Interpersonal Communication of Parents with Children with Special Needs for Tunagrahita at Slb Nur Abadi Jakarta in Forming "Self-Help Skill" Character

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ABSTRACT

Purpose: The purpose of this research is to determine interpersonal communication between parents and mentally retarded children in improving self-help skills. Mental retardation is a child who experiences retardation and mental development below the average of other children so that they experience difficulties in academic tasks, communication and social life that are carried out every day, so they require special services and education.

Research Method: The research method uses qualitative descriptive research and data collection through in-depth interviews, observation and literature study.

Findings: The findings of this research are that interpersonal communication between parents and mentally retarded children in character building self-help skills at Nur Abadi Jagakarsa SLB emphasizes the characteristics of interpersonal communication such as openness, empathy, supportive attitude, positive attitude, and equality. The obstacles that occur mainly are the physical obstacles of mentally retarded children, namely the ability of mentally retarded children to grasp the message being conveyed is very weak, the emotions of mentally retarded children cannot be controlled, and the semantic obstacles, namely the mental ability to speak. a retarded child who is difficult for others to understand.

Implication: The government must initiate training for parents and need to provide adequate mental health services to help children with mental retardation.

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Children in groups below normal and/or slower than normal children, both social development and intelligence are called mentally retarded children, the official term in Indonesia is called mentally retarded children (PP No. 72 of 1991). mental retardation is a term for someone who has intellectual and cognitive skills which are below average as compared to people in general, people normally call him mentally retarded or an idiot. In (Thariq, 2020), Herbart J. Prehm presents five fundamental concepts to understand mental retardation. First, mental retardation is a condition. second, this condition is characterized by using significantly below-average mental skills. third, people with mental retardation experience challenges in social adaptation. Fourth, this condition is related to organic damage to the important anxious system. And 5th, mental retardation is taken into consideration as an incurable condition. Regardless of physical or mental conditions, the rights of all human beings on the earth are the same. All people have needs, dreams, hopes, and the potential to achieve them. This potential is not only possessed using normal people but also by the ones facing physical or mental challenges, normally called people with special needs.

Indonesian regulation also recognizes the same rights and responsibilities of every citizen. according to Article 15 of RI regulation No. 20 of 2003 concerning the national education system, that the type of education for children with special needs is special education. Article 32 paragraph (1) regulation no. 20 of 2003 presents a problem that special education is education for students who have a level of problem in following the learning process because of physical, emotional, mental, and social abnormalities, and or have capability intelligence and special skills. Mental retardation is a child who truly studies mental retardation and development below the average of other children, so that they experience difficulties in academic responsibilities, communication, and social lifestyles which might be carried out every day, for this reason requiring special services and education. children can be said to be mentally retarded not only based totally on one factor, for example, most effective in terms of low intellectuality but need to see different things along with the incapability to act in lifestyles. Director general of Public health dr. Maria Endang Sumiwi, MPH said the number of mentally retarded people in Indonesia is estimated to have accelerated by using 500 people each 12 months. The 2020-2021 period reported 5,530 cases of developmental issues in mentally retarded children. The lifestyles regulation number eight of 2016 concerning people with Disabilities, shows that people with disabilities are diagnosed as people with dignity who have the same rights as different citizens. so that people with disabilities also have the right to get legal protection. Many cases of children with mental retardation are regularly no longer accepted in their environment. abusive and impolite language. even though they do not understand what words or sentences they have said, and in mentally retarded children they do not feel sorry for doing something like that, that is because they don't think that what they have accomplished is an action or utterance of a word or sentence that is incorrect.

Interpersonal communication between parents and kids with mental retardation is needed in the process of child development where increase and improvement is the primary method for a child with special needs. Many children with special needs are not able to perform daily activities or take care of themselves due to mental development barriers which are below common in general, but this will arise due to a lack of parental support or guidance in their growth and development.

Full support and guidance accomplished by parents will offer power and confidence in children so that children can improve their competencies in growth and improvement. this can help children with mental retardation to live independently like normal children in general. The
position of parents could be very important in constructing the independence of wonderful caring for children way or generally called superb parenting that allows you to provide an experience of safety and comfort for mentally retarded children. Cooperation between fathers and mothers as parents and the closest people to mentally retarded children could be very essential in raising children. mental retardation to shape the high-quality person of children in the future. parents play a position in constructing the independence of mentally retarded children, particularly by giving love and affection, caring for, protecting, teaching, and educating children.

Children with mental retardation are children whose intellectual improvement experiences barriers that cause various problems to meet their everyday needs. children with mental retardation must not usually rely fully on different people, basically, they nevertheless have the ability. The ability of mentally retarded children in self-help abilities or self-assist skills, in other words, to help themselves could be very essential because it is very useful for children with special needs, for example, such as doing sports in everyday life together with bathing, ingesting, carrying their clothes, and can go to the bathroom on my own without any help from others. The ability of mentally retarded children in Self-assist competencies can not just be achieved by mentally retarded children however must be studied especially which is normally already contained in religious topics at school, this must also be predetermined directly and repeatedly then mentally retarded children can do things even then still with full guidance. Independence skills play an important role for children with special needs because it allows them to grow and turn into mature individuals both in terms of age and physical improvement.

Children with mental retardation also own ability abilities that can be completely advanced if they get hold of excellent support and guidance from parents and the surrounding environment. parents have a very important position in educating mentally retarded children to become more independent at home. Social interaction with the community is also important and needed using children with mental retardation to understand and get to know their friends. through suitable interpersonal communication with mentally retarded children, it makes the children feel closer and more loved by their parents.

For a child with special needs, the position of the family, specifically the parents, is not only to help him socialize with the environment but also to determine the child's future. parents' educational background also impacts decision-making as it relates to parents' know-how of what happens to their children, and the way to make decisions, consisting of selecting a school. There are 3 kinds of education for children with special needs in Indonesia, namely inclusive education, special schools, and homeschooling. primarily based on the results of studies(Natalina, 2019) economic conditions are an important element in deciding on a school for children with special needs. Parents who've high economic conditions prefer homeschooling because they want their children to be able to develop their capabilities freely.

Parents who've moderate conditions prefer to send their children to special schools (SLB) because SLB does not only teach subject education but also competencies education that suits the special needs of each child as a provision for them to be independent, and for parents with In low economic conditions, they prefer to send their children with special needs to inclusive schools because the expenses are much cheaper. in the end, parents sometimes have to look for facts everywhere to find a true school that is willing to accept their child with special needs. for that reason, communication in everyday lifestyles, especially with the community, is needed so that you can gain the facts wished. therefore, the researcher wanted to see what type of interpersonal communication between parents and mentally retarded children turned into and the researcher decided that a suitable school for use as a studies location for mentally retarded children became a special school (SLB) because SLB is a formal school that especially serves children with special needs. so that the way of learning and growing their abilities is better and right on the
right track for children with unique desires, besides that the manner of teaching training in SLB is grouped in keeping with the type of disability. Extraordinary schools generally called SLBs an educational organization that is especially for children with special needs, for example, such as SLBs Nur Abadi which is located in Jagakarsa. SLB Nur Abadi is a school for children with special needs on the SLB level. B/C which presents schooling starting from TKLB, SDLB, SLTPLB, and SMLB. the whole number of students at SLB Nur Abadi for the 2021-2022 academic 12 months is 60 children with special needs while 48 children with mental retardation and 14 teaching personnel.

Primarily based on the background that has been made through the researcher, the researcher is interested in carrying out a study entitled "Interpersonal communication between parents and mentally retarded children at SLB Nur Abadi Jagakarsa in forming the character of Self-help skill". Researchers need to study mentally retarded children aged 7-13 years, because in line with the health department at that age the character, person, development, and mindset of the child could be formed. Consequently, parents who have children with mental retardation need extra capabilities so that you can method attitudes, and behavior, especially in communication because communication is the primary key in starting everything. boundaries are a mission to educate mentally retarded children because mentally retarded children need extra attention in living their daily lives.

The reason for this study was to find out the interpersonal communication of parents with children with special needs for mental retardation in forming the character of Self-help skills and to find out the inhibiting and supporting factors of parents in interacting with children with special needs for mental retardation in forming the character of Self-help skills.

Research Methodology

The research technique used in this study is qualitative. Qualitative research is studies that intend to understand the phenomenon of what is experienced with the aid of research subjects (Yusuf, 2014). The study method used in this study is the descriptive qualitative method. Qualitative descriptive methods provide an overview or description as carefully as possible using collecting information and then analyzing it deductively. Researchers use descriptive qualitative methods because researchers want to get in-depth data that is primarily based on data found for the duration of subject studies (Nana, 2012).

Data collection techniques are the most important step in the study process because the main goal of research is to get information. The statistics collection technique used is an In-depth Interview, which can be defined as language interaction that takes location between two people in a situation facing each other, namely the one engaging in the interview asking for information or expressions from the individual being studied which revolves around his opinions and ideals (Emzir, 2014). observation defines a statement as deciding on, changing, recording, and coding a series of behaviors and conditions related to empirical goals. in step with Karl Weick (Rakhmat, 2012), literature study is a method of exploring and analyzing theoretical references and other sources related to values, culture, and norms that develop within the social context under research. through literature study, researchers can expand their information on the subject, evaluate findings with previous studies, and become aware of knowledge gaps that can be further explored. Literature study also serves as an intellectual basis for the research conducted, ensuring that the studies are based totally on a strong information base.

It should not be ignored that research can't be separated from engagement with scientific literature (Sugiyono, 2011). A literature overview acts as a bridge between existing information and the knowledge researchers aim to achieve via their study. by using documented information, researchers can avoid duplicating equal research, explore different views, and bring forth extra
valuable scientific contributions.

In the meantime, in research, documentation performs an essential role in collecting and storing data. Written documentary materials such as texts, newspapers, magazines, notes, manuscripts, articles, and other resources serve as valuable resources of information that could complement the studies. Furthermore, the findings from previous studies also shape a part of the documentation that gives extra insights and perspectives. The importance of informants in research cannot be ignored. Informants, because the primary data resources, contribute by providing direct insights into the context under study. The selection of informants the usage of the "Purposive Sampling" technique (Imama, 2021) indicates that researchers intentionally choose informants based on applicable criteria aligned with the study's goals. This technique guarantees that the data acquired is in line with the study's focus and might considerably make a contribution to describing the researched truth. Overall, the combination of literature study, documentation, and appropriate informant selection forms a strong foundation for studies this is oriented closer to in-depth, relevant, and impactful knowledge. The criteria taken in this look have been informants along with parents who have mentally retarded children aged 7-13 years.

Data analysis techniques are levels accomplished by using the author if you want to find, organize, and formulate conclusions systematically from the results of in-depth interviews, observations, literature studies, and documentation. According to Miles and Huberman (Fatoni, 2020). for you to make sure the validity of the information obtained so that the results of the studies may be accounted for, it's necessary to triangulate the data. According to Lexy J. Moleong (Susanti, 2020), triangulation is a method for checking the validity of facts that uses something apart from the statistics for checking purposes or as an evaluation of the data.

**Results and Discussion**

From the results of the research that the researchers have carried out on the informants, it was found that communication is the main tool used as a form of technique for mentally retarded children to form self-help skill characters, although it does not rule out the possibility that during practice, they are faced with communication disorders. in case you talk to one of the experts (Joseph A. Devito, 2011: 285-291) in his e-book on human communication, he says there are 5 characteristics of effective interpersonal communication. Interpersonal communication is said to be effective if it has 5 important characteristics, specifically:

1. Openness and an open attitude are very influential in fostering powerful interpersonal communication. Parents should be able to initiate the emergence of openness, openness may be realized if parents and children can communicate clearly.
2. Empathy, powerful interpersonal communication desires to be supported using empathy from the parties speaking. Communication between parents and children needs to develop empathy.
3. Supportive attitude, powerful interpersonal communication is a relationship in which there is a supportive attitude (supportiveness). Open and empathetic communication can't take location in an unsupportive environment. In interpersonal communication between parents and mentally retarded children, a supportive attitude plays a role in developing children's motivation.
4. Positive experience, positive experience refers to as a minimum two components of interpersonal communication. First, interpersonal communication is established if people have a superb attitude closer to themselves. People who feel positive about themselves signal those feelings to others and reflect on them. Second, positive feelings for the communication situation are critical for powerful interactions.
5. Similarity, interpersonal communication will be extra powerful if the atmosphere is the same. this is, there should be a tacit acknowledgment that each party is equally valuable. In an interpersonal relationship characterized by equality, disagreements, and conflicts are seen more as an attempt to understand the differences that have to exist than as an opportunity to bring down the alternative party.
Interpersonal Communication between Parents and Children with Mental Disabilities

Every individual has to perform a communication activity while interacting with fellow people. Consistent with (Yamin, 2021: 1732) the process of interpersonal communication is not easy; there are lots of barriers that occur. The results of the study show that mentally retarded children cannot easily catch what parents mean in communication, in the process of delivering this communication parents must be closer and need to understand their child's character better. Delivery of messages should be repeated in the delivery of communication, parents cannot directly explain the reason and purpose but need to also provide examples that can be easily understood by mentally retarded children. Due to the fact mentally retarded children have a totally weak level of interaction, however, with supportive conditions, and continued communication every day, mentally retarded children feel comfy with interpersonal communication. The system they are present process, so mentally retarded children need to offer feedback if invited to speak.

Based on the findings of the journal (Pamungkas, 2021: 25) the form of the effectiveness of interpersonal communication with children is how parents communicate with children, teach and instill proper attitudes and behavior in children, two-way conversations suggest an interaction between parents and children mentally disabled. Conversations that can be constantly executed with parents to children directly which might be often spoken there could be reciprocity in which the child will imitate the parents' conversations. Parents have to educate, teach, and instill the value of good attitudes and behavior in children.

Inhibiting and supporting factors for mentally retarded children in interpersonal communication

Often in interpersonal communication between communicators and communicants, they no longer recognize every difference in the purpose of the message or information conveyed in line with (Hafied Cangara, 2011: 153) in his introductory book on communication science there are boundaries and support when interpersonal communication takes place.

According to the results of the interviews that the researchers have conducted, it can be concluded that the supporting factors for mentally retarded children in interpersonal communication with parents are:

1. Willingness of parents of mentally retarded children who want to see their children be extra advanced in matters of carrying out daily activities like other normal children.
2. Responses or feedback from mentally retarded children themselves which encourage parents to usually invite direct face-to-face communication with mentally retarded children, even though mentally retarded children do not understand what is being communicated.
3. The closeness and mutual trust of mentally retarded children to their parents is one of the using factors for parents to usually communicate at once with mentally retarded children.

From the effects of the interviews that the studies have carried out, it can be concluded that the inhibiting factors for mentally retarded children in interpersonal communication with parents are:

1. Physical barriers, specifically, the ability to perceive mentally retarded children who are very weak, feelings that can't be controlled, and excessive hyperactivity.
2. Physical barriers, specifically limited capacity to speak and communicate.

Self-Help Skills

Self-help skills are self-help skills that need to be possessed by mentally retarded children as a good way to meet their very own needs in everyday lifestyles (Wuryani, 2011: 1-5). For normal children, self-help abilities can be received from parents at once at home, and do not need to go through formal education. Therefore, the role of the teacher at school in teaching children’s self-help skills could be very much needed to teach fundamental abilities, as researchers determined,
teachers teach a way to use devices, eat, clean limbs, and use gadgets that are often used in daily activities.

From the results of interviews with researchers and parents of mentally retarded children, primarily based on the information supplied by the informants, it is evident that mentally retarded children are developing crucial independent living abilities in their everyday lives. One of the abilities frequently applied is the ability to be self-reliant in daily activities.

**Independence Daily Activities**

Mentally retarded children are capable of performing their daily exercises with the assistance of their parents and the surrounding environment. They learn how to hold spoons and forks to eat on their very own, take care of themselves during bathing and dressing, and help their parents with simple household chores like washing dishes and sweeping floors. All of those skills require time and full support from parents to establish and teach them. Through consistent training and guidance, mentally retarded children can enhance their abilities to independently perform those daily activities. The support and reward from parents are important in building their self-confidence, making them feel more capable and skilled in completing these responsibilities.

Apart from providing practical benefits, developing independent living skills also aids in improving the self-reliance and social integration of mentally retarded children. Using being capable of performing their daily responsibilities independently, they feel more engaged in family and community existence, main to a greater feel of recognition and popularity as valuable participants in their environment.

Therefore, it is essential for parents and researchers to continue supporting and encouraging mentally retarded children in developing their independent living skills. Through this process, mentally retarded children can grow and thrive optimally, reach their full potential, and achieve a better quality of life in facing life's challenges. Therefore, it is important for parents and researchers to keep helping and encouraging mentally retarded children in developing their independent living skills. Through this process, mentally retarded children can develop and thrive optimally, reach their full capacity, and achieve a higher quality of life in facing life's challenges.

2) Skills in communicating

Mentally retarded children are capable of understanding simple sentences spoken by a person, and mentally retarded children also can understand using body language and objects around them that help communication.

**Conclusions**

The conclusions of this study are as follows:

1. Interpersonal communication between parents and mentally retarded children in forming the character of self-help competencies at SLB Nur Abadi Jagakarsa prioritizes interpersonal communication characteristics along with openness, empathy, supportive attitude, positive mindset, and equality. Through interpersonal communication, parents approach direct face-to-face communication in the form of verbal and nonverbal communication in teaching children’s self-help skills. Taught self-help competencies (self-help skills). (Not button-down shirts), and using easy household items together with brooms and mops.

2. In forming the character of self-help skills there are still barriers that occur, especially physical barriers from mentally retarded children, namely the capability to perceive messages conveyed using mentally retarded children is very weak, the feelings of mentally retarded children can't be controlled, and semantic obstacles, namely the potential to talk mentally retarded children hard for others to understand. And the supporting thing for parents of mentally retarded children in forming individual self-help skills is the willingness of the parents themselves who need to see
their children be extra advanced in subjects of carrying out daily activities, the response from the child is also a supporting factor for parents to continually communicate with children mental retardation, and mutual trust that is instilled between parents and mentally retarded children.

References


