



Resilience Profile of Children with Special Needs and the Importance of Guidance and Counseling Services

Novida Nurhayati^{1*}, Bakhrudin All Habsy², Budiyanto³,
Endang Pudjiastutik Sartinah⁴

¹²³⁴Post Graduate Guidance and Counseling, Surabaya State University
Surabaya State University

Corresponding Author: ¹novida.22002@unesa.ac.id, ²bakhrudinhabsy@unesa.ac.id,
³budiyanto@unesa.ac.id, ⁴endangartinah@unesa.ac.id

Article History:

Submit:
2023-10-03

Publish:
2023-12-19

Abstract

Children with special needs are children who need special services to develop their potential in education, social services, guidance and counseling services, and various types of other special services. In reality, not many people understand or know children with special needs, so there is still much discrimination that occurs. This discrimination is not only from the community around them but also from their own families. This discrimination leads to a stressful situation, resulting in possible difficulties in participating in educational programs or other skills. Therefore, an important aspect that they need to adapt to difficult situations or stressful conditions is resilience. This research aims to describe and understand resilience in children with special needs. The method used in writing this article is the literature study method, where data is obtained by a series of activities related to library data collection methods, reading and recording, and processing research materials. The source of resilience formation itself comes from within and outside the individual

internal factors that can affect children with special needs in bringing up resilience, which are emotion regulation, impulse control, optimism, causal analysis, empathy, self-efficacy, and reaching out. The implementation of counseling guidance services itself is almost the same as normal children in general according to their needs, which are described as follows: planning, implementation, and evaluation of guidance and counseling. Therefore, the important role of guidance and counseling services for children with special needs is needed.

Keywords: Resilience, Children with special needs, Guidance and counseling services

1. Introduction

When individuals in a marriage want the presence of a baby within the marriage. Parents want the baby or child to be born perfectly without any deficiencies.¹ There is no living creature created by God that has no shortcomings. Whatever the condition, humans are born uniquely by the Supreme Creator.

No one who is born into this world wants to be born with a disability. All parents also do not want their children to be born with special needs. The presence of children with special needs does not discriminate in terms of rich families, educated families, religious families, or poor families. Parents cannot be indifferent to the presence of children with special needs.²

The use of term “children with special needs” is usually used to describe children who are physically, mentally, or behaviorally substantially deviated from normal, either higher or lower, such as children with mental retardation, learning disabilities, mental retardation, learning disabilities, hearing impairments, visual impairments, physical impairments, speech and language impairments, emotional and behavioral disorders, and those who are gifted. They are referred to as children with special needs because their conditions may require special education or additional educational, social, or medical care to

¹ D. G., Wibowo, D. V., & Fatmawati, F. (2021). Rejuvinasi Strategi Pengembangan Kreativitas Anak di PAUD. *Al-Athfaal: Jurnal Ilmiah Pendidikan Anak Usia Dini*, 4(1), 31-46.

² Ahmad Susanto. 2018. *Bimbingan dan Konseling di Sekolah* Jakarta: Prenada Media Grup.

compensate for academic, physical, and behavioral characteristics that differ substantially from what is considered normal.³

From statistical data published by the Coordinating Ministry for Human Development and Culture in June 2022, the number of children with special needs in the age range of 5-19 years is 3.3%. Meanwhile, the total population at that age (2021) is 66.6 million people. Thus the number of children aged 5-19 years with disabilities is around 2,197,833. Then, data from the Ministry of Education and Culture as of August 2021 shows that the number of students in special and inclusive schools is 269,398 children.

From the data obtained, the percentage of children with disabilities who take formal education is only 12.26%. This means that there are still very few children with disabilities or children with special needs (ABK) in Indonesia who should have access to inclusive education, even though from year to year the number continues to increase.

This increasing trend in the number of children with special needs is not matched by an increase in community knowledge and understanding of their developmental characteristics. Therefore, the community, including parents, often give inappropriate treatment that can inhibit children with special needs from developing their potential and abilities. In many cases, children with special needs tend to be excluded from society, either explicitly or implicitly.⁴ Discrimination against children with disabilities not only comes from other people in their environment but also often from their own families.⁵ These children face a variety of negative behaviors ranging from implicit avoidance, and explicit rejection, to hostile attitudes and behaviors. Phenomena that also sometimes occur in the school environment even add to the risk factors faced by children with special needs, as reported by several articles on Indonesian online media portals.

In this stressful situation, children with special needs may experience many difficulties in participating in educational programs and improving academic,

³ Hendriani, W. (2017). Family Protective Factors as The Basis for Helping Children With Special Needs Increasing Resilience. 4(2). 146-152

⁴ Hendriani, W. (2017). Family Protective Factors as The Basis for Helping Children With Special Needs Increasing Resilience. 4(2). 146-152

⁵ Hendriani, W. (2017). Family Protective Factors as The Basis for Helping Children With Special Needs Increasing Resilience. 4(2). 146-152

social, and other life skills.⁶ Many assume that children with special needs are an obstacle in everything they want to do. Many incidents in the environment where they live are reluctant to recognize the existence of children with these needs.

An important aspect that can make children with needs successful in dealing with pressure or difficult conditions is resilience. Resilience is the capacity of individuals to overcome and improve themselves from adversity by responding healthily and productively to improve themselves so that they can face and overcome the pressures of daily life.⁷

Resilience is defined by Luthar, Cicchetti, and Becker⁸ as a dynamic process that includes positive adaptation in the context of difficult situations, significant dangers, and obstacles. Resilience is seen as a fundamental strength that is the foundation of all positive traits in building a person's psychological and emotional strength. Resilient individuals are individuals who have resilience with several positive responses in facing difficulties, overcoming stress, and bouncing back from their traumatic conditions.

Resilience will make a person able to adjust to significant difficulties.⁹ Resilient individuals can have the ability to get through tough life challenges and find ways to bounce back and thrive. Resilience will also determine a person's success in life. Thus, children with special needs who have high resilience will be able to deal with life crises in positive ways, remain optimistic in living their daily lives, and be motivated to continue the learning process in developing their abilities. This also means that resilience will open wider opportunities for children with special needs to be able to achieve a better quality of life, both physically and psychologically.

All of this is inseparable from the important role of counselors in providing guidance and counseling services for children with special needs to help them overcome their personalities that tend to be less positive and improve their talents, interests, and achievements in academics or other fields, for example, dancing, sports and so on.

⁶ Hendriani, W. (2017). Family Protective Factors as The Basis for Helping Children With Special Needs Increasing Resilience. 4(2). 146-152

⁷ Hendriani, W. (2018) Resiliensi Psikologi. Jakarta Timur : Kencana

⁸ Hendriani, W. (2017). Family Protective Factors as The Basis for Helping Children With Special Needs Increasing Resilience. 4(2). 146-152

⁹ Hendriani, W. (2017). Family Protective Factors as The Basis for Helping Children With Special Needs Increasing Resilience. 4(2). 146-152

Therefore, the writing of this article is to describe resilience in children with special needs, factors that cause and support resilience research related to resilience in children with special needs, and the important role of guidance and counseling services.

2. Method

This type of research uses the literature study method, where the source of data collection comes from various journals, books, and articles which are then analyzed according to the title of the existing article problem. Exploration of journals, articles, and books online through repositories of various journals that have been published on various websites.

The data source used is secondary data that does not come from direct observation but from the results of research conducted by previous researchers. This data is generated by searching for various references about the research subject, which are then presented in the form of descriptions.¹⁰ The data collection method is carried out in searching or exploring data from literature related to existing problems. After the data is obtained, it is collected until it becomes a document that can be used.

The keywords used in writing this article are “resilience” and “children with special needs”. The articles selected in this writing are articles that match the title and the deadline for publishing the journal for a maximum of 6 years back, namely 2017-2023, using Indonesian and English, original articles (research articles, research subjects are children with special needs and articles are available in full text. This article search is sourced from online publications through open-access channels such as Google Scholar, Garuda, Springer, and others.

3. Result and Discussion

3.1 Result

After searching for scientific articles through Google Scholar channels and others, 5 articles were found that match the theme or title in this article, which were published from 2017 to 2023. The articles are described in the following table

¹⁰ Ernaliana, E., & Rasidi, M. A. (2021). Standar Kualitas Pendidikan Dasar Di Nigeria: Studi Kepustakaan. *El Midad*, 13(1), 41-49.

Table 1. Characteristics of the analyzed articles

Author Name	Year	Country	Research Objectives	Participants	Data Collection Design and Methods	Findings	Implications
Yunisa Sholikhati	2017	Indonesia	To explain the resilience of children with special needs who are victims of human trafficking	Two children with special needs who have been victims of human trafficking and have escaped	A qualitative method with a case study. Data analysis using thematic method analysis.	From the results of this study, external support (I Have) in the form of affection from a companion raises personal strength (I Am), this personal strength supports the subject to have interpersonal skills (I Can).	These three factors of external support (I Have), Personal Strength (I Am), and Social and interpersonal abilities (I Can) form sufficient and good resilience for the subject. If one of the sources does not appear, it will hinder the resilience process and not maximize it. In addition, there are internal and external protective factors that also support the resilience of children with special needs.
Fuyadi & Nugraha	2017	Indonesia	To determine the relationship between social support and resilience in people with disabilities due to accidents.	The subjects of this research are those who are members of the PPDI Bandung organization with a total of 13 people.	Quantitative method with correlation study using psychological scales.	There is a positive correlative relationship between social support and the resilience of people with disabilities due to accidents.	Social support directly affects the resilience process of people with disabilities due to accidents.
Wiwin Hendriani	2017	Indonesia	To describe family protective factors that are used as a basis for helping children with special needs to increase their resilience.	The subjects of this study were 4 families living in Surabaya.	Qualitative method with interviews, observations, and field notes. Using data analysis techniques.	The results of this study obtained eight protective factors that affect resilience, namely 1) independence, 2) Patience and sincerity, 3) persistence, 4) positive communication, 5) togetherness and support between other families, 6) other social support, 7) actively accessing information and being open to changes in the situation, 8) having a positive response among fellow parents.	Discuss steps taken by parents to strengthen protective factors to support children with special needs to increase resilience.

Author Name	Year	Country	Research Objectives	Participants	Data Collection Design and Methods	Findings	Implications
Rima Qoriah	2022	Indonesia	To find out in-depth about the dynamics of blind people who live in Yayasan Raudlatul Makfufin Tangerang Foundation.	The subjects in this study amounted to 4 people out of 27 visually impaired people, two of whom are visually impaired due to congenital and two non-congenital. are congenital and two are non-congenital.	The method used in This research is a qualitative method with a Descriptive Phenomenological Analysis (DPA) approach. Phenomenological Analysis (DPA) approach.	The results of this study show that the four subjects in this study managed to have positive resilience in living life.	They can survive in circumstances with all the painful life experiences, they can regulate gracefully all the conditions they live in at the moment, believing that whatever is given is God's will. believe that whatever is given is God's will. These factors These factors that can indirectly shape resilient behavior in blind people are proven by the blind people as evidenced by the changes in themselves so that the four blind disabilities so that the four blind people with disabilities can enjoy and be grateful for themselves.
Nurahmawati	2023	Indonesia	To obtain and know the relationship between Self-Confidence with Resilience of SMPLB students with deafness in SLB B Yakut Purwokerto.	The sample in the research conducted at SLB B Yakut Purwokerto was 21 people.	The method used in this study is a quantitative research method with a correlative approach. Data collection techniques were used through questionnaires and documentation.	Shows a positive correlation between Self-Confidence and Resilience. with Resilience, where the higher the student's self-confidence, the higher the level of resilience the higher the level of resilience possessed by SMPLB students with deafness. Vice versa, the lower the student's self-confidence then the lower the level of resilience that the student has	The high level of resilience depends on the ability of the individual himself, therefore attention, support and handling by related parties are needed to overcome this.

3.2 Discussion

a) Definition of Children with Special Needs

Children with special needs are defined as children who need special education and services to fully develop their human potential. The mention of children with special needs is because in fulfilling their life needs, these children need assistance with educational services, social services, guidance and counseling services, and various other types of services that are special in nature.¹¹ According to Heward in Pitaloka 2022, children with special needs are children with special characteristics that are different from children in general without always indicating mental, emotional, or physical disabilities. Meanwhile, according to Ilahi, ABK is explained as follows. Children with special needs are those who have temporary or permanent special needs that require more intense educational services. Children with special needs are those who have differences from the average child of the same age or children in general. The differences experienced by ABK occur in several ways, namely, the process of growth and development which experiences abnormalities or deviations both physically, mentally, intellectually, socially, and emotionally.¹²

The definition of children with special needs has a broader meaning when compared to the definition of exceptional children. Children with special needs are children whose education requires specific services and is different from children in general (Depdiknas). According to Mangunsong, the deviations that cause children with special needs to be different lie in differences in mental characteristics, sensory, physical, and neuromuscular abilities, social and emotional behavior, and communication skills, as well as a combination of two or three of these things. Based on several definitions given by the figures above, children with special needs can be defined as individuals who have physical, intellectual, and emotional characteristics, above or below the average individual in general.

b) Types of Children with Special Needs

¹¹ Putri, J,K. Syahputri, L. Surahman. 2021. Bimbingan Membaca Terhadap ABK Tna Rungu.

¹² Pitaloka, P,A,A. Fakhiratunnisa,A,S. Ningrum, K, T. (2022). Konsep Dasar Anak Berkebutuhan Khusus. *Masaliq:Jurnal Pndidikan dan Sains*. 2 (1) 26-42.

1) **Visually Impaired**

Visual impairment is one type of child with special needs (ABK), which refers to the loss of a person's visual sense function. To carry out life activities or communicate with their environment they use non-visual senses that are still functioning, such as the senses of hearing, touch, smell and taste.

2) **Deaf people**

Deafness is the partial or complete loss of hearing experienced by an individual, the cause of which is due to the partial or complete malfunction of the hearing device, so that the individual cannot use his hearing device in everyday life.

3) **Tunagrahita**

Deaf children are children who experience difficulties and limitations in mental-intellectual development and inadequacies in social communication below the average, so they experience obstacles in completing their tasks.

A person is said to have tunagrahita if they have three indicators, namely: (1) inhibition of intelligence functions in general or below average, (2) inability in social/adaptive behavior, and (3) social/adaptive behavior barriers occur at the age of 13 development, namely up to the age of 18 years.¹³

Based on the level of intelligence, children with disabilities are classified into four, namely: 1) Mild tunagrahita, which is someone who has an IQ of 55-70 2) Moderate tunagrahita, someone with an IQ of 40-55 3) Severe tunagrahita, someone who has an IQ of 25-40 4) Severe tunagrahita, someone who has an IQ < 25.¹⁴

4) **Tunalaras**

Children who are unable to adjust to the social environment or behave defiantly at moderate, severe, and very severe levels as a result of disruption of emotional and social development or both to the detriment of themselves and the school, family, and community

¹³ Pitaloka, P,A,A. Fakhiratunnisa,A,S. Ningrum, K, T. (2022). Konsep Dasar Anak Berkebutuhan Khusus. *Masaliq:Jurnal Pndidikan dan Sains*. 2 (1) 26-42.

¹⁴ Pratika, Tiwi Wira. (2019). *Asesmen Siswa Berkebutuhan Khusus di SD Inklusi: Studi Deskriptif*. Skripsi. Universitas Sanata Dharma Yogyakarta

environment. Tunalaras children are defined as children who are difficult to accept in personal and social relationships because they have extreme behavior that is very contrary to the norms prevailing in society. This behavior usually occurs indirectly and is accompanied by emotional disturbances that are unpleasant for the people around them. Based on the explanation above, it can be seen that children with emotional and behavioral disorders.

Behavioral abnormalities and intrapersonal problems experienced by children are extreme so children have difficulty adjusting their behavior to the general norms that apply in society. Children who experience emotional barriers or disorders are manifested in three types of actions, namely happy-sad, slow to anger, and relaxed-pressure. In general, their emotions show sadness, irritability or anger, a sense of pressure, and anxiety. This situation often occurs in children and adolescents, and as a result, the development of social emotions or both will be disrupted. So the a need for special service adjustments to develop the potential of children with talaras. Based on the level of reasonableness, children with reasonableness are divided into three groups, including: (1) mild tunalaras, (2) moderate tunalaras, (3) severe tunalaras.¹⁵

5) Children with special intelligence and special talents (CIBI)

Gifted children are those who have superior abilities in terms of intelligence (intelligence), creativity, technique, social, aesthetic, physical, and responsibility that are much higher than normal children their age, so to realize their potential into real achievements requires special service adjustments. There are three groups of CIBI children according to their respective levels of intelligence and privileges, which include (1) Superior, (2) Gifted, and (3) Genius.¹⁶

The definition according to IDEA is a child who has abilities that exceed those of others in general and can demonstrate very high work performance. Exceptional intelligence can be seen in various areas

¹⁵ Mirnawati. (2020). Identifikasi Anak Berkebutuhan Khusus di Sekolah Inklusi. Yogyakarta: Depublish (Grup Penerbitan CV Budi Utama)

¹⁶ Mirnawati. (2020). Identifikasi Anak Berkebutuhan Khusus di Sekolah Inklusi. Yogyakarta: Depublish (Grup Penerbitan CV Budi Utama)

such as general intellectual ability, specialized academics, creative thinking, leadership, arts, and psychomotor. A child can be said to be gifted if he/she has above-average abilities, has a high commitment to duty, and is also creative.

6) **Tunadaksa**

Children with disabilities are children who experience abnormalities or disabilities that exist in the bone, muscle, bone and joint systems. This disability is caused by various things, such as congenital abnormalities, accidents or brain damage. Tunadaksa comes from two words: tuna and daksa. Tuna means “lacking” and daksa means body. Disability can also be interpreted as a deficiency in the body, a deficiency in the disabled is seen in the presence of limbs that are not perfect. Tunadaksa is sometimes called a disability even though tunadaksa is only a defect in its limbs not in its senses.¹⁷ Disorders that occur in people with disabilities usually affect intelligence, communication, movement disorders, behavior and how to adapt.

7) **Autism**

Autism is a complex neurobiological developmental disorder that lasts throughout a person’s life. Autistic people usually have problems with social interaction and communication, so they have difficulty speaking, or they don’t focus when communicating. Sometimes people with autism have behaviors that they have to do or that they do over and over again, for example saying the same sentence over and over again. They also sometimes use gestures or point to objects to describe their thoughts. Autism also sometimes gives different responses if they are experiencing sadness and can even hurt themselves.¹⁸

8) **Tuna wicara**

Speech impairment or speech disability is an individual who has difficulties or barriers in verbal communication and thus has difficulty in communicating. This may be due to the absence or dysfunction of speech organs, such as the oral cavity, tongue, palate such as the oral

¹⁷ Pitaloka, P,A,A. Fakhiratunnisa,A,S. Ningrum, K, T. (2022). Konsep Dasar Anak Berkebutuhan Khusus. *Masaliq:Jurnal Pndidikan dan Sains*. 2 (1) 26-42.

¹⁸ Pitaloka, P,A,A. Fakhiratunnisa,A,S. Ningrum, K, T. (2022). Konsep Dasar Anak Berkebutuhan Khusus. *Masaliq:Jurnal Pndidikan dan Sains*. 2 (1) 26-42.

cavity and vocal cords, in addition to the absence or dysfunction of hearing organs, resulting in delays in language development.

Speech impaired (mute) is often associated with hearing impaired (deaf) because there is an eustachian nerve, which is the nerve that connects the middle ear with the oral cavity as well as the organs of speech including the mouth, nose, esophagus, windpipe, and lungs. According to Bambang Nugroho in pitaloka, “another important link between the ear and the mouth is the trigeminal nerve, which is the nerve connected to the hammerhead muscle, as well as to the muscles that allow us to chew and close our mouths, namely the temporal muscles and masseter muscles”.¹⁹

c) Resilience

1) Definition of Resilience

Resilience or “resilire” means “return” in the English dictionary comes from the word “resiliency” or “resilient” which aims to term the state of a person who can rise from the worst conditions in his life.²⁰ Meanwhile, resilience can be interpreted as surviving and thriving as a process that involves various factors that influence each other to deal with life stressors.²¹ Resilience theory is the result of the study of developmental psychopathology which understands how individuals can overcome various difficulties or obstacles to achieve optimal functional life throughout their life.²²

Resilience can also be seen as an individual’s ability to rise, fight, and overcome the difficulties that are being experienced as a form of ability to manage stress coping to grow and develop in the face of difficulties so that it can describe the quality of the individual.²³ In

¹⁹ Ryska April Yanda dkk. (2017). Pengaruh Metode Drill pada Renang Gaya Dada untuk Peserta Didik Tunawicara di Sekolah Luar Biasa Dharma Asih Kota Pontianak. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, 7 (7). Hal. 1-9

²⁰ Pratika, Tiwi Wira. (2019). Asesmen Siswa Berkebutuhan Khusus di SD Inklusi: Studi Deskriptif”. Skripsi. Universitas Sanata Dharma Yogyakarta

²¹ Hendriani, W. (2018) Resiliensi Psikologi. Jakarta Timur : Kencana

²² Fuyadi, G, F. Nugraha, S. (2017). Hubungan antara Dukungan Sosial dengan Resiliensi Pada Tunadaksa karena Kecelakaan. *Prosiding Psikologi. Karya Ilmiah Unisba*. 3(2).

²³ Kurniawan, Y., & Noviza, N. (2018). Peningkatan resiliensi pada penyintas kekerasan terhadap perempuan berbasis terapi kelompok pendukung. *Psikohumaniora: Jurnal Penelitian Psikologi*, 2(2), 125-142.

line with Neenan's opinion resilience is closely related to a person's psychological state cognitively, emotionally, and behaviorally against adversity in general. The focus on the development of resilience includes efforts towards the behavior needed to fight obstacles in life. As well as the ability to resist unwanted adversities that will occur in the future.

Based on several theories and explanations of resilience above, it can be concluded that the essence of resilience is the ability of individuals to rise, be strong and be able to manage themselves in facing problems in life so that by facing individual problems they become better individuals. Individuals can be said to be resilient if they quickly recover to the condition before a problem occurs and in dealing with individual problems respond in a healthy way.

2) Resilience Function

Based on research according to Reivich and Shatte, it is suggested that humans can use resilience for the following things:

a) Overcoming

In the course of human life, some various problems and tribulations can cause stress and are impossible to avoid. Therefore, humans need resilience to avoid the losses caused by these unfavorable problems. This can be done by analyzing and changing perspectives to be more positive and increasing the ability to control oneself to be motivated, happy, and productive in the face of life's pressures.

b) Steering Through

Everyone needs resilience to deal with every problem, pressure, and conflict that occurs in everyday life. Resilient people will use their inner resources to overcome any problems that exist, without having to feel burdened and negative about the incident.

c) Bouncing Back

Some events are traumatic and cause high levels of stress, requiring greater resilience in coping and self-control. The setbacks felt are usually extreme, emotionally draining, and require resilience in a gradual way to heal. Resilient people usually face trauma

with three characteristics to heal themselves. They exhibit a task-oriented coping style where they take actions aimed at overcoming the misfortune, they have a strong belief that they can control the outcome of their lives, and people who are able to return to normal life more quickly from trauma know how to connect with others as a way to cope with their experiences.

d) Reaching out

Resilience, in addition to being useful for coping with negative experiences, stress, or healing from trauma, is also useful for having richer and more meaningful life experiences and being committed to pursuing new learning and experiences. People with these characteristics do three things well, namely correctly estimating the risks that occur, knowing themselves well and finding meaning and purpose in their lives. Based on the description above, it can be concluded that the functions of resilience according to Reivich and Shatte are overcoming, steering through, bouncing back, reaching out.

3) Sources of Resilience

According to Grotberg, there are three sources of resilience called the three sources of resilience. Where the sources are:

a) Am I

This Am I factor comes from within the individual themselves. These sources include the feelings, attitudes and beliefs that individuals have.

b) I Have

This factor from I Have comes from outside the individual, where this is in terms of social support provided by others in shaping resilience.

c) I Can

The I can source is a source of resilience formation related to the skills possessed by individuals in establishing social and interpersonal relationships.

4) Resilience factors

Reivich and Shatte, argue that there are seven abilities in shaping resilience, namely:

- a) **Emotion Regulation**
Emotion regulation is the ability to stay calm under stressful conditions. Resilient individuals use it to help control their emotions, behavior and attention. Emotion regulation skills are important for interpersonal relationships, career success and maintaining physical health. Not all emotions are minimized, as expressing both positive and negative emotions is constructive and healthy, in fact if emotions are expressed appropriately, they are part of resilience.
- b) **Impulse Control**
Impulse control is a person's ability to resist desires, urges, preferences, and pressures that arise from within. Individuals who are able to control their impulses are closely related to their emotional regulation. Individuals who have high impulse control tend to have high regulation, on the other hand, if emotional regulation is low, they tend to accept beliefs impulsively, where a situation as the truth acts on that basis. This condition has a negative effect so that it can inhibit resilience.
- c) **Optimism**
Optimism is when individuals see their bright future. Resilient individuals are individuals who believe in future hope and can control their lives.
- d) **Causal analysis**
Causal analysis is the ability to describe an individual's ability to accurately identify the cause of the problem at hand. Individuals who cannot identify accurately will tend to always make mistakes.
- e) **Empathy**
Empathy is closely related to an individual's ability to read the signs or psychological states of others.
- f) **Self-efficacy**
Self-efficacy is the result of successful problem solving. Self-efficacy describes a belief that we can solve problems and achieve success. Self-efficacy is very important in achieving resilience.

g) Reaching Out

As previously described, resilience is not just how individuals have the ability to overcome misfortune and rise from adversity, but more than that, resilience is the ability of individuals to achieve positive aspects after the misfortune occurs.

d) The Importance of Guidance and Counseling Services for Children with Special Needs

From statistical data published by the Coordinating Ministry for Human Development and Culture in June 2022, the number of children with special needs in the age range of 5-19 years is 3.3%. Meanwhile, the population at that age (2021) is 66.6 million people. Thus, the number of children aged 5-19 years with disabilities is around 2,197,833. Then, data from the Ministry of Education, Culture, and Research as of August 2021 shows that the number of students in the Special Schools (SLB) and inclusive pathways is 269,398 children. The data on children with special needs is like an iceberg phenomenon, there are still quite a lot of hidden births of children with disabilities because not all families can accept the existence of children with disabilities sincerely amid the family. Some families still hide the existence of children with disabilities. The impact is that many children with special needs are in the midst of society and have not received good educational services, ABK is only at home with family, without proper care and training.²⁴

Children with special needs are children who have special characteristics and are different from other children without always indicating mental, physical, or emotional disabilities.²⁵ The Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia (2013) describes children with special needs as children who have limitations or abnormalities, both in mental-intellectual, social, emotional, and physical aspects compared to other children of their age, which significantly affect the process of development and growth.

Until now, children with disabilities are still marginalized in society socially, economically, politically, legally, and otherwise. Most people's

²⁴ Sriyanti, Lilik. (2021). *Bimbingan dan Konseling: Terapi Bagi Anak Berkebutuhan Khusus*. Lambaga Penelitian dan Pengabdian Masyarakat (LP2M) IAIN Salatiga. Salatiga.

²⁵ Sriyanti, Lilik. (2021). *Bimbingan dan Konseling: Terapi Bagi Anak Berkebutuhan Khusus*. Lambaga Penelitian dan Pengabdian Masyarakat (LP2M) IAIN Salatiga. Salatiga.

perceptions still tend to be negative towards children with special needs. Children with special needs are still considered disabled children, whose existence is considered a family disgrace, some consider them as infectious diseases that must be avoided. Children with disabilities are not normal or crazy. The many misperceptions about children with disabilities have a big impact on children and their families. Many children and their families are scorned, ostracized, and even expelled by the community.

On the other hand, parents' awareness of education and sending children with special needs to school is still low. Several surveys have found that there are wrong perceptions about children with disabilities. Many parents are pessimistic about the future of children with special needs, not knowing that there is special education for children with disabilities. The assumption is that children with special needs are troublesome, and a burden on the family so they are treated badly. The limitations of children with special needs make parents alienate them from the family by leaving them with grandmothers in the village, handing them over to boarding schools, and so on.

The number of challenges for children with special needs is complex. In addition to being faced with the problem of their limited abilities, children with special needs also have to overcome problems with their environment. The environment of society, family, friends, and neighbors is a source of new problems. Ridicule, bullying, and not being accepted in the environment become a psychological burden on children.

With the many complexities of life for children with special needs, it can form a less positive personality. They are haunted by feelings of insecurity, and anxiety, often suspicious of others, in addition to other personality barriers. This is one of the important reasons for guidance and counseling for children with special needs and to make it easier for children to follow the demands of the regular school curriculum. Badiah describes the difficulties of children with special needs at school, difficulty following reading and writing activities with normal children's patterns, difficulty following the existing curriculum, so that curriculum, infrastructure, counselor teachers, and support for learning activities for children with special needs are needed. Guidance and counseling services must be able to take a role in the resilient attitude of children with special needs.

Guidance and counseling services can optimize the talents of interests, and achievements of children with special needs²⁶ so that children can make achievements, as has been proven by children in special schools (SLB).

4. Conclusion

From the review of the entire article, it can be concluded that three sources influence the resilience of children with special needs, namely First, I have which comes from external (parents, teachers, or friends), Second, I am an individual's ability which includes feelings, behavior and abilities within the individual, and third, I can which is an interpersonal and social ability within the individual. In addition, seven factors can help shape resilience, namely emotion regulation, impulse control, optimism, causal analysis, empathy, self-efficacy, and reaching out. It can also be concluded that resilience is very important for individuals to deal with the pressures obtained in life. Therefore, it also requires the role of counselors to provide guidance and counseling services to optimize their abilities and help overcome the less positive personality of children with special needs.

References :

- Awwad, Muhammad. "Urgensi layanan bimbingan dan konseling bagi anak berkebutuhan khusus." *Al-Tazkiah: Jurnal Bimbingan Dan Konseling Islam* 4.1 (2015): 46-64.
- Badiah, Lutfi Isni. "Urgensi Bimbingan Dan Konseling Bagi Anak Berkebutuhan Khusus (ABK) Di Sekolah Inklusi." *Seminar Nasional Bimbingan Konseling Universitas Ahmad Dahlan*. Vol. 2. 2017.
- Dalam, Untuk Memenuhi Salah Satu Persyaratan, and Rima Qoriah. "Dinamika resiliensi pada penyandang tunanetra di Yayasan Raudlatul Makfufin Tangerang."
- Ernawati, Ernawati. "Pengaruh Media Sempoa Dalam Meningkatkan Kemampuan Menyelesaikan Oprasi Hitung Perkalian Bagi Siswa Tunanetra Low Vision Kelas Vii Pada Pembelajaran Matematika Di Sekolah Khusus Negeri 01 Kota Serang." *Jurnal UNIK: Pendidikan Luar Biasa* 3.3 (2018).

²⁶ Awwad, Muhammad. (2015). Urgensi Layanan Bimbingan dan Konseling Bagi Anak Berkebutuhan Khusus. *Al Takziah*, Vol 7 (1). Hal. 46-64.

- Fuyadi, Fadiah Gitta, and Suci Nugraha. "Hubungan antara Dukungan Sosial dengan Resiliensi pada Tunadaksa karena Kecelakaan." *Prosiding Psikologi* (2017): 857-862.
- Hendriani, Wiwin. "Family protective factors as the basis for helping children with special needs increasing resilience." *Indonesian Journal of Disability Studies* 4.2 (2017): 146-152.
- Hendriani, Wiwin. *Resiliensi psikologi sebuah pengantar*. Prenada Media, 2022.
- Khaeroh, Innayatul, et al. "Pelaksanaan Pendidikan Inklusif Untuk Siswa Dengan Hambatan Penglihatan (Low Vision) Di Sekolah Dasar." *JPI (Jurnal Pendidikan Inklusi)* 4.1 (2020): 11-21.
- Mirnowati, Mirnowati. "Identifikasi Anak Berkebutuhan Khusus di Sekolah Inklusi." (2020).
- Nurrahmawati, Eka Septiani. "Hubungan Antara Self-Confidence Dengan Resiliensi Pada Siswa Penyandang Disabilitas Rungu Di Slb B Yakut Purwokerto." Skripsi UIN SAIZU.
- Pitaloka, A. A. P., S. A. Fakhiratunnisa, and T. K. Ningrum. "Konsep Dasar Anak Berkebutuhan Khusus. *Masaliq: Jurnal Pendidikan Dan Sains*, 2 (1), 26-42." (2022).
- Pratika, Tiwi Wira. "Asesmen Siswa Berkebutuhan Khusus di SD Inklusi: Studi Deskriptif." *Universitas Sanata Dharma* (2019).
- Putri, Cikal Jiwani, and Lilis Syahputri. "Bimbingan Membaca Terhadap Abk Tuna Rungu." *ULIL ALBAB: Jurnal Ilmiah Multidisiplin* 1.1 (2021): 8-15.
- Rezieka, Dara Gebrina, Devi Vionita Wibowo, and Fatmawati Fatmawati. "Rejuvinasi Strategi Pengembangan Kreativitas Anak di PAUD." *Al-Athfaal: Jurnal Ilmiah Pendidikan Anak Usia Dini* 4.1 (2021): 31-46.
- Sriyanti, Lilik. "Bimbingan dan konseling: terapi bagi anak berkebutuhan khusus." UIN Salatiga. 2023.
- Susanto, Ahmad. *Bimbingan dan Konseling di Sekolah: Konsep, Teori, dan Aplikasinya*. Kencana, 2018.
- Yanda, Ryska April, Mimi Haetami, and Fitriana Puspa Hidasari. "Pengaruh Metode Drill Pada Renang Gaya Dada Untuk Peserta Didik Tuna Wicara Di Sekolah Luar Biasa Dharma Asih Kota Pontianak." *Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK)* 7.7 (2017).
- Yuwono, I. and Utomo. *Pendidikan Inklusi*. Sleman: Deepublish Publisher, 2021.

