

The Effect of Parenting and The Effectiveness of Learning Videos on Independence in Self-Building Skills of Mentally Retarded Children

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Abstract

Children with mental retardation have difficulty developing independence in self-help skills. Independence in self-help skills is a very important aspect in the development of mentally retarded children, because the ability to be independent in self-help can help improve the quality of life and function of children in the surrounding environment. The provision of appropriate parenting by parents can be believed to have a significant impact on the development of children's independence. The purpose of this research is to explore parents' views on the concept of parenting applied and its influence on the independence of children's self-help skills, and parents' views on providing learning videos to train children's self-help independence. This study uses a qualitative approach using in-depth interview methods, the research subjects consisted of 10 parents who have mentally retarded children. The findings of this study indicate that proper parenting can support children's emotional development in the aspect of self-help independence, and with the existence of learning videos, it to help train direct practice of self-help with a note that it remains under the supervision of parents. The parenting provided by parents can provide a balance between tenderness and discipline that can affect the independence of self-help, this study emphasizes that it is very important the role of parents in teaching self-help skills to fully support positive development in children.

Keywords: Parenting, Self-help, Mental Retardation, Learning Video, Children independence skills

INTRODUCTION

The family plays a major role in a child's life, serving as the child's primary environment for learning and developing as an individual and social being. In the family, children first recognize the environment and rules and norms. In the family, parents play a very important role as leaders, caregivers, educators in raising children and maintaining the child's natural potential to the fullest (Fathiah, Sam, & Kustiawan, 2024). Parents play an important role in children's lives because they are the main educators. With parental involvement is very important, especially in meeting the needs of children. In providing parenting to mentally retarded children, it does not mean pampering, but rather providing adequate support in terms of education and independence, making it possible for children with mental retardation to play an active role in

their environment despite having different intellectual abilities (Hartati, Zen, & Hidayat, 2024).

With the above statement, it can be concluded that the family plays an important role in children's lives because it is the main environment for learning and developing both as individuals and as social beings. Parents play an important role in providing parenting to children, because they are the main educators in the family. And in providing appropriate parenting to mentally retarded children is to provide adequate support, especially in fostering independence skills, so that children with mental retardation can play an active role in their environment despite having different intellectual abilities.

The role of parents as the primary carers of children with intellectual disabilities is crucial in supporting their daily activities. Parents have the responsibility to meet their child's needs, guide them in developing life skills, and deal with behavioural challenges

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that may arise due to their condition. In addition, parents also have to deal with social and environmental pressures related to their child. This burden is further compounded by concerns for their child's health and future (Belaputri, Purba, & Qodariah, 2022). The relationship between child intellectual disability, parental education level, employment status, and perceived stress with parenting competence, including satisfaction and self-efficacy. Parents' employment status played a moderating role in the relationship between child disability, parenting satisfaction and stress. These findings emphasise the importance of interventions to support parents in dealing with the emotional impact of child disability (Jandrić & Kurtović, 2020).

It can be concluded that parents play a major role in caring for children with intellectual disabilities, from meeting basic needs, guiding the development of life skills, to dealing with behavioural challenges and social pressures. This burden is further compounded by concerns about the child's health and future. In addition, factors such as parents' level of education, employment status and stress levels influence their parenting competence, including their satisfaction and confidence in performing the role. Employment status also plays a role in strengthening the relationship between child disability, parenting satisfaction and stress levels. Therefore, appropriate interventions are needed to help parents deal with the emotional impact of caring for a child with an intellectual disability.

Self-help training is an activity intended for mentally retarded children with the aim of helping them develop independence in daily activities, such as personal hygiene, self-help, self-care, communication skills, social skills, and recreational activities. The self-help program is a form of training and guidance that is devoted to meeting the basic needs of each individual child independently which serves as a preparation for them to adapt to the surrounding environment (Kusnawan, Muslimah, & Amal, 2022).

The use of learning videos, particularly animated videos, has proven to be of great benefit to children with mental retardation. These animated videos are effective in helping these children understand the material in a more engaging and easy-to-follow way, which in turn can improve their mastery of certain skills (Thresia, Palupi, & Pitaloka, 2021). The utilisation of media in the learning process greatly facilitates children's understanding of abstract concepts, making them more concrete. For materials such as toilet training, audio-visual media can be used as an effective tool. The limitations in the thinking ability of children with disabilities are the reason why it is important to use methods that are interesting and easy to understand in order to make learning more effective (Sukmawati & Noviati, 2021). Therefore, researchers discussed the usefulness of learning videos to help mentally retarded children in a program. This self-help program is designed to train the independence of children with special needs by paying attention to the characteristics of the child and focusing on meeting basic hyduo needs independently with the aim of equipping and helping to improve the skills needed by children in adapting to the surrounding environment, with this self-help program it is hoped that

children with special needs can gain the independence skills needed to carry out daily tasks and activities and in accordance with the age of child development. (Wulandari, Susilawati, & Kust, 2019).

From the above statement, it can be concluded that self-cultivation is a training program for children with special needs who experience intellectual barriers, with this program aiming to assist children in developing independence in self-help skills that focus on daily activities such as personal hygiene, self-help, self-care, communication skills, social skills. The self-help program provides guidance and services to meet the basic needs of each child independently in preparing individual children to adapt to their environment, which is focused on and considers the characteristics of the child.

Mental retardation is a developmental disorder that causes limitations in intellectual or cognitive abilities in children. Children with mental retardation experience difficulties in adapting to daily life activities (El-Ganzory, El Matty, & El Reheem, 2013). Children with mental retardation barriers show different development when compared to children in general, children with mental retardation experience limitations and delays in various intellectual-related developments, causing difficulties in developing self-help skills. Therefore, children with mental retardation tend to be more dependent on the people around them (Katmini & Syakur, 2020). Mental retardation is a disorder in brain development and thinking ability that does not develop optimally in accordance with the child's age and is characterized by impaired skills that appear during developmental stages that affect the overall level of intelligence. (Singh & Lohumi, 2023). Mental retardation is a type of disability characterized by below-average intellectual ability characterized by IQ scores below 70, which indicates that children with mental retardation have below-average intelligence. (Joseph & Johnson, 2014). According to the consensus of major professional associations and health-related organizations mental retardation is characterized by a decline in intellectual functioning and adaptive behavior, and occurs during the developmental period. Mental retardation is classified into four categories, including the following: (1) mild mental retardation with IQ 50-69, (2) moderate mental retardation with IQ 35-49, (3) severe mental retardation with IQ 20-34, (4) and severe mental retardation with IQ below 20 (Caesaria, Febriyana, Suryawan, & Setiawa, 2019).

From some of the above statements it can be concluded that children with mental retardation barriers experience delays in intellectual or cognitive development that is less developed so that it affects overall intelligence, and can cause limitations in various aspects, especially intellectual skills in adapting to daily activities which can affect the child's ability to develop independence in self-help skills. As a result, mentally retarded children tend to depend on people in the surrounding environment. Children with mental retardation are characterized by an IQ below 70, and can be classified into 4 categories based on the level of intelligence, including: mild, moderate, severe, and very severe.

This research addresses the lack of understanding of the role of parenting in supporting the development of independence in self-help skills in children with mental retardation, especially in adolescence. The main focus of this activity is to understand how parenting styles applied by parents can influence the ability of mentally retarded children to develop the self-help skills needed to achieve independence. It also explores the use of technology, such as instructional videos.

This activity is expected to find out what influences can train self-help skills in adolescents with mental retardation. By emphasizing the active role of parents and the use of technology, this research seeks to provide new insights that can contribute to improving the effectiveness of learning and supporting the development of independence in children with special needs.

METHOD

This research uses qualitative methods. Qualitative approach is a research approach that emphasizes understanding a phenomenon from the perspective of participants through direct interaction in their natural environment, qualitative research does not use numerical measurements and focuses on descriptive data in the form of words, images, and objects (Cresswell & Cresswell, 2018). Data collection in this study used in-depth interviews consisting of 10 subjects, namely parents who have children with mental retardation barriers by asking several questions related to the influence of parenting patterns on the independence of mental retardation children. Data was collected through semi-structured interviews conducted in person and through the voice note feature on WhatsApp, to ensure flexibility and convenience for the participants who were purposively selected based on the criteria of having school-age children who need guidance in self-help skills. Each interview lasted between 20 to 60 minutes using open-ended questions to explore parenting practices, challenges faced and strategies adopted by parents to support their child's independence. Data were analyzed using a thematic analysis approach following Braun and Clarke's (2006).

The analysis process includes data familiarization, initial coding, theme identification, theme refinement and definition, and final report compilation. This approach facilitates the identification of key themes regarding the role of parenting in fostering self-help skills among children with intellectual disabilities.

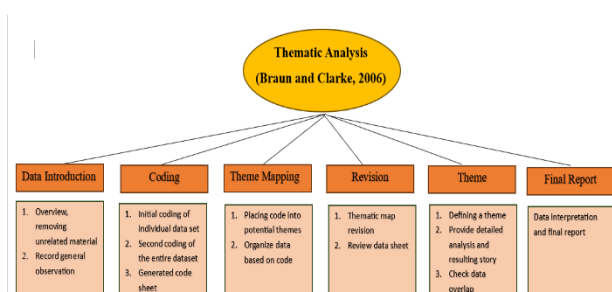


Figure 1: Theme Analysis Stage (Braun and Clarke, 2006)

Participants in this study were parents who have children with mental retardation barriers entering adolescence related to the influence of parental parenting patterns on Independence in Self-Care Skills of Mentally Retarded Children. A total of 10 parents agreed to voluntarily participate in this study (Table 1).

Table 1. Table of Research Participants

No	Participant	Gender	Occupation	Age
1	S1	Female	Housewife	36
2	S2	Female	Housewife	55
3	S3	Female	Entrepreneur	39
4	S4	Female	Entrepreneur	49
5	S5	Female	Entrepreneur	38
6	S6	Female	Private Employee	37
7	S7	Female	PLN Employee	39
8	S8	Female	Housewife	38
9	S9	Female	Housewife	53
10	S10	Female	Housewife	40

The study involved ten women as participants with diverse occupational backgrounds and age ranges. Most of the participants were housewives with ages between 36 to 55 years old. In addition, there were several entrepreneurs aged between 38 and 49 years old, as well as participants working in the private sector and state-owned companies aged between 37 and 39 years old. This diversity reflects the variety of experiences and socioeconomic backgrounds that may influence their perspectives and contributions to this study.

RESULTS

Based on the thematic analysis of the results of the interviews, the main themes of this study emphasize two interrelated main themes, including the influence of parenting styles on the independence of self-help of children with intellectual retardation barriers with sub themes (1) development of self-help independence of mentally retarded children, (2) parenting skills, (3) management of challenges and obstacles. and the second main theme is the role of learning video technology in supporting the development of self-help skills with sub themes: (1) the effectiveness of learning videos, (2) the use of videos in a structured learning context. In the first main theme, the interview results show that parents play an important role in providing the support children need to develop independence in self-help skills. Parenting styles applied by parents such as modeling, positive reinforcement and consistent routines will have a significant impact on the development of independence of mentally retarded children, in this context children also learn to overcome challenges and express their needs more independently. (2) in the second main theme, the role of technology, specifically instructional videos were

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identified as a helpful tool in the process of teaching children self-help skills. these videos assist children in understanding and practicing these skills in an engaging and easy-to-follow manner. some parents reported that after watching the videos, their children became more interested and actively engaged in learning self-help skills, which they were then able to apply in real-life situations. However, parents continue to play an important role in providing supervision and guidance to ensure that children do not simply watch the videos without fully understanding the content. Overall, this thematic map highlights the importance of combining effective parenting styles with the use of technology to support the development of self-help skills in children with mental disabilities.

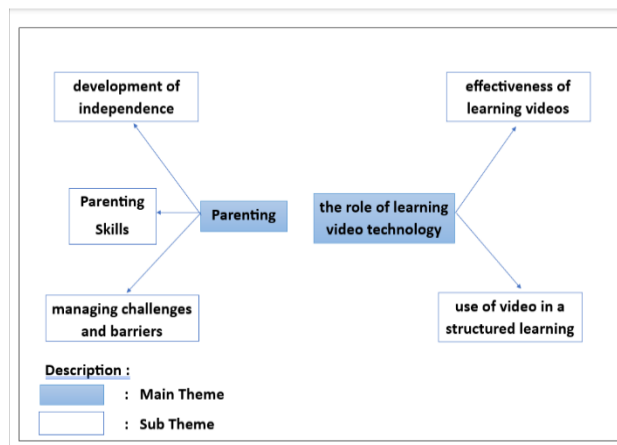


Figure 2. Themes and subthemes that emerged in this study

Parenting Patterns

Development of Independence

Independence is not a skill that develops instantly, but rather requires gradual teaching, instruction, guidance and practice as well as hands-on practice. This is crucial to ensure that their subsequent developmental tasks are not hindered. For children with mental retardation disabilities family support plays an important role in fostering their ability to develop independence skills. Independence in children with mental retardation plays an important role in maintaining a balance between self-care and taking care of their personal needs. However, these children require intensive supervision and assistance. Limitations in their functional development often make them dependent on those around them to support their daily activities (Iswanti & Mendrofa, 2019). As mentioned by S1 and S4.

“S independence is something we practice every day, through repetition. For example, at a certain time, he knows that he has to get up, eat, or take a bath. This is not something we do all at once, like in just one hour. Instead, it is part of his daily routine. When I teach her, I make sure that it aligns with her activities. For example, during mealtime, I encourage her to eat by herself, and during bath time, I guide her

to bathe by herself. I started teaching her the steps of bathing, such as pouring water, holding the shower or dipper, shampooing, soaping her body, and even cleaning the private area properly. I guide her throughout the activity.” [S1]

“Her independence developed gradually; it didn't happen all at once. She started training at Little Star and continued therapy at kindergarten. At home, we also started teaching her self-care skills step by step since she was in kindergarten. As parents, we often felt hesitant and overprotective. For example, although he said he could use the bathroom on his own, we weren't entirely convinced at first. However, with consistent practice, he has now started to take the initiative himself.” [S4]

Parenting Skills

Every child in this world is influenced by their parents' parenting, which plays an important role in shaping their character. The term “parenting patterns” consists of two words: 'pattern' and 'parenting'. According to the Kamus Besar Bahasa “pola” is a model, system, or way of working, while “asuh” (nurturing) as defined in the Kamus Besar Bahasa Indonesia includes actions such as training, nurturing, caring, educating, and supporting. Therefore, parenting can be understood as the approaches and methods parents use to nurture, educate and guide their children, helping them grow into adults through interaction, socialization, independence and communication in daily life (Caesaria, et.al, 2019). As mentioned by S2 and S8.

“I really follow I's mood because I often do whatever I want, so I tend to follow what he wants. If she is good and calm everything goes smoothly but if she is in a bad mood sometimes I find it a bit difficult. So I adjust more to his wishes” [S2].

“Because he is a child with special needs, so he is a moody child, it will not be as smooth as telling him, I usually when giving directions to him, let's go, seduce him until he wants to, so it's like I seduce him, come on if you have you can play later, this is lo mama also working, so the point is to give him understanding” [S8].

Managing Challenges and Barriers

In dealing with children with disabilities, especially mental retardation, it is possible to face challenges and obstacles when caring for children. Handling mentally retarded children requires more time and repeated practice. Children with mental retardation face challenges and experience difficulties in performing daily activities, and have limited intellectual ability to adjust to the environment or social situations. They often need additional support to complete tasks that are considered routine for children their age, which affects their physical, cognitive and emotional development. As mentioned by S5 and S10.

“K is a child who easily goes up and down in mood, must be given praise or gifts when he is in a bad mood, we often give motivation to learn slowly so that E's mood is good and so that he wants to carry out self-help activities to the fullest.” [S5].

“Children's mood is unpredictable, now the child likes to do whatever he wants when directed to eat, now that he has

entered puberty he often refuses when given the task of habituation activities at home.” [S10]

The Role of Learning Video Technology

Effectiveness of Learning Videos

Video media offers several advantages. One advantage is that videos can be stored for long periods of time and are durable, not easily damaged. In addition, videos can be replayed whenever necessary to clarify information and provide stimuli that are aligned with the objectives to be achieved and the response expected from the child. As mentioned by S7 and S9.

“..... But when making a video, even if it's just a daily activity, they think it's interesting, they can watch it over and over again and it will improve self-help skills, but now there seem to be many interesting videos. But with the video, it still has to be with assistance, because we have to explain what the essence of the video is.” [S7].

“But for visual videos, it's a matter of lessons or other lessons, it's good for the videos because these children quickly understand through visual videos.” [S9].

Using Video in a Structured Learning Context

In using videos in the context of structured learning, it is necessary to organize systematic self-help activities and must be with the direction and guidance of parents. Because children need assistance by parents with the aim of directing and explaining to children.

“As for the learning video, it's actually quite helpful too, mom, to understand it. Self-help skills can be made into videos that can help children be independent, to be given this video, R might be able to focus if directed even though at some point he will be distracted too, but if directed, R is willing.” [S3].

“I agree that videos that provide lessons to children have an effect, but it must be given repeatedly so that these children understand, and one example in the video must be given several times first so that children can understand and learn independently.” [S6].

CONCLUSIONS

This study aims to examine the challenges children with mental retardation face in developing self-help independence skills that are critical to their overall development and the influence of parenting styles that can play an important role in fostering this independence and can have a profound impact on a child's growth. This study emphasizes two main interrelated themes, including the influence of parenting styles on the self-help independence of children with intellectual retardation barriers with sub-themes (1) development of self-help independence of mentally retarded children, (2) parenting skills, (3) management of challenges and barriers. The second main theme is the role of learning video technology in supporting the development of self-help skills with sub-themes: (1) the effectiveness of learning videos, (2) the use of videos in the

context of structured learning. parenting patterns provided by parents can provide a balance between tenderness and discipline that can affect self-help independence, this study emphasizes that it is very important the role of parents in teaching self-help skills to fully support positive development in children.

SUGGESTION

For Parents

Apply balanced parenting between affection and discipline so that children with mental retardation can develop self-help skills optimally, and utilize learning videos with parental assistance to help children improve their skills.

For Educators and Therapists

Use learning videos in self-help skills programs to make the learning process more interactive and easy to understand, and provide training to parents on parenting techniques that can support children's independence.

For Future Research

Expand the scope of the study by involving more samples from various socio-economic backgrounds so that the results are more representative.

Assess the effectiveness of other learning media, such as interactive applications or augmented reality technology, conduct a quantitative study to measure the effect of parenting and video learning on children's self-help skills, and these recommendations are expected to be a guide for parents, educators and researchers in improving the independence of children with mental retardation.

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