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* Corresponding Author

THE INFLUENCE OF FAMILY COMMUNICATION PATTERNS ON THE INDEPENDENCE OF CHILDREN WITH DISABILITIES

Budi Suprpto¹, Juli Astutik², Zaenal Abidin³, Haryanto⁴

^{1,2,3} University of Muhammadiyah Malang, Indonesia

⁴ University of Sydney, Australia

Email: astutik@umm.ac.id, budisuprpto@umm.ac.id, zenn_2112@umm.ac.id,
hary0956@uni.sydney.edu.au

Abstract. This study aims to explore three key aspects: 1) family communication patterns with children with disabilities, 2) the level of independence of children with disabilities, and 3) the relationship between family communication patterns and the level of independence of children with disabilities in Ngawonggo Village, Tajinan District, Malang City. Every child, including those with disabilities, has the right to a decent life. The family is crucial for a child's growth and development, making the family's communication patterns significantly influential. Parents generally aspire for their children to develop well, and children with disabilities require special parental attention. The study employed a quantitative approach, targeting parents of children with disabilities through purposive sampling. Data collection involved questionnaires and interviews. Data analysis utilized product-moment correlation tests (r test) with a significance level of 0.05 to examine the relationship between family communication patterns and the independence of children with disabilities. Regression analysis was also conducted to predict changes in the independence of children based on communication patterns. Results indicated that: 1) family communication patterns with children with disabilities are mixed and flexible, adjusting to specific situations and conditions, 2) the level of independence of these children is 81.60%, and 3) there is a significant correlation (r count 0.816 > r tab 0.708) between family communication patterns and children's independence. The regression analysis suggested that improved communication patterns could enhance children's independence from an average of 74.916 to 87.1909. The study recommends that parents adopt a conversation model of family communication, recognizing the child's existence and providing opportunities for them to express and discuss their opinions and desires to foster greater independence.

Keywords: Family communication patterns, independence, children with disabilities.

Abstrak. Penelitian ini bertujuan untuk mengeksplorasi tiga aspek utama: 1) pola komunikasi keluarga dengan anak-anak penyandang disabilitas, 2) tingkat kemandirian anak-anak penyandang disabilitas, dan 3) hubungan antara pola komunikasi keluarga dengan tingkat kemandirian anak-anak penyandang disabilitas di Desa Ngawonggo, Kecamatan Tajinan, Kota Malang. Setiap anak, termasuk penyandang disabilitas, memiliki hak untuk hidup layak. Keluarga sangat penting untuk pertumbuhan dan perkembangan anak, sehingga pola komunikasi keluarga sangat berpengaruh. Orang tua umumnya ingin anak-anak mereka berkembang dengan baik, dan anak-anak penyandang disabilitas memerlukan perhatian khusus dari orang tua. Penelitian ini menggunakan pendekatan kuantitatif, menargetkan orang tua dari anak-anak penyandang disabilitas melalui sampel purposif. Pengumpulan data dilakukan dengan kuesioner dan wawancara. Analisis data menggunakan uji korelasi produk momen (uji r) dengan tingkat signifikansi 0,05 untuk menguji hubungan antara pola komunikasi keluarga dengan kemandirian anak-anak penyandang disabilitas. Analisis regresi juga dilakukan untuk memprediksi perubahan kemandirian anak berdasarkan pola komunikasi. Hasil penelitian menunjukkan bahwa: 1) pola komunikasi keluarga dengan anak-anak penyandang disabilitas bersifat campuran dan fleksibel, menyesuaikan dengan situasi dan kondisi tertentu, 2) tingkat kemandirian anak-anak penyandang disabilitas mencapai 81,60%, dan 3) terdapat korelasi signifikan (r hitung 0,816 > r tabel 0,708) antara pola komunikasi keluarga dengan kemandirian anak. Analisis regresi menunjukkan bahwa peningkatan pola komunikasi dapat meningkatkan kemandirian anak dari rata-rata 74,916 menjadi 87,1909. Penelitian ini merekomendasikan agar orang tua menerapkan model komunikasi keluarga berbasis percakapan, yang mengakui keberadaan anak dan memberikan kesempatan bagi mereka untuk mengekspresikan dan mendiskusikan pendapat serta keinginan mereka untuk meningkatkan kemandirian.

Kata Kunci: Pola komunikasi keluarga, independensi, anak dengan disabilitas.



INTRODUCTION

The public view of the existence of people with disabilities is often discriminatory. In addition, in Indonesia, the government's attention to citizens with disabilities is very inadequate. There is already a regulation, namely Law Number 8 of 2016, which obliges the state to meet the rights and needs of people with disabilities, but at the implementation stage, it is still far from its goals. This condition can be seen from the availability of public facilities intended explicitly for those available in public spaces, public transportation, and public service institutions, both organized by private and government parties, very rarely or even none. Even at the level of the most basic need, namely the right to education services by the state, it also needs to be improved. Even for the provision of Identity Cards (KTP), the East Java Regional Government can only reach 71% of the total of 69,299 citizens with disabilities who are registered and have rights (Raharjo, 2022).

The same happens to the availability of educational and self-development facilities and infrastructure for people with disabilities. Schools are available for children with special needs, but the number needs to be improved and is concentrated only in urban areas. For children with disabilities in rural areas, the availability of formal schooling for them is almost non-existent. For example, Afifah and Hadi (2018) have conducted research in East Java. The study found that in this province, local governments have not been able to fulfil the right of people with disabilities to obtain adequate education. This situation is challenging for parents who want to provide sufficient education for their children, especially those from low-income families living in villages. However, education is a fundamental right for all citizens.

Seeing the conditions described above, parents who have children with disabilities inevitably become the focus and key to success in the process of learning, empowerment and self-development of children so that they become independent individuals without questioning government involvement. It is undeniable that people with disabilities require special efforts, processes and methods in their education, learning, and self-development because they are children who have special needs and have a low level of independence.

Through a unique pattern of parenting within the family, it can be the first foundation for forming individuals who are independent and capable of developing their potential.

In addition to external problems, as mentioned above, there is another problem that is internal to the family, namely the existence of children with disabilities often felt as embarrassing and troublesome, even by parents themselves. Parents often feel burdened socially, culturally, economically, and psychologically. Frequently, people with disabilities experience rejection. To accept their existence, parents must undergo a process that is not easy and often time-consuming. Frequently, parents experience a stage of rejection, anger, bargaining, and depression, and as time goes by, the new parents can accept the reality that what their son bears is inevitable. Not only does it stop with accepting the situation, but parents are also obliged to guide them to grow and develop into independent individuals like other children. The process of guiding them is also full of struggles (Normasari, 2020).

To be free from these burdens, parents must be fully aware of their right to accept them sincerely and continue to strive to guide, educate, and empower the less capable child so that the person concerned has complete independence and pride. Every parent must yearn for their children to grow and develop into independent, superior individuals with the hope that their children will be able to compete amid social realities that are often unfriendly. Therefore, it is crucial to study the application of parental communication patterns by parents that impact the independence of children with disabilities.

Ngawonggo Village, Tajinan District, Malang Regency, is one of the villages named by the Regent of Malang as a village in the category of "disability friendly". The title held by the village shows that the community members in the village care and provide space for people with disabilities to participate and carry out their daily lives without fear and shame (Astutik & Suprpto, 2022).

The family, the smallest unit first and foremost known to children, is the central pillar of realizing children's independence to realize the welfare of children with disabilities. The

parental and communication patterns applied by both parents are essential to research.

Problem Statement

Based on this background, the formulation of the problem in this study is: 1) What is the family communication pattern applied by parents with children with disabilities in Ngawonggo Village, Tajinan District, Malang Regency? 2) What is the level of independence of children with disabilities in Ngawonggo Village, Tajinan District, Malang Regency? 3) Do family communication patterns influence the independence of children with disabilities in Ngawonggo Village, Tajinan District, Malang Regency?

Research Hypothesis

Ho: There is no influence between family communication patterns and the level of independence of children with disabilities.

H1: There is an influence between family communication patterns on the level of independence of children with disabilities.

Previous research

Many studies have been conducted related to the parenting style of parents and children with disabilities. Yanuar et al. (2019) examined interpersonal communication between single mothers and children with disabilities. This study produced a description of these communication activities and the obstacles experienced. Furthermore, Rahmatunnisa et al. (2020) researched children's independence with Down syndrome at eight years old. The researchers found that these children could achieve independence according to the conditions they experienced.

Moreover, Thaibah et al. (2020) researched the application of parenting to children with special needs. The research findings stated that parents apply parenting styles in different ways, according to the obstacles and potential of children. However, according to the researchers, some parents need to be right when applying parenting. Additionally, Caesaria et al. (2019), through their research, obtained an overview of the parenting style used by parents to mentally disabled children at RSUD Dr Soetomo, namely the permissive pattern of 55% (11 people), the

authoritarian form of 30% (6 people), and the authoritative form 15% (3 people). Sunarty (2016) also found a significant relationship between parenting and child independence, especially authoritative and positive parenting.

Previous research has mainly been based on the concept of parenting or family. These studies mean that the emphasis is more on parenting behaviour than the family communication pattern theory (FCPT). Indeed, it can be said that family communication patterns are part of parenting, but theoretically and as the object of study, there are significant differences. Similarly, previous research has not explained concrete indicators of children's independence. The research findings on the independence of children with disabilities are still general and abstract. These results happened because previous researchers did not use indicators of independence of children with disabilities in a structured and measurable manner. Additionally, studies that measure the relationship between family communication patterns and the independence of children with disabilities are still scarce.

Before explaining the relationship between family communication patterns and the level of independence of children with disabilities, the following will be described first of the basic concepts used as the framework of this study, namely 1) the concept of parenting, 2) family communication patterns and 3) child independence. The differences, similarities, and relations between the three concepts above can be understood through this description.

Family communication and parenting patterns

The family is the smallest unit in society, the first and the main one known to the child. Therefore, as a piece of paper, a newborn child is like a clean white paper without stains. In the development and life course of the child, both parents (father and mother) have the most dominant influence. Another family member holds the second role. In this development, the family functions as an agent of value socialization. Through the family, children learn about religious values, morals, manners, and how to get along and interact with the environment. The result of the socialization process is greatly influenced by

the parenting patterns that parents or families apply to their children.

Parenting patterns are forms, ways, or models of parenting given to children in the process of instilling an understanding of various things aimed at shaping the personality, attitudes, and behaviour of children, which are by the standards of social, cultural, and environmental values prevailing in society. When implementing this parenting style, the first and primary role is of the parents. According to Awaru (2021), there are two forms of parenting, namely, direct and indirect. Direct parenting is a model or way that parents directly organize, direct, guide, educate, and control children so that children can be independent and develop themselves. In the social context, they can also behave according to the standards of values prevailing in society. Meanwhile, indirect parenting is the attitude, behaviour, and habits of parents shown in front of children during daily interactions (Awaru, 2021). Darling and Steinberg said these parents' attitudes, behaviours, and habits are real examples or role models that children will perceive and will be a reference for children's attitudes and behaviours in the future (Bi et al., 2018).

According to Darling and Steinberg (Bi et al., 2018) and Morin (2020), there are four styles or patterns of parenting for children, among others: a) Authoritative parenting patterns are characterized by responsiveness and high demands. Authoritative parents provide support, warmth, clear rules, and consistent discipline; b) Authoritarian parenting patterns are characterized by low response but high demands. Parents with this style use hostile control or harsh punishment to gain obedience arbitrarily but rarely give explanations or allow verbal exchange (dialogue); c) The indulgent parenting patterns are characterized by low demand, but they prefer to obey the child's wishes. This type is characterized by parents who like to pamper and meet the needs or needs of children but do not establish proper discipline, show behavioural control, or demand mature behaviour; d) Neglectful parenting patterns are characterized by low responses and demands from parents to children. Amy Morin, a child behaviourist, calls it an uninvolved parenting style. This type of parent tends to pay less attention to the household affairs and the

upbringing of their children. Negligent parenting centres on parents who rarely engage in parenting practices and are indifferent to the child's physical and spiritual growth and development. They do not provide emotional warmth, including not setting specific rules for the good of their children.

The pattern of parenting in the family must be distinct from the pattern of family communication practised between parents and children to carry out parenting. In this case, each type of parenting pattern will take the form of communication applied between parents toward children. In other words, to find out what kind of parenting pattern parents use, it can be known from the pattern (way, form, style) of communication applied when parenting. Suppose this communication pattern occurs in the family, where parents and children are the main participants. In that case, such a communication pattern is an inseparable part of the parenting pattern. Family communication and parenting patterns are like two sides of the same coin. Communication patterns in family focuses on the relationship and interaction between parents and children. This interactive relationship aims to obtain agreement (mutual understanding) between parents and children about an issue (Assya'bani et al., 2022; communication pattern, see Pramono et al., 2017).

In the broadest sense, Galvin et al. (2016) define a family as a network of people who share a life over a long period and who are bound by the bonds of marriage, blood, law, or commitment, legal or not. Each person who is a family member considers himself part of the family; they share a significant history and anticipate a shared future. These experts affirm that through proper parenting, every child learns and socializes about various things related to the reality of past, present, and future lives. There is not only a solid emotional bond between family members but also roles, functions, rights, and obligations.

According to Awaru (2021), there are eight functions of the family, namely the function of religion, the function of socialization and education, the function of economy, the function of environmental development, the function of reproduction, the function of affection, and the function of socio-culture. If these functions are performed correctly, they will also positively

impact the sustainability of society's social system. Structurally and morally, parents are the first and foremost responsible for this. This responsibility manifests itself in providing the best care so children can develop biologically, mentally, emotionally, spiritually, and socially.

Based on the understanding and family function above, the family communication pattern is a relationship of interpersonal interaction usually done by parents and children in everyday life, using verbal and non-verbal statements. They bond emotionally as family members, share in joys and sorrows, motivate and give hope, and strengthen each other's existence, both as family members and community members. In family communication activities, the role of parents is to carry out: 1) socialization and internalization of values, norms, customs, and various realities of life that prevail in society; 2) shaping the child's personality and independence; 3) guiding and preparing provisions for the child's future. From the child's side, consciously or not, when socialization in the family occurs, they undergo a process of learning and internalization, where the parents are a source of knowledge and patrons. These learning outcomes will benefit children entering a more comprehensive community life with more complex issues.

The realization of the function of the family takes place through the teaching and learning process that involves parents and children in parenting practices. This process takes place in everyday life in the inter-fabric of face-to-face communication. Because these communication events are lived in daily life and repeated in such a way, they will eventually form a specific pattern, referred to as the family communication pattern. Thus, a practical link exists between family functioning, parenting, and communication.

McLeod and O'Keefe Jr. introduced the family communication patterns theory in 1972. Initially, they developed the family model as a communication environment that influenced children's responses to mass media coverage. These two researchers found two models of family communication patterns related to reactions to issues published by the media, namely 1) socially oriented family communication patterns and 2) concept-oriented family communication patterns. In the

first pattern, children are more susceptible to being influenced by outside news, especially if the news source is what they trust. In the second pattern, children prefer to express their opinions openly, even actively debating the news they receive. These theorists begin with general questions about how the family communication environment influences the development of the child's perception of reality and, at the societal level, how this family communication contributes to the child's socialization (Ritchie & Fitzpatrick, 1990).

Furthermore, Ritchie and Fitzpatrick (1990) modified and reconceptualized the McLeod and O'Keefe Jr. family communication pattern theory so that it not only measures response to messages from communication media but tends to focus on interpersonal communication between parents and children and other forms of interpersonal relationships. According to them, the family communication environment is a set of norms that regulate the exchange of messages and the purpose of communication, whether it is informational or relational. Informational patterns are family environments that encourage children to develop and express their opinions and ideas autonomously related to the information they receive. These are the characteristics of interaction in concept-oriented families. The relational pattern is a family environment that emphasizes that children prefer to conform to the authority or desire of parents in response to the information they receive. This situation is an indicator of a socially oriented family.

Ritchie and Fitzpatrick's work resulted in a revision of research instruments related to family communication, later called the Revised Family Communication Pattern Instrument (RFCPI). The research they conducted using the instrument resulted in two patterns of family communication, namely 1) conversation orientation patterns (conversation-orientation), namely a family environment that gives flexibility to children and other family members to express ideas, opinions, proposals, and even argue with parents related to the issues discussed; 2) conformity orientation pattern (conformity-orientation), That is, a family environment that tends to demand that children

can adjust to the wishes and opinions of parents (Ritchie & Fitzpatrick, 1990; Graham, 2009).

Family communication patterns and independence of children with disabilities

Every parent must desire healthy children, both physically and spiritually. However, not all children are born and grow under normal circumstances. Some of them have physical and psychological limitations that they have experienced since the beginning of their development. Children who have these limitations are often referred to as children with special needs, abbreviated as ABK, namely children who significantly experience physical, mental-intellectual, social, and emotional disorders or disorders. With this condition, the process of growth and development also experiences disruption (Faradina, 2016; Setiawati & Nai'mah, 2020). Because of this situation, they also need special treatment, services, and parenting patterns.

In general, children with disabilities are very dependent on others, especially parents and relatives or closest people. Therefore, through the correct family communication pattern, which is the most essential part of parenting patterns, parents are expected to be able to form and develop self-independence in children. Independence is a mental state acquired accumulatively through the learning process experienced by a person since childhood. Therefore, children must be taught and trained to be independent as early as possible. In simple terms, child independence is when children can think, behave and take action to meet their own needs without entirely depending on others. The independence of children with disabilities is the ability of children to take care of themselves in everyday life without much dependence on the people around them. Activities carried out from sleep to sleep are known as Activities of Daily Living or ADL (Sa'diyah, 2017; Sudrajat & Rosida, 2013). Hence, independence contains three aspects: 1) cognitive aspects, namely the ability to think, understand and argue; 2) affective aspects, namely the ability to determine attitudes and manage emotions; and 3) the conative aspect, namely the ability to make decisions to act.

Independence is a mental attitude acquired cumulatively during development. In this case, independence results from a learning process from childhood to adulthood. In this process, the pattern of parental behaviour given by parents and other family members dramatically determines the level of independence of a child. This understanding was proven by Sukiroh (2016), who states that there is a significant relationship between the parenting style of people and the level of independence of children aged 4-5 years, where parenting practices are communication practices between parents and children. Thus, family communication patterns, as the most essential part of parenting patterns, significantly influence children's level of independence. According to Hurlock, the purpose of family communication is to form patterns, attitudes, and behaviours of children that affect the development of children's independence (Bahfiarti et al., 2022). Even the dynamics and harmony of a family can be measured by the frequency and intensity of interpersonal communication between family members.

METHOD

Approaches and types of research

This study uses quantitative research that examines the causal relationship of family communication patterns with the level of independence of children with disabilities. The leading theory used to approach the research problem is the Family Communication Theory (Ritchie & Fitzpatrick, 1990; Koerner & Anne, 2002). The concept of self-development in developing the independence of children with special needs, based on the book *Self-Development Education for Children with Special Needs*, is used to capture the level of independence of children with disabilities (Sudrajat & Rosida, 2013).

Research location

This research was conducted in Ngawonggo Village, Tajinan District, Malang Regency. This village was chosen as the research location considering that 1) Ngawonggo Village was awarded as a "Disability Friendly Village"; 2) in the village community, there are 32 families with children with disabilities who live together and in family care; 3) based on the survey

results, it is known that children with disabilities live reasonably with society in general. Currently, an effort is underway to realize the people of Ngawonggo Village as an "inclusive community". This effort was carried out by forming the "Paguyuban Bintang Harapan Tajinan", which later won an award as a "Disability Friendly Village."

Research respondents

As mentioned above, in Ngawonggo village, there are 32 families with children with disabilities with an age range of 2 - 28 years. Of these, all were used as research respondents. In other words, the determination of respondents uses a total sampling technique.

Data collection and analysis techniques

Data collection techniques are carried out using the main instruments of questionnaires and documentation. Interviews are used as supporting instruments if the data obtained through questionnaires require further clarity. Two types of questionnaires are used, namely 1) questionnaires to collect data related to family communication patterns applied by parents to children with disabilities. This questionnaire was prepared by adapting The Revised Family Communication Pattern Instrument (Parent & Child versions), including scoring instructions (Koerner & Fitzpatrick, 2002); 2) questionnaires used for data on the level of independence of children with disabilities, prepared by adapting self-development instruments for the independence of children with special needs. Documentation techniques are used to collect data on the demographic, geographical, and social conditions of the people at the research site (Sudrajat & Rosida, 2013).

The data in this study is ordinal data based on the Linkert scale with a score range of 1 to 5. The collected data are then coded to be obtained with Excel and SPSS applications. Excel is used to compile frequency tabulations as a basis for descriptive analysis. The results of the descriptive analysis are intended to answer research questions 1) about the application of family communication patterns and 2) about the level of independence of children with disabilities. Data analysis is followed by a regression analysis using SPSS. The results of this analysis are intended to answer research

question 3, namely the influence of family communication patterns on the level of independence of children with disabilities.

RESULT AND DISCUSSION

Research location

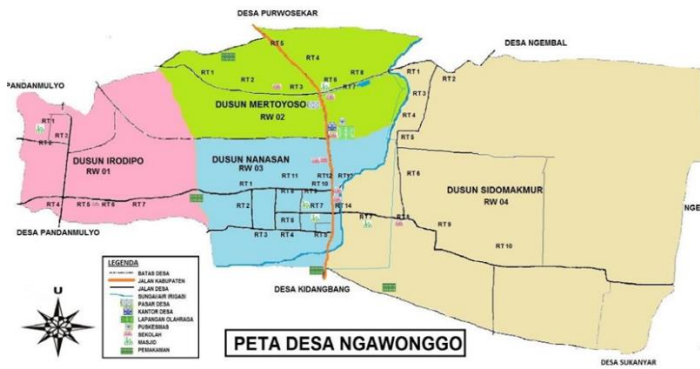
This research was conducted in Ngawonggo Village, Tajinan District, Malang Regency. East Java Province, Indonesia. According to data from the site, Ngawonggo Village has an area of 375,628 Ha. The existing land area is divided into several designations that can be grouped, such as public facilities (for offices 0.136 Ha, schools 0.284 Ha, Sports Infrastructure 0.600 Ha and for public cemeteries 0.638 Ha), Land area for settlements 3.596 Ha. Agricultural land area of 126,645 ha, plantations (fields and moors covering an area of 182,313 Ha), economic activities and others,

Based on the monograph at the Ngawonggo Village Government office, the population of this village is 4. 137 people, consisting of 2,060 men and 2,077 women, who are members of 1,211 families (heads of families). Most of the people of Ngawonggo Village are Muslims, with 49 religious facilities spread throughout each village or RW area.

Ngawonggo Village is located north of the Tajinan District's capital with an average altitude of 700-800 asl. Administratively, this village is directly adjacent to the Ngembal village area, Wajak District to the east; to the west, it is limited to Pandanmulyo Village, Tajinan District; on the south side it is bordered by Kidangbang Village, Wajak District, and to the north it meets the boundary of Purwosekar Village, Tajinan District. The distance from Ngawonggo Village to the capital of Tajinan subdistrict is about 4 km with a travel time of about 15 minutes, while the distance to the capital city of Malang Regency is about 20 km, which can be reached in about 40 minutes by motorcycle.

Most of the residents of Ngawonggo Village make a living as vegetable farmers, whose results are marketed to vegetable markets in the Malang Raya area (Batu City, Malang City, and Malang Regency) and other regions outside Malang.

Figure 1: Map of Ngawonggo Village, Tajinan District, Malang Regency



Source: Ngawonggo Village Profile Document, 2022

Ngawonggo Village is divided into four neighbourhoods or 4 RWs (Rukun Warga) and 39 RTs (Rukun Tetangga), with the number of Heads of Families (Kepala Keluarga) as many as 317.

Table 1: Number of Neighbourhoods (RT, RW, and KK)

No	Neighbourhood	Number	
		RT	KK
1.	RW 01 Irodipo	7	122
2.	RW 02 Mertoyoso	8	316
3.	RW 03 Nanasan	14	402
4.	RW 04 Sidomakmur	10	371
Total		39	1.211

Source: Village Document Data in 2023

The highest number of RTs and families is in Nanasan, while the lowest is in Irodipo. While the average number of households from 39 RTs is 31 households. If the average value is used to measure the level of population density, then the population density in Ngawonggo Village is included in the medium category.

Identity of the respondent

Respondents in this study were parents of children with disabilities. Thus, the unit of analysis of this study is the family, which in this case can be represented by the mother or father. Based on the data collection results, there are 32 families with children with disabilities. The identity of respondents was identified based on gender, age, education level, occupation of parents with children with disabilities, as well as the type of disability experienced by their children. The details of the respondents' identities can be found in Table 2 below.

Table 2: Respondents Identify

No	Sex	Age	Education	Occupation	Types of Disabilities
1	M	43	Bachelor	Teacher	Autism
2	F	58	Primary School	Housewife	Intellectual disability
3	F	59	Bachelor	Teacher	Physical impairment
4	F	48	Primary School	Labourer	Down syndrome
5	M	55	Bachelor	Civil Servant	Physical impairment
6	F	32	High School	Housewife	Intellectual disability
7	F	40	Bachelor	Housewife	Physical impairment
8	F	43	High School	Housewife	Mental Health
9	F	50	Primary School	Housewife	Cerebral Palsy (CP)
10	F	26	High School	Housewife	Autism
11	F	45	High School	Housewife	Autism
12	F	38	High School	Housewife	Intellectual disability
13	M	43	Bachelor	Teacher	Autism
14	F	58	Primary School	Housewife	Intellectual disability
15	F	59	Bachelor	Teacher	Physical impairment
16	F	48	Primary School	Labourer	Down syndrome
17	M	55	Bachelor	Civil Servant	Physical impairment
18	M	55	Bachelor	Civil Servant	Physical impairment
19	F	32	High School	Housewife	Intellectual disability
20	F	40	Bachelor	Housewife	Physical impairment
21	F	43	High School	Housewife	Mental Health
22	F	50	Primary School	Housewife	Cerebral Palsy (CP)
23	F	38	High School	Housewife	Intellectual disability
24	M	43	Bachelor	Teacher	Autism
25	F	58	Primary School	Housewife	Intellectual disability
26	F	59	Bachelor	Teacher	Physical impairment
27	F	48	Primary School	Labourer	Down syndrome
28	M	55	Bachelor	Civil Servant	Physical impairment
29	M	43	Bachelor	Teacher	Autism
30	F	58	Primary School	Housewife	Intellectual disability
31	F	59	Bachelor	Teacher	Physical impairment
32	F	48	Primary School	Labourer	Down syndrome

Source: Paguyuban Bintang Harapan Tajinan

Family communication patterns between parents and children with disabilities

According to Koerner & Fitzpatrick (2002), there are two types of family communication patterns: 1) conversation patterns, in which parents provide opportunities for their children to express their opinions and attitudes related to various issues or problems they face; children can discuss their problems with parents, and may disagree with parents; 2) conformity pattern, which is the opposite of the first, in which parents do not or lack freedom to their children to express their attitudes and opinions, for fear of disagreement with parents. Therefore, children try to adjust to their parents to avoid conflicts in the family or for parents to feel happy.

From the explanation above, it can be said that family communication patterns applied in a family can be measured by how much parents provide opportunities for their children to express opinions and attitudes towards various issues in front of parents, even though these opinions and attitudes are different from what parents believe. Based on this measure, it is then

poured into 15 questions to be answered by respondents, with an answer score range of 1 to 5 as the measurement scale model from Linkert. The number of answer scores from each respondent was then put into five intervals in the category of application of family communication patterns, where parents who 1) do not give freedom, 2) lack freedom, 3) give enough freedom, 4) give freedom; and 5) give their children great freedom to express their opinions, attitudes, and discuss problems faced by children with parents.

Table 3: Application of Family Communication Pattern

Class Interval	Frequency	%	Average
50-55	6	19%	65
56-60	7	22%	
61-65	5	16%	
66-70	5	16%	
71-75	9	28%	
Total	32	100%	

Source: Family Communication Pattern-Questionnaire number 1 - 15

Find out how the application pattern of family communication prevails in the families of respondents of this study, which can be illustrated in Table 3. Out of the 32 respondents, 10 (31%) admitted that they did not allow their children to express their opinions or desires, and 9 (nine) people (28%) gave their children enough opportunities to have an opinion. While respondents were happy if children dared to discuss their views with parents, only 6 (six) people (19%) and 3 (three) people (9%) supported freedom of expression for their children. However, there are often differences and debates between children and parents.

Furthermore, based on the average score obtained (63), respondents in the category often give children the freedom to express opinions and discuss them with parents. From this, respondents who apply family communication patterns tend to take a middle ground between conversational communication patterns and adjustments.

Level of independence of children with disabilities

The independence of children referred to here is the ability of children with disabilities to take care of themselves and their needs in daily life, from waking up to sleeping again. Twenty

(20) questions were submitted to respondents to determine the level of independence. The data from their answers are presented in Table 4. Questions are prepared based on indicators of independence of children with disabilities, which broadly include the following (Sudrajat & Rosida, 2013): 1) Take a bath, put on makeup, and recognize commonly used equipment; 2) Eat by themselves and recognize commonly used utensils; 3) Set bedtime, rest, and play; 4) Interact with others, understand other people's statements, and convey wishes; and 5) Care for others, for example, by helping parents.

Table 4: The Level of Independence of Children with Disabilities

Class Interval	Frequency	%	Rata-rata
60-65	6	19%	74
66-70	6	19%	
71-75	6	19%	
76-80	7	22%	
81-85	7	22%	
Total	32	100%	

Source: Questionnaire on the independence of children with disabilities number 1-20

The collected answer scores are then arranged into five category intervals based on the Linkert scale, namely: 1) not independent, 2) lack of independence, 3) moderately independent, 4) independent, and 5) very independent. Table 4 explains that in the view of parents, the level of independence of their children with disabilities is included in the category of quite independent and independent, namely 20 people (65%) and 8 (eight) people (25%), respectively, from 32 respondents. However, when viewed from the average value of 55, according to the parents' confession, the level of independence of children with disabilities is included in the category of quite independent.

The influence of family communication patterns and the level of independence of children with disabilities

The research hypothesis to be tested is "There is no influence (H0), or there is an influence (H1) of family communication pattern variables on the variable level of independence of children with disabilities". Here, hypothesis testing is carried out in two stages, namely the Pearson correlation test and the linear regression test, with a probability level of 0.05.

The first stage, Pearson correlation analysis, aims to determine whether the relationship between the two variables is positive or negative. The results of Pearson's analysis are presented in Table 5 below:

Table 5: Correlation between family communication patterns and Independence of Children with Disabilities.

Correlations			
		Family communication pattern	Independence of children with disabilities
Family communication pattern	Pearson Correlation	1	.816**
	Sig. (2-tailed)		.000
	N	32	32
Independence of children	Pearson Correlation	.816**	1
	Sig. (2-tailed)	.000	
	N	32	32

** . Correlation is significant at the 0.01 level (2-tailed).

Table 5 above shows that the two research variables are positively related at a significant value of 0.00. While the value of the correlation coefficient obtained is 0.816 and has a positive sign, it is in the interval range of $0.70 < r \leq 0.90$, which means that the relationship is in the high or strong category (Misbahuddin & Hasan, 2013). This data contains the understanding that if parents tend to apply conversational communication patterns (conversation), then it will be followed by an increase in children's independence. Conversely, when parents use a form of communication adjustment (conformity), the child also tends to be less or not independent.

The second stage is a linear regression test to determine the influence of family communication patterns on the level of independence of children with disabilities. This analysis begins with a "t" test to determine the influence of variable family communication patterns that partially (independently) affect the level of independence of children with disabilities. The results of the partial test calculation can be explained as follows:

Table 6: Partial Test (T-test)

		Coefficients ^a			t	Sig.
Model		Unstandardized Coefficients	Standardized Coefficients	Beta		
		B	Std. Error			
1	(Constant)	21.250	6.889		3.084	.004
	Family communication pattern	.814	.105	.816	7.738	.000

^a Dependent Variable: Independence of children

Based on Table 6, the variable family communication pattern partially affects the level of independence of children with disabilities. It was proven by the significant levels obtained

were $0.00 < 0.05$ and $t \text{ count } 7.738 > 1,697$ as the price of criticism t Table, and the influence is positive.

Furthermore, the F test was carried out, which was directed to determine the role of family communication pattern variables simultaneously in influencing the existence of variable levels of independence in children with disabilities. The results of analysis F are contained in Table 7 as shown below: Simultaneous test (F), below:

Table 7: F test Analysis

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1258.334	1	1258.334	59.869	.000 ^b
	Residual	630.541	30	21.018		
	Total	1888.875	31			

a. Dependent Variable: Independence of children
b. Predictor: (Constant) Family communication pattern

Through the F test, information was obtained that the variable communication pattern simultaneously significantly influenced the level of independence of children with disabilities, with a significance value of $0.00 < 0.05$ and F count far beyond the F value of the Table ($59.869 > 4.16$). The meaning is that if the variable family communication pattern is varied with other independent variables, then together, it still has a significant influence on the independence of children with disabilities.

The results of the previous three tests confirmed a positive relationship between family communication patterns (variable X) and the independence of children with disabilities (variable Y). There is a partial and simultaneous influence, so the last stage is a linear regression test to determine the magnitude of the impact. The results of the regression analysis are in Table 8 below.

Table 8: The amount of influence of family communication patterns on independence of children

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.816 ^a	.666	.655	4.585	

^a Predictors: (Constant), Family communication pattern

The magnitude of the influence of variable X on variable Y can be seen in the value of R². From the results of linear regression calculations, a figure of 0.666 is obtained. The meaning is that family communication patterns (X) have an influence of 66% on the level of

independence of children with disabilities (Y). The influence belongs to the strong category. Because the results of Pearson's correlation analysis show a positive direction, it can be said that the more often parents apply family communication with conversation patterns, the independence of children with disabilities will also increase significantly.

CONCLUSION

The conclusions of this study are as follows: first, family communication patterns applied by parents in families with children with disabilities are in the middle position, which is between conversation patterns and adjustment patterns. It was shown that the average answer score of 65 was in the interval 61-65 in the range of 50-75. If family communication patterns are essential to parenting practices, parents take a moderate position in carrying out parenting patterns; second, the level of independence of children with disabilities is also in the category of quite independent. This conclusion is based on the average score of 74, which is in the interval of 71-75 in the range of answer scores of 60-85; third, there is a positive influence between family communication patterns (variable X), either partially or simultaneously, on the level of independence of children with disabilities (variable Y). The t value and F are greater than the critical table price value. The magnitude of the influence of variable X on Y is 66%, or it belongs to the category of solid influence.

Suggestions

To increase the independence of children with disabilities, it is necessary: first, improve the movement of awareness, willingness, and ability of parents to apply conversational communication patterns, which provides ample opportunities for children with disabilities to express their opinions and desires, where parents are discussion partners; second, the community needs to support or take the initiative to form groups that can be a place to interact productively with parents who have children with disabilities to develop their independence; third, the government needs to make policies that can support the development of family communication patterns and children's

independence appropriately, efficiently and sustainably through various activities, such as cadre training in inclusive Early Childhood Education (PAUD).

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