

Parenting of Pre-Prosperous Families on The Independence of Children with Slow Learner

Alit Martaningrum*¹, Wiwien Dinar Prastiti¹, Sri Lestari¹

¹Department of Master of Psychology Profession, Universitas Muhammadiyah Surakarta, Sukoharjo, Indonesia

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Abstract

Background: The limitations of children with slow learner (CwSL) make them dependent on other people so that they can be improved through education at school and parenting at home. Parenting is influenced by economic conditions, including in Pre-Prosperous Families (PPS). **Objective:** To explore and describe parenting in PPS on the independence of CwSL. **Method:** Qualitative with a focus on case studies with data collection in the form of interviews, observations and documentation. The research subjects were two pairs of parents of MRC in PPS with the extended family analysis unit. The data analysis is pattern matching, explanation and time series analysis. Transferability test with data triangulation. **Results:** Not all parents know the obstacles and parenting methods for MRC due to busy work and lack of knowledge due to low educational background. A child's obstacles and needs can be detected from the teacher's recommendations for further examination. **Conclusion:** Children's social independence appears to better involve grandmothers when parents work. However, children's social development can also improve when parents receive therapy from PLDPI.

Keywords: Children with slow learner; independence; parenting; pre-prosperous families

Abstrak

Latar Belakang: Keterbatasan anak lamban belajar (CwSL) membuat mereka bergantung pada orang lain sehingga dapat ditingkatkan kemampuannya melalui pendidikan di sekolah dan pola asuh orang tua di rumah. Pola asuh orang tua dipengaruhi oleh kondisi perekonomian, termasuk pada Keluarga Pra Sejahtera (PPS). **Tujuan:** Untuk mengetahui dan mendeskripsikan pola asuh di PPS tentang kemandirian CwSL. **Metode:** Kualitatif dengan fokus studi kasus dengan pengumpulan data berupa wawancara, observasi dan dokumentasi. Subyek penelitian adalah dua pasang orang tua MRC di PPS dengan unit analisis keluarga besar. Analisis data yang dilakukan adalah pencocokan pola, penjelasan dan analisis deret waktu. Uji transferabilitas dengan triangulasi data. **Hasil:** Tidak semua orang tua mengetahui kendala dan metode pengasuhan MRC karena kesibukan pekerjaan dan kurangnya pengetahuan akibat rendahnya latar belakang pendidikan. Kendala dan kebutuhan seorang anak dapat diketahui dari rekomendasi guru untuk dilakukan pemeriksaan lebih lanjut. **Kesimpulan:** Kemandirian sosial anak nampaknya lebih melibatkan nenek ketika orang tua bekerja. Namun perkembangan sosial anak juga bisa meningkat ketika orang tua mendapat terapi dari PLDPI.

Kata Kunci: Anak tunagrahita; keluarga prasejahtera; kemandirian; pengasuhan orang tua
Corresponding author:

*Alit Martaningrum
s300200028@student.ums.ac.id
Magister Psikologi
Universitas Muhammadiyah Surakarta
Sukoharjo, Indonesia



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Differences of children with slow learners (CwSL) are not always detected directly. Children in one of the inclusion schools who have not yet been detected by their parents can only detect mild intellectual obstacles when they are at school. Slow learner (SL) are one type of special psychological needs in children who are usually called Children with Special Needs (CwSN). Differences in the level of participation of CwSL in social life, one of which is caused by fatigue because it is related to their limitations, which according to Steinhardt, et al. (2019) can influence motivation and low self-esteem in slow learner, so they need to be involved in social interaction with peers and the environment are perceived as related to the development of language understanding, conflict resolution and mutual assistance (Steed, et al., 2021). Children with psychological and physical disorders can adapt to the social environment, including at school (Pasichnyk, et al., 2021), one of which is at the elementary school level (Amri, et al., 2022).

The success of character cultivation in inclusive schools can be realized with social support from parents in the form of attention, warmth, concern, appreciation, motivation and constructive informative support (Tanjung & Iswari, 2019). One of the ways of social support from parents is to increase the independent character of CwSL. Increasing the independence of CwSL is expected to equip them for daily activities, including studying, working and reducing dependence on other people, especially financially (Johansson, Singal & Samson, 2021). According to Paul, et al. (2021), low economic status can worsen conditions of disability and has the potential to increase the disabled population in the future, such as the findings of Steinhardt, et al. (2019) regarding children who drop out of school because of the economy. Costs and extra effort are obstacles for CwSL in accessing developmental and educational public services (Saputri, et al., 2023). CwSL needs support from family, community and parents to be more independent (Suratih, 2022).

The stigma in society regarding CwSL is a phenomenon that needs to be addressed. The majority of contemporary society views CwSL as someone who is always dependent on other people or cannot be independent (Davy, 2019), so they need to be pitied, isolated and have no power without the help of others (Rahmi, et al., 2020). Negative stereotypes of CwSL can also be formed from peers due to their inability to complete tasks from the environment (Edwards, et al., 2020), so that according to Darmawati and Indriawati (2021) the independence of CwSL will receive special attention so that when they are released into the social environment they can be responsible. Responsible for himself and not used to receiving help from others. The researchers chose slow learner in connection with research from Amanullah (2022) which stated that CwSL who are able to receive knowledge even though they are slower than their peers and in the mild category they are still capable of learning while in the moderate category they are capable of learning or in other words they are still able to trained in independence so as not to depend on others.

Developing the independent character of CwSL needs support from the school and parents at home. Teachers in inclusive schools have knowledge for child development in accordance with Department recommendations, unlike parents who do not all have specific guidelines. According to Damayanti (2019), parents have an obligation to provide educational opportunities for their children's future while also internalizing ethical values and good character behavior at home. According to Mardiana & Khori (2021), emotional, moral and social support from parents will influence the care given to CwSL so that they can maximize their potential, gain a sense of security and a stable environment while feeling accepted and not discriminated against. On the other hand, parents' sadness over the limited mental state of CwSL creates feelings of shame and behavior that does not educate children to become more independent, so that the role of parents is very necessary (Haraz, 2019 and Suratih, et al., 2022), because development can be hampered due to high expectations from parents who do not care about their children's limitations, resulting in violence that is exacerbated by the emotional, physical and socio-economic conditions of the family (Legano, et al., 2021). Stress in parenting according to Fu, et al. (2023) is negatively correlated with social support and parenting of CwSL.

Parenting style, adjustment and low parental stress will form a balance so that it can form an adaptive attitude in CwSL (Cuzzocrea, et al., 2013). The stress felt by parents of CwSL is higher than non-CwSL because it is influenced by the type of disability, time spent with the child, gender of both the child and parents (Sinha, et al., 2016). Mothers with autonomy, education and problem solving can influence the success of raising CwSL (Su, et al., 2016). The development of adaptive behavior in CwSL in Sabat, et al. (2021) in Latin America was found to be relevant simultaneously to maternal and paternal care. Research regarding parenting for the independence of CwSL in Pre-Prosperous Families (PPS), especially those attending inclusive schools, is still limited in number so it is difficult to access, while the independence of CwSL, especially regarding self-care, is very important for the future. The level of stress of parents in PPS resulting from workload and focus on meeting needs can have its own influence on parenting in CwSL to be independent. It is hoped that this research can find information related to parenting for the independence of CwSL in PPS by using a comprehensive case study method, so that it is useful for education to increase the independence of CwSL.

Method

Researchers will use a case study qualitative research design. The case study was chosen to obtain in-depth and holistic data regarding parenting patterns in PPS on the independence of CwSL. The validity of the data was carried out by triangulating multi-source interviews, observation and documentation.

Subject

The research subjects were two pairs of parents in PPS who attended SDN Nayu Barat 2 Surakarta. This school was chosen because it is one of the state elementary schools providing inclusive education with average conditions in the PPS. The main subject criteria were chosen because they were considered to be individuals who best understand caring for CwSL. The research subjects had the same criteria, namely having two children, the second child received a diagnosis from the UPTD PLDPI Psychologist at the Surakarta City Education Office as having slow learner, with an IQ below 80, aged 11 years, male and the first child had good achievements. Researchers also obtained data from the units of analysis, including older siblings, grandmother and teachers.

Data Collection

The data collection methods used were interviews related to parenting for the independence of CwSL, observation of children's behavior and documentation studies of children's medical records. Researchers also obtained data from significant others, like siblings, grandmothers and teachers, are additional data that will be used as additional analysis and reinforcement of research data or referred to as unit analysis.

Data Analysis

The data analysis used by researchers is pattern matching, making explanations and time series analysis. Pattern matching through comparing patterns in previous empirical research or theory with predicted patterns in findings related to parental care on the independence of mentally retarded children in underprivileged families into simple patterns. Make explanations from simple patterns that have been discovered and rearranged. Time series analysis is carried out by configuring or forming a unity from the data found, starting from collecting, recording, forming patterns, cause and effect flows and propositions of all data into a chronological event. The analysis can then be verified as a research result that needs to be matched again with the data source and subjects in the field.

Result

According to parents, children's development so far has been the same as other children, normal and there are no significant obstacles except that reading and thinking are slower than their age friends. Parenting at home is influenced by knowledge and busy work. The subject's parents are busy as a bread seller (Father V), a mantle factory driver (Father C), a housemaid (Mrs. V) and a mantle sewing worker (Mrs. C) who work an average of 5-8 hours per day starting at 07.00 to 17.00, so from morning to evening you don't have time

with your children except on holidays. Parents explained that busy work was the reason for the lack of interaction with their children. The father explained that the time to accompany the child is only 17.00 to 21.00 (the child sleeps), for Father C at night he will supervise him while making bread to sell. The following are the results of the findings of parenting patterns in PPS on the development of independence of CwSL in Table 1. Results of Integration Data of Parenting V and Table 2. Results of Integration Data of Parenting C.

Table 1. Results of Integration Data of Parenting V

ADL of Children	Initial Conditions	Parental Barriers	Parental Efforts		Influence of Other Parties	Changes in Children
			Father	Mother		
Morning bath	Bathed by Mother, sometimes Father.	Dad prepares merchandise.	Ask children to learn to bathe themselves without help from others.	Initially teaching children when bathing then starting to let them go by watching from a distance.	-	He bathes himself without help and is considered clean by his parents because when he brushes his teeth he always wants to be in front of the mirror.
Wearing uniform	Prepared and put it on, Mother.		Initially teaching children then only preparing clothes but also tidying up.	The motivation from school when at school is to be able to change clothes independently as well as at home.	Children wear their own uniforms.	
Eat	Taken and fed.		Ask the child to learn to cook their own eggs and eat them themselves, but when the child asks for them, they still get them and still supervise the child when cooking his own eggs.	Still getting food.	Motivation from school for children to bring supplies and eat at school together with friends without help from others.	Children eat by themselves and sometimes cook their own eggs when Dad is busy at work with parental supervision, but they still get them when they are at home.
Go to school	Delivered and picked up by Father/Mother	Mom and Dad work.	Discussion with children regarding returning home when parents are still working and then buying a bicycle when the child asks to ride his own bicycle, initially he is still followed from behind on a motorbike, then	Discuss with children to be more independent but still drop them off and pick them up when they are not working.	Friends go to and from school alone and children feel alone when friends have gone home and their own children have not been picked up.	Children go to and from school by bicycle with their friends.
After school						

			over time the child dares to be on his own.			
Playing with Friends (Confidence)	Children do not want to socialize with strangers other than father, mother, older siblings and close family.	Parents don't understand how to tell their children to be braver because they feel that Dad has a shy character and Mom never taught him to interact with other people.	-	Mother always asks father/brother to look for the child if he hasn't come home.	Therapy at PLDPI faces the challenge of getting children to complete the mission of getting to know the people in the photos given to children (PLDPI staff).	Children play with peers around the house, at the kindergarten and also at school without any complaints. Children dare to play the pianika, showing the results of learning silat and klotekan or the results of learning the tambourine from school.
	Children don't want to go to TPA because their friends are noisy and annoying.		-	The mother moved the child to another landfill.		
	Children cry when they come home from school because they were teased by their friends at school (tripped, pushed, teased).		-	The mother contacted the class teacher to advise her friends in the class not to tease the child again.		
Departing for TPA	Children don't want to leave if they don't accompany them and wait for them to	I don't have the heart so I keep delivering and waiting for the child.	Discuss with your child so that they become more mature and independent so that they no longer have to wait and be accompanied.	TPA teachers are more assertive and can condition children to be more enthusiastic and have a conducive environment.	Children leave and go home without being accompanied and waited on without even being reminded that they have left on	

	finish.					their own according to schedule.
Academic Learning	Always feel like I can't	Parents feel they cannot accompany them because of material differences, currently it is more difficult.	Accompany while preparing to make bread.	If you don't understand the instructions, ask the teacher concerned	Accompanied by older siblings and there are adjustments to learning outcomes from inclusive schools.	Children are enthusiastic about learning at home and at school with assistance.
Learn Pianica	Has a piano but never plays			The first time the child saw one of the therapists at PLDPI playing the piano, then the child wanted to play the piano and learned through videos on YouTube and there was a piano extracurricular at school.		Children often play the piano at home while learning from watching YouTube videos.
Sleep at night	Sleep with Mom	Mothers really love their children and don't want to be far from them	-	-	-	The child still sleeps with the mother.
Assessment and Therapy at PLDPI	Parents do not allow it because they feel that the child has no obstacles and are afraid that the child will be discriminated against.		Take the child and ask the child about the material from PLDPI then repeat it at home.	Actively ask questions and try to communicate regarding child development via Whatsapp with the PLDPI	Teachers provide information related to assessment and therapeutic treatment only for the advancement of children's development, not to discriminate. UPT PLDPI carries out assessments, provides diagnoses related to children's special needs and treatment at school and at home and provides adaptive therapy for children.	Children are more confident and willing to interact and socialize actively with their peers and people around them.
Maghrib Prayer at the Mosque	Children do not pray at the mosque other than with	Parents don't have the heart to force their children to be independent.	Discussion with children regarding the obligation to pray.		The habit of praying at school and monitoring from teachers.	Children pray Maghrib at the mosque with friends around them.

	immediate family or at school.					
Parents' Expectations	Parents feel that their children think more slowly than their peers.	Parents feel that it will change by itself.	Supports every child's needs and desires but always gives advice so that children learn to be more independent, smarter, obey teachers and parents, be disciplined and not be naughty.		Implementation of inclusive schools and adaptive therapy from UPT PLDPI.	Children try to fulfill their parents' expectations and when given advice from parents, children tend to listen silently, but when they are told the same thing several times, they will state that the child does not like repeated statements.
		The mother feels that she loves her child very much and wants to always pamper her because she has been hoping for a son for a long time so whatever the child wishes will be obeyed and does not want the child to feel hurt or sick.	Get children used to having the courage to try and do everything without the help of others by leading by example and supervising from afar.	Discuss with the child before bed regarding the child's dreams and the mother's hopes that the child will be smarter and more successful in the future and support the child's every endeavor.		

Limited time for parents to accompany their children and provide care means that parents do not understand much about their children's development and needs, so that their children's special needs are not known. The results of data integration show that parenting carried out by parents has implemented control and monitoring, involved themselves in supporting the development of children's independence, communicated interactively, has emotional closeness and discipline, although it has not been optimal and there are no special guidelines to adapt to the needs of CwSL. The busyness of parents with low educational backgrounds influences parents' care time for their children.

Table 2. Results of Integration Data of Parenting C

ADL of Children	Initial Conditions	Parental Barriers	Parental Efforts		Influence of Other Parties	Changes in Children
			Father	Mother		
Morning bath	Grandma bathed	Father and Mother work from 08.00 - 15.00 as laborers and drivers in the factory.	Ask children to always be time disciplined and carry out activities without the help of others.	Bathing on weekends or holidays to make it cleaner.	Grandma got used to it because Grandma had to work as a parking attendant so children had to learn to be brave and independent.	Shower yourself without being asked.
Wearing uniform	Grandma prepared and put it on			Prepare uniforms.		Children wear and change their own uniforms/clothes without being asked.

Eat	Grandma prepared			Still getting food.		Children eat by themselves and ask Grandma/Mother when they are hungry.
Go to school	Delivered and picked up by Father/Mother.			Discussion with children regarding their development as they grow older/adult so they have to be brave on their own and not depend on other people but still drop them off and pick them up when they are not working.		Children go to and from school by bicycle without being asked.
After school						
Play with friends	Children play with friends until they lose track of time		Remind children not to play too far or too long.	Looking for children during lunch or afternoon bath time so they can go home quickly.		Children discipline their time without being told.
Playing kites	Children need help to make a kite.		Help and give examples to children to make kites.	-	Learning materials from school and invitations from friends.	Children use all the tools and materials available to make their own kites.
Departing for TPA	The child was told to go to TPA.			Discuss with your child so that they become more mature and independent so they don't need to be told by other people.	Grandma got used to it because Grandma had to work as a parking attendant, so children had to learn to be brave and independent, as well as being invited by peers.	Children discipline their time without being told.
Academic Learning	Always feel like I can't	Parents feel they cannot accompany them because of material differences, currently it is more difficult.	-	Accompany when you don't feel tired.	Accompanied by older siblings and there are adjustments to learning outcomes from inclusive schools.	Children are enthusiastic about learning at home and at school with assistance.
Sleep at night	Sleep with Mom	Mothers really love their children and don't want to be far from them	-	-	-	The child still sleeps with the mother.

Assessment and Therapy at PLDPI	Parents do not allow it because they feel that the child has no obstacles and are afraid that the child will be discriminated against.		Take the child to take the assessment and	Search for and enroll children in reading lessons according to the child's wishes and comfort and always take the child to the lesson.	Teachers provide information related to assessment and therapeutic treatment only for the advancement of children's development, not to discriminate.	Children read more fluently than before but not completely.
	Parents cannot take and pick up their children to attend therapy so the children only get an assessment from PLDPI and then take reading lessons.		Picking up children during lessons.		The tutor is patient and firm so that the child is more comfortable and develops than before.	
Maghrib Prayer at the Mosque	Children don't pray.	-	Discussion with children regarding the obligation to pray.	-	The habit of praying at school and monitoring from teachers.	Children pray Maghrib at the mosque with friends around them.
Confidence	Confident child.	Parents cannot be with them all the time	Provide encouragement and support for children's development and advise children not to be afraid to ask questions if they don't know.	Provide encouragement and support for children's development and advise children to be more courageous and confident.	There are village events for children to perform dancing on stage and provide rewards for children's bravery and there are extracurricular dance arts at school.	Children are more confident and always ask questions when they don't understand something,
Parents' Expectations	Parents feel that their children think more slowly than their peers and are late in reading.	Parents feel that it will change by itself.	Discuss and spend time with children every day and support every child's needs and desires but always give advice so that children learn to be more independent, smarter, obey teachers and parents, be disciplined and not be naughty without violence and coercion.	Implementation of inclusive schools and reading tutoring.		Children try to fulfill their parents' expectations and are more disciplined at times without the help of others or without being told and never cry or rebel when given advice by their parents.
		Mothers really love their children and want to always pamper them because when they give birth they feel like they are struggling alone without family support.	Get children used to having the courage to try and do things without the help of others by giving examples and supervising from a distance and asking children to be more disciplined.	Discuss with the child before bed regarding the child's dreams and the mother's hopes that the child will be smarter and more successful in the future and support the child's every endeavor.		

Parenting for CwSL has a similar pattern, parents with low educational backgrounds and the parents' busy work activities resulting in the need for involvement of other parties in increasing independence. Parenting by controlling and monitoring, involvement in supporting children's activities, effective communication, emotional closeness and discipline without violence forms independence regarding ADLs even though it is still not optimal, such as bathing as needed which is not clean, eating and drinking are still taken and going to school alone, however remain under supervision. Significant differences regarding the social independence of mentally retarded children can be seen from the involvement of grandmothers in accompanying children when their parents leave them to work. Increased independence was also seen due to the influence of adaptive therapy from UPT PLDPI, however only one pair of parents could support this because the other parent could not leave work to drop off and pick up the child.

Parents socialize values through discussions with their children during busy work hours, such as during breaks after work, when they want to sleep and when they are doing activities together. The principle of parents in raising children is not to use violence so that the child does not rebel, to teach by example from childhood and periodically, to provide as much love and support as possible for the child's self-development. Even though the interaction between parents and children is carried out during busy work, parents try to do it every day, at least asking about the child's daily activities. The interactions between parents and children form closeness so that children become obedient and never dare to disobey orders or advice from their parents. The dominance of closeness is found between mothers and sons and fathers and daughters, but in PPS there are no specific guidelines for dividing parental roles for children, except for providing pocket money and money to buy goods (financial).

The mother explained that she often spoiled her child because of expectations in the past, pregnancy and the birth process, so that the father considered it to be behavior that hindered the child's development. The child's development is supported by the father's firmness in asking the child to learn independently and carry out various activities without the help of other people but still adapting it to the child's abilities without forcing him. The following is a table of findings based on independence in fulfilling ADL (Abidin, 2017) in Table 3. Results of Subject V Independence Data Integration and Table 4. Results of Subject C Independence Data Integration.

Table 3. Results of Subject V Independence Data Integration

Theme	Parent Interview		<i>Significant others</i>		Observation of Child Behavior	Information
	Father	Mother	Older brother	Teacher		
Eat and drink	They still get it, sometimes I cook it myself because my father asked me to learn how to cook, but I can eat and drink myself.	Still getting it but eating and drinking alone.	Still getting it but eating and drinking alone.	Eat alone	Eat your own lunch	Breakfast alone (report yourself in notes)
Get dressed	Take it but use it yourself.	Taken and prepared but use it yourself.	-	Change clothes in the bathroom	Use it yourself	Alone (self-report in notes)
Decorate Yourself	Look in the mirror in front of your own bathroom	Mum tidied it up	-	-	-	-
Personal hygiene	Take a shower yourself	Bathing alone is sometimes supervised	Take a shower yourself	-	-	Shower yourself (self-report in notes)
Go to school	Alone using a bicycle	Alone using a bicycle	Alone	Alone	Alone	Alone (self-report in notes)

Study	Sometimes with Dad, often with Brother	With Brother	With Brother	With Mother	-	With Brother and occasionally with Mother
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Table 4. Results of Subject C Independence Data Integration

Theme	Parent Interview		Significant others			Observation of Child Behavior	Information
	Father	Mother	Older brother	Grandma	Teacher		
Eat and drink	Sometimes they get it but they eat and drink it themselves.	Taken but eat and drink alone.	Eat and drink alone	Eat and drink yourself, food delivered.	Eat alone	Eat your own lunch	Breakfast alone (report yourself in notes)
Get dressed	Wear it yourself	Take it and use it yourself	Wear it yourself	Wear it yourself	Wear it yourself	Wear it yourself	Alone (self-report in notes)
Decorate Yourself	-	-	-	-	-	Reflect at school	-
Personal hygiene	Take a shower yourself	Bathing myself, but so quickly that it felt unclean, when Mother bathed me on Sunday.	Take a shower yourself	Take a shower yourself	-	-	Shower yourself (self-report in notes)
Go to school	Go by bicycle, when Dad is on holiday, Dad will pick him up	Leaving by bicycle, when Mother was on holiday, Mother lied so that the child would not be spoiled and asked to be taken.	Go alone	Go alone	Go alone	I went alone, occasionally accompanied by my father	Alone (self-report in notes)
Study	With Brother	Sometimes accompanied by Mother, but if Mother is tired, with Brother.	With Brother	-	-	-	With Mother (Mother asks via WA message regarding assignment C)

The development of independence in children's daily activities always receives supervision from parents, so that parents understand every change in the child, both adaptive and maladaptive. Parental supervision is assisted by teachers, grandmothers and the child's immediate environment so that if maladaptive behavior occurs, parents can immediately correct it. The change in children becoming more independent creates a sense of pride and calm among parents because children can now be independent and do several things without the help of other people. Caring for CwSL has the same pattern, namely the lack of knowledge of parents with low educational backgrounds and the busy work of parents causing the need for involvement of other parties in increasing independence. Parenting by controlling and monitoring, involvement in supporting children's activities, effective communication, emotional closeness and discipline without violence forms independence regarding ADLs even though it is still not optimal, such as bathing as needed which is not clean, eating and drinking are still taken and going to school alone, however remain under supervision. Significant differences regarding the social independence of CwSL can be seen from the involvement of grandmothers in accompanying children when their parents leave them to work.

Parenting patterns regarding CwSL independence in PPS can be seen in the chart below:

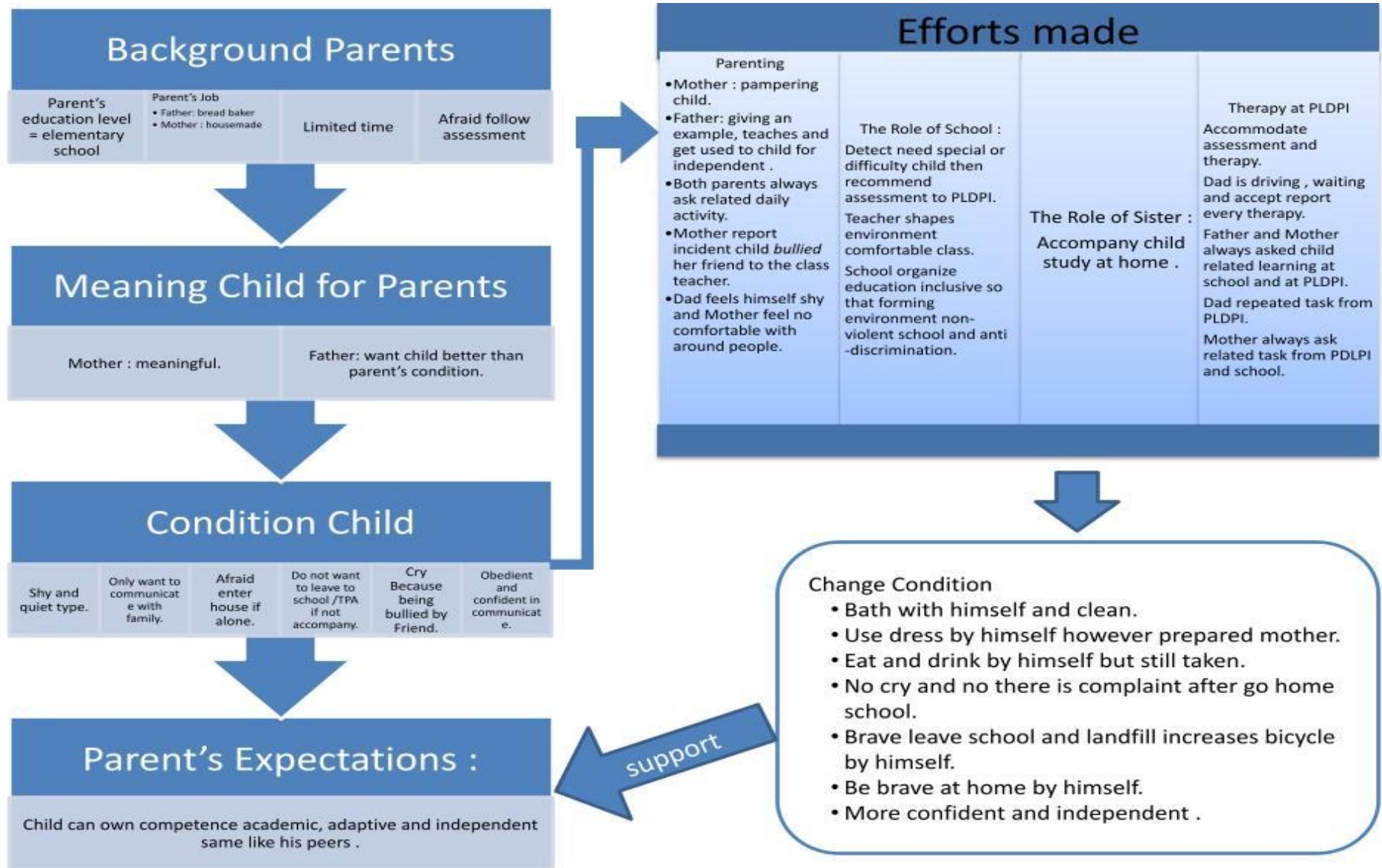


Chart 1. Parenting Patterns V on the Independence of CwSL

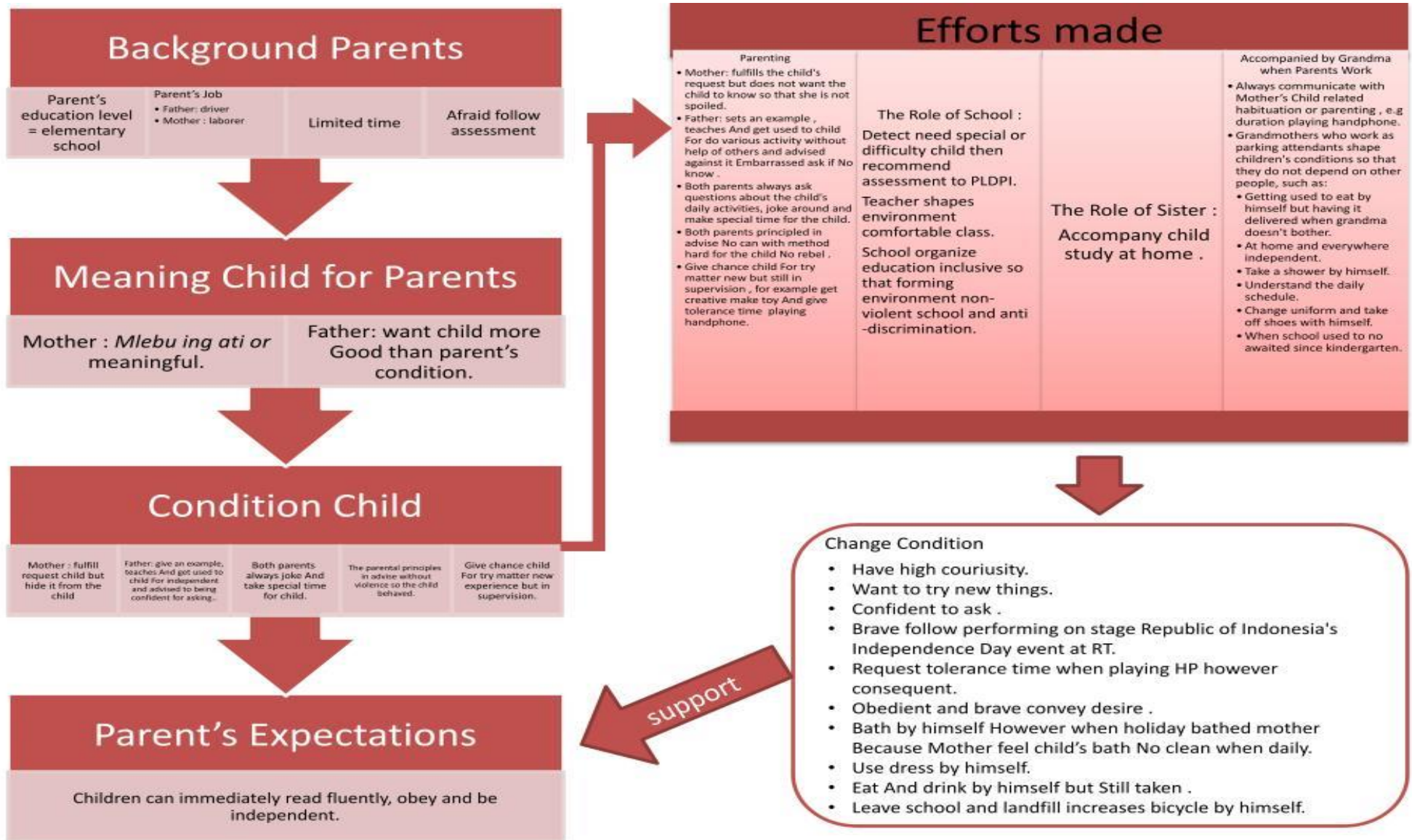


Chart 2. Parenting Pattern C on the Independence of CwSL

Discussion

According to Atika, et al. (2019) parenting patterns are the way parents treat children in a family, starting from their interactions, providing direction and guidance, protecting, educating and encouraging children to grow and develop according to expectations. Maulida and Safrida (2020) found that communication with parents plays an important role in the internalization of moral values to prevent children from negative behavior. Parenting in PPS still has obstacles related to busy work and low educational background, especially in increasing the independence of CwSL. PPS in BKKBN Strategic Plan data no. 21/PER/B1/2015 still encounter problems related to parents' low knowledge in caring for children's growth and development. Research of Damayanti (2019) found that low education from PPS is related to the profession or job they have because it is only limited to their abilities so their income is also low, therefore their ability to fulfill their basic needs cannot be fully met, so in the end the family only focuses on restoring the economic situation. without paying attention to the socialization of values in it. According to Cheng and Deng (2023), monthly income and parental education level influence parental involvement in caring for CwSL.

Parents' educational background can influence work as well as their level of activity. Parenting influences the independence of CwSL (Hardika, Marlina & Dewi, 2020). According to Darmawati and Indriawati (2021), CwSL are children with limitations and below average IQ who are not always characterized by physical, mental or emotional disabilities. These obstacles will have an impact on adaptive behavior and cognitive development, for example like being alone, short focus span, and being quiet (Napitupulu, et al., 2022). Parents in PPS who have various limitations feel that their children do not have any obstacles and are the same as their peers. Teachers detect obstacles when children participate in learning at school. Children's schools which are inclusive schools recommend that children receive further examinations from the Integrated Service Unit of the Center for Disability Services and Inclusive Education (UPT PLDPI). UPT PLDPI is a form of government policy and commitment to inclusive education (Warminda, et al., 2022). The term CwSN in Amanullah (2022) refers more to special services provided to children with special treatment needs to optimize the child's potential. Pavlic, et al. (2021) stated that factors for successful adjustment to a child's support system include positive and democratic communication patterns, living environment, family history of disabilities, intensity of meetings and information regarding caring for children with disabilities.

Parenting for CwSL according to Nurullah (2013) is influenced by parents' conditions such as expressing feelings of joy and sorrow, physical and mental fatigue, negotiations regarding family problems, social stigma regarding the relationship between the child's condition and the parents' past mistakes and the hope of any feelings of breaking up. hope. Parents in PPS of CwSL always try to provide special time to chat and communicate with their children regarding daily activities, ideals, parents' hopes and advise the children without using violence so that the children do not rebel. According to Sabarua and Mornene (2020), communication between parents and children has the function of forming and directing children's behavior patterns in their development so that if it can be implemented effectively, conditions will be created that are mutually attentive, open, close and form character in children. CwSN parents, especially with the involvement of mothers who are found to be more sensitive to children's needs, able to understand children's abilities and behavior and use good parenting strategies in guiding their children will be able to form support and involvement in increasing children's independence in the form of giving children freedom and encouraging to try harder with compassion (Khan, et al., 2014).

According to Triwardhani (2020), parents of CwSL can play a role in forming children's lack of independence because parenting tends to be too indulgent. Mothers who tend to spoil and don't want to see their children experience difficulties cause children to become less independent and afraid to try new things, but on the other hand, fathers can help discipline children because fathers feel that children need to be trained in discipline from an early age so that they don't depend on other people in the future. Parenting influences the independence of CwSL, one of which is taking care of themselves (Fajar, et al., 2022). Parents play a role in educating, accompanying, guiding, giving examples in shaping the character of slow learner children (Hidayati, et al., 2023). Children with slow learners or learning barriers find it difficult to detect their

adaptation because it depends on the surrounding environment (Ivana, et al., 2024). Habituating discipline and independence for CwSL in PPS requires the involvement of other parties such as older siblings, grandmothers, teachers and the environment, including inclusive education policies.

Conclusion

Not all CwSL in inclusive schools are detected early by their parents. Parenting in PPS is hampered by low educational background and influences busy work and knowledge so that there is no guidance and minimal parenting time. The teacher suspected that the child had learning obstacles and then recommended further examination in the form of assessment and therapy from a psychologist at UPT PLDPI. Acceptance by parents of CwSL interprets the child as someone who is easy on the heart and will always be given the best, thereby forming positive parenting. Positive parenting involves the role of father and mother together consistently, such as involving grandmothers and older siblings when parents cannot accompany them, teaching and modeling simple independence, seeking private lessons or adaptive therapy at PLDPI. Even though parenting in PPS is hampered by busy work to meet economic needs and lack of knowledge due to low educational background, with good cooperation and commitment between father and mother by providing control and supervision, involving themselves in children's activities, effective communication, Emotional closeness and non-violent discipline can shape the independence of CwSL in Daily Living Activities (ADL) such as bathing, eating and drinking alone and going to school. Parenting for CwSL must be preceded by acceptance of the child's condition, then awareness from parents to provide the best care and involve various parties. such as teachers, implementation of inclusive education, UPTD PLDPI and the surrounding environment.

Suggestion

For parents, this means increasing knowledge and having guidance to maximize children's independence despite limited time and opportunities so that children can continue their lives without the help of other people, especially ADL and forming a community for fellow parents to share and support each other. For the environment, that is to form conditioning and habituation so that children can do ADLs without the help of other people. For other researchers, that is, conducting research related to parenting in PPS by looking for subjects with more diverse criteria and carrying out in-depth data collection so that they can provide a more comprehensive research picture.

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