PARENTING TECHNIQUE BASED ON THE SOCIAL LEARNING THEORY

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Abstract: The existing problem is the lack of parenting knowledge by parents with mild mental retardation children so that many mistakes in parenting are found, such as mothers with mild mental retardation use approach by spoiling their children, in providing guidance to their children, mothers with mild mental retardation do not employ task analysis, mothers with mild mental retardation children do not apply guiding principles that can empower their children to own skills. . Ths study aims to find out how parenting provided by parents for children with mental retardation. The approach used in this study was a qualitative approach and descriptive method. The research subjects in this study were five parents with mild mental retardation children who attend SLBN Cileunyi. The result of this study *First*, mothers with mild mental retardation children used approach by spoiling their children in daily activities, *Second*, in taking care of the mentally retarded children, mothers did not use principles of task analysis, *Third*, mothers with mild mental retardation children did not use guiding principles that can empower their children to own skills in conducting daily activities. The study's recommendation is parenting techniques based on Social Learning Theory for Mild Mental Retardation can be implemented as a form of parenting for children with mental retardarion.

Keywords: parenting technique, mild mental retardation, social learning theory

INTRODUCTION

Parenting is an essential aspect in shaping children's personal development. Obviously, parents require knowledge and sufficient skills to their children the real growth. Parenting knowledge includes understanding how to take care of children, how children grow up, and the various roles played by parents in

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children's lives. Parenting knowledge includes understanding the diversity of the right paths, physiological and biological needs of children, socio-emotional, and cognitive of their growth (Goodnow & Collins in William & Lerner, 2006 p. 915).

Children need and depend on their parents or adults as well as their environment, where a well-facilitated environment is needed by children to fulfil their basic needs so that children become more independent, especially children with special needs. The results of the research presented in the journal by Michael Ferrari (2009) showed that the profile of children with disabilities as adolescents or adults can be seen in the behaviour where it is influenced by parental care while they are in childhood.

As aforementioned, it strengthens the assumption that the family is the first and foremost environment that will affect the development of children. Thompson (2006) explained that "children undergo a process of growth and development in an environment and relationship". Individual experiences over time with those who know them well and the characteristics and tendencies they start to understand are the main aspects that influence the development of the individual's self-concept and social personality. The journal 'Parents' Initial Reactions to Having A Mentally Retarded Child: A Concept and Program for Social' presents parents with disabled children (slow learners). The results of this study concluded that parents were lack of adequate understanding, information, and skills about early treatment of children with disabilities.

An issue related to the children with special needs that recently has gained attention is mental retardation. It occurs simultaneously with the increasing commitment of the community to the implementation of human rights, especially the rights of mentally retarded children. Among their human rights is the right to obtain quality education so they can develop optimally. Children with mild mental retardation also have very limited abilities. Therefore, it is necessary to obtain more adequate education so that the ability of mentally retarded children can develop optimally. The knowledge of children with mild mental retardation will be more optimal if they get proper parenting techniques.

Hoghughi (2004) confirmed that parenting includes a variety of activities aiming to make children develop optimally and can survive. The principles parenting according to Hoghughi do not emphasize the person but rather the activities of children's development and education. Hence, care includes physical care, emotional care, and social care. According to Manurung (in

Agustiawati, 2014), several factors influencing parenting patterns are (1) the background of parenting patterns; (2) parents' educational level; and (3) parents' economic status and occupations.

Based on observations of parenting activities at SLBN Cileunyi, it was found that first, mothers with mild mental retardation children used approach by spoiling their children. Second, in providing guidance to their children, mothers with mild mental retardation children did not use task analysis. Third, mothers with mild mental retardation children did not use guiding principles that could empower their children to own skills.

Given these circumstances, Social Learning Theory-based Parenting Technique for mild mental retardation children can be used in parenting children with mental retardation.

METHOD

The approach of this research was qualitative and used descriptive method. The use of the qualitative approach was based on the idea that this approach is compatible with the research focus that essentially eagers to obtain an in-depth picture of the process, parenting behaviour, and parenting techniques that refer to social learning theory in SLBN Cileunyi, Bandung Regency. In qualitative research, researchers are planners, collectors, analysts, and interpreters of data, and become everything in the entire research process or are called the key instrument or main research tool (Nasution, 1996). The research subjects were 5 (five) parents with mild mental retardation children who attend SLBN Cileunyi. The method used by researchers was descriptive. The descriptive method is a research method that describes present or currently happening events

The study was conducted in two phases, the first phase, which aims to excavate and analyze field data on the objective conditions of parental assistance for children with mental retardation. The second phase of research, resulting in proper pareting for children with mildly mental retardation based on social learning the theory. The first phase of data collection is carried out through: (1) Observation as is; (2) in-depth interviews on research subjects, and (3) documentation studies. The entire data required for this study is recorded carefully and systematically through data organizing activities and further

summarizes the data in a matrix. Organizing data according to the focus and purpose of the research.

RESULTS AND DISCUSSIONS

Following the focus of the study, the sample of this study were parents of mildly retarded students are revealed obtained three problems that became common patterns of parents in providing assistance of children with mild mental retardation.

First, mothers with mild mental retardation children used approach by spoiling their children in daily activities such as clothing, bathing, feeding, and so on. In general, mothers with mild mental retardation children did not want to wait until their children were able to carry out such activities optimally but instead immediately helped their children which resulted in result-oriented individuals. Generally, mothers with mild mental retardation children did not provide good care with a mentoring process that could build their children's independence.

Second, in taking care of the mentally retarded children, mothers did not use principles of task analysis, for example from the easiest to the most difficult stages. The continued impact of this problem is the lack of children's experience in carrying out daily activities.

Third, mothers with mild mental retardation children did not use guiding principles that can empower their children to own skills in conducting daily activities such as wearing clothes and so forth. Mothers with mild mental retardation children frequently only told and even directly helped their children to complete activities.

Based on the observation results above, this parenting style may have impacts on children such as dependence on their mothers' assistance when carrying out activities. It is in line with the study from Szumski and Kwowski (2012) who revealed that children had lower school achievement scores than integrative school students and regular school students where parents of special school students were significantly less involved in learning with their children.

For children to grow and develop well, according to Satoto (1990, p. 87), there are two interrelated factors, namely the reciprocal interaction between mother and child and stimulation. Parents are responsible for fulfilling

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children's needs to develop their overall existence and needs. Parenting skills are very crucial for parents to regulate children's behaviour. When parents are consistent and effective in using the strategies and skills they have with their children, parents can create a productive environment and have a good influence on children's development. When parenting skills are performed effectively on parents, they are more likely to possess experience and abilities as good parents (Trunzo, 2006, p. 78).

Parenting skills training aims to teach five basic and useful parenting skills (Perkins & Wilkins in Khoiriyyah, 2020) from the beginning of children's learning to speak to adults. In fact, most of parents do not have skills how to care a child properly. For the example *First*, mothers with mild mental retardation children used approach by spoiling their children in daily activities.

Parents will influence children's behaviour and children will influence parents' behaviour. This training facilitates parents to change their children's behaviour by teaching parents how to change their behaviour. Given the training, parents will find new ways of parenting. Moreover, parents will also perceive the advantages of the acquired skills in shifting the situation at home. Hoghughi (2004, p. 34) mentioned that parenting includes a variety of activities aiming to make children develop optimally and can survive.

Parenting problems involve all day-to-day parenting behaviours that are directly related to children. These behaviours can be observed by children. It is expected that parenting will bring a positive impact on their lives, especially on religion, oneself, race, and country. It is described as the task of guiding children to become physically and mentally independent among adult environments. Shannon (Garbarino & Benn, 1992, p. 156) affirmed that parents will participate in the maturation of the child because parents will learn independently through the social learning process (Belsky, 1984, p. 98) or the principle process of peer-to-peer social interaction. Hoghughi & Long (2004, p. 34) showed that care includes a variety of activities aimed at achieving optimal development and children's survival ability.

The parenting principles proposed by Hoghughi & Long (2004, p. 50) do not emphasize the person but rather the development and educational activities of children. Therefore, treatment includes body care, emotional care, and social care. Parenting is behaviour that fundamentally has the following keywords: warmth, sensitivity, full acceptance, reciprocity, understanding, and the correct response to children's needs (Garbarino & Benn, 1992). Treatments with these

characteristics include the ability to understand the children's condition and needs and the ability to select the most appropriate responses to emotions, feelings, and tools. Participation in childcare services involves time, interaction, and attention.

Kazdin (1987, p. 145), the principle of parenting proposed by Hoghughi & Long (2004, p. 50) does not emphasize who (the actor) but emphasizes the development and educational activities of children. Parenting is a behaviour that has the following keywords: warmth, sensitivity, full acceptance, reciprocity, understanding, and the correct response to children's needs (Garbarino & Benn, 1992). Therapy with these characteristics includes the ability to understand children's conditions and needs, and the ability to select the most appropriate responses to emotions, emotions, and tools. Participating in childcare services involves time, interaction, and attention.

According to Satoto (1990, p. 87), for a child to grow and develop normally, two interrelated factors are required, namely mother-child interaction and stimulation. Therefore, care is a form of interaction and provides stimulation from adults in children's lives.

Parents are responsible for fulfilling children's needs to develop children's overall existence. These needs include biological needs and psychological needs, such as feeling safe, being loved, being understood as children, providing a place for children to grow in harmony.

Parenting skills are highly essential for parents to regulate their children's behaviour. When parents use consistent and effective strategies and skills for their children, parents can create a productive environment and have a good impact on their children's growth. Parenting skills are developed into knowledge that parents ought to know. Therefore, a training guide or parenting skills plan should be created to help parents educating their children. When providing effective parenting skills to parents, they oftentimes have prior experience and ability to be good parents (Trunzo, 2006, p. 78).

The Parenting Technique applied to mentally retarded children is referring to the Social Learning Theory. The learning theory proposed by Bandura is called social cognitive learning theory, also known as an imitation learning theory. Bandura's theory is based on three assumptions, namely:

a. Individuals learn by imitating the surrounding environment, especially the others' behaviour. Others' behaviour imitated is called behavioural

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modelling. If imitation is reinforced, the act of imitation is the action. The learning process depends on the individual's cognitive process and decision-making skills.

b. There is a close relationship between students and their environment. Learning takes place in the reciprocal relationship between environment, behaviour, and personal factors

c. Learning outcomes are in the form of visual and verbal codes of ethics and are reflected in daily behaviour.

Based on these assumptions, Bandura's theory of learning is called social cognition because individual cognitive process plays a significant role in learning and learning occurs due to the influence of the social environment. Individuals will utilize models to observe behaviours in their environment and then imitate them to make them their own. Therefore, Bandura's theory is called imitation learning theory. Individual behaviour is formed by imitating behaviour in the environment and learning is the best process of imitating according to circumstances and personal objectives.

According to Bandura's theory, the learning process is divided into three elements, namely the behavioural modelling, the influence of behavioural modelling, and students' internal processes. Thus, individuals will learn through the process of identifying behavioural modelling (the behaviour to be imitated), and then considering and deciding to imitate to make it their behaviour. Behavioural modelling is various behaviours that are known in its environment. If it fits the situation (interests, experiences, goals, purpose, etc.), the behaviour will be imitated.

In this case, each learning process is social learning in the order of events. These stages begin with the stimulus or behaviour presented by the model and end with the results or student learning performance. Social learning theory is an extension of traditional behaviour (behaviourist) learning theory. This social learning theory was put forward by Albert Bandura (1986). This theory accepts most of the principles of behavioural learning theory but emphasizes suggestive impressions of internal psychological processes and behaviours. Therefore, in social learning theory, we will use external reinforcement explanations and internal cognitive explanations to understand how an individual learns from others. From a social learning perspective, human beings are not driven by internal motivation, nor are they influenced by environmental stimuli.

Social learning theory emphasizes that people discover their environment by chance. People often choose and change environments through actions. According to Bandura (Kardi, S., 1997, p. 14), most people learn and remember other's behaviour through selective observation. The core of social learning theory is modelling, which is one of the most important steps in integrated learning. There are two types of learning through observation (observational learning). First, learning through observation can be through other people or vicarious conditioning. Second, behavioural modelling can be imitated through observation and learning. Though a model is not reinforced or discouraged when observing the model, it also indicates that the observer eagers to learn and expects to be praised or reinforced after understanding the knowledge. This model does not have to be demonstrated directly by individual but we can also use the visualization of a cast or someone's imitation as a model (Nur, M. 1998, p. 43). Bandura has identified three basic models of observational learning:

a. Life models, including individuals who behave or take action.
b. The language learning model, involving the description and interpretation of behaviour.
c. Symbolic models, containing real or fictional characters are used to demonstrate behaviour in books, movies, TV shows, or online media.

The theory of social cognition proposed by Albert Bandura showed that social and cognitive elements and participant factors play an essential position in learning. Cognitive elements encompass students' expectations/acceptance of achievement and social elements encompass students' observations in their parents' behaviour. Albert Bandura is one of the founders of social cognitive theory. According to Bandura, when students learn, they can express or change their experiences cognitively. Bandura formed a mutually deterministic model consisting such as tree most important elements, human/cognition, and environment. These elements have an impact on every different withinside the gaining knowledge of process. Environment impacts behaviour, behaviour impacts the environment, and human/cognitive impacts behaviour. Bandura's person elements are lack of cognitive predispositions, mainly those who bring character and temperament. Cognitive elements encompass expectations, beliefs, thinking strategies, and intelligence.

Bandura's social learning theory emphasizes that environmental conditions can provide and maintain particular responses for people. The basic assumption of this theory is that most individual behaviour is obtained from

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learning outcomes by observing the behaviour of others in the model. Bandura pointed out that even without reinforcement, people will learn many behaviours through imitation. One can only imitate certain behaviours by observing the model's behaviour and its impact on the model. This learning process is called "observational learning" or learning by observing.

In the observational learning process, individuals attempt to do what they see. Reinforcement/punishment is a source of information for a person about their behaviour. The community learning theory explains how personality develops through a process of observation. People learn by observing or observing the behaviour of others, especially leaders or those who are considered more valuable than others. The most prominent term in social learning theory is modelling (imitation). Modelling does not only involve imitating or repeating the behaviour of the model, but modelling also involves adding and/or subtracting the observed behaviour and generalizing various observations while involving cognitive processes.

According to Bandura (1986), learning is imitating (modelling) the four components of the process through observation, namely:

a. Attention

Before imitating, individuals will pay attention to the model to be imitated. The eagerness to imitate a model is because the model exhibits or has extraordinary qualities and characteristics, which are characteristics of success, elegance, and other advantages. At this point, Bandura embodies the influence of television and its models on social life, especially in the world of children. The desire to pay attention is influenced by personal needs and interests. The more connections individuals have with their needs and interests, the easier it will be to get others' attention. Conversely, the lack of need and interest will make people notice that they are not interested.

b. Retention

After observing the model, at other times the children show the same behaviour as the model. Children do the retention process or memory by saving the memory of the model they see in the form of symbols. Bandura states that stimulation intimacy is a factor in the combination of stimulation and other stimuli. Memory is generated because several stimuli attract other memories to accomplish. After all, the quality of these stimuli is roughly or nearly the same and there is a close relationship.

The form of these symbols can be obtained not only through visual observation but also through language expression. Certain language symbols can be displayed later in actual behaviour. For children with limited verbal, the ability to imitate is limited to the ability to symbolize through visual observation.

c.   Reproduction of Motor Skill

To be able to reproduce behaviour accurately, an individual **ought to** be **capable** to demonstrate motor skills. This athletic ability also includes physical strength. For example, a child observes his father in the field. For a child to imitate what a father does, he must be strong enough to hold his head up and act up like a father.

d.   Repetition-Reinforcement and Motivation

After observing a model, an individual will remember it. The observations demonstrate real behaviour depends on the will or motivation for existence. If there is a strong motivation to show it, for example, because of talent or benefit, then one will do it, and vice versa. Repetitive operations to increase existing operations to avoid extinction is called repetition. In the growth and development of children, this theory is very useful as a suitable learning reference for children. Parents, teachers, or other groups can use this theory to optimize children's growth and development. They can better understand which behaviours are suitable or not suitable for showing children what forms of learning and self-behaviour are.

Referring to the social learning theory described above, the researchers formulated some basic principles as a frame of reference for parenting techniques for children with mental retardation. Parenting for mentally retarded children must be based on social learning theory.

Some parenting techniques in line with the social learning view and also the characteristics of mental retardation are as follows:
a.   Avoid complex verbal commands but simple and concrete.
b.   Use the media to explain the messages that will be delivered.
c.   Use parenting techniques based on the behaviour of family members as role models.
d.   Provide motivation when children fail to imitate.
e.   Praise or reward the children when they succeed in performing tasks or imitate the behaviour of the model.

f. Aim to make children independent so it must be based on assessment.
g. If using media such as television, video, etc., choose videos that are simple, easy to understand, and easy to imitate by mental retardation children.
h. Do repetitions in training children so that it becomes a habit for them.

The principles of parenting that must be applied in assisting mental retardation children include:

a. Communication. Parents and other family members must communicate to support the success of guidance to assist mild mental retardation children.
b. Being independent. Parenting activities ultimately aim to make children independent. Therefore, parents need to use the 'wait and see' technique in assisting at home. The 'wait and see' technique is a parent's guide to children. It must be based on providing assistance, wait until children cannot perform tasks alone and see children's behaviour patterns in carrying out the learning activity, what are their strengths and weaknesses.
c. Functional. Provide care oriented to the safety and comfort aspects of mild mental retardation.
d. Based on the Religious Values, National Culture. The care given is in line with the Religious Values and National Culture.

CONCLUSION AND RECOMMENDATION

The result of this study *First*, mothers with mild mental retardation children used approach by spoiling their children in daily activities, *Second*, in taking care of the mentally retarded children, mothers did not use principles of task analysis, *Third*, mothers with mild mental retardation children did not use guiding principles that can empower their children to own skills in conducting daily activities.

Parents should know about childcare so they can give better care for their children and support their growth and development. However, not all parents possess adequate parenting knowledge and skills. Lack of parenting knowledge and skills may lead to child abuse. Parenting is influenced by many factors, such as the social environment and family life, parents' financial status, and the parenting style that they previously have experienced.

Parenting techniques performed on normal children and mentally retarded children have several differences, in which parenting techniques in children with mental disabilities emphasize the children's independence. In this study,

the parenting technique used is based on social learning theory, in providing parenting, parents are required to make their children independent by (1) avoiding complex verbal commands, otherwise giving simple and concrete commands; (2) using media to explain the messages parents will convey; (3) using parenting techniques based on the behaviour of family members as role models; (4) providing motivation when children fail to imitate something; (5) giving praise or reward when the children succeed in performing tasks or imitate the model's behaviour; (6) parenting aims to make children independent, thus it must be based on assessment; (7) If using media such as television, video, and so on, choosing videos that are simple, easy to understand, and easy to imitate by mental retardation children; (8) Repeating training the children so that it becomes a habit for them.

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