

RELATIONSHIP OF PARENTS ROLE WITH SOCIAL SKILLS OF MENTAL RETARDATION CHILDREN

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ABSTRACT

Background: Mental retardation is a condition characterized by low intelligence that causes the individual's inability to learn and adapt to the demands of society for a perceived abnormality. Individuals of mental retirement certainly will not make the wrong adjustments if parents can accept their presence as well as guide them in the face of environmental demands because in essence they need the attention and support from families, especially parents. The research was aimed to find out the relationship of parents role and social skills of mental retardation childrens.

Methods: The method used is cross-sectional, Method of sampling in this research using total sampling with sample amount 30 respondents.

Results: The result of this research by using Chi-Square test it has been obtained ρ value = 0,023 ($\rho < \alpha$ or $\rho < 0,05$) and OR=7,46 it suggested that there was relation between parents role and social skills of mental retardation childrens

Conclusions: The Conclusion Availability of good role of parents could increase social skills of childrens was mental retardation. Parents as the closest person in child life could help mental retardation childrens to adapt with environment

INTRODUCTION

Children are an investment and hope for the future of the nation and as a successor to future generations. Every parent will expect the birth of a child or baby their love in normal circumstances, but in reality sometimes hopes or dreams. This is not in accordance with reality because in the process of birth even after birth the child experiences changes in growth and development that are abnormal or experiencing certain disorders so that children have special needs such as disorders in children mental retardation (Fendi Brama, 2015)

Persons with mental retardation are those who have mental or behavioral abnormalities that can be caused by congenital defects, or a person who has a mental disorder caused by organobiological or functional factors that results in changes in the mind, nature of feelings and actions that have social problems in meeting educational needs, earning a living, and in community activities (Departemen Kesehatan, 2011).

Based on data in the 2013 Ministry of Social Affairs booklet, In Indonesia there were a population

of 3,342,303 people with severe disabilities. The population of mentally retarded children ranks second after blind disabilities, with an estimated disability presentation of mental retardation as many as 290,837 people (Fendi Brama, 2015)

Based on data from the 2015 West Sulawesi Social Service, the number of disabled persons is 1680 people (including disabled physical, mental, multiple disabilities). However, the actual number is far greater than the data available. This is because families and communities that have family members who have disabilities often hide it so that people with disabilities cannot be touched by services (Dinas Sosial Sulawesi Barat, 2015).

The role of parents is an illustration of the attitudes and behavior of parents and children in interacting, communicating during holding parenting activities. The role of parents in this case is to instill the independence of a child so that he can later be able to live independently, because the socialization in the life of a child comes from their respective parents. From the parents' education patterns that they apply,

a child can record what they receive from their parents so that the education they give parents will apply in people's lives (Saifudin, 2013)

The parent of a mentally retarded child must accept his disability and help him adjust to his disability. They must avoid the goals set too high to achieve and they must realize that there are many things that are done to help meet their needs. If the child knows that parents really pay attention to it, then with this the child is much helped in adjusting to the outside world (Anggorowati, 2015).

Anita & Jannah (2012) suggested that parental stimulation can help improve children's development. Parents have a big influence on the development of children who are mentally retarded. Giving stimulation can be done by playing exercises. Children who get directed stimuli will develop faster than children who lack stimulus. The research evidence shows that there is a relationship between the role of parents and the socialization skills of mental retarded children in Pekalongan City State SDLB (Anggorowati, 2015) in line with the results of Retno Yuli Hastuti et al. (2015). socialization of mentally retarded children. This shows that the role of good parents can improve the socialization skills of mentally retarded children. Furthermore, it was explained by (Redi Iriawan, Nurhidayat, Aris Budi Pratama, 2015) that there was a relationship between family support and the socialization ability of children with mild mental retardation at SLBN 1 Bantul Yogyakarta 2015.

Individual mental retardation certainly would not make the wrong adjustments if people parents can accept their presence while guiding them in facing environmental demands, because in essence they need attention and support from families, especially parents. Stimulation of parents can help improve child development. Parents have a big influence on the development of children who are mentally retarded. Giving stimulation can be done by playing exercises. Children who get directed stimuli will develop faster than children who lack stimulus (Anita & Jannah, 2012 in Anggorowati, 2015).

In Polewali Mandar District, the number of persons with disabilities (including physical, mental, multiple disability) in 2014 to 2016 was 856 people, 483 men and 373 women. (Polman District Social Service 2016) Based on data obtained at Polewali Mandar State SLB in November 2016 the total number of children who received education at the SLB for the 2016-2017 school year was 73 students, 30 children suffered mental retardation, 34 mixed (blind, deaf, disabled, harmonized), and 9 autistic children. And the results of the preliminary study were conducted through direct interviews with one teacher that the family who actively took and picked up their children was around 50% and the rest came to their own school and some used public transportation to rent their children specifically. The researcher also got information that there were some children who were

accompanied by their families until they returned home from school, but most of the children were not accompanied by their families. In addition, the researcher also interacted and observed the behavior of 8 mentally retarded children, 5 of which were the responses of children in interacting poorly and slightly speaking, there were also children who were invited to communicate but did not respond, just kept quiet and looked, looked indifferent, found children mental retardation that is not happy to be invited to communicate, looks angry. Children tend to be alone and their free time is mostly used to carry out activities that make them happy, preferring to play alone. Furthermore, the researchers also conducted a brief interview to 8 parents of students who had been met when delivering and picking up their children. 5 of them generally said that their children lacked confidence and preferred to play alone, and some said they restricted their activities and said they felt safe if their children played around the house alone and 3 others in general said their children would play with other children, always accompany their children and participate in children's activities. From the description above, the researcher was interested in examining the relationship between the role of parents and the socialization skills of mentally retarded children at Polewali Mandar State SLB.

MATERIALS AND METHODS

Design of this study used descriptive correlative, namely research conducted to see the relationship between variables one (Role of parents) with other variables (socialization ability). (Notoatmodjo, 2010). This research was conducted in March until June 2017 in Polewali Mandar District Public SLB with a population of all mentally retarded children enrolled in the 2016/2017 school year as students at Polewali SLBN, namely 30 mentally retarded children and 30 parents who had retarded children. mentally. The sample in this study amounted to 60 people, 30 mentally retarded children and 30 elderly people who had mentally retarded children.

RESULTS

Univariate analysis depicting the socialization capabilities of mental retarded children at SLBN Polewali Mandar District on the characteristics of respondents in this study were 12 male respondents (40.0%) and female respondents as many as 18 respondents (60.0%). Based on the age of respondents, mental retardation children were in the age group of 6-9 years as many as 17 respondents (56.7%), then aged 9-11 years as many as 9 respondents (30.0%) and age > 12 years as many as 4 respondents (13.3 %). In addition, the characteristics of parents of children with mental retardation are based on Table 1, showing that of 30 parents of

respondents who have an elementary school education as many as 7 people (23.3%), SMP as many as 3 people (10%), SMA as many as 12 people (40%) and University as many as 8 people (26.7%) and based on characteristics. Based on table below shows that of

the 30 respondents who work as not working as many as 11 (36.3%), as many as 7 self-employed (23.3%), as many as 5 farmers (16.7%), 4 civil servants (13.3%) , and Swords as many as 3 respondents (10%)

Table 1 Crosstabulation Between the Parents role with Social skills of Mental Retardation Children

parents' role	social skills		Total (%)	P
	good (%)	less (%)		
play a role (%)	14 (46.7)	5 (16.7)	19 (63.3)	0.023
no role (%)	3 (10.0)	8 (26.7)	11 (36.7)	
Total (%)	17 (56.7)	13 (43.3)	30 (100)	

Source: Primary Data

DISCUSSION

Based on table 2 above can be it is known that from 30 respondents, parents who played a good role as many as 19 respondents (63.3%) and did not play a role as many as 11 respondents (36.7%). This shows that most parents who have mentally retarded children have a good role along with negative public responses about mentally retarded children, such as: parents exclude children or do not recognize as mentally retarded children. Children who are mentally retarded are hidden from the community because parents feel ashamed of having children mentally retarded. On the other hand, there are also parents who give more attention to children. Family is the most important factor that influences the child's socialization ability, because the relationship between the child and the family is closer and emotional.

Based on table 2 shows the respondents most have good socialization skills as many as 17 respondents (56.7%), while those who have less socialization skills are 13 respondents (43.3%). According to researchers, even though mentally retarded children still experience obstacles in carrying out their socialization skills, many of them have good socialization skills.

This is in line with the results of research conducted by Redi Iriawan, Nurhidayat, Aris Budi Pratama (2015), entitled the relationship of family support to the socialization ability of children with mild mental retardation in SLBN 1 Bantul. It can be concluded that Ha is accepted and Ho is rejected which means there is a family support relationship with the socialization capabilities of mentally retarded children, the family is a place of growth of an individual, then the success of development is largely determined by the quality of the individual formed from the norms adopted in the family as a benchmark of behavior every day. The family environment is indirectly influential in educating a child because at birth and for the next period which is quite long the child needs help from his family and other people to live his life. In normal circumstances, the first environment that relates to their children is their parents, through which the environment recognizes

the surrounding world and the patterns of social life that prevail in everyday life, through which the child experiences initial socialization.

Furthermore, from the analysis of the relationship between the two variables in table 4 using the chi-square statistical test, the significance of the relationship between the two variables is $p = 0.023$, $p = 0,000 < \alpha 0.05$, this means Ha is accepted and H0 is rejected. the role of parents with the socialization ability of mentally retarded children. This is in line with the results of research conducted by Diana Anggorowati (2011) that socialization ability is influenced by several factors, one of which is the role of parents. The better the role of parents given to children, the better the socialization of children, and vice versa. The dependence of children with mental retardation is very large on their parents, parental stimulation can help and improve children's social development. In this study, it was found that parents who played a good role showed better socialization skills of children, socialization skills were influenced by several factors, one of them being parents. The better the role of parents given to children, the better the opposite. The dependence of mentally retarded children is very large on their parents, but stimulation from parents can help and improve children's social development. Because the attitude of parents has a fairly strong influence on the socialization ability of mentally retarded children compared to others, parents have a very important role in developing a positive child's personality, because from the time of birth to entering school almost all the time the child is in the family environment . By recognizing the child's personality first, parents will find appropriate ways to develop a child's personality.

This study also showed that there were 11 respondents who did not act well where 8 of the respondents had poor socialization skills, mental retarded individuals would certainly not make the wrong adjustment if parents could accept their presence while guiding them in facing environmental demands, because in essence they need attention and support from families, especially parents. Success or failure of mentally retarded children in pursuing their

developmental tasks is inseparable from the guidance and attention given by the family, especially their parents. The attitude of parents, family, peers, schoolmates and the community in general is very influential on the formation of children's self-concept. Children with mental retardation need reasonable treatment, guidance, direction, learn to socialize and play with friends of their age, in order to get wider opportunities and opportunities to learn about acceptable patterns of behavior, so as not to hamper the development of their socialization.

CONCLUSION

Conclusions in this study is there a relationship between the role of parents and the socialization skills of mentally retarded children in Polewali Mandar SLBN. The better the role of parents given to children, the better the socialization of children, and vice versa, the lack of parental roles given to children will further reduce the child's ability to socialize. Based on the results of the above research and conclusions regarding the role of parents with the socialization skills of mental retarded children at Polewali Mandar State SLB, the authors suggest that schools specifically for mental retardation children are expected to provide counseling to parents of students who aim to improve the ability of social retarded children.

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