

Parents' training needs for intellectual disability learning about daily life activities

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Abstract

This study aims to explore the training needs of parents for the future of children with intellectual disabilities (ID). The survey research method is used in this study. The questionnaire was used as a guide for parents, and then every chosen programme required by the parents was mentioned in the interview. Data analysis was carried out by categorising parental training needs into four domains of daily activities. The respondents were eight parents who needed training on the programmes of daily activities in order to train their children with ID at home. The findings show that those parents have still not been able to express their rights to convey their needs. Likewise, when they are invited to arrange the structure of the workout schedule at home, they still respond passively. The conclusion is that schools should start to explore the needs of daily activities programmes and develop learning programmes with parents.

Keywords: Parents' training, intellectual disability, learning.

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1. Introduction

Parents escort their children to special schools in the hope that their children have some competency, especially academic, independence and vocational competence. The family's expectations are urgent and critical support of motivation for parents in developing functional programmes for intellectual disability (ID) children is required (Barnes et al., 2014; Malekpour et al., 2015). Alnahdi (2014) found that the teacher in the study had the necessary skills and abilities to ensure successful transitions. Family and student involvement was rated by the teachers as the most important element in the transition process (Herwin et al., 2021). The programme is sourced from family activities as well as the context of the communication materials used, resulting from the growing communication of learning the ways of life (Tuononen et al., 2014). Families have hopes and expectations that are often manifested in daily activities and communication among families, so that the source of activity as the basis of the school uses the sources of functional programmes. The resources are assumed to be functional as they fit the needs of the family and are followed-up by the family with sustainable exercises that are appropriate to the context of life.

Daily activities in the family are the responsibilities of parents to design, organise and train. Thus, a positive outcome of the transition programme on ID due to family support is seen (Dixon & Reddacliff, 2001). Family support is an activity that is designed, organised and practiced daily by parents by supporting ID outcomes in adult life. The dominant theoretical models in the transition literature focus on parental adaptation to the stresses of caregiving (Gillan & Coughlan, 2010). The theory supports that parents who design activities in the family need to adapt to the stresses of treatment delivery. The research results of Gillan and Coughlan (2010) state that a positive outcome towards adult activity for ID is a key factor in parents' role.

The main problem is that special schools in Indonesia are not aware that programmes in the curriculum need to be sourced from family activities. Parents still expect that going to school is to gain academic skills, but are yet to realise that functional skills are also needed (Azizah, 2016). This fact is reinforced by Azizah (2016) and Bouck and Satsangi, (2017), who determine that the curriculum for ID children is more academically oriented (Azizah, 2016; Bouck & Satsangi, 2017). Orientation towards academics is difficult to implement practically by parents in the family. Many special schools for ID provide ineffective learning (Ruteere et al., 2015). The fact of parents' recognition at one of the prominent special schools in the Special Region of Yogyakarta expects that the school's curriculum supports the independence of children with ID. However, these expectations cannot be fully optimised, as parents' needs have not been identified by the school and the dominance of academic needs as a neglected constraint of the programme is sourced from the daily activities in the family.

2. Literature review

2.1. Intellectual disability

ID in the literature is often called mental retardation or cognitive disability, and in the undemanding category and phenomenon thus put forward in regular primary schools it is called borderline intellectual functioning (Peltopuro et al., 2014). Reviewing some of these terms refers to individuals who have intellectual barriers and so they are mentally late. The indicator is located in the late mental age and the limitation of its development is compared to chronological age. According to the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, cognitive disability is a barrier that occurs in the development period and includes two aspects: the deficit in intellectual function and the deficit adaptive behaviour, which are reflected in obstacles in the conceptual, social and practical domains (American Psychiatric Association, 2015). The characteristics of the domain are graded according to the constraints; the main factor in the undemanding category is still capable of being optimised for semi-skills and functional skills; self-help categories and domestic skills that are routine; heavy categories need to be designed more intensively in order to communicate; and self-

help. These conditions are taken into consideration in education for them as the functional curriculum, and so the context of life is the substance for learning resources. The context exists in the continuity of families, schools and communities. Likewise, the context of social skills also needs to include the development of social skills to enhance participation in family, school and community activities (Walton & Ingersoll, 2013). Social skills include the need for functional programmes, so also in the context of life in the family, school and community.

ID conditions need quality of life as a programme activity that is developed in the curriculum (Van Der Putten & Vlaskamp, 2011). The activity should have a positive effect on their development in adulthood. These positive activities are active daily living, because they require learning that is immediately needed to learn life. Cognitive obstacles are linked to the function of learning about life that is carried out in their daily activities for the quality of their life. They need an ecological approach to prevent environmental isolation (Bell & Clegg, 2012).

2.2. Role of families in the development of education for ID

The proponents of the theory are forms of adaptation of parents in regulating treatment delivery pressures. The theory that the family also supports the outcome in adulthood comes from Bronfenbrenner's ecology, which suggests systemic and multicontext sustainability in families, schools and communities (Bronfenbrenner & Shelton, 2019). Carr (1994) proposes a conceptualisation that the framework of a family life cycle that alternates causes parental pressure and sadness, and then parents cope with the sadness causing the families to try to adjust (Carr, 1994). Adjustment effort to the problems in the family is also a support that the family needs in the independence of children who have disabilities. The attainment of young people after high school is community living (Hallahan et al., 2014). The achievements include the ability to manage finances and make legal decisions; regulate health and seek healthcare services; choose recreation and leisure time arrangements; develop relationships with friends and work together; and manage their transportation needs. These achievements are realised by parents if they are able to cope with the pressures they face with the delivery care to their disabled children. In accordance with Bowlby's attachment theory, parental attachment and emotional relationships of caring of children will determine comfort in the exploration of the physical and social environment (Bell & Clegg, 2012). Mainly, the need of vocational competence requires family contribution (Dixon & Reddacliff, 2001).

2.3. Functional curriculum

The functional curriculum is an area of life that stretches as a programme of disabilities learning about entering adult life. Functional development needs are centring paradigms in learners. Family life is always changing in accordance with the life of the community that should also be developed selectively with paradigm pragmatism. Thus, the functional curriculum is adapted according to the practices in family life, and family life in turn is a mirror of the ever-changing public life (Meyers, 2011). The functional curriculum should always be related to daily life activities as a source of substance (Wehman & Kregel, 2012). The activities of life function in the area of daily life include domestic activities, leisure activities, social life activities and vocational activities (Hallahan et al., 2014).

2.4. Training needs for parents in learning daily activities for children ID

The need for parents' training in learning daily activities for ID requires a transition programme for ID. The transition from school life to adult life for ID is a life skill (King et al., 2017). The transition to adult life for ID requires parental assistance for success. Parents must be able to become facilitators and supporters (Lussier-Desrochers et al., 2014). ID needs the development and expression of functional and adaptive skills competencies. This development needs to be worked out by parents in the family. Efforts by parents will succeed by being a companion for the development of functional competence and adaptive skills if parents have the competence to facilitate. These competencies need to be obtained from special schools where ID goes to school. Independence and adaptive skills are

carried out as daily activities. The development of these skills is implemented in the family and facilitated by parents. For this, parents need to be given training (Kilincaslan et al., 2019).

3. Method

The study was conducted at special school of Negeri 1 Bantul Daerah Istimewa Yogyakarta. The informants of the research were eight parents of children with ID. Purposive sampling was used to determine the parent informants. The reason for the use of this type of sampling was to extract information from parents whose children had entered secondary school, because parents of children with ID in high school were prepared or entering adulthood. The period was clearly hoped to approach self-reliance in family and community life. Data excavation started from the need assessment about the programme needs and on the basis of programme needs that were designed for implementation in the family environment. The method was carried out in a mixed manner, namely questionnaires and interviews, and qualitatively about the choice of training needs categories. Quantitatively, support of the highest frequency of categories from the domain of daily activities is needed.

3.1. Data collection method

The data were collected by questionnaires and interview guidelines. Questionnaires comprised a number of questions about parents' expectations of their child's future and trust in asking for school assistance to guide their children in a special school. Furthermore, they were given a number of questions from the list on the areas of life activities that include domestic activities, leisure activities, community life activities and vocational activities. The questionnaire was distributed by the researchers who asked the parents to choose programme needs in the area of life activities. Voting was also aided and explained by the researchers. This method was followed by the researchers because the average parent had difficulty in conveying something that was a basic need in everyday life. Background was based on the difficulties in knowing and realising actually the curriculum in school that is related to daily life in family and community. Schools had not explored the needs of individuals who came from families as a functional curriculum requirement.

3.2. Data collection instrument

The instruments were developed from the study area on the expectation of independence and competence for the preparation of life skills of the community. The study of the aspect of parents' expectation and life skills of the community was described in terms of the types and kinds in each aspect to be adapted to the activities that followed the cultural standards of the community. The responses of the parents were categorised into three: badly in need of training, need training and do not require training.

3.3. Data analysis method

Data were analysed by sorting the categories on the needs of the programme such as the areas of domestic activity, leisure activities, community life activities and vocational activities. The results of the needs of the programme were based on the design of the programmes implemented by families and schools. The programme design is based on developing learning patterns and the analysis of each programme area is traced to its implementation in the family.

4. Results

The results of the study begin from the assessment of the programme needs in the area of daily life activities. The programme requirements are also graded on the level of training needs. The results are tabulated and presented in Table 1.

Table 1. Data on the activities that have been carried out in family and training needs analysis for elementary schools

Programme aspects for elementary school children	Subject score								Total	Information	
	RA	PV	MH	RR	AS	NH	FM	KH			
1. Domestic activities											
a. Selecting a game	3	1	1	2	4	5	4	3	23	Need of training	
b. Washing the dishes	1	3	3	1	4	5	4	3	25	Need of training	
c. Organising bed	2	3	3	1	2	5	4	2	22	Need of training	
d. Dressing up	3	3	1	1	4	5	4	3	24	Need of training	
e. Brushing teeth	4	3	2	1	4	5	4	3	26	Need of training	
f. Eating skills	4	4	1	1	4	5	4	3	26	Need of training	
g. Toileting	3	3	4	1	4	5	4	3	27	No. training required	
h. Choosing clothes	3	4	3	1	4	5	4	4	28	No. training required	
i. Cleaning room	2	3	2	1	4	5	4	2	23	Need of training	
2. Community life											
a. Eating in restaurants	3	1	1	2	2	5	4	3	21	Need of training	
b. Using public bathroom	2	1	2	1	4	5	4	3	22	Need of training	
c. Inserting trash into the trash bin	1	3	1	1	4	5	4	3	22	Need of training	
d. Choosing a bus city service	4	1	2	1	2	1	2	1	14	Need of training	
e. Giving money to the salesman in accordance with the wanted goods	1	1	2	1	4	1	4	3	17	Need of training	
3. Leisure activities											
a. Swimming	4	3	1	1	2	5	2	1	19	Need of training	
b. Playing games	4	1	2	1	4	5	4	1	22	Need of training	
c. Playing with peers	4	3	1	1	4	5	4	2	24	Need of training	
d. Walking fast	4	3	1	1	4	5	3	3	24	Need of training	
e. Playing a team sport	4	3	1	1	2	5	4	1	21	Need of training	
4. Vocational											
a. Arranging a place to eat	4	3	2	3	2	5	2	3	24	Need of training	
b. Cleaning the room	4	3	1	1	4	5	4	2	24	Need of training	
c. Going to the shopping centre	2	1	3	1	2	1	4	3	17	Need of training	
d. Doing picketing duty	2	1	2	1	3	5	4	2	20	Need of training	

Note: At the elementary school level, parents do not need training in daily activity skills such as toileting and choosing clothes.

Table 1 shows the programme aspects for elementary school children in terms of domestic activities, community life, leisure activities and vocational activities. In the programme, parents obtained a total score between 14 and 28, with a maximum score of 80. These results indicate that parents need training in daily activity skills. There are two programmes in which parents do not need skills training, i.e., toileting and choosing clothes. Parents do not need training in daily activity skills in the category of toileting and choosing clothes at the elementary school level.

Data related to programme requirements are also assessed on the level of training needs at the junior high school level. The results are tabulated and presented in Table 2.

Table 2. Data on the activities that have been carried out in family and training needs analysis for junior high schools

Programme aspects for junior high school children	Subject score								Total	Information	
	RA	PV	MH	RR	AS	NH	FM	KH			
1. Domestic activities											
a. Washing clothes	2	1	1	1	4	3	4	3	19	Need of training	
b. Cooking simple foods (making sandwich, frying eggs)	4	1	2	1	4	5	3	2	22	Need of training	
c. Organising bed	3	3	3	2	3	5	3	2	24	Need of training	
d. Making a snack	1	1	3	1	2	5	3	2	18	Need of training	
e. Cutting the grass	2	1	2	1	3	5	3	1	18	Need of training	
f. Making a shopping list and buying according to the list	1	1	2	1	2	1	2	1	11	Badly in need of training	
g. Cleaning and wiping the dust in the room	4	3	4	1	4	5	4	2	27	No training required	
2. Community life											
a. Crossing the street safely	2	1	1	1	3	1	2	2	13	Badly in need of training	
b. Shopping in a shopping centre	2	1	2	1	3	1	4	3	17	Need of training	
c. Using the public transport system	1	1	2	1	2	1	2	1	11	Badly in need of training	
d. Using recreational facilities	4	1	2	1	2	5	4	3	22	Need of training	
e. Participating in youth activities	1	1	1	1	2	2	2	1	11	Badly in need of training	
f. Playing to a neighbouring house	3	3	2	5	4	5	4	2	28	No training required	
3. Leisure activities											
a. Playing volleyball	3	1	1	1	1	5	2	1	15	Need of training	
b. Gymnastics	4	3	2	2	1	5	3	1	21	Need of training	
c. Playing a game of chess with a friend	1	1	3	1	1	1	3	1	12	Badly in need of training	
d. Playing traditional games	4	1	1	1	2	5	2	1	17	Need of training	
e. Attending a basketball association	2	1	1	1	1	5	3	1	15	Need of training	
f. Playing baseball	1		1	1	3	5	3	1	15	Need of training	
g. Swimming	4	3	2	1	3	5	3	1	22	Need of training	
4. Vocational											
a. Mopping	2	3	1	1	4	5	4	3	23	Need of training	
b. Cleaning the window	2	3	2	5	4	5	4	2	27	No training required	
c. Cutting the grass	2	1	1	1	4	5	4	1	19	Need of training	
d. Operating machines of household appliances (blender, rice cooker, turning on stove)	1	1	1	1	4	1	4	3	16	Need of training	
e. Cleaning bathrooms and amenities	3	1	2	1	3	3	4	2	19	Need of training	

Note: At the junior high school level, parents do not need training in the skills of daily activities such as shopping, using public transportation, playing games and cleaning windows.

Table 2 shows the programme aspects for junior high school children in terms of domestic activities, community life, leisure activities and vocational activities. In the programme, parents obtained a total score between 11 and 27, with a maximum score of 80. These results indicate that parents need training in daily activity skills. There are five programmes in which parents do not need skills training, i.e., shopping, using public transportation, playing games and cleaning windows at junior high school level.

Data related to programme requirements are also assessed on the level of training needs at the high school level. The results are tabulated and presented in Table 3.

Table 3. Data on the activities carried out in family and training needs analysis for high schools

Programme aspects for high school children	Subject score								Total	Information
	RA	PV	MH	RR	AS	NH	FM	KH		
1. Domestic activities										
a. Cleaning the room	2	1	1	1	3	5	4	2	19	Need of training
b. Developing a shopping plan every week	1	1	1	1	3	1	2	1	11	Badly in need of training
c. Cooking	1	1	1	1	3	4	4	1	16	Need of training
d. Operating the household electronic appliance	2	1	2	1	3	1	4	3	17	Need of training
e. Maintaining personal hygiene (an example for young women always preparing sanitary napkins)	3	1	3	1	3	5	4	3	23	Need of training
f. Maintaining clothing	2	1	2	1	3	5	4	3	21	Need of training
2. Community life										
a. Using inter-city bus	1	1	1	1	2	1	2	1	10	Badly in need of training
b. Saving at the bank	1	1	2	1	2	1	1	2	11	Badly in need of training
c. Using of shopping centre	2	1	1	1	3	1	3	3	15	Need of training
d. Using of hospital public facilities	2	1	1	1	2	2	4	1	14	Need of training
e. Using of recreational centre of recreational facilities	4	1	2	1	2	5	4	2	21	Need of training
3. Leisure activities										
a. Morning walk	3	1	1	1	4	5	4	2	21	Need of training
b. Playing badminton	2	4	2	1	4	5	3	1	22	Need of training
c. Fishing	1	1	2	1	3	1	3	1	13	Badly in need of training
d. Playing basketball	3	1	1	1	3	5	3	1	18	Need of training
e. Playing video game	4	1	1	1	4	5	3	1	20	Need of training
f. Going to the recreation area	4	3	2	1	3	5	3	3	24	Need of training
4. Vocational										
a. Working skills in home hygiene	1	1	2	1	3	5	4	2	19	Need of training
b. Photography working skills	1	1	2	1	1	1	1	2	10	Badly in need of training
c. Food service skill	1	1	1	1	3	5	1	1	14	Need of training
d. Working skill in laundry	1	1	2	1	3	2	1	3	14	Need of training

Note: At the high school level, parents do not need training in daily activity skills such as shopping planning, bus use, saving in the bank, fishing and photography skills.

Table 3 shows the programme aspects for high school in terms of domestic activities, community life, leisure activities, and vocational activities. In the programme, parents obtained a total score between 10 and 24, with a maximum score of 80. These results indicate that parents need training in daily activity skills. There are five programmes in which parents do not need skills training, i.e., shopping planning, bus use, saving in the bank, fishing and photography skills at junior high school level.

The explanation for each score is that if the total score is from 1 to 13, then it can be interpreted as badly in need of training. If the total score is from 14 to 26, then it can be interpreted as in need of training. If the total score is from 27 to 40, then it can be interpreted as no training required. The above data are displayed in the graphical form, along with a chart of the ability of the child's mental disability in every aspect.

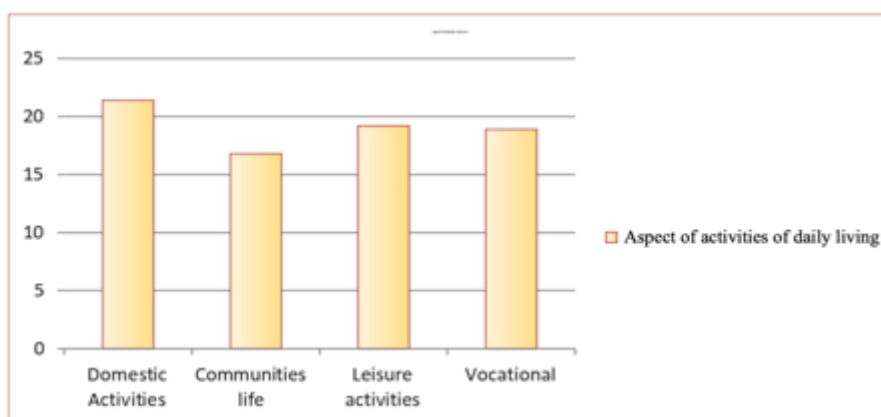


Figure 1. The ability of children with ID in every programme aspect

From Figure 1, it can be interpreted that children with ID have an average ability level of 21.4 out of the maximum score of 40 on the aspect of domestic activities; so the children's ability is in the category of in need of training. In the aspect of independent living, the average ability level of the children is 16.8 out of a maximum score of 40; so the children with ID still need training in this aspect. In the aspect of leisure activities, the average ability level of the children is 19.2 out of the maximum score of 40; so the children with ID still need training in this aspect. In the vocational aspect, the average ability level of the children is 18.9 out of the maximum score of 40; so children with ID still need training in this aspect. Therefore, it can be concluded that children with ID still need training in the aspects of domestic activities, social life, leisure activities and vocational activities. Furthermore, data are shown for each domain of daily activities in a graphical form.

4.1. Aspects of domestic activities

Figure 2 shows the data of the family of children with ID about the ability level on the aspects of domestic activities.

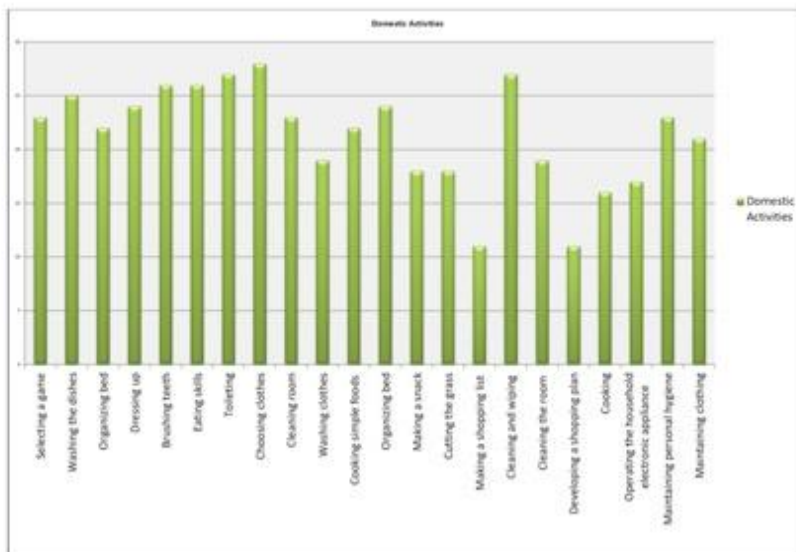


Figure 2. Data on the ability of children with ID on the aspects of domestic activities

Based on Figure 2, it can be interpreted that the ability of children with ID on the aspects of domestic activities has not reached the stage of independence. This is indicated by the average score below 22 out of the maximum score of 40. From these data, the level of training needs on the aspects of domestic activities is reflected; so it can be concluded that children with ID still need training on the domain of domestic activities.

4.2. Aspects of community life

Figure 3 shows the data of the family of children with ID about the ability level on the aspects of community life.

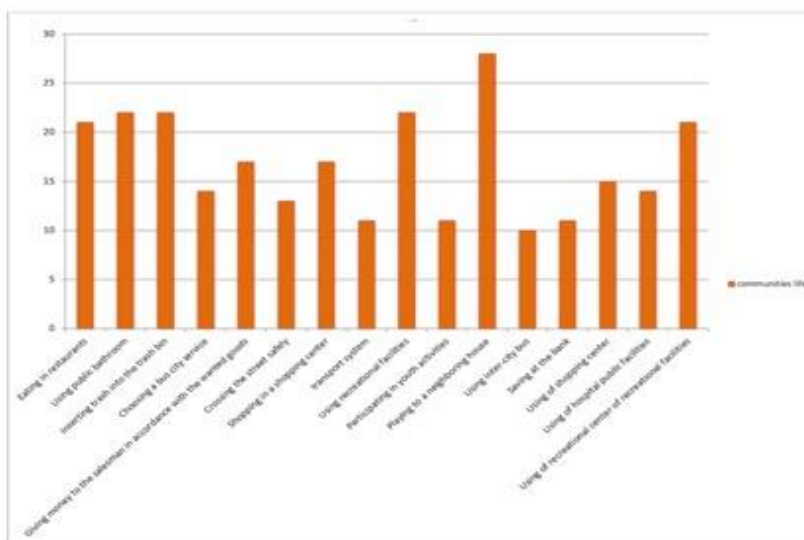


Figure 3. Data on the ability of children with ID on the aspects of community life

Based on Figure 3, it can be interpreted that the ability of children with ID on aspects of community life has not yet reached the stage of independence. This is indicated by the average score below 20 or even below 11 out of the maximum score of 40. From these data, the level of training needs on the aspects of community life is reflected; so it can be concluded that there are two sub-aspects of the

domain of community life that still requires training and there are five sub-aspects that are still badly in need of training.

4.3. Aspects of leisure activities

Figure 4 shows data of the family of children with ID about the ability level on aspects of leisure activities.

Based on Figure 4 below, it can be interpreted that the ability of children with ID on the aspects of leisure activities has not reached the optimal stage. This is indicated by the average score below 25 out of the maximum score of 40. From these data, the level of training needs in the aspects of leisure time is reflected; so it can be concluded that parents of children with ID need training on aspects of leisure activities.

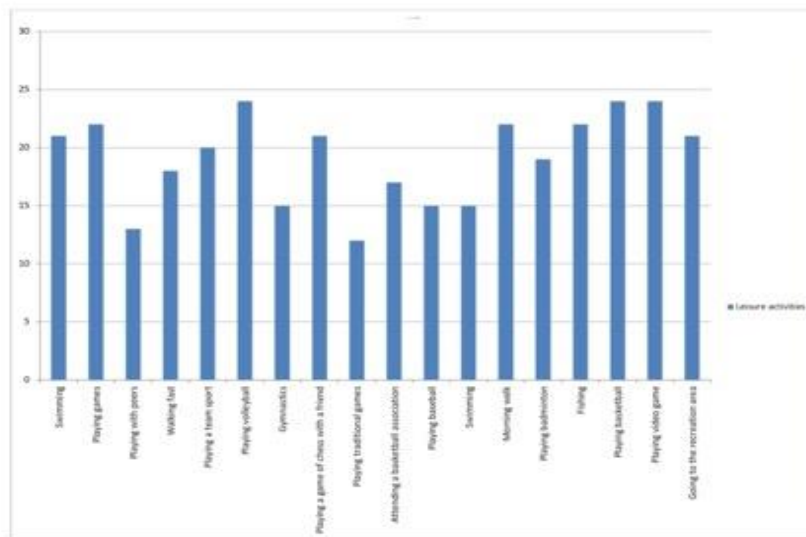


Figure 4. Data on the ability of children with ID on leisure activities

4.4. Vocational aspects

Figure 5 shows data of the family of children with ID about the ability level on vocational aspects.

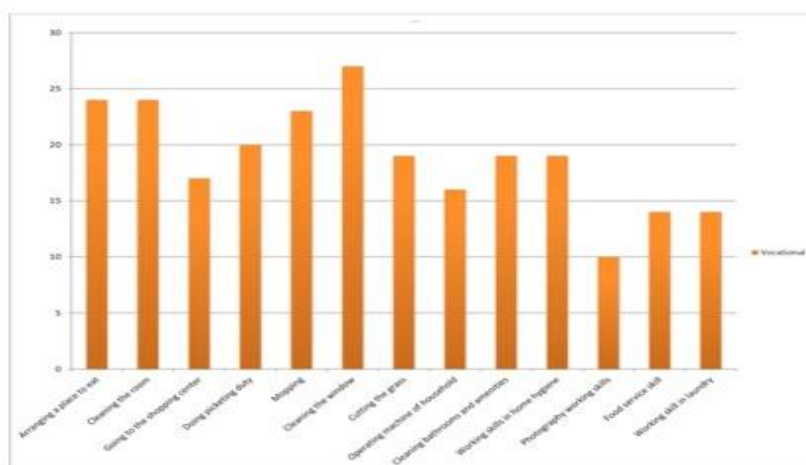


Figure 5. Data on the ability of children with ID on vocational aspects

Based on Figure 5, it can be interpreted that the ability of children with ID on the vocational aspects has not reached the optimal stage as yet. This is indicated by an average score below 19 out of a maximum score of 40. From these data, the level of training needs for parents on the vocational aspect is reflected; so it can be concluded that the vocational aspect requires training.

4.5. Family expectations

Figure 6 shows data of the family of children with ID about family expectations.

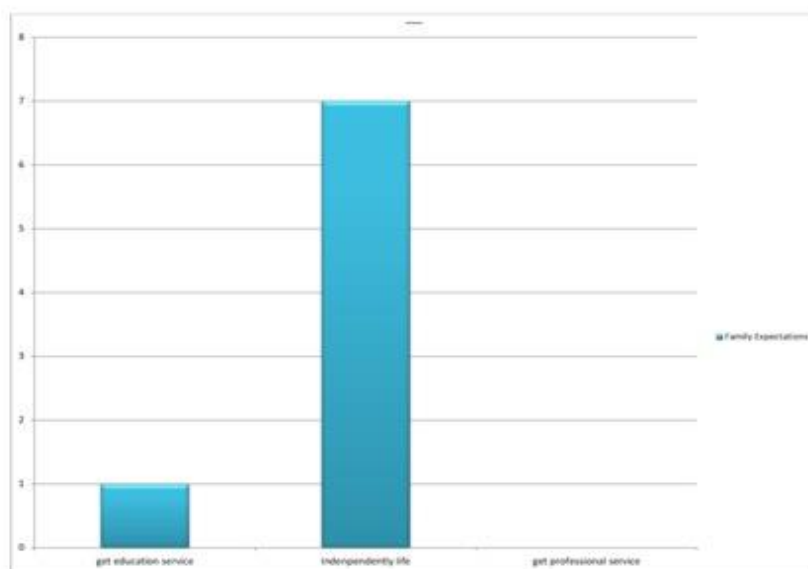


Figure 6. Data on the ability of children with ID with regard to family expectations

Based on Figure 6, it can be interpreted that the whole family expects their children to live independently. Parents are also aware about the needs of educational services and other professional services, but even with understanding the condition of their children the parents simply expect their child to be able to live independently.

4.6. Pattern of curriculum development within the family

The pattern of curriculum development in the family implicates the daily activities that can be developed by the family. However, parents need training in these activities. Learning training for parents increases their competence as facilitators for their children with ID. Research findings that the expectations of parents of children with ID on independence. These findings support the need for parents to facilitate the development of skills for independence in the family. For this reason, learning training on daily activities for ID is necessary for parents of ID children.

Various programme needs for ID based on parents' statements draw up planning patterns with simple schedule forms to be carried out by the family. The shape of the scheduling model is adjusted to the average daily life cycle of activities that are carried out in Indonesian families. The form of the scheduling model is arranged in conjunction with the parents. The model is expected to be found so that the need for the programme can also be implemented. Apparently, parents are still passive towards arranging the schedule; they still need guidance to compile or are not yet sure if they can it carry out. The programme needs, the family condition and the condition of children with ID need to be evaluated individually.

Individual programmes are the main thing parents need; only the needs of individual programmes are not commonly shared by parents. For example, they only need a communication programme for their children, but have lost hope in the children developing communication skills. Parental

recognition that the verdict of a professional in the hospital when his son went to therapy gave them no hope. The hope of being able to communicate and carry on activities is needed for children, but parents are confused with regard to providing training. This condition is not yet common in schools in the development of learning programmes as curriculum implementations based on the basic needs of family activities, and teachers in schools are also not fully aware. There was one teacher who realised that the activities of the family are required as a programme in school by way of daytime school to seek the setting of a place like the atmosphere in the family. The setting is likened to a family atmosphere, and teachers train family activities in order for learners learn to be independent in their daily activities. However, the most urgent needs of the family are not informed by parents to the school.

5. Discussion

The results of research show that the needs of daily activities programme are necessary. It shows that families actually expect children with ID to be able to function independently in life. For this, schools need to explore the needs of these activities for the development of a functional school curriculum. Schools should implement the development of a curriculum that is based on sustainability settings of school, family and community (Bronfenbrenner & Shelton, 2019; Wehman & Kregel, 2012). Paradigm needs learners are more suitable because daily activities are the most basic needs. Constraints in the development of the curriculum by using the paradigm are because schools in Indonesia have not prioritised functional skills, but going to a special school is to gain academic skills (Azizah, 2016).

The novel finding that the need for functional skills is sourced from daily activities in the family needs to be initiated by the school's side. Special schools are not for academic skills, but functional skills that come from daily activities in the family. It is shown from the data that parents need functional skills, but when it is carried out together for scheduling they are more passive. Likewise, parents need functional skills of daily activities in the family, but they are not actively delivering, so they generally go to a special school to gain academic competence. Family conditions are in a stressful position when it takes a lot of time to take care of children with ID conditions, resulting in parents being hopeless and confused to make structured exercise planning. Actually, the source of hope for the future of the next generation is within the family (Barnes et al., 2014; Malekpour et al., 2015). Confusion of the parents needs to be accommodated by the schools by being accompanied to arrange together with the schools. Likewise, for ID in schools, it is also necessary to provide a set of learning facilities that resemble the setting within the family and the vocational field, which are also provided to resemble the workplace setting.

The need for daily activities programmes in the domestic skills area requires training such as washing dishes, arranging beds, dressing, brushing teeth, feeding skills and cleaning the room, but the need for toileting and choosing clothes does not require training. Parents need training in order to follow-up training in the family. The findings shows that parents need training to train daily activities in the domestic area as the basis for developing programmes that need family, school, and community sustainability. In addition there is an emotional connection in the family as a basis for the children's comfort to explore in practice (Bell & Clegg, 2012; Bronfenbrenner & Shelton, 2019).

The need for the daily activities programme in the area of community life skills, which parents need greatly to be trained in, includes safe crossing of roads, using public transportation systems and participating in youth activities. Needs that are categorised as needy show that parents have great hope that their children can perform activities independently in the wider community. The pattern of curriculum development in the community life skills area needs to work with community institutions to get a direct contextual means of life. The paradigm of curriculum development uses pragmatism. The patterns start from activities that need to be carried out by using public facilities; activities that are analysed tasks are sources for practicing the curriculum programme at schools (Meyers, 2011).

The need for a daily activities programme in the leisure time aspect has the majority of types of activities that need training. There are constraints on them since the actual leisure activities are

necessary for life. When parents are questioned by the investigators, the majority immediately respond that they need it. They have no habits in the daily activities of leisure. This is the case with the majority of families in Indonesia who are in the middle to lower economic level; there is a tendency to ignore the need for leisure time because the pressures have no place for such activities. The implication needs to be studied in regards to how much leisure activity is needed for families with children with ID.

Needs programme of vocational area in all vocational types require training. It is the parents' main hope that their children can be independent. However, parents are minimal in terms of expectations for schools and professional services. This is a controversial data that parents may be less hopeful of accommodation handling from schools and professionals, because these expectations cannot yet be clearly manifested by schools through curriculum development programmes. Cooperation between institutions in the community for the implementation of vocational programmes is needed (Hallahan et al., 2014; Meyers, 2011). The implications of apprenticeship programmes at work institutions or services are required in schools, as well as research for the effects of family contributions on the level of children with ID. Curriculum development model sources from the role of parents can be taken as an example (Dixon & Reddacliff, 2001).

The finding on the learning training needs for daily activities for children with ID being necessary for parents is very high. Findings in these four domains indicate that parents of children with ID expect independence and adaptive behaviour (Lussier-Desrochers et al., 2014). Parents expect their children to be independent, so they receive training from schools in order to facilitate the development and expression of activity skills (Kilincaslan et al., 2019). This is a supporting fact that the curriculum for learning for children with heavy ID in academic orientation is not effective for transitioning from school to adulthood (Ruteere et al., 2015).

6. Conclusion and recommendations

Training needs for parents of children with ID come from daily life activities in all four domains: domestic activities, community life, leisure and vocational life. A family's daily activities can be used as a material for the development of the functional curriculum: if the school in the functional curriculum development paradigm always explores the parents' needs and parents' expectations of their children with ID. The parents should be given the right to express the need for an individualised educational programme. The fundamental needs of the development stage have become the right of children with ID, for example, walking skills, communication skills and school skills. These needs should be programmed by schools that include areas of domestic activity, community life, leisure and vocational life. Schools should cultivate the development of curriculum that is connected with family habits together with parents. The implications of learning implementation should be provided by the school facilities in settings that resemble the settings in the family and community, as well as the workplace setting.

A study on the training needs for parents of ID requires an assessment of the pattern of theme development in domestic activities, community life, leisure and vocational life. The themes are developed by integrating functional academics. Integration is to meet the perception of parents that going to special schools solely is to gain academic skills. Further research on the contribution forms between schools, families and communities towards learning outcomes of education for ID is recommended.

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