

SOCIAL FAMILY SUPPORT FOR CHILDREN WITH SPECIAL NEEDS IN SPECIAL SCHOOL CARE FOR NAGARI CHILDREN, AKABILURU DISTRICT

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Latar Belakang: Anak merupakan anugerah Allah SWT yang diamanahkan kepada orang tua.

Tujuan: bertujuan memahami realitas sosial, yaitu melihat dunia dari apa adanya, bukan dunia yang seharusnya orang memiliki sifat *open minded*, kerenanya melakukan penelitian kualitatif dengan baik dan benar berarti telah memiliki jendela untuk memahami dunia psikologi dan realitas sosial.

Metode: Penelitian ini bersifat deskriptif kualitatif yaitu metode yang menggambarkan keadaan yang terjadi di lapangan dalam bentuk kata-kata atau tidak dalam bentuk angka.

Hasil: hasil penelitian yang telah penulis lakukan melalui metode wawancara dan observasi kepada informan kunci yaitu 2 orang tua dari anak berkebutuhan khusus dan informan pendukungnya adalah 2 orang anak berkebutuhan khusus dengan 2 jenis berkebutuhan khusus yaitu anak tunagrahita dan anak autis dan guru yang ada di Sekolah Luar Biasa Peduli Anak Nagari Kecamatan Akabiluru.

Kesimpulan: bahwa dukungan sosial keluarga bagi anak berkebutuhan khusus di Sekolah Luar Biasa Peduli Anak Nagari Kecamatan Akabiluru.

Kata kunci: *Dukungan Sosial Keluarga; Anak Berkebutuhan khusus*

Abstract (English)

Background: Children are a gift from Allah SWT which is entrusted to parents.

Objective: aims to understand social reality, namely seeing the world from what it is, not the world that people should have an open minded nature, because doing qualitative research properly and correctly means having a window to understand the world of psychology and social reality.

Methods: This research is descriptive qualitative, namely a method that describes the conditions that occur in the field in the form of words or not in the form of numbers.

Results: the results of the research that the author has done through interviews and observations to key informants, namely 2 parents of children with special needs and the supporting informants are 2 children with special needs with 2 types of special needs, namely mentally retarded children and autistic children and teachers in Special Schools Caring for Nagari Children, Akabiluru District.

Conslusion: that family social support for children with special needs at the Nagari Children's Care Special School, Akabiluru District.

Keywords: Family Social Support; The child with special needed

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BACKGROUND

Children are a gift from Allah SWT which is entrusted to parents. Children should be cared for, nurtured and educated to be strong and productive individuals (Arjoni et al., 2017). Children are born with the potential to have the ability to develop well, but they may not fully do it themselves (Kamal, 2016). The birth of children with special needs that distinguish them from children in general, the presence of children with special needs in the family will change a lot in the family, especially related to emotions (Sulastina & Rohmatun, 2018). Children with special needs are children who experience developmental, abnormal, or social disorders so that they require special education services according to the conditions they experience (Ali, Gazadinda, & Rahma, 2020). Children with special needs require special treatment because of developmental disorders and abnormalities experienced by children. In relation to the term disability, children with special needs are children who have limitations in one of several abilities, whether they are visually impaired, physically disabled, mentally retarded, deaf, or psychological, such as autism and ADHD (Hilda, 2022).

The cause of children with special needs is the occurrence of abnormalities in the child during the womb or the birth process caused by internal factors, namely genetic and hereditary factors, or external factors, namely mothers who experience bleeding due to colliding with their womb or falling during pregnancy, or eating food or drugs that injure them. fetus due to a malnourished fetus (Desiningrum, 2017). Children with special needs have the right to grow and develop in the midst of families, communities and nations. Children with special needs have the right to get support from those closest to them, such as parents, siblings, relatives, or people around them. Allah SWT has a noble purpose with the presence of children with special needs that parents who have children with special needs, and obedient and faithful humans must believe in the letter Al-Munafiqun verse 9, namely:

يَا أَيُّهَا الَّذِينَ آمَنُوا لَا تُلْهِكُمْ أَمْوَالُكُمْ وَلَا أَوْلَادُكُمْ عَنْ ذِكْرِ اللَّهِ ۚ وَمَنْ يَفْعَلْ ذَلِكَ فَأُولَٰئِكَ هُمُ
الْخَاسِرُونَ ﴿٩﴾

Meaning: "O you who believe, do not you and your children neglect you from the remembrance of Allah. Whoever does this, then they are the losers (Surah Al Munafiqun 63: 9 "(Darmawan, 2013).

From the above opinion it can be concluded that the presence of children is the dream of every parent. It is appropriate for a human being to be grateful for what Allah SWT wills. Be grateful for what Allah SWT has given by accepting the presence of children regardless of their circumstances and raising them with

love. Having a child with special needs is a challenge for parents and families to give more attention. Ahmad Mustafa Al-Marghi explained that every human being has a nature that tends to the teachings of monotheism. The tendency of a child will continue to grow stronger if it is always nurtured and nurtured by parents since the child is born, but on the contrary the nature that already exists in the child will gradually disappear if it is not nurtured and guided towards a more perfect (Firosad, 2015). In this case, parents play an important role in children's achievement in school, because parents have the main role and responsibility for the care and protection of children from infancy to adolescence. All parents have a noble responsibility to provide physical, spiritual and mental education. This is the goal of parents to provide guarantees in the development of their children. The attention of parents in educating children in the family environment is very important, because the family environment is the best place to start education (Hayati, 2016).

Education is an activity to achieve the realization of a complete human being that lasts a lifetime (Syawaluddin, 2017). Inclusive education is an education, where students with special needs are accepted in regular schools located in the area where they live and receive various support and educational services that are appropriate to their needs (Fitria, 2012). The purpose of special/inclusive education is to provide the widest possible opportunity for all children who have physical, emotional, mental and social disabilities or have the potential for intelligence and special talents to obtain quality education in accordance with their needs and abilities and to realize the implementation of education that respects diversity and non-discriminatory for all education. By educating children with special needs, they can understand and accept individual diversity and differences (Rahayu, 2013).

Based on the Regulation of the State Minister for Women's Empowerment and Child Protection of the Republic of Indonesia number 10 of 2011 concerning policies for handling children with special needs, it is stated that: Children with special needs require special handling. Because handling children with special needs is not only physical/health and psychological conditions, but it is also necessary to understand their potential so that they can be developed as optimally as possible. This includes choosing the form of education, the right to live in society, and handling it in daily life, so that they can become citizens who are able to live independently, be responsible and participate in development (Dian, 2018).

From the description above, it can be concluded that children with special needs need attention from their families (parents, siblings, relatives and the community), guidance, care and education. With education divided into two parts,

namely general education and special/inclusive education, general education can be taken by anyone and from various groups and groups while special education is for children with special needs. With special education, children with special needs can grow and develop, and hone their abilities according to their interests and potential.

The number of children with special needs in Indonesia from year to year continues to increase. The United Nations estimates that at least 10 percent of school-age children have special needs. In Indonesia, the number of school-age children, namely 5-14 years, is 42.8 million people. If you follow the estimates, it is estimated that there are approximately 4.2 Indonesian children with special needs. Other data from the Central Statistics Agency (BPS), the number of children with special needs in Indonesia in 2017 reached 1.6 children and will continue to increase every year (Desiningrum, 2017). Social support that can be obtained from family, friends, community, organizations. Individuals who get social support believe that they feel loved, valued, and part of a social network. Social support refers to the actions shown by others. In addition, social support also refers to the perception that individuals feel comfort, care, and assistance when help is needed (Khasanah, 2018). Family social support can improve good well-being including giving encouragement and attention so that it can prevent anxiety, increase self-esteem, and prevent psychological disorders (Kelana, 2022). Support and acceptance from parents and other family members will provide energy and decisions in children which will give energy and confidence in children with special needs to try to learn and try new things related to life skills and in the end can achieve according to their abilities, achievement is a collection of the final results of a job that has been done, the assessment of the achievement of children with special needs can be seen from the social emotional aspect, academic competence and behavior (Ni'matuzahroh, 2016).

The social support obtained by children with special needs shows that parents and families have provided 4 types of support (emotional support, appreciation support, instrumental support, information support) (Seno, 2019). From the four supports, it can be seen that the emotional support factor is more (mostly done). Seeing the condition of children who need more emotional support than normal children. Children with special needs receive good support from parents or the environment around them, children can develop better according to their abilities. The attitude of parents, family, peers, school friends, and society in general is very influential on the formation of the self-concept of children with special needs.

Table. 1

Types of Children with Special Needs in Special Schools Caring for Nagari
Children, Akabiluru District No Type of Children with Special Needs Amount

1. Mental retardation 27 people

2. Autism 6 people

Total 33 people

Based on the table above, there are 33 children with special needs at the Nagari Children's Care Special School, there are 27 mentally retarded children with 8 girls and 19 boys. Furthermore, 6 autistic children with male gender. Based on initial observations on Monday, September 14, 2020, which the author conducted at the Nagari Children's Care Special School, Akabiluru District, the author saw 7 children who came to school with 3 girls and 4 boys. Children with special needs who come to their school get social support from their parents such as attention and enthusiasm. Parents encourage children so that children study diligently and the form of attention parents give is parents prepare food supplies, take children to school and pick up children from school (Kelana, 2022).

Based on the results of an interview on Tuesday 2 February 2021 with one of the parents of a mentally retarded child from Nagari Suayan that the child cannot be informed and does not want to listen to the advice given and fights against the parents if advised so that the parents just let it go, and the child does not want to go to school and do the assignments given even though all school supplies and pocket money are given.

Based on an interview with the principal on Monday, May 24, 2021 at the Nagari Children's Care Special School, Akabiluru District, it was stated that some children lacked family support to provide encouragement, enthusiasm and attention. Children do not want to go to school and prefer to go out to play with their friends. Lack of attention and enthusiasm by parents causes children to not want to go to school and there is one child who becomes a freight forwarder in the market due to lack of parental attention to children so that children are not taken care of properly (Ping, Natalia, & Jho, 2020) . Based on the description above, the authors are interested in conducting further research on "Family Social Support for Children with Special Needs in Special Schools for Caring for Children in Nagari, Akabiluru District"

RESEARCH METHODS

This research is a qualitative descriptive field research, qualitative research is research that aims to understand social reality, namely seeing the world from

what it is, not the world that people should have an open minded nature. understand the world of psychology and social reality.

Qualitative research is carried out under natural conditions and is inventive in nature. In qualitative research, is the key instrument. Therefore, research must have broad theory and insight so that it can ask questions, analyze, and construct objects under study to be clearer. This research emphasizes more on meaning and value bound. Qualitative research is used if the problem is not clear, to find out hidden meanings, to understand social interactions, to develop theories, to ensure the truth of data, and to examine the history of development (Kelana, 2022).

Qualitative research can be interpreted as research that produces descriptive data regarding spoken and written words, and observable behavior, which describes Family Social Support for Children with Special Needs at the Nagari Special School for Child Care, Akabiluru District (Badrudin, 2021). The location of this research was carried out at the Nagari Children's Care Special School, Akabiluru District, Fifty Kota Regency, as for the reason the author chose this location as the object of research based on phenomena or symptoms that have long been observed and become problems to be studied related to social support families for children with special needs at the Nagari Children's Care Special School, Akabiluru District.

RESULTS AND DISCUSSION

In this chapter the author will describe the results of the research that the author has done through interviews and observations to key informants, namely 2 parents of children with special needs and the supporting informants are 2 children with special needs with 2 types of special needs namely mentally retarded children and autistic children and teachers in the Nagari Children's Care Special School, Akabiluru District. To describe the result data. The author is guided by the results of observations and interviews that the authors did to informants. Interviews that the author did by asking some questions. The author makes several questions based on several sub-indicators which according to the author are parts that can represent and provide information as well as to answer questions about Family Social Support for Children with Special Needs at the Nagari Children's Care Special School, Akabiluru District.

A. Emotional Support

Emotional support is that everyone definitely needs affectionate help from others, this support is in the form of sympathetic and empathetic support, love and trust, and attention. Thus, someone who faces problems feels that he is not carrying his own burden but there are still others who pay attention, want to listen

to all his complaints, sympathize or empathize with the problems he faces (Harnilawati, 2013). Based on the results of the author's observations on June 12, 2021, parents provide encouragement when children with special needs come to school so that children with special needs feel happy when they are at school and teachers at school teach with care and affection. Children with special needs get attention from parents by taking them to school and waiting for them to come home from school so that children with special needs feel excited to learn (Fitri & Hidayati, 2021).

Based on the results of an interview with Mrs. E as the parent of RM's child with special needs for mental retardation on June 15, 2021, as follows: Mrs. E replied: "I as a parent of RM always give more attention so that my child can develop like a normal child in general, the form of attention that I give is to provide motivation so that my child can reach his potential and always accompany him. With the busy work that I do, I still take the time to pay attention by teaching life skills according to their interests and potential so that children can be more independent, I treat children well and lovingly, I always give advice to children if they make mistakes by lecturing and give a little punishment like not allowed to go out. I always ask what the child wants and always try to give it if it is something that is good and beneficial for him." (Kelana, 2022). Based on the results of an interview with Mr. ANR as the parent of AN children with special needs autism on June 15, 2021, as follows:

Mr. ANR replied: "I am a parent from AN who always pays attention, the form of attention I give is that I always give my best for its development by always checking in to the hospital every 2 weeks with expert doctor handling, sending children to inclusive schools and accepting what children existence by thinking about what treatment is best for children. With busy work, I still take the time to see the development of children and teach them with skills that are in accordance with their interests and potential so that children can be independent and not dependent on others. Whenever a child does an inappropriate action or makes a mistake I will give rather firm advice so that the child can understand what I am saying and not repeat the inappropriate behavior and not make that mistake again. I always ask him what he wants if he does something that benefits him." (Kelana, 2022). In line with this, the author also conducted interviews with teachers at the Nagari Children's Care Special School, Akabiluru District on June 11, 2021, as follows.

Ibu Guru ME replied: "I am a teacher at the Children's Extraordinary School, Nagari always pays attention to all children who come to school without discriminating between children. I always teach children according to their

individual needs, so that they can develop their potential to the fullest and teach children to live independently so that children do not depend on others. Every child who makes a mistake will be given advice and if the child cannot be advised they will be punished so that they know what they did was wrong.” (Kelana, 2022). Based on the results of the interview with Ibuk E, ANR's father and ME teacher always give more attention to children's development. With busy work, parents still take the time to pay attention by teaching skills according to their interests and potential so that children can live more independently and children can be like children in general. Reinforced by this, the emotional support that children get is in the form of love, attention, trust, sympathy, empathy and appreciation. Thus the child feels himself but there are still others who pay attention, want to listen, sympathize or empathize with him (Seno, 2019).

A. Informative Support

Informative support is information assistance provided so that it can be used by someone in tackling the problems at hand, including providing advice, direction, ideas or other information needed and this information can be conveyed to other people who may be facing the same or almost the same problem. the same (Harnilawati, 2013). Based on observations made by researchers on June 12, 2021, parents who take children to school and give advice to children so that they are not naughty and do good to friends or teachers and always listen to what the teacher says while studying. Parents always encourage children to be enthusiastic about learning (Gafar, Hikmawati, Mu'Minah, & Supiati, 2021). Based on the results of interviews that the author conducted with Ibu E as a parent of RM, a child with special needs for mental retardation on June 15, 2021, as follows:

Ibu E answered: “I am here as a parent of RM giving advice so that children can be independent by always providing motivation so that children can do something useful for themselves. I always give advice to children not to do things that are not desirable by always providing information so that children always do things that are good and beneficial for themselves. I always advise the child to go to school and persuade until the child wants to go and I don't want to persuade him by saying I will take him to school and wait until he comes home from school. For my child's progress, I always tell him to study and tell him to do the assignments given by the teacher.” (Tumanggor, 2021) Based on the results of an interview with Mr. ANR as the parent of AN children with special needs autism on June 15, 2021, as follows:

Mr. ANR replied: "I as a parent of AN always give advice to children to be independent by giving examples such as putting things in their proper place, for example putting shoes on a shoe rack, I always give advice if the child's behavior

is not appropriate, where my child always bothers people who are not recognized, so I give advice so that children can be more polite and kind to people who have not been recognized. I always give advice to children if they don't want to come to school by always persuading them that if they want to go to school they will be given pocket money if they don't want to go to school they will not be given pocket money. I said like finally the child wants to go to school. I always encourage him to do useful things such as helping him with school assignments given by the teacher and teaching him skills that can make him more independent." In line with this, the author also conducted interviews with teachers in Special Schools Care for Nagari Children in Akabiluru District on June 11, 2021, as follows:

Ibu Guru ME replied: "I am a teacher at the Nagari Children Care School, I always give advice to all children according to the needs and actions that have been taken by the child, I will advise the child so that the child can become an independent child and does not depend on others in carrying out daily activities. - days like taking your own food and washing dishes after eating. For the development of learning, I teach children according to their respective abilities so that children can develop their potential to the fullest." (Hartzani & Sylvia, 2022). Based on the results of an interview with Mrs. E, Mr. ANR as a parent of children with special needs and teachers always give advice to children to be independent and always provide motivation so that children can do something useful for themselves. Parents always give advice if the child does something undesirable or makes a mistake by giving advice the child can find out if what he is doing is something wrong, parents give advice if the child does not want to go to school with various suggestions that parents give so that the child finally wants to go to school. By coming to school, children can be more advanced and can develop their interests and potential as much as possible.

Strengthened by this, informative support can be provided in the form of information, advice, real help or an action given by a familiar social network or obtained because of the presence of the social network and has emotional benefits or behavioral benefits. Theoretically the existence of support can reduce the tendency of the emergence of events that can cause stress and the provision of this support is obtained from close social relationships, which make individuals feel cared for, valued and loved. So with informative support, it can be beneficial for individuals who receive it.

It can be concluded that informative support is the provision of information, advice, direction, ideas and other information needed by children so that children can know if what they are doing is wrong or right. This support is

obtained from close social relationships, which make children feel cared for, valued and loved.

A. Instrumental Support

Instrumental support is a form of support in the form of material and is more in the nature of assistance, donations of funds, money and so on. Based on observations made by researchers on June 12, 2021, parents fulfill their children's needs such as preparing children's favorite foods, giving pocket money, buying books and other stationery. Parents give encouragement when children enter class so that children study diligently. Based on the results of interviews that the author conducted with Ibu E as a parent of RM, a child with special needs for mental retardation on June 15, 2021, as follows:

Ibu E replied: "I am RM's parents providing his daily needs and school needs. I always motivate children to study at home by inviting children to talk from heart to heart, be gentle and give gifts if they want to learn. I told the children to do the assignments given by the teacher, with a little help from me. I always tell the children to study and supervise them while studying so that the children really learn and do the assignments given by the teacher. Based on the results of interviews with Mr. ANR as parents of AN children with special needs autism on June 15, 2021, as follows:

Mr. ANR replied: "I, as a parent of AN, provide daily necessities such as nutritious food clothes and complete school equipment such as the required books. I always motivate children by giving gifts if children want to study and do the assignments given by the teacher. The way I tell children to study at home is by doing small jobs such as asking for help to put things in their place and do something useful by telling them to do this work, children are more independent and not dependent on others, persistence in educating and teaching children, finally children make progress in him.

In line with this, the author also conducted interviews with teachers at the Nagari Children's Care Special School, Akabiluru District on June 11, 2021, as follows: Ibu Guru ME answered: "I am a teacher at the Nagari Children Care Special School, completing the needs of children in the process. learning by equipping books and stationery and a room that makes children motivated to study hard so that children can develop their talents and interests without being constrained by unsupported facilities."

The author can conclude from the results of interviews with Mrs. E, Mr. ANR, and teachers that parents fulfill their children's daily needs and school needs and teachers complete the needs at school such as books, stationery and others so that children are diligent in coming to school. Parents tell children to learn so that

children can develop and be independent, the persistence of parents tells children to learn and supervise them in learning, finally the child makes progress in him. Reinforced by this instrumental support is a form of support in the form of material and more in the nature of assistance, donations of funds, money and so on. With instrumental help, children will feel cared for by the people around them and children are motivated to do something useful for themselves.

A. Rating/Awards Support

Assessment assistance is a form of appreciation given by one person to another based on the actual condition of the patient. This assessment can be positive and negative which means a lot for someone, related to family social support, a very helpful assessment is a positive assessment. Based on the results of the interview that the author conducted with Ms. E as a parent of RM, a child with special needs with mental retardation on June 15, 2021, as follows: Ms. E answered: "I as a parent of E always give praise when my child wants to go to school and do activities. which helps me and is useful to him. The praise I give is like, if the child is diligent in going to school I always give praise like saying good and always praise him with words that make him motivated to go to school. school. As a parent, I always encourage my children, especially going to school so that my children can be like other children in general." Based on the results of an interview with Mr. ANR as the parent of AN children with special needs autism on June 15, 2021, as follows:

Mr. ANR replied: "I am a parent from AN. I give praise when my child does something useful for him. My son at home likes to pick up trash and collect it somewhere and then burn it. I always give praise every time he does something useful so that it makes the child motivated to do it again. I always encourage children and provide encouragement for their development so that they can be independent such as carrying out daily activities without the help of others " In line with this the author also conducted interviews with teachers at the Nagari Children Care Special School, Akabiluru District on June 11 2021, as follows:

Ibu Guru ME replied: "I am a teacher at the Nagari Special School for Caring for Children, giving praise to children after doing the tasks I have given on time and the assignments given are correct. I also give gifts such as favorite food, by giving gifts the children will be motivated to work hard." The author can conclude from the results of interviews with Mrs. E, Mr. ANR, parents of children with special needs and teachers where parents always give praise for what their children do such as diligently going to school, doing something that is beneficial for themselves and beneficial for others. Parents always give encouragement so that children can be like children in general. Reinforced by this, assessment

support or appreciation is a form of support in the form of expressions given by parents, teachers and even those around them in terms of helping children build competence and develop children's self-esteem. Providing this support can also help individuals to see the positive aspects that exist in themselves compared to other people's circumstances which serve as the formation of a sense of self-confidence and ability and feel valued and can be useful when the individual is under pressure or problems. So it can be concluded that assessment support or appreciation is a form of support in the form of expressions given by parents or families for what children do to build children's competencies and motivate children to do positive things that are useful for themselves and others. In line with this, the author also conducted observations and interviews with 2 children with special needs with 1 child with mental retardation RM and 1 child with autism AN.

Based on observations made by researchers on June 12, 2021, children with special needs while at school behaved politely to teachers by shaking hands and greeting friends with a smile. Children with special needs love being at school and playing with friends. During the learning process, children with special needs listen to what the teacher says, every task given by the teacher, children with special needs are very happy do it. Based on an interview with a child with special needs for mental retardation RM on June 16, 2021, as follows Children with special needs for mental retardation RM replied: "Yes, my family always pays attention to me every day and always scolds me when I go to play with friends until I forget to go home, family fulfill my needs by always preparing my favorite food and buying my school equipment. Whenever I diligently went to school and did the assignments given by the teacher, my family always complimented me with gentle words and asked me what I wanted. My family told me to study and supervised me while studying at home"

Based on an interview with a child with special needs autism AN on June 16, 2021, as follows: The child with special needs autism AN replied: "Yes, my family is very concerned about me, my family scolds me if I disturb other people, my family fulfills my needs by preparing me a delicious breakfast. delicious and bought new clothes for me, my family praised me when I put things in their place and cleaned up the scattered garbage, after what I did the family praised me by saying the child is smart and diligent. My family told me to do the assignments given by the teacher and help me with them.

The author can conclude from the results of interviews with children with mental retardation RM and children with autism AN, children with special needs get emotional support, informative, instrumental and assessment from the family,

the most support for children with special needs is emotional support such as attention and affection. Children with special needs get less attention from their parents because their parents are busy working.

Children with special needs require reasonable treatment, guidance, direction, learn to socialize and play with friends of their age, in order to have wider opportunities and opportunities to learn about acceptable behavior patterns, so as not to hinder their social development. The environment is a basic source of information, is the main source of fulfillment of needs, and the main interpreter of acceptable social behavior. For this reason, it is important for the environment, especially the family to develop a certain opportunity structure, support structure, and reinforcement structure that allows children to learn to acquire new behaviors that are acceptable and in line with the norms that develop in their environment, so as to be able to eliminate social impacts as a result. a result of his condition. The author can conclude that children with special needs need social support from families, especially parents so that children can develop perfectly so that children can socialize with the environment well like normal children in general.

CONCLUSION

Based on the problems that have been stated in the previous chapter, it can be concluded that family social support for children with special needs at the Nagari Children's Care Special School, Akabiluru District, carried out by the family is: Emotional support, namely parents pay attention to children's development even though there is a lot of work. Informative support is that parents give advice to children to be independent and parents provide motivation so that children can do something useful for themselves. Instrumental support is that parents fulfill their children's daily needs and school needs. Appraisal support or appreciation, namely parents give praise to children if they do something that is beneficial for themselves and beneficial for others.

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