



## RELATIONSHIP BETWEEN PARENTING PATTERNS AND SOCIAL INTERACTION SKILLS OF CHILDREN WITH MENTAL RETARDATION IN SLB ACD PERTIWI KOTA MOJOKERTO

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| Article info  | ABSTRACT   |
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| <p><b>Corresponding Author:</b></p> <p>Imam Zainuri<br/> <a href="mailto:imamzainuri@gmail.com">imamzainuri@gmail.com</a><br/>           Universitas Bina Sehat<br/>           PPNI Mojokerto</p>   | <p>Parenting patterns are one of the factors that can affect children's social interaction skills. Social interaction skills are a form of behavior that is very important for children in communicating later with people around them. This study aims to determine the relationship between parenting patterns and children's social interaction skills with mental retardation at SLB ACD – Pertiwi Kota Mojokerto. The research method used is Observational with a Cross-sectional approach. The population in this study were parents and children with mental retardation in elementary, junior high, and high school in SLB ACD – Pertiwi Kota Mojokerto category C totaling 37 people. The sampling technique used was Total Sampling, a sample of 37 people, namely parents and children with mental retardation starting from elementary school, as many as 16 people, junior high school as many as 15 people, and high school as many as 6 people. The instrument in this study used the Parenting Style and Dimensions Questionnaire (PQST) questionnaire to determine parenting patterns and Observational using a questionnaire to determine the social interaction skills of children with mental retardation. The results of the study showed that the majority of parenting patterns applied democratic parenting patterns as many as 34 people (91.89%), and the social interaction abilities of mentally retarded children were in the high category as many as 16 people (43,02%). The data analysis method used Crosstabulation between parenting patterns and the social interaction abilities of mentally retarded children, so it can be concluded that the more democratic the parenting patterns, the higher the social interaction abilities of mentally retarded children. This can be said that there is a relationship between parenting patterns and the social interaction abilities of children with mental retardation at SLB ACD – Pertiwi Kota Mojokerto. Good and appropriate parenting patterns can also improve children's social interaction abilities.</p> <p><b>Keywords:</b> <i>Parenting Style, Social Interaction Ability, Mental Retardation</i></p> |
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### INTRODUCTION

One of the disorders in mentally retarded children is characterized by low intelligence, which is below average, causing individual inability to learn and adapt to normal community skills and inability in social interaction (Mustikawati et al., 2015). Mental retardation has obstacles in social adaptive behavior such as verbal communication disorders, play disorders, social isolation disorders and social interaction damage, characterized by still liking to be

alone and looking away when meeting new people. Adaptive behavior is the social ability of children with mental retardation to be independent, adapt themselves especially to the environment, and be able to take social responsibility in accordance with their age group and culture (Na & Hipertensiva, n.d.).

In the social development of mentally retarded children, the ability in social interaction is not optimally developed. The social development of mental retardation is highly dependent on how the living environment, especially the family environment, treats and accepts children. This also depends on what kind of parenting patterns parents have for mentally retarded children. Children's social development develops well if elements of cooperation such as mutual respect, trust and tolerance are developed early on in family interactions (Mustikawati et al., 2015). Ineffective parenting, especially in children with mental retardation, can affect the child's social interaction skills psychologically and can become a more fatal problem for the child's future life (Lameky et al., 2023).

According to (Washington Post, 2017) Indonesia had more than 80,000 mentally retarded patients in 2017. About 3% of the total population has an intelligence quotient (IQ) below one standard deviation. Estimated 80% of the population has an intellectual disability, while only 5% of people with intellectual disabilities have severe or very severe disorders. In 2018, the growth was around 25% (Kemenkes RI, 2018) (Massyayih & Siswati, 2022).

Based on the results of research by (Aisyiyah, 2017) at SLB Mutiara Tanjungpinang, the value of the socialization ability of mentally retarded children is 93.8% experiencing interference in socializing from a total of 16 children, while in research (Mustikawati et al., 2015) in SDLB Negeri Pekalongan City found 24 (49.0%) with a poor category in the socialization skills of mentally retarded children with a total sample of 49 children, while in research (Safitri & Solikhah, 2020) in SLB C Yakut Purwokerto found 57 (72.1%) children with sufficient categories and 22 (27.8%) children with poor socialization skills from a total sample of 79 children. Therefore, it is the same as the research (Safitri & Solikhah, 2020) from the results it can be said that the importance of good social interaction skills for mentally retarded children where if the child has good social interaction skills it will make the child able to mingle like a child should both with other people and peers.

The ability of social interaction of mentally retarded children is influenced by environmental factors, family, and parental involvement. In a family, children receive affection, a sense of comfort and family acceptance which is one of the child's social developments. This greatly influences the child's social interaction skills both in the family, community and with peers. However, if parents are indifferent in paying attention to and caring for their children, it can affect aspects of the child's development, one of which is the ability of social interaction, especially in children with mental retardation. According to (Veronika et al, 2021) in the journal (Putri Eka Safitri, 2023) it is explained that one of the impacts that affects parental care patterns besides residence and culture is parental learning through parenting methods received from their own parents. In addition, another impact can also be due to the low education of parents to low socio-economic status so that it tends to make parents busy in their work and pay less attention to the condition of their children. However, according to Hurlock (2006), parents who have more knowledge of childcare will be more aware of their children's needs.

Children with mental retardation often have difficulty in relating to individuals and groups around them, because this is strongly influenced by intelligence that is below average

so that an education and teaching given to mentally retarded children require a special program. It is hoped that even though children with below-average intelligence can socially interact well with their surroundings like normal children in general (Safitri & Solikhah, 2020). Mentally retarded children need a parenting model based on the assumption that they need education and care from parents so that they can start from adapting and aspire to live independently in the future (Lameky et al., 2023). Based on the problems, researchers are interested in analyzing the relationship between parenting patterns and the ability of social interaction of children with mental retardation in SLB - ACD Pertiwi Kota Mojokerto.

## METHOD

This study used a cross-sectional approach correlation analytic research design. The sample used was 37 respondents with total sampling technique. The instrument used to measure parenting patterns uses the Parenting Styles and Dimensions Questionnaire (PQST) and to measure social interaction skills using an observational questionnaire adapted from (Yusri, 2020). Data collection was carried out for 4 days. On July 15-17, 2024, researchers began research at SLB ACD - Pertiwi Mojokerto City to mentally retarded children with observation methods for the social interaction skills of mentally retarded children. On July 18, 2024, researchers continued the research for parenting patterns by inviting parents through their respective homeroom teachers. After the data was collected, editing, coding, scoring, tabulating and then frequency distribution was done.

## RESULT AND DISCUSSION

### Finding

Table 1. Characteristics of Respondents

| Characteristics                       | Frekuensi (n=37) | Presentase (%) |
|---------------------------------------|------------------|----------------|
| <b>Age</b>                            |                  |                |
| 20-30 years                           | 0                | 0              |
| 30-40 years                           | 12               | 32,4           |
| >40 years                             | 25               | 67,6           |
| <b>Job</b>                            |                  |                |
| Corporate                             | 25               | 67,6           |
| Civil servants                        | 0                | 0              |
| Military/Police                       | 1                | 2,7            |
| Not employed                          | 6                | 16,2           |
| Other                                 | 5                | 13,5           |
| <b>Education</b>                      |                  |                |
| Elementary school                     | 5                | 13,5           |
| Junior high school                    | 10               | 27,0           |
| Senior high school                    | 14               | 37,8           |
| College                               | 8                | 21,6           |
| <b>Income</b>                         |                  |                |
| < Rp.1.500.000/month                  | 14               | 37,8           |
| Rp.1.500.000 s/d <Rp.2.000.000/ month | 10               | 27,0           |
| Rp.2.500.000 s/d Rp.3.500.000/ month  | 11               | 29,7           |
| >Rp.3.500.000/ month                  | 2                | 5,4            |
| <b>Child Age</b>                      |                  |                |
| <5 years                              | 2                | 5,4            |
| 5-10 years                            | 9                | 24,3           |
| 10-15 years                           | 17               | 45,9           |

|                               |    |      |
|-------------------------------|----|------|
| >15 years                     | 9  | 24,3 |
| <b>Total of children</b>      |    |      |
| One                           | 9  | 24,3 |
| Two                           | 22 | 59,5 |
| Three                         | 4  | 10,8 |
| Four/more                     | 2  | 5,4  |
| <b>Child Number</b>           |    |      |
| One                           | 17 | 45,9 |
| Two                           | 15 | 40,5 |
| Three                         | 3  | 8,1  |
| Four/more                     | 2  | 5,4  |
| <b>Live in the same house</b> |    |      |
| Yes                           | 37 | 100  |
| No                            | 0  | 0    |
| <b>Gender</b>                 |    |      |
| Male                          | 24 | 64,9 |
| Female                        | 13 | 35,1 |
| <b>Level of Grade</b>         |    |      |
| Elementary school             | 16 | 43,2 |
| Junior high school            | 15 | 40,5 |
| Senior high school            | 6  | 16,2 |

Based on table 1. Shows that most of the respondents were aged > 40 years as many as 25 people (67.6%), worked privately as many as 25 people (67.6%), had a high school education as many as 14 people (37.8%), had an income of <Rp.1 .500,000 as many as 14 people (37.8%), vulnerable age of children 10 - 15 years as many as 17 people (45.9%), the number of children in the family as much as two amounted to 21 people (59.5%), having the first mentally retarded child as many as 17 people (45.9%), living in one house with their children as many as 37 people (100%), having a mentally retarded child of the male sex as many as 24 people (64.9%), having a mentally retarded child who has an elementary level status totaling 16 people (43.2%).

**Table 2. Frequency Distribution of Respondents Based on Parenting Patterns and Social Interaction Skills of Children with Mental Retardation**

| Characteristics                  | Frekuensi (n=37) | Presentase (%) |
|----------------------------------|------------------|----------------|
| <b>Parenting Patterns</b>        |                  |                |
| Democratic Parenting             | 34               | 91,9           |
| Authoritarian Parenting          | 2                | 5,4            |
| Permissive Parenting             | 1                | 2,7            |
| <b>Social Interaction Skills</b> |                  |                |
| High                             | 16               | 43,2           |
| Medium                           | 5                | 13,5           |
| Low                              | 16               | 43,2           |

Table 2 shows that most parents have a democratic parenting style, namely 34 people (91.9%) and mentally retarded children have high social interaction skills, namely 16 people (43.2%).

**Table 3. Cross Tabulation of the Relationship between Parenting Patterns and Social Interaction Skills of Children with Mental Retardation**

| Social Interaction Skills | Total |
|---------------------------|-------|
|---------------------------|-------|

| Parenting Patterns | High       | Medium    | Low        |           |
|--------------------|------------|-----------|------------|-----------|
| Democratic         | 16 (43,2%) | 5 (13,5%) | 13 (35,1%) | 34 (100%) |
| Authoritarian      | 0 (0%)     | 0 (0%)    | 2 (100%)   | 2(100%)   |
| Permissive         | 0 (0%)     | 0 (0%)    | 1 (100%)   | 1(100%)   |
| <b>Total</b>       | 16 (43,2%) | 5 (13,5%) | 19 (43,2%) | 37 (100%) |

Based on table 3. shows the cross tabulation of the relationship between parenting patterns and the ability of social interaction of children with mental retardation can be interpreted, namely in democratic parenting patterns have mentally retarded children with high social interaction skills as many as 16 people (43.2%), then in moderate social interaction skills there are 5 people (13.5%) of whom with authoritarian and permissive parenting, and in low social interaction skills there are 16 people (43.2%) of whom with authoritarian parenting.

## Discussion

Based on table 2. Shows that most parents have democratic parenting patterns, namely 34 people (91.9%) and mentally retarded children have high social interaction skills, namely 16 people (43.2%).

The results of this study are in line with research from (Massyayih & Siswati, 2022) which shows that most of the parenting patterns of parents at SDLB Bhakti Luhur Malang apply democratic parenting, namely 39 respondents (90.1%). The results of this study are in line with research from (Putri Eka Safitri, 2023) which shows the results that as many as (41.9%) the majority of mentally retarded children in SLB Negeri Purwosari Kudus have high social interaction skills.

Democratic parenting is a parenting pattern that parents apply to their children to guide them to behave well by giving the child an explanation first. Parents provide explanations for requests and punishments but still exercise their authority or provide punishment when necessary (Dawiah, 2017). Democratic parenting is a basic process that applies democratic values in the family, where parents respect children's rights, and parents follow the rules that children obey without burdening children (Thaibah et al., 2020).

This shows that most parenting patterns in mentally retarded children apply democratic parenting. Parents who apply democratic parenting can be said to be able to put the common interests above the individual interests of children, this parenting uses discussion as an intermediary in helping children to understand disciplinary behavior.

Social interaction ability is an ability to behave in accordance with social expectations. Mentally retarded children differ from normal children in the way they carry out their social interaction ability tasks, while in normal children some social interaction abilities are associated with age (Massyayih & Siswati, 2022). Social interaction skills are influenced by 2 factors, namely internal and external. Internal factors include individual characteristics or all the potential both physical and psychological that individuals have, while external factors include the school environment, peer group and family environment.

Social interaction skills in mentally retarded children are very important, because they can affect such things as the ability to interact with teachers, play groups, respond and respond to stories of friends and teachers, create something new and can start conversations with friends and teachers at school.

The results of cross tabulation research found that most of the parenting patterns applied democratic parenting (91.9%) with high social interaction skills, namely (43.2%). The results show that there is a relationship between parenting patterns and the ability of social interaction of children with mental retardation in SLB ACD - Pertiwi Kota Mojokerto.

This kind of parenting can be said that parents always put the individual interests of the child first, because democratic parenting uses an explanation such as discussion to help children understand why the behavior must be disciplined. Democratic parenting uses punishment and rewards with greater emphasis on the rewards. Punishments are never harsh and usually do not take the form of physical punishment. Therefore, it can be said that the more democratic the parenting style, the higher the child's social interaction skills.

The results of research conducted by (Putri Eka Safitri, 2023) show that most parenting patterns in SLB Negeri Purwosari Kudus apply democratic parenting (65.1%) with the ability of social interaction of mentally retarded children classified as high (41.9%). The results of this study indicate that there is a significant relationship between parenting patterns and children's social interaction skills at SLB Negeri Purwosari Kudus. The results of other research conducted by (Massyayih & Siswati, 2022) show that most of the parenting patterns of parents at SDLB Bhakti Luhur Malang apply democratic parenting, namely as many as 39 respondents (90.1%) with the ability of good social interaction of mentally retarded children as many as 27 respondents (62.7%). The results of this study indicate that there is a significant relationship between parenting patterns and social interaction skills because the rho test results show that  $H_0$  is rejected and  $H_1$  is accepted, which means that there is a relationship between the two. The results of research conducted by (Rikandi, 2019) are inversely proportional because the results show that respondents have 46.3% poor interaction skills, 27.8% of parents with poor parenting. However, it was also explained that the relationship between parenting patterns and the ability of social interaction of mentally retarded children who were less good was more than parents who applied poor parenting, namely up to 80%, compared to parents who provided good parenting, namely (43.6%). However, from the statement that most of the parenting patterns applied in SLBN 2 Padang are applying democratic parenting to as many as 41 people (75.9%). Proven in the chi square test  $p$  value = 0.036 which means there is a significant relationship between parenting patterns and social interaction skills in mentally retarded children at SLBN 2 Padang. So, it can be interpreted that the better parenting style, the better social interaction skills of mentally retarded children.

Families who apply democratic parenting are often said to be balanced families characterized by harmonious relationships between father and mother, father and child, mother and child. Parents are very responsible and trustworthy and are facilitators and proactive. Thanks to the example and encouragement of parents, all problems can be faced and resolved together (Ita Hartati, 2024).

Based on table 2, the results of the cross tabulation of the study found that most parents applied democratic parenting, totaling 34 people (91.9%) with high social interaction skills as many as 16 (43.2%), moderate social interaction skills as many as 5 (13.5%), and low social interaction skills as many as 16 (43.2%) while parents who applied authoritarian parenting amounted to 2 people (5.4%) with low social interaction skills as many as 2 people (100%) then parents who applied permissive parenting amounted to 1 person (2.7%) was in low interaction skills as many as 1 (100%). When viewed from the results of the data above, there are almost the same results, namely in the ability of high social interaction with low

social interaction skills, this can also be a different perception, namely that not always parents who apply democratic parenting will make children have high social interaction skills, but it could be that mentally retarded children also have moderate to low social interaction skills. This is evidenced by the results of the cross tabulation in table 4.13 where there are 16 people (43.2%) with high social interaction skills, while 5 people (13.5%) have moderate social interaction skills, and 13 people (35.1%) have low social interaction skills. When associated with the age of parents from the results of research data in table 4.1, most of them are at the age of > 40 years.

Parents' good attitude towards mentally retarded children may be due to age. Young parents tend to understand less or understand the needs of children and are more selfish than older parents. Therefore, as a person's age and strength increases, he can think and act better (Friedman, 1998). Likewise, if it is related to the age of the child in the ability of social interaction, according to (Raysa Rayumi, 2014) in SLB Bukit Tinggi City, which explains that the age of mentally retarded patients with the ability of social interaction is mostly in the school in the age group of 10-13 years. So, it can be said that age is one of the determining factors in improving the social interaction skills of mentally retarded children.

From the results of this study it can be concluded that democratic parenting is more dominant than authoritarian and permissive parenting, as evidenced by the tabulation results which show that the application of democratic parenting tends to produce high social interaction skills as much as (43.2%), so it can be said from the results of these data that there is a relationship between parenting and the social interaction skills of children with mental retardation in SLB ACD - Pertiwi Kota Mojokerto in the C category. Children who are educated democratically tend to have initiative and are not afraid of failure because they can discuss every decision in the family. So that the more democratic parenting, the higher the social interaction skills of mentally retarded children.

From the explanation above, researchers assume that democratic parenting aims to balance thoughts, attitudes and actions between parents and children. Each parent and child have the same opportunity to convey ideas to opinions to achieve goals. Democratic parenting can have a positive impact on the ability of social interaction in mentally retarded children to integrate into society, but parents can also apply authoritarian and permissive parenting because one day this parenting model will also be used by parents for the benefit of their children with mental retardation. Therefore, it is expected for parents to be able to maintain and improve their parenting patterns, because parenting patterns have a big impact on the social interaction skills of mentally retarded children. The ability of social interaction of mentally retarded children is formed from how parenting is given, because each parent has their own point of view on parenting their children.

## **CONCLUSION**

Based on the results of the study, it is found that most parents of mentally retarded children apply democratic parenting compared to authoritarian and permissive parenting. Most mentally retarded children have high social interaction skills, and half are still in the medium category, and the rest are in the low category. There is a relationship between parenting patterns and children's social interaction skills with mental retardation in SLB - ACD Pertiwi Kota Mojokerto with the results of Crosstabulation which almost entirely applies democratic parenting patterns so that children with mental retardation category C

have high social interaction skills. It is hoped that further researchers can be useful and can be used as reference material in conducting related research in the future and increasing more respondents.

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