

Strategi Coping Ibu dari Anak Tuna Grahita dalam Mendampingi Belajar dari Rumah Di Masa Pandemi COVID-19 = Coping Strategy of Mothers with Intellectual Disability Child in Learning from Home during Pandemic Covid-19

Annisa Faradiba, author

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Abstrak

Dalam menjalankan perannya sebagai ibu rumah tangga, caregiver bagi anak tuna grahita dan pendamping dalam proses belajar dari rumah (BDR), ibu dengan anak tuna grahita seringkali menjumpai penyebab stres. Skripsi ini membahas mengenai strategi coping ibu dari anak tuna grahita dalam mendampingi belajar dari rumah dimasa pandemi COVID-19. Tujuan dari penelitian ini yaitu: (1) Mendeskripsikan penyebab stres yang dijumpai ibu dengan anak tuna grahita dalam mendampingi belajar dari rumah dimasa Pandemi COVID-19 dan (2) Mendeskripsikan strategi coping ibu dari anak tuna grahita dalam mendampingi belajar dari rumah dimasa Pandemi COVID-19. Penelitian ini menggunakan pendekatan kualitatif dan jenis penelitian deskriptif. Proses pengambilan data dilakukan sejak bulan Oktober hingga Desember 2021 melalui wawancara mendalam secara daring dengan 5 informan yaitu ibu dari anak tuna grahita sebanyak 4 orang dan wali kelas sebanyak 1 orang. Proses wawancara dilakukan dengan semi terstruktur. Hasil penelitian ini menunjukkan bahwa ibu mengalami 3 penyebab stres yang bersumber dari diri sendiri, keluarga dan masyarakat. Penyebab stres dari diri sendiri berupa kesulitan mengatur waktu dan bentrok waktu untuk mengerjakan pekerjaan rumah dan mendampingi belajar dari rumah (BDR), emosi yang meledak ketika mengajari anak, memaksakan anak sesuai ekspektasi ibu, dan sudah kelelahan dengan pekerjaan rumah ketika mendampingi anak BDR, kondisi sebagai caregiver dan kekhawatiran akan masa depan anak. Penyebab stres dari keluarga berupa anak tidak mood dan menolak belajar, anak jenuh belajar di rumah, anak sulit memahami pelajaran, proses BDR yang terdistraksi oleh anak yang lebih kecil, tantrum pada anak, kemampuan bicara yang kurang jelas pada anak, kurangnya dukungan sosial dari pasangan dan ekonomi keluarga memburuk akibat pandemi. Selanjutnya, penyebab stres yang berasal dari masyarakat berupa family stigma. Untuk menghadapi penyebab stres tersebut, ibu dari anak tuna grahita melakukan tiga strategi coping. Pertama, problem based coping berupa Seeking social support, planful problem solving, dan dengan cara mencari informasi terkait kondisi yang dihadapi. Kedua, emotion based coping berupa positive reappraisal, accepting responsibility, distance dan beristirahat. Ketiga, active coping strategies berupa Social group and professional help dan Training.

.....In carrying out their roles as housewives, caregivers for intellectual disability child and companions in the learning process from home (LFH), mothers with intellectual disability child often encounter stressors. This study discusses the coping strategies of mothers with intellectual disability child in assisting learning from home during the COVID-19 pandemic. The objectives of this study are: (1) to describe the causes of stress encountered by mothers with intellectual disability child in assisting learning from home during the COVID-19 Pandemic and (2) to describe coping strategies for mothers with intellectual disability child in assisting learning from home during the COVID-19 Pandemic. This study used a qualitative approach and the type of descriptive research. The data collection process was carried out from October to December 2021 through in-depth online interviews with 5 informants, namely 4 mothers with intellectual disability child and

1 homeroom teacher. The interview process was conducted in a semi-structured manner. The results of this study indicated that they experienced 3 causes of stress that came from oneself, family and society. The causes of stress from oneself was in the form of difficulty managing time and conflicting times to do house chores and accompany learning from home (LFH), emotions that explode when teaching children, forcing children according to mother's expectations, and being tired of house chores when accompanying LFH children, the condition as a caregiver and worries about the future of the child. The causes of stress from the family in the form of children who were not in the mood and refuse to study, children were bored studying at home, children had difficulty understanding lessons, the LFH process was distracted by younger children, tantrums in children, unclear speech skills in children, and lack of social support from husband, and the economy in the family worsens due to the pandemic. Then the cause of stress from society was in the form of family stigma. In order to respond to the causes of stress, mothers with intellectual disability child performed various coping strategies, namely Problem based coping in the form of Seeking social support, Planful problem solving and looking for information related to the conditions at hand. Emotion based coping in the form of Positive Reappraisal, Accepting Responsibility, Distance and Rest, then Active coping strategies in the form of Social group and professional help and training.