

Describing social stigma of disability's family through circumplex model on film

Maria Claudia Wahyu Trihastuti¹, Rustono Farady Marta^{1 2*)},
Hana Panggabean¹, Maristela Julia Fernandes³

¹*Faculty of Psychology, Atma Jaya Catholic University of Indonesia*
51 Sudirman Avenue, Jakarta, Indonesia

²*Department of Communication, Universitas Satya Negara Indonesia*
11 Arteri Pondok Indah, Jakarta, Indonesia

³*Faculty of Psychology, Pontificia Universidade Catolica de Minas Gerais*
Av. Dom José Gaspar, 500 - Coração Eucarístico - Belo Horizonte, Brazil
Email: rustono.farady@usni.ac.id, Phone: +6285232961203

How to Cite This Article: Trihastuti, M.C.W. et al. (2022). Describing social stigma of disability's family through circumplex model on film. *Jurnal Studi Komunikasi*, 6(2). doi: 10.25139/jsk.v6i2.4871

Received: 18-05-2022, Revision: 11-06-2022, Acceptance: 29-06-2022, Published online: 30-07-2022

Abstract The biographical film, *Zero to Hero*, shows the true story of Hong Kong sprinter So Wa Wai who won the 1996-2008 Paralympic Olympics. This study aims to identify signs to build meaning based on speech (words), images, images and sounds, words and gestures/body language, images and gestures/body language, images and objects, and words and objects. Identification of the mother's role in controlling the balance of the dimensions of cohesion, and flexibility through the application of effective communication with family members and the community is illustrated in this study. Dimensions of cohesion and flexibility that is based on Olson's Circumplex model describing family functions. Parenting interactions through the communication dimension of the mother figure play an important role in the Circumplex model. The analytical method used is Umberto Eco's semiotics which relies on the constructivism paradigm. The results showed that the *Zero to Hero* film contains three meaningful signs based on Olson's Circumplex model, namely signs in the form of speech, speech and body language, and speech and objects.

Keywords: umberto eco semiotic analysis; olson circumplex model; parenting self-efficacy; disability

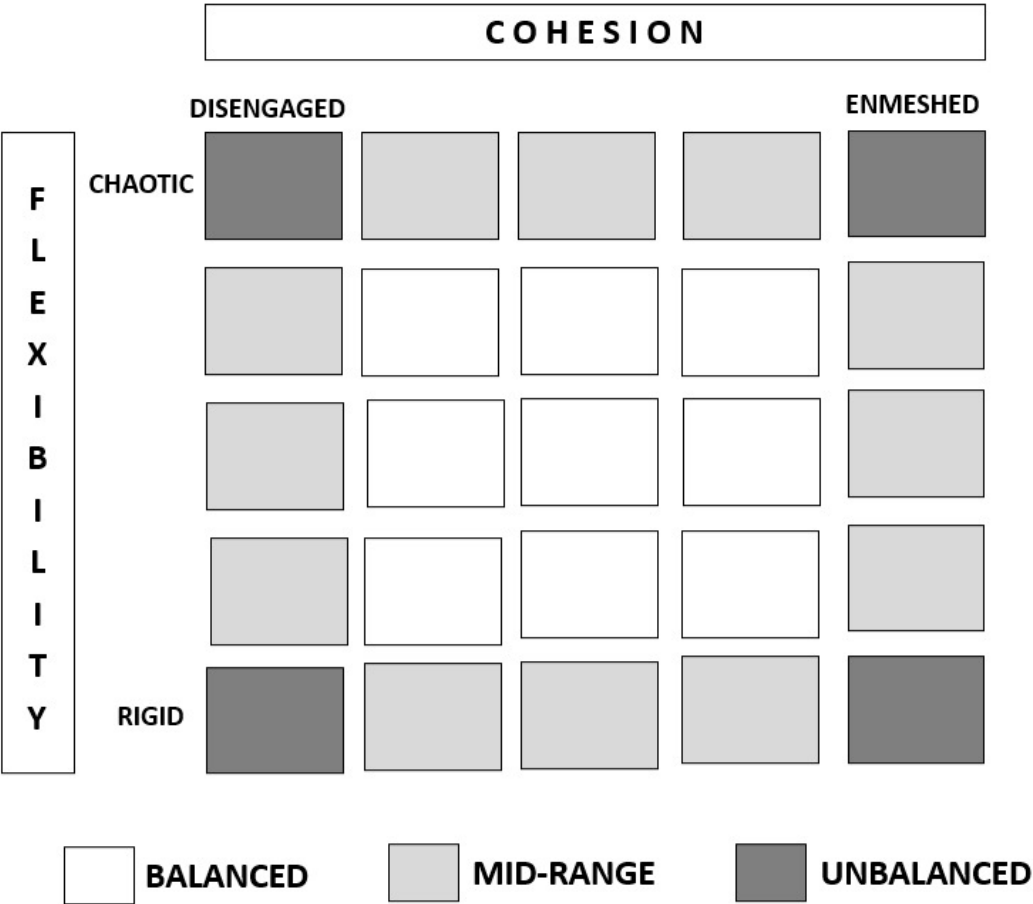
INTRODUCTION

The achievement of one of the global goals, namely reducing the level of poverty, one way is through improving the quality of human resources (Koskela et al., 2020). The family has a central position in order for improving the quality of human resources. This is in line with Bronfenbrenner's opinion which emphasises that the family as a microsystem plays an important role in individual development (Newland, 2015; Hilmi & Razali, 2021).

*) Corresponding Author

Poire states that the family becomes a primary group because of the emotional attachment between family members that serves as a means of achieving the tasks of family life (Marta et al., 2019). Minuchin, Rosman, and Barker stated that the quality of interaction between family members indicates the effectiveness of family functioning (Tsibidaki, 2020). By referring to Olso's Circumplex Model, the three dimensions that form the foundation of family function namely are cohesion, flexibility, and that is of communication (Olson et al., 2019; Turkdogan et al., 2019; Fernandes et al., 2021). Olso's Circumplex Model is listed in chart 1 (Olson et al., 2019).

Figure 1.Circumplex Model of Family Systems



Source: Olson et.al. (2019)

According to Figure 1, cohesion is the main dimension in the Circumplex Model that affects family function (Hamilton & Carr, 2016). The definition of cohesion is, the emotional bond between family members (Ugwu et al., 2019; Olson et al., 2019; Fernandes et al., 2021). Cohesion among family members also involves feelings of closeness, feelings of belonging, loyalty to the family, and a balance between separation and togetherness with family members (Turkdogan et al., 2019; Olson et al., 2019; Tsibidaki, 2020). Green and Werner identify family cohesion in the form of relationships between family

members which are characterised by warmth, nurturing/care, togetherness, intimacy, and consistency that support feelings of emotional security for family members (Ugwu et al., 2019).

Very high (enmeshed) and very low (disengaged) levels of family cohesiveness are considered to result in unhealthy family functioning dynamics (Hamilton & Carr, 2016; Olson et al., 2019). Individuals who live in disengaged families can feel lonely, isolated and deprived of support, which is in contrary to individuals who live in families with very high levels of cohesion (enmeshed), the family climate is characterized by a lot of consensuses and low independence, and there is no recognition of personal boundaries (Olson et al., 2019). On the other hand, families who are able to communicate effectively to overcome the effects of very low or very high cohesion support the achievement of a moderate level of cohesion that supports the family welfare (Ugwu et al., 2019).

Flexibility is defined as the ability of the family system to change power structures, role relationships, and relationship rules in responding to various situational needs and developmental demands (Olson et al., 2019; Stanisławski, 2019; Fernandes et al., 2021). Similar to the cohesion dimension, Olson emphasized that moderate levels of flexibility, namely the balance between stability and openness to change, are characteristics of an effective family functioning (Turkdogan et al., 2019). A very low level of flexibility called rigid or a very high called chaotic is a flexibility dynamic that is less positive for the effectiveness of family functioning (Hamilton & Carr, 2016; Olson et al., 2019).

Communication is a third dimension in the Circumplex Model that acts as a dimension that facilitates, this means that effective communication can supports families changing very low or very high levels of cohesion and flexibility so that they are able to handle developmental demands or deal with stressful situations better (Olson et al., 2019). Effective communication within the family is related to (1) listening skills, which in its main forms, namely empathy and active listening skills; (2) speaking skills, in the form of speaking skills that are adapted to the characteristics of the interlocutor; (3) self-disclosure skills regarding social feelings and experiences; (4) clarity and continuity tracking refers to the ability to understand and maintain attention on communication topics; and (5) respect and appreciation are related to the involvement of affective aspects in communication (Olson et al., 2019). Several studies have successfully shown that families that are able to balance levels of cohesion and flexibility usually are known can apply effective communication skills and vice versa (Turkdogan et al., 2019).

In line with Olson's Circumplex model, Walsh points out three processes that lead to family well-being: (a) communication processes in the form of clear information sharing, emotional sharing, collaborative problem solving, two-way interdependent relationships,

and family coping; (b) organisational processes that lead to namely adaptability, connectedness, and access to social and also of economic resources; and (c) processes related to belief systems in the form of giving meaning, hope, and spirituality to each experience (Prime et al., 2020). These three processes also play a role in forming family resilience in facing challenges and overcoming stress in the family.

The presence of a child with a disability can be as well considered a challenging situation that causes among others stress, frustration, sadness, and depression in the family (Bonab et al., 2017; Doulabi & et.al., 2019). Stress and frustration experienced by parents are caused by intrinsic and extrinsic factors in the family environment, including social stigma, and also the implementation of policies that are less favourable for persons with disabilities, affiliate stigma, demands for social roles as parents in caring for children with disabilities (Hasanah et al., 2019; Rahmatika & Apsari, 2020). The experience of stress is especially experienced by mothers who have children with disabilities (Doulabi & et.al., 2019; Hasanah et al., 2019).

The results showed that the direction of the negative relationship between parenting stress and parenting self-efficacy would show that the higher the parenting self-efficacy, the lower the stress level (Kabiyea & Manor-Binyamini, 2019; Hong & Liu, 2021). Parental self-efficacy is one aspect which plays a very important role in parental commitment in the practices of parenting (Kore & Venkatraman, 2017).

According to Bandura, parenting self-efficacy defined as an individual's perception of his ability to successfully carry out his/her parenting role (Wittkowski et al., 2017; Albanese et al., 2019). The characteristics of parents who have a high level of parenting self-efficacy can be seen from the willingness of parents to seek support from the social community to deal with the obstacles experienced by their children (Harpaz & Grinshtain, 2020). Referring to social learning theory, Bandura & Adams revealed that the development of parents' beliefs about their ability to care for children is influenced by experiences of success in parenting practices, parents' observations of the behaviour of others in carrying out parenting tasks, social reinforcement received by parents, for example, encouragement or praise from others, and physiological-emotional conditions experienced by parents, for example, self-confidence, satisfaction, and happiness (Wittkowski et al., 2017).

During the Covid-19 pandemic, where large-scale social interaction restrictions occurred, humans depended on the internet, cell phones, and laptops, in order to communicate with each other over long distances (Shalvee & Sambhav, 2020; Choi & Choung, 2021). The process of exchanging knowledge about caring for children with disabilities is not only through face-to-face interactions but along with technological advances, message delivery can be sent by various audio-visual media. Film is a communication media in the form of

audio-visual showing plots reflecting real life (Apriliany & Herniati, 2021).

One type of film that displays real experiences and contains the meaning of learning is a biographical documentary. Documentary films are films that document the real experiences of a community group or family group, or individual experiences (Sukraningsih, 2021). Biographies, which include documentaries, often show the life story of a prominent figure in society. According to Zoebazary, films are produced not only as a means of entertainment but also as a means of conveying messages from film makers to film connoisseurs (Asri, 2020).

Zero to Hero is based on the true story of So Wa Wai's life. He is a Hong Kong Paralympic athlete who donated the first gold medal for Hong Kong. This film contains a deep meaning about the mother's struggle in nurturing So Wa Wai.

Film as a communication medium contains a meaningful message for film connoisseurs (Nugroho & Wibowo, 2022). Meaningful messages in films can influence and form a community group (Maulana & Nugroho, 2018). Similar to other types of messages, films as a medium of communication use symbols. A symbol is defined as an arbitrary representation of something else, such as an object, idea, place, person, relation, gender, race, and culture. The symbols which appear in the film surely contain meaning. Certain meanings are not tied to just one symbol but can be conveyed in various ways, both verbally and non-verbally (Duck, S & T. Mahan, 2018). For example, the meaning of "disappointment" can be expressed in the verbal symbol of "I did not pass" or in the non-verbal symbol of "crying."

All messages that can be received through the senses become symbols if they are interpreted as symbols that have meaning in the interpretation process (Gebremichael, 2019). Umberto Eco, a semiotic figure emphasizes the need for text pragmatics that highlights the state of pronunciation, the relationship with context, and interprets the text (Traini, 2019). This means that the meaning of a symbol is related to cultural values in a society where the symbol was created (Wedasuwari & Rasna, 2020).

The attractiveness of symbols is the main essence that attracts the attention of researchers in assessing that in the Zero to Hero film there are sign meanings that describe the dimensions of cohesion, flexibility, and family communication as well as the role of mothers in maintaining a balanced level of each dimension based on Olson's Circumplex model. The types of signs/symbols discussed in this study consist of speech (words), images (images), images and sounds, words and gestures/body language, images and gestures/body language, images and objects, and words and objects.

The purpose of this study is to identify scenes in the Zero to Hero film that show signs in the form of speech (words), images (images), images and sounds, words and body language (gestures), images and

body language, images and objects, and also words and objects that have the meaning of cohesion, flexibility, and communication in family relationships with children with disabilities. In addition, this study aims to identify the role of mothers in controlling the balance of the dimensions of cohesion, and flexibility through the application of effective communication with family members and the community.

METHODOLOGY

This research approach is a qualitative approach. Keith F. Punch defines qualitative research as research consisting of research data in the form of words to understand the phenomenon under study (Busetto et al., 2020). This study relies on the constructivism paradigm which seeks to examine various signs and the ways in which signs convey meaning through Umberto Eco's Semiotics analysis.

Semiotics is an analytical method used to interpret a signed (Nurjannah et al., 2018). Referring to linguistic symbols, semiotics emphasizes the production of signs (signifier) and giving meaning from symbols (signified) (Gebremichael, 2019; Wedasuwari & Rasna, 2020). Umberto Eco emphasizes that all phenomena of community and cultural interaction are signs that contain special meanings (Olifia, 2016).

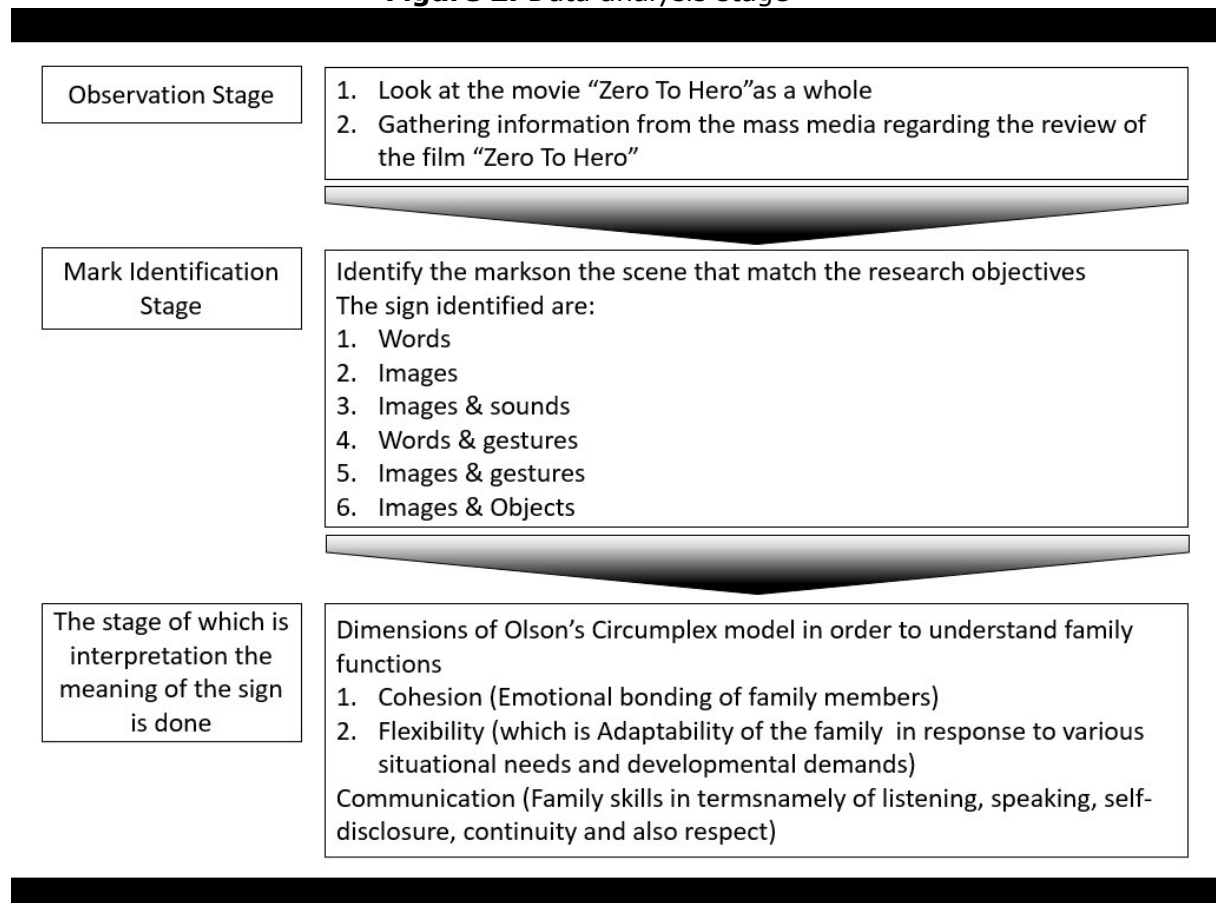
The object of this research consists of two types, namely primary data in the form of a documentary film entitled *Zero to Hero* and secondary data of various information reviews about the film *Zero to Hero*. Van Zoest explained that film is one of the fields of study that is very relevant to be analysed using the semiotic method because films are made from a sign system that collaborates to display a special purpose (Putra, 2021).

Zero to Hero, which has a duration of 104 minutes, was directed by Jimmy Wan and Sandra Kwan Yue Ng as producer. *Zero to Hero* is a biographical film of So Wa Wai, Hong Kong's first Paralympic athlete to win gold. So, Wa Wai was born with a brain spasm due to jaundice and was unable to stand and walk normally. The film *Zero to Hero* shows Mrs So, struggles in caring for and nurturing until Wa Wai is chosen by the disabled athletic team and wins the Paralympics championship. Classification of scenes based on the storyline to make it easier for researchers to select scenes in answering the research objectives, namely opening, segment 1, segment 2, climax, and closing (Marta, 2015).

The scene selection process is based on its relevance to the research objectives (Marta, 2015), namely because it displays one or more forms of signs that contain the meaning of supporting and inhibiting factors as well as the dimensions of cohesion, flexibility, and communication of families who have children who have disabilities. After doing the selection process, then the sign interpretation stage is carried out. The sign interpretation process is carried out on the basis

of Olson's Circumplex model. The sign analysis step chart can be seen in Figure 2.

Figure 2. Data analysis stage



Source: Processed by researchers (2022)

Figure 2 shows the stages of analysing research data. The observation phase is carried out by observing the Zero to Hero film and collecting information from various mass media to complete the object of research. The sign identification stage is carried out by identifying signs in relevant scenes to answer the research objectives, namely signs in the form of speech (words), images (images), images & sounds, words & body language (gestures), images & body language, and images & objects. After selecting scenes that contain signs, it is continued with the stage of interpreting the meaning of the signs based on the dimensions of the Olson Circumplex model to understand the function of the family which consists of the dimensions of cohesion, flexibility, and communication.

RESULTS AND DISCUSSION

The scenes that show significant signs based on the dimensions of the Circumplex Model and the factors that support or inhibiting on family function are shown in tables 1 to 3 as follows.

Table 1. Opening Part of Zero to Hero Film

No.	Scene description	Scene visualisation	Time
1	Scene: "Doctor's diagnosis" (Words & gestures) - The So family takes Wai Wai to the doctor - Doctor diagnose baby So Wa Wai		00:04:06 - 00:05:18
2	Scene: "Buying soft drinks" (Words) - The drink seller wants to give drinks to Wa Wai - Mrs So refuses the seller's gift		00:06:31 - 00:06:55
3	Scene: "The Leader's reprimand" (Words) - Mrs So looks for a hearing aid among the piles of laundry - The leader reprimands Mrs So		00:07:33 - 00:07:57
4	Scene: "Communicating to deceased ancestors" (Words and objects) - The So family communicates with deceased parents - The So family put incense sticks as a thanksgiving		00:12:02 - 00:12:08
5	Scene: "Little brother/sister for Wa Wai" (Words and gestures) - Mrs and Mr So are discussing the plan to increase the number of their children - Mr So is worried concerning the cost of raising the child - Mr So agrees to increase the number of children		00:12:21 - 00:12:35

Source: Processed by researchers (2022)

Table 1 shows opening part of Zero to Hero film. The researcher took five scenes in the opening part of the Zero to Hero film from minute 00:05:18 to minute 00:12:35, namely scene (1) "Doctor's diagnosis" with So family statement taking Wa Wai to the doctor and the doctor diagnosing the baby So Wa Wai; (2) "Buying soft drinks" with a statement that the drink seller wants to give drinks to Wa Wai and Mrs So refuses to give the seller; (3) "Leader's reprimand" with the statement that Mrs So looked for hearing aids among the piles of laundry cloths and the leader reprimands Mrs So; (4) "Communicating to deceased ancestors" with the statement that the So Family communicates with deceased parents and the So Family puts incense sticks as thanksgiving; and "Little brother/ Sister for Wa Wai" with information from Mrs and Mr So who are discussing the plan to increase the number of their children, Mr So worried concerning the

cost of raising the children, and Mr So agreeing to increase the number of children.

Table 2. First Segment Part of Zero to Hero Film

No.	Scene description	Scene visualisation	Time
1	Scene: "Getting to know Coach Fong" (Words) <ul style="list-style-type: none"> - Coach Fong invites Wa Wai to practice - Mrs So accepts Coach Fong's invitation 		00:18:49 – 00:19:09
2	Scene: "Departure to the airport" (Words) <p>Coach Fong discusses about the big gap in money awards between Paralympic and Olympic athletes</p>		00:33:51 – 00:34:15
3	Scene: "Wa Wai's first victory" (Words) <ul style="list-style-type: none"> - Wa Wai relay runner team wins gold medal - Mrs So conveyed her wishes to reporters 		00:42:10 – 00:43:46
4	Scene: "Wa Wai presents the gold medal to Mrs So" (Words and gestures) <p>Wa Wai presented her first gold medal to Mrs So</p>		00:44:20 – 00:45:04

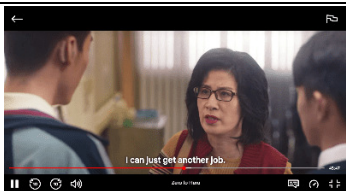

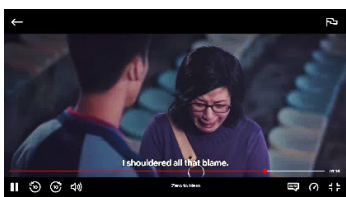
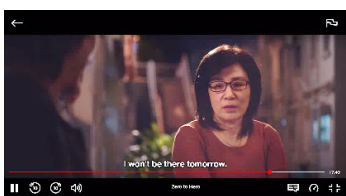

Source: Processed by researchers (2022)

Table 2 shows the first segment part of Zero to Hero film. The researcher took four scenes in segment 1 of the Zero to Hero film from minute 00:18:49 to minute 00:45:04, namely scene (1) "Getting acquainted with coach Fong" with the statement that Coach Fong invited Wa Wai to practice and Mrs So accept Coach Fong's invitation; (2) "Departure to the airport" with a statement from Coach Fong telling about the difference in awards between Paralympic athletes and Olympic athletes; (3) "Wa Wai's first victory" with the statement that the Wa Wai relay runner team won a gold medal and Mrs So conveyed her hopes to reporters; and (4) "Wa Wai presents a gold medal to Mrs So" with the statement that Wa Wai gave her first gold medal to Mrs So.

Table 3 shows second segment, climax, and closing part of Zero to Hero film. The researcher captures two scenes in second segment, namely from 00:56:52 to 01:05:11 in scene (1) "The accident of Mr So" in the scene where Mr So has an accident and Mrs So discusses with Wa Wai/sister and (2) "Invitation from the Paralympics Committee" with information from Coach Fong visiting Wa Wai's work site and Coach Fong inviting Wa Wai to join the Paralympic championship. The climax part is taken from two scenes from

01:20:19 to 01:25:15, namely scene (1) "Mrs So finds Wa Wai in a commercial shoot" with the caption that Mrs So reprimands Wa Wai loudly and Wa Wai expresses her disappointment regarding her attitude, and (2) "Mrs So entrusted Wa Wai to Coach Fong" with the statement that Mrs So met Coach Fong and Mrs So was unfortunately unable to accompany Wa Wai to join the competition. Footage of the closing scene at 01:29:48 to 01:29:58, namely the scene "Mother So motivates Wa Wai" with the statement that Ibu So accompanied Wa Wai to practice while motivating Wa Wai.

Table 3. Second Segment, Climax, and Closing Part of Zero to Hero Film

No.	Scene description	Scene visualisation	Time
1	Segment scene 2a: "Mr So's Accident" (Words) - Mr So had an accident - Mrs So discussed with Wa Wai and sister		00:56:52 – 00:57:02
2	Segment scene 2b: "Invitation from the Paralympics Committee" (Words) - Coach Fong visits Wa Wai's work site - Coach Fong invites Wa Wai to join the Paralympic Championships		01:04:33 – 01:05:11
3	Climax scene 1: "Mrs So finds Wa Wai in a commercial shoot" (Words and gestures) - Mrs So reprimands Wa Wai loudly - Wa Wai expresses her disappointment regarding Mrs So's attitude		01:20:19 – 01:24:06
4	Climax scene 2: "Mrs So entrusts Wa Wai to Coach Fong" (Words) - Mrs So meets Coach Fong - Mrs So can't accompany Wa Wai to compete		1:25:00 – 1:25:15
5	Closing scene: "Mrs So motivates Wa Wai" (Words & gestures) Mrs So accompanies Wa Wai to practice		1:29:48 – 1:29:58

Source: Processed by researchers (2022)

Social stigma against persons with disabilities

Signs containing the meaning of social stigma against persons with disabilities are depicted in each partial film, namely two scenes in the opening, two scenes in the first segment, one scene in the second segment, and one scene in climax part. In the scene "Buying soft drinks" at minutes 06:31 – 06:55. The Cola seller said "It's all right, I'll

give it to him" to Mrs So who was looking for money in her bag while carrying Wa Wai.

The Cola seller's words to Mrs So show that people still view disability issues based on the charity model. According to Parish, a charity model is an approach to disability which is characterized by the idea of nurturing and protecting vulnerable individuals who need protection and care and control of social structures related to the need to protect the economy through the segregation of disability groups (Jackson, 2018). The charity model creates a culture of compassion and treats persons with disabilities differently, including in providing opportunities to be involved in the public sector. Charlton revealed that the issue of disability is a problem related to human rights; persons with disabilities, unfortunately, do not have equal access to the fulfilment of health care rights, job chances, facilities for education, and political participation, and are neglected in activities of daily life (Nofiani et al., 2022).

Through an assertive communication style, Mrs So responds adaptively to social stigma. Assertive communication style is defined as a communication style that shows confidence and defends personal rights directly and honestly (Maloney & Moore, 2020).

Social stigma can also be seen in the opening section of the film "Leader Reprimand" at minute 00:07:33 to 00:07:57. The leader reprimanded Mrs So for stopping the washing machine because she was looking for a Wa Wai hearing aid, saying: *"Are you and your son mentally challenged? I already agreed for you to bring him to work. But now I've got to stop operations?"*. The leader's words have a meaning in the form of a negative assessment of the behaviour of Mrs So who is looking for a hearing aid among the piles of laundry.

The scene that displays a sign in the form of words about policy inequality towards persons with disabilities is shown in the scene: "Departure to the airport" at 00:33:51 – 00:34:15 minutes. Coach Fong shared his knowledge about the difference in prizes received by Paralympic athletes compared to Olympic athletes when they won the gold medal, *"We only get less than a hundred thousand and that's it for bringing home a medal. You know how much Lee Lai Shan (Olympic athlete) got for her medal? She gets a million from the government. Equal pay for equal work does not exist"*. A sign in the form of words that means Mrs So's ability to communicate assertively about the phenomenon of inequality in awarding athletes is depicted through the scene "The first victory of Wa Wai" at 00:42:10 - 00:43:46, where Mrs So told reporters: *"Equal pay for equal work. Why do Paralympians get so much less than Olympic Athletes? For the work that they do so far, there's no difference in that. Mrs So emphasized to reporters about her hope that athletes with disabilities will get equality in getting awards from policy makers.*

Another scene that shows the low welfare benefits for Paralympic athletes is the scene "Coach Fong informs the invitation from the

Paralympics Committee" at 01:04:33 – 01:05:11. This scene shows coach Fong coming to visit Wa Wai at his place of work. Coach Fong invites Wa Wai to attend the opening of the Paralympic Olympics. Wa Wai responded to coach Fong's invitation by saying, *"Coach Fong, my father isn't able to go back to work, right now I'm making around 7,000 a month working a courier company. Once I become a regular employee, then I'll be able to get a 13th month's pay. If I go back running, I only get 3,000 government subsidies a month instead"*. This statement shows that the government has not provided adequate guarantees of welfare for Paralympic athletes. Ndaumanu (2020) revealed that people with disabilities are one of the vulnerable groups, namely the group that most often gets discriminatory treatment and has difficulty in obtaining their rights.

Mrs So's words and gestures to Wa Wai which contain the meaning of Mrs So's experience of affiliate stigma can be seen from the scene "Mrs So found Wa Wai in an advertisement shooting" from 1:20:19 to 01:24:06. Mrs So gave feedback to Wa Wai who expressed his need to be able to control his life without being controlled by Mrs So. So's mother said: *"I shouldered all that blame"* while showing a tearful expression and showing sadness.

Figure 3. Disappointment gesture due to social stigma



Source: Wan (2021)

Mrs So feels that being a mother of a person with a disability (Figure 3) has to bear all the guilt feelings and overcome the attitudes of her partner and society that blamed her during Wa Wai's upbringing. Mak & Cheung revealed that affiliate stigma develops by the perception and internalisation of public stigma against caregivers of a person with disabilities (Chang et al., 2020).

Based on the description of the meaning of social stigma in the Zero to Hero film, the forms of signs depicted are in the form of words, there are also words and gestures.

Dimensions of cohesion Olson Circumplex Model

Signs that contain the meaning of cohesion are captured in two scenes in the opening, two scenes in segment 1, and one scene at the end of the film. The first scene that contains the meaning of cohesion from the So family is the "Doctor's diagnosis" scene at 00:04:06 –

00:05:18. Signs in the form of words & gestures show Mrs So with her father and family members together taking So Wa Wai's baby to the doctor with worried facial expressions. Based on facial expressions, it can be seen that baby Wa Wai who was diagnosed with Cerebral Palsy caused sadness for all family members, referring to table 1 number 1.

The scene "Communicating to deceased ancestors" at 00:12:02 – 00:12:08 shows signs in the form of words and objects. Mrs and Mr So invite Wa Wai to pray by placing incense on the table of the ashes of his deceased grandfather while saying "*Papa, Wa Wai is doing well*". The So family's habit of communicating with Grandpa Wa Wai shows an emotional closeness between family members which according to Olson's Circumplex model is called namely the cohesion dimension (Ugwu et al., 2019; Olson et al., 2019; Fernandes et al., 2021). If it is associated with cultural values, this is in line with the value of "guyub" as a communal society that upholds the value of relations and kinship (Panggabean et al., 2014). A family culture that is grateful for the meaningfulness of life experiences is related to the notion of spirituality (Ghaffari, 2016). Mrs and Mr So are grateful for the development of Wa Wai who is able to walk and go to school.

Figure 4. Signs in the form of words and objects that show cohesiveness



Source: Wanm (2021)

The dimension of cohesion in the Zero to Hero film is also reflected in the scene "Wa Wai presents a gold medal to Mrs So" at minutes 44:20 – 45:04. Signs involved in this scene are words and gestures, where Wa Wai presents his first gold medal to Mrs So while saying "*I am going to win lots and lots and lots gold medals just for you*". Wa Wai said the sentence while hugging and draping the gold medal to Mrs So. While taking care of Wa Wai's nails, Mrs So cries happily when she hears Wa Wai's words in expressing her feelings.

The effectiveness of family function can be seen from the strong emotional bond between family members, illustrating the cohesion dimension of Olson's Circumplex model (Ugwu et al., 2019; Olson et al., 2019; Fernandes et al., 2021). Mrs So and Wa Wai's gestures show a sense of emotional closeness. The content of the message when Wa Wai conveyed his intention to give Mrs So many gold medals shows

the loyalty that is characteristic of cohesion in the family (Fernandes et al., 2021).

Signs that show cohesion are also seen in the closing part of the film, namely in the scene "Mrs So motivates Wa Wai" at 01:29:48 – 01:29:58. This scene features words & gestures. Mrs So looked at Wa Wai's face and said *"Wa Wai you may walk slower than others, but you run faster than all of them"*. This statement shows Mrs So's belief in Wa Wai's ability to win the match. Family welfare is also supported by emotional closeness which involves giving each other trust in the form of giving hope to every experience (Prime et al., 2020). The form of signs that contain the meaning of cohesion in the Zero to Hero film are in the form of words and gestures.

Dimensions of flexibility Olson Circumplex Model

Signs that contain the meaning of flexibility are captured in one scene in the opening and one scene in segment 2. The scene "Mrs So conveys her wish to give Wa Wai a sister" at minute 00:12:21 – 00:12:35 displays a sign in the form of namely both words and gestures. Mrs So expressed her feelings to Mr So about her desire to give Wa Wai a sister while saying, "When we get older, someone has to care of Wa Wai". Mrs So delivered the statement while directing her gaze to Wa Wai who was sleeping nearby and Mr So looked at Mrs So's face.

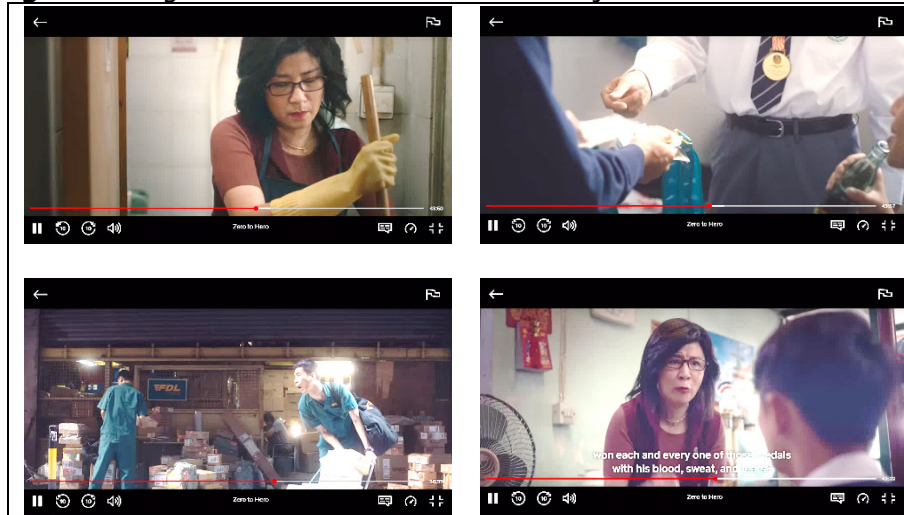
Based on the Circumplex model, the characteristics of a family that be able function effectively can be seen from the family's ability in order to adapt to the various demands and needs of family development. Mrs and Mr So made the decision to increase the number of children by considering the best for the development of the family, especially for Wa Wai. Flexibility is demonstrated by the family's ability to change power structures, role relationships, and relationship rules in response to the demands of family development (Olson et al., 2019; Stanisławski, 2019; Fernandes et al., 2021).

A sign of the gesture of Mr So patting Mrs So on the shoulder when Mr So stated the amount of child care costs, made Mrs So's the tone of voice which was previously high become lower. Mr So, who agreed to increase the number of their children, could provide emotional support for Mrs So. The results showed that partner support in the form of attention, assistance, and partner involvement reduced the pressure experienced by mothers in caring for children with disabilities (Leung, 2020; Harita & Chusairi, 2022). Social support is an important element in a healthy communication system to be able to express feelings, listen, and respect each other (Olson et al., 2019).

The dimension of flexibility can also be seen in the scene of "Mr So's Accident" at 00:56:52 – 00:57:02. Mrs So refused Wa Wai's offer asking for permission to work to supplement the family's income while saying *"I can just get another job"*. Mrs So's words show the flexibility

of her to find a job to replace Mr So who was unable to work anymore after the accident happened.

Figure 5. Signs in the form of words and objects that show flexibility



Source: Wan (2021)

The process that Ms. and Mr So went through showed that parents responded positively to life's challenges by considering problems, risks and potential benefits, as well as family needs and plans (Nemati, 2022), this is in line with the opinion of Newland (2015) regarding the characteristics of a prosperous family. Mrs So's alternative to reduce her anxiety about Wa Wai's future by focusing on adding family members who can care for Wa Wai is a problem-focused coping strategy. Folkman revealed that problem-focused coping is an active way to manage stressful events and remove sources of stress from the environment (Kurowska et al., 2021). The form of signs that contain the meaning of flexibility in the Zero to Hero film is in the form of words and gestures.

Social support

Apart from the family, social support for mothers in parenting practices is also provided by the wider community (Collings et al., 2017; Alon, 2019; Hong & Liu, 2021). The scene that shows the community's support for Mrs So by giving Wa Wai an opportunity to develop her talent can be seen in the scene "Getting to know coach Fong" at minute 00:18:49 – 00:19:09 showing signs in the form of words. Coach Fong invited Wa Wai to join the training activities after seeing Wa Wai's ability to run in the training activities he was leading. Coach Fong said: *"I'd like to invite him to train track and field with me. I'm coach Fong. I trained the Para Athletics Team. Bring him on Monday at seven o'clock"*. Social support in the form of opportunities from coaches for the Paralympic team athletes raised Mrs So's hopes for the development of Wa Wai. Mrs So advised Wa Wai to practice diligently.

Another social support in the form of emotional strengthening is seen in the scene "Mrs So entrusts Wa Wai to Coach Fong" at minute 1:25:00 – 1:25:15. The day before the departure of Coach Fong and Wa Wai to Beijing, Mrs So entrusted Wa Wai to coach Fong. Coach Fong said: "Wa Wai is an adult now, he doesn't anyone to look after him". Coach Fong's statement challenges Mrs So's anxiety about Wa Wai's future, which has an impact on Mrs So's attitude in controlling Wa Wai's life. The ability of parents in maintaining a balance between of namely separation and togetherness, providing opportunities for children to make important decisions independently is considered to support the effectiveness of family functioning (Turkdogan et al., 2019; Tsibidaki, 2020).

Support from spouse and family can affect the maternal parenting self-efficacy (Hong & Liu, 2021). Attention, assistance, and partner involvement reduce the pressure experienced by mothers in caring for children with disabilities (Leung, 2020; Harita & Chusairi, 2022). Social support is a very important element in a good communication system. The results showed that social support was associated with reduced rates of depression and also other problems of mental and psychological. Holmstrom emphasized that social support can be used as an indicator of physical health (Vidyarini, 2020). The father's busy life as a breadwinner limits his involvement in caring for children with disabilities. Children with special needs require the involvement of both parents to support them during their growth period. The involvement of fathers in child care plays a role in the quality of care for children with special needs (Rudelli et al., 2021).

Social support for mothers in parenting practices does not only come from the family but also from the wider social environment, namely the formal and non-formal school environment, community environment, and also socio-culture (Collings et al., 2017; Alon, 2019; Hong & Liu, 2021). The effectiveness of external support depends on the internal aspects of mother, for example the way mothers increase knowledge about the characteristics of problems experienced by children from both medical and psychological aspects through various sources of information, for example direct explanations from doctors, special education teachers, or from stories from other parents' experiences. Paster revealed that parents of children with disabilities often seek social support to increase knowledge in overcoming challenges in caring for children with disabilities (Kurowska et al., 2021).

Social support has been proven to have a significant effect on reducing the negative impact of caring for children who have disabilities (Alon, 2019). The social support felt by the mother can be in the form of the mother's belief in the existence of others who can provide empathy, cooperation, and assistance in overcoming parenting challenges (Alon, 2019; Harpaz & Grinshtain, 2020). Signs which contain the meaning of social support are in the form of words.

Based on the results of the discussion, it is known that the Zero to Hero film contains the meaning of speech and gestures signs that lead to social stigma against persons with disabilities. The community's stigma towards people with disabilities is shown by compassion, negative judgments, and policies that lead to inequality in the rights of people with disabilities. Zero to Hero film also contains signs of speech and body language that lead to the meaning of cohesiveness among family members, family flexibility in overcoming difficulties, and support from family and social communities.

CONCLUSION

Families face challenges in caring for people with disabilities so that they can develop optimally according to the child's potential. Social stigma is the biggest challenge faced by families, which can be in the form of policy inequalities in the fulfilment of rights and the low level of social security as citizens as factors that hinder the optimal development of persons with disabilities.

This research contributes in the form of recommendations to families who have family members with disabilities to be directly involved in caring for people with disabilities. Direct involvement and interaction among family members can support the achievement of effective family functions as indicated by the emotional closeness between family members and flexibility in making changes to overcome family difficulties. Policymakers should involve various community groups to review and evaluate regulations regarding social security, health, education, and development training for persons with disabilities.

REFERENCES

- Albanese, A. M., Russo, G. R., & Geller, P. A. (2019). The role of parental self-efficacy in parent and child well-being: A systematic review of associated outcomes. *Child: Care, Health and Development*, 45(3), 333–363. <https://doi.org/10.1111/cch.12661>
- Alon, R. (2019). Social support and post-crisis growth among mothers of children with autism spectrum disorder and mothers of children with down syndrome. *Research in Developmental Disabilities*, 90(April), 22–30. <https://doi.org/10.1016/j.ridd.2019.04.010>
- Apriliany, L., & Herniati. (2021). Peran media film dalam pembelajaran sebagai pembentuk pendidikan karakter. *Prosiding Seminar Nasional Pendidikan Program Pascasarjana Universitas PGRI Palembang*, 191–199. <https://jurnal.univpgri-palembang.ac.id/index.php/Prosidingpps/article/view/5605/4861>
- Asri, R. (2020). Membaca film sebagai sebuah teks: Analisis isi film "Nanti Kita Cerita Tentang Hari Ini (NKCTHI)." *Jurnal Al Azhar Indonesia Seri Ilmu Sosial*, 1(2), 74. <https://doi.org/10.36722/jaiss.v1i2.462>
- Bonab, B. G., Motamedi, F., & Zare, F. (2017). Effect of coping strategies on stress of parent with intellectual disabilities children. *Asian Education Studies*, 2(3), 11. <https://doi.org/10.20849/aes.v2i3.187>
- Busetto, L., Wick, W., & Gumbinger, C. (2020). How to use and assess qualitative research methods. *Neurological Research and Practice*, 2(1). <https://doi.org/10.1186/s42466-020-00059-z>
- Chang, C. C., Chen, Y. M., Liu, T. L., Hsiao, R. C., Chou, W. J., & Yen, C. F. (2020).

- Affiliate stigma and related factors in family caregivers of children with attention-deficit/hyperactivity disorder. *International Journal of Environmental Research and Public Health*, 17(2). <https://doi.org/10.3390/ijerph17020576>
- Choi, M., & Choung, H. (2021). Mediated communication matters during the COVID-19 pandemic: The use of interpersonal and masspersonal media and psychological well-being. *Journal of Social and Personal Relationships*, 38(8), 2397–2418. <https://doi.org/10.1177/02654075211029378>
- Collings, S., Grace, R., & Llewellyn, G. (2017). The role of formal support in the lives of children of mothers with intellectual disability. *Journal of Applied Research in Intellectual Disabilities*, 30(3), 492–500. <https://doi.org/10.1111/jar.12361>
- Doulabi, M. A., & et.al. (2019). Marital satisfaction and depression in mothers of 3-4 year old children with developmental delay in comparison with mothers of normal children. *Iran J Child Neurol*, 13(4), 91–108.
- Duck, S & T. Mahan, D. (2018). *Communication in everyday life* (Second Edi). SAGE Publications Inc.
- Fernandes, C. S., Magalhães, B., Silva, S., & Edra, B. (2021). Adaptability and cohesion of families in times of the COVID-19 pandemic. *Nursing Practice Today*, 8(3), 234–243. <https://doi.org/10.18502/npt.v8i3.5938>
- Gebremichael, L. T. (2019). Semiotics analysis of a principal character in Balem Hiwot Ande Ken. *International Journal of Literature and Arts*, 7(3), 61–65. <https://doi.org/10.11648/j.ijla.20190703.11>
- Ghaffari, M. (2016). Spiritual well-being and dyadic adjustment: Mediator effects for family strengths. *Iranian Journal of Psychiatry and Behavioral Sciences*, 10(3), 1–8. <https://doi.org/10.17795/ijpbs-1699>
- Hamilton, E., & Carr, A. (2016). Systematic review of self-report family assessment measures. *Family Process*, 55(1), 16–30. <https://doi.org/10.1111/famp.12200>
- Harita, A. N. W., & Chusairi, A. (2022). Faktor-faktor yang mempengaruhi parental self-efficacy orang tua yang memiliki anak dengan disabilitas. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(4), 3111–3123. <https://doi.org/10.31004/obsesi.v6i4.2321>
- Harpaz, G., & Grinshtain, Y. (2020). Parent-teacher relations, parental self-efficacy, and parents' help-seeking from teachers about children's learning and socio-emotional problems. *Education and Urban Society*, 52(9), 1397–1416. <https://doi.org/10.1177/0013124520915597>
- Hasanah, N., Mulyati, & Tarma. (2019). Hubungan parenting self-efficacy dengan subjective well-being pada ibu yang memiliki anak berkebutuhan khusus. *JKKP (Jurnal Kesejahteraan Keluarga Dan Pendidikan)*, 6(02), 103–108. <https://doi.org/10.21009/jkkp.062.04>
- Hilmi, E. E., & Razali, N. (2021). Biography analysis of Muhammad Uthman El-Muhammady from the perspective of Bronfenbrenner's ecological theory. *International Journal of Education, Psychology and Counseling*, 6(44), 167–175. <https://doi.org/10.35631/ijepc.644013>
- Hong, X., & Liu, Q. (2021). Parenting stress, social support and parenting self-efficacy in Chinese families: does the number of children matter? *Early Child Development and Care*, 191(14), 2269–2280. <https://doi.org/10.1080/03004430.2019.1702036>
- Jackson, M. (2018). Models of disability and human rights: Informing the improvement of built environment accessibility for people with disability at Neighborhood Scale? *Laws*, 7(1), 10. <https://doi.org/10.3390/laws7010010>
- Kabiyea, F., & Manor-Binyamini, I. (2019). The relationship between stress and stigma, somatization and parental self-efficacy among fathers of adolescents with developmental disabilities in the Bedouin community in Israel. *Research in Developmental Disabilities*, 90(July 2018), 31–40. <https://doi.org/10.1016/j.ridd.2019.04.004>
- Kore, R., & Venkatraman, S. (2017). A study on hope, stress and self-efficacy in parents of children with intellectual disability. *Indian Journal of Mental Health(IJMH)*, 4(3), 243. <https://doi.org/10.30877/ijmh.4.3.2017.243-251>

- Koskela, T., Pihlainen, K., Piispa-Hakala, S., Vornanen, R., & Hämäläinen, J. (2020). Parents' views on family resiliency in sustainable remote schooling during the COVID-19 outbreak in Finland. *Sustainability (Switzerland)*, 12(21), 1–20. <https://doi.org/10.3390/su12218844>
- Kurowska, A., Kózka, M., & Majda, A. (2021). 'How to cope with stress?' Determinants of coping strategies used by parents raising children with intellectual disabilities, other developmental disorders and typically developing children. A cross-sectional study from Poland. *Journal of Mental Health Research in Intellectual Disabilities*, 14(1), 23–49. <https://doi.org/10.1080/19315864.2020.1832166>
- Kwok, S. Y. C. L., Leung, C. L. K., & Wong, D. F. K. (2014). Marital satisfaction of Chinese mothers of children with autism and intellectual disabilities in Hong Kong. *Journal of Intellectual Disability Research*, 58(12), 1156–1171. <https://doi.org/10.1111/jir.12116>
- Leung, P. W. S. (2020). Impact of fathers' support on marital satisfaction and caregiving strain: Viewpoints of mothers of persons with intellectual disability in Hong Kong. *Journal of Policy and Practice in Intellectual Disabilities*, 17(1), 51–58. <https://doi.org/10.1111/jppi.12319>
- Maloney, M. E., & Moore, P. (2020). From aggressive to assertive. *International Journal of Women's Dermatology*, 6, 46–49.
- Marta, R. F. (2015). Analisis wacana kritis Film " Puteri Giok ": Cermin asimilasi paksa era Orde Baru. *Jurnal Masyarakat & Budaya*, 17(1), 331–346.
- Marta, R. F., Fernando, J., & Simanjuntak, R. F. (2019). Eksplikasi kualitas konten peran keluarga pada Instagram @Kemenpppa. *ETTISAL: Journal of Communication*, 4(2), 137. <https://doi.org/10.21111/ejoc.v4i2.3702>
- Maulana, A., & Nugroho, C. (2018). Nasionalisme dalam narasi cerita film (Analisis narasi Tzvetan Todorov pada film Habibie & Ainun). *ProTVF*, 2(1), 37. <https://doi.org/10.24198/ptvf.v2i1.12042>
- Ndaumanu, F. (2020). Hak penyandang disabilitas: Antara tanggung jawab dan pelaksanaan oleh Pemerintah Daerah. *Jurnal HAM*, 11(1), 131. <https://doi.org/10.30641/ham.2020.11.131-150>
- Nemati, S. (2022). Resilience, attachment to God, and hope in mothers of children with a specific learning disability. *Journal of Psychiatric Nursing*, 13(2), 0–1. <https://doi.org/10.14744/phd.2022.15013>
- Newland, L. A. (2015). Family well-being, parenting, and child well-being: Pathways to healthy adjustment. *Clinical Psychologist*, 19(1), 3–14. <https://doi.org/10.1111/cp.12059>
- Nofiani, N. S., Kasnawi, M. T., & Hasbi. (2022). Partisipasi kerja penyandang disabilitas: Keterkaitan faktor internal dan eksternal. *Socio Informa*, 8(01), 27–46.
- Nugroho, P., & Wibowo, H. (2022). Membaca unsur-unsur sinema neorealisme pada film Siti karya Edy Cahyono. 6(1), 1–20.
- Nurjannah, Y. Y., Agustina, P. A. C., Aisah, C., & Firmansyah, D. (2018). Analisis Makna Puisi "Tuhan Begitu Dekat" Karya Abdul Hadi W.M dengan menggunakan Pendekatan Semiotik. *Parole: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 1(4), 535–542. <https://pdfs.semanticscholar.org/8cb8/c434622c0fd9289cdbcee49ccdfabec919c1.pdf%0Ahttps://journal.ikipsiliwangi.ac.id/index.php/parole/article/view/923/pdf>
- Olifia, S. (2016). Representasi Feminisme Dalam Karya Sastra. *S:JK Semiotika: Jurnal Komunikasi*, 10(2), 439–466. <https://journal.ubm.ac.id/index.php/semiotika/article/view/951>
- Olson, D. H., Waldvogel, L., & Schlieff, M. (2019). Circumplex model of marital and family systems: An update. *Journal of Family Theory and Review*, 11(2), 199–211. <https://doi.org/10.1111/jftr.12331>
- Panggabean, H., Tjitra, H., & Murniati, J. (2014). *Kearifan lokal keunggulan global*. PT. Gramedia.

- Prime, H., Wade, M., & Brone, D. (2020). Risk and resilience in family well-being during the COVID-19 pandemic. *American Psychologist*, 75(5), 631–643. <https://content.apa.org/fulltext/2020-34995-001.pdf>
- Putra, S. J. (2021). *Representasi Islam dalam Film Java Heat*. 2(2005), 239–252.
- Rahmatika, S. N., & Apsari, N. C. (2020). Positive Parenting: Peran Orang Tua Dalam Membangun Kemandirian Anak Tunagrahita. *Prosiding Penelitian Dan Pengabdian Kepada Masyarakat*, 7(2), 329. <https://doi.org/10.24198/jppm.v7i2.28380>
- Rudelli, N., Straccia, C., & Petitpierre, G. (2021). Fathers of children with autism spectrum disorder: Their perceptions of paternal role a predictor of caregiving satisfaction, self-efficacy and burden. *Research in Autism Spectrum Disorders*, 83(July 2020). <https://doi.org/10.1016/j.rasd.2021.101744>
- Shalvee & Sambhav. (2020). *Role of mass media and communication during pandemic*. 8(5), 3786–3790.
- Stanisławski, K. (2019). The coping circumplex model: An integrative model of the structure of coping with stress. *Frontiers in Psychology*, 10(MAR), 1–23. <https://doi.org/10.3389/fpsyg.2019.00694>
- Sukraningsih, J. (2021). Penggunaan film dokumenter sebagai sumber belajar dalam proses pembelajaran IPS Sejarah di SMP Ketapang. *Jurnal Kajian Pembelajaran Dan Keilmuan*, 5(1), 34. <https://doi.org/10.26418/jurnalkpk.v5i1.48735>
- Traini, S. (2019). Umberto Eco's semiotics of the text: Theoretical observations and an analysis of the parable of the banquet. *Semiotica*, 87–103. <https://doi.org/10.1515/sem-2018-0052>
- Tsibidaki, A. (2020). Family functioning and strengths in families raising a child with cerebral palsy. *Research in Developmental Disabilities*, 106(July), 103767. <https://doi.org/10.1016/j.ridd.2020.103767>
- Turkdogan, T., Duru, E., & Balkis, M. (2019). Circumplex model of family functioning in Turkish culture: Western family systems model in a Eurasian country1. *Journal of Comparative Family Studies*, 50(2), 183–199. <https://doi.org/10.3138/jcfs.50.2.005>
- Ugwu, F. O., Ugwu, C., Njemanze, V. C., & Nwosu, I. (2019). Family cohesion and family size moderating burnout and recovery connection. *Occupational Medicine*, 69(1), 28–34. <https://doi.org/10.1093/occmed/kqy155>
- Vidyarini, T. N. (2020). After the ordeal: health communication messages in a pregnancy-OSG. *Jurnal Studi Komunikasi (Indonesian Journal of Communications Studies)*, 4(1), 49. <https://doi.org/10.25139/jsk.v4i1.1946>
- Wan, J. (2021). *Zero to Hero*. Netflix
- Wedasuwari, I. A. M., & Rasna, I. W. (2020). *Analisis semiotika puisi Pesona Batik karya Uswatun Khasanah sebagai pendekatan pemahaman makna*. 15(3), 4163–4168.
- Wittkowski, A., Garrett, C., Calam, R., & Weisberg, D. (2017). Self-report measures of parental self-efficacy: A systematic review of the current literature. *Journal of Child and Family Studies*, 26(11), 2960–2978. <https://doi.org/10.1007/s10826-017-0830-5>