



## Relationship Between Mother's Knowledge And Independence Medium Mentally Retarded Child

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### Abstract

**Introductions:** The abilities possessed by mentally retarded children are not the same as the independent abilities possessed by normal children. Even so, it is important for mentally retarded children to carry out an activity on their own so as to reduce dependency and assistance and be able to live independently in the future. Family knowledge greatly influences efforts to increase the independence of moderately mentally retarded children. The purpose of this study was to determine the relationship between mothers' knowledge and the independence of moderately mentally retarded children at Ciamis State SLB.

**Aims:** To determine the relationship between mothers' knowledge and the independence of moderately mentally retarded children

**Methods:** The research design is a case-control with a retrospective approach. The population is mothers who have moderately mentally retarded children in Ciamis State SLB as many as 38 people. The sampling method uses the total population technique with regard to exclusion and inclusion criteria. The tool used is in the form of a questionnaire made by the researcher himself.

**Results:** The results show that the highest knowledge is in the good category, namely 24 people (63.2%), the independence of mentally retarded children, while the highest frequency is in the independent category, namely 23 people (60.5%) with a proven odds ratio (OR) value of 9,500, which means knowledge Greater mothers have children's independence in the independent category.

**Conclusions:** there is a significant relationship between mother's knowledge and independence of children with moderate mental retardation, because the  $p$  value  $< \alpha$  ( $0.002 < 0.05$ ). It is recommended to increase knowledge through counseling, discussion, or training about the right age to start training children with moderate mental retardation so that children are able to be independent.

**Keywords:** Child Development, Independence of Moderately Mentally Disabled Children, Mother's Knowledge

## **Introduction**

Mental retardation or mental retardation is a disability characterized by low intellectual functioning (IQ<70) in relation to significant limitations of adaptive functioning. Mothers who have mentally retarded children experience a higher percentage of anxiety than those who have normal children (Noviati et al., 2021). Mother's limited knowledge causes mentally retarded children to not be able to behave appropriately in a social environment. Caring for mentally retarded children is not easy, parents experience many emotions and life changes. Parents tend to worry and feel burdened, and helpless (Noviati et al., 2019).

Mother is the main caregiver in the family. The mother's responsibility in caring for children is greater, so mothers will be more prone to experiencing problems than fathers. The additional burden of providing care can have a disruptive impact, one of which is the increased risk of depression (Sukmawati et al., 2020) (Noviati et al., 2021). Childcare readiness is a skill possessed by a mother in providing services to children and focusing on the family, the prevention of trauma, and case management. Mother's parenting is influenced one of them by mother's knowledge.

Based on the results of research conducted by Lesmana, Ramdhanie, & Mediani (2021) with the title "Knowledge and Attitudes of Parents on the Independence of Mild Mental Retardation Children," the results obtained were that parents' attitudes were in the good category (63.2%), sufficient (36.8%) and no one behaved less, and the independence of children with mental retardation was in the independent category (65.8%), less independent (34.2%), and no one was not independent. This proves that a good mother's knowledge will correlate with a good child's independence as well.

The development of independence is an important issue throughout the human life span. The development of independence is influenced by physical changes, emotional changes, cognitive changes, which provide logical thinking about ways of thinking that underlie behavior, and changes in values both in social roles and individual activities (Supriadi, Rahayu, Sansuwito, & Fauziyah, 2021; Fauzi et al., 2021). Independence for moderately mentally retarded children is a must-have ability. The ability in question is not the same as the independent abilities possessed by normal children.

However, it is an ability related to the ability to help oneself, being able to carry out activities on their own by reducing dependency on and assistance from others, especially from people in the immediate environment, and being able to take care of and develop oneself so that they can get along in society and be able to do something for their future lives. . Seeing the importance of independence for mentally retarded children in life, in practice it must be carried out optimally (Lestari et al., 2020).

## **Aim**

The purpose of this study was to determine the relationship between mothers' knowledge and the independence of moderately mentally retarded children at Ciamis State SLB.

## Methods

The research method used is quantitative, with an analytic design and a cross sectional approach. The population is mothers who have moderately mentally retarded children in Ciamis State SLB as many as 38 people. The sampling method uses the total population technique with regard to exclusion and inclusion criteria. The inclusion criteria were youth at SMK Bakti Kencana Pangandaran and willing to be respondents. Exclusion criteria were adolescents who were not present at the time of the study. The tool used is in the form of a questionnaire made by the researcher himself.

## Result and Discussion

**Table 1.** Characteristics of Respondents

Variable	N	%
<b>Age</b>		
17-25 years (late teens)	1	2,6%
26-35 years (early adulthood)	12	31,6%
36-45 years (late adulthood)	13	34,2%
46-55 years (early elderly)	12	31,6%
<b>Education</b>		
Elementary school	15	39,5%
Junior High School	10	26,3%
Senior High School	10	26,3%
College	3	7,9%
<b>Job status</b>		
Work	15	39,5%
Doesn't work	23	60,5%

Based on table 1.1, it is known that the age of the mother who has moderately mentally retarded children at the Ciamis State SLB has the highest frequency in the age of the respondent in the late adult age category, namely 36-45 years, as many as 13 people (34.2%), and the lowest frequency is in the late teens, namely the age of 17–25 years, as many as 1 person (2.6%). The highest category of education is at the elementary level with 15 people (39.5%), while the lowest frequency is in higher education, with 3 people (7.9%). The employment status of mothers who have moderately mentally retarded children at the Ciamis State SLB is in the highest frequency category, namely in the category of not working as many as 23 people (60.5%).

**Table 2.** Mother Knowledge Frequency Distribution

Category	F	%
Well	24	63,2
Not good	14	36,8
Total	<b>38</b>	<b>100</b>

Based on table 2, it is known that the mother's knowledge of the highest frequency is in the good category with 24 people (63.2%).

**Table 3.** Frequency Distribution of Independence for Mentally Disabled Children

Category	F	%
Independent	23	60,5
Not Independent	15	39,5
Total	<b>38</b>	<b>100</b>

Based on table 3, it is known that the independence of mentally retarded children has the highest frequency in the independent category, namely 23 people (60.5%).

**Table 4.** Cross Tabulation of Mother's Knowledge with the Independence of Moderately Mentally Disabled Children

Mother's Knowledge	Independence Of Moderately Mentally Retarded Children						P Value	Odds Ratio
	Independent		Not Independent		Total			
	F	%	F	%	F	%		
Well	19	79.2	5	20.8	24	100	0.002	9.500
Not Good	4	28.6	10	71.4	14	100		
<b>Total</b>	<b>23</b>	<b>60.5</b>	<b>15</b>	<b>39.5</b>	<b>38</b>	<b>100</b>		

Based on table 4, it is known that the mother's knowledge is good, 79.2% of the independence of mentally retarded children is in the independent category. The results of data analysis with the Chi Square test or Chi Square ( $X^2$ ) obtained a p value of 0.002 with the conclusion that there is a significant relationship between mother's knowledge with moderate independence of mentally retarded children, because the p value  $< \alpha$  (0.002  $<$  0.05). The odds ratio (OR) value is 9,500, which means that mothers who have good knowledge are 9,500 more likely to have independent children in the independent category compared to mothers who have poor knowledge. The better the mother's knowledge, the better the mentally retarded child's independence.

### Mother Knowledge

Based on table 2. The results of mother's knowledge were found to be in the good category. Knowledge is a very important domain for the formation of one's actions. According to (Lesmana et al., (2021) higher education is not always directly proportional to a mother's knowledge. This is evidence that the highest category of mother's education is at the elementary level, with 15 people (39.5%). Cultural and experiential factors influence mothers' knowledge (Vilaseca et al., 2019); (Zhou et al., 2019).

Apart from the level of education, the average age of most parents is between 36-40 years. At a mature age, parents have the ability to absorb information from various media about the condition of children with moderate mental retardation, so good parental knowledge can influence parents in dealing with their children who have moderate mental retardation (Noviati et al., 2019).

### Self-sufficiency of Moderately Mentally Disabled Children

Based on the research results, it is known that the highest frequency of independence for mentally retarded children is in the independent category, namely 23 people (60.5%), and the lowest frequency in the non-independent category is 15 people (39.5%). Children who experience moderate mental retardation in carrying out activities of daily living or independence related to the ability to care for themselves still experience difficulties, so they need to be taught or trained specifically in the form of guidance and training.

independence that can be exercised by children with moderate mental retardation such as eating, drinking, washing and drying hands, putting on and undressing, putting on and taking off shoes and socks, and wanting to interact with peers. Children with moderate mental retardation tend to be very dependent on their parents, unable to take social responsibility wisely; they are also easily influenced and tend to do things without thinking about the consequences (Lesmana et al., 2021).

The independence of children with moderate mental retardation who are classified as independent can be due to good parental knowledge about the condition of children with moderate mental retardation and the attitude of parents who want to accept children with moderate mental retardation so that they can encourage children to develop more according to the conditions they experience without feeling left out. Sukmawati & Noviati, (2021). Even though they have limitations in various ways, mentally retarded children are more developed when their surrounding environment accepts them and treats them like other normal children. And this can only be done if parents have good knowledge of children with moderate mental retardation (Rahayu et al., 2022).

The results showed that most of the mentally retarded children were included in the independent category, this was because the school had incorporated the values of independence education into everyday learning, such as getting students to record their own lessons and come to the front of the class to work on the questions. given by the teacher, asking questions so that students have the courage to answer, exercising, and teaching how to carry out their own daily activities such as bathing, eating, and drinking, putting on and taking off clothes; wearing pants and skirts; and wearing shoes and socks. This is in accordance with the theory according to Elis Noviati, Ima Sukmawati, Rudi Kurniawan, Dena Mustika Ningrum, (2022) that children who get education will act more creatively than children who do not get education. Education teaches various skills and development for himself, so that children are able to learn to be independent.

### **Bivariate Analysis**

Based on the research results, it is known that the highest mother's knowledge is in the good category, 79.2% of the independence of mentally retarded children is in the independent category. The results of the analysis with the Chi Square or Chi Square test ( $X^2$ ) obtained a  $p$  value of 0.002. From the results of the analysis it can be concluded that there is a significant relationship between mother's knowledge and independence of moderately mentally retarded children, because the  $p$  value  $< \alpha$  ( $0.002 < 0.05$ ). The odds ratio (OR) value is used to determine the strength of the relationship between variables.

The results of statistical calculations show an OR of 9.500 with a 95% confidence interval, the lower limit value range is 2.075 and the upper limit is 43.502. The odds ratio (OR) value is 9,500, this means that mothers who have good knowledge are 9,500 more likely to have children's independence in the independent category compared to mothers who have poor knowledge. The better the mother's knowledge, the better the mentally retarded child is in his independence.

Based on the results of research conducted by Lesmana et al., (2021) concerning parental knowledge and attitudes towards mental retardation, there is a significant relationship between knowledge and the level of independence of mentally retarded children. The results of the data analysis show that, in general mothers have good knowledge. This knowledge has been proven to be related to the independence of children with mental retardation. Mothers who have good knowledge but do not educate their children to be independent. This is supported by research conducted by (Rahayu et al., 2022) stating that parents need to increase their knowledge and understanding of ways to properly educate their children so that their children can later grow into independent individuals.

The good knowledge possessed by the respondents was due to the respondent's residence, which was in the district capital and close enough to health facilities to conduct consultations with health workers. In addition, respondents also received information from health workers when conducting consultations or from information obtained from the media, both print media (such as newspapers, magazines, and leaflets) and electronic media (such as the internet). This is in accordance with the theory put forward (Lesmana et al., 2021) which states that education means guidance that someone gives to other people about something so they can understand it. It cannot be denied that the higher a person's education, the easier it is for them to receive information, and in the end, the more knowledge they have. Conversely, if someone has a low level of education, it will hinder the development of their attitude towards acceptance, information, and newly introduced values.

In line with research by (Rahayu et al., 2022) which showed that there was a relationship between parental knowledge of the independence of school-age children and mental retardation in SLB Bina Putra Salatiga, because the  $p$  value  $< \alpha$  ( $0.000 < 0.05$ ). Knowledge of mothers who are included in the good category are mothers with tertiary education as many as 3 people (100.0%). According to (Sukmawati & Noviati, 2021) this is in accordance with the factors that affect the level of knowledge of mothers who have mentally retarded children because those with higher education adapt more quickly and are able to apply it in their daily lives. Supported by interview results, mothers with higher education are more accustomed to using the internet to obtain information.

In contrast to mothers with lower secondary education, they tend to use sober information without looking deeper into getting that information. Researchers assume that good mother's knowledge will have an impact on the level of independence of moderately mentally retarded children. Influencing factors are the mature age of the mother and the available free time of the mother so that the mother can monitor the child's development. Whereas for non-mother's education it is not really a benchmark, where the factor of experience or the availability or ease of obtaining information is an important key that plays a role in the mother's knowledge.

## Conclusion

Knowledge Respondents with the highest frequency of the good category were 24 people (63.2%) while the independence of moderately mentally retarded children with the highest frequency in the independent category was 23 people (60.5%). There is a relationship between mother's knowledge and independence of moderately mentally retarded children at Ciamis State SLB with the results of the Chi Square or Chi Square test ( $X^2$ ) obtained  $p$  value  $< \alpha$  ( $0.002 < 0.05$ ).

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