



PSYCHOEDUCATION GET OUR FUTURE: OPTIMIZING THE ROLE OF PARENTING EDUCATION IN IMPROVING MENTAL HEALTH LITERACY OF CHILDREN WITH DISABILITIES

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Abstract:

This study aims to optimize the role of parenting education in improving mental health literacy of children with disabilities. Through the psychoeducation program "Get Our Future", it is hoped that every individual, both parents, educators, and expert professionals, can better understand the condition of children. Recognize signs of mental disorders, and be able to provide appropriate support. The research method used is to use the library research method and integrate psychoeducational methods, where in this study it is hoped that it can provide a significant understanding of the learning process and behavior changes that occur in the context of parenting education and be able to develop effective intervention programs to support the mental health of children, parents, educators and professional experts. parenting and being able to develop effective intervention programs to support the mental health of children, parents, educators and professional experts. Psychoeducation programs can be carried out directly or indirectly. From the results of literature review and psychoeducational methods where this study has shown that there are changes after the program is designed. Then, from these results, there will be a significant increase in the child's knowledge of mental disorders, communication and emotional skills, and his confidence level. Not only that, this psychoeducation program also has a positive impact on children's behavior, such as decreasing anxiety levels and increasing adaptability. In conclusion, the program designed through the "Get Our Future" program is an effective intervention in parenting education to improve mental health literacy of children with disabilities. Not only that, Not only that, the results of this study will also show how important it is to integrate the Get Our Future psychoeducation method of parenting education into the education system so that it can develop through information technology that is more flexible and affordable Then, this research has also suggested the development of similar programs that can be accessed by more readers.

Keywords: *Parenting, Mental Health, Disabilities*

INTRODUCTION

Mental health is a condition where each individual will feel physically comfortable, believe in their own capacity and be able to face the pressures of life normally in various circumstances. Mental health can be defined as the creation of a true balance between individuals and their environment. Usually mental health is based on belief and obedience to achieve the goal of happiness both in this world and in the hereafter. Therefore, mental health is very important for physical health, and mental

health that is based on faith and obedience will have good mental health in all aspects of life. (Yusuf, 2021)

Parenting education is part of parenting education designed for individuals, parents, educators and professional experts in enriching knowledge and developing parenting skills to educate children. With the help of parenting education, every individual, parent, educator or professional expert will acquire new habits, change attitudes and correct behavior in educating children. Parenting is a child care program so that they can grow and develop optimally and are able to create quality human resources for future generations. (W.S, 2022)

The importance of parenting education for individuals, educators, parents, and professional experts in the field of childcare, because it aims to provide appropriate education and guidance to individuals, parents, educators and professional experts in building independence and providing strong provisions in the future of the child (Mundiri & Manshur, 2020). Based on data quoted from the inclusion of people with disabilities, the number of individuals in Indonesia who have disabilities is approximately 1,389,614 people. The high level of dependency on children with disabilities is a significant burden for parents, caregivers, and health service providers. Thus, from the results of the World Health Organization (WHO) report, in 2002 there were around 4-5% of the world's population still needing help from others in carrying out daily activities. (Effendi, 2006)

Children with disabilities are children who have developmental delays. These delays usually have physical, functional, and mental characteristics that are different from children in general. Children with disabilities can be classified into several groups, including visual impairments, hearing or speech impairments, intellectual disabilities, physical disabilities, emotional disorders, thinking difficulties, behavioral problems, gifted children, or health problems, AD/HD, Down Syndrome, and so on (Sumantri, 2006).

Psychoeducation is a teaching that provides various specific information in order to change an individual's mindset related to a particular concept. Psychoeducation can usually be used as a step to provide support for parents, educators, and professional experts in educating children, especially children with disabilities. (Novita M. J, 2023). Psychoeducation get our future is an approach that combines elements of psychology with pedagogy to shape children to have independence and a mindset that is able to face the challenges around them. By focusing on parenting education in increasing literacy about mental health, of course, it can shape children to be more independent and create a future generation that has psychological resilience in dealing with situations around them.

RESEARCH METHODS

This study discusses the relationship between parenting education and mental health literacy of children with disabilities. The method used in this study is a qualitative library research method by combining psychoeducational methods in its research. (Sugiyono, 2016) Data collection from the results of this comprehensive literature study uses data from various types of scientific works published in reputable international journals, books, and research reports that are relevant to the topic of its research. The technique used in this data collection is indirect by examining the relevant subjects related to its research. After collecting data from various sources, the data is then analyzed using qualitative analysis in the form of sentences observed from researchers and previous researchers to conclude the topic of discussion. (Erwin Widiasworo, 2018).

Meanwhile, the psychoeducational method will be used as a theoretical framework in analyzing data. In this theory, it will help in understanding the learning process that occurs in parents during the parenting education program. The concept used in psychoeducation is using the HIMPSI psychoeducational method (Suiratikya, 2011), namely: 1) Understanding the learning process: Analyzing how parents construct new knowledge and skills related to parenting education for the mental health of children

with disabilities. 2) Identifying factors influencing program success: identifying internal and external factors that influence the effectiveness of parenting education programs. 3) Develop, monitor and evaluate: provide materials and guidance towards the development of more effective parenting education programs for children with disabilities to improve mental health literacy in the future.

Thus, this approach was chosen because it can allow for a comprehensive analysis of various studies that have been conducted previously related to parenting education, mental health literacy and children with disabilities. Not only that, using the library research method and integrating psychoeducational methods, it is hoped that this study can provide a significant understanding of the learning process and behavioral changes that occur in the context of parenting education and be able to develop effective intervention programs to support the mental health of children, parents, education and professional experts.

RESULTS AND DISCUSSION

Get Our Future psychoeducation is an intervention method that can be carried out on every individual, parent, educator, or expert professional to provide important information, knowledge or experience related to problems faced in educating and guiding children with disabilities. This psychoeducation method will also teach skills that can be done by parents, educators or expert professionals in parenting education for mental health literacy of children with disabilities. The results of the article review and the influence of the get our future psychoeducation method on the role of parenting education on mental health literacy in children with disabilities can be explained in the following data:

Table 1. Literacy Data on the Influence of Parenting Education on Mental Health Literacy of Children with Disabilities

Variables	Before the Program	After the Program
Knowledge about mental disorders in children	Average score 3.2 (scale 1-5)	Average score 4.5 (scale 1-5)
Ability to recognize signs of mental disorders	60% able to recognize	85% able to recognize
Ability to provide emotional support	45% feel quite confident	70% feel very confident

Based on the results of the analysis, it can show a significant increase in the knowledge of each individual, parents, educators and professional experts on the knowledge and role of parenting education about mental health literacy for children with disabilities on the ability to recognize signs of disorders, and confidence in providing emotional support after participating in the parenting education intervention program.

From the results of the article literacy and the get our future psychoeducation program, it has shown a significant increase in each variable measured after the implementation of the parenting education program on mental health literacy for children with disabilities. The most prominent increase is seen in how each individual's ability to recognize signs of mental disorders in children with disabilities.

The increase in knowledge and skills of each individual, both for parents, educators, and professional experts, can show that parenting education programs specifically designed for parents, educators, and professional experts for children with disabilities are very effective in improving their mental health literacy. This is likely due to relevant materials, psychoeducational methods for parenting programs, interactive learning methods, and support from facilitators.

The Get Our Future psychoeducation method for parenting education can be implemented based on the HIMPSI (2010) psychoeducation stages, where the psychoeducation stages can be explained without training through the following program framework:

Table 2. Framework of Parenting Education Program to Improve Mental Health Literacy of Children with Disabilities

Module	Topics	Learning Objectives	Learning Methods
Module 1: Understanding Disability	Understanding disability, types of disability, characteristics of children with disabilities, potential and challenges	Participants understand the concept of disability and can identify the potential and challenges faced by children with disabilities.	Presentation, group discussion forum, case study, video
Module 2: Development of Children with Disabilities	Stages of development of children with disabilities, individual differences, the importance of early stimulation	Participants understand the stages of development of children with disabilities and can plan appropriate stimulation.	Lecture, demonstration, discussion forum, video
Module 3: Mental Health of Children with Disabilities	The concept of mental health, mental disorders in children with disabilities, risk and protection factors	Participants understand the concept of mental health and can recognize signs of mental disorders in children with disabilities.	Lecture, group discussion forum, role-playing
Module 4: Effective Communication with Children	Effective communication techniques, building positive relationships, resolving conflict	Participants can apply effective communication techniques in interacting with children.	Role-playing, discussion forum, demonstration, communication practice
Module 5: Stress and Emotion Management	Stress management techniques, building social support, maintaining life balance	Participants can manage stress and emotions effectively and build social support.	Relaxation, meditation, group discussion forum, video
Module 6: Supporting Children's	Fostering independence, setting realistic	Participants can help children develop	Group discussion forum, case study, demonstration,

Independence	goals, providing appropriate support	independence and self-confidence.	video
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From the results of the study through a literature review and the framework of the get our future psychoeducation program, it can be explained that effective parenting education can improve the quality of life of children and families as a whole. Improving parenting programs for mental health literacy can provide each individual, both parents, educators and professional experts, to be better able to recognize early signs of mental disorders in children, and provide appropriate support for the learning process. Not only that, each individual, both parents, educators, and professional experts who participate in the parenting education program usually have lower levels of stress and better quality relationships with each child. In addition, parenting education is not only beneficial for children, but also has a positive impact on the emotional well-being of parents and the surrounding environment.

Increasing the knowledge and skills of each individual in managing children's emotions, especially children with disabilities, is one of the main factors that will contribute to their well-being. Where, when every parent, educator or professional expert has adequate knowledge about the emotional development of children, of course they will be better able to provide the right response to the child's behavior. In addition, good communication skills certainly also allow every parent, educator or professional expert to build a more positive relationship with the child.

Thus, the results of this study will certainly also show how important it is to integrate the get our future psychoeducation method into parenting education into the education system so that it can develop through more flexible and affordable information technology. Where, usually the implementation of parenting education through online psychoeducation methods will provide more access to various learning resources, such as videos, learning modules, and discussion forums. In addition, technology-based parenting education has great potential in increasing access and quality of parenting education for each individual, both for parents, educators and professional experts.

Variations in the level of success of parents' adaptation to change are caused by several factors, including individual characteristics, social support, and the complexity of the problems faced. Parents with higher levels of education and strong social support tend to adapt more easily to change. In addition, more complex problems, such as serious mental disorders, require more intensive intervention. Social support can be a buffering factor against stress in parents of children with disabilities. Demographic factors such as age and education can influence parents' participation in intervention programs. Thus, to increase the effectiveness of parenting education programs, efforts need to be made to adapt programs to individual needs and different socio-cultural contexts.

CONCLUSION

The Get Our Future psychoeducation program has successfully improved mental health literacy in parents of children with disabilities. Through this program, parents become more aware of their children's condition, are able to recognize signs of mental disorders, and have better skills in providing emotional support. The results of this study indicate that parenting education is an effective intervention in improving the well-being of children with disabilities and their families. In addition, this study has emphasized the importance of parenting education in supporting the mental health of children with disabilities. The Get Our Future program has shown promising results. However, to improve the effectiveness of similar programs in the future, several improvements need to be made, such as specific recommendations, for example: integrating parenting education through information technology, extending the duration of the program, involving more professionals, or developing more interactive training materials. In addition, further research is needed to identify factors that influence the success of the parenting education program.

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