



## The Role of Parents in the Social Interaction of Deaf Children with their SMPLB Level Friends (Quantitative Descriptive Research at SLB in Lubuk Basung District)

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### Abstrak

Orang tua menjadi peran utama pada aspek kehidupan anak. Orang tua juga menjadi peran penting terhadap interaksi sosial anak apalagi anak tunarungu. Namun pada kenyataannya ada anak yang sulit mengontrol emosi dalam berinteraksi dengan teman sebaya dan beberapa juga kurang dalam hal interaksi dan dibatasi saat interaksi. Disinilah perlu peranan penting orang tua anak tunarungu. Penelitian ini bertujuan untuk mengetahui peran orang tua terhadap interaksi sosial anak tunarungu dengan teman sebaya tingkat SMPLB DI SLB Negeri 1 Lubuk Basung dan SLB Batu Kambing. Metode dalam penelitian ini ialah deskriptif kuantitatif dengan jumlah sampel yang diambil dua puluh orang tua anak tunarungu. Data yang peneliti pakai dalam penelitian ini berupa angket yang disebar kepada responden orang tua tunarungu. Penelitian ini memakai teknik analisis data berupa persentase dengan kategori yang diberikan yaitu kategori sangat baik, baik, cukup dan kurang baik. Hasil pada penelitian ini dapat disimpulkan bahwa peranan dari orang tua anak tunarungu terhadap interaksi sosial terbagi empat yaitu; aspek orang tua sebagai pengasuh dengan hasil persentase sebesar 25,5%, aspek orang tua sebagai pendidik dengan hasil persentase sebesar 33%, orang tua sebagai pembimbing dengan hasil persentase sebesar 35,83%, dan aspek orang tua sebagai motivasi dengan hasil persentase sebesar 29,5%, Jumlah keempat indikator tersebut dapat diakumulasikan dengan hasil persentase sebesar 16,43%, menunjukkan hasil kategori Kurang baik.

**Kata Kunci:** Peran Orang Tua, Anak Tunarungu, Interaksi Sosial

### Abstract

Parents play a major role in aspects of a child's life. Parents also play an important role in the social interaction of children, especially deaf children. But in reality there are children who have difficulty controlling their emotions in interacting with peers and some are also lacking in terms of interaction and are limited during interactions. This is where the important role of parents of deaf children is needed. This study aims to determine the role of parents in the social interaction of deaf children with their peers at the SMPLB level at SLB Negeri 1 Lubuk Basung and SLB Batu Kambing. The method in this study was descriptive quantitative with a sample of twenty parents of deaf children. The data that the researchers used in this study was in the form of a questionnaire which was distributed to deaf parent respondents. This study uses data analysis techniques in the form of percentages with the given categories, namely very good, good, fair and not good categories. The results of this study can be concluded that the role of parents of deaf children in social interaction is divided into four, namely; aspects of parents as caregivers with a percentage of 25.5%, aspects of parents as educators with a percentage of 33%, parents as mentors with a percentage of 35.83%, and aspects of parents as motivation with a percentage of 29.5%, the the sum of the four indicators can be accumulated with a percentage of 16.43%, indicating the results of the category are not good. The results of this study can be concluded that the role of parents of deaf children in social interaction is divided into four, namely; aspects of parents as caregivers with a percentage of 25.5%, aspects of parents as educators with a percentage of 33%, parents as mentors with a percentage of 35.83%, and aspects of parents as motivation with a percentage of 29.5%, the the sum of the four indicators can be accumulated with a percentage of 16.43%, indicating the results of the category are not good.

*Keywords: Role of Parents, Deaf Children, Social Interaction*

## Introduction

Education, that is, all efforts are made consciously to create a learning atmosphere and learning process that leads to the active development of the potential of students covering all types of children, including children with special needs. Students with special needs are students who need special attention in every aspect of their lives, these students experience various kinds of disorders such as physical-motor, vision, behavior and emotions (Ariyona & Damri, 2019). According to (Nurhastuti et al., 2021) a child with special disabilities, namely someone with limitations in certain aspects that are generally owned by normal people, be it physical, mental or emotional barriers which need special education services.

One of the children with special needs who have the right to education is a deaf child. (Princess et al., 2019) Deaf individuals are individuals who have a hearing impairment which results in decreased hearing power, which is categorized by a mild to severe level, resulting in communication problems that affect social interaction. And this can have an impact on the relationship of social interaction between children and their environment.

(Solicha, 2019) Social interaction is a pattern of interaction carried out by one individual against another individual, which can even exceed the scope of two individuals. However, with the limitations of deaf children, (Ghifary et al., 2018) states that deaf children experience disturbances in social interaction so that the development of social functions is disrupted which can be seen from self-development towards the environment, self-development in communicating with society and interacting with peers.

According to (Qaryatika & Masitoh, 2019) Peers are a group of children of the same age who live or live in the same environment so as to form a social interaction and form a community. If it is

related to the social interaction of deaf children, parents become the foundation for the formation of children's language development so that social interaction can occur for deaf children. Therefore, with limitations in deaf children, the role of parents is needed to help how the child's social growth and development. In order for individual social interaction to occur and in this situation, assistance from educators is needed early on for children so that it does not have a negative impact in the future.

According to (Djamarah, 2014) the role of parents in social development of deaf individuals is clearly very important. Parents have an important role in children's development when interacting socially because parents are more often in the family circle, parents are obliged to guide their children so that they are good in terms of social interaction with their peers. One example of the role of parents in deaf children is to provide space for language development to communicate. However, if parents do not carry out their duties as forming the child's language of communication then this will experience problems for children in the future (Permanarian Somad and Tati Hernawati, 1995).

Based on the observations the writer made at SLB Se-Kdistrict Lubuk Basung. During recess, there was a difference in the attitudes of deaf students and their peers. The difference can be seen that for students A, students B, students C, students D, students E the social interaction looks passive and tends to not care about their own friends, children do not show familiar behavior with their fellow friends and prefer to play alone while other deaf students sometimes interact, but are still passive and need to be asked first, even when their friends need help, they tend to be normal. There are deaf children who like to annoy their friends and prank their friends and like to take friends' pens or pencil boxes. In (Damri, et al., 2020), the emergence of

actions as a student bully is also influenced by group play. Adolescent playgroups that deviate may seek recognition of their existence by intimidating people who they feel are weaker so that they want recognition from the environment that they have courage and strength.

Based on the results of interviews with the homeroom teacher for deaf students at junior high school level (grade 7, grade 8, and grade 9) said that in their home environment, deaf students tend to be shy in interactions. As for when children want to interact only with certain people such as their parents and teachers only. Then, some parents because they are busy with their work do not provide guidance or support to their children. Some parents, when interviewing teachers at school, also explained that when their children were at home, they tended to stay in the room. So that it allows the child to act without concern for the surrounding environment.

In accordance with the acquisition of this preliminary study, the authors were moved to conduct research studies related to the importance of the role of parents in the social interaction of deaf children, especially with their peers. Therefore, the author would like to raise a research title namely "The Role of Parents in the Social Interaction of Deaf Children at SMPLB Level with Peers in SLB in Lubuk Basung District."

## Method

The type of research that the writer did was a quantitative approach with a quantitative descriptive method. Descriptive method is a research which aims to display data by analyzing the data obtained so as to get a clear picture. Quantitative descriptive method is a method that emphasizes the objective measurement aspects of social phenomena, which are processed and analyzed with statistics.

The author uses data acquisition techniques using instruments. The instrument used in this research is a questionnaire. The questionnaire is a list of

research statements that are used to obtain information from respondents about the problem under study. The questionnaire used is a closed questionnaire using a Likert scale. The variable is the object of research or focus in research. The variable in this study is the role of parents in the social interaction of deaf children with peers at the SMPLB level in SLB throughout Lubuk Basung District, Agam Regency.

Meanwhile, the operational definition of the variable in this study is the role of parents in the social interaction of deaf children with their peers. The role of parents is the method used by parents related to views on the tasks that must be carried out in raising children. The role of parents is very big influence on social interaction in children, especially with peers. Social interaction, namely the relationship between individuals with each other which causes a reciprocal reaction where the relationship can influence and change an individual's behavior. The role of parents in social interaction in this study focuses on deaf children. According to (Damri, 2021) education can instill, form, fill, develop, expand, and refine values, norms and morals demanded by the Pancasila State philosophy, religion and culture so that children can have the character and personality according to the expected values.

(Sugiyono, 2018) Suggested that shows the degree of accuracy between the data that actually occurs on the object with the data collected by the researcher. The data collection tool used was a questionnaire which was distributed directly to parents of deaf students who were respondents at SLB Negeri 1 Lubuk Basung and SLB Batu Kambing. Research activities carried out in approximately 2 months, namely July 18 2022 to September 22 2022.

## Result and Discussion

This research was conducted on 20 parents of students at SLB 1 Lubuk Basung

and SLB Batu Kambing, p.The role of parents in social interaction in this study focuses on deaf children. According to (Trisnawati & Suwanda, 2022)explained that there are several roles of parents in their children which can be described as follows:

a. Nanny

Parental care for children is a form of relationship between children and parents. Caring for parents by providing education, providing discipline, and protection in order to achieve adjustments to the educational environment and society such as children's social interactions.

b. Educator

Fathers and mothers have an obligation to provide training in the mental aspects of their children, so that children will be able to identify their talents based on the interest tendencies felt by children. Parents as educators for children must establish a good relationship with children. This can best be done by parents finding ways to create affection between parents and children regardless of the child's circumstances.

c. Advisor

Guidance is an action made to be able to involve oneself directly in the difficulties felt by other people with the intention of being able to provide help and assistance. Guidance that parents provide can be channeled directly or indirectly.

d. Motivator

Motivation, namely the treatment given by other people to someone who is addressed in the hope that someone who is addressed is encouraged or inspired to do something.

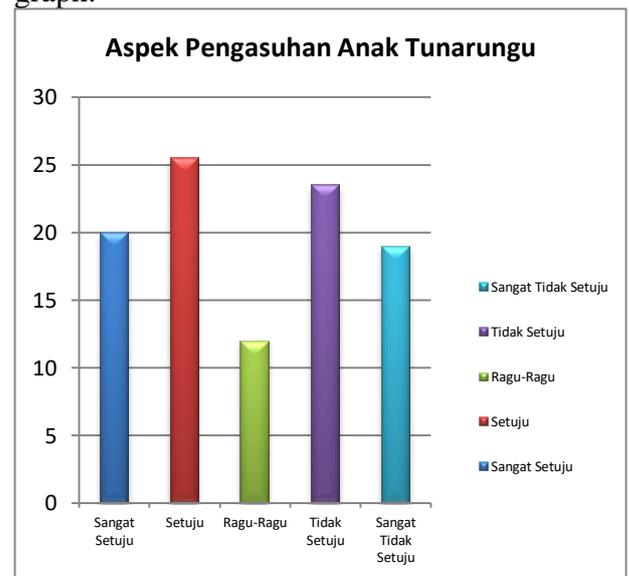
The four aspects above can be described from the results of filling in the questionnaire that has been distributed as follows:

1. Percentage of Parenting Aspects

Tabel 1. Persentase Aspek Pengasuhan Orang Tua

No	Pernyataan	Aspek Pengasuhan									
		SS		S		RR		TS		STS	
		F	%	F	%	F	%	F	%	F	%
1	Orang tua mengenalkan pada anak cara berinteraksi yang baik	11	55	6	30	3	15	0	0	0	0
2	Orang tau memberikan contoh yang baik saat berinteraksi	8	40	12	60	0	0	0	0	0	0
3	Orang tua mengajarkan anak agar saling tolong menolong dengan teman	13	65	4	20	2	10	1	5	0	0
4	Orang tua mengajarkan anak menegur sapa dengan teman	6	30	11	55	3	15	0	0	0	0
5	Orang tua mengajarkan anak agar tidak memilih-milih teman saat bermain	2	10	10	50	6	30	1	5	1	5
6	Orang tua tidak peduli dengan pola interaksi anak dengan teman-temannya	0	0	0	0	2	10	8	40	10	50
7	Orang tua tidak memberikan contoh yang baik saat berinteraksi	0	0	0	0	3	15	7	35	10	50
8	Orang tua tidak peduli saat anaknya tidak respon ketika teman meminta tolong	0	0	0	0	4	20	8	40	8	40
9	Orang tua tidak mendukung anaknya menegur teman-temannya	0	0	0	0	0	0	12	60	8	40
10	Orang tua membiarkan anak memilih-milih teman untuk bermain	0	0	8	40	1	5	10	50	1	5
	Jumlah Keseluruhan	40	20	51	25.5	24	12	47	23.5	88	19

Interpretation results based on the results of research conducted by researchers regarding parenting, based on the total number of items obtained the level of achievement of the respondents which showed the highest frequency of 51 with a percentage of 25.5%. Based on the data above, it can be drawn in the following graph:



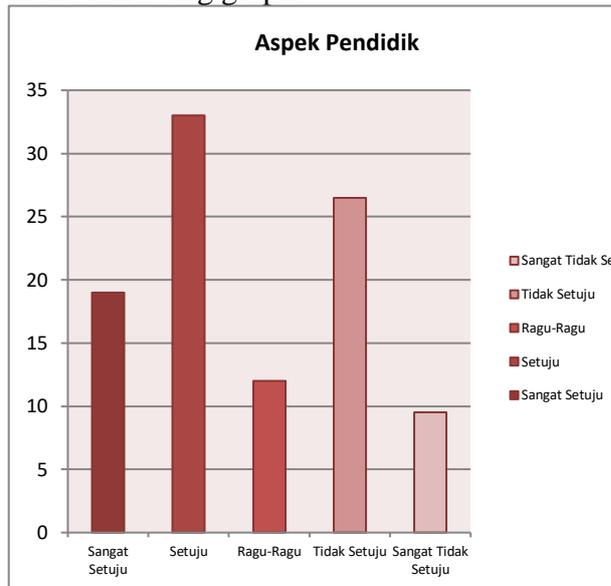
Graph 1. Percentage of Parents Parenting Data Processing Results

Based on the percentages from the graph above, it can be concluded that the care the deaf children receive is quite good.

Tabel 2. Persentase Aspek Orang Tua Sebagai Pendidik

No	Pernyataan	Aspek Pendidik									
		Alternatif Jawaban									
		SS		S		RR		TS		STS	
F	%	F	%	F	%	F	%	F	%		
11	Orang tua mendidik anak agar selalu menjalin hubungan yang baik dengan temannya	11	55	9	45	0	0	0	0	0	0
12	Orang tua memberikan pembinaan pada anak dalam menyikapi teman yang tidak baik	6	30	13	65	1	5	0	0	0	0
13	Orang tua membimbing anak agar menciptakan suasana yang nyaman pada saat anak bermain dengan temannya	13	65	4	20	2	10	1	5	0	0
14	Orang tua melatih anak untuk bersikap simpati pada temannya	6	30	13	65	1	5	0	0	0	0
15	Orang tua mengajarkan anak bersikap ramah dengan lingkungan sekitar terutama dengan temannya	2	10	8	40	4	20	5	25	1	5
16	Orang tua tidak peduli jika anaknya berhubungan tidak baik dengan temannya	0	0	0	0	2	10	11	55	7	35
17	Orang tua menyuruh anak balas dendam terhadap sikap teman yang jahat.	0	0	0	0	4	20	13	65	3	15
18	Orang tua tidak pernah mengajarkan cara menciptakan suasana yang nyaman saat berinteraksi pada anaknya dilingkungan sekolah	0	0	2	10	3	15	8	40	7	35
19	Orang tua mendukung sifat anak yang empati dengan temannya	0	0	15	75	3	15	2	10	0	0
20	Orang tua cuek terhadap sikap anak yang tidak ramah dengan teman-teman disekolah	0	0	2	10	4	20	13	65	1	5
Jumlah Keseluruhan		38	19	86	33	24	12	33	26,6	19	35

Interpretation results based on aspects of parents as educators in the research that researchers conducted, obtained the highest frequency results, namely 66 with a percentage of 33% which can be illustrated in the following graph:



Graph 2. Percentage of Parents' Data Processing Results as Educators

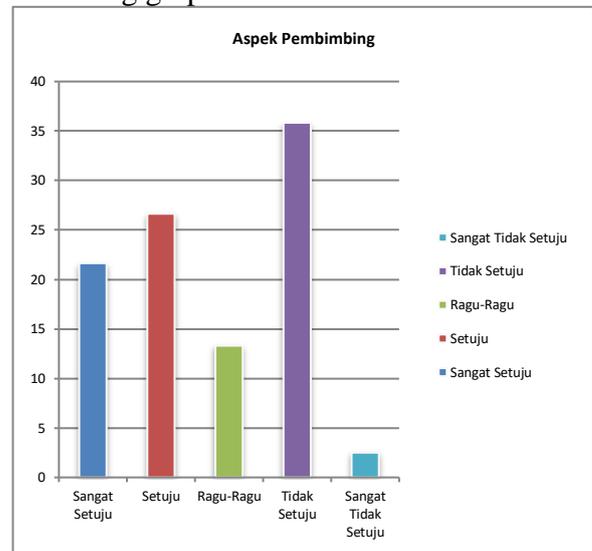
Based on the percentages in the graph above, it can be concluded that parents as

educators of deaf children with peers are in the pretty good category.

Tabel 3. Persentase Orang Tua Sebagai Pembimbing

No	Pernyataan	Aspek Pembimbing										
		Alternatif Jawaban										
		SS		S		RR		TS		STS		
F	%	F	%	F	%	F	%	F	%			
21	Orang tua memberikan kesempatan secara penuh untuk anak bermain dengan temannya	1	5	5	25	7	35	7	35	0	0	
22	Orang tua memberikan arahan mengenai etika dalam berinteraksi	2	10	15	75	3	15	0	0	0	0	
23	Orang tua menegur anak jika berbuat salah pada temannya	1	3	65	7	35	0	0	0	0	0	
24	Orang tua membatasi anaknya bermain dengan temannya	1	0	50	4	20	4	20	2	10	0	0
25	Orang tua tidak pernah mengajarkan etika dalam berinteraksi	0	0	0	0	0	0	17	85	3	15	
26	Orang tua tidak pernah menegur anaknya jika berbuat salah	0	0	1	5	2	10	17	85	0	0	
Jumlah Keseluruhan		4	2	20,66	32	26,66	16	13,33	43	35,83	3	2,5

The results of interpretation based on parents as mentors in the research that researchers carried out, obtained the highest frequency of 43 with a percentage of 35.83% which can be described in the following graph:



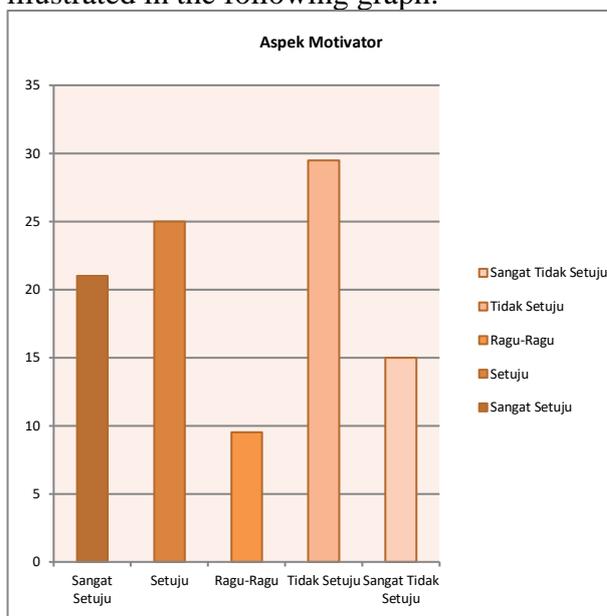
Graph 3. Percentage of Data Processing Results of Parents as Advisors

Based on the percentages in the graph above, it can be concluded that parents as mentors in children's social interactions are included in the pretty good category, which means parents guide their children well.

Tabel 4. Persentase Aspek Motivator Orang Tua

No	Pernyataan	Aspek Motivator									
		SS					S				
		F	%	F	%	F	%	F	%	F	%
27	Orang tua memberikan dorongan agar anak bersemangat bermain dengan temannya	5	25	13	65	0	0	2	10	0	0
28	Orang tua memberikan bantuan pada anak jika membutuhkan sesuatu untuk bermain dengan temannya seperti media bermain	3	15	11	55	5	25	1	5	0	0
29	Orang tua meluangkan waktu untuk mengajak anak mengobrol Bersama	13	65	7	35	0	0	0	0	0	0
30	Orang tua memberikan pujian saat anak berperilaku baik dengan temannya misal menolong teman yang terjatuh	8	40	12	60	0	0	0	0	0	0
31	Orang tua memberikan nasehat ketika anak berbuat tidak baik dengan temannya	13	65	7	35	0	0	0	0	0	0
32	Orang tua tidak pernah memberikan dorongan pada anak agar menjalin pertemanan yang baik dengan temannya	0	0	0	0	2	10	12	60	6	30
33	Orang tua tidak peduli jika membutuhkan sesuatu seperti media untuk bermain dengan teman-temannya	0	0	0	0	6	30	10	50	4	20
34	Orang tua tidak punya waktu untuk mengajak anaknya mengobrol Bersama	0	0	0	0	4	20	12	60	4	20
35	Orang tua tidak memberikan pujian saat anak melakukan perbuatan baik pada temannya	0	0	0	0	2	10	14	70	4	20
36	Orang tua membiarkan anaknya berbuat semena-mena pada temannya	0	0	0	0	0	0	8	40	12	60
Jumlah Keseluruhan		49	24	50	25	10	5	39	29.5	10	10

The results of the interpretation of the percentage of the research above, the highest frequency was obtained, namely 59 with a percentage of 29.5% which can be illustrated in the following graph:



Graph 4. Percentage of Parent Data Processing Results as a Motivator

Based on the percentages in the graph above, it can be drawn that parents as motivators for deaf children are included in

the pretty good category with the percentage results obtained being 29.5%.

Table 5. Percentage of parental roles

No	Aspect	Percentage
1.	Nanny	25.5 %
2.	Educator	33 %
3.	Advisor	35.83 %
4.	Motivator	29.5 %
Amount		16.43 %

Based on the table above, it can be seen that the aspect of parents as caregivers with a percentage of 25.5%, the aspects of parents as educators with a percentage of 33%, parents as mentors with a percentage of 35.83%, and aspects of parents as motivation with a percentage result of 29.5%, the sum of the four indicators can be accumulated with a percentage result of 16.43%, indicating that the results are in the Not good category. Based on these results, the role of parents in the social interaction of deaf children is still lacking.

### Conclusion

The research was conducted using a quantitative descriptive method, namely a method that emphasizes the objective measurement aspects of social phenomena, which are processed and analyzed using statistics. The number of statements is 36 which will be filled in by 20 respondents, namely parents of deaf children who are in SLB Negeri 1 Lubuk Basung and SLB Batu Kambing. Obtaining the results of the data stated that 1) aspects of parents as caregivers with a percentage result of 25.5%, 2) aspects of parents as educators with a percentage result of 33%, 3) parents as mentors with a percentage result of 35.83%, 4) and the parental aspect as motivation with a percentage result of 29.5%, the sum of the four indicators can be accumulated with a percentage result of 16.43%, indicating the results are not good category.

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#### Author Profile

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