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Parents are faced with the task of caring for children with special needs who need help in learning and daily activities, so mental readiness is needed to regulate emotional regulation well. Parental parenting at home is very important in providing education and attention to children. Parenting, especially for children with special needs, is not about pampering the child but must train and develop the child's independence. This research aims to determine the relationship between parenting patterns and emotional regulation of parents who have children with special needs at SLB Negeri Slawi. This quantitative research had a correlation design using purposive sampling, involving 43 parents who accompanied or waited for their children to study at SLB during the data collection period. Data was collected using the Parenting Styles and Dimensions Questionnaire (PSDQ) and Emotion Regulation Questionnaire (ERQ) questionnaires and analyzed using the Spearman Rank Non-Parametric Test. The research results show that the rho = 0.282 and the obtained p value = 0.000, which means H0 is accepted. This shows that there is no relationship between parenting styles and emotional regulation of parents who have children with special needs at the SLB Negeri Slawi. Further research needs to be carried out by analyzing other factors that can influence parenting patterns and emotional regulation.

# 1. Introduction

Each child has a uniqueness that is different from other children. Children's diversity can not only be seen in appearance, such as seeing differences in skin color, height, nose shape or hair type, but also seeing how the child's character, personality or intelligence is different from others. Understanding the uniqueness of children is very important in the world of education, where the character of each child has standards to explore the potential and shortcomings of the child. According to Soetijiningsih (in Syam, 2013) argues that children are unique individuals, because of innate factors and different environments, the growth and achievement of developmental abilities are also different.

When a child is born with special needs, it can be a big problem for parents. Everyone does not want to be born in this world with abnormalities or disabilities. No one wants the birth of a child with a disability. The birth of a child with special needs does not come from a rich family, an educated family, a poor family, a religious family or not. Parents are unable to refuse the presence of children with special needs (Desiningrum, 2016). The role of parents is complex so it requires more thought, effort, and in-depth management in caring for children with special needs (Nugraha, et. al, 2023).

According to data from the Central Statistics Agency (BPS), the population of children with disabilities in Indonesia reaches 1.6 million children. According to data from the 2018 National Socio-Economic Survey (Susenas), the population with severe and moderate disabilities in Indonesia reached 30 million people, while based on the Inter-Census Population Survey (Supas) as many as 21 million people. Meanwhile, according to 2020 running data from the Central Statistics Agency (BPS), the number of people with disabilities in Indonesia reached 22.5 million people or about five percent of the total population (Lafiana et al., 2022). Based on statistical figures, the disability rate of children aged 5-19 years is 3.3%. Meanwhile, the total population at that age (2021) is 66.6 million people. Furthermore, data from the Ministry of Education and Culture in August 2021 shows that the number of students attending SLB is 269,398 children. The number of ABK who attend formal education is only 12.26% or still very small from the number that should be served (Kalalo et al., 2022).

Parents are faced with the task of dealing with children with special needs who need help in learning and daily activities, so mental readiness in regulating emotions is very important to be applied in situations like this. The role of parenthood is an emotional experience that will continue to occur. Although on the other hand there is pleasure obtained when hugging, playing, laughing, when seeing children can explore, see their daily growth and development and other developments obtained by children. However, with the condition of children with special needs, it can cause stress, anger, frustration and annoyance in their behavior. Children's demands and desires that are sometimes not in line with the mother's wishes, children's aggressive behavior towards parents as a form of emotional overflow so that to reduce all of that, emotional regulation is needed. Emotion regulation is a process of identifying, maintaining, and regulating positive and negative emotions, whether they are automatic or controlled, visible or hidden, and conscious or unconscious. The wrong attitude of mothers in managing negative emotions will affect the mother's mentality as well as the child's mentality. Pressure and stress that are accumulating can make mothers lose the ability to think rationally so that what happens while mothers accompany their children to learn from home is difficult to control their emotions in children, ranging from saying rude things to children, yelling, hitting, pinching to killing children. Meanwhile, if it is about the child's mental state, it can make the child unconfident (Desiningrum, 2016).

Research from Halimah and Hidayati (2015) found that mothers with children with Down syndrome felt deep sadness when they found out about the child's condition, the subjects in the study were able to manage emotions from family social support. All three subjects accepted the condition of their child with Down Syndrome. Another study from Shahadat (2013) showed the results that emotional regulation can help a person manage negative thoughts to be positive. So that it affects their emotions and behavior, for example when a person changes his mind to negative stimuli, then can manage by lowering the level of negative emotions, then the behavior that arises is a positive behavior. According to Setyaningrum, et.al (2020) explained that parents will provide parenting that they think is right so that they become intelligent and trained children according to their parents' wishes. Parents must always apply the right parenting pattern for their children in order to apply the impact of self-direction on their children.

Parents play a very important role in daily life for children because parents are the first education for their children at home. Parenting at home is very important in providing education and attention to children. Parenting, especially for children with special needs, is not to pamper the child but must train and develop children's independence (Febriani, 2020). As for families that have children who are born normally and can develop according to their abilities and developmental tasks well. However, there are also families who have children with various obstacles that can interfere with the development process of the child. This can indirectly affect the form of parenting that parents set for their children (Rini, 2016).

Parenting for children with special needs is very important, parents must carry out parenting activities on a full-time basis (all the time) because children with special needs have complex problems in general, namely social development problems, because children with special needs experience difficulties in the behavior needed to establish social relationships in their environment. Children with special needs also have difficulty taking care of themselves so they need help from others, especially parents to carry out daily activities, accompanying children with special needs requires extra patience and energy. Therefore, parents of children with special needs have more responsibilities than normal children, these responsibilities include teaching and advising children (Widadi, 2016).

One of the schools for educating children with special needs in the formal route is the Slawi State Special School (SLB). SLB Negeri Slawi is a school with the status of ownership of the Tegal Regency Regional Government, which accepts students with disabilities of the disabled, deaf, handicapped, ADHD and autism, with elementary to high school levels. From the results of the preliminary study, data on the prevalence of children with disabilities in SLB N Slawi amounted to 312 students, the largest number was 259 students with disabilities who were divided into two types, namely type C and type C1. The type C group consists of children with mild disabilities and type C1 consists of children with moderate disabilities. The number of cases of Attention Deficit Hyperactivity Disorder (ADHD) is 16 students, Autism 2 students, Deaf 38 students, and Disabled 1 student.

Based on the results of interviews conducted in June 2024 with three parents (mothers) who have parenting ABK at home, parents explained that they often obey their children's wishes because they feel sorry and are worried that the child will be sad, cry, angry or even go berserk. Parents also never hit their children when they are angry and try to hear their children's complaints or what they feel.

Other interview results showed the attitude of mothers when their children often throw tantrums when their requests are not obeyed, often angry when they do not succeed in doing something, and others. What parents do to overcome it is to be patient, silent, and embrace, but it is not uncommon for them to be unable to control their emotions, so sometimes parents are carried away by emotions in their efforts to overcome the child's behavior. Mothers also face neighbors in the neighborhood who are less able to accept their children's conditions, especially when their children are studying at normal children's schools. From the analysis, one mother suppressed or kept her feelings by only being sad and crying (Expressive Supplementation category). Meanwhile, the other two mothers behaved and had feelings of trying to accept their child's condition, be patient and be able to explain to others that every child has the same right, especially to study at school and continue to be enthusiastic about supporting and always escorting school children to SLB (Cognitive Review Category), so that children can be smart and able to socialize with other friends with special needs. The purpose of this study is to find out the relationship between parenting style and emotional regulation of parents who have children with special needs in SLB Negeri Slawi.

# 2. Research Method

This type of research is correlation research. The sampling technique used with Purpoive Sampling is a sampling technique for data sources that use certain considerations. The sample in this study is parents/guardians who drop off and wait for their children during elementary school learning at SLB Negeri Slawi at the time of data collection. This research has been conducted at SLB Negeri Slawi on July 23 - 24, 2024. The researcher has also conducted a Research Ethics Test at the Research Ethics Committee of Bhamada Slawi University.

The instrument used was the Parenting Styles and Dimensions Questionnaire (PSDQ) which had been tested for the validity of the research results from Oliveira, et al. (2018) using the Pearson Product Moment correlation technique, the value obtained was r = 0.97. As for the reliability test, it has also been carried out with a result of 0.775. Another instrument used is the Indonesian Language version of Emotion regulation questionnare which is then tested with field data to determine the validity of the construct by analyzing using Confirmatory Factor Analysis (CFA). The test results show that all items in the Expressive Suppression strategy are valid. Thus, these items can be used to measure the regulation of emotions in the Expressive Suppression strategy. The results of the reliability test with Cronbach Alpha and using the help of Jamovi data analysis software version 8.1 showed a α value of 0.790 (Radde, et al., 2021).

Univariate data analysis is carried out by entering the data results that have been written on Microsoft Excel tables into the SPSS program for data processing with Descriptive Statistics or frequency distribution tables. Meanwhile, the bivariate analysis used the Non-Parametric Rank Spearman test.

**3. Result and Discussion**

**Univariate Analysis**

**a. Parenting Overview**

Table.1. Distribution of Parenting Styles of Parents Who Have Children with Special Needs in SLB Negeri Slawi.

|  |  |  |
| --- | --- | --- |
| **Category** | **Frequency** | **Percentage** |
| Democratic | 34 | 79% |
| Authoritarian | 0 | 0% |
| Permissive | 9 | 21% |
| Sum | 43 | 100% |

Judging from table 4.1, the picture of parental parenting is obtained data on the democratic category of 34 people (79%), authoritarian 0% and permissive 9 people (21%).

**b. Overview of Parental Emotional Regulation**

Table.2. Distribution of Emotional Regulations of Parents Who Have Children with Special Needs in SLB Negeri Slawi.

|  |  |  |
| --- | --- | --- |
| **Category** | **Frequency** | **Percentage** |
| *Cognitive Reappraisal* | 34 | 79% |
| *Expressive Suppresion* | 9 | 21% |
| Sum | 43 | 100% |

Judging from table 2. the overview of parental emotional regulation, data was obtained for the Cognitive Reappraisal category of 34 people (79%) and Expressive Supervision for 9 people (21%).

**Bivariate Analysis**

Table.3. Relationship between Parenting and Emotional Regulation of Parents Who Have Children with Special Needs in SLB Negeri Slawi.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Parenting Style** | **Emotion Regulation** | | | | | | **Rs**  **(rho)** | **P value** | |
| *Cognitive Reappraisal* | | *Expressive Suppresion* | | Total | |
| N | % | N | % | N | % | 0,282 | | 0,000 |
| Democratic | 27 | 79% | 7 | 21% | 34 |  |  | |  |
| Authoritarian | 0 | 0% | 0 | 0% | 0 |  |  | |  |
| Permissive | 7 | 78% | 2 | 22% | 9 |  |  | |  |
| Total | 34 | 79% | 9 | 21% | 43 | 100% |  | |  |

Based on the table, data was obtained that respondents with democratic parenting and emotional regulation in the Cognitive Reappraisal category were 27 people (79%), then for respondents with permissive parenting and emotional regulation Cognitive Reappraisal as many as 7 people (78%). The results of this study also showed that respondents with democratic parenting and emotional regulation in the Expressive Suppresion category were 7 people (21%), then for respondents with permissive parenting and emotional regulation Expressive Suppresion as many as 2 people (22%). The results of the statistical test used the Spearman Rank Test with the result of rho = 0.282 and obtained a value of p = 0.000 which means H0 was accepted. This shows that there is no relationship between parenting and the emotional regulation of parents who have children with special needs in SLB Negeri Slawi.

**Parenting Style**

The results of the research that has been conducted at SLB Negeri Slawi obtained data from 43 respondents whose parents of students have a democratic parenting style of 34 people (79%) and permissive there are 9 people (21%). According to Maylani (2023), parents who implement democratic parenting pay attention and respect children's freedom, but in this freedom, parents still provide guidance, direction, advice, and understanding to their children. Meanwhile, in permissive parenting, parents always give freedom to their children, obey all the wishes of their children so that their children are comfortable, happy or not fussy/crying and rarely apply rules or punishments to their children. Another research according to Musman (2020) also explains that the characteristics of democratic parenting are warm but firm parenting, parenting can control children, but children are still encouraged to have freedom and be involved in making decisions in their lives. This type of parenting also shows friendship and perseverance and respects the rights of parents and children, children and parents look at each other and make choices that both parties agree upon.

According to Robertson (2020), the influence of parents, especially parents who implement authoritative or democratic parenting, can have a positive effect on children, even if they have begun to get involved in problems by providing support and structure in decision-making. On the other hand, parents who have authoritarian and permissive parenting patterns have a negative impact that can hinder the adolescent's ability to develop healthy eating habits by being overly involved and controlling the adolescent's daily choices (authoritarian) or on the other hand, by being absent and not involved in adolescent life (permissive). This is also in line with the results of research by Sari et al. (2020) parents who apply democratic parenting are usually warm, able to accept the reasons for all actions taken by their children. Parents involve the participation of children in decision-making, especially those related to children's lives. According to the researcher's analysis, children who are raised democratically will motivate children to be more confident, responsible and have an open attitude between parents and children.

**Regulation of Parental Emotions**

The results of the research that has been conducted at SLB Negeri Slawi obtained data from 43 respondents whose parents of students have emotional regulation, the Cognitive Reappraisal category is 34 people (79%) and the Expressive Suppresion is 9 people (21%). Based on research by Wulandari & Hidayah (2018), a person's ability to regulate emotions varies, and the strategies used are also different depending on each individual. Emotion regulation skills can be learned and trained. An individual's emotional state can affect his or her daily behavior as a form of emotional response to a condition or circumstance which is then assessed with the individual's active goals. Cognitive reappraisal can change the entire emotional trajectory and the next efficiently. In particular, when used to regulate the decline of negative emotions, reappraisal will reduce the components of negative emotions, both behaviorally and experientially. In the process of using cognitive reappraisal emotion regulation strategies, individuals try to reduce negative emotions and unwanted emotions by changing their perspective (Saepudin, 2019). According to the researcher's analysis, parents who use the cognitive reappraisal emotion regulation strategy will have a positive impact on their children, namely the emergence of positive feelings and emotions when the child is faced with certain conditions or situations.

According to Gross in Rani & Subekti (2013) expressive suppression is one of the emotion regulation strategies that refers to the individual's efforts to inhibit his or her emotional experience (trying not to feel the emotion) and hide the feelings or emotions felt. Expressive suppression is a form of responses-focused regulation and inhibits the expression of behavior consciously when the individual has begun to get emotional. Expressive suppression is basically the activity of modifying the behavioral aspects of emotional response tendencies without reducing the experience of negative emotions. It takes a lot of effort to regulate the tendency of emotional responses that arise constantly. This repetitive effort will consume a source of thought that should be used to optimize performance in a social context that also contains a variety of emotions (Rani & Subekti, 2013). This shows that a person tends to suppress the expressions they feel as a way to control their emotions. This emotional suppression/suppression is a maladaptive and dangerous emotion regulation strategy, if a person constantly prevents himself from expressing himself (Ciuluvica, Fulcheri, and Amerio, 2019). Based on the researcher's analysis, a person who uses the Cognitive reappraisal emotion regulation strategy feels that they can be themselves because in dealing with situations or conditions under pressure/stress. Thus, they are less successful in improving their mood and emotions

**The Relationship between Parenting and Parental Emotional Regulation**

The results of the statistical test used the Spearman Rank Test with the result of rho = 0.282 and obtained a value of p = 0.000 which means H0 was accepted. This shows that there is no relationship between parenting and the emotional regulation of parents who have children with special needs in SLB Negeri Slawi. This means that parenting does not affect the regulation of parents' emotions. So it is necessary to consider other factors that can affect emotional regulation. The results of this study are not in line with the opinion of Muna (2021) which revealed that one of the factors that affect emotional maturity is parental parenting. The results showed that there was a significant relationship between parenting style and emotional regulation of parents who have children with disabilities.

According to Brener & Salovey (in Ratnasari & Suleeman, 2017) there are factors that affect the regulation of emotions itself including gender, age, family, and environment. The female gender seeks more support and protection from others to regulate negative emotions while men use physical exercise to regulate negative emotions. Another difference is how to express emotions, both verbal and facial expressions, according to their gender. Women show their femininity by expressing angry emotions and men show masculine nature. In this study, almost all respondents were female (mother and child crew) with a total of 39 people (90.7%).

Age can also affect a person's emotional regulation. The older the individual, the better the individual's ability to regulate emotions, which is linked to an increase in the ability to regulate emotions, namely where the older a person is, the better his ability to regulate emotions so that as a person ages, the expression of emotions is more controlled so that individuals have better ability to regulate emotions (Irawan, 2023). In this study, data was obtained that almost most of the respondents (44.2%) were between 41 – 50 years old.

The environment is also related and affects each other so that emotions increase when individuals who want to achieve a goal interact with the environment and other individuals. Usually positive emotions increase when individuals achieve their goals and negative emotions increase when individuals have difficulty achieving their goals where beliefs contained in a particular society can affect the way individuals receive, assess an emotional experience, and display an emotional response. The environment consists of internal e.g. genetics, temperament or character/disposition and also external environment e.g. culture (Pratisti, 2014). The respondents in the study came from different places, had different characters and cultural environments.

Another factor that also affects the understanding of emotional regulation is education. Parents with a higher level of education have greater resources, for example, more knowledge about school sciences than uneducated parents, a broader insight into educational matters, as well as more experiences about the world of education. However, there are also parents who are not highly educated but have a lot of insight, experience and knowledge about education even though they are not like parents who are highly educated. The thinking of parents who have higher education will also be different from the thinking of parents who are less or less educated, although there are still some parents who have a low level of education but have great thinking such as parents with higher education. Parents who are highly educated also have emotional abilities to help their children solve problems in learning and also related to children's association with friends and the community environment (Haryono, 2018). Education also affects the understanding of a problem, this is related to understanding in doing or filling out research questionnaires. Almost most of the respondents had a junior high school education (46.5%), respondents sometimes still had difficulty filling in even though they had been given an explanation by the researcher. So researchers need to assist respondents in filling out questionnaires.

# 4. Conclusion

Parents who raise their children democratically foster confidence, responsibility, and an open attitude between themselves and their children. Additionally, parents who employ cognitive reappraisal emotion regulation strategies positively impact their children, leading to the development of positive feelings and emotions when faced with certain conditions or situations. However, in the context of parents with children who have special needs at SLB Negeri Slawi, there is no observed relationship between parenting style and the emotional regulation of the parents. This indicates that parenting does not influence emotional regulation in this specific scenario, suggesting that other factors may play a role in affecting emotional regulation.

In light of these findings, it is recommended that parents consider adopting a democratic parenting style, which, although not significantly related to emotional regulation, is generally beneficial for child development. This approach allows children freedom and creativity while still ensuring parental oversight and evaluation. For schools, particularly teachers at SLB Negeri Slawi, it is crucial to maintain cooperation with parents regarding children's learning and activities to support their overall development. Future researchers are advised to carefully screen their subjects to ensure alignment with research objectives. Given that parenting did not influence parental emotional regulation in this study, future research should explore other variables that may affect emotional regulation.

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