

Psychological Well-Being Profile: The Role of Gratitude and Social Support for Parents with Children with Special Needs

Nurfi Laili^{1*}, Zaki Nur Fahmawati², Wdiyastuti Wisyastuti³, Ghozali Rusyid Affandi⁴

[1] Universitas Muhammadiyah Sidoarjo, Indonesia. [2] Universitas Muhammadiyah Sidoarjo, Indonesia. [3] Universitas Muhammadiyah Sidoarjo, Indonesia. [4] Universitas Muhammadiyah Sidoarjo, Indonesia.

Abstract

The parenting style in the family is built on the readiness of parents. Parents with children with special needs must have a good understanding of their children's condition. Children with special needs are a condition of a child who has different needs from other normal children. Of course, this condition of special needs makes the child also need a special parenting style from their parents. This is what makes parents expected to continue to have good psychological well-being in caring for children with special needs. The subjects of this research are parents who have children with special needs and attend special schools with a total of 54 people. The results of the study were analyzed using regression data analysis techniques. The analysis showed that the research hypothesis was accepted: that gratitude and social support together could affect psychological well-being ($F = 5.731$; sig. $0.006 < 0.05$). This study concludes that gratitude and social support affect 18.4% on psychological well-being, and the rest is influenced by other variables not examined in this study.

Keywords

Parents, special needs students, psychological well-being, gratitude, social support

Article Info

Artikel History: Submitted: 2022-04-28 | Published: 2022-08-30

DOI: <http://dx.doi.org/10.24127/gdn.v12i2.5199>

Vol 12, No 2 (2022) Page: 101 - 109

(*) Corresponding Author: Nurfi Laili, Universitas Muhammadiyah Sidoarjo, Indonesia,
Email: nurfilaili@umsida.ac.id



This is an open-access article distributed under the terms of the [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/), which permits unrestricted use, distribution, and reproduction in any medium provided the original work is properly cited.

INTRODUCTION

Every parent wants their child to be in good health, both physically and psychologically. In fact, there are some children who have special needs in the process of growth and development. The term special needs refer to children who have abnormalities or deviations from the average condition of normal children in terms of physical, mental, and social behavior characteristics. (Budiarti & Hanoum, 2019) . This special condition requires

parents to carry out different parenting patterns from other normal children. Parents are required to seek more information and knowledge about the specific condition of their child. So, they can provide the best and most appropriate parenting according to their child's special needs.

Based on data from the Central Statistics Agency (BPS), the number of children with special needs (ABK) in Indonesia reached 1.6 million children in 2017. In 2021, there will be 110 cases of violence against children with special needs out of a total of 1,355 cases of children diagnosed with special needs reported to KPPA (www.tempo.co.id). In the range of 2014 to 2017, there were also several cases of violence against children with special needs

The problem of violence against children with special needs by parents shows that there is a problem in the communication process and the relationship between parents and children. Parents with special needs may be embarrassed because their children have disabilities. Another problem is that the family's financial condition is disrupted due to the large number of costs that must be incurred to treat children with special needs, such as the need to find a therapist, special schools, and others. These things become a stress and psychological burden for parents (Asmarani & Sugiasih, 2019). On the other hand, parents have a responsibility to be able to nurture and educate these children to become independent individuals and adapt themselves during their environment. So that the condition of the psychological well-being of parents who have children with special needs is an important issue to pay attention to, if psychological well-being is in good condition, parents can properly care for and educate children with special needs.

Psychological well-being is a dynamic concept that includes subjective, social and psychological dimensions and behaviors related to well-being (Ryff & Keyes, 1995). Several studies have shown low levels of mental health, physical health, and quality of life in parents, especially mothers who have children with special needs. Mothers who have children with physical disorders (cerebral palsy) and mental disorders experience higher levels of stress (Murisal & Hasanah, 2017). This may be because mothers often feel judged by their surroundings and no one understands their position. This causes a feeling of isolation from the world that makes the mother feel lonely and miserable. The same study also suggests that mothers' stress levels are higher due to a greater role in extra care and other work required by children with special needs. (Hidayati, 2011).

Psychological well-being is defined as a condition in which individuals have a positive attitude towards themselves and others, can make their own decisions and regulate their own behavior, can create and regulate an environment that suits their needs, have clear life goals, and make life more meaningful while continuing to strive. to explore and develop themselves (Ryff & Keyes, 1995).

Humans have two positive functions to improve their psychological well-being. The first function is about the individual's ability to distinguish between positive and negative things. People who value things more positively will have happiness. The second function is to emphasize life satisfaction as the main key to well-being (Ryff & Keyes, 1995).

Individuals with good psychological well-being are those who experience life satisfaction far more frequently and experience less unpleasant emotions, such as anger and sadness (Dewi, 2012). Psychological well-being has several influential factors (Yudiati & Rahayu, 2021), such as a) social support, b) socio-economic status, c). social network, and d). individual personality. Wood et al (2009) define that Psychological well-being can be associated with gratitude. Gratitude represents a classic positive personality trait, is an indicator of a worldview, and is oriented towards paying attention to and appreciating the

positive things in life. Gratitude is a psychological aspect that has emotional and interpersonal advantages. This is because feelings of gratitude can cause positive emotions such as inner peace, more comfortable interpersonal relationships, and happiness.

Gratitude is identified in three components, namely a) a warm sense of appreciation for someone or something, including feelings of love and affection, b) gratitude as a moral emotion that can move a person to pay attention to others or support supportive social bonds, c) good feelings/good intentions. Good intentions are also called moral motives, namely gratitude or gratitude, which encourages someone to act reciprocally towards others who help them directly (Yudiati & Rahayu, 2021).

Other research states that psychological well-being can be influenced by conditions of social support from the surrounding environment (Ryff & Singer, 2008) in (Amalia & Rahmatika, 2020). Social support is a person's perception of the support provided by others in his social network (such as family and friends) that helps increase his ability to withstand adverse influences. (Malecki & Demaray, 2003 dalam Hidayati, 2011).

According to (Hallahan et al., 2020) social support can include emotional support, information, or assistive materials provided. This social support is informal and can come from extended family, religious/spiritual groups, friends, neighbors, and other social groups.

Parents who help each other and get help from other family members make them able to cope with the stress of raising children with special needs (Hidayati, 2011). Hallahan et al. (2020) also stated that children with needs could benefit greatly from the social support provided by others. The availability of social support for those in crisis will generally improve psychological well-being and the quality of family life. Social support provided to parents with children with special needs can improve the psychological well-being of themselves and their families (Nainggolan & Hidajat, 2013), and parents can help their children's lives develop into healthy and socially productive adults (Berns, 2007 in Hidayati, 2011). Based on many theoretical studies and previous research, this study aims to determine the role of aspects of gratitude and social support in shaping the psychological well-being profile of parents with special needs.

METHOD

Research Design

The researcher applies a quantitative approach to find the existence of effects between variables. The design of this study aims to find out the role of gratitude and support in forming a model of psychological well-being. This study uses multiple linear regression analysis techniques, which measure the relationship between the dependent variable and two or more independent variables.

Population and Sampling

The population used in this study were parents who sent their children to SLB 'Aisyiyah Porong and SLB 'Aisyiyah Tulangan, totaling 92 people. The sample in this study amounted to 54 people. The sampling technique used in this study is cluster random sampling because the population members come from two different groups.

Research Instrument

The data was collected in the form of a psychological scale, one type of measuring instrument that uses written requirements to obtain information from respondents. The

Likert model scale was used to obtain empirical data on gratitude, social support, and psychological well-being. The three scales were adopted from a measuring instrument compiled according to the theory of psychological well-being, gratitude, and social support.

Psychological Well-Being Scale

Researchers used a measuring instrument adopted from the theory of psychological well-being (Ryff & Keyes, 1995). There are six aspects in psychological well-being, namely a) autonomy, b) environmental mastery, c) personal growth, d) positive relations with others, e) purpose in life, f) self-acceptance. This scale contains 18 valid items and has a reliability score of $\alpha = 0.548$ which indicates that the reliability of the psychological well-being scale is quite adequate.

Gratitude Scale

The scale was adopted from research by (Anjani, 2020) which is based on Al-Fauzan's gratitude theory. Aspects that make up gratitude are a) gratitude with the heart, b) gratitude verbally, and c) gratitude with the body or deed. This scale has a reliability score showing Cronbach's Alpha score of 0.838 consisting of 28 valid items.

Social Support Scale

The social support scale used in this study was adopted from a measuring instrument based on the Medical Outcome Study (MOS) Social Support theory (Sherbourne & Stewart, 1991). Five aspects make up this scale, namely a) emotional/informative support, b) real support, c) effective support, d) positive social interaction, e) overall social support. This scale consists of 19 valid items. This measuring instrument has a reliability score of $\alpha = 0.918$ which indicates that the reliability of the scale is high.

Research Procedure

Before filling out the psychological scale, respondents were informed about the purpose of this study and asked to fill it out honestly, according to the respondents self. In addition, the researcher also ensures the confidentiality of the information provided by the respondents and is required to fill in their identity completely.

Data Analysis Technique

The data were analyzed using multiple linear regression techniques with the help of JASP 0.16. The purpose of using this technique is to test the role of gratitude and social support with welfare in parents who have children who attend special schools to fulfill the assumption test before testing the hypothesis..

RESULT AND DISCUSSION

Correlation Analysis

Table 1. Pearson's Correlations

Variable	PWB Gratitude for Social Support		
1. PWB	Pearson's r	—	
	p-value	—	
2. Gratitude	Pearson's r	0.350	—
	p-value	0.009	—
3. Social support	Pearson's r	0.340	0.298 —
	p-value	0.012	0.029 —

The results of Pearson's Correlations in table 1 show that there is a positive relationship between gratitude and psychological well-being (PWB) ($r_{xy} = 0.350$; sig. $0.009 < 0.05$). In addition, there is also a positive relationship between social support and PWB ($r_{xy} = 0.340$; sig. $0.012 < 0.05$). The correlation results show that the correlation between gratitude and psychological well-being is higher than the correlation between social support and psychological well-being.

Regression Analysis

Table 2. ANOVA

Model		Sum of Squares	df	Mean Square	F	p
H ₁	Regression	158.768	2	79.384	5.731	0.006
	Residual	706.436	51	13.852		
	Total	865.204	53			

Note. The intercept model is omitted, as no meaningful information can be shown.

Table 2 shows that the hypothesis that gratitude and social support can affect psychological well-being is accepted simultaneously ($F = 5.731$; sig. $0.006 < 0.05$).

Effect Size

The effect size of the two variables (gratitude and social support) on psychological well-being is 18.4%, and the rest is influenced by other variables as stated in table 3.

Table 3. Model Summary - PWB

Model	R	R ²	Adjusted R ²	RMSE	R ² Change	F Change	df1	df2	p
H ₀	0.000	0.000	0.000	4.040	0.000		0	53	
H ₁	0.428	0.184	0.151	3.722	0.184	5.731	2	51	0.006

Descriptive Analysis

Table 4 shows that the mean of PWB among parents with children with special needs girls is lower than parents with children with special needs boys. Likewise, the average gratitude for parents with children with special needs boys is higher than parents with children with special needs girls. However, in contrast to social support, parents who have female children with special needs receive higher social support than parents who have male children with special needs.

Table 4. Descriptive Statistics

		Valid	Missing	Mean	Std. Deviation	Minimum	Maximum
PWB	L	31	0	53.581	4.448	43.000	66.000
PWB	P	23	0	53.565	3.514	47.000	59.000
Gratitude	L	31	0	40.065	3.732	32.000	46.000
Gratitude	P	23	0	39.000	2.860	34.000	46.000
Social Support	L	31	0	71.484	13.596	39.000	95.000
Social Support	P	23	0	74.043	13.306	51.000	94.000

DISCUSSION

This study examines the role of gratitude and social support in shaping a model of psychological well-being for parents of children with special needs who attend special schools. The study results indicate that gratitude and social support simultaneously affect psychological well-being, which means that parents of students with special needs feel able to be grateful for their circumstances. They also receive high social support to have a good psychological well-being condition. When they have children with special needs, parents are more prone to psychological stress than parents with normal children (asmarani & Sugiasih, 2019).

Social support also determines the attitude of parents of children with special needs in solving problems. Positive social support will provide energy and confidence in parents of children with special needs to be able to try harder to deal with life problems (Retnaningsih & Dini, 2013). Subsequent research by Siu and Philips in (Budiarti & Hanoum, 2019) shows that family support with psychological well-being has a positive relationship. Other research from (Nainggolan & Hidajat, 2013) mentioned that social support for families experiencing a crisis could improve psychological well-being and the quality of family life. This all supports the results of this study which states that social support also has a positive role of ($r_{xy} = 0.340$; sig. $0.012 < 0.05$). On the formation of a model of the psychological well-being of parents with children with special needs.

Previous research has stated that social support can also come from friends and family, and indeed has the most optimal contribution in providing social support to family members (Wijayanti et al., 2020). This means that there is a perception of social support that comes from significant others that can shape aspects of the psychological well-being of parents who have children with special needs. The availability of social support will also make individuals feel loved, cared for, valued, and part of the group. Social support received by individuals at the right time can motivate them to live their lives because they feel cared for, supported, and recognized for their existence. (Desiningrum, 2015).

The results of this study indicate that there is a positive correlation of $r_{xy} = 0.350$; sig. $0.009 < 0.05$) between gratitude and psychological well-being. This statement is in line with research (Valikhani et al., 2019) which states that gratitude is a mediator of stress and mental health and can affect the quality of life. Other research (Wood et al., 2010) also stated that gratitude is related to psychological well-being. In recent years, a large amount of evidence has emerged as well as based on clinical interventions, showing that gratitude is strongly associated with all aspects of psychological well-being and strength (McCullough et al., (2002) in Wood et al., 2010). This relationship proves that gratitude is an important predictor of psychological well-being.

Gratitude is also related to happiness, the fulfillment of all needs and passions of life. Still, gratitude also has a negative relationship with depression and envy, meaning that

when a person's gratitude is high, the level of depression and envy in the individual is lower. (Lin & Yeh, 2014). Other research suggests that gratitude significantly affects the quality of life, poor mental health, and perceived stress. These results are consistent with previous studies showing that gratitude positively correlates with the quality of life (Eaton et al., 2014).

This study also displays the regression analysis results, which state that gratitude and social support together can affect the psychological well-being of parents with special needs children. This is in line with previous research from (Setiawan & Budiningsih, 2014) which showed the level of psychological well-being or psychological well-being is influenced by socio-economic factors, spirituality, past experiences, and social support.

Based on the magnitude of the effect of the two variables, gratitude and social support on psychological well-being are 18.4%. This means that these two variables influence 18.4% on psychological well-being. These results match with research by (Lin & Yeh, 2014) which stated that a person's psychological well-being can be influenced through two mechanisms, namely social support and an active coping style (coping stress). Other studies have also shown that the individual's ability to cope with stress and the family support that the individual gets, affects the psychological well-being of an individual who has a child with special needs (Budiarti & Hanoum, 2019).

CONCLUSION

The study results show a positive relationship between gratitude and psychological well-being ($r_{xy} = 0.350$; sig. $0.009 < 0.05$). In addition, there is a positive relationship between social support and psychological well-being ($r_{xy} = 0.340$; sig. $0.012 < 0.05$). Based on these results, it can be concluded that there is a role of gratitude and social support in shaping the profile of psychological well-being of parents who have children with special needs. In addition, there are results of the magnitude of the effect of the two variables, which show that the variables of gratitude and social support together can affect the psychological well-being of parents with children with special needs, with an effective coefficient of 18.4%. This figure shows that other variables can affect psychological well-being, namely coping with stress and family support.

REFERENCES

- Amalia, A., & Rahmatika, R. (2020). Peran Dukungan Sosial bagi Kesejahteraan Psikologis Family Caregiver Orang dengan Skizofrenia (ODS) Rawat Jalan. *Jurnal Ilmu Keluarga Dan Konsumen*, 13(3), 228–238. <https://doi.org/10.24156/jikk.2020.13.3.228>
- Anjani, W. (2020). Hubungan Antara Rasa Syukur Dengan Kesejahteraan Psikologis Pada Mahasiswa yang Kuliah Sambil Bekerja Part-Time. *Anfusina: Journal Of Psychology*, 3(2), 1–47. <https://doi.org/DOI://dx.doi.org/10.24042/ajp.v3i2.10418>
- Asmarani, F. F., & Sugiasih, I. (2019). *Kesejahteraan Psikologis pada Ibu yang Memiliki Anak Tunagrahita Ditinjau dari Rasa Syukur dan Dukungan Sosial Suami*. 1(September), 45–58.
- Budiarti, E., & Hanoum, M. (2019). Koping stres dan dukungan keluarga terhadap kesejahteraan psikologis orang tua yang memiliki anak berkebutuhan khusus. *SOUL: Jurnal Ilmiah Psikologi*, 11(1), 44–61. <http://jurnal.unismabekasi.ac.id/index.php/soul/article/view/2158>
- Desiningrum, D. R. (2015). Kesejahteraan Psikologis Lansia Janda/Duda Ditinjau dari Persepsi Terhadap Dukungan Sosial dan Gender. *Jurnal Psikologi Undip*, 13(2),

- 102–106. <https://doi.org/10.14710/jpu.13.2.102-201>
- Dewi, K. S. (2012). Buku ajar kesehatan mental. In *UPT UNDIP Press Semarang* (1st ed.). UPT UNDIP Press Semarang.
http://eprints.undip.ac.id/38840/1/KESEHATAN_MENTAL.pdf
- Eaton, R. J., Bradley, G., & Morrissey, S. (2014). Positive Predispositions, Quality of Life and Chronic Illness. *Psychology, Health and Medicine*, 19(4), 473–489.
<https://doi.org/10.1080/13548506.2013.824593>
- Hallahan, D. P., Pullen, P. C., Kauffman, J. M., & Badar, J. (2020). Exceptional Learners. *Oxford Research Encyclopedia of Education, February*.
<https://doi.org/10.1093/acrefore/9780190264093.013.926>
- Hidayati, N. (2011). Dukungan sosial bagi keluarga anak berkebutuhan khusus. *Insan*, 13(01), 12–20.
- Lin, C. C., & Yeh, Y. C. (2014). How Gratitude Influences Well-Being: A Structural Equation Modeling Approach. *Social Indicators Research*, 118(1), 205–217.
<https://doi.org/10.1007/s11205-013-0424-6>
- Mccullough, B. M. E., Ph, D., Emmons, R. a, & Tsang, J. (2002). The Gratitude Questionnaire-Six Item Form (GQ-6). *Journal of Personality*, 2001, 6–6.
- Murisal, & Hasanah, T. (2017). Hubungan Bersyukur dengan Kesejahteraan Subjektif pada Orang Tua yang Memiliki Anak Tunagrahita di SLB Negeri 2 Kota Padang. *Konseli : Jurnal Bimbingan Dan Konseling*, 04(2), 81–88.
- Nainggolan, N. J., & Hidajat, L. L. (2013). Profil Kepribadian Dan Psychological Well-Being Caregiver Skizofenia. *Jurnal Soul*, 6(1), 21–42.
<https://doi.org/https://doi.org/10.19184/nlj.v3i1.6908>
- Retnaningsih, D., & Dini, I. K. (2013). Analisa Dukungan Keluarga Dengan Beban Orangtua Dalam Merawat Anak Penyandang Cacat Tingkat SD di SLB Negeri Semarang. *Ejournal Politeknik Tegal*, 1(1), 98–105.
- Ryff, C. D., & Keyes, C. L. M. (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology*, 69(4), 719–727.
<https://doi.org/10.1037/0022-3514.69.4.719>
- Setiawan, H., & Budiningsih, T. E. (2014). Psychological Well-Being Pada Guru Honorer Sekolah Dasar di Kecamatan Wonotunggal Kabupaten Batang. *Educational Psychology Journal*, 3(1), 8–14.
- Valikhani, A., Ahmadnia, F., Karimi, A., & Mills, P. J. (2019). The relationship between dispositional gratitude and quality of life: The mediating role of perceived stress and mental health. *Personality and Individual Differences*, 141(April 2018), 40–46.
<https://doi.org/10.1016/j.paid.2018.12.014>
- Wijayanti, R., Sunarti, S., & Krisnatuti, D. (2020). Peran Dukungan Sosial dan Interaksi Ibu-Anak dalam Meningkatkan Kesejahteraan Subjektif Remaja pada Keluarga Orang Tua Bekerja. *Jurnal Ilmu Keluarga Dan Konsumen*, 13(2), 125–136.
<https://doi.org/10.24156/jikk.2020.13.2.125>
- Wood, A. M., Froh, J. J., & Geraghty, A. W. A. (2010). Gratitude and well-being: A review and theoretical integration. *Clinical Psychology Review*, 30(7), 890–905.
<https://doi.org/10.1016/j.cpr.2010.03.005>
- Yudiati, E. A., & Rahayu, E. (2021). *Kesejahteraan psikologis pada orangtua anak berkebutuhan khusus ditinjau dari kebersyukuran dan tingkat resiliensi*.

About the Author

Nurfi Laili is currently a lecturer in the psychology study program at Universitas Muhammadiyah Sidoarjo. She completed a bachelor's degree in psychology and a master's degree at Airlangga University, Surabaya. The focus of her studies and research is the field of educational psychology and children with special needs.

Zaki Nur Fahmawati is currently a lecturer in the psychology study program at Universitas Muhammadiyah Sidoarjo. She completed her bachelor's degree in psychology at the University of Muhammadiyah Malang and a master's degree in psychology at Airlangga University, Surabaya. The focus of the study and research is the field of adolescent and adult clinical psychology.

Widyastuti is currently a lecturer in the psychology study program at Universitas Muhammadiyah Sidoarjo. She completed her bachelor's degree in psychology at Diponegoro University, Semarang, and a master's degree in psychology at Airlangga University, Surabaya. The focus of the study and research is the field of child clinical psychology.

Ghozali Rusyid Affandi is currently a lecturer in the psychology study program at Muhammadiyah University of Sidoarjo. He completed his bachelor's degree in psychology at the Merdeka University Malang and a master's degree in science at Universitas Gadjah Mada, Jogjakarta. The focus of the study and research studies is in the fields of statistics, research methodology and educational psychology.