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The Parenting Self-Efficacy Of Mothers Of Children With Moderate Intellectual Disability In Terms Of Hardiness

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Abstract

Parenting a child with an intellectual disability is a difficult challenge for a mother, who must have confidence and resilience to care for and raise a child as a mandate from Allah. This study aims to examine parenting self-efficacy in mothers of children with intellectual disabilities in terms of hardiness. Parenting self-efficacy refers to the perceived ability of parents to positively impact their children's behavior and development. Hardiness is a personality trait that allows people to survive difficult situations (Kobasa, Maddi & Kahn, 1982). This study employed the purposive sampling technique with 57 mothers with intellectually disabled children. The instruments to collect the self-efficacy data were the parenting task index (SEPTI) and the toughness scale. The data was analyzed

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using the Pearson product-moment correlation formula assisted by JASP 18.1 software for Windows. The study found a significant positive correlation between hardiness and parenting self-efficacy among mothers of intellectually disabled children ($R = 0.539$ and $R^2 = 0.291$, $p < 0.01$). Thus, parenting self-efficacy effectively contributed 29.1%, with the remaining 70.9% influenced by variables not investigated in this study.

Abstrak

Mengasuh anak tunagrahita merupakan salah satu tantangan besar bagi seorang ibu yang membutuhkan keyakinan dan ketangguhan dalam merawat dan membesarkan anak yang merupakan amanah dari Allah SWT. Penelitian ini bertujuan untuk menganalisis *parenting self-efficacy* pada Ibu yang memiliki anak tunagrahita ditinjau dari *hardiness*. *Parenting self-efficacy* adalah persepsi kemampuan dalam pengasuhan yang dimiliki untuk secara positif mempengaruhi perilaku dan perkembangan anak (Coleman dan Karraker, 2000). *Hardiness* adalah variabel kepribadian yang memberikan kemampuan bagi individu untuk bertahan dalam kondisi yang kurang menguntungkan di dalam hidupnya (Kobasa, Maddi & Kahn, 1982). Teknik pengambilan sampel pada penelitian ini menggunakan *purposive sampling* dengan melibatkan 57 ibu yang memiliki anak tunagrahita. Metode pengumpulan data menggunakan skala *self-efficacy for parenting task index* (SEPTI) dan skala *hardiness*. Analisis data pada penelitian ini menggunakan korelasi *product momen* dengan bantuan *software JASP 18.1 for Windows*. Hasil penelitian menunjukkan terdapat hubungan positif signifikan antara *hardiness* dengan *parenting self-efficacy* pada Ibu yang memiliki anak tunagrahita, dengan nilai koefisien $R = 0.539$ dan $R^2 = 0,291$ dengan taraf signifikan $p < 0.01$. Artinya, sumbangan terdapat efektif sebesar 29,1% terhadap *parenting self-efficacy* dan sisanya 70,9% dipengaruhi oleh variabel lain yang tidak diteliti dalam penelitian ini.

Keywords: Hardiness, parenting self-efficacy, mothers of children with intellectual disability.

Introduction

As the next generation of the family, children are one of the numerous blessings married couples receive. All parents desire physically and emotionally healthy children. Maysa and Khairiyah (2019) noted that children who are born perfect are every parent's goal. However, many parents must accept the truth that their children are born with specific needs, one of which is intellectual disability. According to Kendel and Merrick (Syifa and Riskiyanti, 2019), parents of children with special needs must practice self-adjustment because their condition does not meet their expectations.

Intellectual disability is a special need characterized by an IQ lower than the average. This condition disrupts their intelligence and

intellectual functions, causing physical and psychological issues throughout their growth. According to the American Association on Mental Deficiency (AAMD), intellectual disability is defined as overall intellectual performance that is significantly below average (normal), as well as inadequacies in self-adjustment behavior (exhibited) during development. According to the Central Statistics Agency (BPS), Indonesia's population of children with special needs aged 5 to 19 was 3.3% in 2021. Since the population aged 5 to 19 is 66.6 million, children with special needs are around 2,197,833 (KEMENKO PMK, 2022).

The American Association on Mental Deficiency (AAMD) divides intellectual disability into four categories: mild (IQ 55-70), moderate (IQ 40-55), severe (IQ 25-40), and very severe/profound (IQ < 25). This study involved mothers of children with moderate intellectual disabilities as research subjects. Children with significant intellectual disabilities typically have brain damage and physical abnormalities, including hydrocephalus and mongolism. The categories of intellectual disability in children can help parents choose parenting strategies that are appropriate for their children's needs (Damastuti, 2020). This condition makes parents' obligations and responsibilities more demanding than educating and caring for typical children. This study focuses on children with mild intellectual disability.

Mothers of children with intellectual disabilities are deeply saddened because the children have been pronounced defective since birth, eliciting responses of astonishment, disappointment, wrath, guilt, and, on occasion, rejection. Mothers of children with intellectual disabilities often feel hopeless, which can lead to a protracted period of sorrow or despair (Pasyola et al., 2021). The numerous problems that mothers confront when caring for children with intellectual disabilities can influence their psychological well-being. Endriyani and Yunike (2017) found that intellectually disabled children influenced their parents and created burdens for the family. These burdens include economic issues (medical and maintenance expenditures), psychological difficulties for parents in caring for children, guilt, humiliation, uncertainty, and sadness. Aisyah and Jannah (2021) found that a mother unable to adapt to the responsibilities of parenthood can experience stress and unhappiness with her duty as a parent (Asiyadi & Jannah, 2021).

The different effects of parenting on intellectually disabled children require parents, particularly mothers, to have confidence that

they can perform their roles. The mother's role in parenting is mostly dictated by her perception of her abilities to care for children. Parenting self-efficacy is a psychological phrase. It refers to parents' perceptions of their capacity to fulfill their job as parents by meeting their children's needs in terms of recreation, nurturance or emotional care, and physical health maintenance (Coleman & Karraker, 2000). Parenting self-efficacy originated from Albert Bandura's general self-efficacy theory. Bandura's self-efficacy theory relates to the belief in one's ability to successfully undertake specific behaviours. Parenting self-efficacy is a key aspect in the parents' adaptation process, particularly for children with intellectual disabilities who require special care.

Previous research discovered that mothers of children with special needs are more stressed than mothers with non-special needs children (Sari, 2020). Furthermore, parents of children with intellectual disabilities have distinct approaches to interacting with their children, and many of them have a negative attitude in the sense of low self-efficacy (Apriyani, 2021). The factors that influence parenting self-efficacy are the mother and children's traits, the mother's education level, the family's economic status, social support, shared experience with children, marriage age, ethnicity, and environment (Coleman & Karraker, 2000). Therefore, mothers of children with intellectual disabilities must possess robust personality traits to resist the many strains and demands associated with parenting.

A mother's ability to shift stress and pressure into something positive demonstrates her resilience (Santana & Istiana, 2019). Hardiness is the ability to cope with a variety of difficult life experiences. According to Kobasa (2005), hardiness is a personality trait composed of attitudes that are a source of strength when dealing with stressful situations. Kobasa stated that people with high hardiness have a set of attitudes that make them resistant to stress. People with high-hardiness personalities believe they influence the events in their lives, including the presence of intellectually disabled children. Parents with hardiness personality traits will be resistant, firm, and strong in the face of many pressures, as they possess features of control, dedication, and challenge (Rachmahana, 2022).

The following elements influence hardiness: social support, parenting, and gender. Hardiness mentality can help people overcome stress and think positively when dealing with issues. Mothers with a

hardiness personality can survive in stressful or urgent situations with demands and obstacles that can generate stress in parenting (Swagery & Husna, 2017).

Various issues in caring for children with intellectual disabilities necessitate that women, as the primary carers, have self-confidence in their ability and complete resilience to care for children as a trust from Allah. It is one of the study's most pressing issues, given the necessity for suitable parenting practices for children with intellectual disabilities. More importantly, the psychological well-being of mothers who care for children with intellectual disabilities must be addressed so that the children can grow to their full potential.

Methods

The subjects of the study were 57 mothers with intellectually disabled children who attended SLBN (State Special School) PKK Lampung Province. The purposive sampling technique was utilized by selecting a sample based on certain characteristics, namely mothers with moderately intellectually disabled children who attend the special school. In this study, the data were collected using a Likert model scale. The Self-Efficacy for Parenting Task Index (SEPTI) from Coleman and Karraker (2000) was adjusted to suit the purpose of this study. The SEPTI scale comprises 36 items with a Cronbach alpha reliability coefficient 0.935. The factors assessed by the scale are discipline, achievement, recreation, nutrition, and health. The higher the score, the greater the parenting self-efficacy in mothers of children with intellectual disabilities.

In contrast, a lower score suggests low parenting self-efficacy. Furthermore, the hardiness scale was based on the theory proposed by Maddi et al. (2006) and then adapted by Kamila & Sakti (2019). The writer modified the scale to suit the study, namely mothers with intellectually disabled children. This scale assesses three aspects: commitment, control, and difficulty. This scale consists of 22 items with a Cronbach alpha reliability coefficient of 0.891. The higher the score, the greater the hardiness of mothers of children with intellectual disabilities. In contrast, a lower score implies less hardiness.

Before collecting the data, a try-out was performed by distributing questionnaires (SEPTI and hardiness scales) via Google Drive. They were responded to by 30 mothers of children with intellectual disabilities. The parenting self-efficacy scale (SEPTI)

feasibility test yielded 27 valid and 9 rejected items, with a reliability coefficient of $\alpha = 0.813$. The feasibility test of the hardiness scale resulted in 15 valid items and 7 rejected items, with a reliability coefficient of $\alpha = 0.763$. In data collection, the questionnaires were distributed directly (face-to-face) on paper with the assistance of teachers. The questionnaire responding duration was estimated between 10 and 15 minutes.

Each item in the SEPTI and hardiness scales possessed four answer options: highly appropriate (SS), appropriate (S), inappropriate (TS), and highly inappropriate. The rating system is as follows: highly appropriate (SS) is scored 4, appropriate (S) is rated 3, inappropriate (TS) is rated 2, and highly inappropriate (STS) is rated 1. A high score on the SEPTI scale suggests great parental self-efficacy, while a low score indicates low parental self-efficacy. High scores on the hardiness scale suggest strong parental hardiness, while low values indicate weak parental hardiness. The data analysis technique employed in this study was Pearson product-moment correlation assisted by JASP 18.1 for software Windows.

Result and Discussion

This study examines the correlation between hardiness and parenting self-efficacy in women with intellectually disabled children. This study involved 57 mothers of children with intellectual disabilities who attended SLBN PKK Lampung Province. The study results can be described in tabular form as follows.

Table 1. The Demographics Data of The Study Subjects

Subjects	Frequency	(%)
Mothers'age		
• 30-35	9	15,8%
• 36-40	34	59,6%
• 41-45	14	24,6%
Parenting Methods		
• Independently cared for by parents without the assistance of a carer or family members.	46	80,7%
• Raised with aid from extended family	11	19,3%

Table 1 displays the research participants, specifically mothers with intellectual disability children. The subjects are primarily between 36 and 40 (34%). In caring the intellectually disabled children, the majority (46 subjects or 80.7%) cared for the children independently by biological parents without the assistance of carers or extended family.

Furthermore, the writer categorized the results of parenting self-efficacy and hardiness. Table 2 demonstrates that 67% of mothers with intellectually disabled children exhibit parenting self-efficacy in the moderate category. Table 3 displays the categories of hardiness, demonstrating that 63% of mothers with intellectually disabled children have a moderate level of hardiness.

Table 2. The Categories of Parenting Self-Efficacy

Categories	Interval	Numbers (n)	Percentage %
High	$X \geq 99$	10	18%
Moderate	$75 \leq X < 99$	38	67%
Low	$X < 75$	9	16%
Total		57	100%

Table 3. The Categories of Hardiness

Categories	Interval	Numbers (n)	Percentage %
High	$X \geq 45$	14	25%
Moderate	$33 \leq X < 45$	36	63%
Low	$X < 33$	7	12%
Total		57	100%

Table 4. The Hypothesis Test Result

Model	R	R²	Sig	Description
H ₁	0.539	0.291	< .001	Significant

**p<0.01

Table 4 reveals that the Pearson product-moment correlation test yielded an R-Square score of 0.291, or 29.1%. Thus, it can be inferred that hardiness contributes 29.1% to parental self-efficacy, whereas the other 70.9% is influenced by characteristics not investigated in this study. Data analysis indicates a positive and significant correlation between hardiness and parenting self-efficacy in mothers of children with intellectual disabilities ($R = 0.539$, $R^2 = 0.291$, $p < 0.01$). Hardiness characteristics contribute 29.1% to parenting self-efficacy, implying that the higher the hardiness in mothers of children with intellectual disabilities, the higher the level of parenting self-efficacy. Conversely, the lower the hardiness of mothers of children with intellectual disabilities, the higher the level of parenting self-efficacy.

The findings of this study are consistent with previous research conducted by Rachmahana (2022) under the title "Hardiness and Parenting Self-Efficacy in Parents of Children with Special Needs," which found a significant positive relationship between hardiness and parenting self-efficacy with a correlation coefficient value of 0.819 and a significant level of $p = 0.000$. Hardiness is one

of the psychological characteristics influencing parenting self-efficacy. Maddi (2006) defines hardiness as having three primary components: control, commitment, and challenge. In parenting, hardiness can influence how confident a parent is in performing their obligations and responsibilities to their children. Hardiness becomes a vital factor in conquering the different problems that may arise while caring for a child with intellectual disability. Mothers with high hardiness may be better equipped to deal with the challenges of educating intellectually disabled children. They may perceive each challenge as an opportunity to improve and expand their parenting abilities (Maysa & Khairiyah, 2019). Mothers with low levels of hardiness, on the other hand, are more prone to feel sad or incapable of dealing with the challenges of raising children with intellectual disabilities. As a result, an individual's hardiness level may influence their level of parenting self-efficacy, indicating their confidence in their capacity to meet parental demands (Fitriana, 2020).

Parenting self-efficacy refers to parents' beliefs about their abilities to positively impact their children's behavior and development (Coleman & Karraker, 2000). In this study, the majority of mothers (67%) with intellectually disabled children had parenting self-efficacy in the moderate group. However, 16% of mothers had low self-efficacy levels. This finding indicates that if a mother of an intellectually disabled child has low parental self-efficacy, it can influence how she cares for and supports her child's growth. It suggests that most mothers are confident in their ability to actively participate in their children's activities, provide supervision and assist them in exploring their social environment, work with children to enforce discipline, respond appropriately to what they feel, and meet their nutritional needs. The statement is supported by Trihastuti et al. (2023), who found that parenting self-efficacy in mothers can be demonstrated through motivation to improve competence in various ways, including reading information from mass media, consulting with therapists, and communicating intensively with teachers.

Low parenting self-efficacy may indicate that the mother is uncertain or lacks confidence in coping with daily activities linked to the care, treatment, and education of children with intellectual disabilities. It involves difficulty in giving emotional support, understanding children's needs, and organizing developmentally appropriate activities (Noor & Aslamawati, 2021).

Confidence in one's competence to care for a child with intellectual disabilities is critical. A mother with strong parenting

self-efficacy will strive to create an adaptive environment and devise techniques to help her child grow and develop optimally (Pasyola et al., 2021). It is intended that by developing parenting self-efficacy, mothers will gain confidence in caring for intellectually disabled children, allowing them to give the best care possible based on their growth and development. This finding is consistent with research conducted by Arini et al. (2022), which found that a mother with high self-efficacy increases maternal confidence in caring for and parenting children properly.

Conclusion

There is a significant and positive correlation between hardiness and parenting self-efficacy in mothers of children with intellectual disabilities. The finding suggests that mothers with a high hardiness level will have better parenting self-efficacy. Conversely, the lower the hardiness, the lower the level of parenting self-efficacy. Hardiness effectively contributes 29.1% to parenting self-efficacy, with the remaining 70.9% influenced by variables outside of the study.

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