MINH
MALAHAYATI INTERNATIONAL JOURNAL OF NURSING AND HEALTH SCIENCE
ISSN 2620-9152 (Print)
ISSN 2621-4083 (Online)
DOI: 10.33024
Nomor: 79/E/KPT/2023

ARTICLE INFORMATION
Received: July, 16, 2025
Revised: November, 27, 2025
Available online: November, 28, 2025
at : https://e-jurnal.iphorr.com/index.php/minh

Unveiling the unseen: Parental experiences in nurturing children with intellectual disabilities: A systematic review

Sophia Euodia Anggoh*, Yossie Susanti Eka Putri, Achir Yani S. Hamid, Ria Utami Panjaitan

Fakultas Ilmu Keperawatan, Universitas Indonesia
Corresponding author: *E-mail: Euodia97@gmail.com

Abstract

Background: Parents of children with intellectual disabilities face a lifelong caregiving responsibility with multidimensional burdens, including chronic stress, financial pressure, and limited culturally sensitive mental health support. Previous studies have focused more on psychological aspects, so the holistic understanding of resilience and cultural dynamics is still limited.
Purpose: To examine the experiences of parents in caring for children with intellectual disabilities
Method: Literature search using PRISMA guidelines on PubMed, ScienceDirect, and Google Scholar (2015–2025) with related keywords. Quantitative studies on caregivers of children with intellectual disabilities were selected, while non-parents and non-intelectual disability were excluded. Study selection and methodological quality assessment (Joanna Briggs Institute checklist) were conducted by more than one researcher. Narrative synthesis was applied due to the heterogeneity of the data.
Results: Analysis of 10 studies (2,473 participants) revealed high emotional burdens (stress and anxiety) due to children's behavior, stigma, and lack of support. Resilience strategies such as mindful parenting and recreational activities enhance parent-child bonding and self-efficacy. Culture influences coping mechanisms, while father involvement is often hindered by traditional norms. Compared to previous reviews, these findings emphasize cross-cultural resilience and the urgency of community-based gender-inclusive interventions.
Conclusion: Caregivers of children with intellectual disabilities demonstrate resilience despite facing complex challenges. Interventions need to integrate psychosocial training, community support, as well as culturally sensitive policies and father participation.

Keywords: Intellectual Disabilities; Nurturing Children; Parental Experiences.

INTRODUCTION

Children with intellectual disabilities (ID) experience significant limitations in cognitive and adaptive behavior functions that require lifelong support, making parents the primary caregivers with the great responsibility of meeting the child's daily needs (Schalock, Luckasson, & Tassé, 2021). Globally, the prevalence of intellectual disabilities is estimated to reach 1–3% in the child population, with widespread impacts not only on the individual but also on family dynamics and social support systems (Maulik, Mascarenhas, Mathers, Dua, & Saxena, 2011). In Indonesia, the Basic Health Research 2018 reported that 8.3% of children aged 5–17 years experience developmental disorders, including intellectual disabilities, which require caregivers to adapt their roles in various aspects of life, from medical care to the education and socialization of the child, often with limited resources (Ministry of Health of the Republic of Indonesia, 2018).

Parents of children with intellectual disabilities face multidimensional burdens, such as high emotional burdens like chronic stress, future anxiety,

DOI: https://doi.org/10.33024/minh.v8i9.1208

depression, physical exhaustion, and financial pressure due to therapy and long-term care costs (Bourke-Taylor, Leo, Harris, & Tirlea, 2023). In many communities, their roles often go unnoticed or are considered "ordinary," resulting in minimal structural support and recognition for the extraordinary resilience they demonstrate (Plant & Sanders, 2007; Law, Hall, & Cheshire, 2021). On the contrary, through strategies such as mindful parenting and shared recreational activities, parents can develop resilience, enhance self-efficacy, and strengthen emotional bonds with their children (Zabidi, Hastings, & Totsika, 2023).

Although previous reviews have largely highlighted psychological burdens or coping strategies separately, such as stress and family adaptation as well as the relationship between child characteristics and parental stress, gaps remain in the holistic understanding of how parents nurture children to find meaning in life, interpret their roles, and transform pressure into a source of personal growth, especially in different cultural contexts (Bayat, 2023; Hayes & Watson, 2013). Additionally, the role of fathers and cultural dynamics, such as stigma in certain communities or service limitations in low-income areas, are still often overlooked.

RESEARCH METHOD

A systematic review design was used for this study. Guided by the PICO framework, the population was defined as parents caring for children with intellectual disabilities, with no comparison group. The outcomes of interest included parental strengths, lived experiences, adaptation strategies, emotional challenges, and support needs. Literature searches were conducted in PubMed, ScienceDirect, and Google Scholar using keyword combinations related to parents, experiences, parenting, and intellectual disabilities.

Eligible studies were primary quantitative research cross-sectional, correlational, cohort, case-control, and RCT or quasi-experimental designs focusing on biological parents or primary caregivers of children with intellectual disabilities. Only articles published in English or Indonesian were included. Studies were excluded if they involved non-parent caregivers, examined conditions other than intellectual disabilities, focused on pharmacological interventions for children, or did not assess parenting-related outcomes.

Two reviewers independently screened titles and abstracts from the database search. Articles meeting the inclusion criteria were retrieved for full-text assessment. Data extraction was conducted using a standardized form capturing author, year, country, study design, population and sample characteristics, measurement tools, exposure and outcome variables, analytical methods, and key findings. Methodological quality was evaluated using the Joanna Briggs Institute (JBI) Critical Appraisal Checklist for Analytical Cross-Sectional Studies, which assesses inclusion criteria clarity, description of subjects and setting, measurement validity and reliability, identification and management of confounders, and statistical appropriateness. Quality assessments were performed independently by two reviewers, with disagreements resolved through discussion.

Given the heterogeneity of study designs, instruments, and cultural contexts, findings were synthesized narratively. All procedures from searching to quality appraisal and data extraction were documented in accordance with PRISMA guidelines to ensure transparency and reproducibility.

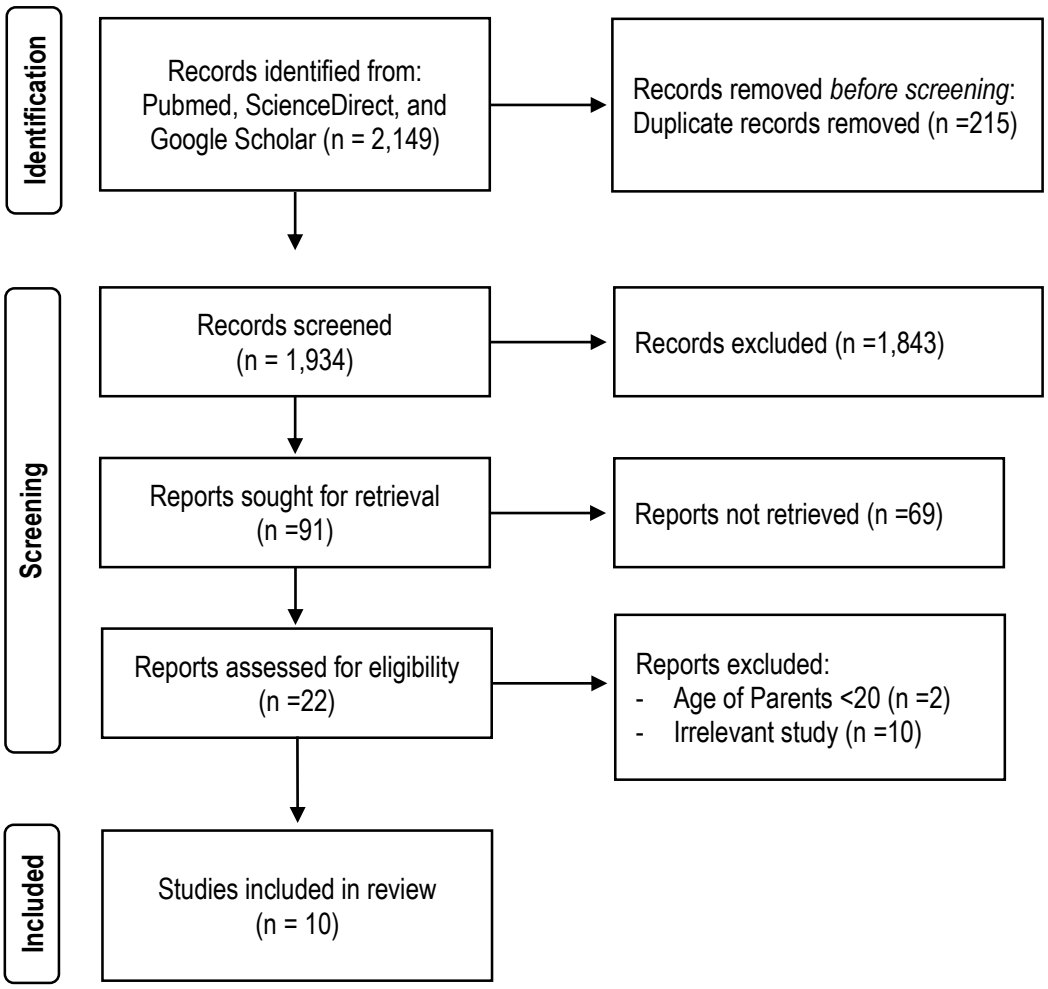
The search across the three databases yielded 2,149 records. After removing 215 duplicates, 1,934 records were screened, of which 1,843 were excluded based on title and abstract. Full-text retrieval was attempted for 91 records; however, 69 could not be accessed. The remaining 22 full-text articles were assessed for eligibility, resulting in the exclusion of 2 studies involving parents under 20 years old and 10 studies that did not meet the required research design. Ultimately, 10 studies fulfilled all criteria and were included in the final review.

Sophia Euodia Anggoh*, Yossie Susanti Eka Putri, Achir Yani S. Hamid, Ria Utami Panjaitan

Fakultas Ilmu Keperawatan, Universitas Indonesia
Corresponding author: *E-mail: Euodia97@gmail.com

DOI: https://doi.org/10.33024/minh.v8i9.1208

RESEARCH RESULTS



PRISMA Flowchart Figure

Sophia Euodia Anggoh*, Yossie Susanti Eka Putri, Achir Yani S. Hamid, Ria Utami Panjaitan

Fakultas Ilmu Keperawatan, Universitas Indonesia
Corresponding author: *E-mail: Euodia97@gmail.com

DOI: https://doi.org/10.33024/minh.v8i9.1208

Article Data Mapping Results Table

(Authors, Year) (Country)	Purpose	Method	Instruments	Results
(Jenaro et al., 2020) (Spain)	To assess the quality of life in families with a member with an intellectual disability using the Family Adjustment and Adaptation Response framework	The study included 515 Spanish participants whose family members with disabilities range in age from infancy to adulthood.	Instrument: Parenting Stress Index--Short Form (PSI/SF), Beach Center Family Quality of Life Scale (BC-FQOL). 49% of the variance in stress is caused by family conflict, challenging child behavior, and negative parental perceptions of the child's condition.	Parental stress is influenced by family factors and negative perceptions: Stress score (28.6 out of a maximum of 40) indicates a moderate-high level of stress.
(Bujnowska et al., 2019) (Poland)	To examine differences in future anxiety (FA) among mothers and fathers of children with and without developmental disabilities (DD), and it also analyzes differences in FA within the group of parents of children with DD taking into consideration parent-related factors and child-related factors.	A group of 167 parents of children with DD were compared to a group of 103 parents of children with typical development. The group with DD included children with autism spectrum disorders, sensory disorders, and intellectual disability.	Instrument: Future Anxiety Scale (FAS1). Significant differences (*t* = 3.12; *p* = 0.002) indicate the role of gender in anxiety management.	Mothers are more anxious about their child's future: Mothers' anxiety scores (4.2 on a scale of 1–5) are significantly higher than the fathers
(Mustfa et al., 2025) (Pakistan)	To explore mental health outcomes, i.e., depression, anxiety, and stress among caregivers of children with intellectual disabilities	Cross-sectional correlational design (n=202)	Instrument: Depression Anxiety Stress Scale (DASS-21). The mediating effect of anxiety is 0.18 (95% CI [0.10–0.27]), meaning that 18% of the increase in depression is triggered by anxiety.	Anxiety exacerbates depression due to stress: Stress does not directly trigger depression, but through increased anxiety.

Sophia Euodia Anggoh*, Yossie Susanti Eka Putri, Achir Yani S. Hamid, Ria Utami Panjaitan

Fakultas Ilmu Keperawatan, Universitas Indonesia
Corresponding author: *E-mail: Euodia97@gmail.com

DOI: https://doi.org/10.33024/minh.v8i9.1208

(Authors, Year) (Country)	Purpose	Method	Instruments	Results
(Moolayil, 2021) (USA)	To examine mothers' perceptions of the ability level in their children with an intellectual disability and how these perceptions affect the mother-child relationship	A quantitative nonexperimental methodology using a purposive sample of mothers with children aged 8–12 who were previously diagnosed with intellectual disability (N = 34) was used for this investigation.	Instruments: NIH Toolbox Self-Efficacy Parent Rating Scale, Child-Parent Relationship Scale (CPRS). Weak correlation (*r* = –0.12; *p* = 0.47) indicates that other factors (such as social support) are more influential.	The parent-child closeness is not affected by the level of disability: A closeness score of 3.8/5 indicates a good relationship, but it is not related to the severity of intelectual disability
(Zabidi et al., 2023) (UK)	To investigate factors associated with parent-child relationship quality in families of children with ID	The sample was drawn from the 1000 Families Study, a survey including parent-reported data from families of children with ID aged 4–16 years.	Instruments: Child-Parent Relationship Scale (CPRS), Child-Parent Activity Index (CPAI). Strong positive correlation with closeness (*r* = 0.59) and negative correlation with conflict (*r* = –0.41) (*p* < 0.001).	Recreational activities strengthen relationships: The frequency of joint activities is strongly correlated with increased closeness and reduced conflict.
(Laçin & Doğan, 2024) (Turkey)	To investigate the parenting behaviors and parental self-efficacy of parents of typically developing and child with an intellectual disability, considering their children's groups of with or without intellectual disability and other relevant variables.	The study involved 1194 parents with children aged 3-6 years, of whom 521 parents had children with intellectual disabilities and the remaining 673 parents had typically developing children. A t-test was used to compare parenting behavior and parental efficacy according to the child with or without an intellectual disability.	Instruments: Parental Behavior Scale Short Form, Parental Efficacy Scale. A significant difference (*t* = 8.45; *p* < 0.001) indicates the positive adaptation of parents of children with intelectual disability.	Parents of children with DI are more confident: Self-efficacy score 4.1/5 vs. 3.7 for parents of typical children.

Sophia Euodia Anggoh*, Yossie Susanti Eka Putri, Achir Yani S. Hamid, Ria Utami Panjaitan

Fakultas Ilmu Keperawatan, Universitas Indonesia
Corresponding author: *E-mail: Euodia97@gmail.com

DOI: https://doi.org/10.33024/minh.v8i9.1208

(Authors, Year) (Country)	Purpose	Method	Instruments	Results
(Dewi & Roswita, 2023) (Indonesia)	To find out the correlation between mindful parenting and parental stress in children with IDD, in which emotional regulation presents as a mediating variable.	This research is conducted to 76 parents' of children with IDD (aged from 4 to 13, categorized as lo leveled-IDD), aged minimum 25 years, education level equals to High School (SMA).	Instruments: Parental Stress Scale (PSS), Emotion Regulation Questionnaire (ERQ), Mindfulness in Parenting Questionnaire (MIPQ). Direct stress reduction (β = –0.46) and indirect stress reduction (β = –0.22) are significant (*p* < 0.05).	Mindful parenting effectively reduces stress: Mindful parenting practices reduce stress directly and through cognitive strategies.
(Mohamed et al., 2024) (UAE)	To explore, from the perspectives of mothers, the extent of fathers' involvement in raising children with ID in the UAE.	One hundred and fifty-eight (N = 158) mothers with children with ID completed the fathers' involvement in disability and rehabilitation scale. Mothers who had enrolled their children with ID in special schools or receiving services at rehabilitation centres were invited to participate in this study.	Instrument: Father Involvement Scale (FIDRS). Ambivalent attitudes reflect cultural pressures between traditional roles and parenting demands.	Fathers are actively but ambivalently involved: Involvement score 4.3/5, but attitude towards responsibility remains neutral (3.1/5).
(Hu, 2022) (China)	To address the paucity of research focused on fathers' experiences of raising a child with disabilities.	A survey over 4500 fathers of children with disabilities in China Mainland. The surveys focused on fathers' perceptions of their children, their perceptions of family functioning, and their perceptions of their own needs for emotional support.	Instrument: Child Perceptions and Family Function Short Form, Emotional Support Questionnaire for Chinese Families. Strong correlation (*r* = 0.48–0.63; *p* < 0.001) between negative perceptions and stress.	Fathers in China need emotional support: 55.6% of fathers seek help, with negative perceptions worsening the psychological burden.

Sophia Euodia Anggoh*, Yossie Susanti Eka Putri, Achir Yani S. Hamid, Ria Utami Panjaitan

Fakultas Ilmu Keperawatan, Universitas Indonesia
Corresponding author: *E-mail: Euodia97@gmail.com

DOI: https://doi.org/10.33024/minh.v8i9.1208

(Authors, Year) (Country)	Purpose	Method	Instruments	Results
(Su & Khanlou, 2023) (Canada)	To figure out the impact of social factors such as stress and social support on mental health and might be associated with cultural factors such as feelings of shame and loss of face.	This quantitative study examined sixty-five (n=65) Chinese immigrant mothers of children with developmental disabilities (DDs) from the Great Toronto Area in Canada.	Instruments: Parental Stress Index-Short Form (PSI-SF), Oslo Social Support Scale (OSSS), Experience of Shame Scale (ESS), Loss of Face Questionnaire (LOF). The mediating effect of shame is 0.27 (*p* < 0.01); social support reduces depression (β = –0.33; *p* < 0.01).	Shame exacerbates immigrant depression: Social support reduces depression, but shame intensifies anxiety effects.

Sophia Euodia Anggoh*, Yossie Susanti Eka Putri, Achir Yani S. Hamid, Ria Utami Panjaitan

Fakultas Ilmu Keperawatan, Universitas Indonesia
Corresponding author: *E-mail: Euodia97@gmail.com

DOI: https://doi.org/10.33024/minh.v8i9.1208

DISCUSSION

The methodological appraisal using the Joanna Briggs Institute Critical Appraisal Checklist for Analytical Cross-Sectional Studies produced quality scores ranging from 62.5% to 100%, with an average rating of 80%. The thematic synthesis was organized into four key domains. Emotional burden, a mean parental stress scale score of 28.6 ± 6.8, with 49% of stress variance attributed to family dysfunction, difficult child behaviors, and negative parental perceptions (Jenaro, Flores, Gutiérrez-Bermejo, Vega, Pérez, & Cruz, 2020). A mean future anxiety scale score of 4.2 ± 1.1, with mothers showing significantly higher anxiety than fathers ($t = 3.12$; $p = 0.002$) (Bujnowska, Rodríguez, García, Areces, & Marsh, 2019). Anxiety mediates the relationship between stress and depression (indirect effect = 0.18; 95% CI [0.10–0.27]) (Mustfa, Anwar, Tahir, Fatima, Shahid, & Shakil, 2025). Parent–child relationship, an average closeness score of 3.8 ± 0.6 on the child–parent relationship scale, with no significant link to the severity of the child's intellectual disability ($r = –0.12$; $p = 0.47$) (Moolayil, 2021). More frequent shared recreational activities were associated with greater emotional closeness ($r = 0.59$; $p < 0.001$) and reduced conflict ($r = –0.41$; $p < 0.001$) (Zabidi et al., 2023). Resilience and self-efficacy, higher average self-efficacy among parents of children with intellectual disabilities were noted compared with parents of typically developing children (4.1 ± 0.7 vs. 3.7 ± 0.8; $t = 8.45$; $p < 0.001$) (Laçin & Doğan, 2024). In Indonesia, mindful parenting lowers stress directly ($\beta = –0.46$; $p < 0.01$) and indirectly through cognitive reappraisal (β indirect = –0.22; $p < 0.05$) (Dewi & Roswita, 2023). Fathers' roles and cultural context, an average father involvement score of 4.3 ± 0.5, alongside ambivalence regarding primary caregiving responsibilities (attitude score = 3.1/5) (Mohamed, Opoku, Safi, Belbase, Al Mughairbi, Xie, & Almarzooq, 2024). In a large Chinese sample ($n = 2,008$), 55.6% of fathers sought emotional support, with negative perceptions of their child's condition strongly linked to psychological distress ($r = 0.48–0.63$; $p < 0.001$) (Hu, 2022). Among 65 Chinese immigrant mothers in Canada, shame mediated the pathway from anxiety to depression (indirect effect = 0.27; $p < 0.01$), while social support reduced depressive symptoms ($\beta = –0.33$; $p < 0.01$) (Su & Khanlou, 2023).

The results of this review indicate that caregivers, especially mothers of children with intellectual disabilities, experience a heavy emotional burden as a direct consequence of long-term caregiving responsibilities. High levels of stress, anxiety, and depression do not only stem from the physical and psychological demands of caring for a child, but are also exacerbated by internal factors such as negative perceptions of the child's condition, shame arising from social stigma, and limited access to culturally sensitive mental health services. The lack of social support, both formal and informal, further exacerbates the pressure experienced by caregivers. The combination of these factors emphasizes that a multidimensional intervention approach is greatly needed, integrating community-based social support, coping skills training, and easily accessible mental health services that are relevant to local cultural values.

However, the findings of this review also indicate the presence of resilience dimensions in many caregivers. This is reflected in the high self-efficacy and the stability of the parent-child relationship quality that remains intact, even under high-pressure conditions. Adaptive emotional management strategies, such as mindful parenting and cognitive reappraisal, have proven capable of helping caregivers reduce stress levels, regulate emotional responses, and build positive emotional closeness with their children (Kanthasamy, Miskon, Barlas, & Marsh, 2024). These findings reinforce the importance of skill-based psychological interventions, as they not only alleviate psychological symptoms but also have the potential to improve the long-term quality of life for caregivers.

Gender roles also emerge as an important variable in the dynamics of caregiving. Several studies indicate that fathers' involvement in the caregiving of children with intellectual disabilities is still low, and this is influenced by traditional social norms that place mothers at the center of care. The emotional ambivalence and practical unpreparedness felt by many fathers reflect the need for interventions and educational programs that explicitly involve them. By strengthening father involvement, the psychosocial burden within the

Sophia Euodia Anggoh*, Yossie Susanti Eka Putri, Achir Yani S. Hamid, Ria Utami Panjaitan

Fakultas Ilmu Keperawatan, Universitas Indonesia
Corresponding author: *E-mail: Euodia97@gmail.com

DOI: https://doi.org/10.33024/minh.v8i9.1208

family can be shared more equitably and overall family cohesion can be enhanced.

Findings from various countries also show that cultural context greatly influences how families manage stress and access support resources. The coping strategies used, the forms of support available, and societal perceptions of disability vary greatly between regions of Europe, Asia, and the Middle East. However, most studies in this review use cross-sectional designs and self-report instruments, which limit the ability to understand the temporal dynamics of caregiving and the objective validity of the reported data. Therefore, the interpretation of these results needs to be accompanied by an awareness of the inherent methodological limitations.

In comparison with other literature reviews, the study which used a meta-aggregation approach on 17 qualitative studies, found three main themes that align with our findings: the challenges and rewards in caregiving, the emotional and financial burdens, and the self-sacrifice most experienced by mothers (Barratt, Lewis, Duckworth, Jojo, Malecka, Tomsone, & Wilson, 2025). The main difference is emphasis on the positive aspects of caregiving, such as the emergence of pride and a new sense of purpose that caregivers gain from the process of caring for a child. These aspects in our review appear only implicitly and are not the main focus of the analysis. On the other hand, another review which examined 14 qualitative articles using the PRISMA approach, identified seven main themes, including gendered emotional experiences, compromises to quality of life, caregivers' limited knowledge, stigma, uncertainty about the future, and the inevitable burden of caregiving (Mundakir, Choliq, Sukadiono, Fitriyani, & Firman, 2024). Their review provides a rich depiction of the subjective narratives of caregivers, but tends to overlook methodological aspects such as instrument validity and does not incorporate quantitative analysis regarding the prevalence of the burden experienced by caregivers. Compared to the two studies, this review contributes through a cross-cultural synthesis that combines quantitative and qualitative evidence and a transparent risk assessment of bias using JBI guidelines, although it still faces limitations due to the dominance of cross-sectional studies and the risk of self-report bias.

Theoretically, these findings reinforce the stress–coping–adaptation model, which states that caregiver well-being heavily depends on the balance between stress-triggering factors and the availability of psychosocial resources such as social support and self-efficacy. From a practical perspective, this review supports the importance of developing easily accessible self-efficacy and mindful parenting training programs, whether through primary service facilities such as community health centers and inclusive schools, or through community-based digital platforms. In addition, the formation of peer support groups involving mothers and fathers is necessary, as well as cross-disciplinary interventions that unite psychologists, social workers, and occupational therapists within a collaborative framework. Guidelines for inclusive and culturally sensitive mental health service policies also need to be developed to reach families more broadly and effectively.

Based on the limitations and findings of this review, several recommendations for future research are crucial to be put forward. First, a randomized controlled trial combining several interventions simultaneously, such as mindful parenting, behavior skills training, and family psychoeducation, is necessary to assess their synergistic effects on caregiver well-being and child independence. Second, a longitudinal design is highly recommended to evaluate the resilience of intervention effects and how caregiver stress or adaptation develops over time. Third, the involvement of fathers in research should also be increased by directly considering their perspectives. Fourth, the use of mixed-method design will greatly help in capturing the complexity of caregiving more comprehensively. Lastly, the integration of objective data from medical records or social services, as well as the cost-effectiveness evaluation of community interventions, becomes crucial to support evidence-based policy-making. By directing research towards these recommendations, the future support for families caring for children with intellectual disabilities will become stronger, more contextual, and have a tangible impact on their well-being.

Sophia Euodia Anggoh*, Yossie Susanti Eka Putri, Achir Yani S. Hamid, Ria Utami Panjaitan

Fakultas Ilmu Keperawatan, Universitas Indonesia
Corresponding author: *E-mail: Euodia97@gmail.com

DOI: https://doi.org/10.33024/minh.v8i9.1208

CONCLUSION

Findings from 10 studies show that parents particularly mothers carry substantial psychological burdens, including chronic stress, anxiety, and depression, driven by long-term caregiving demands, social stigma, and limited access to mental health support. At the same time, they cultivate adaptive capacities such as mindful parenting, shared recreational activities, and cognitive reappraisal, which help build resilience and strengthen emotional connections with their children. Parenting is also shaped by cultural expectations and gender norms, with fathers' involvement often constrained and families in low-income settings facing added strain due to inadequate structural support.

While the review offers a comprehensive view of these complex parenting experiences, methodological weaknesses in the included studies most being cross-sectional and dependent on self report limit conclusions about long-term changes or causal pathways. Even so, the evidence provides a strong foundation for developing psychosocial interventions, including parenting skills programs, culturally tailored community support, and policies that encourage greater father involvement. Future research should employ longitudinal designs, mixed methods, and culturally validated instruments to better understand family resilience and the impact of sustained interventions. Overall, this review highlights both the challenges and strengths of these parents and offers an empirical basis for disability-focused family welfare advocacy.

REFERENCES

Barratt, M., Lewis, P., Duckworth, N., Jojo, N., Malecka, V., Tomsone, S., & Wilson, N. J. (2025). Parental Experiences of Quality of Life When Caring for Their Children With Intellectual Disability: A Meta-Aggregation Systematic Review. *Journal of Applied Research in Intellectual Disabilities*, *38*(1), e70005.

Bayat, M. (2023). *Teaching exceptional children: foundations and best practices in early childhood special education*. Routledge.

Bourke-Taylor, H., Leo, M., Harris, V., & Tirlea, L. (2023). Feasibility of health promoting activity coaching for mothers of children with disabilities: Pilot nonrandomized controlled trial. *The American Journal of Occupational Therapy*, *77*(3), 7703205140.

Bujnowska, A. M., Rodríguez, C., García, T., Areces, D., & Marsh, N. V. (2019). Parenting and future anxiety: The impact of having a child with developmental disabilities. *International journal of environmental research and public health*, *16*(4), 668.

Dewi, E. I., & Roswita, M. Y. (2023). Mindful parenting, emotional regulation, and parental stress on the parents of children with intellectual developmental disorder. *Journal of Child Development, Exceptionality and Education*, 81-88.

Hayes, S. A., & Watson, S. L. (2013). The impact of parenting stress: A meta-analysis of studies comparing the experience of parenting stress in parents of children with and without autism spectrum disorder. *Journal of autism and developmental disorders*, *43*(3), 629-642.

Hu, X. (2022). Chinese fathers of children with intellectual disabilities: Their perceptions of the child, family functioning, and their own needs for emotional support. *International Journal of Developmental Disabilities*, *68*(2), 147-155.

Jenaro, C., Flores, N., Gutiérrez-Bermejo, B., Vega, V., Pérez, C., & Cruz, M. (2020). Parental stress and family quality of life: Surveying family members of persons with intellectual disabilities. *International journal of environmental research and public health*, *17*(23), 9007.

Kanthasamy, S., Miskon, N., Barlas, J., & Marsh, N. V. (2024). Family caregiver adaptation during the transition to adulthood of individuals with intellectual disabilities: a scoping review. In *Healthcare* (Vol. 12, No. 1, p. 116). MDPI.

Sophia Euodia Anggoh*, Yossie Susanti Eka Putri, Achir Yani S. Hamid, Ria Utami Panjaitan

Fakultas Ilmu Keperawatan, Universitas Indonesia
Corresponding author: *E-mail: Euodia97@gmail.com

DOI: https://doi.org/10.33024/minh.v8i9.1208

Laçin, E., & Doğan, B. G. (2024). Parenting Behaviors and Parental self-efficacy: A comparative study of parents of children with intellectual disabilities and typically developing children. *Journal of Intellectual Disabilities*, *28*(4), 885-897.

Law, N. K., Hall, P. L., & Cheshire, A. (2021). Common negative thoughts in early motherhood and their relationship to guilt, shame and depression. *Journal of Child and Family Studies*, *30*(8), 1831-1845.

Maulik, P. K., Mascarenhas, M. N., Mathers, C. D., Dua, T., & Saxena, S. (2011). Prevalence of intellectual disability: a meta-analysis of population-based studies. *Research in developmental disabilities*, *32*(2), 419-436.

Ministry of Health of the Republic of Indonesia. (2018). *Riset Kesehatan Dasar (RISKESDAS) 2018*. Retrieved from: https://repository.badankebijakan.kemkes.go.id/id/eprint/3514/

Mohamed, A., Opoku, M. P., Safi, M., Belbase, S., Al Mughairbi, F., Xie, Q., & Almarzooq, S. (2024). Fathers' involvement in raising children with intellectual disabilities: Mothers' ratings of the contribution of their spouses. *Plos one*, *19*(5), e0294077.

Moolayil, N. (2021). Mothers' Perceptions of Ability in Children with Intellectual Disability and Mother-Child Connectedness. *Dissertation*. 595.

Mundakir, M., Choliq, I., Sukadiono, S., Fitriyani, V. R., & Firman, F. (2024). Caregiving experiences among parents of children with physical and intellectual disabilities: a qualitative systematic review. *Jurnal Ners*, *19*(3), 378.

Mustfa, Z., Anwar, P., Tahir, M., Fatima, R., Shahid, S., & Shakil, H. (2025). Mental health outcomes among caregivers of children with intellectual disabilities: A quantitative study. *Journal of Asian Development Studies*, *14*(1), 1035-1041.

Plant, K. M., & Sanders, M. R. (2007). Predictors of care-giver stress in families of preschool-aged children with developmental disabilities. *Journal of intellectual disability research*, *51*(2), 109-124.

Schalock, R. L., Luckasson, R., & Tassé, M. J. (2021). An overview of intellectual disability: Definition, diagnosis, classification, and systems of supports. *American journal on intellectual and developmental disabilities*, *126*(6), 439-442.

Su, C., & Khanlou, N. (2023). Effects of Stress, Social Support, Feelings of Shame, and Loss of Face on Mental Health of Chinese Immigrant Mothers of Children with Developmental Disabilities in Canada. *International Network on Youth Integration*, *12*(1), 78-95.

Zabidi, A. S., Hastings, R. P., & Totsika, V. (2023). Spending leisure time together: Parent child relationship in families of children with an intellectual disability. *Research in developmental disabilities*, *133*, 104398.

Sophia Euodia Anggoh*, Yossie Susanti Eka Putri, Achir Yani S. Hamid, Ria Utami Panjaitan

Fakultas Ilmu Keperawatan, Universitas Indonesia
Corresponding author: *E-mail: Euodia97@gmail.com

DOI: https://doi.org/10.33024/minh.v8i9.1208