



Similarities and differences in parenting patterns for children with disabilities and normal children in motivating children's independence in Kampung Ketapang Hilir Pekan Pahang, Malaysia (case study in the family of Mr. Arif)

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ABSTRACT

The researcher is interested in examining the similarities and differences in parenting patterns for children with tunagrahita and normal children in motivating children's independence. The purpose of this study is to determine the similarities and differences in parenting patterns of parents of children with disabilities and normal children in motivating children's independence in Kampung Ketapang Hilir, Pekan Pahang, Malaysia. This study uses a research method with a case study approach. Case study research is a form of qualitative research based on understanding and action based on human opinion. The data collection techniques used are observation, interviews and documentation. Based on the analysis that has been done, this article discusses the following findings: 1) The form of parenting given by parents to children with disabilities and normal children in motivating children's independence. 2) Parenting methods given by parents to children with disabilities and normal children in motivating children's independence. 3) Scattering of parents in motivating the independence of deaf and normal children. From the results of this study, the parenting pattern used is democratic parenting, where parents make normal children and tunagrahita children independent and look after each other.

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1. INTRODUCTION

The family is the initial institution in a child's life, the first place where a child can learn and grow as a human being and a complete social being (Archard, 2018; Winnicott, 2018). The family is the first place where children learn about the environment and the rules that apply in society. Parents act as leaders, caregivers, and educators for their children. Raising children properly and correctly means maximizing their natural potential (Noya, 2020). As Allah SWT says in (QS AtTahrim/66:6):

أَيُّهَا الَّذِينَ آمَنُوا فُؤَادِكُمْ تَزَلُّوا فَؤُودُهَا النَّاسُ وَالْجِبَارَةُ عَلَيْهَا مَلَائِكَةٌ غِلَاظٌ شِدَادٌ لَا يَعْصُونَ اللَّهَ مَا أَمَرَهُمْ وَيَفْعَلُونَ مَا يُؤْمَرُونَ

Translation:

O you who believe! Protect yourselves and your families from the fire of hell whose fuel is men and stones; its guardians are angels who are harsh and severe, who do not disobey Allah in what He commands them and always do what they are commanded” (Ministry of Religion, 2019).

Parents are people who are responsible for a family or household and are referred to as fathers or mothers in everyday life (Ciciolla & Luthar, 2019; Craig & Powell, 2018). Gunarsa explained that parenting patterns are none other than the methods or ways chosen by an educator in educating a child, including how the educator treats his students. So what is meant by educators are parents, especially fathers and mothers (Subagia, 2021). Parents have a responsibility to care for their children, guide them, and help them become independent. Given that childhood and adolescence are important periods in the process of developing independence, it is very important for parents to provide opportunities for children to strengthen their understanding and independence. Parents who already have children definitely want the best for their children, both in normal and abnormal conditions. There are people with physical, mental and social disabilities called intellectual disabilities.

Intellectual disability refers to a low level of intelligence (below normal), the development of which requires special support and services, including educational programs, and the inability to adapt behavior to the social environment (Al Hazmi & Ahmad, 2018; Burack et al., 2021). Mental retardation is a condition of incomplete mental development whose nature and level are such that the individual is unable to adapt to a normal environment in order to maintain his survival without relying on supervision, control, and environmental support (Minsih, 2020). One way for children with intellectual disabilities to become independent depends on their parents' parenting patterns.

The factors that cause intellectual disabilities are due to 1) genetic and chromosomal causes, namely the parents' genes that experience a lack of enzyme production that processes proteins in the body. 2) prenatal causes, namely if the pregnant mother consumes toxins from alcohol and illegal drugs, brain damage will occur in the baby in the womb. 3) causes at the time of delivery are premature birth without receiving proper care. 4) causes during the development of children and adolescents, namely the child has meningitis and encephalitis can cause brain damage if not treated properly (C. W. P. Sari, 2020). In raising and guiding children, each parent has their own way. Some parents use violence and firmness in raising children, some use gentleness in raising children. The parenting style given by parents to their children affects the personality and characteristics of the child. Every child in the family has a different personality, including the child in Mr. Ariff's family. They have a mentally retarded child who has a shy and quiet nature compared to his other siblings. Educating mentally retarded children requires more patience than educating normal children, so parents must prepare themselves mentally, physically and spiritually in caring for and educating them. Children who receive different parenting styles will grow according to that parenting style. In other words, parenting is one way for parents to value their child's independence, personality and character, and instill pure values in their child to help them adapt to their environment (Putri, 2019).

As written in QS. Luqman verses 13-19, how does Luqmanul Hakim educate and raise his children. The parenting style used by Luqmanul Hakim can be used as an example and motivation for parents in educating their children. Luqmanul Hakim emphasizes 4 aspects, namely faith, worship, manners and morals (Kusuma et al., 2024). Luqmanul Hakim educates his children to strengthen their faith through advice. The basis of trust is personal strength, namely self-faith which must be encouraged and strengthened through the education provided by parents. Second, Luqman advised his son about worship by introducing him to prayer for the first time. Prayer can strengthen faith and maintain morals from doing bad things (Aisyah & Abidin, 2023). Third, Luqman introduces his son to how to be filial to his parents. According to religious teachings, children are taught to instill respect for their parents. Fourth, Luqman educates his children with good morals, and introduces amar makruf nahi munkar to his children, Luqman also educates his children with the morals of the Prophet Muhammad from various aspects of daily life (Kusuma et al., 2024).

The right parenting pattern can form an independent personality in children. The way parents raise children affects the child's independence. The parenting style used encourages the child's maximum potential to develop autonomy (Putri, 2019). This was stated by Desmita, the key to

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independence is in the hands of parents. Independence that achieved through the process of guidance and the presence of parents is complete independence (Kusuma et al., 2024).

According to Baumrid, there are three types of parenting patterns used by parents to raise children, namely (a) authoritarian parenting, (b) democratic parenting, (c) permissive parenting style. Authoritarian parenting style is characterized by parents pressuring children to obey and not to argue. Democratic parenting is characterized by parents encouraging children to do things independently. Permissive parenting is characterized by parents giving children the opportunity to do things according to their wishes (Ayun, 2017).

Independence is a person's ability to do something without expecting help from others in terms of self-care, decision-making and social interaction with others (Sa'Diyah, 2017). Independence in children will not occur without guidance and care from parents because not all children can be independent on their own. Independence begins at home, where Parents play a role in nurturing, guiding, motivating and supporting children to become independent. Encouragement and support are important motivations given by parents to children to achieve something in their lives, including mentally retarded children. Parents often support and give words enthusiasm for their children to get what they want to achieve. Strong encouragement and support from parents are important factors for children to be more positive and independent in doing things (Rahim & Yusnan, 2022). Research conducted by A. Tabi'in with the title "Democratic Parenting Patterns as an Effort to Foster Children's Independence at the Dewi Aminah Orphanage". The democratic parenting pattern used by the management of the Dewi Aminah Orphanage in Pekalongan City has succeeded in making children have a sense of responsibility in carrying out daily activities. and accept the risks of what is done (Tabi'in, 2020).

Research conducted by Puput Aprilianarsih entitled "Children's Independence with Parents Who Implement Permissive Parenting Patterns". Parents who use permissive parenting patterns cause children's independence to be less developed in optimal because children are not given firmness about independence through disciplined behavior, responsibility and self-confidence in daily activities (Lestari, 2020).

Research conducted by Chintia Wahyuni Puspita Sari entitled "The Influence of Authoritarian Parenting Patterns of Parents on Children's Social Life". Parents who use authoritarian parenting have a great influence on children's lives. This type of parenting worsens children's social behavior. Children do not have the freedom to express their opinions and feel very anxious. Children also often lack self-confidence and tend to be weak socially (D. P. Sari et al., 2020).

Based on the explanation above, there are three parenting patterns that can be applied to motivate children's independence. The author is interested in examining the extent to which parents' parenting styles motivate children's independence. So the aim of this research is to determine the similarities and differences in parenting patterns for mentally retarded and normal children in motivating children's independence in Ketapang Hilir Village.

2. RESEARCH METHOD

This research was conducted using a qualitative case study approach (Alam, 2021; Farquhar et al., 2020; Rashid et al., 2019). Case study research is qualitative research based on human understanding and actions based on human opinions (Priya, 2021). The qualitative approach aims to explain phenomena in as much depth as possible through data collection (Hennink et al., 2020; Maxwell, 2018; Moser & Korstjens, 2018; Renjith et al., 2021). This research was carried out on October 31 2023 in Ketapang Hilir Village (Pak Ariff's family). What is meant by qualitative is that which is used to examine the natural state of an object.

The research informant is Puan Zai who is the wife of the late Mr Ariff while the supporting informants are Puan Rohaya who is Puan Zai's sister and Aliya is Puan Zai's daughter. The data source used by researchers is obtaining information from parents who are the data source for researchers to carry out interviews or a question and answer process based on the researcher's questions. This

research uses instruments in the form of interviews, observation then documentation, while the data collection technique is based on continuous observation, then interviews and finally documentation.

3. RESULTS AND DISCUSSIONS

Result

Based on the results of the interview found from Mr. Arif's family where the form of parenting patterns given to mentally retarded children and normal children in motivating children's independence uses democratic parenting patterns. because this parenting pattern gives children the freedom to export their abilities. However, in this case, parents act as supervisors who control children so that they do not make mistakes which are guided with affection, love and full attention. In addition, the application of parenting patterns can use several methods, namely advice methods, supervision and attention and habituation to children. However, in this application, obstacles were found experienced by parents where children did not listen, played gadgets and were busy with their own activities. In addition, there were differences and similarities in parenting patterns in normal children with mentally retarded children which can be seen in the table below.

Table 1. findings of the results of differences and similarities in parenting patterns of normal children with children with disabilities

Aspects of independence	Similarities and differences	
	Normal	mentally disabled
Emotional	Able to control and manage emotions, responsible in family relationships and not dependent on others	Unable to control emotions
Behavior	able to make decisions	Unable to make a decision is given
Mark	Already able to judge good and bad	Likes to do things as he pleases
Social	Able to interact and adapt to the surrounding environment.	Lack of interaction with people around except those closest to you
Intellectual	He has been able to overcome and resolve the problems he faces, although he sometimes requires help from his parents.	Unable to solve problems on his own and requires help from parents and siblings.

Based on the table above, there are similarities and differences in children's achievement of independence in terms of emotional, value, social and intellectual aspects.

Discussion

Parenting Patterns Given to Mentally Disabled Children and Normal Children in Motivating Children's Independence

Based on the results of research conducted in Ketapang Hilir Village, researchers found parents with mentally disabled children and normal children in the family (Pak Ariff's family). The normal child was seen to be independent and able to take care of himself. As stated by Bathi, independence is a behavior whose activities are directed at oneself, not expecting much help from others, and even trying to solve problems on one's own. Independence is an attitude of being able to manage one's own life without burdening others. An independent attitude is not an egotistical attitude and living alone, but rather the willingness and ability to build a life within a framework of togetherness (Hotima & Sa'diyah, 2022; Sa'Diyah, 2017).

The child was also able to help parents in taking care of his sibling who was mentally retarded (mentally disabled) when his parents were working and often invited his sibling to do activities together. Even though they had a mentally disabled child, they did not ignore the child but included the child in their daily lives so that the mentally disabled child could be independent and take care of himself without the help of others. Children's independence is the result of their parents' upbringing.

As stated by Puan Zai, "Each child is different, their character is also different. There are those who like to hear it spoken, there are those who find it difficult to hear it spoken. So sometimes the way

of education given is different. Normally, these children and their mothers are less afraid than their fathers."

"When it comes to AT, Cik Zai can't force it too much because sometimes she gets into the mood. If it's for housework, Cik Zai doesn't really let him do it unless he wants to do it himself. But Cik Zai will still pay attention too. If it's for self-management, he can do it, he just needs to remind him over and over again. "The other siblings are allowed to be independent, but sometimes you need to be reminded too."

The form of parenting used by parents to motivate the independence of mentally retarded and normal children is democratic parenting. This is because parents set limits and control over their children's behavior, but still give children the opportunity to do things independently (Kusmawati et al., 2023). The parenting pattern used is likely to produce children who have good character, morals and are able to act rationally (Tabi'in, 2020). Parents always supervise their children in doing activities and do not leave their children to do it themselves. If there is a mistake or discrepancy, parents should gently and firmly guide, correct and explain to their children so that they do not make the same mistake.

Next, for normal children, parents use democratic parenting and authoritarian parenting depending on the child's personality and situation. There are several things that can be done to encourage children's independence. First, get children used to doing good things, such as getting used to bringing a towel when bathing, washing dishes after eating and throwing garbage in its place. This may be considered normal by some people, but if parents do not make this a habit for their children, then the children will become dependent on others later on and cannot be independent. Second, parents must trust their children. Like in Mr. Ariff's family, Mrs. Zai gave her child the trust to take care of her mentally retarded sibling even though her aunt had helped her when she worked. Third, parents foster communication between children and parents. Good communication will form a good and democratic parenting pattern. As stated by Mrs. Zai.

"Cik Zai's children always get them used to doing housework. No matter from the smallest to the largest, they always do housework and don't compare them. And if they make a mistake, Cikzai will be angry, but not angry until he gets hit. Sometimes Cik Zai will talk to them slowly, ask what the problem is and give them advice. And if Cik Zai has work, Cik Zai asks them to look after the house and AT."

Democratic parenting is used when children need direction and input from parents to make decisions. This parenting style provides opportunities for children to express their opinions and even trust their decisions but still provides limits and controls their children's behavior (Syahrul & Nurhafizah, 2022). Every child needs an opinion so that every decision taken does not take the wrong step. Good parents are able to be good listeners and advisors when their children need a place to express and complain about the problems they face. Parents should advise their children carefully and not ignore them. If the child remains stubborn and harms other people, then parents have an obligation to give the child educational punishment (Nurainiah, 2023).

When the child is an adult, the child indirectly becomes the backbone of the family due to the condition of the mother (single parent) who has to look after her younger siblings. As Aliya said: "When I made the decision to wear purdah, I asked my mother for her opinion and permission to wear purdah. And mother gave her opinion and permission for me to continue my intention to wear purdah."

Meanwhile, authoritarian parenting is used when the child does not listen to the words and punishes him if the child is not disciplined. The parenting pattern used is not a parenting pattern that suppresses the child but rather is firm in educating and caring for (Nafiah et al., 2021). For example, the child is sent to a dormitory to form a disciplined and responsible nature in the child. An independent person will apply the science of discipline in himself such as following the rules, being on time and being responsible. Parents are strict with their children, but they also want their children to be more responsible for what has been entrusted to them. In addition to the encouragement of parents who make their children independent, the encouragement in the child is also indirectly able to make themselves independent because of the situation they experience. In addition, parents also apply an

authoritarian parenting pattern, namely when educating children to carry out their duties on time. For example, when praying five times a day, helping with homework, doing schoolwork, playing and meal times. All of this is done by children at the right time. An initial warning is given by the parents, but if the child does not listen and still makes mistakes, the parents will take action against the child. As Aliya said, "Mother taught us to be independent because mother is not always with us, mother always reminds us to look after each other and respect each other, especially AT because even though he is not perfect he is still our big brother."

Aliya also said: "Even though we are busy, mother never differentiates between us brothers and sisters, especially with AT. "It's just that if we don't hear him say that, mother gets angry, especially when it comes to prayer. Mother is really strict about prayer because prayer is every human being's responsibility and must be done."

The equation given by Puan Zai is to give them the same attention, affection and teaching to make them more independent. Even if the family has one family member who is abnormal (mentally disabled). Parents do not take sides in educating their children. Every child is treated equally so that they can be independent and mature. Even though children have different personalities, parents will observe any changes in their child's behavior and provide understanding.

The difference that Puan Zai gives to her child is when the mentally retarded child is sick and when he wants to sleep because the child has epilepsy or convulsions. So, the child will often be under the supervision of his mother. Epilepsy as stated by Wong in Rani Murtiani is that epilepsy is a chronic seizure disorder with recurrent and spontaneous seizures, which requires long-term treatment (Murtiani & Purnamawati, 2018). If the child does something good or does his own work, the mother also sometimes gives him gifts and praise. Mothers also often direct and give instructions repeatedly to mentally retarded children in the things they need to do so that the children want to do those things without the help of others, such as cleaning themselves and wearing their own clothes. Puan Zai also said: "It's the same method, only with AT, Ms. Zai uses it more at bedtime because she has epilepsy. He had to sleep with Cik Zai, afraid his convulsions would recur."

Teenage children look independent because they have been educated from a young age compared to young children. The aspect of independence for teenage children cannot be denied, namely emotional, behavioral, value, socialization and intellectual compared to normal children who are still small and AT. The aspect of independence studied is the aspect of independence of small normal children and AT.

"Cik Zai's AT is inseparable from our care, if Cik Zai is not at home, her older siblings will look after her. Sometimes it's his aunt who takes care of him because she's not like other people. Even though he is the oldest, he is like a slave, his youngest brother understands better than him." The following are aspects of independence studied in normal children and mentally retarded children.

Differences and Similarities in Parenting Patterns for Normal and Mentally Disabled Children

From the aspects above, it can be seen that the independence of normal children and mentally disabled children lies in emotions. The emotional aspect is the ability not to depend on the emotional support of others, especially parents (Susanto, 2018). In line with Steinberg, emotional independence is an aspect of independence that is related to changes in a person's closeness to others, especially parents (Husna & Wungu, 2018). It can be seen in this aspect, normal children are better able to control and guard themselves in controlling their emotions even though they are younger than mentally disabled children. Normal children can also show responsible behavior in family relationships by helping their parents take care of AT. AT, even though he is an older sibling, is unable to control his emotions if his wishes are not fulfilled. Parents will calm him down by hugging and talking softly to calm him down so that he feels appreciated and loved.

Likewise with the aspect of behavioral independence, the aspect of behavioral independence is the individual's ability to make choices and make decisions. Individuals who are behaviorally independent are not influenced by others when making choices and making decisions. However, it does not mean that they do not need other people's opinions (Susanto, 2018). In this aspect, normal

children are able to make decisions in a matter and are able to do it well without the help of parents and siblings. Children with intellectual disabilities can also make their own decisions but are still under the supervision of their parents and need help from their parents and siblings. Parents also often remind and give guidance in doing the things that have been given.

In the aspect of value independence, value independence is the ability of an individual to reject pressure and demands from others, with beliefs that will be a guideline for a person's thoughts and actions about right and wrong (Dawud, 2018). Normal children are able to judge about a matter and are able to be responsible for the decisions taken. Normal children are also able to establish a stance in everyday behavior. Compared to mentally retarded children, where these children are not yet able to judge something correctly. AT also likes to do things as they please. This aspect can be seen from the actions of normal children and mentally retarded children.

The family environment is a good place for children to learn to socialize so that they are not too dependent on their parents. In this aspect, normal children can interact with their environment without depending on their parents and are able to adapt to their surroundings. Children with intellectual disabilities also do not interact much with their environment except with those closest to them, they are also quiet and will answer questions from those closest to them as best they can. Normal children can demonstrate their ability to initiate interactions with others and not depend on their actions. Parents can accustom children to be brave with their environment and guide children to socialize well. This can provide space for children to become sociable individuals, able to interact and communicate well with their environment (David & Weinstein, 1987; Sholihah et al., 2022).

Mental retardation refers to children with below average intellectual abilities, or limited thinking abilities (Pratt & Greydanus, 2007; Salvador-Carulla & Bertelli, 2007). In this aspect, normal children are able to solve the problems they face, especially in terms of learning, although sometimes they need help from their parents. Children with mental retardation, even though they are older than normal children, are unable to solve problems on their own if the problem cannot be done, such as buttoning a shirt button and requires direction to solve a problem.

Parenting Methods Provided by Parents to Mentally Disabled and Normal Children in Motivating Children's

Independence Every parent has their own criteria for raising their children in different ways or methods, this cannot be separated from religious grounds. Based on the results of interviews that researchers conducted, Mr. Ariff's family used the exemplary method. Role modeling is an influential way to shape the moral, mental and social skills of young children and adults. Everyone, like children, needs an example to emulate. Parents are important figures in a child's life. Every action, every word of a parent is seen by their child and imitated unconsciously. Therefore, parents should set a good example for their children so that they can be role models in their lives. Children are good imitators, so the methods used by parents can influence their development. Example is the most important way to educate children and adults (Nurainiah, 2023). Puan Zai said: "The spirit of his father, every time he prayed, would call his children to pray together. What the father does, the children will follow."

Next is the advice method. This advice method can shape the child's behavior and personality and has a great influence in every parenting pattern. In giving advice, they must do it wisely and fairly. Such as which has been done by the Prophet, the advice method is used in three times, namely when traveling, when eating and when the child is sick. Giving advice to children needs to use language that is easy for children to understand. With advice, children are able to arouse motivation in themselves to become personalities independent (Nafiah et al., 2021). Puan Zai also said: "When we give advice to these children, there are times when they listen and times when they don't. But usually, Cik Zai will give advice if they make a mistake."

In addition, Mr. Ariff's family also uses the method of attention and supervision. Every child needs attention and guidance in their life. With closeness with parents, they can use time to teach and guide children effectively. The care and supervision given by parents to children- children must be equal and impartial. Through attention and supervision, children can feel their parents' love and feel closer to their parents. Attention and supervision can motivate children to do good and encourage

children to fulfill their responsibilities and obligations perfectly. Each child has their own duties and is responsible for looking after each other to maintain family harmony. Giving warnings is also a form of supervision of their children. But excessive attention will also have an impact on children, children will rebel if their wishes are not fulfilled. Puan Rohayah said: "When their mother goes to work, her children take care of her. Makcik doesn't like him, this guy plays close to the road, he plays near his house."

Next is the habituation method. Getting used to means getting children used to certain attitudes and actions. Repeated practice will make children accustomed to their actions. All children's behavior and actions originate from family habits, for example how to eat, drink and how to respect other people. Each repeated action will make the child independent and accustomed to being without the help of others. Such as getting children used to doing housework, such as getting children used to throwing out the trash, getting children used to bringing towels when bathing and cleaning up toys after playing. Like Mr. Ariff's family, mentally retarded and normal children will be accustomed to doing housework according to their abilities to train their independence. Aliya said: "Homework always has its own section. Sometimes we help each other when our parts are ready." Finally, use the method of punishment. The punishment method is used if the child does not hear the words and violates the rules set by the parents. The punishment given is not punishment that burdens children but punishment that educates children. Like Mr. Ariff's family, if a child doesn't want to study, the parents will punish the child by not being able to play with friends (Ayun, 2017).

Obstacles of Parents in Motivating Independence of Children with Mental Disabilities and Normal Children

There are many obstacles faced by parents in the process of raising children. The first obstacle is time. Parents often face limited time to meet the needs of their children as a whole. Working parents have little time with their children. However, parents will overcome this obstacle by setting aside time to communicate with their children and involving other family members in helping to care for their children. Parents will try to spend time with an interpersonal approach to their children.

The second is the use of gadgets. Children now prefer to play with gadgets rather than playing with friends and siblings. The use of gadgets now greatly affects children because it will take up time without creating useful activities. To overcome this obstacle, parents prevent the use of gadgets for children by doing activities together that can improve children's motor skills. They will do activities together such as decorating the yard, mentally retarded children can also help by sweeping the yard.

The third is the lazy and spoiled nature of children. Being spoiled and lazy is a human tendency in us. From children to adults. This spoiled nature occurs when parents pamper their children too much so they are lazy about doing the work they are given. There are also spoiled children who just want attention from their parents. If laziness appears, children will not want to do the work they are given and will rebel if forced. In overcoming this obstacle, parents explain to their children that work is carried out according to the child's abilities, so he must participate without differentiating himself from other siblings (Alfina Bakti, 2021).

4. CONCLUSION

Based on the above research, it is very important to utilize all parenting patterns to educate, care for, discipline and make children independent in everyday life. Whatever parenting style is chosen, it can have negative and positive impacts on children. Democratic parenting is an effective parenting pattern to encourage independence in children, both mentally retarded and normal. Parenting that increases children's independence also depends on the methods available to parents: role models, advice, attention and monitoring, habituation, and punishment. Each method used can give a good impression to children and parents and create mutual give and take between the two. The journey in educating children to be independent does not always go well because there are obstacles during the parenting pattern given. Among the obstacles are 1) excessive use of gadgets, 2) spoiled and lazy nature of children, 3) limited time between parents and children.

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