



Parents' Roles in Character Building of Children with Cerebral Palsy

Nurhastuti^(✉), Cherli Dwi Tayuni, and Jehan Nabela Oktaviani

Padang State University, Padang, Indonesia

nurhastuti@fip.unp.ac.id

Abstract. This research focuses on the parents' roles in the character building of children with cerebral palsy. Parents' roles in shaping their children's character are important. This research aims to investigate the roles of parents in the character building of children with cerebral palsy. This research used a quantitative approach. The data were collected by handing out questionnaires to 22 parents as the subjects of the research. The data obtained were processed with percentage analysis and were described using the descriptive methods. Findings of the research showed that parents take roles in building their children's character. The results of the research found that the percentage of parents' role as educators reaches 54% and is categorized as 'good'. On the other hand, the percentage of parents' role as facilitators reaches 30%, the percentage of parents' role as caregivers reaches 50%, and the percentage of parents' role as motivators reaches 49%, which are categorized as 'poor'.

Keywords: Cerebral palsy · Parents' roles · Character building

1 Introduction

Cerebral palsy is a neurological condition caused by brain damage to the developing brain before or after birth that affects the sensory system [1]. In the Indonesian language, cerebral palsy is defined as brain paralysis that causes problems in nervous system functions, such as movement, hearing, seeing, learning, and thinking.

The first people that a child recognizes are parents. This means both father and mother have important role in the character building of children with cerebral palsy. As the closest people to a child are parents, parents of children with cerebral palsy must understand their children's needs, take responsibility for them, and bring influence to them [2]. Children with cerebral palsy start to learn from the closest environment. The first contact is from their mother, the second contact is from their father, and then from their other family members, and later slowly they learn from a wide range of environments. Parents need to spare their time to interact with their children at home so that the children can be well-accepted in society.

Parents' roles refer to the roles of a father and a mother in raising their children. The roles of parents of children with cerebral palsy are educating their children to behave in society, such as teaching them to politely talk with others, gently talk to the younger

children, say good words, help older people when they need help, and take turns when playing toys with friends [4]. Parents have big roles in shaping the children's character as they are the ones that educate them, nurture them, and put expectations on them [5].

In character education, building character is the effort of an individual to understand their freedom in building relationships to strengthen themselves as a person with their uniqueness and become morally responsible [6]. Character education, in this context, functions to develop the potential of children with cerebral palsy, their way of thinking, and their behavior. Character refers to one's traits, attitudes, and qualities that are used as the basis of thinking and taking action. The values in building character are religion, honesty, discipline, independence, tolerance, hard work, creativity, responsibility, care, friendship, and confidence [7]. In the character education of children with cerebral palsy, parents are responsible for their children's physical and mental development [8].

Based on the interviews conducted by the writers with the parents about their roles in character building of children with cerebral palsy, parents try to be good model for their children in daily life, such as teaching respect, politeness, care, responsibility, and discipline. For example, one of the parents of a child with cerebral palsy accompanies their child in the therapy session. This means the parents take care of their child and show responsibility for their child. After the session, the parents ask their child to say goodbye before leaving. Here, the parents have taught their child to be polite and respectful to other people.

Based on the observation, the writers see a good relationship among the parents of children with cerebral palsy. It is shown from the monthly evaluation and sharing session to discuss the program for children's development. Meanwhile, the relationship between the parents and their children is the same as any other parent-children relationship. However, the challenge that the children have makes parents and their children have special ways of communication. According to the interview with the therapist, the writers found that some parents have not implemented character building for their children. The parents argued that their children only need therapy and that character building is not necessary for them. In fact, parents should participate in building their children's character. They should act as the indicators, the facilitators, the caregivers, and the motivators for their children with cerebral palsy.

2 Research Method

Based on this problem, the writers conducted research to investigate how parents shape the character of their children with cerebral palsy. The research is entitled "Parents' roles in character building of children with cerebral palsy" in Rumah Gadang Foundation.

This research used descriptive method to explore the roles of parents in the character building of children with cerebral palsy. Descriptive research method is a method to describe a population or object, a condition, or a phenomenon by studying them as they are in nature [9]. This research used quantitative approach. The data collected were presented in numerical data as the results of the research. The population in this research is the student's parents and the 22 samples selected are the same amounts as the numbers of the population for this research.

3 Results and Discussion

Findings from the research are four problem limitations: parents' role as educators in character building of children with cerebral palsy; parents' role as facilitators in character building of children with cerebral palsy; parents' role as caregivers character building of children with cerebral palsy; and parents' role as motivators in character building of children with cerebral palsy. Findings of the research show that parents take roles in building their children's character (Fig. 1).

Parents take the role of the educators in shaping their children's character. The figure interprets that from items on parents' role as educators, the highest frequency is 189 and the percentage reaches 54% with the answer 'often' (Fig. 2).

Parents take the role of the facilitators in shaping their children's character. The figure interprets that from items on parents' role as facilitators, the highest frequency is 20 and the percentage reaches 30% (Fig. 3).



Fig. 1. Parents' Role as Educators in Character Building of Children with Cerebral Palsy



Fig. 2. Parents' Role as Facilitators in Character Building of Children with Cerebral Palsy

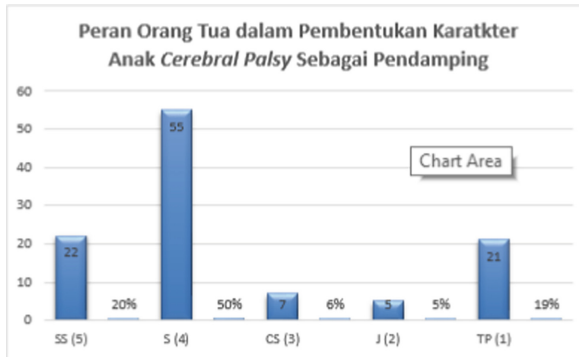


Fig. 3. Parents’ Role as Caregivers in Character Building of Children with Cerebral Palsy



Fig. 4. Parents’ Role as Motivators in Character Building of Children with Cerebral Palsy

Parents take the role of the caregivers in shaping their children’ character. The figure interprets that from items on parents’ role as caregivers, the highest frequency is 55 and the percentage reaches 50% with the answer ‘often’ (Fig. 4).

Parents take the role of the motivators in shaping their children’ character. The figure interprets that from items on parents’ role as motivators, the highest frequency is 75 and the percentage reaches 49% with the answer ‘often’.

4 Conclusion

The investigation of parents’ roles in character building of children with cerebral palsy was conducted in four parents’ roles: educators; facilitators; caregivers; and motivators. The results of the research concluded parents’ role as educators in the character building of children with cerebral palsy is categorized as ‘good’. However, parents are still not fully taking the role of the educators. The results from the questionnaire showed that 54% of responses answer ‘often’ on items of parents’ role as educators. Parents’ role as facilitators in the character building of children with cerebral palsy is categorized as ‘poor’, as some parents are still not fully taking the role of the facilitators and the

percentage from the results only reaches 30%. Parents' role as caregivers in the character building of children with cerebral palsy is categorized as 'poor', as some parents are still not fully taking the role of the caregivers and the percentage from the results only reaches 50%. Parents' role as motivators in the character building of children with cerebral palsy is categorized as 'poor', as some parents are still not fully taking the role of the motivators and the percentage from the results only reaches 49%.

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