

Hubungan antara keberfungsian keluarga dan kemampuan sosial emosional anak disabilitas intelektual ringan pada jenjang pendidikan Sekolah Dasar = The Relationship between family functioning and social emotional skill of children with mild intellectual disability in Elementary School

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Abstrak

Berdasarkan penelitian sebelumnya, ditemukan bahwa fungsi keluarga merupakan faktor pelindung dalam kemampuan sosial emosional anak tunarungu dan tuna netra dengan tanda-tanda kecacatan. Namun, belum ada penelitian yang melihat hubungan antara fungsi keluarga dan kemampuan sosial emosional anak dengan disabilitas intelektual ringan di sekolah dasar. Anak-anak dengan disabilitas intelektual ringan mengalami keterlambatan dalam kemampuan sosial emosional mereka. Ciri-ciri tersebut berbeda dengan anak penyandang disabilitas sensorimotor pada penelitian sebelumnya. Untuk itu, penelitian ini bertujuan untuk melihat hubungan antara fungsi keluarga dengan kemampuan sosial emosional anak tunagrahita ringan di sekolah dasar. Berdasarkan hasil penelitian terhadap 90 ibu dan 13 ayah yang memiliki anak tunagrahita ringan yang duduk di bangku sekolah dasar, diketahui ada hubungan yang positif antara fungsi keluarga dengan kemampuan sosial emosional anak. Hasil penelitian nantinya dapat dijadikan dasar untuk mengembangkan program intervensi.

..... Based on previous research, it was found that family function is a protective factor in the social emotional abilities of deaf and blind children with signs of disability. However, no studies have looked at the relationship between family function and social emotional abilities of children with mild intellectual disabilities in primary schools. Children with mild intellectual disabilities experience delays in their social-emotional abilities. These characteristics differ from children with sensorimotor disabilities in previous studies. For this reason, this study aims to see the relationship between family function and the social emotional abilities of children with mild mental retardation in elementary school. Based on the results of research on 90 mothers and 13 fathers who have mild mentally retarded children who are in elementary school, it is known that there is a positive relationship between family function and children's social emotional abilities. The results of the research can later be used as a basis for developing intervention programs.