



Correlation of mother's educational background with autistic children's independence

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ABSTRACT

The prevalence of autism, which continues to increase, creates anxiety for autistic parents in particular and for the environment in general about their self-reliance in adults. Institutions of special needs schools are moving swiftly to create an adaptive autistic potential and an independent human being. This research proves, there's no relation above of mother's education and their children's self-reliance, when they were studying at school or even when there were staying at home. Saturated total sampling for this research are 20 students from special needs schools in Deli Serdang. The result of data processing is using the SPSS application and Excel application, with the value achieved is 0.097, meaning there's no relation above mother' education and their self-reliance.

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INTRODUCTION

Children with independent personalities are the hope of all parents, including parents with children with disabilities, including those with autism. The dependence of children with disabilities, especially children with autism, has a higher degree of dependence than children in general on adults, both now and in the future (Gautama, 2018). As if racing against time, independent behavior is the goal above all through providing education for their autistic children, both formal, non-formal and informal education.

The success of education for a child starts from how education is given to the child from an early age, until entering school, and then how parents and schools educate him to enter adolescence, so that the child is ready to grow into an adult with a wise, independent, and good character. . A child's mental and moral readiness to study outside the home depends on how the family forms his character and morals from an early age at home (Mizal, 2014). A parenting expert known as Ayah Edy, has the idea that Indonesia is Strong From Home, parents must be patient, sincere and consistent in educating their children, even if parents have never attended education,

or schools to become parents (Edy, 2020) . This emphasizes that the image of a nation is built from family education for its children as the next generation of the homeland, including children with disabilities.(Suryadi, 2023).

To the extent where parents take formal education, there is no reason for them not to educate their next generation negligently, because this is where the formation of a civilized individual begins, in normal conditions or with disabilities(Saputra & Subiyantoro, 2021). Parental care, especially the mother for the baby, greatly influences the cognitive growth and development of not only the children, but also influences their positive behavior.(Harita & Chusairi, 2022)The instinct of a mother who will definitely love, guide wholeheartedly, wants success and happiness for her child in the future is not influenced by her educational background.(Naripin, 2020). A father's logic and hard work, with all his hard work struggling to be able to meet the needs of his children, so that later they will get a better life, live successfully and independently, not influenced by the educational background he has completed during his life (M. Iqbal, 2019). The principle of education is a lifelong struggle that must be owned by parents in their efforts to form virtuous individuals, for the sake of a better life for the next generation, where this is related to the face of the Indonesian nation.(Sujana, 2019). The success of an individual in the world of education is closely related to the individual's independent personality, which of course forms an independent individual through a very long process, must be socialized from an early age.

The independence of a child growing and developing is influenced by many factors, including endogenous factors, from himself, and exogenous factors, environmental factors, especially family factors. In contrast to individuals with ASD (Autism Spectrum Disorder), or ASD (Autism Spectrum Disorder) who really need exogenous factors, especially the family environment, as a form of independent personality. The family environment itself is influenced by socio-economic conditions, and the education of parents or guardians(Mulyadi & Syahid, 2020).

This research proves that there is no relationship between the formal education that parents take, and the independence of their children, especially children with autism classification, in SLB. Heart Pearl. It has been proven that children whose parents have at least graduated from elementary and junior high school have behaved independently both at home and at school, even students who have stepped on the SMPLB level have been able to participate in developing simple products to train them in entrepreneurial behavior.

The purpose of education is to shape individuals to behave better, through the interaction of their environment, both starting from the smallest environment, namely the family, school environment and the surrounding community (Bafadhol, 2017). Education forms a person into a dignified individual before entering school age, the family is the main educational milestone for their children. The personality and character of a child is formed by the closest society, namely his family, especially his father and mother(Rachman, 2020).

The state guarantees the development of every child from marriage through the Marriage Law which contains rights and obligations for every parent to care for and educate their children as well as possible. The obligation for guidance and education must be fulfilled until the child is married or able to stand alone, in accordance with human rights (RI, Marriage Law, 1974). Equality in human rights as well as with disabilities has been confirmed in the Law of the Republic of Indonesia No. 8 of 2016, namely:

"That the Unitary State of the Republic of Indonesia guarantees the survival of every citizen, including persons with disabilities who have legal standing and have the same human rights as Indonesian citizens and as an integral part of Indonesian citizens and society, is a mandate and a gift from God Almighty. Almighty, to live forward and develop in a fair and dignified manner"

Equality in human rights, opening up the widest possible opportunities for people with disabilities to be able to live a guaranteed, decent life and be able to contribute to the country,

regardless of the economic and social origin status of the individual. In order to achieve a person who is able to contribute to the country, a child with disabilities, especially autism, must have at least adaptive characteristics, be independent and develop their own potential. This character is obtained through education that has been guaranteed by the state, both education from family and education. Education in Indonesia itself is divided into 3 types, formal, informal and non-formal education. Formal education is a tiered education that is mandatory from the government for the community, starting from the level of elementary, middle, to high education. In this type of formal education, the curriculum from the government is the curriculum that is the focus of each level of education (Hasanah, 2019). At this level of education, it is clear that the higher the level of education, the more qualified an individual is in thinking and acting.

Recognized at an age still in the infant category, under the age of three years (Hodges, Fealko, & Soares, 2019). Early detection of visible symptoms in children with autism will lead to early intervention by the family, so that the personal growth and development of autism can be controlled effectively. The family, especially the mother, plays an important role in recognizing the early signs of autism (Goddess, 2023), including communication disorders, no eye contact, less response to smiles in social conditions (at least at the age of 0-6 years), slower development than children of his age, dislike of being rocked, held, not interested in toys and little reaction and response to sound (approximately 6-12 months). Inability to socialize with their environment, difficulty making eye contact, difficulty focusing, lazy to move their body (age range 2-3 years). Shows repetitive behavior, echolalia, shouting, tantrums to self-harm (starting at age 4 years) (Nengsih, 2019). In general, it can be said that autism is a fairly complex child development disorder, which includes communication disorders, social interaction, cognition, and imaginative activity. (Ismet, 2019). Autism is concluded by some experts as a neurological disorder that influences pervasive behavior (Kusrin, Yusof, & Yakob, 2020) Early intervention is very helpful in forming a child's personality, especially towards an independent autistic child, through a process of self-realization that leads to 'perfection' (Effendi, Mursilah, & Mujiono, 2018).

The most popular cause of autism disorder is the use of chemical substances that are used in everyday life (food preservatives) causing genetic mutations, the TORCH virus (toxo, rubella, cytomegali, herpes) which the mother suffered during her pregnancy, severe bleeding occurred during pregnancy, so that the mother inhaled air with pollution levels indicated to have become toxic for the body (Mahdalena, M. Shodiq, & Dewantoro, 2020).

RESEARCH METHODOLOGY

This research is quantitative, using data from 20 students with autism from SLB students. Mutiara Hati, on Jalan Education III Deli Serdang. Data for parents' educational background was obtained from school operators through student dapodic data. As for the data on the results of the independence evaluation process, it was obtained from the homeroom teacher of these students.

The data collection process was taken based on the results of reports for the last 3 years, up to February 2021. The independence assessment in this study is basic independence at school, including being able to go to class on your own without being accompanied by a guardian, taking off your shoes and putting them on the shoe rack, being able to eat your lunch having lunch by himself, being able to tidy up the game tools after class, being able to take out and tidy up his own stationery, put his shoes back on after class. The score obtained for the child's independence is the cumulative assessment of the teacher, with a score of 1 for Not Yet Developed (BB), a score of 2 for Beginning to Develop (MB) and a score of 3 for Developing According to Expectations (BSH). After the independence data is cumulative.

RESULTS AND DISCUSSION

Individuals with autism with independent behavior are stated to be more able to absorb learning at school. The affective behavior of autistic students with a sufficient level of independence has a good score in class both in the development of cognitive and non-cognitive values, this is obtained from collecting data on the values of autistic students in related schools and information from homeroom teachers, so that life expectancy of learning can be running effectively (Riyadi, Implementation of the Fulfillment of the Right to Accessibility of Persons with Disabilities in Yogyakarta, 2021).

Collecting data on student guardians, particularly guardians of students with autism, found that, there were 4 mothers with education as low as elementary school or not attending school, with education as low as high school and equivalent, 12, and tertiary education as many as 4 people. The points given by the researchers were, for not going to school until Elementary School had points = 0, Middle School/equivalent = 1, High School/Equivalent = 2, Higher Education = 3. Meanwhile, the point values for independence obtained by children were as follows: BSH (Developing According to Expectations) = 3, MB (Beginning to Develop) = 2, BB (Not Yet Developing) = 1. The hypothesis of this study is, if the results of the correlation operation with the excel program are 0.000 - 0.199 the level of relationship/correlation is very weak between X and Y.

Table 1
Parental education data and child independence points

N O	NAME	MO THE R	EDUCATIO N	TDK SKLH- SD	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL	P C T	B	A
1	Ahmad Fakhri Luis	XXX	SMA / equivalent			2			2
2	Ahmad Irfanda Lubis	XXX	SMA / equivalent			2			2
3	Alya Azzahra	XXX	NO SCHOOL	0				1	
4	Arya Primary	XXX	SMA / equivalent			2			2
5	Endra Gunawan	XXX	S1				3		3
6	Fadly Azmi Putra	XXX	SMA / equivalent			2			2
7	Fitri Aulia Ritonga	XXX	SMA / equivalent			2			3
8	Gabriel Cristian Naiggolan	XXX	SMA / equivalent			2		1	
9	Ikke Ayu Syahrani	XXX	SMA / equivalent			2		1	
10	Ikke Ayu Syahrini	XXX	SMA / equivalent			2			2
11	M. Rizki Ramadhan Nst	XXX	SMA / equivalent			2			2
12	Maulana Malik Ibrahim Nst	XXX	SMA / equivalent			2		1	
13	Muhammad Alfarezi Lubis	XXX	D3				3		2
14	Muhammad Arianda Pasaribu	XXX	Middle school/equivalent		1				3
15	Muhammad Shamil Ihsan	XXX	SMA / equivalent		1				2

16	Nauval Siregar	Azmi	XXX	Middle school/equiv alent	1		2
17	Rezqi Helmi	Shofwan	XXX	S1		3	1
18	Rizky Ramadhan Nst		XXX	SMA / equivalent	2		2
19	Salman Nasution	Alfarisi	XXX	S1		3	2
20	Wahid AhmadTanjung		XXX	SMA / equivalent	2		2

In table 1 it can be seen that the child's name data is written alphabetically, with the mother's educational background as above. The score for at least Kindergarten - Elementary school education is 0. The score for at least junior high school education is 1, while the score for at least high school education is 2, and the education at least is Higher Education has a score of 3. The table shows 20 students with autism in SLB. Mutiara Hati, 1 mother with TK-SD background, 3 junior high school students, 12 high school students, and 4 university education backgrounds.

Table 2
The results of the relationship between parental education and
children's independence scores using the excel application

NO	NAME	EDUCATION	INDEPENDENCE
1	Endra Gunawan	3	3
2	Muhammad Alfarezi Lubis	3	2
3	Rezqi Shofwan Helmi	3	1
4	Salman Alfarisi Nasution	3	2
5	Ahmad Fakhri Luis	2	2
6	Ahmad Irfanda Lubis	2	2
7	Arya Primary	2	2
8	Fadly Azmi Putra	2	2
9	Fitri Aulia Ritonga	2	3
10	Gabriel Cristian Naiggolan	2	1
11	Ikke Ayu Syahrani	2	1
12	Ikke Ayu Syahrini	2	2
13	M. Rizki Ramadhan Nst	2	2
14	Maulana Malik Ibrahim Nst	2	1
15	Rizky Ramadhan Nst	2	2
16	Wahid AhmadTanjung	2	2
17	Nauval Azmi Siregar	1	2
18	Muhammad Arianda Pasaribu	1	3
19	Muhammad Shamil Ihsan	1	2
20	Alya Azzahra	0	1
CORRELATION			0.097384121
			rounded 0.097

Furthermore, the results of the independence data provided by the homeroom teacher are entered according to the names of the students concerned, including the educational background of the mother. The researcher then ranked the position of the highest BSH independence score, Developing According to Expectations (3) at the top, then the score after that was 2, and the score 1 after score 2 was finished. Using the excel application, the researcher processed the data using the formula. 'core', with a result of 0.0973841. The interpretation of the correlation is, if the results of the data correlation processing are between 0.000 - 0.19 the level of relationship/correlation between Mother's Education (X) and Student Independence Behavior (Y) is weak. With the results of correlational X and Y, namely = 0.097.

Table 3
Result of relationship (X) Education to (Y)
using the SPSS program, are as follows

		correlations	
		EDUCATION_XINDEPENDENCE_Y	
EDUCATION_X	Pearson Correlation	1	.097
	Sig. (2-tailed)		.683
	N	20	20
INDEPENDENCE_Y	Pearson Correlation	.097	1
	Sig. (2-tailed)	.683	
	N	20	20

The next data processing is to use the SPSS application as a means of calculating other correlations with the same data, with the aim of mejustify the excel results. The SPSS application has almost the same stages, after data is entered, the data is obtained by selecting the Anayze- Correlate - Bivariate menu, on the bivariate menu, after entering the variables, the researcher chooses the correlation coefficient from Pearson's theory with a total result of 0.097, where if the results are below of 0.19, it is stated that the relationship or correlation of variables X and Y is weak.

CONCLUSION

From the results of this study it can be concluded, the educational background of mothers of children with autism in SLB. Mutiara Hati Deliserdang does not influence how they educate their children to be independent. Enthusiasm and determination, as well as their trust in obeying their teacher's orders to do chores at home, greatly affect the independence of these children. Suggestions from the author for SLB.Mutiara Hati, it is necessary to involve layers of the community who are experts to build a consultation group for parents, as a forum for parenting knowledge and a place of encouragement for relievers, the inner pressure of parents, especially mothers.

To future researchers who will develop phenomena related to individuals with autism, to focus more on 3 basic things developed in the world of education for autism. 3 basic things that are prioritized in education for autism, namely, adaptation, independence and potential. These three things were developed by involving support from the family, school and environment, with the hope that the potential of autistic individuals, with the hope of better growth and development for autistic people.

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