

# Parental Care in Forming Non-Academic Outstanding Children with Mental Disabilities at SLBN Banjarnegara

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## Abstract

Parenting is a process that parents must carry out in directing, supporting, and guiding children in a real, social, and mental manner. Parents must guide children, one of which is in terms of education. Tunagrahitaan is a person with special needs with intellectual, physical, social, emotional, and social retardation who requires special attention to develop maximum potential. Achievement is a real ability obtained from an interaction of various factors that influence both from within and outside the individual in learning. Achievements are achieved through work tenacity, where each individual pursues achievements according to their respective fields and abilities. Getting achievements is what all students want both in academic achievement and non-academic achievement, including for children with special needs with mental disabilities. In SLBN Banjarnegara, there are several children with mental disabilities who excel in non-academic fields, parenting in shaping children is a necessary and important thing in developing the potential of children with mental disabilities at SLBN Banjarnegara. This study aims to find out how the care carried out by parents in shaping children with mental disabilities with non-academic achievements. This research uses a type of case study research, with a qualitative descriptive approach by conducting research at SLBN Banjarnegara, research sources in the form of primary and secondary data sources, and the process of collecting research data through interviews, observations, and documentation. The care provided by the parents of children with mental disabilities forming non-academically outstanding children has provided care from each parent, starting from providing care, meeting needs, and motivating children to develop their potential and excel. The parenting style carried out by each subject or parent in using the parenting style or type, including using supportive and permissive.

**Keywords:** *Parenting, Children with Mental Disabilities, Non-Academic Achievement*

## 1. Introduction

The child has a developmental time and this period is a special developmental period related to psychological needs and physical conditions that make the characteristics of the child at this time different from each other. According to Rousseau in the book *Child Psychology*, a psychological figure from the West states that every child born into the world, the child has its uniqueness, the child has capital and capacity that continuously develops gradually and naturally. (Ali Hanafi, 2014) Parenting is a process of caring for, guiding, nurturing children, and supporting related physical, social, intellectual, and various aspects related to children. Parenting can be equated with parenting patterns, namely providing parenting or educating can use quantum parenting. Quantum parenting is a task and pattern that can affect a child's future through education based on moral and spiritual values. The change in patterns in using quantum parenting can be used as a basis for parents to distinguish nurturing

which is based on the spirit of forming a good successor and the ideal family for the future of the nation in the future. (Priyanto,2017) Parents are the main persons in charge of the education of their children, parents must participate in guiding children, one of which is in terms of education, this guidance is needed so that children can achieve the future, both formal institutions, non-formal and informal institutions. (Umar, 2015) Contained in Law Number 20 of 2003 Article 5 paragraph 1 states that every citizen has the same right to get a quality education. Then verse 2 explains that citizens who have innate differences either physically, emotionally, intellectually, and or socially, obtain special rights. Therefore, everyone will get the same rights in education, be they normal individuals or those with physical limitations or differences. (Yatmiko,2015)

Individuals who have disabilities or differences from others do not become a barrier to obtaining the right to education. Every individual has the right to be smart, better than ever, and get a quality education. The government has established an Extraordinary School (SLB), this institution has the aim of being able to provide educational services in general, therefore children with special needs can get an education that is used as a handle in their future. (Luba et al, 2017) In addition, children do not burden people around them, especially parents and families. Many children have disorders such as deaf, mentally impaired, hearing impaired, blind, and so on. Mentally impaired are children with special needs who experience intelligence, and physical, emotional, and social deficiencies that require focused attention to develop optimally.

American Association on Mental Deficiency argues about disability, namely according to the American Association on Mental Deficiency) as follows, namely deafness refers to general intellectual functioning and has an intellectual level that exists below the average (normal) and also a lack of behavior in adjusting to this occurs at the time of individual development. Mentally impaired themselves have several characteristics or characteristics common in children with mental disabilities, namely, they have intellectuals that are below average and lack behavior and adjustment (Rasty, 2016). In addition, the physical condition of children with mental disabilities that is different from other individuals can be seen by anyone who sees them. Another common characteristic that exists in children with mental disabilities is intellectual low or below average, but there are some children with mental disabilities who can be taught basic education such as reading and writing.

Suparno stated that children with mental impairment have difficulty understanding the commands of others, are forgetful, unfocused attention, and have difficulty understanding complicated things. With the characteristics of mental impairment, according to Suthiati Soemantri, mental impairment is that it has limited intelligence, limited mental functioning, and social limitations (Joseph, 2015). With the existing limitations, it is hoped that children with mental disabilities will be able to get an education so that they can be developed and become provisions in the future. Therefore, children with mental disabilities need direction, motivation, and guidance from parents to shape children so that they can experience development. One of them is by getting a special education in school like normal children in general.

One of the achievements in education is an achievement, and achievement has two types, namely academic and non-academic achievement. Mulyono stated that non-academic achievement is an effort achieved by students from activities outside of formal school study time or can be called extracurricular. Extracurricular is a series of various types of activities carried out to provide space for students to develop their talents, and potential interests that are carried out outside of public school time (Adpriyono, 2015).

In Indonesia, the government has provided schools oriented towards individuals with special needs, namely for children with disabilities. One of the Extraordinary Schools in Banjarnegara Regency is the State Extraordinary School (SLBN Banjarnegara). This Extraordinary School has been accredited A according to the observations researchers conducted at SLBN N Banjarnegara. This Extraordinary School has competent teachers and complete facilities to add enthusiasm to female students who carry out learning at SLBN Banjarnegara. As well as the existence of various activities outside of school or extracurriculars that exist aim to increase knowledge and skills in children with special needs. Achievement is something or achievement desired by most students such as academic and non-academic achievements, including children with special needs. Being a parent is supposed to help the child in his development and achievement, some of the most important things are to provide support, motivation, assistance, and care that can all be packaged in the way of parenting. The support provided by parents is intended so that children can develop their potential and can excel in school. In addition, to support this, how the character building carried out by parents also affects the development of children.

Observations made by researchers regarding the achievements of students of SLBN Banjarnegara consist of several achievements such as making works, these works such as making batik works, works from processed wood, paper, and even plastic, and other academic achievements. The works made by these female students will be sold to the public. In addition, there are also achievements in the field of making poems, fashion shows, bocce, and so on. With government policies that provide education to children with special needs, of course, some several competitions or competitions can be participated in by students by their potential and talents that are non-academic even with all limitations and with special needs, children with special needs can excel in school like other normal children.

In SLBN Banjarnegara, there are several children with special needs who can achieve non-academic achievements, one of which is the blind child who has non-academic achievements and has won championships at various levels, parenting from parents in shaping their children is an important thing in developing the potential of children with mental disabilities at SLBN Banjarnegara. Based on the description of parental care for children with mental disabilities, the author is interested in carrying out research related to Parental Care in forming Non-Academic Outstanding Children with Mental Impairments who attend high schools in Banjarnegara State High School.

## **2. Research Methods**

The approach in this study is descriptive qualitative. This qualitative descriptive research is a study that describes objects according to what is encountered or as it is. This research uses a type of case study research. Case study research is

about events, programs, and activities that occur at the level of an individual, group of people, institutions, or organizations to gain in-depth knowledge about these events or events (Oktaviani, 2021).

A case study is an in-depth research process, that involves case investigation, and can be defined as a restricted, or separate object of study. Once the case is clearly defined then in-depth research is carried out, researchers usually use several methods such as interviews, field observations, and documentation (Raharjo, 2017).

This type of research was used by researchers to find out how the care was carried out by parents who had children with visual impairments who excelled at SLBN Banjarnegara. The data collection process carried out by researchers is through interviews, observations, and documentation. Interviews were conducted by researchers with the parents of mentally disabled children, including Mr. Idhan M, Mr. Basirun, Mrs. Tusrinah, and Mrs. Esti Lastuti Budiasih. Meanwhile, the primary data of this study are parents who carry out care in forming children with mental disabilities who excel. Secondary data is obtained through other parties or not obtained directly from the target of the research subject. This secondary data source comes from books, journals, and theses related to parental care in forming children with mental disabilities who excel at SLBN Banjarnegara

### **3. Results and Discussion**

#### ***3.1. Parenting, Children with Mental Disabilities, and Non-Academic Achievement***

Parenting is an interaction between parents and children in supporting the child's development related to physical, social, emotional, and spiritual so that the child can develop and grow into a person who is intelligent, independent, ethical, and has a noble character (Hasbi and Ganesha, 2020). Parenting consists of the two words "pattern" and "foster care". In the Big dictionary of Indonesian, pattern means pattern, system, model, or system. While foster care means caring for, maintaining, guiding, training, and helping. The word foster care also includes protection, care, and even support. Etymologically, parenting comes from the word "foster care" which means manager, leader, guide, so that "caregiver" is the person who cares for, guides, protects, educates, and the caregiver referred to here is the parent who nurtures, nurtures and educates the child. (Izzatun, 2019).

Parenting is an important thing that must be done in the process of maturation or the process of child development, parenting is carried out in a family so that the child can develop their ability in the world. Dantes stated that parenting is a pattern of interaction approach that occurs between children and parents in a family. Then Ary. H. Gunawan said that parenting is a process of humanizing humans or maturing humans humanely, and must be carried out according to certain situations and developments. Diana Baumrind in Santrok divides parenting styles into three types including the following:

**a.**

#### ***Authoritarian parenting***

In this parenting style, parents tend to want the child to always obey, all the parental orders without any exceptions, it is coercive, commanding besides that the parents also control the child with some rules that have been made and if the child violates them then the parents do not hesitate to give punishment to the child. Several characteristics show how authoritarian parenting styles such as the ability to curb, not respond to children's needs, impose strict rules on children, have high expectations that children have good achievements, form expectations that are consistent with children's abilities and development and there is no negotiation between children and parents. The impact of an authoritarian parenting style is to make children tend to be timid, easily disturbed or stressed, like to be alone, moody, more easily influenced by others, feel less happy, irritable with other people's words and not have clear future direction.

The many influences or impacts of labor that occur on children with authoritarian parenting styles, but several good things can be taken advantage of this style, one of which is the authoritarian parenting style applied by parents. This style makes children obey their parents more, obey their parents, become disciplined children and also always obey the existing rules (Maulina, 2021).

**b.**

#### ***Supportif***

This authoritative or supportive parenting style is different from the previous parenting style or authoritarian parenting style, in this parenting style parents tend to be supportive of decisions and give a supportive response to the child. However, even so, parents still provide boundaries and are firm in their attitudes. (Nina, 2019)

#### ***3.2. Permissive Parenting Style***

The permissive parenting style is one style that is much different from the authoritarian and authoritative parenting styles. Santrok revealed that permissive parenting styles tend to spoil children usually parents release everything the child wants to do as well as parents do not regulate (Nina, 2019). Many terms can be used in referring to children with below-

average intelligence conditions or children who have certain advantages and disadvantages. In PLB education, children with weak brain conditions, weak in remembering, and even psychically weak are called mentally impaired.

Many terms can be used in referring to children with below-average intelligence conditions or children who have certain advantages and disadvantages. In the PLB education program, children with weak brain conditions, weak in remembering, and even psychically weak are called tunagrTunagrahita are children with extraordinary needs who have scientific, physical, social, moral, and social barriers that require extraordinary treatment to develop their abilities without limits. According to Grossman who officially used American Association on Mental Deficiency) as follows.: Many terms can be used in referring to children with below-average intelligence conditions or children who have certain advantages and disadvantages. In the PLB education program, children with weak brain conditions, weak in remembering, and even psychically weak are called tunagrTunagrahita are children with extraordinary needs who have scientific, physical, social, moral, and social barriers that require extraordinary treatment to develop their abilities without limits. According to Grossman who officially used American Association on Mental Deficiency) as follows.

*“Mental Retardation refers to significantly subaverage general intellectual functioning resulting in or adaptive behavior and manifested during the developmental period”*

That is, this submissiveness refers to a general scientific capacity that is fundamentally suboptimal (typical) in addition to the lack of versatile behaviors and each of them occurs during formative timeframes (Ratri, 2019). The Big Dictionary of Indonesian suggests that achievements are the results that have been achieved, activities carried out and created by both individuals and groups (Rasyid,2009). Achievement can be achieved for a student or group in an activity, someone must do something to achieve achievement, and many things must be done using abilities and efforts to overcome certain obstacles in achieving achievement. Achievements are generally given in the form of awards such as giving trophies, charters, and certificates.

In general, there are two kinds of academic achievements and non-academic achievements. Academic achievement is something related to academics while non-academic achievement according to Widodo (2019: 114) states that non-academic achievement is an achievement that can be obtained by students from an activity carried out outside the student's academic field. Two factors can affect non-academic achievement, according to Slameto, there are two factors influencing students' non-academic achievement, namely internal factors, and external factors. Internal factors include physiological, intelligence or intelligence, taste, interest, attention, and motivation. Meanwhile, external factors are related to family, school, and community.

So it can be concluded that many things are factors in a person achieving an achievement, which occurs from within a person or from outside a person. In addition, the role of parents in nurturing, educating, and even providing encouragement and motivation to children is no less important, harmony between children and parents, teachers, and the surrounding environment must be maintained to create a good environment for child development in forming and achieving a non-academic achievement of children with special needs, especially children with mental disabilities at SLBN Banjarnegara.

### ***3.3. Care Carried out by Parents of Children With Mental Disabilities at SLBN Banjarnegara***

Parenting is one of the most important factors in accompanying, caring for, and guiding, every child who needs parenting, including individuals who have limitations or even those who have physical and mental, and emotional deficiencies such as children with mental disabilities. Parenting is carried out at the beginning of the child's birth to adulthood as a maturation of the child in the process of child development, besides that parenting can also be said to be a process of parental interaction with the child in a family. The care referred to by the assessment is the care carried out by parents who have children with disabilities or mental disabilities. The study was conducted on four subjects.

As done by Mr. Idzan, Mr. Basirun, Mrs. Tusrinah, and Mrs. Esti Lastuti Budiasih, provide care for their children who have special needs or mental impairments so that their children can excel. Researchers interviewed Mr. Idhan on December 4, 2021, as the parent of Velinda Salsabila, the researcher conducted an interview process related to how the steps that parents did for their children.

In providing care, of course, each parent uses different parenting. Therefore, researchers also conducted interviews with other parents of children to find out how the care was carried out so that they could develop the child's potential to achieve.

*“Having a child with this kind of disorder I initially thought about what I should do to educate this child, I also felt ashamed of my child who was born unlike other children, but over time I resigned myself to my sincerity and realized that this child is God's entrustment that I must take care of and I also have the responsibility to raise him.”*

The statement from the interview of Mr. Idhan stated that he was sincere about the situation that occurred to his son who had shortcomings that were classified as conscientiousness. Even with these conditions, he tried to be a good parent and educate his child. The results of Mr. Idhan's interview as a parent also said,

*"I try to pour out my affection for Velinda (her child), I always try to meet the needs both at home and school, such as accompanying me to learn to bring in a private tutor at home, and thank God at school and home Velinda can follow and can achieve achievements and sometimes when I eat I still feed my son if he wants to be fed"*

From the data, it is explained that Mr. Idhan provides care to his children who have special needs for mental impairment, Mr. Idhan always accompanies children so that their children can achieve non-academic achievements at school.

The researcher also interviewed Mr. Basirun the parent of Adi Triyadi, an outstanding student of the extraordinary school.

*"This Adi is actually from childhood just like other public children, and adi is also a public school but when the 3rd grade of elementary school he fell into a ditch and bumped his head since then he had shortcomings unlike other children, first I was angry I felt why the child became like this, then I tried to talk to the teacher at SLB and it turned out that Adi had to go to school in this SLB because he had shortcomings. And since I knew that in this special school many other children were more or less than my son, I felt grateful because of that I started to accept and try to raise my child."*

The results of the interview with Mr. Basirun stated that he had a child with a deficiency or mental impairment starting from an incident or events that happened to his son, then since then he began to be grateful and accepting of all the circumstances.

*"I sent my son here and I left everything to the teacher here, I hope my son can be smart and independent according to his ability. Alhamdulillah, with the help of the teacher here and my son's enthusiasm for learning, he was able to participate in the competition and excel at school"*

The care carried out by Mr. Basirun continues to provide education to his children until their children are independent and outstanding. Mr. Basirun handed over matters relating to education to teachers in schools because Mr. Basirun realized he was incompetent in terms of education.

Researchers also conducted interviews with Tusrinah's mother, the parents of Woro Wahyuningsih, related to the caretaking carried out.

*"I used to be sickly when pregnant and when Woro was born convicted it would not last long because Woro did not have a cranium but I remained optimistic and I am also not ashamed to have a child like this, but I am more of a Poor woro, why should this child be born like this, thank God as Woro grows he is still given salvation with Allah until now, I never respond to people's talk about my son, I still sincerely raise my child with all my might and my husband."*

As result of an interview with Tusrinah's mother, she said having a child with mental impairment did not make her embarrassed but with her abilities, Tusrinah's mother remained optimistic in providing care to her child. Furthermore, Tusrinah's mother also said,

*"I love my son earnestly, send Woro to school, educate him so that Woro can be independent, thank God also he can now read and excel in school."*

From the data above, it is stated that Tusrinah's mother loves her child so much that she does not even feel ashamed of the condition of her child with limitations. Mrs. Tusrinah also provides education to her children with the aim that her children can be independent. Furthermore, the researcher interviewed Esti Lastuti Budiasih's mother as the parent of Heti Dyah Ayuni regarding the care carried out.

*"From the womb Heti was healthy and nothing happened but she had a delay in moving and we did as much treatment and alternatives as possible such as massage, I was embarrassed that I continued to make efforts so that my son could grow up properly. Heti from childhood has often been massaged and I took it to the doctor, I was at home with my son in help bude because I am widowed"*

From this statement, Esti's mother always tried to strive for her child to grow up well, then she also said,

*"but I tried so that Hety could grow up and be independent, I invited the tutor private and I schooled Hety at SLB Banjarnegara and alhamdulillah she could often participate in various competitions at school and get champions at various levels of championships."*

The upbringing carried out by Esti Lastuti Budiasih's mother is by striving for all means so that their children can develop well by providing compassion, Esti's mother also sends her child to school to provide additional education so that her child can achieve school achievements.

### 3.4. Parenting style

Parenting styles are of three types, authoritarian, supportive, and permissive. This authoritarian parenting style of parenting tends to want the child to be obedient to all orders, coercive, and apply the rules even if the child violates the rules then the child is given punishment. Then this style of supportive parenting or authoritative style provides a response that supports the child, in this style the parent gives restrictions on freedom meaning that even though the child is given freedom but remains in a good and reasonable realm and accordance with existing norms.

In contrast to the permissive parenting style, parents tend to spoil children, usually parents free the child and do not manage. Furthermore, each parent must have their way or method of providing care to the child. The method or methods used certainly aim the same, namely so that their children can go through good development, get an education and excel useful for the future of the child. Researchers conduct interviews with parents to find out how the style or method or method of parenting is carried out by Mr. Idhan in providing care so that his child can achieve a non-academic achievement.

*"I raised Velinda by letting her do anything, as long as it is natural I allow Velinda to do what she likes, if she is lazy to study I am not pushy because I also realize maybe she is tired or indeed her ability is just that, but still I try to invite private teachers and schools. Alhamdulillah, Velin can participate in competitions and even win even though the conditions are like this"*

From this data, we can state that Mr. Idhan supports children to achieve achievements and provides restrictions on freedom to children. Such as supportive or authoritative parenting styles. Researchers also conducted interviews with father Basirun regarding the style or method of parenting carried out to achieve achievements in children.

*"When Adi was in elementary school and before the incident of falling ill, I was still teaching him to learn but after he was in junior high school I let him go he wanted to do whether he was studying or not it was up to his son, and I left it all to the teacher at school I also didn't know the lesson now I don't understand, so if there is anything if Adi is capable, I can allow any activities that are important for adi to be able to."*

The data above states that Father Basirun accompanied his son's learning only to the elementary level, with his inadequate ability, he finally handed over everything to his son, and the teacher in terms of learning. He gave freedom in education to achieve success for his son. Researchers also conducted interviews with Tusrinah's mother about how the style or method of nurturing her child was to get non-academic achievements in school.

*"Alhamdulillah, kalua in terms of learning, I don't need to tell or force my son to learn, he often teaches himself because he is mudang and because he is very enthusiastic about learning. So, I'm up to Woro how to do at home or school and I just watch and sometimes give advice that Woro needs, alhmdulillah there have been many competitions that Woro participated in such as reading poetry, and bocce as well."*

Unlike Mr. Idhan and Mr. Basirun, Tusrinah's mother, freed her child to do whatever it took to achieve the child's achievements but was still supervised by Tusrinah's mother. The same question was asked by Esti Lastuti Budiasih's mother about how the parenting style or method was carried out.

*"Heti herself has been very enthusiastic in learning so I am more about supporting what I can support and I do not force Heti to be smart or to win because for me if Heti is important, it can not be smart mba, and I if Heti participates in the competition always say participating in any competition or activity is all for experience and if you win it is a bonus"*

From this data, it shows that Esti Lastuti Budiasih's mother does not force children in terms of learning, and also as a parent, Esti's mother always provides facilities such as inviting teachers or private lessons that support their children to develop talents and achieve achievements even with limitations, as well as providing various supports and motivations for children.

As the results found on the subject, the supportive parenting style has a good impact, meaning that parents who provide supportive care such as freeing the child within limits, not constraining, and always supporting, affect the child, because the child will be able to develop his potential, do what the child wants while still under supervision and the boundaries or norms set by the parents know the surrounding community.

The parenting style carried out on three subjects, Mr. Idhan, Mrs. Tusrinah, and Mrs. Esti refers to the supportive parenting style, according to the results of research on the subject. Although they are not the same as each other, the three subjects in providing care include the parenting style by Baumrid, which is a supportive parenting style. The parenting style that occurs in the fourth subject is different, in this subject, namely Mr. Basirun, uses a permissive parenting style, according to the results of the study, this permissive parenting because it tends to be free can cause a lack of control over the child and a lack of discipline given to the child, the absence of punishment or gifts given by the parents, the nature of tolerance to the child and communication that is not intertwined with the existence of freedom which is done by the child then communication tends to be reduced. Many impacts can occur, one of which is the lack of closeness between children and parents. The parenting style given by this fourth subject belongs to the parenting style according to Baumrind that is, the permissive parenting style.

There are many ways that every parent can provide care for their children. As the author has explained, it is related to this matter as done by Mr. Idhan, Mr. Basirun, Mrs. Tusrinah, and Mrs. Esti. Everything that is done is aimed at the future of the child so that the child develops well and can achieve their achievements even with limitations, and in this case, it is those who have limited submissiveness.

#### 4. Conclusion

The care is taken by each parent of their child who is mentally impaired. The four subjects of this study, Mr. Idhan, Mr. Basirun, Mrs. Tursinah, and Mrs. Esti Lastuti Budiasih as parents always provide care for their children, such as caring for, loving, feeding, guiding, teaching, accompanying even to achieve independence and achievements, parents always encourage and send their children to school at SLB N Banjarnegara.

With the discussion above, there is a conformity with the theory that according to Baumrind there are usually three styles in parenting, namely authoritarian, supportive and permissive parenting styles. Similarly, what happened with the subject of this first study can be concluded that Mr. Idhan used a supportive parenting style, in contrast to the subject of the second study, namely Mr. Basirun, the parenting style carried out by Mr. Basirun was more of a permissive parenting style.

The third study subject of Tursinah's mother. The parenting style carried out by Tursinah's mother refers to the supportive parenting style then the fourth subject of the study is Esti Lastuti Budiasih's mother. The parenting style that Esti's mother tends to be supportive.

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