

# The Effect of Parenting on The Language Development of Autistic Children

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**Abstract.** 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). The development of autistic children both physically, emotionally, intellectually, and psychosocially has a problem that results in the inhibition of children reaching a level of language development that is appropriate to their age. 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. Based on the results of a preliminary study conducted by the author by interviewing 8 autistic schools in the provinces of DIY and Ponorogo, East Java, to 16 parents who have autistic children, the majority of parents (93%) think that by entering autistic children into an outside school ordinary (SLB) autism in accordance with its limitations means their efforts can be said to be enough. Not all parents realize that having children with special needs in accompanying language development can maximize language development. Knowing the effect of parenting on the language development of children with autism This type of quantitative research uses Quasi experiment with the design "Pre test Post test with Control Group Design". Observation was carried out twice. The first observation is to determine the development of an autistic child before being given parenting and the second observation after being given parenting. Sampling was done by purposive sampling with the criteria of parents and autistic children aged 6-12 years in the autistic schools of the provinces of Yogyakarta and Ponorogo, East Java. Examination data were analyzed analytically with the help of SPSS for Windows version 16.0 using paired t-test and Wilcoxon, with a significant level of  $p < 0.05$ . 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)  $0.002 < 0.05$  then  $H_a$  is accepted and  $H_o$  is rejected, meaning there is a difference between pre-test and post-test in the control group. There is a parenting effect on the language development of autistic children in autistic schools with  $p$  (sig)  $< 0.05$  means that  $H_a$  is accepted and  $H_o$  is rejected.

**Keywords:** Parenting, language development, autistic children

## INTRODUCTION

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 to do it is to pull the other person's hand to get attention. 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).

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 in accordance with 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 possessed. 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 participation and full support of parents, families and communities. The knowledge and skills acquired by children at school will be more endured and well mastered if parents 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 accepted education for children with autism 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 the 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

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

Based on the results of a preliminary study conducted by the author by interviewing 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 Autistic 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 language development can maximize language development.

Based on the description above, it is necessary to conduct research on "The Effect of parenting on the language development of autistic children".

## METHODS

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:

<i>Pre test</i>	<i>Intervention</i>	<i>Post test</i>
O <sub>1</sub>	X	O <sub>2</sub>
O <sub>3</sub>	-	O <sub>4</sub>

### Keterangan:

- O<sub>1</sub> : *Pre test* the language development of autistic children in the experimental group
- X : Intervention with *parenting*
- O<sub>2</sub> : *Post test* the language development of autistic children in the experimental group
- O<sub>3</sub> : *Pre test* the language development of autistic children in the control group
- O<sub>4</sub> : *Post test* the language 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 DIY 7 autistic schools (SLB Samara Bunda Autism, Dian Amanah Autism SLB, Fajar Nugraha Autism SLB, Citra Mulia Mandiri Autism SLB, Autism 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 of parents with autistic children of school age (6-12 years).

The samples 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 language development before and after parenting. Provision of intervention or parenting (X) in the experimental group.

Examination data were analyzed descriptively and analytically with the help of the SPSS for Windows version 16.0 program using t-test and Wilcoxon with a significance level of 0.05.

## RESULTS AND DISCUSSION

### Research location and number of autistic children in 8 autistic schools

**Table 1.** Research location and number of autistic children in 8 autistic schools (n = 92).

No	Research location	Experiment Group		Control Group	
		Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
1.	SLB Fajar Nugraha	4	8,7	4	8,7
2.	SLB Negeri Pembina	6	13,0	6	13,0
3.	SLB Bina Anggita	5	10,9	5	10,9
4.	SLB Citra Mulia Mandiri	10	21,7	10	21,7
5.	Pusat Layanan Autis (PLA)	11	23,9	10	21,7
6.	SLB Samara Bunda	4	8,7	4	8,7
7.	SLB Dian Amanah	3	6,5	4	8,7
8.	SLB Baitul Qur'an	3	6,5	3	6,5
Total		46	100	46	100

Source: primary data (2019)

From Table 1 it can be seen that in the experimental group the highest number of autistic children from the Autism Service Center (PLA) was 11 children (23.9%) and those with the least SLB Dian Amanah and Baitul Qur'an were 3 children (6.5% ).

Whereas in the control group the highest number of autistic children from Citra Mulia Mandiri SLB and

Autism Service Centers (PLA) was 10 children (21.7%) and the lowest was Baitul Qur'an with 3 children (6.5%).

### Characteristics of children and parents in 8 autistic schools

Characteristics of children and parents of autistic children in 8 autistic schools can be seen in Table 2.

**Table 2.** Characteristics of autistic children and parents of autistic children in autistic schools (n = 92)

No	Characteristics of Respondents	Experiment Group		Control Group	
		Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
1.	<b>Age of child</b>				
	6-8 year	11	23,9	14	30,4
	>8-10 year	6	13,0	8	17,4
	>10-12 year	29	63,0	24	52,2
2.	<b>Gender of children</b>				
	Man	35	76,1	32	69,6
	Woman	11	23,9	14	30,4
3.	<b>Class</b>				
	Kindergarten	7	15,2	10	21,7
	Primary school	39	84,8	36	78,3
4.	<b>Umur orangtua</b>				
	20 – 30 year	5	10,9	1	2,2
	31 – 40 year	31	67,4	38	82,6
	41 - 50 year	9	19,6	5	10,9
	51 – 60 year	1	2,2	2	4,3
5.	<b>Parent Education</b>				
	Primary school	4	8,7	4	8,7
	Junior high school	10	21,7	10	21,7
	Senior High School	24	52,2	21	45,7
	Bachelor	8	17,4	9	19,6
	Postgraduate	0	0	2	4,3
6.	<b>Parents' job</b>				
	Government employees	8	17,4	11	23,9
	Private occupations	24	52,3	20	43,5
	Housewife	14	30,4	15	32,6

Source: primary data (2019)

The language development of the experimental and control groups before and after parenting is given to autistic children in the Autistic School

**Tabel 3.** Language development in the experimental and control groups before and after parenting is given to autistic children in autistic schools.

No	Category of language development	Experiment Group				Control Group			
		Pre Test		Post Test		Pre Test		Post Test	
		f	%	f	%	f	%	f	%
1.	Good	0	0	43	93,5	0	0	0	0
2.	Enough	35	76,1	3	6,5	16	34,8	17	37,0
3.	Less	11	23,9	0	0	30	65,2	29	63,0
Total		46	100	46	100	46	100	46	100

Source: primary data (2019)

In Table 3 above it can be seen that the language development of children with autism in the experimental group before parenting was given to most categories of only 35 children with autism (76.1%) and after parenting most categories were good for 43 autistic children (93.5%). In the control group before most were less as many as 30 children with autism (65.2%) and after most less as many as 29 children with autism (63.0%).

#### Normality test

The normality test was tested using Shapiro Wilk because  $n < 50$ , with  $p(\text{sig}) > 0.05$  means the data was

normally distributed and  $p(\text{sig}) < 0.05$  was not normally distributed.

**Table 4.** Test the normality of the experimental group and the pre-test and post-test control groups in children with autism in the Autistic School.

Variable	Group	p	The results
Language Development	Pre	Experiment	0,001 abnormal
		Control	0,000 abnormal
	Post	Experiment	0,000 abnormal
		Control	0,000 abnormal

In Table 4 above it can be seen that the pre-test experimental group with  $p(\text{sig}) 0.001 < 0.05$  and post

test p value (sig) 0.000 <0.05, have data that are not normally distributed so that the parametric test of t-test is used. namely wilcoxon. In the control group the pre-test data with p (sig) 0,000 <0.05 had abnormally distributed data and the post test with p (sig) 0,000 <0.05 had abnormally distributed data so that the non-parametric test of t-test was used Wilcoxon.

### 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)	
		Pre test	Post test
Language Development	Experiment		0,000
	Control		0,002

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) 0.002 <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 control group.

### Discussion

#### *Language development prior to parenting in children with autism in autistic schools*

In Table 3 above it can be seen that the language development of children with autism in the experimental group before parenting was given to most categories of only 35 children with autism (76.1%). In the control group before most were less as many as 30 children with autism (65.2%).

At the time of pre-test children with autism are difficult in socializing with peers, difficult to interact and difficult to communicate. 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 ability in language development to experience fewer obstacles when compared to 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 understanding of a concept in children with autism so that children will easily communicate with parents and peers.

Parenting is an activity carried out so that parents direct and assist children in socializing and interacting and communicating 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 communication and facilitate the teaching and learning process in the classroom because it can help interaction between teachers and students clearly and pleasantly and students can with easy to understand material to improve language development taught by the teacher so that learning objectives will be achieved and assistance is done by parents at home so that children can socialize and interact and communicate with peers and other people.

#### *Language development after parenting in children with autism in the Autistic School.*

In Table 3 above it can be seen that the language development of children with autism in the experimental group after parenting most categories were good for 43 autistic children (93.5%). In the control group after most less as many as 29 children with autism (63.0%).

At the time of the post test autistic children still have difficulty in interacting and communicating with peers and other people. This is due to many factors that affect autistic children in the development of autistic children's language. 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 spinning 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 indifferent children, do not understand that communication is addressed to him or even if conscious they may respond negatively like crying out loud because they feel disturbed, so that children can socialize and interact and communicate 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 children's language development. Conversely, if the relationship between children and parents is not healthy, the language development is also not good. The neighborhood also influences the development of children's language, where the village environment with close family conditions and socialization with the environment is still good, so the contact of children with children the same

age is still intensive enough so that children can play with peers using toys to improve language development. This contact with children of the same age encourages children's language development (Soetjiningsih, 2012).

Family socioeconomic status of several studies stated that children from poor families will experience language development delays compared to children 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 language development (Soetjiningsih, 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 provide stimulation of play to improve language development that should be needed by a child in growth and development (Black M, 2016).

According to Engle and Huffman (2010) in improving children's language development can be done the following ways, namely exclusive breastfeeding, adequate child nutrition, in providing food to children give patiently and lovingly, often invited to outside activities and play, invited to sing, teach children something simple every day and train children to pray (Black M, 2016).

### ***The influence of parenting on the language 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) 0.002  $< 0.05$  then  $H_a$  is accepted and  $H_o$  is rejected, meaning there is a difference between pre-test and post-test in the control group.

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 have language development disorders can have an effect on increasing language development in autistic children.

This is due to the frequent accompaniment of children, so that children will be able to adjust interaction and socialization with peers and others and make it easier to develop language. Increased child

language 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**

### **Conclusion**

1. Language development in the experimental group before parenting in children with autism in the Autistic school category is sufficient and the control group category is lacking.
2. Language development in the experimental group after parenting in children with autism in the Autistic school category is good and the control group category is lacking.
3. There is a parenting effect on the language development of autistic children in autistic schools with  $p$  (sig)  $< 0.05$  means that  $H_a$  is accepted and  $H_o$  is rejected.

### **Suggestion**

1. For Pediatric Nursing.  
Parenting can be used as a model to stimulate the language development of autistic children in autistic schools and can be included in the curriculum in autistic schools and included in child nursing courses.
2. For families and parents of autistic children in autistic schools  
Parenting as a guide for families with autistic children in assistance to improve language development while at home and in the midst of the family.
3. For teachers in autistic schools  
Parenting is very good for improving the language development of autistic children, so it is expected that parenting is included in the curriculum and applied in teaching and learning in the classroom.

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