

## **STRESS LEVEL IN PARENTS OF CHILDREN SPECIAL NEEDS AT SLB ABC PUTRA PASUNDAN 1 CITY BANJAR**

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### **ABSTRAK**

Orang tua yang mendampingi tumbuh kembang anak dengan kebutuhan khusus dapat memicu terjadinya stres. Orang tua yang merasa terkena dampak dari keterbatasan anak mengalami kelelahan akibat tuntutan menjadi orang tua sekaligus harus melakukan pengasuhan tambahan, terisolasi secara sosial, dan terbebani biaya finansial, dalam mengasuh anak dapat mengalami kesulitan dan kondisi yang lebih besar hal ini dapat memicu stres. Tujuan: Untuk mengetahui tingkat stres pada orang tua yang mempunyai anak berkebutuhan khusus di SLB ABC Putra Pasundan 1 Kota Banjar. Desain penelitian deskriptif kuantitatif dengan teknik total sampling. Sampel dalam penelitian ini adalah 41 orang tua siswa berkebutuhan khusus di SLB ABC Putra Pasundan 1 Kota Banjar. Teknik pengumpulan data menggunakan alat ukur angket dass 42. Hasil : tingkat stres orang tua yang memiliki anak berkebutuhan khusus yaitu stres ringan 8 orang (19,5%), stres sedang 1 orang (2,4%), dan stres normal 32 orang (78%). tingkat stres yang dialami orang tua lebih normal.

**Kata Kunci:** Anak Berkebutuhan Khusus, Orang Tua, Tingkat Stres

### **ABSTRACT**

*Parents who accompany the growth and development of children with needs In particular, it can trigger stress. Parents who feel affected by limited children experience fatigue due to the demands of being parents at the same time having to take on additional care, being socially isolated, and burdened with costs financially, parenting may experience greater difficulties and conditions this can trigger stress. Objective: to find out stress levels in parents who have children with special needs at SLB ABC Putra Pasundan 1 Banjar City. Quantitative descriptive research design with total sampling technique. The sample in this study was 41 parents students with special needs at SLB ABC Putra Pasundan 1 Banjar City. The data collection technique uses a dass 42 questionnaire measuring instrument. Results : stress level of parents who have children with needs specifically, namely*

*mild stress 8 people (19.5%), moderate stress 1 person (2.4%), and stress normal 32 people (78%). stress levels what parents experience is more normal.*

**Keywords:** *Children with Special Needs, Parents, Stress Levels*

## **INTRODUCTION**

Education is a very integral part of human life, from childhood to adulthood, humans have attended various levels of education from elementary school to college (Nurfadhillah et al., 2022). According to the Indonesian dictionary, the linguistic definition of education is the process of changing the attitudes and ways of behaving of a person or group of people in an effort to mature humans through teaching and training efforts provided in that education. Education is a very important thing and parents are obliged to provide education to a child. Education is also important for building intelligence and forming character and developing all the potential that children have, in order to form human resources of quality and integrity. according to Law no. 20 of 2003 concerning the National Education System Education has an important role in improving the quality of human resources (Rahayu, 2016).

Education for children with special needs is a challenge and struggle for teaching staff to achieve success in education, not all schools can accept children with special needs into their educational environment, because in educating children with special needs you must have great patience (Rosita et al., 2022). Educators of children with special needs experience emotional stress, so an approach is needed to help control their emotions (Haryanto et al., 2020; Sidabutar et al., 2023).

The 1945 Constitution article 31 paragraph 1 and Law no. 20 of 2003 concerning the national education system explain that not only normal (regular) children must receive education but children with special needs also have the right to have the same opportunities in education. The state provides full guarantees to needy children specifically to obtain quality educational services (Haryanto et al., 2020).

Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System provides another form of providing education for children with special needs. This article allows innovation in the form of educational services for children with special needs in the form of providing inclusive education more operationally, this government regulation strengthens Special Education and Special Education Services. Education services for Children with Special Needs are no longer only in special schools (SLB) but are open in every unit and level of education, both special schools and regular/public schools (Haryanto et al., 2020).

Based on the law above, namely regarding education for children with special needs, it is concluded that children who experience special needs must be given the best and most optimal care possible. Educators need to have full awareness of the importance of education for children with special needs, the conditions and characteristics (strengths and weaknesses) of children with special needs (Haryanto et al., 2020).

Based on data from the Central Statistics Agency (BPS) in 2017, the number of ABK in Indonesia reached 1.6 million children. One of the efforts made by the Ministry of Education and Culture (KEMDIKBUD) to provide access to education for them is to build new school units, namely Special Schools (SLB) (Sijabat, 2018).

Parents who accompany the growth and development of ABK can trigger stress (Ghaisani & Hendriani, 2022). Parents who feel affected by their child's limitations experience fatigue due to the demands of being a parent while also having to provide additional care, are socially isolated and burdened with financial costs, caregiving may experience greater difficulties and these conditions can trigger stress (Ghaisani & Hendriani, 2022; Maysa, 2019; Rahman et al., 2024; Rusmariana & Muhasanah, 2021). Parents who can adapt are those who are able to present their children to the wider community (Kurniasih et al., 2023).

Parents who have children with special needs have greater duties and psychological pressure in caring for and raising their children (Rusmariana & Muhasanah, 2021). These burdens can trigger stress in parents which has a negative impact on parents, the relationship between parents and children, and the children themselves (Maysa, 2019). Three factors that influence behavior in parenting are parental characteristics, namely where the relationship between parents and children develops and the characteristics of the child. One of the characteristics of children that can influence parenting is the different abilities of children, such as children with special needs. The stress that arises is caused by parents' concerns about the condition of their child's growth and development as well as their responsibilities in caring for children with special needs. Stress often causes significant morbidity rates and is often chronic and resistant to therapy (Wahyudi & Dewi, 2020).

## **RESEARCH METHOD**

The research that the researchers have conducted is of a quantitative descriptive type with the aim of getting a picture of the stress level of parents who have children with special needs at SLB ABC Putra Pasundan 1 Banjar City. The population in this study was 41 parents who had children with special needs (SLB ABC Putra Pasundan 1 Banjar City). This population consists of all parents of SLB ABC Putra Pasundan 1 Banjar City students. The sampling technique used was a total sampling technique. The sample that I will examine is the parents, both fathers and mothers, of students at SLB ABC Putra Pasundan 1, Banjar City.

The research instrument used the Depression Anxiety Stress Scales (DASS), where there were 14 questions that were declared valid in the questionnaire which represented stress indicators. The questionnaire consists of 14 questions which are available in Google form. Data processing is carried out by editing (data checking), coding (coding), processing (data processing), cleaning (rechecking). Data analysis was carried out after the data was entered into SPSS and descriptive processing was carried out. The univariate analysis used in this research is to look at the characteristics of respondents based on gender, age, education and occupation.

## **RESULTS AND DISCUSSION**

### **Results**

### Characteristics based on age

Table 5. 1 Frequency Distribution Based on Age Characteristics

| Variable | Average (s.b) | IK95%     |
|----------|---------------|-----------|
| Age      | 38.56 (1.699) | 1.83-2.90 |

Based on table 5.1, it can be seen that the average age distribution is 38 years with a standard deviation of 1,699 with a confidence interval in the range 1.83-2.90 (95%).

### Characteristics based on gender

Table 5. 2 Frequency Distribution Based on Gender Characteristics

| Variable      | n (%)     | IK95%      |
|---------------|-----------|------------|
| <b>Gender</b> | Men       | 9 (22.0%)  |
|               | Women     | 32 (78.0%) |
| <b>Total</b>  | 41 (100%) |            |

Based on table 5.2 above, it shows that parents who have children with special needs who experience the most stress are 32 female respondents (78.0%), 9 male respondents (22.0%) with a confidence interval in the range 1.65-1. 91 (95%).

### Characteristics based on education

Table 5. 3 Frequency Distribution Based on Educational Characteristics

| Variable         | n (%)              | IK95%      |
|------------------|--------------------|------------|
| <b>Education</b> | No School          | 2 (4.9%)   |
|                  | Elementary School  | 7(17.1%)   |
|                  | Junior High School | 12 (29.3%) |
|                  | Senior High School | 17 (41.5%) |
|                  | College            | 3 (7.3%)   |
| <b>Total</b>     | 41 (100%)          |            |

Based on table 5.3 above, it shows that the highest education level of parents who have children with special needs is high school, namely 17 respondents (41.5%), middle school 12 respondents (29.3%), elementary school 7 respondents (17.1%), tertiary education 3 respondents (7.3%) and not attending school 2 respondents (4.9%) with a confidence interval in the range 2.98-3.61 (95%).

### Characteristics by Work

Table 5. 4 Frequency Distribution Based on Work Characteristics

| Variable             | n (%)      | IK95%     |
|----------------------|------------|-----------|
| <b>Work</b>          |            |           |
| Doesn't Work         | 22 (53.7%) | 1.83-2.90 |
| Government Employees | 3 (7.1%)   |           |
| Farmer               | 3 (7.1%)   |           |
| Laborer              | 7 (17.1%)  |           |
| Self-Employed        | 6 (14.7%)  |           |
| <b>Total</b>         | 41 (100%)  |           |

Based on table 5.4 above, it shows that the highest number of occupations of parents who have children with special needs are parents who do not work as many as 22 respondents (53.7%), laborers 7 respondents (17.1%), traders 4 respondents (9.8%), civil servants 3 respondents (7.1%), farmers 3 respondents (7.1%), self-employed 2 respondents (4.9%) with a confidence interval in the range 1.83-2.90 (95%).

#### Parental stress level

Table 5. 5 Frequency Distribution of Stress Levels

| Variable      | n(%)      | IK95%     |
|---------------|-----------|-----------|
| <b>Stress</b> |           |           |
| Normal        | 32 (78%)  | 1.07-1.33 |
| Mild          | 8 (19.5)  |           |
| Moderate      | 1 (2.4)   |           |
| Severe        | 0%        |           |
| Very Severe   | 0%        |           |
| <b>Total</b>  | 41 (100%) |           |

Based on table 5.5 above, it shows that 32 respondents did not experience stress (78%), 8 respondents experienced mild stress (19.5%), 1 respondent experienced moderate stress (2.4%) with a confidence interval in the range 1.07-1.33 (95%).

#### Discussion

The respondents in this study were parents who have children with special needs at SLB ABC Putra Pasundan 1, Banjar City. The number of samples in this study was 41 respondents. The research results show that the average age of parents who have children with special needs who experience stress is 38 years. Caring for children in the early adult or late adult age range requires more energy than what should be given, especially to care for children with special needs because at that age parents have to prepare themselves for the menopause that will occur in their 40s. The results of this research are in line with research conducted by Haryanto et al., (2020) in their research located at SLB Negeri Cinta Asih Soreang, Bandung Regency, which stated that parents aged 31-40 years had the highest number, namely 22 respondents (55%).

The results of the research show that the gender of parents who have children with special needs at SLB ABC Putra Pasundan 1 Banjar City who experience the most stress is the female

gender, namely 32 respondents with a percentage (78.0%) while for the male gender there are 9 respondents with percentage 22.0%. The gender characteristics of respondents who experience stress are mostly felt by women or mothers because a mother plays an active role in supervising and assisting the growth and development of crew members. This can of course trigger stress (Laksmi et al., 2024). The results of the research are in line with research conducted by Wahyudi & Dewi (2020) in his research located in Jember Regency, which stated that based on gender, the parents who had the most ABK and experienced the most stress were women, namely 44 respondents with a percentage of 30.4 %.

The results of the research show that the education of parents who have children with special needs who experience the most stress are those with a history of high school education, namely 17 respondents with a percentage of (41.3%). The higher the level of education, the easier it is for them to accept and develop knowledge and technology, so that it will increase productivity which will ultimately improve family welfare, therefore a person's education factor greatly determines the level of stress(Larete et al., 2016; Sijabat, 2018). The results of the research are in line with research conducted by Sijabat (2018) in his research located at SLB Negri Salatiga Banjara, showing that the highest level of education received by parents was high school, namely 17 respondents with a percentage of (56%).

The results of the research show that the work of parents who have children with special needs who experience the most stress are respondents who do not work, namely 22 respondents with a percentage of (53.7%). Working parents have a heavier burden compared to parents who don't work, especially for a mother, it will be very difficult if she works while taking care of children because she has to divide her time between housework, time working according to her profession and time to supervise and accompany the child's development. Working mothers show higher stress compared to mothers who do not work, but based on the type of work the mother does, there is no difference in parenting stress between one job and another(Rahman et al., 2024). The research results are in line with research by Sawiji et al (2022) located in Wonosobo City which stated that parents who experience the most stress are parents who do not work.

The research results showed that the stress level of parents who had children with special needs who experienced moderate stress was 1 respondent (2.4%), 8 respondents experienced mild stress (19.5%), and 32 respondents did not experience stress (78%). Parents who accompany the growth and development of ABK can trigger stress. Parents who feel affected by their child's limitations experience fatigue due to the demands of being a parent while also having to provide additional care, are socially isolated, and are burdened with financial costs. Stress under normal circumstances is a natural part of life and how parents respond to a condition when they have to face it calmly or vice versa. The results of the research are different from research conducted by Rismawan et al (2019) in their research which was located at the Bahagia Tasikmalaya Foundation SLB which stated that the stress level of parents who had children with special needs who experienced mild stress was 29 parents (96.7%), moderate stress was 1 person. old (3.3%) and no major stress (0%)

## CONCLUSION

Based on the results of research conducted by researchers, the incidence of stress in parents who have children with special needs at SLB ABC Putra Pasundan 1, Banjar City, of the 41 respondents studied, the results of the average age of parents who have children with special needs, namely 38 years, the most respondents women experience the most stress, the education of the parents who experience the most stress is high school (high school), the work of the parents who experience the most stress are parents who do not work and the stress level of parents with children with special needs shows that the most Many people don't experience stress.

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