



THE RELATIONSHIP BETWEEN THE ROLE OF PARENTS AND THE LEVEL OF INDEPENDENCE OF MENTALLY RETARDED CHILDREN

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ABSTRACT

Mental retardation is a condition with less intelligence. Mentally retarded children are not capable in academic terms, so that mentally retarded children can only be trained to become more independent children. Independence is strongly influenced by the role of parents. Children who often interact with parents will find it easier to make friends and be able to be independent and socialise. Objective: The objective of this study was to determine the relationship between the role of parents and the independence of mentally retarded children. Method: his study used a descriptive correlation study with a cross sectional approach. The sample in this study were 27 respondents in pairs between parents and the child in SLB C Cipaganti. The sampling technique used was purposive sampling. Parental role questionnaires based on aspects of fostering, loving and nurturing were used to collect data on parental roles, while data on the independence of mentally retarded children were collected through observation sheets. Results: Based on the results of univariate analysis, it is known that 48.1% of parental roles are in the less category and 66. 7% per cent of children in the category of not independent. Based on Chi Square, there is a relationship between the role of parents and the independence of mentally retarded children ($P\text{value } 0.021 < \alpha 0.05$). Conclusions: parents can improve guidance and education for mentally retarded children to form better independence by always guiding and training children in the use of language, socialising and how to care for themselves.

Keywords: independence; mentally retarded children; parents role

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INTRODUCTION

Mental retardation according to the Diagnostic and Statical Manual of Mental Disorder (DSM-IV-TRTM, 2000) is a disorder characterised by significantly below average intellectual functioning (IQ 70 or lower) beginning before the age of 18 years accompanied by a decline in adaptive functioning. Children with developmental disorders generally have similar characteristics or traits such as speaking late or experiencing abnormal language development, walking late, no reaction when called, tendency to avoid eye contact, engrossed in playing alone and avoiding social interaction with other children, unable to concentrate, unable to stay still, always running around cheerfully, repetitive movements, self-harm and sleep disorders (Nasution, 2020). The prevalence of mental retardation in children worldwide is 14.8%. Based on Basic Health Research (Badan Penelitian dan Pengembangan Kesehatan (Badan Litbangkes), 2018) data in 2018, the prevalence of mental emotional disorders (mental disability) in Indonesia was 9.8%, an increase from 6% in 2013. The prevalence of disability in children aged 5-17 years in Indonesia is 3.3% and includes mental retardation.

Children with developmental disorders need attention from experts and support from their families, with the aim that they can manage their potential, control their activities or behaviour and carry out developmental tasks. The support and role of parents is very closely related to increasing the independence of children with mental retardation. If the family supports the child to obtain appropriate education and participate in increasing the independence of children with mental retardation, then the child will feel encouraged by the family so that children with mental retardation can become more independent, and able to socialise with the surrounding environment. According to (Friedman, Bowden, 2018), a family is two or more individuals who are joined by blood, marriage or adoption and they live in a household, interact with each other and in their respective roles create and maintain culture. The role of parents is needed in the psychological development of children. Parents are motivators and help in anxiety and finding out what to do to continue to develop children's identity and independence, so it is hoped that parents can give their full attention and affection to children both in *asah* (physical needs), *asih* (emotional needs), and *asah* (need for stimulation) (Hockenberry et al., 2019).

Mentally retarded children have low intellectual abilities that make them experience limitations in the areas of skills, communication, self-care, daily activities, health and safety, academic and occupational (Musdalifah, 2021). As the age of the mentally retarded child increases, parents must make adjustments, especially in fulfilling the child's daily needs so that the child becomes independent. (Adisty Archi Artamevia Putri et al., 2021) state that independence develops not only by intrinsic factors (growth and maturity of the individual) but also by extrinsic factors (through the socialisation process in the environment where the individual is). The advantage of achieving the level of independence of mentally retarded children is that children can socialise and can do their work independently.

METHOD

The approach method used was a cross sectional study. The population in this study were all parents and mentally retarded children at Cipaganti special school - Bandung, which were 80 people. the sample needed in this study were 27 pairs of parents and mentally retarded children who had the criteria for children with moderate mental retardation or able to train. The sample was selected using purposive sampling method. the researcher used Wasis' standard questionnaire on the role of parents with a Cronbach alpha value of 0.7. The questionnaire explored the aspects of compassion, nurture and foster care from the role of parents, its consisting of 15 questions. The compassion aspect explores the fulfilment of affection/emotions, the nurture aspect explores the fulfilment of mental stimulation and the foster aspect explores the fulfilment of physical needs. The independence questionnaire explored the ability of mentally retarded children in terms of wearing their own shoes, washing their hands and dressing themselves. Univariate data analysis using frequency distribution while bivariate data was analysed with the Chi-Square test.

RESULTS

Table 1.
Frequency Distribution of the Role of Parents in SLB C

Role of Parents	f	%
Lack	13	48.1
Good	14	51.9

Based on the table above, it can be seen that some of the respondents or parents who have a lesser role are 13 respondents (48.1%).

Table 2.
Distribution of Level of Mental Retardation with Level of Independence of Mentally Retarded Children in SLB C

Role of Parent	Level Of Dependence				Total		P Value
	Dependen		Independen		f	%	
	f	%	f	%			
Lack	12	92,3	1	7,7	13	100	0,021
Good	6	42,6	8	57,1	14	100	
Total	18	66,7	9	33,3	27	100	

Table 3 shows that almost all of the respondents who perceive the role of parents is less 92.3% of their children are categorised as not independent and 7.7% of their children are categorised as independent. The results of statistical tests using Chi Square with a p-value of $0.021 > (0.05)$ so that H_0 is rejected, which means that there is a significant relationship between the role of parents and the level of independence of mentally retarded children.

DISCUSSION

The role of parents of mentally retarded children

Based on the results of the study as written in table 1 regarding the role of parents given to their children, it shows that some of the respondents identified the role of 13 (48.1%). Based on research also conducted by (Katmini & Syakur, 2020) The results of the study showed that most respondents had parenting is not authoritarian, namely as many as 24 respondents (80%) and almost all children with mental retardation aged 6-12 years are not able to perform ADL ability. According to (Friedman, Bowden, 2018), the role of parents is active support between fathers and mothers who are sportive which can be in the form of direct assistance that is continuous and continuous throughout life. A strong parental role has been shown to be associated with reduced mortality, easier recovery from illness as a function of cognitive, physical, and emotional health. In addition, the role of parents has a positive influence on events in the stressful life of mentally retarded children that can increase stress (Alkalah, 2016).

According to Santrock (2019), the active role of parents is certainly closely related to the achievement of parental duties in providing appropriate education, supervision, parenting, attention and fulfilment in needs (asah, asih, and asuh). Many obstacles are usually faced by parents in providing the maximum role to their children, such as divorced parents, or family economic factors (Hidayat, 2021). (Hockenberry et al., 2019) suggests that, in a family, especially parents must support each other and play an active role in mentally retarded children who live in the environment and can accept the child's health condition to be better than children who live without the role of parents because the influence of the social environment of the family and parents can have an effect on the ability of mentally retarded children to be independent. Parents should pay close attention to the self-care of mentally retarded children, as the child's role function in self-care is lacking (Silvani et al., 2022). Parents need to know that their mentally retarded child is not their fault, but it is the parents' fault if they do not try to cope with their mentally retarded child. Suggesting to parents of mentally retarded children, that the child be included in special education or training, namely in Sekolah Luar Biasa in order to get optimal development (Haryanto et al., 2020). Children with mental retardation can be trained to be less dependent. Based on research conducted by researchers and research conducted by other reseracher, the results of the research are not much different about the role of parents towards mentally retarded children (Rahmadayanti et al., 2020).

Level of Independence of Mentally Retarded Children

Based on the results of the study it is known that in SLB C Cipaganti Bandung most of the respondents who have not been independent are 18 (66.7%). Based on the description of the research results above, it is revealed by (Simorangkir et al., 2024) that in general children who begin to enter the world of education are required to overcome dependence on their parents and caregivers. Children's lack of independence is synonymous with excessive dependence on the people around them. Independence is not a skill that comes suddenly but needs to be taught to children (Ardiyansyah, M, 2023). Without being taught, children do not know the ability to take care of themselves. Psychological independence is the ability to make decisions and solve problems on their own. Physical disability can lead to psychological independence. Children who are always helped will always be dependent on others because they feel they do not have the ability to take care of themselves (Cesar, 2020). Mental retardation is a mental disorder in which low intelligence function, along with behavioural adjustment problems and symptoms occur during the developmental period. Intellectual function can be determined by an intelligence function test or IQ (Intelligence Quotient). If the IQ is below 70, the child is considered mentally retarded (Kumar et al., 2009). This child can follow ordinary school education, because the way of thinking is always simple, the power of capture and memory is weak, as well as the understanding of language and arithmetic is also very weak (Soetjiningih et al., 2017). Besides brain pathology, there are other factors associated with the non-functioning of these children in a normal social environment. The particular environmental setting in which a child grows up tends to play an important role in improving or worsening the child's functioning in a social setting (Nurfadillah, 2023)

The problem of mental retardation is related to all parties, especially the parents. The family environment is also directly influential in educating a child because at birth and for the next long period of time the child needs help from family and other people to survive (Lesmana et al., 2021). The family of a mentally retarded child will provide an excessive protection to their child so that the child gets limited opportunities to gain experiences that are in accordance with their level of development (Setiawan, 2020). As the age of the mentally retarded child increases, parents must make adjustments, especially in fulfilling the child's daily needs. So that later they do not have prolonged dependence that will cause problems both regarding unpleasant social isolation (Patilina et al., 2021). The optimal role of parents is expected to enable mental retardation to fulfil their own needs. Psychologically, childhood is the age when individuals integrate into adult society, the age when children no longer feel below the level of their elders but are on the same level, at least in terms of rights (Santrock, 2019).

The Relationship between the Role of Parents and the Level of Independence of Mentally Retarded Children

The results of the analysis of the relationship between the role of parents and the level of independence of mentally retarded children in SLB C Cipaganti Bandung with 27 respondents (Table 4.4) showed that almost all respondents or the role of parents was less 92.3% of their children were categorised as not independent and 7.7% of their children were categorised as independent. After collecting research data, respondents were obtained based on the exclusion inclusion group with a total of 27 respondents. Then data analysis was carried out with correlation or cross sectional techniques, the results obtained H_0 were rejected, which means that there is a relationship between the role of parents and the level of independence of mentally retarded children with a p-Value of $0.021 < 0.05$ with a significance value of 5%. As wise parents, parents should be maximised in providing an active role in empowering mentally retarded children, because if parents do not provide a meaningful role, it will make it

difficult for children to be independent. As (Amaliah, 2023; Hurlock, 2012) said that parents who have a lack of role will cause the tendency of children not to be independent, while parents who have a good role have more opportunities for their children not to depend entirely on others. Fostering independence in individuals from an early age is very important because by having independence from an early age, children will get used to doing their own needs. Independent children will act with confidence and not always rely on adult help in acting. (Reschly et al., 2002) explain that what is meant by independence is the ability of individuals to decide for themselves and not continuously be under the control of others.

CONCLUSION

Children with mental retardation still have potential that can be developed, one of which is their independence. In order to realise this, the role of parents in fulfilling the needs of love, care and nurture has been proven to increase the independence of children with special needs. Therefore, parents are expected to continue to improve their role when caring for mentally retarded children so that they can achieve a better quality of life.

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