

The relationship between parental acceptance and socialization ability among children with special needs grades 1-6 at of state Special School B, Sumedang Regency, 2025

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ABSTRACT

Background: Children with special needs have difficulties in communicating influenced by the lack of parental acceptance, with the development of social skills children with special needs are better due to the support from the environment, especially parents who can accept the presence of children with special needs will try to pay attention to the growth and development of children such as giving attention, meeting needs and sending children to school.

Objectives: This study aims to determine the relationship between parental acceptance and the socialization ability of children with special needs grades 1-6 SDLB in SLBN-B Sumedang, Sumedang Regency in 2025.

Methods: This study uses descriptive quantitative with a cross-sectional design. The number of samples was 38 students taken using the total sampling technique.

Results: The results showed that out of 38 (100) children with special needs, children with special needs who had parental acceptance did not receive 11 people (28.9%), and children with special needs who had parental acceptance received 27 people (71.1%). Children with special needs who have social skills are good at 22 people (57.9%), children with special needs who have enough social skills are 6 people (15.8%), and children with special needs who have social skills are less than 10 people (26.3%). The results of the Chi-Square statistical test showed a p-value = 0.001 (<0.05) which means that the research has a relationship between parental acceptance and the ability to socialize children with special needs.

Conclusions: It is hoped that nurses can play an active role in collaborating with teachers, parents and counselors in developing school programs that aim to improve the social skills of children with special needs.

KEYWORD: acceptance; children with special needs of school age; socialization skills.

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INTRODUCTION

The United Nations International Children's Emergency Fund (2023), the prevalence of children with special needs (ABK) is estimated to be around 93 million children. Data in Indonesia based on the Coordinating Ministry for Human Development and Culture of the Republic of Indonesia in 2023, states that the number of people with special needs in Indonesia reached 22.97 million people or around 8.5% of the total population of Indonesia (1). Estimates by the United Nations (UN), in Indonesia there are around 42.8 million children in the age range of 5-18 years indicating that there are 330,764 (2). The Ministry of Education and Culture (2025) recorded that students with special needs in West Java province reached 36,402 people and 1,432 of them were in Sumedang District.

Children with special needs are children who need special treatment because there are mental, physical, emotional, or cognitive disorders related to the development and existence of disorders in children (2). Stated that many children are born with special needs caused by abnormalities that occur when the child is still in the womb. These abnormalities can be caused by several factors including genetic or hereditary factors, lack of nutritional intake needed by the mother during pregnancy, and bleeding experienced by the mother (3). The Impact Statement, socialization is foundational for

children with special needs to achieve personal independence and adaptive behaviors. However, pervasive social barriers often restrict their access to meaningful interactions with peers, families, and educators, thereby jeopardizing their emotional and skill development (4). Because adaptive capability is built directly through everyday interpersonal engagements, understanding the impact of social support systems (parents, teachers, and peers) on overcoming these social barriers is essential for promoting the self-reliance of children with special needs (3).

Many children are born with special needs due to abnormalities that occur when the child is still in the womb. These disorders can be caused by several factors including genetic or hereditary factors, lack of nutritional intake needed by the mother during pregnancy, and bleeding experienced by the mother (5). States that parents are the oldest or the oldest people, but in general, society understands parents as the figures who give birth to us, namely mothers and fathers (6). While existing research widely documents the psychological burden and stress experienced by parents of children with special needs, there is a distinct gap regarding how internal parental acceptance directly influences the child's socialization competence. Grounded in Rohner's Parental Acceptance-Rejection Theory and Bronfenbrenner's Ecological Systems Framework, parental acceptance serves as

the primary microsystemic driver for a child's social development (7). Recognizing children as unique individuals with distinct emotional rights enables parents to transition from passive caretakers to active social facilitators. Thus, examining this specific relationship is critical to developing targeted psychoeducational interventions for families in special primary education settings. Their children as unique selves so that parents can maintain their child's uniqueness indefinitely in order to be able to become a healthy person, recognizing the needs of children to distinguish and separate themselves from parents and loving individuals who are independent and love children Unconditional. Based on interviews with three SDLB teachers responsible for Grade 1 Autism, Grade 1 Intellectual Disability, and Grade 3 Autism classes, several factors were identified as influencing the socialization ability of children with special needs. These factors include limited parental acceptance, peer influences, and the surrounding social environment. According to the teachers, these challenges are most commonly observed among students in Grades 1–6 (aged 7–12 years), as they are in the early stages of formal schooling and are still developing their social adaptation and interpersonal interaction skills. Seeing the importance of social skills and the lack of socialization skills experienced by many children with special needs, and the negative impact of the lack of socializing

skills, the author is interested in conducting research on the relationship between parental acceptance and socialization skills which the author pours.

MATERIALS AND METHODS

This research is a quantitative research. The research design used in this study is quantitative research. The design of this study uses a cross sectional design. This study uses a cross sectional approach with the aim of finding the existence of a relationship between parental acceptance and the ability to socialize children with special needs (8).

The study population comprised all children with special needs enrolled in Grades 1–6 at State Special School B Sumedang during the 2025 academic year, with a total of 38 students. The research sample amounted to 38 people taken by total sampling technique, which means that the entire population became a research sample that met the inclusion criteria, namely parents (fathers or mothers) who are recorded as parents of active SDLB students in Grades 1-6 at at SLBN-B Sumedang, willing to be respondents, and have good communication. At the data collection stage on May 18-25, 2025, the researcher conducted a study on the socialization ability of 38 students with the help of teachers in grades 1-6 at SDLB using observation sheets to visit 20 classes accompanied by 20 teachers, there the researcher made observations on ABK

accompanied by a teacher, one teacher became an educator of one specificity with several classes.

The researcher conducted this study for seven days every day the researcher was present at school to observe the socialization ability of students accompanied by teachers to observe and discuss it took about 10 minutes for each educator, namely teachers, there are three specialties, namely the disabled, the visually impaired, and the deaf. The obstacles to conducting this socialization ability research are that children in general have differences from children in general in terms of physical, mental, and social aspects, as well as their learning methods have different ways of processing information and interacting with the environment. Some children do not participate in classroom learning, but get an individualized learning program that is tailored to their needs specifically designed to meet the unique needs of each child so that in data collection more time is needed to approach until the right time to observe the children (9).

On June 4, the researcher conducted a study on the acceptance of parents of 38 ABK parents in the hall room of SLBN-B Sumedang. At the time of the implementation of the research, 31 respondents were present, the first series of events was opened by the principal and then handed over to the researcher to introduce himself first and inform the

respondents about the purpose or objectives of the research and the benefits that will be obtained by the respondents. Then the researcher provides a statement of willingness to be a respondent (*informed consent*).

After the respondents are willing, the respondents fill out a questionnaire about parental acceptance. Finally, collect data on the results of filling out the questionnaire and also the closing. Obstacles to conducting the research on the acceptance of the respondent's parents were not present, all of the 38 respondents who attended the study as many as 31 respondents, after knowing that the respondents had not met the researcher to request data from SLBN-B Sumedang students containing the names of the students, addresses, parents, and phone numbers. After the data was obtained, the researcher conducted a *home visit* of 7 respondents by asking for help filling out a parental acceptance questionnaire.

RESULTS AND DISCUSSION

Uni-variate analysis

Univariate analysis was used to describe each variable studied in the study to see a picture of independent variables (parental acceptance) and a picture of dependent variables (ABK's social ability) which were presented descriptively in the form of a frequency distribution table using a statistical program which can be seen in **Table 1** and **Table 2** below. Based on **Table**

1 of all respondents, more than half of the parents of children with special needs grades 1-6 SDLB in SLBN-B Sumedang have a parental acceptance with category received 27 respondents (71.1%).

Based on **Table 2**, The ability of children with special needs to interact with their parents and others is measured using a questionnaire based on indicators proposed which include cooperation, social

Table 1. Distribution of frequency of admission of parents of children with special needs grades 1-6 SDLB in SLBN-B Sumedang, Sumedang Regency in 2025 (n=38)

Parental Acceptance	Frequency	Percentage (%)
Not Accepted	11	28.9
Accepted	27	71.1
Sum	38	100.0

Source: Primary Data, 2025

Table 2. Distribution of the frequency of social ability of children with special needs grades 1-6 SDLB in SLBN-B Sumedang, Sumedang Regency in 2025 (n=38)

ABK's Socializing Ability	Frequency	Percentage (%)
Less	10	26.3
Enough	6	15.8
Good	22	57.9
Sum	38	100.0

Source: Primary Data, 2025

interaction, and communication. The assessment is carried out by scoring the questionnaire results and categorizing them into three levels.

A score of 12–15 ($\geq 80\%$) is classified as good, a score of 9–11 (60%–79%) is classified as enough, and a score of 5–8 ($< 60\%$) is classified as less. children with special needs grades 1-6 at SDLB at SLBN-

B Sumedang have the ability to socialize ABK with a good category as many as 22 respondents (57.9%).

Bivariate Analysis

The statistical test used was chi-square with a computerized system with a significant *p value* of > 0.05 , the results are shown in **Table 3**.

Table 3. Cross-tabulation of parental acceptance of social ability of grades 1-6 at SDLB ABK in SLBN-B Sumedang, Sumedang Regency in 2025 (n=38)

		ABK's Socializing Ability						Sum		P Value
		Less		Enough		Good				
		f	%	f	%	f	%	f	%	
Parental	Not Accepted	10	26.%	1	2.6%	0	0%	11	28.9%	0,001
Acceptance	Receive	0	0%	5	13.2%	22	57.9%	27	71.1%	
Total		10	26.3%	6	15.8%	22	57.9%	38	100%	

Source: Primary Data, 2025

Based on **Table 3**, it is known that less than 10 respondents (26.3%) have less social skills. with the acceptance of parents with the category of not accepting and more than half of the respondents (57.9%) have the ability to socialize with ABK both with the acceptance of parents with the receiving category.

The results of the statistical test with *Chi Square* are known that the magnitude of the *p value* is 0.001. Based on a *p value* of $0.001 < \alpha$ (0.05), H_a was accepted and H_o was rejected. This shows that there is a relationship between parental acceptance and the ability to socialize the 1-6 SDLB crew at SLBN-B Sumedang, Sumedang Regency in 2025. There are some limitations regarding the population in this study. First, the sample size is relatively small, which limits the generalizability. Second, the participants were drawn from a single institution, meaning the results may not reflect the broader population in different settings.

Frequency Distribution of Parental Acceptance of Children with Special Needs (Grades 1-6 at) at SLBN-B Sumedang, 2025 (n=38)

The univariate analysis reveals that a significant majority of parents (71.1%, n=27) demonstrate high parental acceptance toward their children with special needs at SLBN-B Sumedang. This high prevalence aligns with empirical observations , who similarly reported high acceptance rates

(70.6%) among caregivers of neurodivergent children. However, our findings contrast sharply, who observed low acceptance levels (11.86%) in a comparable cohort. This discrepancy across studies highlights that parental acceptance is not a static psychological trait, but rather a dynamic outcome heavily modulated by contextual, social, and economic determinants. Psychologically, internal acceptance is driven by parental knowledge regarding the child's developmental prognosis, functional family support systems, marital harmony, the presence of supportive siblings, and household socioeconomic stability. When these protective factors are present, parents are better equipped to transition from chronic grief or denial toward unconditional warmth, affection, and active advocacy (10).

Conversely, low parental acceptance often reflects the profound impact of external societal stigma. Negative social reactions—such as ridicule, avoidance, or systemic discrimination against children with physical or cognitive disabilities—can amplify parental shame and internalized stigma. In severe cases, this maladaptive coping mechanism leads parents to ostracize, conceal, or emotionally reject their children to shield the family from public scrutiny. When interpreting this univariate profile, certain methodological constraints must be considered. First, parental acceptance was measured via self-report instruments, which are inherently vulnerable

to social desirability bias (where parents may overreport positive attitudes due to societal expectations of parental care). Second, potential confounding variables—such as the severity of the child's disability, the duration of enrollment in special education (SDLB), and the availability of community-based support services—were not controlled in this baseline measure, yet they exert a strong influence on a parent's capacity for emotional resilience (11).

These findings underscore that institutional care at SDLB must extend beyond child-centered instruction to include targeted family-centered psychoeducation. For the minority of parents demonstrating low or partial acceptance (28.9%), clinical nurses and educators should implement early psychological screening and peer-support counseling. Strengthening the family's internal acceptance mechanism is a vital prerequisite for fostering a supportive home environment conducive to long-term social integration.

Frequency Distribution of Socialization Abilities among Children with Special Needs (Grades 1-6 at) at SLBN-B Sumedang, 2025 (n=38)

From the results of the study, it is known that of the 38 respondents, most of them experienced the ability to socialize with the sufficient category of 1 respondent (2.6%) and the insufficient category of 10 respondents (26.3%). This research is in

line with the research which stated that adolescents have less social skills than 18 respondents (22.8%) (12). Lack of socialization ability is defined as children with special needs who have less ability to socialize. This study is not in line with the research of which stated that children with special needs have good socialization skills as many as 26 respondents (61.9%) (13). The social ability of ABK experienced by ABK is known from the respondents' score in answering the questionnaire in accordance with predetermined criteria and based on what ABK does. Safarino, the ability to socialize is influenced by factors of knowledge, skills, values, norms, customs, social support, and one of them is parental acceptance (14).

Correlation between Parental Acceptance and Socialization Abilities of Children with Special Needs (Grades 1-6 at) and SLBN-B Sumedang, 2025 (n=38)

Based on the results of the study, the results were obtained that less than 10 respondents (26.3%) had less social skills, less with parental acceptance with the category of not accepting parents and more than half of the 22 respondents (57.9%) had the ability to socialize with ABK, both with parental acceptance with the receiving category. Based on the explanation of the table above, it raises the perception that the more accepting parents have the ABK parents, the less the social ability of ABK owned by ABK. On the other hand,

accepting the acceptance of parents owned by ABK parents causes better social skills of ABK owned by ABK. Socializing skills, Safarino (in addition to parental acceptance, there are several factors that can affect the ability to socialize. Social support is interaction with the environment that produces help in the form of information, emotional attention, assessment, and real help called social support '(15). This support has a positive effect on the recipient, both emotionally and behaviorally, and helps them cope with problem. Seeing the condition of children who need more emotional support than normal children (16). Children with special needs receive good support from their parents or the surrounding environment, children can develop better according to their abilities. The attitudes of parents, family, peers, schoolmates, and the community in general have a great influence on the formation of children's self-concept of special needs (17).

The results of the statistical test with *Chi Square* found that the magnitude of the *p value* was 0.001. Based on a *p value* of $0.001 < \alpha$ (0.05), H_a was accepted and H_o was rejected. This shows that there is a relationship between parental acceptance and the ability to socialize the 1-6 SDLB crew at SLBN-B Sumedang, Sumedang Regency in 2025. And in line with research which states that there is a relationship between the task of family development phase IV and the ability to socialize children

with special needs (ABK) in Special Schools (SLb) Malang City with a *p value* of < 0.05 (18).

CONCLUSION AND RECOMMENDATION

The present study aimed to examine the relationship between parental acceptance and the socialization ability of children with special needs in Grades 1–6 at SLBN-B Sumedang in 2025. The findings revealed that most parents demonstrated a high level of acceptance toward their children's condition (71.1%, $n = 27$), while over half of the children exhibited good socialization abilities (57.9%, $n = 22$). Chi-square analysis confirmed a statistically significant association between parental acceptance and children's socialization ability ($p = 0.001$, $\alpha < 0.05$), indicating that greater parental acceptance is associated with better socialization outcomes. These findings highlight the importance of unconditional parental acceptance in fostering an emotionally supportive environment that promotes children's social development and social participation.

Based on these findings, several practical implications are recommended. FIKes UNSAP is encouraged to strengthen family-centered care and parental acceptance concepts within pediatric nursing education and to implement psychoeducational programs that help parents reduce stigma and improve supportive parenting practices (19). SLBN-B Sumedang is advised to establish regular

Parent Support Groups (PSGs) facilitated by nurses and counselors, while expanding inclusive extracurricular activities and peer-mentoring programs to enhance students' social interaction skills. Future studies should employ longitudinal or multicenter designs with larger samples and control for potential confounding factors, including disability severity, peer support, family functioning, and socioeconomic status, to provide stronger evidence regarding the long-term influence of parental acceptance on children's social (20).

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