Knowledge level is also influenced by occupation. The research shows that the majority of respondents are housewives. Housewives play a significant role in the growth and development of their children. Therefore, mothers must understand and seek information about their children's conditions and needs, especially when raising children with special needs (Apsaryhanty and Lestari, 2017).

Housewives have enough time to engage in daily routines, interact, and support children with special needs, gaining new insights into various behaviors displayed by these children. This interaction and direct experience contribute to increasing their knowledge about how to support and understand children with special needs (Nasir, Rindayati, and Susilowati, 2018).

The research also shows that the majority of respondents have an income of 1-3 million rupiahs per month. According to Ahsan (2017), families with middle to high economic status tend to be warmer towards their children compared to those with low economic status. According to the researcher, families with good economic conditions have more free time for their children because they do not need to seek additional work or income to cover shortages.





The research shows that the majority of parents are aged 36-45 years. According to Ahsan (2017), parents, in this case, mothers aged over 35, are more experienced in child-rearing. However, the research by Ar-Rasily & Dewi (2020) states that age does not affect parents' knowledge levels. Age is related to the degree of maturity, meaning the ability to fulfill responsibilities and psychological maturity. According to the researcher, older parents often have more experience in raising children and facing various life challenges. They tend to have broader knowledge about child care. On the other hand, younger parents tend to have more up-to-date knowledge about various educational methods and approaches that can help improve the independence of children with intellectual disabilities. They find it easier to access information through technology, such as the internet and social media, which provide various resources related to disabilities and child independence.

One of the factors affecting a child's independence is age. The research results show that the majority of children are aged 5-11 years. However, not all children in this study demonstrated independence corresponding to their age. Functional limitations cause individuals with intellectual disabilities to depend on those around them for assistance in all matters. This does not mean that children with intellectual disabilities will always depend on others until adulthood, as they can achieve independence if guided by their parents or those in their environment, at least in performing daily living activities (Anisa and Muliarsi, 2017).

The research results also show that the majority of children are male. Both boys and girls are equally at risk of experiencing intellectual disabilities. Other factors such as environment, genetics, and prenatal conditions contribute to the likelihood of someone experiencing intellectual disabilities, regardless of gender.

b. Parent's Knowledge Level

Based on the table 2 it can be concluded that the majority of parents with children with intellectual disabilities have moderate knowledge, 15 individuals (35.7%) in supporting independence. This study aligns with the research by Primawati, Kamelia, and Rinaldi (2022), which found that out of 30 respondents, 19 respondents (63.3%) had a sufficient level of knowledge.





Knowledge level is the result of an individual's ability to recall what they have learned (Swarjana, 2022). A good knowledge level will enhance the perception of parents' roles (Scarzello et al., 2021). It is undeniable that the higher a person's knowledge level, the easier it is for them to receive information, and eventually, the more knowledge they will have (Widayanti and Daga, 2016). Parents with a good level of knowledge demonstrate high self-efficacy and parental competence (Aldayel et al., 2020).

Knowledge level plays a role in various aspects. Parents with good knowledge contribute to supporting the independence of children with intellectual disabilities, which subsequently impacts the quality of the support they provide.

c. Child's Independence Level

This research was found that the majority of children, 24 individuals (57.1%), were categorized as independent. This study aligns with the research by Lesmana, Ramdhanie, and Mediani (2021), which found that the majority of children were categorized as independent.

Independence is the ability of a person to meet their needs without assistance from those around them. The level of independence varies among individuals; some still need stimulation to develop, while others have developed according to their capabilities (Hardika, Marlina, and Dewi, 2020).

Independence is an essential asset that determines the success of students. Independence means having a mental attitude dominated by one's potential and abilities without relying on others. Independence is a person's attitude in carrying out activities, expressing opinions, making decisions, and taking responsibility without being influenced by others (Daulay et al., 2023).

The level of independence varies for each child, depending on their environment, education, and the stimulation provided. Children who receive appropriate stimulation tend to develop independence more quickly.

Every individual must possess an independent attitude, but there are differences among people regarding how they develop this attitude to grow well. Independence must be taught and trained from an early age so that children do not become dependent on others and do not hinder their own achievements. Children with independence can be seen from





their ability to help themselves in various daily activities without relying on others. Activities include self-cleaning, dressing, eating and drinking, tidying up their belongings, and more (Kurniawan, 2018).

The best way to enhance independence is by training discipline in children through parental guidance. Parental guidance can include self-care, emotion management, and learning. Parents can instill independence through habituation. In forming independence, the family plays a crucial role. This is because the family is the first environment where children are raised, from childhood, adolescence to adulthood. Parents function in nurturing, guiding, and directing so that the child becomes an independent individual is the responsibility of the parents. (Haq, 2023).

d. Bivariate Analysis

Based on the table 4 indicate a correlation between parents' knowledge level and the independence of children with intellectual disabilities, with a p-value of 0.000. This study aligns with the research by Rahman & Adma (2019), which found a p-value of 0.012. Additionally, this research is consistent with the findings of Martariani, Dewi, and Anom (2020), who stated that there is a relationship between parental knowledge and the independence of daily living activities in children with mental retardation, with a strong positive correlation. The study also aligns with Sukmawati, Noviati, and Rahayu's (2023) findings, which indicated a significant correlation between mothers' knowledge level and the independence of children with moderate intellectual disabilities.

Parents' knowledge plays a crucial role in enhancing the independence of children with intellectual disabilities. Parents who have better knowledge about their child's needs and development tend to be more effective in guiding and educating their children to become independent in daily activities.

Parents are the first teachers for their children, as they are the ones who first instill values and personalities in them. Lack of attention and supervision from parents can cause children to be indifferent and lack the ability to learn, especially in learning ADL (Activities of Daily Living) independence (Rahman and Adhma, 2019).

Mothers are the primary caregivers in the family. The responsibility of caregiving is greater for mothers, making them more susceptible to issues compared to fathers. The





additional burden of caregiving can lead to disorders, one of which is an increased risk of depression (Sukmawati, Noviati, and Rahayu, 2023). Readiness for caregiving is the ability possessed by a mother to provide care for her child, focusing on family, trauma prevention, and case management. One of the factors influencing this caregiving readiness is the mother's knowledge.

Children with intellectual disabilities have the same educational rights as normal children. They still have the potential to be developed through education, and it becomes the duty of both parents to educate them. As mentioned in a hadith from the book Ringkasan Hadis Shahih Muslim:

مَا مِنْ مَوْلُودٍ إِلَّا يُولَدُ عَلَى الْفِطْرَةِ فَأَبَوَاهُ يُهَوِّدَانِهِ أَوْ يُنَصِّرَانِهِ أَوْ يُمَجِّسَانِهِ

Meaning: "No child is born except on the natural disposition. It is the parents who make him a Jew, Christian, or Magian."

Parents often believe that their children will learn independently over time and therefore do not train their children to be independent from an early age. As a result, children become accustomed to being served and unable to perform self-care. Parental obstacles include impatience, wanting things done quickly, and difficulty explaining tasks to children. This is because children often do not want to follow instructions, become angry, and tend to ignore (Alimah, 2022).

The independence of ADL in children with intellectual disabilities, apart from being influenced by parents, can also be affected by the level of intellectual disability classification. The classification of intellectual disabilities is based on the child's level of intelligence and can affect the child's ability to perform ADL. Additionally, environmental factors such as school also influence the ADL independence level of children with intellectual disabilities. Schools help in the child's skill development, providing adequate facilities and infrastructure, and appropriate teaching methods can affect the ADL independence of children both at school and at home (Martariani, Dewi, and Anom, 2020).

The level of independence possessed by a child will affect their future life. The child's independence gradually increases according to their developmental stage. Independence enables a child to think, feel, and do things on their own without relying on others. The child will not hesitate or fear making decisions. Independence is a trait that





allows someone to act freely, do things based on their own will, meet their own needs without others' help, think and act creatively or originally, and show initiative. Independence in children should be cultivated from an early age so they can solve problems independently, such as dressing, taking off and putting on shoes, brushing teeth, and other activities (Haq, 2023).

Being able to help oneself without continuously relying on others is a hallmark of an independent child. Having an independent child is every parent's dream, but the trait of independence is rarely exemplified. Independence exists within every individual; the difference lies in how they develop it to grow well. This should be taught from an early age so the child does not continue to rely on others and does not hinder other developments. It is concluded that independence is a child's ability to perform daily activities without relying on others. For children with intellectual disabilities, independence is the ability to stand on their own according to their capabilities. Independence includes self-help skills such as dressing, eating, and drinking independently, and organizing their belongings, wearing shoes, and other activities (Hardika, Marlina, and Dewi, 2020).

The family's role, especially the parents, is significant in shaping the character and independence of a child as most of the child's time is spent with the family. The guidance received by the child from the parents can make the child independent. For children with special needs, teaching independence must be different so the child can understand the instructions (Haq, 2023).

To achieve independence, parents as companions need to put in more effort in educating the child to carry out daily activities independently through habituation and consistent training. Parents need to be role models by providing real examples to the child in performing various activities so the child can imitate them. Moreover, parents need to act as mentors by offering support, encouragement, and positive affirmations for every progress the child makes, keeping the child motivated to strive for independence.

Because children with intellectual disabilities have limitations in understanding and adapting, which affects their ability to carry out daily activities, parents must be more patient and creative in giving instructions and training. They should understand that the child's progress might be slower compared to children without disabilities. By being role





models and mentors, and understanding the special needs of children with intellectual disabilities, parents can help their children develop the skills and confidence needed to be independent in daily life.

4. Conclusion

The majority of respondents had a level of knowledge in the moderate category as many as 15 people (35.7%) while the independence of children with intellectual disabilities with the highest frequency in the independent category as many as 24 people (57.1%). There is a relationship between the level of parental knowledge with the assistance of independence of children with intellectual disabilities in SLB Pontianak City with the results of the Chi Square test obtained a value of p value $< \alpha$ ($0.000 < 0.05$).

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