

THE EFFECT OF PARENTING ON THE PERSONAL SOCIAL DEVELOPMENT OF AUTISTIC CHILDREN

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The Effect of Parenting on the Personal Social Development of Autistic Children

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ABSTRACT

Background: Autism is a developmental disorder characterized by difficulties with social interaction and communication, and by restricted and repetitive behavior. Parenting is an approach to understanding and changing behavior. It's not a specific therapy itself, but a range of different strategies and techniques that can be used to teach people with autism spectrum disorder new skills and reduce their difficult behavior.

Aim: This study aimed to determine the effect of parenting on the personal social development of autistic children at autism school.

Method: This was a randomized controlled trial. This study was conducted at 7 autism schools in Yogyakarta province (Fajar Nugraha, Samara Bunda, Bina Anggita, Dian Amanah, Trustees, Citra Mulia Mandiri, and Autism Service Center) and 1 Baitul Qur'ani autism school in Ponorogo, East Java. A total of 92 autistic children aged 6-12 years was selected for this study and randomized into two groups: parenting group and control group. The dependent variable was personal social development. The independent variable was parenting. The data on child personal social development was measured by Screening Tool for Autism in Toddlers and Young Children (STAT). The data were analyzed by t-test and wilcoxon.

Results: Before the intervention, the means of STAT score between the two study groups were comparable. As a result of randomization, the mean difference of STAT scores between the two groups was statistically non-significant. After the intervention, mean of STAT scores was higher in the parenting group than in the control group, and it was statistically significant.

Conclusion: Parenting is effective in improving the personal social development of autistic children.

Keywords: Parenting, personal social development, autistic children

INTRODUCTION

Indonesia is a member of the United Nations (UN) and has participated in carrying out commitments in efforts to prosper the community. Yogyakarta as part of the unitary state of the Republic of Indonesia participates in supporting the government's commitment, by carrying out programs and activities aimed at achieving the Sustainable Development Goals (SDGs) target as one of the spirit encouragement to make better efforts in handling problems related to meeting the needs human basis, including groups of children with special needs to be able to live decent, active and productive lives. Quality human resources need to be improved where the role of health promotion is very important and health is one of the promotive and preventive efforts in the health sector in Indonesia which aims to change people's behavior to be healthier. Child health is one of the main problems in the world (Departemen Kesehatan Indonesia, 2004).

Based on the 1945 Constitution article 31 paragraph 1 and Law Number 20 of 2003 concerning the National Education System that the state provides full guarantees to children with special needs, one of which is an autistic child to obtain quality educational services. This shows that autistic children are entitled to the same opportunities as other children in education.

Autism is a developmental disorder caused by organic damage to the brain. Generally autistic children have difficulty communicating both verbally and nonverbally, when they want something the way is to pull the other person's hand to get attention and besides that they are

also very rigid with their routine activities as if they are undergoing certain rituals. Attitudes such as withdrawal, children can not establish communication, talk alone, sing alone, cry for no reason, spinning for no reason, can even cause resentment of people around him. Autistic children have abilities and characteristics that are different from each other, so different ways of interacting with themselves and the environment and making autistic children as unique individuals (Ginanjar, 2007).

Autism is a phenomenon that still holds many secrets even though it was studied more than 60 years ago. Until now, no definitive cause of autism can be found, so prevention and treatment methods have not yet been developed. At first autism was seen as a disorder caused by psychological factors, namely parenting patterns that are not emotionally warm. In the early 1970s research on the characteristics of autistic children succeeded in determining the diagnostic criteria which were subsequently used in the DSM-V (Diagnostic and Statistical Manual of Mental Disorder). Autistic disorders are defined as developmental disorders with three main characteristics, namely disruption in social interaction, disruption in communication and limited interests or ability of imagination (Ginanjar, 2007).

In the United States there is currently a comparison between normal children with autistic children 150: 1, in the UK 100: 1, while in Indonesia there are no data on autistic children because there has never been an official survey. Although different from normal children, children with autism still have basic rights as normal children. Autistic

children need to play, learn and socialize in the community in their environment (Ginanjar, 2007).

The development of autistic children both physically, emotionally, intellectually, and psychosocially has a problem so that the result of inhibition of children reaching a level of development that is appropriate to their age. The emergence of various developmental obstacles in children with autism is a phenomenon that needs to be addressed further so that sufferers can still live well and optimize the slightest ability. This is important because despite its various limitations, every human being has the same right to grow, develop, be accepted and carry out certain roles in society.

To achieve maximum results, every educational process always requires the cooperation between the school and parents. Education in principle must actually start from home and education will fail without parental participation. One of the main requirements that must be met by parents in seeking good cooperation with the school so that the educational process takes place optimally is to give full attention to the development of the child as a person, and not just attention to what is achieved by children. Similarly, the education of children with autism. Between parents and other family members with educational institutions must be able to work well together.

This is consistent with the exposure in various literatures, that the effectiveness of various programs for handling and improving the ability of life of children and adolescents who have special needs will greatly depend on the full participation and support of the family and community. The knowledge and skills acquired by children at school will be more endured and well mastered if they can also practice it at home or outside the school environment with help and direction from parents. Parents play a role as educators of their children especially autistic children. The family environment is also said to be the most important environment, because most of the lives of children with autism in the family, so the most widely received education of autistic children is in the family.

Parents must understand their nature and role as parents in raising children, equip themselves with knowledge about proper parenting, knowledge about education that children go through and knowledge about child development, so it is not wrong in applying a form of educational pattern especially in the formation of personality children in accordance with the purpose of education that is to educate the nation's life.

Autistic children can be maximized by utilizing the rest of their abilities. Autistic children also need to get special treatment by involving parents in accompanying them while at home. Parenting in children with autism includes autistic child parents providing emotional, social, informational and practical support. Attention and love from parents and family will encourage autistic children to develop better. An autistic child will feel that he is loved and wanted if more and more people in the family environment who love and care for him. This parenting teaches autistic children parents to understand and follow verbal instructions, respond to the words of others, describe an object, imitate the words and movements of others, to teach reading and writing. The importance of parenting for parents and families who have children with autism, so parents and

families can accompany and stimulate the social personal development of autistic children during care and assistance at home (Badi'ah, 2018).

Based on the results of preliminary studies that have been conducted by the author by interviewing at 7 Autistic schools in DIY Province (SLB Autism Samara Bunda, SLB Autis Dian Amanah, SLB Autis Fajar Nugraha, SLB Autis Citra Mulia Mandiri, SLB Autis Bina Anggita, SLB Negeri Pembina Yogyakarta and the Autism Service Center (PLA) in Sentolo) and the Autistic School / Children with Special Needs (ABK) Baitul Qur'an Ponorogo East Java to 16 parents who have autistic children obtained the results of most parents (93%) assume that by including children autism to autistic special school (SLB) in accordance with its limitations means their efforts can be said to be sufficient. The rest is the school that is responsible for educating and teaching various life skills to their children. They do not yet understand that the lack of attention and support from parents will make the results of the educational process at school not optimal. Not all parents realize that having children with special needs in accompanying social personal development in interacting and socializing with the community can maximize social personal development.

Based on the description above, it is necessary to do research on "The influence of parenting on the personal social development of autistic children in autistic schools".

METHODOLOGY

This type of research is a Quasi experimental study with a pre-post-test with control group design. The design of this study can be described as follows:

Pre test	Treatment	Post test
O ₁	X	O ₂
O ₃	-	O ₄

Keterangan:

- O₁ : *Pre test* The personal social development of autistic children in the experimental group
- X : Intervention with *parenting*
- O₂ : *Post test* The personal social development of autistic children in the experimental group
- O₃ : *Pre test* Personal social development of autistic children in the control group
- O₄ : *Post test* Personal social development of autistic children in the control group

The study was conducted in July to September 2019 (duration of intervention for 3 months). Research sites in 8 autistic schools, in the province of Yogyakarta 7 autistic schools (SLB Samara Bunda Autism, Autism SLB Dian Amanah SLB, Fajar Nugraha Autism SLB, Citra Mulia Mandiri Autism SLB, Autis Bina Anggita SLB, Yogyakarta Public Assistance SLB and Autism Service Center (PLA)) in Sentolo), and 1 in the Autistic School / Children with Special Needs / ABK Baitul Qur'ani Ponorogo East Java.

The population is all pairs of parents with autistic children of school age (6-12 years old) in 7 autistic schools

in DIY province (SLB, Samara, Mother of Autism, SLB, Dian Amanah, SLB, Fajar Nugraha, SLB, Citra Mulia Mandiri, SLB, Autis, Bina Anggita , Yogyakarta Public Assistance SLB and the Autistic Service Center (PLA) in Sentolo) and the Baitul Qur'ani Ponorogo East Java School of Autism / Children with Special Needs (148) parents with parents of school-aged children (6-12 years).

The sample in this study were 92 couples of parents with autistic children of school age (6-12 years) in autistic schools in DIY Province (SLB Samara, Mother of Autism, SLB Dian Amanah, SLB Fajar Nugraha Autism, SLB Citra Mulia Mandiri, SLB Autis Bina Anggita , SLB Yogyakarta Specialist Country and Autism Service Center (PLA) in Sentolo) and the Baitul Qur'ani Ponorogo East Java School of Autism / Children with Special Needs taken by purposive sampling technique.

Determine the experimental group given a pre test, then do the parenting then do a post test using the same observation sheet as the pre test.

Determine the control group is given a pre test, then post test is done using the same observation sheet as the pre test. The experimental group with the control group compared social personal development before and after parenting. Provision of intervention or parenting (X) in the experimental group. Examination data will be analyzed descriptively and analytically with the help of SPSS for windows version 16.0 using t-test and Wilcoxon with a significance level of 0.05.

RESULTS

From table 1 it can be seen that the highest number of autistic children from the Autism Service Center of the Special Region of Yogyakarta is 21 children (22.83%) and the least autistic schools / special needs children (ABK) Baitul Qur'an Ponorogo East Java is 6 children (6.52%).

From table 2 above it can be seen that the age of the experimental group was that most of the ages of 11-12 years were 18 children with autism (39.13%), and the control group most of the ages 6-7 years were 17 children with autism (36.96%) . The sexes in the experimental group were mostly male with 26 autistic children (56.52%). Whereas in the control group the majority were male as many as 25 autistic children (54.35%). Class levels in the experimental group were mostly elementary school classes with 31 autistic children (67.39%) and in the control group most elementary school classes were 30 autistic children (65.22%).

In table 3 above it can be seen that the personal social development of children with autism in the experimental group before parenting was given to most categories of less than 34 children with autism (73.91%) and after being given parenting most categories were enough for 22 children with autism (47.83%). In the control group before most were less as many as 36 children with autism (78.26%) and after most less as many as 33 children with autism (71.74%).

Normality test: The normality test was tested using Shapiro Wilk because $n < 50$, with $p (sig) > 0.05$ means the data was normally distributed and $p (sig) < 0.05$ was not normally distributed.

In table 4 above it can be seen that the pre-test control group with $p (sig) 0.71$ and post-test p value $(sig) 0.127 > 0.05$, has normally distributed data so that the parametric test t-test is used. In the experimental group the pre-test data with $p (sig) 0.056$ had normal distribution data and post test with $p (sig) 0.022 < 0.05$ had abnormally distributed data so that the non-parametric test of t-test derived from Wilcoxon was used.

In table 5 above it can be seen that in the experimental group pre-test and post-test with a value of $p (sig) 0,000 < 0.05$ then H_a is accepted and H_o is rejected, meaning there is a difference between pre-test and post-test in the experimental group. In the control group pre-test and post-test with p value $(sig) 0.074 > 0.05$ then H_o is accepted and H_a is rejected, meaning there is no difference between pre-test and post-test in the control group.

In table 6 above it can be seen that the pre test in the experimental and control groups with a p value $(sig) 0.141 > 0.05$ then H_a is rejected and H_o is accepted meaning there is no difference in the pre test between the experimental group and the control group. While the post test in the experimental and control group with a value of $p (sig) 0.003 < 0.05$ then H_a is accepted and H_o is rejected means there is a difference between the post test in the experimental and control groups in children with autism in autistic school.

Research location and number of autistic children in 8 autistic schools

Table 1: Research location and number of autistic children in 8 autistic schools

Lokasi	The number of children with autism	
	Frequenc	%age
Autistic Special School Bina Anggita Yogyakarta	10	10,87
Fajar Nugraha Special Autism School Yogyakarta	8	8,70
Samara Mother Autism Special School Yogyakarta	8	8,70
Autistic Citra Mulia Mandiri Special School Yogyakarta	20	21,74
Dian Amanah Autism Special School Yogyakarta	7	7,60
Extraordinary school Pembina Yogyakarta	12	13,04
Center for Autism Special Region of Yogyakarta Yogyakarta	21	22,83
School of Autism / Children with Special Needs (ABK) Baitul Qur'an Ponorogo East Java	6	6,52

Source: Primary data (2019)

Characteristics of children with autism based on age, gender, class in the Autistic School

Table 2: Characteristics of children with autism based on age, sex and class in autistic school in the experimental and control groups

Karakteristik Responden	Experiment Group		Control Group	
	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
Age (years)				
a. 6-7years	15	32,61	17	36,96
b. 8-10 years	13	28,26	14	30,43
c. 11-12 years	18	39,13	15	32,61
Gender				
a. Male	26	56,52	25	54,35
b. Female	20	43,48	21	45,65
Class				
a. Kindergarten	15	32,61	16	34,78
b. Primary school	31	67,39	30	65,22

Source: Primary data (2019)

The personal and social development of the experimental and control group before and after parenting was given to autistic children in the Autistic School

Table 3: Personal social development in the experimental and control group before and after parenting was given to autistic children in autistic schools

Development category Social Personal	Experiment Group				Control Group			
	Pre Test		Post Test		Pre Test		Post Test	
	f	%	f	%	f	%	f	%
Well	2	4,35	4	8,69	1	2,17	1	2,17
Enough	10	21,74	22	47,83	9	19,57	12	26,09
Less	34	73,91	20	43,48	36	78,26	33	71,74
Total	46	100	46	100	46	100	46	100

Table 4: Test the normality of the experimental group and the control group pre test and post test in autistic children in the Autistic School

Variable		Kelompok	p	Keterangan
Social personal development	Pre	Experiment	0,056	Normal
		Control	0,071	Normal
	Post	Experiment	0,022	Abnormal
		Control	0,127	Normal

Bivariate test

Table 5: Test results of data analysis of the differences between pre-test and post-test in the experimental group and the control group in children with autism in the Autistic School

Variable	Group	p (sig)	
Social personal development	Experiment	Pre test	0,000
		Post test	
	Control	Pre test	0,074
		Post test	

Table 6: Test results of data analysis of the differences between the experimental group and the control group before and after being given parenting to an Autistic child at an Autistic school

Variable	Group	p (sig)	
Social personal development	Pre test	Experiment	0,141
		Control	
	Post test	Experiment	0,003
		Control	

DISCUSSION

Personal social development before parenting is carried out on autistic children at school: In Table 3 above it can be seen that the personal social development of autistic children in the experimental group before parenting was given to most categories of less than 34 autistic children (73.91%). In the control group after most less as many as 33 children with autism (71.74%).

At the time of pre-test autistic children are difficult in socializing with peers, it is difficult to interact. Children with autism have a level of intelligence that varies from low to genius. Autistic children who have normal intelligence are generally of low achievement in school. This is caused by the acquisition of information and understanding of language and abilities in development, especially social personal experiences fewer obstacles when compared with other normal children. Autistic children lack understanding verbal information. This makes it difficult for children to accept material that is abstract, so parenting is needed to facilitate the understanding of a concept in children with autism.

Parenting is an activity carried out so that parents direct and assist children in socializing and interacting with others. According to Susilaningrum (2015) data analysis results obtained in the study that there is a significant influence on the use of media in learning for children with special needs. Media in this case parenting parents in directing and assisting children with autism in socializing and interacting with peers and others and will facilitate the learning process in the classroom because it can help interaction between teachers and students clearly and pleasantly and students can easily understand the material to enhance the personal social development taught by the teacher so that learning objectives will be achieved and assistance is provided by parents at home so that children can socialize and interact with peers and others.

Personal social development after parenting in children with autism in the Autistic School: In Table 3 above it can be seen that the personal social development of children with autism in the experimental group after being given parenting most of the enough categories of 22 children with autism (47.83%). In the control group after most less as many as 33 children with autism (71.74%).

At the time of the post test autistic children still have difficulty in interacting with peers and others. This is due to many factors that affect autistic children in the personal social development of autistic children. Interventions for children with autism in children / infantile autism in the form of stimulations so that children show a response in this case parental assistance is parenting. Actually, before children are included in the therapy program that is being followed, parents should accompany children with autism at home without stopping so that children do not drown in their own world. Don't leave the child alone and with rigid interests and activities, for example turning on and turning on lights, being amazed at watching the fan spin and other insignificant activities. Always try to have someone accompany your child while not sleeping. Invite children to communicate both ways both verbal and non verbal. Do not let the child be preoccupied with television or other games that are unidirectional and damage eye contact. At the beginning, don't expect your child to respond to the communication invitation given to him. most of the responses of ignorant children, do not understand that communication is addressed to him or even if they are aware maybe the child will respond negatively like crying out loud because they feel disturbed, so that children can socialize and interact with peers and other people.

Children who are in a relationship interacting with their families in a healthy manner (attentive and affectionate with their parents) can facilitate the child's personal social development. Conversely, if the relationship between children and their parents is not healthy, then personal social development is also not good. The neighborhood also affects the child's personal social development, where the village environment with close family conditions and socialization with the environment is still good, so the contact of the child with a peer is still quite intensive so that the child can play with peers using toys to enhance development social personal. This contact with children of the same age encourages the personal social development of children (Soetjningsih, 2012).

Family socioeconomic status of several studies stated that children who come from poor families will experience a delay in social personal development compared to children who come from families whose economic level is better. This condition is caused due to lack of learning opportunities in children from poor families (Yusuf, 2008). Adequate family income will support the growth and development of children, because parents can provide all the needs of children, both primary and secondary, for example providing games to improve social personal development (Soetjningsih, 2012). Poverty is associated with damage to nerve structure and function, including smaller white and cortical gray matter and the hippocampus, amygdala related to cognitive abilities (Black M, 2016). Families with low socioeconomic status have a tendency to limited knowledge, time and low quality in accompanying and accompanying children to play and communication activities to stimulate play to enhance the personal social development that a child should need in his growth and development (Black M, 2016).

According to Engle and Huffman (2010) in improving children's personal social development, the following ways can be done, namely exclusive breastfeeding, adequate

child nutrition, in providing food to children giving patiently and lovingly, often invited to outside activities and play, invited to sing teach something simple to children every day and train children to pray (Black M, 2016)

The influence of parenting on the personal social development of autistic children in autistic schools: In Table 5 above it can be seen that in the experimental group pre-test and post-test with a value of p (sig) $0,000 < 0,05$ then H_a is accepted and H_o is rejected, meaning there is a difference between pre-test and post-test in the experimental group. In the control group pre-test and post-test with p value (sig) $0,074 > 0,05$ then H_o is accepted and H_a is rejected, meaning there is no difference between pre-test and post-test in the control group.

In Table 6 above it can be seen that the pre test in the experimental and control groups with a p value (sig) $0,141 > 0,05$ then H_a is rejected and H_o is accepted meaning there is no difference in the pre test between the experimental group and the control group. While the post test in the experimental and control group with a value of p (sig) $0,003 < 0,05$ then H_a is accepted and H_o is rejected means there is a difference between the post test in the experimental and control groups in children with autism in autistic school.

Parenting in accompanying children can train to communicate, interact and socialize with children with autism so that it can influence social personal development. Andriana, (2011) states that the benefits of assistance can be to practice social skills and interact with others. Thus it can be said that parenting given to children with autism who experience impaired social personal development can give effect to increase social personal development in children with autism.

That is because often done assistance to children, so that children will be able to adjust interaction and socialization with peers and others. Increased child social development before and after due to parenting with the assistance provided regularly will be received by the five senses and will then be conveyed to the brain. The brain and senses of a child who have not yet reached a new level. This will trigger the brain to learn, analyze, understand and give the right response to the stimulus. Andriana (2011) argues that giving stimulus should be done every time there is an opportunity to interact with children. The more frequent and regular stimuli received, the stronger the relationship between these brain cells.

Research Limitations: When the research took place at the same time as school holidays, the schedule of lessons was tight, the limitations possessed by autistic children and children lacked concentration so as to be able to follow the directions of the researchers could not be optimal.

CONCLUSIONS

The development of social personal before parenting in children with autism in the Autistic school category was lacking.

Personal social development after parenting in children with autism in the Autistic school category is sufficient.

There is a parenting effect on the personal social development of autistic children in autistic schools with a p value (sig) $< 0,05$ meaning H_a is accepted and H_o is rejected.

SUGGESTIONS

For Child Nursing: Parenting can be used as a model to stimulate the personal social development of autistic children in autistic schools and can be included in the curriculum in autistic schools and included in child nursing courses.

For families and parents of autistic children in autistic schools: Parenting as a guideline for families with autistic children in assistance to improve social personal development while at home and in the middle of the family.

For teachers in autistic schools: Parenting is very good for improving the social personal development of autistic children, so it is expected that parenting is included in the curriculum and applied in the teaching and learning process in the classroom.

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