SOCIAL INTERACTIONS WITH TUNAGRAHITA CHILDREN AT SLB YPAC PALEMBANG

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ABSTRACT

This research was conducted to find out the social interactions of mentally retarded children while they were at the Palembang Special School for the Development of Disabled Children (SLB YPAC). The research method used is a qualitative research method with data collection techniques through interviews and observation. The subjects in this study were four grade C junior high school students at SLB YPAC Palembang, namely MS, M, A and K. Based on the results of the study it can be concluded that the way of social interaction for mentally retarded children is the same as the way of social contact and communication in accordance with the conditions of social interaction..

INTRODUCTION

Children are a gift as well as a responsibility given by God to parents, so parents are obliged to provide for their basic needs, because children are a mandate for both parents. Basically, parents want normal offspring, in the sense that they are no different from other children. However, in reality not all humans are born with the same condition, some are born with unhealthy or abnormal conditions both physically and mentally. These children are often classified as children with special needs. One of the children who have special needs is a child who has an intelligence level below the average normal child or commonly called mentally retarded (Ayuningrum & Afif, 2020).

Mental retardation itself is defined as an individual who has intellectual abilities that are below average in other normal children which is characterized by limitations in intelligence and inability to interact. Mentally retarded children are part of the existing society. Therefore they are inseparable from the social processes that occur in society. Following the dynamics that occur in society, carrying out mobility, even being involved in social construction processes. The involvement of mentally retarded children in social

processes takes place both in the family environment, school environment, and community environment (Bastiana, 2014).

Children with intellectual abilities that are below normal limits are usually caused by internal (hereditary) and external (environmental) factors. In mentally retarded children they have difficulty following abilities based on their calendar age. They need more time to complete reactions to new situations they recognize. Therefore, they experience problems in their social processes, in which they tend to be friends with children who are younger than them. They also experience dependence on their parents, so they are unable to bear social responsibility wisely, so they must always be guided and monitored for their behavior. The ability to socialize in mentally retarded children who do not develop optimally is what causes children to be unable to be independent,

Problems in carrying out social interactions often occur in children without exception children who are born with limited intelligence, both in terms of physical and psychological. As well as experiencing difficulties in learning which is an inability to learn which requires special handlers in carrying out the learning process (Marlina, 2019). Children with special needs often experience various psychological problems that arise as a result of their congenital abnormalities or due to the environment's response to the disability experienced by the child. Support from the social environment that can affect the child's development (Nani, Ekowati, & Permana, 2013). Like the case where a condition is born with intelligence that is far below average,

To be involved and have a role in their social life, mentally retarded children must interact with the environment wherever they are. At home, mentally retarded children are part of the family and carry out their roles as children. At school, mentally retarded children are part of the school community and carry out their role as students. Within the community, mentally retarded children are part of the community itself and must play a role as members of society. In order to be involved in social life and carry out their roles, mentally retarded children must interact with other individuals both individually and in groups. At school, mentally retarded children will interact with teachers, mentally retarded children, and other children with special needs (Bastiana, 2014).

METHODS

This type of research uses qualitative research. Data collection techniques used by researchers are observation, interviews and documentation. Observations or observations are made by looking at the interactions of children and teachers at school. While interviews were conducted with teachers and mentally retarded children. To prove the results of observations and interviews, researchers conducted documentation through taking pictures with cellphone cameras and voice recordings. With the method of collecting data through interviews and observations which want to reveal more details regarding the social interactions carried out by mentally retarded children. In addition to interviews and

observations, the writing of this research was also assisted with secondary data that supports the analysis of the problems we discuss.

The subjects in this study were two students in grade 7 C and two children in grade 8 C with 4 student subjects, namely MS, M, A, and K. The study took children who could communicate well, compared to their other friends. . The setting of this research was carried out by first observing the subject how the process of social interaction was good with fellow teachers and parents. The background of this research is located at the Palembang Disabled Child Development Foundation Special School.

RESULTS AND DISCUSSION
Mentally disabled

The term "mentally retarded" is a word used to refer to a child who has an IQ below average or with mental retardation. Mental retardation is a condition diagnosed before the age of 18. The term mental retardation in foreign literature namely, mental retardation, mentally retarded, mental deficiency, mentally defective, and others. From these terms it is clear that they contain similar meanings which express the condition of a child with delayed intelligence development and inability to interact socially. The following information is provided by AAMD (American Associations for Mental Deficiency) explaining about mentally retarded children as follows: "According to Soematri, mental retardation or mental retardation is a condition in which the development of intelligence experiences obstacles as a result of not reaching the optimal stage of development. There are several general characteristics of mental retardation, namely intelligence limitations, social limitations, limitations of other mental functions.

The classification of mental retardation is divided into several levels, including (Kusmiyati, 2021):

| | IQ | |
Retarding Levels	Stanford Binet	Weschler's scale
Light	68-52	69-55
Currently	51-36	54-40
Heavy	32-20	39-25
Very heavy	>19	>20

1. Mild mental retardation

   At the first level, children are commonly referred to as mild mental retardation who have an IQ of 55-69, do not look different from normal people, experience developmental delays at a mild to moderate level, except in the academic field, not identified until they enter school age, where cognitive capacity they are starting to show up, they can still attend classes in regular schools even though they are slow, in

adulthood, they can work, many of them are married, have children, and are not significantly different from other normal people.

2. Moderate mental retardation

At the second or middle level, children are commonly referred to as moderate mental retardation who have an IQ of 40-54, have Down syndrome, look significantly different from other normal people, experience significant developmental delays, behave like babies or children, receive special education During the preschool years, although there are some individuals with moderate mental retardation who attend public schools, more individuals do attend special schools, where they learn self-help skills.

3. Severe mental retardation

At the third level, children are commonly referred to as severe mental retardation who have an IQ of 25-39, depend on other people throughout their lives, experience various kinds of disorders, especially in aspects of mobility (motor) and communication, many of whom use wheelchairs and communicate in a variety of ways. a different form from normal people, this inability to communicate creates difficulties in measuring their intellectual capacity, in educational settings, individuals with severe mental retardation are placed with individuals with other moderate or severe mental retardation, or are placed in separate special classes.

4. Mental retardation is very heavy

At the fourth level, children are commonly referred to as profound mental retardation who have an IQ > 20, there is damage to the brain and physical abnormalities such as hydrocephalus, depending on other people throughout their lives, most of them are very limited in their movements, some even cannot move at all so require lifelong treatment in hospital, language and speech skills are very limited, most are only able to perform non-verbal communication.

From the explanation above, it can be concluded that mental retardation or mental retardation is a condition diagnosed before the age of 18 with general intellectual functioning below average, which is accompanied by impaired individual ability to master skills that are important for everyday life.The learning of mentally retarded children at SLB YPAC is in one class containing approximately 5-7 people where the children attend learning at school for five days, Monday to Friday. Children with mental retardation do learning only until 10 o'clock, because if it is past that hour, usually mentally retarded children are no longer focused on receiving learning. Even though in the same class these mentally retarded children have different learning abilities, there are children who are quick to grasp learning but there are also children who are slow to grasp learning. Therefore, the teacher in the class always gives different assignments to mentally retarded children according to their thinking ability in learning.

Social interaction

Human social interaction has evolved into social interaction creatures that make humans unable to live normally without the influence of other people. This interaction can be classified as social interaction. In general, social interaction can be described as follows (Muslim, 2013).

1. Social interaction is a true social relationship involving an individual, a group of individuals, an individual with another individual, or something similar.

2. Social interaction consists of relationships between individuals, groups and other groups in the same position.

The process of social interaction in society has the following characteristics: There are two or more actors, there is reciprocity between actors, beginning with social contact, either directly or indirectly, having a clear vision and goals. The process of social interaction in society occurs when two conditions are met as follows: First, social contact, namely a relationship refers to a stable flow of interpersonal communication between one person and another, such as touch, conversation, or even a form of action or reaction such as a handshake as a form of communication. appropriate action and reaction. Second, communication, which is the process of sending messages from one person to another in a passive or active way so that the recipient responds with relevant responses or actions (Muslim, 2013).

According to Soekanto, social interaction is divided into two forms, namely associative and dissociative (Bastiana: 2014):

1. Associative Social interaction is associative will lead to a form of unification. This social interaction consists of the following things.
    a. Cooperation, cooperation is formed because people realize that they have the same interests, so they agree to work together in achieving common goals. Based on its implementation, there are four forms of cooperation, namely bargaining, cooptation, coalition and joint-venture.
    b. Accommodation, a process of adjustment between individuals, individuals with groups, or groups with groups to reduce, prevent, or overcome tension and chaos.
    c. Assimilation, the assimilation process is based on the idea that there must be efforts to minimize differences between individuals or groups in society and to maintain physical, mental and emotional health to achieve common goals. Gradually their original culture will change its nature and form to form a new culture as a mixed culture.

2. Dissociative This social interaction leads to a form of separation and is divided into three forms as follows:
    a. Competition is a social process when various parties compete with each other and do something to achieve that goal. Competition occurs when a number of people want something in large numbers or something that has become the center of public attention without causing threats or physical clashes on the part of the opponent.

b. Contravention, a form of social process that is between competition and conflict or conflict. Forms of contravention include displeasure, either hidden or openly, such as acts of obstruction, incitement, slander, betrayal, provocation and intimidation directed against individuals or groups or against cultural elements of certain groups. This attitude can turn into hatred but not into conflict or conflict.

c. Conflict (conflict), a social process between individuals or certain groups of people, due to differences in understanding and very basic interests, giving rise to a kind of gap or chasm that blocks social interaction between those who are in conflict.

According to Gerungan, social interaction is influenced by the following factors: imitation, suggestion, identification, and sympathy: Imitation Factor Imitation is a social process in which a person tries to imitate the actions of others in everyday life. Suggestions for Suggestion Factors is a social process in which a person offers suggestions or information about themselves which is then shared with others. Identifying Factors Identification is the urge to be the same (identical) with other people in psychology. Process Factor Sympathy is directed at the circumstances and behavior of the individual, without being interested in one part/field of the individual. Therefore, a smooth and thorough process takes longer to understand the consequences of other people's actions (Awalia & Mahmudah, 2014).

Social Interaction in Mentally Disabled Children

Social interaction in mentally retarded children is actually no different from individuals in general. Ekawati explained that social interaction in mentally retarded children is only hampered by communication disorders, such as talking and having difficulty expressing what they want to convey, the rest is that they can interact well with their normal family and peers. Barriers to communication disorder itself are influenced by limitations in learning abstract knowledge and generalizing new things (Bastiana, 2014). Meanwhile, according to Triyani, who explained that mentally retarded children are able to establish reasonable social interactions with fellow mentally retarded children, normal friends, other children with special needs, as well as with teachers at school (Bastiana, 2014).

The results of the research findings that we got were that the subject, namely mentally retarded children at SLB YPAC Palembang, had differences from normal children in general, in the form of difficulties in communicating with the surrounding environment, but the level of ability in each child was different. The first subject is a mentally retarded child with the initials S, male, 14 years old. The results showed that individual S behavior looked good towards teachers, classmates to new people, even though the language used by S was still unclear and slow in processing the information he got but could understand the information well. The subject has been able to interact well because the subject is used to playing in his home environment and also at school, Previously, the subject also received his elementary school education at the Special School

for Palembang Disabled Children Development Foundation (SLB YPAC) Palembang as well. Subject S can actually interact like other normal people and when with new people, S can respond when someone invites to communicate, even though he is a little hesitant in answering the questions asked.

The results of the research on the second subject, namely mentally retarded children with the initials M, show that the subject is still unable to interact socially with new people. Subjects can only interact with their closest people such as family and teachers. The subject's view is only flat, when asked to communicate the subject will answer in a language that is less clear and more silent while turning his face away. The subject never initiates social interaction beforehand, if a friend invites them to talk, then the subject will answer soberly. The subject himself has an unstable mood, if the subject is in a bad mood he will hit people who are near him.

There are several factors that influence social interaction in mentally retarded children at SLB YPAC Palembang which consist of imitation factors, identification factors, sympathy factors, suggestion factors. First, the imitation factor, namely the process or action of imitating the behavior of other individuals, which mentally retarded children at SLB YPAC Palembang see through observations of social interaction behavior in their school environment. Second, the identification factor, namely the desire that comes from within the individual to be the same as other individuals, which in this case mentally retarded children tend to want to be given the same treatment. Third, the sympathy factor, which is a process that occurs in individuals who feel attracted to other individuals, in which mentally retarded children want to be given an attitude of care and affection from other individuals.

CONCLUSION

Mental retardation according to AAIDD (American Association of Intellectual and Developmental Disabilities) mental retardation or intellectual disability is a disability characterized by significant limitations in both functions, namely intellectual functions and adaptive behavior, which includes many social skills and practical everyday life. According to Rapley, who explained that mental retardation is a group that has heterogeneous conditions characterized by low or very low intelligence and deficits in adaptive behavior (Bastiana, 2014). Therefore, children or individuals who have mental retardation will show characteristics of low intelligence and deficits in adaptive behavior. From this explanation,

The results of the study show that the method of social interaction in mentally retarded children as well as social contact and communication can be said to be able to respond when invited to communicate but must be asked repeatedly, children have a weakness in concentration so it is difficult when spoken to and requires great effort to stare at the other person. Based on the results of the study, it can be concluded that the way of

social interaction for mentally retarded children is the same as the way of social contact and communication that is in accordance with the conditions for social interaction.

The advice that the author can give is that stronger guidance and support is needed from people around the child as a way to maximize the potential of social skills, so that children whose social skills are not open become open and more confident.

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