



RESEARCH ARTICLE

# The Efficacy of Special School Teachers in Teaching Sexual Violence Prevention in Terms of Gender, Training Experience and Length of Teaching

Warotsatus Sholihah<sup>1</sup>; Fatma Kusuma Mahanani<sup>2\*</sup>; Hamid Mukhlis<sup>3</sup>

Published online: 5 February 2022.

## Abstract

Children who have special needs have a greater potential to experience sexual violence than normal children. The teacher is the party who is also responsible for protecting children with special needs from sexual violence. High efficacy is needed in teaching sexual violence prevention to Children with special needs considering their physical and mental limitations. There are different results regarding the results of efficacy training in teaching children with special needs prevention, therefore it is necessary to investigate what factors are related. The factors used in this study are gender, training experience and length of teacher teaching. Therefore, this objective of the study was to find differences in the efficacy of special education teachers in teaching children with special needs prevention in terms of gender, training experience and length of teaching. The method used is quantitative comparison. Subjects consisted of 51 male teachers and 76 female teachers. The sampling technique used is cluster random sampling. The data were taken using the efficacy scale of special school teachers in teaching prevention of sexual violence which consisted of 35 valid items with a significance level between 0.50-1.00 and reliability of 0.960, and the discrepancy between items ranging from 0.453 to 0.885. The analytical method used is the Mann Whitney U-Test and Kruskal Wallis test. The results of data processing showed a significance value of 0.148 for gender, 0.907 for training experience and 0.554 for the length of teaching. Because all three are  $< 0.05$ , the hypothesis which states "there is a difference in the efficacy of special school teachers in preventing sexual violence in terms of gender, training experience and length of teaching" is rejected.

Keywords: special school teacher efficacy; sexual violence; gender; training experience, length of teaching

## INTRODUCTION

The Cases of sexual violence are rife in Indonesia. According to Hermawati & Sofian (2018), child sexual violence is a relationship or interaction between a person and a child in which the child is used or treated as an object of sexual gratification for the perpetrator.

Based on data from the Office of Women's Empowerment, Child Protection, Population Control and Family Planning of Central Java Province which can be reported at [dp3akb.jatengprov.go.id](http://dp3akb.jatengprov.go.id) in the last five years there were 996 cases of sexual violence against children in 2016, 710 cases in 2016. in 2017, 734 cases in 2018, 700 cases in 2019 and 242 in the first half of 2020. Like the iceberg phenomenon, which is a phenomenon that is

revealed less than what is not revealed, in the context of cases of sexual violence experienced by children with special needs, it could be that more is not revealed and reported (Farakhiyah, et al: 2018).

Children with special needs have a greater potential to experience sexual violence than normal children with a risk of experiencing sexual violence three to four times greater than normal children (Euser et al., 2014; Shah, Tsitsou & Woodin, 2016). Given that children with special needs have certain limitations, sexual education, especially the prevention of sexual violence, really needs to be considered (Astuti & Andarweti, 2016). Protection for children with special needs is the responsibility of all parties, especially those closest to the environment of children with special needs (Farakhiyah, 2018). The parties closest to children with special needs and responsible for protecting against sexual violence are parents and teachers. Teachers must also use the right method in making efforts to prevent sexual violence so that it can be understood by children with special needs (Badrullaela & Ratnengsih, 2018). But in reality, not all teachers have the understanding and ability to provide prevention of sexual violence to children in schools (Utami, 2016).

Understanding and ability to provide prevention of sexual violence related to self-efficacy. Moran & Hoy in

<sup>1,2</sup> Jurusan Psikologi, Fakultas Ilmu Pendidikan Universitas Negeri Semarang

Kampus Sekaran, Gunungpati, Semarang Indonesia

<sup>3</sup> Program Studi Psikologi, Fakultas Sosial dan Bisnis Universitas Aisyah Pringsewu

*\*) corresponding author*

Fatma Kusuma Mahanani  
Email: [fatma.psi@mail.unnes.ac.id](mailto:fatma.psi@mail.unnes.ac.id)

Kleinsasser (2014) stated that teacher efficacy is the teacher's belief in his ability to teach students who have difficulty or do not have motivation in learning. Teachers who have a high level of self-efficacy have confidence and great effort in carrying out the teaching process. Conversely, teachers who have low levels of self-efficacy have low confidence and easily give up in carrying out certain teachings (Bandura in Mahanani: 2016).

In this study, self-efficacy in question is efficacy in terms of teaching the prevention of sexual violence to students with special needs. There have been many studies on teacher self-efficacy in teaching the prevention of sexual violence to students. The problem of the low teacher efficacy in teaching the prevention of sexual violence to students has also been overcome by various experimental trainings. However, not all training can increase teacher efficacy in teaching sexual violence prevention to students. For example, research conducted by Mahanani (2016) can increase teacher efficacy in teaching students to prevent sexual violence. On the other hand, research conducted by Phalita (2017) and Wahida (2014) is not effective in increasing teacher efficacy in teaching the prevention of sexual violence to students. Given the differences in the results in previous studies, it is necessary to examine what factors are related to the emergence of differences in the success of self-efficacy training so that later it can be controlled so that training can successfully improve self-efficacy.

Based on a preliminary study conducted to determine the factors related to self-efficacy in teaching sexual violence prevention, it is known that there are different scores on the efficacy of male and female special school teachers. In addition, it was found that SLB teachers who had attended teaching training on preventing sexual violence scored higher than SLB teachers who had never attended teaching training on preventing sexual violence.

Literacy studies to look for other factors related to self-efficacy show that there is a factor in the length of teacher teaching. The difference in self-efficacy in terms of length of teaching is based on the mastery experience or experience of success proposed by Bandura (1997:79). The success experience in question does not only include teaching sexual violence prevention, but also includes the ability of teachers to manage classes, including in conditioning students with special needs in daily lessons. Teachers who teach longer have higher self-efficacy (Erawati, 2012).

Referring to the preliminary study and the differences in the results from previous studies regarding the factor of gender, training experience and length of teaching on teacher efficacy, the researcher feels the need to examine whether the factors of gender, training experience and length of teaching are related to the efficacy of special school teachers in teaching violence prevention. sexual. So that researchers are interested in conducting a comparative study of the self-efficacy of special school teachers in teaching the prevention of sexual violence to students in terms of gender in the city of Semarang. The choice of place in the city of Semarang is because the city of Semarang has never been a place of research on the efficacy of special education teachers in preventing sexual violence, both descriptive, correlation, comparative and experimental research. So it can be concluded that this study aims to examine whether there are differences in the efficacy of special school teachers in teaching prevention of sexual violence in terms of gender, training experience and length of teaching in the city of Semarang.

## METHOD

This research is quantitative research with a comparative design. This research design is comparative quantitative research (Purwanto, 2016:20) states that comparative quantitative research is research that aims to compare an object of research in one group of subjects with another group of subjects to determine causal relationships related to the variables being studied. The dependent variable of this research is the efficacy of special school teachers in teaching violence prevention, defined as a belief felt by special school teachers to be able to overcome difficulties so that they are confident in their abilities; can be self-motivated; able to try hard, persevering, persistent; able to survive in various situations and conditions and be able to face difficulties and obstacles in teaching sexual violence prevention to students with special needs. Self-efficacy was measured using a Likert scale based on the concept of Bandura's theory of self-efficacy. The higher the self-efficacy score, the higher the teacher's efficacy in teaching the prevention of sexual violence to students with special needs. On the other hand, the lower the efficacy score, the lower the teacher efficacy in teaching the prevention of sexual violence to students with special needs.

Data collection was carried out using a special school teacher efficacy scale in teaching sexual violence prevention which consisted of 35 items. The making of this instrument is based on aspects of self-efficacy according to Bandura (1997), namely level, generality and strength. The characteristics of the subjects taken are SLB teachers who teach in special schools in the Semarang City area. Samples were taken by cluster random sampling technique. The number of subjects used in the study was 127 people, consisting of 51 male SLB teachers and 76 female SLB teachers. The results of the study were analyzed using a data processing program with the Mann Whitney U-Test and Kruskal Wallis tests.

## RESULTS AND DISCUSSION

**Table 1**  
**Categories of Special School Teacher Efficacy in Teaching Sexual Violence Prevention**

Category	Total	Prosentase
Very Low	-	-
Low	-	-
Medium	36	28,3
High	74	58,26
Very High	17	13,38

Based on table 1, it can be seen that the efficacy level of Special school teachers in teaching prevention of sexual violence in Semarang City is in the medium range of 36 teachers, 74 teachers high and 17 teachers very high.

Gender is an individual characteristic based on biological conditions and then categorized as male and female. In this study, there were 127 subjects taken for data processing with a description of 51 male subjects and 76 female subjects (table 2).

**Table 2**  
**Categories of Subjects Based on Gender**

Gender	Total	Percentage
Male	51	40,15%
Female	76	59,85%
Total	127	100%

Based on the results of the calculation of the class limit of the efficacy of the special school teacher in teaching sexual violence prevention, then the categorization was determined based on gender (table 3).

**Table 3.**  
**Categories of Special School Teacher Efficacy in Teaching Sexual Violence Prevention by Gender**

Interval	Categories	Gender	
		Male	Female
$X \leq 61$	Very low	-	-
$61 < X \leq 79$	Low	-	-
$79 < X \leq 96$	Medium	18	18
$96 < X \leq 114$	High	30	44
$X > 114$	Very High	3	14
	<b>Total</b>	<b>57</b>	<b>76</b>

In the medium category, there are 18 male teachers and 18 female teachers. In the high category, there were 30 male teachers and 44 female teachers. While in the very

high category, there were 3 male teachers and 14 female teachers.

**Table 4**  
**Descriptive Statistics of Special School Teacher Efficacy in Teaching Sexual Violence Prevention by Gender**

N	Male teacher efficacy		Female teacher efficacy	
	Valid	Missing	Valid	Missing
Mean	100,06		104,34	
Median	100,00		101,00	
Mode	101		99	

Based on table 4, it can be seen that the mean value of the efficacy of the female special school teacher is greater than that of the male special school teacher where  $104.34 > 100.06$ . This shows that the efficacy of female SLB teachers is higher than the efficacy of male SLB teachers in teaching prevention of sexual violence in the city of Semarang.

Training experience is the participation of teachers in sexual violence prevention teaching training organized by

professionals or experts in the prevention of sexual violence. In this study, there were 127 subjects who were taken for data processing with a description of 54 subjects having attended teaching training on sexual violence prevention and 73 subjects had never attended teaching training for preventing sexual violence (table 5).

**Table 5**  
**Subject Categories Based on Training Experience**

Training experience	Total	Percentage
Ever	54	42,51%
Never	73	57,49%
<b>Total</b>	<b>127</b>	<b>100%</b>

Based on the results of the calculation of the class limit for the efficacy of special education teachers in teaching

sexual violence prevention, then the categorization was determined based on the training experience (table 6).

**Table 6**  
**Categories of Special School Teacher Efficacy in Teaching Sexual Violence Prevention Based on Training Experience**

Interval	categories	Training experience	
		Yes	No
$X \leq 61$	Very low	-	-
$61 < X \leq 79$	Low	-	-
$79 < X \leq 96$	Medium	16	20
$96 < X \leq 114$	High	30	44
$X > 114$	Very High	8	9
	<b>Total</b>	<b>54</b>	<b>73</b>

In the category of teachers who have participated in sexual violence prevention training, as many as 16 teachers have a moderate level of efficacy, 30 teachers have a high level of teacher efficacy and 8 teachers have a very high level of efficacy. Meanwhile, in the category of teachers who have never participated in sexual violence prevention

training, as many as 20 teachers have a moderate level, 44 teachers have a high level of teacher efficacy and 9 teachers have a very high level of efficacy.

Based on calculations assisted by data processing applications, the following results were obtained:

**Table 7**  
**Descriptive Statistics of Special School Teacher Efficacy in Teaching Sexual Violence Prevention Based on Training Experience**

		Statistics	
		Ever	Never
N	Valid	54	73
	Missing	73	54
Mean		103,17	102,52
Median		101,50	101,00
Std. Deviation		10,470	10,883
Minimum		84	78
Maximum		130	134

Based on table 7, it can be seen that the mean of teachers participating in sexual violence prevention teaching training is greater than teachers not participating

in sexual violence prevention teaching training with a mean value of  $103.17 > 102.52$ .

**Table 8**  
**Descriptive Statistics of Special School Teacher Efficacy in Teaching Sexual Violence Prevention Based on Teaching Length**

		Statistics				
		Very new	new	enough	long	Very long
N	Valid	42	35	23	13	14
	Missing	85	92	104	114	113
Mean		100.93	103.43	104.65	101.54	104.93
Median		100.50	102.00	103.00	101.00	102.50
Std. Deviation		11.717	11.410	10.156	9.369	7.065

Based on table 8, it can be seen that the mean for teachers in the very long teaching category is 104.93, then the medium category with a mean value of 104.65, the new category with a mean value of 103.43, the old category with a mean value of 101.54 and the last mean 100.93 in the very new category. The largest mean value is 104.93 in the very old teaching category, while the smallest mean value is 100.93 in the very new teaching category.

Then, the data was processed to test hypotheses to find out whether there was a significant difference in the

efficacy of special education teachers in teaching prevention of sexual violence in terms of gender, training experience and length of teaching. Before testing the hypothesis, normality and homogeneity tests were carried out first.

The normality test was carried out using the One-Sample Kolmogorov Smirnov Test technique with the help of the SPSS program. Table 9 is a table of results from the normality test:

**Table 9.**  
**Normality Test One-Sample Kolmogorov Smirnov Test**

		One-Sample Kolmogorov-Smirnov Test
		Efficacy_special school teacher
N		127
Normal Parameters <sup>a,b</sup>	Mean	102,56
	Std. Deviation	10,852
Most Extreme Differences	Absolute	,132
	Positive	,132
	Negative	-,058
Kolmogorov-Smirnov Z		1,487
Asymp. Sig. (2-tailed)		,024

a. Test distribution is Normal.

b. Calculated from data.

Based on the normality test, it was found that the efficacy variable for the SLB teacher in teaching the prevention of sexual violence in Semarang City got a K-SZ score of 1.487 with a significance value of 0.024. The conclusion from these results is that the data is not normal

because the significance value is smaller than the 0.05 significance level, which is  $0.024 < 0.05$ .

The homogeneity test was carried out with the aim of knowing whether the data were homogeneous or not (Table 10).

**Table 10.**  
**Homogeneity Test Results**

Test of Homogeneity of Variances			
The Efficacy of SLB Teachers in Teaching Sexual Violence Prevention			
Levene Statistic	df1	df2	Sig.
.377	1	125	.540

Table 10 shows that the efficacy of special school teachers in teaching sexual violence prevention has a significance value of 0.540, which is more than the 0.05 significance level, so the data is homogeneous.

Because the data is not normal, the research will be tested using non-parametric techniques. Hypothesis

testing of the efficacy of special school teachers in teaching sexual violence prevention in terms of gender was carried out with the help of a data processing application program using Mann Whitney U (table 11).

**Table 11**  
**Hypothesis Test Results Based on Gender**

Test Statistics <sup>a</sup>	
Efficacy_special school teacher	
Mann-Whitney U	1644.500
Wilcoxon W	4570.500
Z	-1.445
Asymp. Sig. (2-tailed)	.148

a. Grouping Variable: gender\_

Based on the results of the hypothesis test, it is known that the significance value shows the number 0.148 where the p value  $> 0.05$  which means that there is no significant difference in the efficacy of special school teachers in teaching the prevention of sexual violence in terms of gender in the city of Semarang. So the hypothesis which reads "there is a significant difference in the efficacy special school teacher in teaching prevention of sexual violence in terms of gender in the city of Semarang" is rejected.

The results of the data analysis are supported by previous research, namely research conducted by Rahmasari (2017) with the title "Differences in Mathematics Self-Efficacy in High School Students in terms of Gender" with the results that there were no significant differences in self-efficacy between male and female students.

The results of the efficacy of special school teachers in teaching sexual violence prevention in Semarang City are not much different. The findings in this study are due to the fact that both male and female teachers have high confidence in their success in teaching sexual violence prevention. Male and female teachers did not differ in their belief in their ability to teach sexual violence prevention to students with special needs.

Hadianing (2014) said that both men and women have persistence and do not give up easily when faced with challenges. Therefore, in relation to this research, male and female teachers both have persistence and hard work in teaching sexual violence prevention so that they have high self-efficacy values.

Hypothesis testing of the efficacy of special school teachers in teaching sexual violence prevention in terms of training experience was carried out with the help of a data processing application program. Because the data is not

normal, then the hypothesis test is carried out with Mann Whitney U (table 12).

Based on the results of the hypothesis test, it is known that the significance value shows the number 0.907 where the p value  $> 0.05$  which means that there is no difference in the efficacy of special school teachers in teaching prevention of sexual violence in terms of training experience in the city of Semarang. So the hypothesis which reads "there is a significant difference in the efficacy of special school teachers in teaching sexual violence prevention in terms of training experience in Semarang City" is rejected.

Training is one of the activities that aims to improve the quality of teaching by applying the concepts and methods that have been obtained during the training (Rahmawati, 2015). In this study, it was found that teachers who had attended teaching training on sexual violence prevention or not, had almost the same efficacy values. This means that the experience of teaching sexual violence prevention training is not a predictor that determines differences in teacher efficacy results.

**Table 12**  
**Hypothesis Test Results Based on Training Experience**

Test Statistics <sup>a</sup>	
Efficacy_special school teacher	
Mann-Whitney U	1947.000
Wilcoxon W	4648.000
Z	-.117
Asymp. Sig. (2-tailed)	.907

a. Grouping Variable: training\_experience

Research conducted by Phalita (2017) with the title "Finger Finger Program to Improve Special School Teacher Efficacy in Delivering Prevention of Sexual Violence to

Children" shows that the module is not significant in increasing teacher efficacy in teaching prevention of sexual violence. Based on the interviews after the training, this could be due to the large number of KSA prevention materials, the limitations that exist in students, the discussion of sexuality which is still taboo in their environment, the different character of students and the large number of students. These factors actually lower the efficacy scores of special school teachers in teaching sexual violence prevention. The research conducted by Phalita (2017) proves that teaching training to prevent sexual violence in reality does not always succeed in increasing teacher efficacy.

Hypothesis testing of the efficacy of special school teachers in teaching sexual violence prevention in terms of length of teaching was carried out with the help of a data processing application program. Because the data is not normal, then the hypothesis test is done by Kruskal Wallis (table 13).

**Table 13**  
**Hypothesis Test Results Based on Teaching Length**

Test Statistics <sup>a,b</sup>	
Efficacy_SLB teacher	
Chi-Square	3.026
Df	4
Asymp. Sig.	.554

a. Kruskal Wallis Test  
b. Grouping Variable: teaching\_length

Based on the results of the hypothesis test above, it is known that the significance value shows the number 0.554 where the  $p$  value  $> 0.05$  which means that there is no difference in the efficacy of special school teachers in teaching prevention of sexual violence in terms of length of teaching in the city of Semarang. So the hypothesis which reads "there is a significant difference in the efficacy of SLB teachers in teaching prevention of sexual violence in terms of length of teaching in Semarang City" is rejected.

Teachers with a lot of teaching time of course have more experience in carrying out teaching activities in the classroom. Through experience individuals can learn to be better. Based on the results of the analysis which stated that there was no significant difference between the efficacy of special school teachers in teaching prevention of sexual violence in terms of length of teaching because  $p > 0.05$ .

In this study, it was found that teachers with new or old teaching intensity had almost the same efficacy values. This means that the intensity of teacher teaching time does not determine the results of teacher efficacy in teaching prevention of sexual violence. So that there is no significant difference between new teachers and teachers who have been teaching for a long time.

This is in accordance with the research conducted by Khairiyah (2014) with the title "Differences in Self-Efficacy of Early Childhood Education Teachers in Inclusive Education in terms of Teaching Length and Educational Background in Grabag District" with the result that there were no differences in teacher efficacy in terms of teaching length.

The absence of a significant difference in teacher efficacy in teaching prevention of sexual violence in the city of Semarang can occur because the teacher has been teaching for a long time. The very new category is in the 1-9 year period, the new category is 9-15 years old, the medium category is 15-21 years old, the old category is 21-

27 years old and the very old category is  $> 27$  years. In this teaching period, it is certain that teachers already have a lot of teaching experience so they understand what teachers are facing, including teaching sexual violence prevention.

From the three descriptions above, it can be concluded that there is no significant difference in the efficacy of special school teachers in Semarang City in teaching sexual violence prevention in terms of gender, training experience and length of teaching. The difference in the efficacy of SLB teachers in the city of Semarang in teaching prevention of sexual violence could be caused by other factors such as the type of disability being taught, considering that one of the research results stated that one of the factors that reduced the efficacy of SLB teachers in teaching prevention of sexual violence was the limitations they had. by students in terms of the ability to receive material, communication, physical, etc. Other factors that may influence are ethnic factors, location of residence, age, mastery of technology and spirituality (Erawati, 2012).

## CONCLUSION

Based on the results of research that has been conducted on special school teachers in Semarang City regarding teacher efficacy in teaching prevention of sexual violence, it can be concluded that there is no significant difference between special school teachers' efficacy in teaching sexual violence prevention in Semarang City in terms of gender, training experience and length of teaching. The results of the study illustrate that the level of efficacy of special school teachers in teaching prevention of sexual violence in the city of Semarang is in the medium category. The mean value of the efficacy of female special school teachers is greater than that of male teachers in teaching prevention of sexual violence in the city of Semarang. The mean value of the efficacy of special school teachers who participated in teaching training on sexual violence prevention was greater than that of special school teachers who had never attended teaching training on sexual violence prevention in Semarang City. The mean value of special schoolteacher efficacy in teaching sexual violence prevention in Semarang City was highest in the very long teaching category and the lowest in the very new category.

With the results of the research above, the researcher gives suggestions that further researchers can examine the same topic with other factors such as age, place of residence, mastery of technology, etc. so as to increase the results of the study. Special school teachers maintain and improve their self-efficacy in teaching sexual violence prevention so that it is easier to teach sexual violence prevention to students.

There are several limitations in this study, namely the lack of references regarding teacher efficacy in terms of gender, training experience and length of teaching, especially on the topic of teaching sexual violence prevention. In addition, data collection was carried out during the COVID-19 pandemic season, where schools implemented a 50:50 system, which means that in one day only 50% of teachers go to work (Work From Office) and 50% of teachers work from home (Work From Home). 100% of teachers can be found during the data collection process. The conditions in which students study from home also make not all teachers who work from office stay in the classroom, but can move from place to place making it difficult to be asked to fill out questionnaires.

## REFERENCES

- Afifah, A. L. (2018). *Pengaruh Sense Of Community Terhadap Resiliensi Remaja Difabel Akibat Kecelakaan*. Semarang: Universitas Negeri Semarang.
- Afrieni, N., & Sartana. (2016). Gambaran Tekanan Dan Beban Yang Dialami Oleh Keluarga Sebagai Caregiver Penderita Psikotik Di RSJ Prof. H.B. Sa'ain Padang. *Jurnal Ecopy*, 115-120.
- Amira. (2015). Self Disclosure Orang Tua Yang Memiliki Anak Down Syndrome. *Jurnal Psikologi*, 1-9.
- Anggreni, N. M., & Valentina, T. D. (2015). Penyesuaian Psikologis Orang Tua Dengan Anak Down Syndrome. *Jurnal Psikologi Udayana*, 185-197.
- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Azwar, S. (2015). *Metode Penelitian*. Yogyakarta: Pustaka Pelajar.
- Azwar, S. (2016). *Reliabilitas dan Validitas*. Yogyakarta: Pustaka Pelajar.
- Azwar, S. (2017). *Penyusunan Skala Psikologi*. Yogyakarta: Pustaka Pelajar.
- Azwar, S. (2018). *Metode Penelitian Psikologi*. Yogyakarta: Pustaka Pelajar.
- Bull, M. J. (1990). Factors Influencing Family Caregiver Burden and Health. *Journal Of Nursing*, 758-776.
- Carretero, S., Garcés, J., Rodenas, F., & Sanjose, V. (2009). The Informal Caregiver's Burden Of Dependent People: Theory and Empirical Review. *Archives of Gerontology and Geriatrics*, 74-79.
- Carretero, S., Garcés, J., Rodenas, F., & Sanjose, V. (2009). The Informal Caregivers Burden Of Dependent People: Theory and Empirical Review. *Archives of Gerontology and Geriatrics*, 74-79.
- Datta, S. S., Russell, P. S., & Gopalakrishna, S. C. (2015). Burden Among The Caregivers Of Children With Intellectual Disability. *Journal Of Learning Disabilities*, 337-350.
- Davidson, W. B. (1991). The Relationship Between Sense Of Community and Subjective Well Being: A First Look. *Journal Of Community Psychology*, 246-253.
- Dewi, M. N., & Wibhowo, C. (2015). Proses Penerimaan Ayah Terhadap Anak Penderita Down Syndrome. *Jurnal Psikologi*, 1-21.
- Dillehay, R. C., & Sandys, M. R. (1990). Caregivers For Alzheimers Patient; What We Are Learning From Research. *Journal Of Aging and Human Development*, 263-285.
- Estes, A., Munson, J., Dawson, G., Koehler, E., Zhou, X., & Abbott, R. (2009). Parenting Stress and Psychological Functioning Among Mothers Of Preschool Children With Autism And Developmental Delay. *The National Autistic Society*, 375-387.
- Farkhah, L., Suryani, & Hernawati, T. (2017). Faktor Caregiver dan Kekambuhan Klien Skizofrenia. *JKP*, 37-46.
- Fletcher, & dkk. (2008). Prevalence, Severity, and Impact of Symptoms on Female Family Caregivers of Patients at The Initiation Of Radiation Therapy for Prostate Cancer. *Journal of Clinical Oncology*, 559-605.
- Ghonyah, Z. (2015). Gambaran Psychological Well Being Pada Perempuan Yang Memiliki Anak Down Syndrome. *Character*, 1-8.
- Gort, A. M., & dkk. (2007). Use Of The Zarit For Assessing Caregiver Burden And Collapse In Caregiving At Home In Dementias. *Journal Of Geriatric Psychiatry*, 957-962.
- Hadi, S. (2004). *Statistik Jilid 2*. Yogyakarta: Andi Offset.
- Hurlock, E. B. (1980). *Psikologi Perkembangan Suatu Pendekatan Sepanjang Rentang Kehidupan*. Jakarta: Erlangga.
- Jatisari, C. S., & Dewi, K. S. (2013). Hubungan Antara Sense Of Community Dengan Harga Diri Pada Anggota Hujabers Community Di Yogyakarta. *Jurnal Empati*, 1-11.
- Karademas, E. C. (2006). Self Efficacy, Social Support and Well Being The Mediating Role Of Optimism. *Personality and Individual Differences*, 1281-1290.
- Kumalasari, F. A. (2012). Hubungan Antara Dukungan Sosial Dengan Diri Remaja Di Panti Asuhan. *Jurnal Psikologi Pitutur*, 21-31.
- Lestari, F. A., & Mariyati, L. I. (2015). Resiliensi Ibu Yang Memiliki Anak Down Syndrome. *Psikologia*, 141-155.
- Lukito, A. C., Lidiawati, K. R., & Matahari, D. (2018). Sense Of Community Dan Self Efficacy Pada Mahasiswa Yang Mengikuti Komunitas Kesenian. *Jurnal Psikologi Talenta*, 9-20.
- Maryam, E. W. (2017). Gambaran Sense Of Community Pada Karyawan Bagian Administrasi Di Universitas Muhammadiyah Sidoarjo. *Jurnal Psikologi*, 52-64.
- Maslihah, S. (2011). Studi Tentang Hubungan Dukungan Sosial, Penyesuaian Sosial Di Lingkungan Sekolah Dan Prestasi Akademik Siswa SMPIT Assyfa Boarding School Subang Jawa Barat. *Jurnal Psikologi Undip*, 103-114.
- McMillan, D. W., & Chavis, D. M. (1986). Sense Of Community: A Definition and Theory. *Journal Of Community Psychology*, 6-23.
- MtGrath, R. J., Stransky, M. L., Cooley, C., & Moeschler. (2011). National Profile Of Children With Down Syndrome: Disease Burden, Access to Care, and Family Impact. *The Journal Of Pediatrics*, 535-540.
- Ornelas, J., Aguiar, R., Sacchetto, B., & Monteiro, M. F. (2012). Community-based Participatory Research: A Collaborative Study To Measure Capabilities Towards Recovery In Mental Health Community Organization. *Psychology, Community & Health*, 3-18.
- Potads. (2019). *Trisomy 21 Down Syndrome*. Jakarta: PT Gramedia.
- Pradianti, S. (2018). Meningkatkan Sense Of Community Anggota Karang Taruna Melalui Metode Appreciative Inquiry. *Jurnal Komunitas*, 1-17.
- Pratiwi, M. I. (2014). Perilaku Coping Pada Ibu Yang Memiliki Anak Down Syndrome. *Jurnal Spirits*, 1-18.
- Prayoga, Y., & Herdiyanto, Y. K. (2014). Hubungan Antara Rasa Komunitas dengan Motivasi Kerja Pengurus Subak. *Jurnal Psikologi Udayana*, 372-380.
- Purba, F. I. (2018). *Beban dan Koping Caregiver Dalam Merawat Anak Usia Sekolah Dengan Retardasi Mental Di Sekolah Luar Biasa Negeri Binjai*. Sumatera Utara: Universitas Sumatera Utara.
- Purwantika, W., Imam, S., & Ariati, J. (2013). Hubungan Antara Sense Of Community Dengan Prokrastinasi Akademik Pada Mahasiswa Fakultas Psikologi Universitas Diponegoro. *Jurnal Psikologi*, 1-10.

- Putri, Y. S. (2013). Prediktor Beban Merawat Dan Tingkat Depresi Caregiver Dalam Merawat Lanjut Usia Dengan Demensia Di Masyarakat. *Jurnal psikologi*, 88-97.
- Rachmawati, S. N., & Masykur, A. M. (2016). Pengalaman Ibu Yang Memiliki Anak Down Syndrome. *Jurnal Empati*, 822-830.
- Rafiyah, I., & Sutharangsee, W. (2011). Review: Burden On Family Caregivers Caring For Patiens With Schizophrenia And Its Related Facctors. *Journal Of Nursing*, 29-41.
- Rahma, M. S., & Indrawati, E. S. (2017). Pengalaman Pengasuhan Anak Down Syndrome. *Jurnal Empati*, 223-232.
- Renawati, Darwis, R. S., & Hery, W. (2017). Interaksi Sosial ANak DOWn Syndrome Dengan Lingkungan Sosial. *Jurnal Penelitian & UKM*, 252- 256.
- Renawati, Darwis, R. S., & Wibowo, H. (2017). Interaksi Sosial Anak DOWn SYndrome Dengan Lingkungan Sosial. *Jurnal Penelitian & PKM*, 252- 256.
- Retnaningsih, D., & Dini, I. K. (2016). Analisa Dukungan Keluarga Dengan Beban Orang Tua Dalam Merawat Anak Penyandang cacat Tingkat SD Di SLB Negeri Semarang. *Jurnal Senit*, 98-105.
- Rina, A. P. (2016). Meningkatkan Life Skill PAda Anak Down Syndrome Dengan Teknik Modelling. *Jurnal Psikologi Indonesia*, 215-225.
- Rini, M., Kusmiran, E., & Bangun, A. V. (2014). Faktor-faktor Yang Berhubungan Dengan Kejadian Sindroma Down Di SLB-C Cipaganti Bandung. *Jurnal Stikes A. Yani*, 14-29.
- Rohmadheny, P. S. (2016). Studi Kasus Anak Down Syndrome. *Jurnal Care Edisi Khusus Temu Ilmiah*, 67-76.
- Sari, R. L., Sukarlan, A. D., & Pohan, L. D. (2013). Hubungan Antara Caregiver Strain dan Caregiving Self Efficacy pada Ibu Selaku Caregiver Dari Anak Dengan Retardasi Mental. *Jurnal UI*, 1-17.
- Sugiyono. (2013). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R &D*. Bandung : Alfabeta.
- Sularyo, T. S., & Kadim, M. (2000). Retardasi Mental. *Sari Pediatri*, 170-177. Sumanto. (2014). *Teori dan Aplikasi Metode Penelitian*. Yogyakarta: CAPS.
- Urizar, A. C., Maldonado, J. G., & Castillo, C. M. (2009). Quality Of Life In Caregivers Of Patiens With Schizophrenia: A Literature Review. *Health and Quality of Life Outcomes*, 1-5.
- Veronia, Y., Zuhriyah, L., & Eko, R. (2018). Faktor-faktor ayang Berhubungan Dengan Kesejahteraan Subjektif Caregiver Orang Dengan Skizofrenia Di Bantur Malang. *Jural Kedokteran Brawijaya*, 142-147.
- Viana, M. C., & dkk. (2013). Family Burden Related To Mental And Pshysical Disorders In The World: Result From The WHO Word Mental Health (WMH) Surveys. *Revista Brasileira de Psiquitria*, 115-125.
- Werdani, Y. D. (2018). Pengaruh Caregiving Pada Pasien Kanker Terhadap Tingkat Caregiver Burden. *Jurnal Ners dan Kebidanan*, 249-256.
- Wijayani, S. A., & Hafsah, B. (2011). Resiliensi Orang Tua Dalam Membesarkan Anak Retardasi Mental. *Jurnal Spirits*, 1-14.
- Yuliawati, A. D., & Woelan, H. (2013). Hubungan ANtara Tingkat Stres Dengan Tindak Kekerasan Pada Caregiver Lansia Dengan Demensia. *Jurnal Psikologi Klinis dan Kesehatan Mental*, 48-53.
- Yusri, & Fithria. (2016). Caregiver Burden Pada Keluarga Dengan Anak Berkebutuhan Khusus (ABK) Di Labui Banda Aceh. *Jurnal Psikologi*, 1- 5.
- Zahro, Saadah Az, Mustikasari. (2014). “Stres Orang Tua yang Memiliki Anak Down Syndrome”, <http://lontar.ui.ac.id/naskahringkas/2016-08/S56394Ari%20Saadah%20Az%20Zahro>, diakses 13 Maret 2018.
- Zarit, S. H., Reever, K. E., & Peterson, J. B. (1990). Relatives Of The Impaired Elderly: Correlates Of Feelings Of Burden. *Journal Of Gerontologist Oxford*, 649-655.