

# LEARNING PROCESS OF PARENTS WITH CHILDREN OF ATTENTION DEFICIT AND HYPERACTIVITY DISORDER (ADHD) IN RECEPTION

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## ABSTRACT

Ideally, every parent wants a child who is physically and psychologically healthy. However, the reality on the ground shows that there are children who are born or grow up in abnormal conditions and require special attention. Attention deficit hyperactivity disorder (ADHD) is a developmental disorder that is related to a person's neurology. Out of school education is a realm of education that intersects with several elements, one of which is parents. Thus, this research refers to the learning process of parents with children with attention deficit hyperactivity disorder (GPPH) in self-acceptance and learning. The research that will be carried out uses qualitative research methods with a case study approach and aims to describe the social problems faced, the learning process in acceptance, and learning resources for parents in the @temanadhd parent community. Based on the research that has been conducted, it can be seen that parents experience social problems related to their children's conditions. Parents overcome this problem by joining and learning in the @temanadhd community which acts as a forum for facilitating parents' learning. The learning processes and resources used by parents are information from various sources, training and seminars on parenting and self-acceptanc.

**Keywords:** Family Education, Parental Learning, ADHD.

## INTRODUCTION

The development process in human life is organized into several stages, which include physical, emotional and social development, one of which is parents. Parents as the closest family members to children have a big role and responsibility in the child's growth and development process, especially parents who have children with special needs. This is because parents need to teach special abilities and skills needed for their children's future lives. Ideally, every parent wants. healthy childphysically and psychologically. However, the reality on the ground shows that there are children who are born or grow up in abnormal conditions and require special attention. Apart from that, the services and attention needed do not only come from medical facilities, but also require attention given by parents and the surrounding environment. Parents are required to be able to accept whatever the child's situation is. However, the conditions in the acceptance process are not as easy as imagined because there are learning processes involved.

Many parents do finally chose to close himself off from his social environment regarding the child's condition. This is because there are fear of rejection from the surrounding environment, especially ordinary people who are not familiar with children with special needs. One of them is a child with special needs who falls into the type of attention deficit hyperactivity disorder. Out-of-school education or non-formal education is a realm of education that intersects with several elements, one of which is parents. Out-of-school education does not only focus on parents educating their children, but also on how parents learn in an effort to educate, raise and care for their children. The learning process in question is also more aimed at the learning process for an individual. Based on several reasons obtained from data in the field, researchers have conducted research on the learning process of parents with children with attention deficit hyperactivity disorder (ADPD) in self-acceptance and learning. This research aims to describe the social problems faced by parents, the learning process of parents in accepting children, as well as the learning resources used by parents with children with attention deficit hyperactivity disorder (ADPD)

## **METHOD**

This research will use qualitative research methods with a case study approach. This research will be carried out in the parent community @temanadhd which is one of the communities that accommodates the community, especially parents who have children with attention deficit hyperactivity disorder (GPPH) in sharing information about ADHD and can play an active role and make a positive contribution to optimizing the potential of ADHD individuals in collaboration with families, schools, communities and the government through research, education and training. The purpose of this research is to describe the social problems faced, the learning process in acceptance, and the learning resources of parents with children with attention disorders attention and hyperactivity (GPPH) in the @temanadhd parent community. The data collection techniques used were observation, interviews and documentation studies.

The primary data source in this research is informants who are parents children with ADHD and are members of the parent community @temanadhd. Apart from that, observable events related to this research problem will also be used as primary data sources. Meanwhile, secondary data sources in this research process can be obtained through journals, books, as well as existing images and documents. The data analysis techniques used were those developed by Miles and Huberman, including data reduction, data presentation, and drawing conclusions. The data that has been collected will be checked for validity using source triangulation and techniques

## **RESULTS AND DISCUSSION**

### **Social Problems of Parents with Attention Deficit and Hyperactivity Disorder (GPPH) Children**

Problem or problem is not a foreign term in everyday life. Every human being has their own problems. Problems themselves are often referred to as problematic, which is defined as a gap between expectations and reality which exists. A problem can also be interpreted as something that causes debate and thus requires a solution to achieve the desired goal, so that there is no gap between expectations and reality. The level of knowledge and understanding

of parents regarding children's developmental conditions greatly influences parents' readiness to face the existing reality. This lack of knowledge and understanding will also give rise to new problems that parents will face. It is not uncommon for many parents to feel burdened by their child's condition which requires special attention.

These social problems include the relationship between parents and children, relationships parents and family, to relationships with society around. Apart from that, in this study the informants also experienced social isolation and disruption in family relationships, both internal and external. Some of the social impacts faced by parents of ADHD/GPPH children are related to society's view of children and parents. This view will later increase parental stress and hinder the process of parents' self-acceptance of their child's condition. In line with the opinion expressed by Moen (2016) who stated that one of the things that influences the social function of the family is the characteristics of the parents, which include the well-being, psychological pressure and behavior of children. Meanwhile, regarding views or stigma society towards parents of children with adhd/gpph is also well conveyed in the literature stated by Lebowitz (2013) that the views or stigma of the surrounding environment towards children and parents can increase the impact of stress experienced by parents and the increasing burden of caregiving (Mofokeng & van der Wath, 2017).

Data in the field also shows that parents of children with special needs, more specifically children with attention deficit hyperactivity disorder, experience other social problems in the form of difficulties in choosing, determining and obtaining education according to the child's abilities and condition. Apart from that, parents also experience difficulties in building interactions with other people or the surrounding environment. Difficulty in the face of uncertainty about children's future, stigma and negative views of society which often consider children with special needs with adhd/gpph as individuals who are useless and need help throughout life, thus leading to a negative sense of awareness towards children, to the reduction of parents' self-confidence due to facing Children's limited abilities are some of the social problems experienced by parents (Maisarah et al., 2018).

### **The process of parents learning to accept their children and accept themselves**

Parental self-acceptance is one of the stages that parents must face first before accepting their child's condition. In an effort to accept themselves, parents have gone through various problems that occur both from the environment, their partners and themselves. Because at the beginning of a child's life, the family, especially parents, will first experience rejection of the child's presence and condition. This is because parents have never experienced this situation, whether from the environment, close relatives or family. So parents need quite a long time to accept themselves, their children, and learn to be the parents their children need.

There are several stages that go through parents of children with special needs in accepting themselves and their children's conditions, such as the data and information obtained in this research. These stages include: (1) The rejection or denial stage, where parents still don't believe in them What happened to cause an attitude of rejection of the child's condition?; (2) Anger or anger, this feeling occurs because of the rejection given by the parents when knowing the child's condition; (3) Negotiating the current conditions, at this stage parents try to find out a way out until hope emerges to change the child's condition; (4) Depression, where in this case the parents will feel sad and hopeless about the condition child; (5) Acceptance or acceptance, this stage is where the parents have accepted and are aware of the

child's condition. This acceptance is not only a sincere feeling, but also a feeling aware and willing to learn and survive to face life.

The initial stage that parents face is rejection. In accordance with exposure to the data that has been obtained, this initial stage requires different amounts of time for each person. This is in accordance with the level of understanding and awareness of parents about attention deficit hyperactivity disorder (Sesa & Yarni, 2022). The results of the analysis of the data obtained found that parents who already understand and are aware of their child's condition require a shorter reception time. The next stage is anger or anger, where in this stage parents will vent their emotions towards other things, such as withdrawing from the social environment so that there will be pressure in carrying out daily life. The anger that arises as a result of rejection often leads to venting against various parties, including children, partners, other people, and even oneself. After going through these two stages, parents will also experience conditions of bargaining, depression, and acceptance.

### **Learning Resources for Parents with Children with Attention Deficit Disorder and Hyperactivity (ADPH)**

Learning is a term that will continue to be carried out by every human being, whether children, teenagers, or even the elderly, because the process will occur throughout life. Parents are required to continue learning in order to adapt to all the changes that will occur. To achieve this learning process, parents need learning resources. Learning resources are anything that acts as tools and materials and is used in the learning process. In the learning process, parents of children with ADHD utilize various sources to obtain related information and understand child's condition. Based on this research, parents use information obtained from various sources such as books, articles, magazines and social media. One of the social media that is currently popular with many people is Instagram. There is a community that focuses on children with special needs, namely attention deficit hyperactivity disorder. This community is the @temanadhd parent community which is a forum for covering parents' concerns in obtaining more information about their child's condition. The community can be used as a valuable learning resource for parents. Because with a community, parents can learn from each other by sharing experiences with other parents.

Apart from studying from the experience of other parents, this community also provides various kinds of learning resources that can be utilized by community members. Some of the learning resources provided by @temanadhd are in the form of useful activities, such as workshops, training, seminars, parent and teacher meetings, sharing sessions, webinars, and focus group discussions. In this way, parents with children with attention deficit hyperactivity disorder will continue to learn by utilizing the available learning resources. Obtaining information and understanding will also be deeper regarding the child's condition. Apart from that, by obtaining and utilizing all kinds of learning resources, parents will also be able to carry out their role well and will have an influence on the child's growth and development.

### **CONCLUSION**

Based on the entire description above, it can be concluded that social problems will be experienced by every human being, especially parents who have children with special

needs. These problems include parents who experience difficulty in building social relationships with the people around them. Apart from that, there are deep difficulties relationship with children, partners and families are also often experienced by parents. However, in overcoming these problems parents will learn to realize, understand, overcome and accept the situation that occurs. The length of the process of self-acceptance and the child's condition will be passed by parents according to the level of awareness and understanding of the parents themselves. Parents who have extensive awareness, understanding and experience will more easily accept their child's condition. On the other hand, parents with low awareness, understanding and experience will find it more difficult to accept. The parents' learning process in accepting this situation is assisted by the support of the surrounding environment and supportive learning resources. The parents in this study are members of a community that provides facilities in the form of learning resources. Some of the learning resources provided are activities that involve parents, such as sharing sessions and so on

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