

# Analysis of parenting patterns on the progress of self-development of children with special needs

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## ARTICLE INFO

### Article history

Received: December 2023

Revised: December 2023

Accepted: January 2024

### Keywords

Parenting

Self-development

Child special need

## ABSTRACT

This research aims to determine the parenting patterns of parents who have children with special needs. This research uses a qualitative approach and is a case study type of research conducted at the Pesantren Anak Sholeh (PAS) Baitul Qur'an Kindergarten Ponorogo. Respondents were parents of students with several different types of learning barriers, and special accompanying teachers. Data collection is observation, interviews, and documentation. The data analysis technique was using reducing the data, displaying the data, and conclusion. The data validity and reliability techniques were using source triangulation and method triangulation. Based on the results of the research conducted, the analysis of parental parenting pattern on the development of children's self-development is: 1) the form of parenting for each child is different, parents who have children with hearing impairments and Down syndrome apply democratic parenting, while parents who have children with hyperactive disabilities apply authoritarian parenting. Meanwhile, parents who have children with speech delays apply a permissive parenting style. One important factor that differentiates these parenting style is that parents try to implement parenting pattern according to the type of obstacles and need of the child.

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## 1. Introduction

Parents are people who have a mandate from Allah SWT to educate children responsibly and with love. Parents or families are primarily responsible for a child's development and progress. Parents are a family component consisting of father and mother, who are the result of a legal marriage bond that can form a family. Parents have the responsibility to educate, care for and guide their children to reach certain stages that make them ready for social life (Ruli, 2020).

From a good environment, a child will develop well. Regardless of their nature, character, thoughts and actions, the first environment for their child is the family environment which is obtained from none other than their own parents. Parents have obligations and responsibilities in caring for their children so that they have basic knowledge and skills, religion, beliefs, as well as social values and norms as a way of life for activities in their social environment (Faizin, 2022). In this case, of course, as a parent, you must be aware or know how to be responsible for the duties or functions of parents in the family, whether it is also related to providing parenting patterns for children, where in parenting parents do not only know and perceive by caring for children. However, parents should know that in parenting patterns there is an understanding or way for each parent to apply this pattern to their children (Sulistiyawati et al., 2023).

Parenting style is the interaction between children and parents during the parenting process, meaning that during the parenting process parents have a very important role in forming the child's personality, educating, guiding, disciplining and protecting the child to reach maturity in accordance with existing norms in society. Parenting is the process of parents or adult caregivers trying to change behavior and help them become independent. The parenting style used should be able to develop the child's independent potential to the maximum. Through the parenting style carried out by parents, children can learn about many things, including character and independence, which will be the main capital for children to grow and develop stronger both mentally and personally, as well as independence. Providing care for children requires appropriate parenting patterns and strategies for providing education using exemplary methods, habituation, attention, advice and punishment methods (Fajriyah, 2023; Pratiwi, 2020).

Parenting patterns are divided into three that parents can apply to children, namely authoritarian, democratic and permissive parenting patterns. Authoritarian parenting is a parenting style where parents make unilateral rules that children must carry out and obey without seeing whether the child likes it or not. This parenting style is usually accompanied by threats and punishment. If the child does not want to obey the parents' wishes or the child does what is prohibited, then the parents will punish the child. Democratic parenting is a parenting style that gives children freedom to do things, but there is still supervision, control and guidance. Meanwhile, permissive parenting is a parenting style that never makes absolute rules that children must follow. In this way, parents don't even want to worry about what their child will experience. For this reason, parents give their children complete freedom to do whatever they like (Malik, 2020).

Parental parenting styles can also shape a child's attitude, both verbal and non-verbal attitudes or actions, which will greatly influence the development of the child's personal potential. In this case, parents must also provide good parenting patterns to their children, so that the children can also develop themselves into better individuals in the future. Not only for normal children, parenting patterns can also be applied to children with special needs. Because children with special needs are also humans who need good and correct parenting patterns in their development process. Parents who have children with special needs really need special strategies in accompanying children with special needs. Parents must have a strong mental condition, and several strategies include: providing time for themselves, collaborating with their partner in parenting, and actively seeking information about children with special needs (Imamudin et al., 2021).

Children with special needs are children who have specialties and needs that are different from other children. These different specialties include physical, mental, intellectual, social or emotional specialties. So each specialty requires different handling. The term as a child with special needs, is because in order to fulfill their life needs, the child needs assistance with educational services, social services, guidance and counseling services, as well as various other types of special services (Mahardhani & Wulansari, 2023). Children who are categorized as having special needs include: learning dyslexia (difficulty learning), Attention Deficit Hyperactivity Disorder (ADHD) (difficulty focusing), hyperactivity, autism (nervous disorder), speech delay (delay in speaking), Down syndrome (physical and mental retardation), mentally retarded (impaired below average-IQ), and deaf (impaired hearing) (Saputri et al., 2023).

Just like children in general, children with special needs need appropriate assistance or care contained in the implementation of the current independent learning curriculum. This project to strengthen the Pancasila student profile is implemented to strengthen efforts to achieve the Pancasila student profile which refers to the standard level of achievement of children's development. Pancasila is the foundation of the Republic of Indonesia. Every citizen is of course obliged to make Pancasila a guide to life and always practice it in everyday life in the nation and state (Mahardhani & Muhamad, 2023). Pancasila is also closely related to the educational process. In the learning process at school, of course, Pancasila is not only introduced as ordinary knowledge that students must know, but the values contained in it need to be instilled so that they can be implemented in real life. The profile of Pancasila students in education in Indonesia is summarized into six main points or dimensions as stated in the Decree of the Head of the Educational Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture, Research and Technology Number 009/H/KR/2022 concerning Dimensions, Elements and Sub Elements of the Pancasila Student Profile in the Merdeka Curriculum (2022) include: 1) having faith, being devoted to God Almighty and having noble

character; 2) independent; 3) work together; 4) global diversity; 5) critical reasoning; 6) creative. This Pancasila student profile can be used by stakeholders, especially teachers and students, as a guide in carrying out the learning process (Muslichah et al., 2021).

Based on the dimensions, elements and sub-elements of the second Pancasila student profile, in the independent curriculum and the character values that need to be achieved in early childhood, there is one moral education that must be instilled in children from an early age, namely independence (Rusdiani et al., 2023). Independence is important to instill and carry out in children aged 5-6 years. This is a priority because at this age stage children are in their golden age where children have begun to develop various abilities and skills in taking care of themselves. Independence is important for early childhood so that children are able to live life without depending on other people. Be independent in preparing your child for the future to shape your child into a quality person and enable your child to get along with other people.

Independent children tend to be more positive in their daily lives, achieve more in academics and appear more confident in completing their daily tasks (Nurlitasari et al., 2023). To achieve this independence, self-development is a special program that includes a series of training and coaching activities for individuals who need coaching for individuals who need special services in a planned and systematic manner. The aim of self-development is to create independence and a sense of responsibility for children to meet their own needs (Putri & Susetyo, 2023).

Self-development is one of the programs taught and recommended for children with special needs. The term Activities of Daily Living (ADL) or daily activities which are more familiar in the world of education for children with special needs are known as "Self Development". Self-development refers to an activity that is personal, but has an impact and is related to human relationships. It is called personal because it implies that the skills taught or trained will relate to individual needs which must be done alone without assistance from other people if conditions allow. Some terms that are commonly used to replace the term self-development are self-care, self-help skills or personal management. These terms have the same essence, namely discussing taking care of yourself in relation to daily routine activities (Novianti, Mahardhani, et al., 2023).

Self-development is taught or trained to children with special needs considering the two background aspects. The main background is the aspect of independence related to health aspects, and the second background is related to socio-cultural maturity. Some daily routine activities that need to be taught include the activities or skills of bathing, eating, brushing teeth, and going to the toilet; is an activity that is closely related to aspects of a person's health. Activities or skills in mobilizing, dressing and making up, apart from being related to health aspects, are also related to socio-cultural aspects. When viewed from a socio-cultural perspective, clothing is a tool for communicating with other people. Thus it is clear that this clothing is not only to fulfill material biological needs, but will also be related to fulfilling social psychological needs. Dressing in a way that suits you or your surroundings will give you confidence (Aldan et al., 2022).

Based on observations and interviews conducted with parents or guardians of students and also special accompanying teachers, at PAS Baitul Qur'an Ponorogo Kindergarten, there are several types of learning obstacles including: hearing impairment (deafness), down's syndrome, hyperactivity and speech delay. Of course, there are these obstacles, there are various kinds of parenting patterns applied by parents and assistance provided by teachers at school. Various parenting treatments are carried out in a variety of ways and are less controlled. Just as there are parents who do not know correctly and precisely how to accompany and stimulate their children at home so that the children can be independent in terms of caring for themselves, they still often leave the children alone or vice versa, helping the children with full assistance in daily activities, such as: eating, shower, put on clothes, etc. Parents still think that my child cannot be independent, another factor is because they feel sorry.

On the other hand, there are also parents who give orders by raising their voices and shouting at their children in front of many people in the school environment, when the children do not want to carry out what the parents have instructed them to do. From this presentation, it can be seen that each family basically has a different background, so the methods used in raising children are also different. Another factor is the variety of obstacles with different characteristics and assistance. Based on the background explained above, the focus of this research is how parents' parenting styles influence the development of the self-development of children with special needs. This research aims to describe

parents' parenting patterns towards the development of self-development of children with special needs.

## 2. Method

This research was carried out using qualitative research methods with a case study approach. A case study is a series of scientific activities carried out intensively, in detail and in depth about a program, event and activity at the individual, group, institutional or organizational level. This research was carried out at PAS Baitul Qur'an Kindergarten Ponorogo. The subjects studied were parents of 4 children aged 5-7 years with hearing impairment (deafness), down's syndrome, hyperactivity and speech delay. The qualitative approach in its implementation focuses research with the aim of revealing and explaining events to the research subject. Therefore, researchers used the case study method to collect all data about the form of parenting patterns on the development of the self-development of children with special needs. The data collection techniques used in this research were observation, interviews and documentation (Pahleviannur et al., 2022).

## 3. Findings and Discussion

There are three types of parenting styles that parents can apply to their children, namely authoritarian, democratic and permissive parenting styles. The parenting patterns examined in this research are parents who have children with special needs with the types of barriers studied, namely hearing impairment, hyperactivity, down syndrome, and speech delay.

### 3.1. Hearing Barriers

Hearing impaired (deaf) is a child who has a hearing impairment, either completely or partially, in listening. Even though deaf children have been given hearing aids, deaf children still need special education services. Characteristics of hearing impairments: a) intelligence and characteristics of deaf children in the intelligence/academic aspect, in general deaf children have normal intelligence, according to the average and develop at the same rate as normal children, b) emotional and social, namely ego-centric traits that exceed normal children, which is indicated by their difficulty in placing themselves in situations of other people's thoughts and feelings, quick anger and irritability as a result of frequently experiencing disappointment because of the difficulty of conveying their feelings, desires verbally or understanding other people's conversations, and c) language and speech, namely in language and speaking is different from normal children in general because this ability is very closely related to the ability to hear. Because deaf children cannot hear language, deaf children experience obstacles in communicating (Dahlan, 2022).

The parenting style applied by parents who have children with hearing impairments, one of whom is Mrs D. his own needs, "I try to hold back my emotions when I'm irritated, I try to understand his desires, sometimes his emotions and ego are high, because I want to express his desires but it takes a long time for me to understand them, I don't force the child too much in any way, the aim is so that the child can always be comfortable with me, I always give space for children to express themselves, express opinions according to their language, and take time to study, especially at night, I always motivate my child that you can do it, and I have high hopes that in the future my child can develop like children in general because my child is cognitive and his understanding is actually good".

Application to self-development, as expressed by Mrs D. independently in fulfilling daily personal needs such as eating, drinking, dressing, putting on & unbuttoning clothes, cleaning oneself (bathing, brushing teeth, shampooing, going to the toilet), putting on & taking off shoes, choosing clothes, dressing up and going to congregational prayers. Ah, to the mosque, and there was even something that made me very moved and that I had never thought about before, namely helping me with household activities without me asking, because in my opinion, his sense of empathy was very high.

The same thing was said by Ananda J class teacher: "the development of independence, especially in Ananda J's self-development while at school, continues to develop well, which can be seen when the child comes to shake hands with the teacher, after that he removes and arranges the equipment in its place, does motor activities. gross and fine motor skills and follows a series of activities from start to finish with discipline, he often even offers to help the teacher take lunch for his friends."

Based on the results of interviews and observations, it shows that the parenting style applied by parents is a democratic parenting style, proven by giving rules to children without coercion, trying to understand the child's needs and desires, parents also providing direction and attention to guiding the child well. So with flexible and conditional parenting, it is easier for children to be creative, children become more controlled and don't do bad things. In fact, children can develop feelings of empathy, in children there is a sensitivity to help their parents without the parents asking. And independence is very visible at home and at school.

For parents who have children with hearing impairments (deaf) in implementing independence in health and socio-cultural aspects, implementing democratic parenting patterns, such as providing good affection, not often punishing children, speaking calmly, motivating children, controlling activities the child's daily life, giving sufficient rewards, providing direction when they cannot do something, and working together between family members in a unified manner, the child will feel comfortable and develop a sense of self-confidence in the child and a sense of empathy in the child. Democratic parenting has a big influence on the development of self-development in children who have hearing impairments, so that children are able to do various things such as eating, drinking, dressing, putting on & taking off buttons on clothes, cleaning themselves (bathing, brushing their teeth, washing their hair, going to the toilet), wearing & take off your shoes, choose clothes, dress up and go to the congregational prayer at the mosque.

### 3.2. Down Syndrome

Down Syndrome is a disorder of the chromosomal structure characterized by mental retardation ranging from moderate to severe and is a congenital syndrome that appears at birth, due to abnormal fetal development. Down syndrome children have the following characteristics that can be observed: 1) physical appearance visible through a head that is relatively smaller than normal, 2) facial features that are similar to those of Mongols, flat nose bridge, flat nose bridge, 3) distance between the two eyes far away and excessive skin at the inner corner 4) teeth growth in Down syndrome sufferers is slow and irregular, 5) the level of the ears is lower and the neck is rather short, 6) eyes often become narrow with the middle corner forming a crease, 7) Down sufferers syndrome experiences problems with chewing, swallowing and speaking.

One of the parenting styles applied by parents who have children with Down syndrome is Mrs. K, "Even though I felt the acceptance process lasted several years. And since then, I have been trying to give the best to my child, I accompany and guide him so that the child can work on his own needs, I try to hold back my emotions when I'm annoyed, because it often makes me emotional in many ways. But I am starting to understand that if I am angry or my tone is high, the child will behave the same as me and that does not build the child's self-confidence. From all of this, I always believe that I have learned a lot of wisdom when I am angry with a child like this, and I hope that in the future my child can develop like children in general. Even though my child's motor skills are still not as strong as those of children in general. However, my husband is very proud of the progress which I think is extraordinary".

Regarding Mrs. K, who applied independent self-development to her child with Down Syndrome, she said: "I have implemented the parenting style that I have been using for my child very gradually in accordance with the directions of the therapist and doctor, because KY has had spinal problems since birth. so that gross and fine motor skills are hampered, but can develop slowly. This has an impact on his daily self-development, until now he is still in therapy and thank God, he is starting to be able to eat, drink, dress, put on & take off buttons on clothes, put on & take off shoes, choose clothes and decorate on his own. To clean oneself (showering, brushing teeth, washing hair, going to the toilet), there is still little help. And what makes me very happy is the motivation that every time I say "little brother is brave, little brother can definitely do it himself, let's try first", it produces results and there is an increase in his self-confidence, which used to hide, cry and cover his face when he met people. , now I'm not afraid, I'm not too shy when I meet new people and even look cheerful.

The same thing was said by Ananda K's class teacher: "the development of independence, especially in Ananda K's self-development while at school, continues to develop well, which can be seen when the child comes to shake hands with the teacher, after that he removes and arranges the equipment in its place, does motor activities. gross motor skills (jumping, crawling, rolling, running, climbing) and fine motor skills and following a series of activities from start to finish with discipline,

having fun playing with friends, and adapting easily to new teachers when there is a rolling teacher every semester”.

Based on the results of interviews and observations, it shows that the parenting style applied by parents is a democratic parenting style, proven by providing love, attention, guiding children patiently, painstakingly, wisely and with high optimism. So with the parenting style that is carried out, children have more freedom in developing their ideas, children become more controlled and don't do bad things, even children's self-confidence becomes very good, gross motor development continues to get better, the same level of self-confidence when meeting new people. Very scared and embarrassed, now my son is brave, confident and willing to answer when asked, enjoys it, has fun making friends and playing with other friends at school.

For parents who have children with Down syndrome, when implementing independence from health and socio-cultural aspects, they apply the same democratic parenting style, such as getting enough love, not often punishing children, speaking calmly, motivating children, controlling activities. the child's daily routine, giving sufficient rewards, providing regular therapy to experts, providing direction when they cannot do something, and working together between family members so that the child will feel comfortable and develop a sense of self-confidence in the child and a sense of empathy for himself. child. This parenting style has a big influence on the development of a child's self-development, even though on the other hand he has physical problems (spine), so that his gross and fine motor skills are hampered, but can develop slowly. Ananda's daily self-development skills include: eating, drinking, dressing, putting on and taking off buttons on clothes, putting on and taking off shoes, choosing clothes, and starting to decorate herself. To clean oneself (showering, brushing teeth, washing hair, going to the toilet), there is still little help. And by increasing self-development, it also affects the feeling of self-confidence in children with Down syndrome, who are no longer afraid, not shy, and dare to meet anyone around them.

### 3.3. Hyperactive

Hyperactivity is a disorder of unusual behavior in general, which is caused by neurological dysfunction with symptoms of being unable to control movement and focus attention. The characteristics include: 1) chaotic movements 2) forgetfulness quickly 3) easily confused 4) difficulty in paying attention to tasks or play activities. Meanwhile, the symptoms of impulsivity and hyperactive behavior include: 1) restless emotions 2) having difficulty playing calmly 3) disturbing other children and 4) always moving around (Dahlan, 2022)

The parenting style applied by parents who have children who are hyperactive, one of them, Mr. DM, revealed: "All this time I have accompanied my child at home because her mother works abroad. I have tried my best to accompany my daughter, who is now 7 years old. I have implemented a parenting style that might be said to be firm and harsh. The reason is because if he doesn't explain it, he has nothing to fear, whereas he often has tantrums, rages and seizures at the same time. There are often dirty words that appear to be caused by the grandparents who help accompany my daughter at home. I often don't allow my child to play outside with friends, because I'm afraid that I will disturb his friends, hit or hurt his friends. Meanwhile, I often go to the rice fields. I spoke sufficiently but when I gave instructions several times and didn't carry them out, I raised my voice a little. "Regarding her learning obstacles, Ananda often runs inside and outside the house, so I often lock her in her room so that apart from not running anywhere, by leaving her in the room, her trances and anger can subside and be calmer”.

Mr. DM, who applies independent self-development to hyperactive children, said: "I have implemented a parenting style of independence since childhood, so that at the age of 7, even though he is often angry, tantrums and keeps running around, my child is starting to be able to do activities. related to personal needs such as: eating, drinking, dressing, putting on & unbuttoning clothes, putting on & taking off shoes, choosing your own clothes. However, because there are a few obstacles in his right hand, and he is not used to using it for daily activities, it is still a little stiff, so there are activities that he is not yet able to do, such as: dressing up, bathing, brushing his teeth, washing his hair, going to the toilet, this is still a little help. And what makes me very happy, since he went to the current school, his independence continues to grow and his trances, anger and movements are starting to decrease”.

Almost the same thing was also said by children B special assistant teacher: "the development of independence, especially in children B self-development while at school, continues to develop well, which can be seen when the child comes to shake hands with the teacher, after that he removes and arranges the equipment in its place, Likewise when coming home. Its a able to participate in gross motor and fine motor activities and participates in a series of activities from morning to afternoon with discipline and helps wash the dishes after eating. When he is angry or in a trance, with a firm and loud voice, the teacher takes him to a special, quiet classroom, while the teacher gives positive words, such as: patient, dear friend, and great. The goal is to get his mood back to good and his anger to subside".

Based on the results of interviews and observations, it shows that the parenting style applied by parents who have hyperactive children tends to be authoritarian, but has clear reasons. Proven by giving firm and harsh words to the child, the reason is to fear and obey his parents. Apart from that, parents often don't allow my child to play outside with friends. The same thing also happens at school, that the child often says dirty words, often throws tantrums, tantrums and sometimes when he has a tantrum, he hurts his teacher. However, on the other hand, when the mood is good and calm, children are able to participate in gross motor and fine motor activities and participate in a series of activities from morning to afternoon with discipline and help wash the dishes after eating, doing it themselves.

For parents who have children with hyperactivity, when implementing independence from health and socio-cultural aspects, they apply authoritarian parenting patterns, such as: talking loudly with their children, scolding children in front of many people, often not allowing them to play out with friends, because they are afraid that later disturbing his friends, speaking with a raised voice when irritated, there are rules that children must obey, and there are punishments. This authoritarian parenting style has an influence on the development of the self-development of children who have hyperactive barriers, because hyperactive children have extra or excessive energy, so that if parents have an authoritarian parenting style, this contains positive values, so that children can be controlled or release their excess energy by strictness and rules given by parents or teachers. As children are able to do various self-development things such as eating, drinking, dressing, putting on and unbuttoning clothes, cleaning themselves (bathing, brushing their teeth, shampooing, going to the toilet), putting on & taking off shoes, choosing clothes, dressing up and helping to wash the dishes after eating. . When at school, children are also able to participate in learning from start to finish, such as: shaking the teacher's hand, saying hello, taking off and putting on shoes, preparing and returning learning equipment. Even though sometimes during learning, children have tantrums, get angry, scream, but after being given time to themselves, given stimulus with positive words, a few moments later, the child can calm down and be in a good mood again.

### 3.4. Speech Delay

Speech delay is a condition when a child has difficulty expressing his feelings or desires to other people verbally. This can be seen in his difficulty in speaking clearly, hampered communication patterns with other people, different from children his age, due to a lack of mastery of vocabulary. The characteristics are: 1) does not respond to sounds 2) there is a setback in development 3) no interest in communicating 4) difficulty in understanding commands given 5) uttering unusual words or sentences like children in general 6 ) speaks more slowly than children his age 7) his words are difficult to understand even by his own family 8) difficulty understanding what adults say 9) difficulty making friends, socializing and participating in games and 10) difficulty in learning spelling, languages and even mathematics.

One of the parenting styles applied by parents who have children who have speech delays is Mrs I. woven bag business so my child often plays alone at home. "I rarely supervise my child while playing, he often plays with his friends at home. Without me playing or accompanying my child, I already believe that my child can play alone and not be fussy".

For Mrs I, who applied self-development independence to her speech delayed child, she said: "I have implemented a parenting style of independence since childhood, even though he can't speak yet, he understands what I say, and when he asks for something he gives instructions in a way that points to the object he asks for or uses body movements and facial expressions. Thank God, now you can eat, drink, dress, put on and take off buttons on clothes, put on and take off shoes, choose your own clothes, decorate, bathe, brush your teeth, wash your hair and urinate independently. He can

even pick up very tall objects, by stacking things or climbing on a chair, without asking me for help. And what makes me very happy, since he went to school, his independence continues to develop and is accompanied by speech and vocabulary that are starting to emerge”.

Almost the same thing was also said by the special teacher accompanying child P: "the development of independence, especially in child P's self-development while at school, continues to develop well. It can be seen when the child comes, he takes off his helmet, jacket, shoes and bag, and puts them in their place. , and even when he comes home, he does it himself. Children are able to participate in gross motor and fine motor activities and participate in a series of activities from morning to afternoon with discipline." "One of the stimulations that the teacher provides is repetition and emphasis on each activity, that every time you want something you have to say it first, so that you are not only independent in your daily activities, but can be independent in communicating with friends or other people."

Based on the results of the interview, it shows that the parenting style applied by parents tends to be permissive, as evidenced by the children often playing alone at home, letting the children play in the home environment with their friends without supervision, so that the parents lack control. The same thing happens while at school, children are still at their own pace, unable to understand the daily rules while at school.

Teacher A added that: "one of the solutions provided by the school, as one of the facilities of the school, is to provide a platform for parents to understand each other's character of their sons and daughters according to their respective obstacles, the school provides a special program for parents, namely parenting which is carried out once a week. So parents can ask questions and consult experts about their child's development at any time. Parents are given the opportunity to express anything about their child's development”.

Apart from that, parents have also tried to be the best by joining parent communities online and offline and motivating each other among their guardian friends to strengthen and encourage each other.

For parents who have children with speech delays, in implementing independence from health and socio-cultural aspects, they apply a permissive parenting style: such as letting the child ask for something without first stimulating him to ask verbally, letting the child point to the object he is asking for or use body movements and facial expressions. Apart from that, give children whatever they want as a form of reward for not being fussy. Parents are busy with their own activities, so they let their children play inside and outside the house without parental supervision, because parents think that the children will be safe and can look after themselves. This parenting style has an influence on the development of the self-development of speech delayed children, because basically children who have speech retardation, from other aspects such as cognitive, motor and other aspects, still develop well like children in general. So that the parenting style provided is appropriate to the child's obstacles and needs. It can be seen from the development of the child's self-development, now the child can eat, drink, dress, put on & unbutton clothes, put on & take off shoes, choose his own clothes, decorate, bathe, brush his teeth, wash his hair and urinate independently, he can even pick up very high objects, by stacking things or climbing on a chair, without asking parents for help. When he was at school he took off his helmet, jacket, shoes and bag, and put them in their places, and when he came home, he did it himself. Ananda is also capable of gross motor and fine motor activities and participates in a series of activities from morning to afternoon with discipline. One of the stimulations that the teacher provides is repetition and emphasis on each activity, that every time you want something you have to say it first, so that you are not only independent in your daily activities, but can be independent in communicating with friends or other people well.

Case studies that have been carried out and described from four parents who have children with special needs, it can be seen that parenting styles regarding the development of self-development of children with special needs greatly influence the independence of each child, especially children with special needs of each type. Several other factors are behind various parenting styles, including: parental experience, parental knowledge and education, parental occupation, and cooperation between different family members. With this diversity, one of the solutions provided by the school, as one of the school's facilities, is to provide a forum for parents to understand each other's character, the school provides a special program for parents, namely parenting which is carried out once a week. So parents can ask questions and consult experts about their child's development at any time.



Apart from that, parents have also tried to be the best by joining parent communities online and offline and motivating each other among their guardian friends to strengthen and encourage each other.

Independence is influenced by several factors, namely genes or heredity, parenting patterns, and the school education system (Amin et al., 2020). In the discussion of this research, the focus is on parental parenting patterns which consist of democratic, authoritarian and permissive parenting patterns which influence the development of the self-development of children with special needs. Self-development is taught or trained to children with special needs and is divided into two aspects behind it. The main background is the aspect of independence related to health aspects, and the second background is related to socio-cultural maturity (Novianti, Nurhaliza, et al., 2023).

Based on the data presented above, each parent has their own way of parenting in developing self-development independence in their children, this is because they adapt to different types of obstacles and children's needs. Especially parents who have children who are hearing impaired (deaf), Down syndrome, hyperactive and speech delayed.

#### 4. Conclusion

Based on the results of the analysis of research that has been carried out regarding the analysis of parental parenting patterns on the development of self-development of children with special needs, it is clear that the form of parenting style for each parent is different for their child, the background factors include: parental experience, knowledge and parental education, parental employment, and cooperation between different family members. Parents who have children with hearing impairments and Down syndrome apply democratic parenting, while parents who have children with hyperactive disabilities apply authoritarian parenting. Meanwhile, parents who have children with speech delays apply a permissive parenting style. One important factor that differentiates these parenting styles is that parents try to implement parenting patterns according to the types of obstacles and needs of the child.

#### 5. References

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