


## EMPATHY AND SOCIAL SUPPORT FOR SPECIAL NEEDS CHILDREN AT LELEANI SPECIAL SCHOOL (SLB) 1

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<b>PAPER INFO</b>	<b>ABSTRACT</b>
<b>Received:</b> September 2023	<b>Background:</b> Humans are social creatures who cannot live alone in activities to meet the needs of daily life. Similarly, children with special needs who have physical and mental limitations, of course, their lives are greatly influenced by attention and empathy with support from the surrounding community.
<b>Revised:</b> September 2023	<b>Aim:</b> The research would like to analyze empathy and social support for special needs children at Leleani Special School (SLB) 1 in Ambon.
<b>Approved:</b> September 2023	<b>Method:</b> This research is a limited survey research conducted on 45 respondents, categorized into 15 parents, teachers/administrators and the community around Leleani 1 Special School (SLB). Respondents were drawn by stratified random sampling and then analyzed qualitatively and quantitatively.
	<b>Findings:</b> The results showed that empathetic responses and social support between parents, teachers and the surrounding community when compared in general did not have a significant difference. Partially, differences occur in information support and affective components of teacher empathy when compared to the surrounding community.
<b>KEYWORDS</b>	<i>empathy, social support, children with special needs, YBA Leleani</i>
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### INTRODUCTION

The Government of Indonesia organizes compulsory education programs and in Law No. 20 of 2003 concerning the National Education System article 6 paragraph 1 explains that it requires citizens aged 7-15 years to attend basic education. Every Indonesian citizen can get proper education and can be a provision for the individual himself and can be applied in community life later. Based on government regulations regarding compulsory education programs, every child is required to attend education. Formal education is to have systematic activities, structured in stages, starting from elementary school to college and the equivalent includes academically oriented and general study activities. Similarly, Law No. 20 of 2003 article 5 paragraph 1 explains, "every citizen has the same right to obtain quality education." Article 5 paragraph 2 states that "Citizens who have emotional, mental, intellectual, and/or social disorders are entitled to special education".

The definition of social support is as information from others who are loved and caring, honored and valued and part of a network and mutual obligation (Putri et al., 2019; Setyaningrum et al., 2018; Tanjung & Iswari, 2019). According to Gottlieb in Smet (1994), social support consists of verbal or nonverbal information or advice, real help or action provided by social familiarity due to their presence and has emotional benefits or behavioral effects for the recipient. Meanwhile, according to Rosalina and Apsari (2020) and Kurniawati et al. (2018), social support is a feeling of being cared for, loved, valued and trusted by others

such as emotional support, informative support, instrumental support and assessment that can be beneficial for individuals because it helps individuals to be able to solve their problems.

Social support is the help or support that individuals receive from certain people in their lives. It is hoped that with social support, a person will feel cared for, valued and loved. By providing meaningful social support, a person will overcome his anxiety about the surgery he will undergo (Seno, 2019). Social support can provide physical and psychological comfort to individuals can be seen from how social support affects the incidence and effects of anxiety states. Luhab et al. (2022) suggest that theoretically social support can reduce the occurrence of events that can cause anxiety. When such events occur, interactions with others can modify or alter the individual's perception of the event and therefore reduce the potential for anxiety. Social support can also alter the relationship between an individual's response to anxiety-provoking events. Anxiety itself influences strategies for coping with anxiety and thus modifies the relationship between anxiety-provoking events and their effects. To the degree that anxiety-provoking events, disrupting self-confidence and social relationships can modify that effect (Martadinata, 2020).

Hapsari and Armayanti (2017) state that empathy is an experience that represents the feelings of others and puts oneself in others. While Baron and Byrne (2005) state that empathy is a complex affective and cognitive response to the emotional state of others. Feeling sympathetic is trying to solve problems and take the perspective of others. According to Sears and Taylor (2000), states that empathy is a feeling of sympathy and concern for others, especially for various experiences or indirectly feeling the suffering of others.

Silfasari & Prasetyaningrum (2017) and Rosalina and Apsari (2020) states that there are five empathetic abilities commonly possessed by *empathizers*, including: 1) Understanding others, namely sensing the feelings and perspectives of others, and showing an active interest in their interests. 2) Service orientation, namely anticipating, acknowledging and meeting customer needs. 3) Developing others, i.e. sensing others' needs for development and improving their abilities. 4) Utilizing religion, which is fostering opportunities through religion in many people and 5) Political awareness, which is reading socio-political tendencies that are in balance.

The empathy that arises in each individual is already there from an early age. It is stated by (Ali et al., 2020) that, "*Every individual born with biological and cognitive capacities can feel empathy. But our specific experience determines whether that innate potential is inhibited or becomes an important part of the self.*" So unconsciously when we see other people who are in trouble, not physically perfect like us, there are problems experienced by that person, we can also feel and understand what others feel. According to Desiavi and Siswati (2020), Huda et al. (2022), Putra et al. (2021), and Kirana and Agustini (2018), empathy is an emotional response that matches the feelings of others. The emotional response that exists in each individual arises when the individual sees something that increases his empathy for what he sees. Because individuals have the cognitive to be able to think and act according to the situation at that time.

Efforts to succeed government programs cannot be implemented only by the government and the private education sector but all stakeholders need to be involved and play an active role, including the community. Support government programs by giving special attention to children with special needs as a form of empathy and social support provided. Various

definitions of empathy and social support are the basis and reference in this study, including: Social support is as information from others who are loved and cared, honored and valued, and part of a network and mutual obligation (Sestiani & Muhid, 2022). Saputri et al. (2019) states that social support consists of verbal or nonverbal information or advice, real help or action given by the closest person because their presence can have emotional benefits for those receiving support. Social support can come from parents, spouses or lovers, other relatives, friends, social contacts and community (Tanjung & Iswari, 2019). According to Setyaningrum et al. (2018), there are 4 aspects of social support, namely emotional support, appreciation support, instrument support and information support. Empathy is an experience that represents the feelings of others and puts oneself on others (Hapsari & Armayanti, 2017). In addition, empathy is a form of complex affective and cognitive response to the emotional state of others. Feel sympathetic trying to solve problems and take the perspective of others (Silfasari & Prasetyaningrum, 2017).

The research would like to analyze empathy and social support for special needs children at Leleani Special School (SLB) 1 in Ambon. There are 3 important problems in this study: 1) The characteristics of children with special needs and the characteristics of respondents to the community around Leleani 1 Special School (SLB) in Ambon city, 2) The form of empathy and social support of the community for children with special needs at SLB Leleani 1 in Ambon city, and 3) The relationship between empathy and community social support for children with special needs at SLB Leleani 1 in Ambon city. Additionally, the study will explore the relationship between empathy and community social support for children with special needs at SLB Leleani 1 in Ambon city.

## **METHOD**

This research uses survey method as the basic method of research. Survey research is research that takes samples/respondents from one population and uses questionnaires as the main data collection tool (Omnihara et al., 2019). In general, the unit of analysis in survey research is individuals, namely parents, teachers and the community which is a sample that represents the entire population in one particular location. In this survey research is used for the purpose of providing explanations (explanatory) carried out to test hypotheses and is useful for conducting evaluations related to empathy and social support for children with special needs at the Leleani 1 Special School (SLB) located in Mardika-Ambon city. Sampling of respondents was carried out randomly classified (stratification random sampling) according to (Boli, 2022) according to the respondent class, as shown in table 1.

**Table 1.** Population and Sample of Research Respondents

No	Types of Respondents	Sum		Percentage (%)	Information
		Population	Sample		
1	Parents/Guardians of Students	84	15	17,86	Elementary/Junior High/High School

2	Teacher / Foundation Administrator	20	15	60,00	
3	Surrounding community	75	15	18,75	Category Adults
<b>Total</b>		179	45	25,14	

Analysis is carried out in 2 (two) ways: Descriptive Analysis, which is a careful measurement of certain social phenomena carried out to solve problems that exist today, and Quantitative and Qualitative Analysis Approaches, namely, analytical approaches to understand the picture of data that will occur in the future. The approach is carried out with structured interviews using questionnaires as the main data collector. Qualitative data was then quantitatively measured using the Likert Scale to determine the level of empathy and social support for children with special needs from respondents according to (Lestari, 2020) with scores as in table 2.

**Table 2.** Statement Types and Attribute Scaling

No	Types of Statements	Format Responds					Number of Questions
		<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>STM</i>	
1	Positive	5	4	3	2	1	9
2	Negative	1	2	3	4	5	8

Information:

SM= Strongly Support

M = Support.

AM= Somewhat Support

TM= Not supported

STM= Strongly dissupportive.

The Likert scale measurement data obtained was then analyzed using relationship analysis (correlational) between variables according to Spearman Rank with the following formula according to (Lestari, 2020) as follows:

$$r_2 = 1 - \left( \frac{6\sum d^2}{n(n^2 - d)} \right)$$

Information:

$r_2$  : Spearman correlation coefficient

D : Difference between two ranks

n: total observations (data pairs)

## RESULTS AND DISCUSSION

### Characteristics of Respondents

The respondents who were sampled in this study were parents, teachers / administrators of foundations and communities around the location of Leleani 1 Special School (SLB) Ambon City, each totaling 15 people with characteristics as shown in table 3.

**Table 3.** Characteristics and Average Values of Respondents' Empathy and Social Support

No	Characteristics of Respondents	Categories and Percentages				
		1	2	3	4	5
1	Age (yr)	< 24	25 - 34	35 - 44	45 - 54	< 55
		4	6	10	15	10
		8,89%	13,33%	22,22%	33,33%	22,22%
2	Gender	Woman	Man			
		27	18			
		60,00%	40,00%			
3	Work	Not Working	Ojek/Driver	Restaurant Owner	Private	Teacher/Civil Servant
		3	7	3	12	20
		06,67%	15,56%	06,67%	26,67%	44,44%
4	Work Experience (years)	0 - 5	6 - 10	11 - 15	15 - 20	> 20
		9	8	13	10	5
		20,00%	17,78%	28,89%	17,7%	33,33%
5	Education (years)	< 6	7 - 9	10 - 12	13 - 15	>16
		4	6	12	8	15
		8,89%	13,33%	26,67%	17,7%	33,33%
6	Revenue (Rp/month)	< 1.200.000	1.200.000-2.200.000	2.200.000 - 3.200.000	3.200.000 - 4.200.000	> 4.200.000
		7	12	14	7	5

		15,56%	26,67%	31,11%	15,56%	11,11%
		Child	Mother	Father		
7	Status in the Family	8	22	15		
		17,78%	48,89%	33,33%		
		No	1 - 2	3 - 4	5 - 6	> 6
8	Family Dependents (persons)	6	8	14	10	7
		13,33%	17,78%	31,11%	22,22%	15,56%
<b>Recapitulation of Respondents' Average Empathy Scores</b>		<b>&lt; 1</b>	<b>&gt; 2</b>	<b>&gt; 3</b>	<b>&gt; 4</b>	<b>&gt; 5</b>
A	The Value of the Affective Component	-	3	11	20	11
B	The Value of Cognitive Components	-	4	10	17	14
<b>The Average Value of Social Support Components</b>						
A	Emotional Support	-	2	6	17	20
B	Esteem Support	8	6	11	15	5
C	Instrumental Support	15	11	10	6	3
D	Information Support	5	4	7	12	15

Based on table 3, it can be seen that the characteristics of respondents vary which certainly contributes to respondents behaving empathetically and supporting children with special needs. The age is dominated by respondents aged 45-54 years, namely 33.33% who are categorized as productive age and have responsibilities in family life. Generally, the respondents analyzed were women (27 people or 60%) compared to men who were only 18 people or 40%. Women express higher levels of empathy than men (Hapsari & Armayanti, 2017). This is due either to

genetic differences or differences in socialization experiences. The jobs of respondents are mostly teachers and civil servants, namely 20 people or 44.44%, while those who do not have jobs amounted to 3 people or 06.67%. Most of the respondents who work have experience in their work for 11-15 years as many as 13 people while those who have worked for more than 20 years are only 5 respondents. Of the 45 respondents, the largest education of respondents was undergraduate by 15 people while those who only graduated from elementary school (SD) amounted to 4 people (08.89%). The job, experience and education of respondents greatly influence when respondents are with children with special needs. (Ramadhan & Rahmandai, 2021), stated that experience in one's work and education will strengthen them in empathizing with others, especially to share experiences or indirectly feel the suffering of others.

Respondents were in the range of Rp 2,200,000 to Rp 3,200,000,- totaling 14 people. Or 31.11%. While those with incomes above Rp 4,200,000 are only 5 people (11.11%). The income level of respondents is very influential especially on supportive behavior in instrumental support. Those with high incomes will be able to provide material assistance compared to low-income respondents, as well as family dependents. Respondents who have large family dependents tend to pay more attention to their families compared to respondents who have small families. According Saputri et al. (2019) and Kumala et al. (2022), factors that influence social support, physical needs, social needs and psychic physical needs. Physical needs can affect social support. The physical needs include clothing, food and shelter. If a person is not fulfilled physical needs, then the person lacks social support. Social needs with good self-actualization, then a person is better known by society than people who have never socialized in society. People who have good self-quality tend to always want to get recognition in public life. For this reason, recognition is very necessary to give awards.

## Analysis Results

Based on appendix one and table 3. This study is about the results of the recapitulation of respondents' answers related to empathy and social support in children with special needs, 3 forms of correlational relationships were obtained, internal relationships between empathy variables, internal relationships between social support variables, and external relationship between the empathy variable and the social support variable.

The following is presented Table 4. The internal relationship of empathy consists of an affective component and a cognitive component.

**Table 4.** Internal Spearman Rank Correlation Empathy Variable

		Affective Component	Cognitive Component
Spearman's rho	Affective Component	Correlation Coefficient	1.000
		Sig. (2-tailed)	.682(**)
		N	.004
	Cognitive Component	Correlation Coefficient	.682
		Sig. (2-tailed)	1.000
		N	.004

Table 4 shows the existence of a very real positive relationship between affective and cognitive components. With a 2-tailed test at level 0.01. A positive relationship indicates a close relationship with a moderate degree from moderate to quite high, namely 0.682. This is in accordance with the opinion of Chaplin, 2011 that if the correlation coefficient is in the range of  $\pm 0.40$  to  $\pm 0.70$  then it can be said that the degree of relation is moderate to quite high.

Social support components In this study there are 4 (four), namely emotional support, appreciation support, instrumental support and information support. So there are 5 correlational relationships that can be expressed in the following table.

**Table 5.** Let Internal Correlation Variables Emotional Support and Reward

		Emotional Support	Award Support
Spearman's rho	Emotional Support	Correlation Coefficient	1.000
		Sig. (2-tailed)	.572(*)
		N	.010
	Award Support	Correlation Coefficient	45
		Sig. (2-tailed)	.572
		N	1.000

**Table 6.** Internal Spearman Rank Correlation of Emotional and Instrumental Support Variables

		Emotional Support	Instrumental Support
Spearman's rho	Emotional Support	Correlation Coefficient	1.000
		Sig. (2-tailed)	.039
		N	.046
	Instrumental Support	Correlation Coefficient	45
		Sig. (2-tailed)	.039
		N	1.000

**Table 7.** Spearman Rank Correlation Internal Emotional Support and Information Variables

		Emotional Support	Information Support
Spearman's rho	Emotional Support	Correlation Coefficient	1.000
		Sig. (2-tailed)	.232
		N	.177
	Information Support	Correlation Coefficient	45
		Sig. (2-tailed)	.232
		N	1.000



**Table 8.** Internal Spearman Rank Correlation Variable Support Rewards and Instrumental

			<b>Award Support</b>	<b>Instrumental Support</b>
Spearman's rho	Award Support	Correlation Coefficient	1.000	.758(**)
		Sig. (2-tailed)	.	.000
		N	45	45
	Instrumental Support	Correlation Coefficient	.758(**)	1.000
		Sig. (2-tailed)	.000	.
		N	45	45

**Table 9.** Spearman Rank Correlation, Internal Variable Support Rewards and Information

			<b>Award Support</b>	<b>Information Support</b>
Spearman's rho	Award Support	Correlation Coefficient	1.000	.469(*)
		Sig. (2-tailed)	.	.021
		N	45	45
	Information Support	Correlation Coefficient	.469(*)	1.000
		Sig. (2-tailed)	.021	.
		N	45	45

The results showed that there was a very significant close relationship at the level of 0.01 (99% confidence level) between the variables of effective components with emotional support and reward support. The efficient correlation between these two variables is 0.893 or (degree of relation "high enough to very high") and 0.677 (degree of relation moderate. i.e. from moderate to moderately high). This is in accordance with the opinions of Ali et al. (2020) and Desiavi H. and Siswati (2020), Laia et al. (2020), and Lestari (2020), in which they stated that emotional support involves empathy, there are always accompaniment, the existence of an atmosphere of warmth and a sense of attention will make individuals have a feeling of comfort, confidence, care and love by social support sources so that individuals can face problems better. This support is essential in dealing with circumstances that are considered uncontrollable.

Results of the analysis.4 forms of relationship/correlation between cognitive components and social support according to the tables, it can be explained that there are 2 (two) relationships between variables that are significant at level 0.01 with a correlation value of 0.635 and significant at level 0.05 with a correlation value of 0.557 (table 18). While the relationship between the other two variables does not provide a significant relationship (Table 16 and Table 17) with a degree of relationship below  $\pm 0.4$  (0.229 and -0.218) so it can be considered not to have a close relationship.

## CONCLUSION

The characteristics of respondents (parents, teachers/foundation administrators and the community around the school) are closely related to respondents' assessment of their empathy and social support for children with special needs in SLB Leleani I Ambon city. The average score of respondents' empathy was on the scale of "Somewhat Supportive to Very Supportive". While social support varies widely, it is on a scale of "Not Supporting to Very Supportive." The correlational relationship between the variables empathy and social support varies from a fairly high to very high degree of relationship (0.893) to a very weak and completely absent degree of relationship (0.039).

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