PSYCHOLOGICAL WELL-BEING DESCRIPTION OF CAREGIVERS OF CHILDREN WITH SPECIAL NEEDS AT KARYA HEPHATA CENTER

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Abstract

This study provides an in-depth overview of the psychological well-being (PWB) of two caregivers living with children with special needs at Panti Karya Hephata, a social service institution in Toba Regency, North Sumatra, which benefited from this study. The study investigated six key aspects of psychological well-being: autonomy, control over the environment, positive relationships with others, self-acceptance, personal progress, and purpose in life. Ryff's theory of psychological well-being was used as a basis. Qualitative methods, using in-depth interviews and participant observation, were used to comprehensively analyze each of these aspects. The results showed that the subjects, both male and female, generally demonstrated good levels of psychological well-being. They were able to carry out caregiving tasks independently, demonstrated the ability to make decisions about the children's routines, and were able to adapt to the dynamics and difficulties of the care home environment. Their ability to organize schedules, assign tasks to the children, and create an organized and enjoyable dormitory demonstrated their independence.

Keywords: Psychological, Well-Being, Caregiver, Children, Special Needs

Abstrak

Penelitian ini memberikan gambaran mendalam tentang kesejahteraan psikologis (PWB) dua pengasuh yang tinggal bersama anak berkebutuhan khusus di Panti Karya Hephata, sebuah lembaga pelayanan sosial di Kabupaten Toba, Sumatera Utara, yang menjadi penerima manfaat dari penelitian ini. Penelitian ini menyelidiki enam aspek kunci kesejahteraan psikologis: otonomi, kendali atas lingkungan, hubungan positif dengan orang lain, penerimaan diri, kemajuan pribadi, dan tujuan hidup. Teori kesejahteraan psikologis Ryff digunakan sebagai dasar. Metode kualitatif, menggunakan wawancara mendalam dan observasi partisipan, digunakan untuk menganalisis secara komprehensif masing-masing aspek ini. Hasil penelitian menunjukkan bahwa subjek, baik laki-laki maupun perempuan, secara umum menunjukkan tingkat kesejahteraan psikologis yang baik. Mereka mampu melaksanakan tugas pengasuhan secara mandiri, menunjukkan kemampuan untuk membuat keputusan tentang rutinitas anak, dan mampu beradaptasi dengan dinamika dan kesulitan lingkungan panti. Kemampuan mereka untuk mengatur jadwal, menugaskan tugas kepada anak, dan menciptakan asrama yang teratur dan menyenangkan menunjukkan kemandirian mereka.

Kata Kunci: Psikologis, Kesejahteraan, Pengasuh, Anak, Kebutuhan Khusus

INTRODUCTION

Children with special needs are children who require special care due to developmental disorders and characteristics that differ from those of normal children. These children exhibit various differences, including growth and development; they also exhibit physical, mental, intellectual, social, and emotional abnormalities or deviations. In Indonesia, children with special needs are classified based on their condition. For example, children with visual impairments, deafness, intellectual disabilities, motor disabilities, social emotional disorders, or children with intellectual and special talents. Children with special needs have unique characteristics. Furthermore, each child requires specialized services tailored to their abilities and characteristics (Xiang et al., 2024).

According to Daroni (Ahmad, 2022) in Indonesia the number of children with special needs (ABK) continues to increase every year. According to the United Nations, at least ten percent of school-aged children have special needs. In Indonesia, approximately 42.8 million children aged between 5 and 14 years have special needs. Based on this estimate, it is estimated that approximately 4.2 million children have special needs. However, official data from the Indonesian government is currently unavailable. The latest data shows that in Indonesia there are approximately 1,544,184 children with special needs, with 330,764 children (21.42%) of them aged between 5 and 18 years.

According to Retnaningsih (in Anggraini et al., 2022), these special needs require a specialized approach in education, care, and upbringing so they can reach their full potential and live with dignity and independence. The phenomenon of children with special needs being abandoned in orphanages by their families is not new. There are many reasons and backgrounds for placing children with special needs in orphanages; however, the most common is because parents or families believe that caring for children with special needs requires more effort and attention. As a result, this situation becomes difficult, especially for parents who have other responsibilities for their families. This results in many children with special needs living in orphanages.

In research by Anggraini et al., (Changcharoen & Techapalokul, 2019) children with special needs are often placed in orphanages when their parents are unable to provide sufficient care. Children with special needs who live in orphanages will receive care and support from caregivers. These caregivers have a very important role in ensuring that the children's physical, emotional, and social needs are met. In addition, they are also responsible for supporting children with special needs in the learning process and skill development according to their needs. By using a comprehensive approach With care and professionalism, the caregivers help create a safe and comfortable environment for their children.

According to Julianti (Hasanah & Pratisti, 2023) a caregiver is someone who helps people with disabilities and needs support due to their illness or limitations, such as spouses, children, in-laws, grandchildren, siblings, neighbors, friends, or other family members. Garnida (Tumanggor, 2021) explains that in general, providing assistance with personal care, such as dressing, bathing, using the toilet, and helping with mobility, is the responsibility of caregivers. They are also responsible for medication supervision, providing emotional support, acting as a companion, doing practical household chores, helping with financial problems, and carrying out administrative tasks. In addition, caregivers help children with special needs improve their abilities and independence. Meanwhile, according to Kung (Balakrishnan et al., 2021) said that a caregiver is responsible for providing support, caring for patients such as (bathing, dressing, preparing food), managing finances, making decisions about treatment, and coordinating with official medical facilities.

In a study by Anggraini et al. (Dey & Beena Daliya, 2019) it was stated that caring for children with special needs prevents them from experiencing their youth like other adolescents. This is due to their belief that institutional policies affect their daily lives. As a result, they do not have the opportunity to participate in appropriate alternative activities. with their growth process. Caregivers stated that the responsibility of caring for children with special needs is tied to rules and schedules, preventing them from freely engaging in activities like other children. Furthermore, caregivers lack time to take time off or rest. In the study, caregivers spent 24 hours a day with children with special needs. They had to visit and care for the children daily, who had varying needs and levels of care. Caregivers stated that they sometimes wished to have time to relax without their children. However, this situation was impossible because they lived with the children. The behavior of children with special needs often disrupted caregivers' rest time. Therefore, caregivers perceived this condition as a

barrier to recovering from the stress and fatigue caused by their role of caring for children with special needs. One caregiver felt unable to complete her work responsibilities due to a lack of personal time. One phenomenon relevant to the role of caregivers can be found at the Hephata Childcare Center. This phenomenon demonstrates a complex dynamic, where caregivers are not only responsible for caring for the residents but also face various emotional and social challenges that require gradual adaptation.

Hephata Home is a home that serves children with disabilities located in Sintong Marnipi Village, Laguboti District, Toba Regency. Hephata Home was founded by a German missionary, Mr. Robert Richtig, on December 3, 1923. Historically, Hephata Home was initially established to serve, collect, and care for people suffering from leprosy in Hutasalem. People suffering from leprosy were isolated and abandoned by their families. From there, Mr. Robert Richtig founded the Hephata Works Home to gather those who had been ostracized from their families due to their disabilities. There, they were cared for and empowered to develop their talents and work like other normal people (Mohr et al., 2021) .

Hephata Children's Home is an institution established to provide care, education, and support to children with disabilities. The institution strives to create an inclusive and supportive environment where children can develop optimally according to their abilities. However, these efforts are often hampered by societal stigma that devalues the value and potential of children with disabilities. With its development, Hephata Children's Home currently serves six types of disabilities: mentally retarded, deaf-mute, physically disabled, multiple disabilities, blindness, and Down syndrome.

The children at the Hephata Children's Home live with caregivers who not only care for them but also guide them in developing their independence. The presence of caregivers, who work 24 hours a day, provides the children with the necessary attention and support. Some caregivers at the home work on assignment from a specific institution, while others choose this profession voluntarily. This creates a special dynamic in the relationship between caregivers and children, where emotional involvement and closeness are often built due to intense and continuous interactions (Pasyola et al., 2021).

The role of a caregiver at Hephata Home Care is a serious responsibility, requiring commitment, patience, and dedication to caring for the residents, who are often people with special needs. Often, caregivers feel hesitant or reluctant when first starting their duties, especially because they don't fully understand the challenges and dynamics of the home. However, over time, with increased interaction with the residents and support from colleagues, many caregivers are able to embrace this role with kindness and sincerity.

This process often involves significant emotional and mental adjustments. Support from family, institutions, and the community of caregivers is crucial in helping them carry out their duties more easily and meaningfully. The tasks and responsibilities faced by caregivers can create numerous emotional challenges and disrupt their psychological well-being. This burden often includes physical, emotional, and social stress, especially if they must cope with high demands without adequate support. Caregivers' psychological well-being can be disrupted by feelings of anxiety, frustration, and social isolation that arise from a lack of personal time and the need to provide continuous, intensive attention to the individuals they care for. The psychological well-being of caregivers of children with special needs is a major concern because they facing various complex problems, both physically, emotionally and socially (Kuyken et al., 2022).

Based on the psychological well-being theory of Ryff & Keyes (Seigfried-Spellar, 2018) it explains that psychological well-being consists of several components, such as autonomy, environmental mastery, self-acceptance, positive relationships with others, personal growth, and life purpose. Caregivers often encounter difficulties in achieving balance in all these aspects due to the large burden they bear in accompanying children who require special attention. Meanwhile, according to Sumakul & Ruata (in Damiyati et al., 2024) stated that psychological well-being is a crucial aspect that needs to be cultivated in every person so that they can be self-aware and take responsibility for their lives and optimize their talents.

Ryff and Singer (Wallace et al., 2022) define psychological well-being as the achievement of optimizing an individual's overall potential. Those with a good level of psychological well-being have the ability to accept both their strengths and weaknesses, establish positive relationships with others, be independent, have a purpose in life, and have the ability to improve themselves. Another view

expressed by Huppert (Larson et al., 2021) is that a good life is related to psychological well-being. This requires empathy and the ability to function well. It is not necessary to always feel happy to achieve well-being; emotions that.

Unpleasant experiences such as disappointment, sadness, and failure are part of life. The ability to manage negative emotions or painful experiences is crucial to overall psychological well-being.

In daily life, caregivers often experience emotional stress, particularly related to their children's future. Concerns about their children's ability to be independent, complete their education, or be accepted into society are frequent sources of anxiety. Furthermore, the physical demands of intense caregiving, such as attending therapy sessions or ensuring the child's basic needs are met, can lead to feelings of exhaustion, leading to prolonged burnout. Social support has been shown to significantly impact caregivers' psychological well-being. Assistance from family, friends, or the community, whether in the form of emotional or practical assistance, can provide comfort and reduce stress levels. With good social support, caregivers tend to feel more optimistic and motivated in carrying out their roles (Rahyanti et al., 2024).

Based on the above problem phenomena, the author is interested in conducting research related to the psychological well-being of caregivers involved in caring for children with disabilities in the environment. Life spent with these children demands high emotional and physical skills, because they face various challenges in caring for children with special needs. Living with children with disabilities for 24 hours can bring a heavy emotional burden, especially if the caregiver faces difficulties in managing the child's needs optimally amidst personal or institutional limitations.

METHOD

In this type of research, the author used a qualitative descriptive approach. Qualitative research is a type of research characterized by both descriptive and analytical elements. Descriptive research, in the context of qualitative research, serves to present and explain the events, phenomena, and social conditions being studied. Meanwhile, analysis refers to the process of understanding, interpreting, and comparing the results of research data (Amanillah & Rosiana, 2019).

According to Bogdan and Taylor ((Sharif Nia et al., 2021) qualitative research is defined as a research process that produces descriptive information in the form of words and behaviors of observed individuals. Qualitative research is conducted in a real-life (natural) context and aims to study and understand phenomena: what happens, why it happens, and how it happens, Mulyana (in Nursanjaya, 2021).

Nursanjaya's (2021) research explains that qualitative research methods are a way to obtain descriptive data in written form about individuals or their observable statements and actions. Thus, qualitative research allows us to understand individuals in depth and observe how they develop or experience life based on their perspectives on the realities they face. Therefore, qualitative characteristics essentially emphasize a descriptive view of information obtained from the field. Furthermore, qualitative research also focuses on natural characteristics and provides a more in-depth data analysis. Qualitative descriptions of events are characterized by a deductive approach that emphasizes the meaning of each event (Kusumaatmadja, 2022).

Based on the explanation above, the author used a qualitative research method to understand the experiences and perspectives of caregivers regarding their psychological well-being. This approach was chosen because it can reveal in-depth and diverse information about the caregivers' psychological well-being, particularly in the care of children with special needs at the Hephata Childcare Center.

According to Suharsimi (2010), the definition of a unit of analysis refers to the unit of focus in a study, which is considered the object of study. Based on this definition, the unit of analysis for this study is the caregivers working at the orphanage. They serve as the focal point for examining their emotional experiences, daily interactions, the burden of responsibility, the social support they receive, and the coping strategies they employ in carrying out their roles as caregivers at the Hephata Orphanage.

According to Sugiyono (Winurini, 2023) research subjects are the characteristics or traits of individuals, objects, or activities that have certain variables that are determined to be analyzed and from which conclusions can be drawn. Meanwhile, according to Moloeng (Utami & Duryati, 2023) research subjects are informants, who indicate individuals in the research location who are used to

convey data regarding the conditions and situations in the research area.

The subjects in this study were selected using a purposive sampling method, taking into account certain criteria relevant to the research objectives. The main subject criteria include:

1. Caregivers who have worked for at least 1 year at Panti Karya Hephata, so they have sufficient experience in caring for children with special needs.
2. Directly involved in the care of children with special needs, with a working time duration of 24 hours a day.
3. Living with children with special needs
4. Not experiencing barriers in communication, so that they can provide clear and in-depth information regarding their psychological well-being experiences.
5. The number of primary subjects in this study was set at two caregivers. Additional subjects were not mandatory but could be added as needed to obtain more comprehensive data.

According to Iba & Wardhana (Syaputra, 2021)data collection techniques in research refer to the approaches or steps taken to obtain the information needed for a study. Choosing a data collection method is crucial because it can impact the accuracy and precision of research results, which must be tailored to the research objectives, the type of information required, available resources, and ethical factors.

The information collection methods used included in-depth interviews to explore the caregivers' personal experiences. Furthermore, observations were conducted to directly observe their interactions with children with special needs and the challenges they face in their daily work. Documentation, such as reports or activity logs from the orphanage, was also used to supplement the collected data.

RESULT AND DISCUSSION

Research Setting

In this chapter, the researcher will describe the research findings obtained in the field. This study aims to gain a deep understanding of the psychological well-being of caregivers of children with special needs at the Hephata Children's Home. The approach used in this study is a qualitative approach, which allows the researcher to comprehensively describe the subjective experiences of caregivers through in-depth interviews, observation, and documentation. The collected data were then analyzed thematically based on the six dimensions of psychological well-being according to Ryff's theory, in order to obtain a complete picture of the participants' psychological condition in the context of their roles as caregivers (Hakim & Khasanah, 2022) .

The setting for this research was the Hephata Children's Home (HKBP) in Toba Regency, North Sumatra. Hephata Children's Home is a social institution focused on helping people with special needs. Strategically located and equipped with facilities to support various therapy and learning activities for children with special needs, the home also has a workspace for support staff. Hephata Children's Home has several service units, including a kinesiotherapy room, dormitory, skills room, and a special school (SLB) environment. etc. All daily activities of children and caregivers are well-organized to meet the physical, emotional, and developmental needs of children with special needs.

The data collection process in this study was conducted through in-depth interviews with two subjects who work as caregivers at the Hephata Childcare Center. The interview locations were chosen based on each subject's convenience and availability, while maintaining privacy and a safe environment during the data collection process.

The kinesiotherapy room at Hephata Children's Home was where the first interview took place. This room is typically used for physical therapy for children with special needs and is located in the main area of the home. This room was chosen based on the subjects' request for comfort and familiarity with the environment, and because the interview took place after the children's therapy sessions, so the room was not in use. The room has good lighting and ventilation, as well as therapy equipment such as mats and balls. The subjects were able to speak freely without being distracted by other activities at the home, as the interview took place in a relatively quiet atmosphere.

The interview with the second subject was conducted in a pavilion located not far from the Special Needs School (SLB) in the Hephata Panti Karya area. This pavilion is an open space generally used by the residents of the orphanage for relaxation or formal and informal meetings. This location was chosen based on an agreement with the subject, who felt more comfortable conducting

conversations in a quiet environment.

During the interview, the atmosphere around the pavilion was quite calm, allowing for a smooth discussion without interruption. This location was chosen because it provided ample space to sit comfortably and discuss without interruptions from the orphanage's daily activities. Despite being located outside, the pavilion was cool and well-ventilated, allowing the interview to proceed smoothly.

Discussion

Based on interviews and observations conducted with two subjects who work as caregivers for children with special needs at the Hephata Children's Home, it can be concluded that both subjects exhibit diverse psychological well-being. Both are in complex and challenging roles, yet each has its own way of responding to the situations they face, emotionally, socially, and functionally.

The first subject, a female caregiver who also serves as the dormitory head, demonstrated a tendency to independently design childcare activities and strategies, reflecting a sufficient level of independence and mastery of the environment. On the other hand, the second subject, a man who serves as a teacher at a special needs school and a foster father at the dormitory, demonstrated the ability to adapt emotionally and in social relationships, and has a deep spiritual orientation in viewing his work as a form of dedication (Rohman & Fauziah, 2023).

In general, both subjects' emotional, social, and functional responses to their working conditions demonstrate a dynamic psychological well-being that is not static but develops over time and service. Each person has a unique understanding of what it means to be a caregiver, and therefore, various aspects of psychological well-being such as independence, mastery of the environment, personal growth, self-confidence, positive relationships, and purpose in life emerge in unique ways. The researcher will discuss the six dimensions of psychological well-being proposed by Ryff (Akbar, 2022) and then examine how the two subjects demonstrated each dimension in their life stories. The researcher will discuss each dimension by considering the socio-cultural context in which the subjects operate, as well as by strengthening relevant psychological theories and the results of previous research.

First, independence, where Subject I demonstrated a very strong sense of independence in carrying out his daily tasks. In carrying out his daily tasks, Subject I was very independent. He not only mechanically followed work instructions but also actively planned and adjusted the foster children's activity schedule outside of formal working hours, demonstrating that he had control and influence over his work situation. This independence was based on his personal values and his understanding of what the children needed, rather than simply following the structure or system at the orphanage. Meanwhile, Subject II also demonstrated a high level of autonomy. He worked based on his own decisions, not institutional rules or social norms. For him, helping others was a life calling that he lived with full awareness. He even stated that, because he had made life choices based on personal standards and beliefs, social pressures related to his personal life did not burden him. As stated by Ryff (Yani, 2021) autonomy is an important indicator of psychological well-being. Autonomous individuals have the ability to manage their lives, evaluate themselves based on personal standards, and are not easily influenced. external pressure. Both subjects in this study reflected these characteristics very clearly.

Second, Environmental Mastery, where Subject I demonstrated the ability to adapt to various parenting challenges within the home environment. In one home, she encountered a diverse group of children with various disabilities. She was able to create flexible and successful parenting plans despite challenging circumstances. Furthermore, she demonstrated the ability to identify potential conflicts and resolve them before they became problematic. For example, she used musical techniques to calm the children's feelings and understand each child's preferences to ensure smooth interactions. Subject II also demonstrated high levels of environmental mastery. She not only focused on her official duties as a special needs teacher but also allocated time and energy to caring for the children in the dormitory. She created a work plan that allowed her to remain productive without losing focus or becoming overwhelmed by stress. Because of this flexibility, she was able to build and manage a work environment that supported her own psychological well-being and that of the children in her care. Aspinwall (Banjarnahor, 2020) emphasized that individuals who possess the skills to constructively manage environmental stressors will have better psychological functioning. This is relevant to the experiences of both subjects, who were able to manage roles and responsibilities in stressful

environments. According to Lee & Kim (Wati et al., 2021) it is also explained that caregivers who control their environment tend to experience anxiety. lower and more capable of carrying out caregiving roles with greater stability. This also applies to children with cognitive impairments or special conditions.

Third, Personal Growth, where both subjects also experienced significant development and growth during their roles as caregivers. Subject I recounted how she experienced many changes during her time as a caregiver. She not only improved her technical knowledge, such as learning sign language, but also enhanced her understanding of human beings. She acknowledged that her work transformed her into a more patient, thoughtful, and spiritual person. Every day for her was a place to learn and develop character, especially when dealing with difficult children. Furthermore, Subject II experienced significant growth. Her experience working with autistic children encouraged her to gain a deeper understanding of emotions, needs, and communication. She also became more sensitive to differences and difficulties, and she felt that her role enriched her emotionally and spiritually. In this regard, as conveyed by Huppert (2010), a person's ability to process emotional experiences, both pleasant and painful, as a means of self-reflection and identity formation is key to personal growth. This was also the case for both subjects, who stated that they experienced personal growth long before they became caregivers.

Fourth, regarding self-acceptance, the first subject demonstrated mature self-acceptance. Although he recognized his limitations, he did not view them as a barrier to providing services. He acknowledged that this work required a lot of energy and time, and made it difficult for him to live an ideal social life, but he accepted this as a consequence of his life choices. Meanwhile, Subject II admitted that he sometimes felt impatient or overwhelmed, especially when the demands of his work increased. However, he did not blame himself, but instead saw these experiences as opportunities to learn and improve. He recognized that everyone has weaknesses and that we all need to grow. Ryff (1989) stated that self-acceptance is key to psychological well-being. Emotional stability and good reflective skills are associated with people who are able to accept themselves as a whole, both with strengths and weaknesses. Furthermore, Nancy & Nduru (2020) found that self-acceptance can be formed through a spiritual approach and gratitude. In this context, the gratitude of both subjects for the opportunity to serve children with special needs became the basis for their self-acceptance.

Fifth, Positive Relations with Others: Subject I has strong relationships with fellow educators and children. He not only works technically but also helps colleagues communicate, collaborate, and receive emotional support. He views children as part of his family and experiences empathy and commitment. strong relationships with them. Furthermore, according to Subject II, the main strength in carrying out his duties comes from positive and supportive relationships. He believes that the workload would feel much heavier without strong relationships with his coworkers and children. He continues to persevere and feels happy with the service because of significant social interactions. Ryff (1989) explains that positive relationships with others are characteristic of individuals who possess compassion, empathy, and trust. They not only establish formal relationships but also create emotional connections that enrich their lives.

Lastly, Purpose in Life: Subject I saw her work as an inner calling and devotion, not merely an obligation. She felt that accompanying and loving the children she cared for had a profound meaning to her life, even when she had to sacrifice personal time and other opportunities, she remained grateful to be able to carry out this role. Meanwhile, according to Subject II, working as a caregiver gave her more focus in her life. She became stronger because she had the opportunity to impact others. Although it meant sacrificing much of her personal life, she placed this service as her life's purpose. Ryff (1989) stated that having a purpose in life means feeling meaningful in life and knowing the long-term purpose of life. This provides motivation, structure, and mental strength to face life's challenges. Pruchno & Edmonson (Rohmayani, 2022) stated that caregivers who find meaning in their work have a higher level of better psychological well-being, even in difficult and tiring situations.

Similarities and Differences between Subject I and Subject II
Similarities of Subject I & Subject II

Subject I and Subject II demonstrated positive psychological well-being (PWB) in facing their responsibilities and roles as caregivers. They shared similarities in psychological resilience, commitment to service, and a strong sense of meaning in their roles, regardless of their personal

backgrounds and perspectives on the task.

First, both demonstrate a high level of independence while working as caregivers. They not only perform their duties according to institutional guidelines, but they also exercise personal awareness and control over how they care for and support their children. Both refuse to be completely controlled by the formal system, instead carrying out their roles based on their own thoughts and principles.

Second, Subjects I and II demonstrated good environmental mastery. They were able to adapt to challenging working conditions, both due to the characteristics of the children they cared for and the limitations of the available facilities. They not only changed, but also altered the way they managed daily interactions and activities to better support the children's development.

Third, both demonstrate active personal growth. In their stories, they each acknowledge that their work has shaped their personalities, broadened their horizons, increased their patience, and encouraged them to think more deeply about themselves. They view each experience as part of a process of self-development and learning.

Fourth, both subjects' experiences focused on self-acceptance. Although they recognized their weaknesses and shortcomings, they did not display a sense of rejection or denial; instead, they embraced their circumstances positively and used them as inspiration to move forward.

Furthermore, both have a strong sense of purpose and warm relationships with others. They believe in empathy and commitment in their relationships with foster children and coworkers. Furthermore, they view their work as caregivers as a calling, not a chore. Instead, it gives them meaning and a purpose in life.

Difference between Subject I & Subject II

While there are many aspects of PWB in common, Subject I and Subject II differ in several significant ways. This primarily relates to their approach, background experience, and how they establish balance in their personal and professional lives (Rahmahdianti & Rusli, 2020).

First, from a role-approach perspective, Subject I tends to be more organized and fully involved in activities at the orphanage. He oversees the children's schedules from afternoon to evening and appears to be very responsible for the dormitory's routines. He is directly involved in every aspect of the children's lives, reflecting a rigorous work schedule that sometimes compromises personal time (D.W.S, 2018). Subject II's style, on the other hand, is more balanced. He works as a teacher and foster parent, so his views on children are more influenced by psychosocial and educational perspectives. He is also more clear about the importance of maintaining personal time for emotional balance (Angelia & Arianti, 2022).

Second, Subject II more clearly stated that the role of caregiver is a calling of service with high spiritual value and an emotional experience and spiritual reflection. She felt that this role is a spiritual devotion that gives her life the deepest meaning. However, Subject I also stated that this work is important and valuable, but her story focused more on moral responsibility and emotional closeness with children than explicitly discussing the spiritual aspects (Edelweiss, 2020).

Third, in terms of emotional management, Subject II was more willing to admit that he sometimes faced difficulties in controlling his emotions, especially when he was tired; he also said that there were times when he felt impatient and had to take a break to calm down. In contrast, Subject I did not explicitly mention problems in managing his emotions, but rather demonstrated strong control and clear strategies for solving problems (Prameswari et al., 2022).

Finally, people vary in how they view their personal lives when they are not working. As indicated by his admission that he doesn't spend much time on personal activities or relationships, Subject I tends to leave his social and personal life for his work. In contrast, Subject II recognizes the importance of having space for himself, but still sacrifices some for service.

CONCLUSION

This study provides an in-depth overview of the psychological well-being (PWB) of two caregivers living with children with special needs at Panti Karya Hephata, a social service institution in Toba Regency, North Sumatra, which benefited from this study. This study investigated six key aspects of psychological well-being: autonomy, control over the environment, positive relationships with others, self-acceptance, personal progress, and purpose in life. Ryff's theory of psychological

well-being was used as a basis. Qualitative methods, using in-depth interviews and participant observation, were used to comprehensively analyze each of these aspects.

The results of the study showed that the subjects, both male and female, generally demonstrated good levels of psychological well-being. They were able to carry out caregiving tasks independently, demonstrated the ability to make decisions about the children's routines, and were able to adapt to the dynamics and difficulties of the foster care environment. Their ability to organize schedules, assign tasks to the children, and maintain an organized and enjoyable dormitory demonstrated their independence.

Both subjects demonstrated a strong desire to learn and adapt within the realm of personal growth, particularly in understanding the characteristics of children with special needs. One concrete example is when the female subject learned sign language to communicate effectively with deaf children, or when the male subject developed a special method to calm children experiencing tantrums. This process demonstrates openness to new experiences and deep self-reflection to become more sensitive and skilled individuals in carrying out parenting responsibilities.

The results of this study also emphasize the dimension of positive relationships with others. Both subjects demonstrated strong emotional connections with foster children and coworkers. One of the main factors supporting their psychological resilience was a warm, empathetic, and trusting relationship. They acted not only as caregivers but also as parental figures, always caring for, nurturing, and loving the children they assisted.

However, this study also found that caregivers face significant psychosocial challenges and stress. Both subjects stated that one of their main challenges is limited personal time. With tight daily schedules, children have little time for personal activities such as socializing with peers, developing romantic relationships, or simply taking time to rest and think. Furthermore, limited human resources at the orphanage increase the workload. They are not only required to care for their children but also to participate in educational activities, lead, and manage the dormitory household.

Overall, this study found that caregivers at the Hephata Childcare Center have relatively good psychological well-being, particularly in terms of their loyalty, their relationships with others, and their ability to adapt to workplace challenges. However, difficult working conditions and a lack of institutional support can harm their psychological well-being if not adequately addressed by relevant parties. Therefore, it is crucial for social service institutions to actively provide support systems that enable caregivers to maintain and enhance their psychological well-being so they can provide sustainable and high-quality services to children with special needs.

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