



THE ROLE OF PARENTS IN THE DEVELOPMENT OF MENTALLY RETARDED CHILDREN AT SLBN ANGKOLA TIMUR, SOUTH TAPANULI

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Article history:	Abstract:
Received: 12 th October 2021 Accepted: 12 th November 2021 Published: 22 th December 2021	This research was conducted at SLB N Angkola Timur, South Tapanuli Regency by involving parents of mentally retarded students in the school environment. Respondents were taken randomly based on the willingness of parents to fill out the questionnaire. The data collection tool uses questions in a questionnaire, with a total of 10 respondents. The purpose of this study was to see the relationship between learning assistance for mentally retarded students at home by their parents and increasing the ability of the students themselves. So that children are able to be independent in the future. The data analysis technique used linearity test and simple linear regression analysis. The data processing tool uses SPSS version 25. And the results show 1.00 so that every one unit increase in the parental assistance variable will increase the child's ability by 0.25 units. And conversely a decrease of one unit in the parental assistance variable will reduce the child's ability by 0.186 units. So that the improvement of children's abilities depends on parental assistance at home.
Keywords: Parental role, capacity building, mental retardation, linear regression	

INTRODUCTION

Studying at home is an effort to recall the knowledge taught at school. Assistance for mentally retarded children while studying at home is important for children's academic improvement. The three main factors in the development of education are family, school and community (Education, Dharma, & Kab, 2017). Of these three factors, family or home is one of the most important supporting factors for the development of mentally retarded children. Mentally retarded children are children who have mental limitations and limited thinking patterns so they need special assistance in carrying out their activities (Dunda, 2021). Independence education to be independent is very much needed by mentally retarded children. Several studies have stated that the role of parents in child development has a major role, especially for mentally retarded children. One of the educations that need to be instilled in mentally retarded children is moral education, so that mentally retarded children are able to blend in in society. The role of parents is very much needed in this case, because parents have an obligation to nurture, educate, raise, set an example and introduce religion to children (Humaedi, Nunsyah, 2019). Parents are agents in the success and development of mentally retarded children in pursuing life.

Parental intervention is needed for mentally retarded children, so it is necessary to intervene in the development of mentally retarded children. The teacher is only a complement, not the main one (Khairunisa Rani, Rafikayati, & Jauhari, 2018). The development of mentally retarded children in taking care of themselves is very much needed. Because later these mentally retarded children must be able to be independent and take care of themselves. Especially during the COVID-19 pandemic season, where all activities must be carried out online or online, the role of parents is very much needed for these children with special needs. The concept of online learning is self-study at home guided by parents as facilitators and evaluators for children (Education et al., 2017). Parents are responsible for developing the potential and creativity of children. But sometimes conditions do not allow in performing this role. Many factors influence, for example economic capacity, limitations of the tools used (mobile phones), lack of technological knowledge and other factors (Wahyuni, 2021). No less important is the knowledge of parents in educating mentally retarded children (Sholikah & Hanifah, 2021).

In this study, the author will identify the relationship between the role of parents and the improvement of the ability of mentally retarded children in SLB N East Angola. This research is very important to do as an effort to evaluate the ability of mentally retarded children in SLB N East Angola. So that mentally retarded children will be able to be independent and able to blend in in the community.

RESEARCH METHODS

This research was conducted in SLB N East Angola using 10 respondents from parents of mentally retarded children. Respondents were taken randomly and then filled out the questionnaire given. While the alpha value used is 0.05. The questionnaire consists of 3 questions listed in Table 1.

Table 1. List of survey questions

Number	a list of questions
1	Do your parents accompany you to study every day?
2	Is there an improvement in the child's development?

The research uses a quantitative approach, with descriptive analysis techniques. While the data processing tool uses open source software. The data statistics are shown in Table 2.

Table 2. Statistics of survey results

	N	mean
Question 1	10	1.2000
Question 2	10	1.6000
Valid N (listwise)	10	

Table 2 is the statistical data from the survey results. A total of 10 respondents answered all the questions. There are several testing techniques used for the correlation regression test in this study, including (Berenson, Levine, & Krehbiel, 2012):

1. Linearity test, used to determine the relationship between variables in this study.
2. Simple linear analysis, to see the independent variable as a predictor factor as shown in the following formula 1.

$$Y = a + bX \quad (1)$$

Where, Y is the dependent variable (the dependent variable), a is the intercept, b is the regression coefficient and X is the independent variable (independent variable)

DISCUSSION

Based on two questions on 10 samples, the results of the distribution of data are obtained in Tables 3 and 4.

Table 3. Distribution of data in question 1.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	There is	8	80.0	80.0	80.0
	Not	2	20.0	20.0	100.0
Total		10	100.0	100.0	

Table 3 explains that 8 parents accompany their children to study at home, as many as 80%, while those who do not accompany learning at home are 2 people or 20% of the entire sample data.

Table 4. Distribution of data in question 2.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	70.0	70.0	70.0
	Not	3	30.0	30.0	100.0
Total		10	100.0	100.0	

Table 4 explains that there is an increase of 70% towards the increase in children's abilities when children are accompanied by parents while studying at home. While 30% did not experience an increase in ability. The results of the linearity of the variable for home study assistance with increasing children's abilities are shown in Table 5.

Table 5. Linearity test results between mentoring variables on improving children's abilities

Variable	N	Std. Deviation
Parental support	8	.46291
No parental assistance	2	.70711
Total	10	.48305

Table 5 shows that the standard deviation value > 0.05. So that the two variables have a linear relationship. The results of the T test analysis are shown in table 6 below. This T test is used to see the effect of the variable at home with the improvement of the ability of mentally retarded children. The results of the T test are based on the following two things (Lind, nd), namely:

1. If $t_{count} > t_{table}$, then H_0 is rejected or H_a is accepted
2. If $t_{count} < t_{table}$, then H_0 is accepted or H_a is rejected. The determination of the null hypothesis (H_0) and the alternative hypothesis (H_a) are as follows:
 - $H_0 : = 0$ there is no significant effect of the independent variable
 - $H_a : 0$ there is a significant effect of the independent variable on the dependent variable.

Table 6. t. test results

Coefficients ^a		Unstandardized		Standardized		
		Coefficients		Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	1,000	.500		2,000	.081
	Parental support	.250	.395	.218	.632	.545

a. Dependent Variable: increased child development

Table 6 shows that the significant value of the learning mentoring variable is $0.545 > 0.05$ so H_a is accepted, that is, there is a significant effect between home learning assistance and increasing the ability of mentally retarded children. So the results of a simple linear test based on formulation (1) are:

$$Y = a + bX$$

$$Y = 1.00 + 0.25X$$

Then the increase in the ability of mentally retarded children is 1.00 so that every one unit increase in the parental assistance variable will increase the child's ability by 0.25 units. And conversely a decrease of one unit in the parental assistance variable will reduce the child's ability by 0.186 units.

CONCLUSION

Based on the test results of 10 respondents, namely parents of mentally retarded children, several things were produced, namely, first, there was a significant relationship between parental assistance at home for mentally retarded children and increasing children's abilities. the significance of the learning assistance variable is $0.545 > 0.05$. Of the 8 respondents who accompanied mentally retarded children to study at home, there was a very significant increase. This is indicated by a value of 1.00, ie every one unit increase in the parental assistance variable will increase the child's ability by 0.25 units. And conversely a decrease of one unit in the parental assistance variable will reduce the child's ability by 0.186 units. So that in the future, this research will explore the role of the environment in the development of mentally retarded children. This research is important to do in order to evaluate the important factors that support the thinking ability and independence of mentally retarded children in the future.

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