

Parental Role in Enhancing Adaptive Behaviour of Children with Mild Intellectual Disabilities in Special Schools

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ABSTRACT

This study investigates the role of parents in improving adaptive behaviour as a form of vocational preparation for Grade XII students with mild intellectual disabilities at SLB Amalia Bhakti Conggeang. In vocational education, consistent parenting that incorporates positive reinforcement has been shown to improve independence and life skills in children with intellectual disabilities. Parental involvement is a critical factor in the development of adaptive behaviour, which is essential for future workplace integration. However, many parents face barriers such as limited knowledge, time constraints, and lack of access to resources, which hinder effective support. A qualitative case study approach was employed to explore parental involvement both at home and at school. The study focused on identifying specific behaviours and strategies used by parents, and the impact of these strategies on the development of their children's adaptive skills. The findings indicate that active parental engagement – particularly providing structured opportunities for independence and applying consistent positive reinforcement – significantly supports the development of adaptive behaviour. Nonetheless, the study also reveals that various challenges limit the extent and consistency of parental involvement. To address these challenges, the study recommends the implementation of targeted parent training programmes aimed at increasing awareness and practical skills for supporting children with mild intellectual disabilities. Strengthening collaboration between parents, educators, and the broader community is also essential. With adequate support, these children can develop the adaptive skills necessary for successful participation in the world of work.

Keywords: Parenting, Adaptive Behavior, Children with Mild Intellectual Disabilities, Vocational, Parents

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INTRODUCTION

Adaptive behaviour plays a central role in supporting the independence and employability of individuals with intellectual disabilities. In the context of vocational education, adaptive behaviour encompasses a range of conceptual, social, and practical skills that enable individuals to manage everyday tasks, interact effectively with others, and function within structured environments such as the workplace (Schalock et al., 2007). These behaviours form the foundation for meaningful participation in society and determine the extent to which individuals can achieve autonomy after completing formal education.

For children with mild intellectual disabilities, adaptive behaviour is especially crucial during the transition from school to employment. Although this group has the potential to live semi-independently and contribute productively in various vocational contexts, the development of relevant skills often lags due to insufficient support systems. A recent study by Sari et al. (2023) reports that only 52% of children with mild intellectual disabilities in Indonesia are able to carry out daily activities independently. This data reflects not only the limitations within educational institutions but also highlights significant gaps in the involvement of families, particularly parents, in supporting children's functional development at home.

The challenges faced by children with mild intellectual disabilities are multidimensional. While cognitive limitations form one layer of difficulty, the lack of

consistent behavioural reinforcement and modelling within the home environment compounds the problem. Efendi and J. (2020) stress that family, especially parental, involvement is a determining factor in equipping children with the skills necessary to navigate post-school life. Parental support extends beyond emotional care; it includes active participation in fostering independence, building routines, and cultivating positive work habits. Children who grow up in supportive environments generally show higher levels of self-confidence, emotional regulation, and social competence (Anggraeni et al., 2022).

In Indonesia, special schools (Sekolah Luar Biasa/SLB) such as SLB Amalia Bhakti Conggeang provide vocational training tailored for students with intellectual disabilities. While these institutions are instrumental in imparting technical skills, their effectiveness is significantly influenced by how these lessons are reinforced outside the classroom. Khorini'mah and Kamala (2020) emphasise that the continuity between school-based education and home-based reinforcement is essential in developing adaptive behaviours that persist across contexts. Within this framework, parents function as informal co-educators who either strengthen or weaken the internalisation of adaptive skills introduced in the school setting.

From a psychosocial perspective, parents also contribute to shaping attitudes towards work and responsibility. Murdawani (2023) notes that character-building efforts for children with intellectual disabilities are most effective when parents consistently model the desired behaviours. Skills such as time management, compliance with instructions, and collaboration with peers are not acquired instantaneously, but rather developed gradually through daily interactions within the family environment. Therefore, recognizing and empowering the role of parents is especially vital during the critical period when children are preparing to enter the workforce.

Despite the growing recognition of the importance of adaptive behaviour, existing research often focuses on formal educational interventions while underexamining the role of parents. Furthermore, studies that address parental involvement frequently generalise across disability categories without considering the unique capacities and challenges associated with mild intellectual disability. In reality, children with mild intellectual disabilities are in a strategic position to achieve functional independence and employment readiness if supported with appropriate guidance and structured routines at home (Hanel & Rifki, 2020).

This study addresses this gap by focusing specifically on the role of parents in supporting the adaptive behaviour of Grade XII students with mild intellectual disabilities at SLB Amalia Bhakti Conggeang. It aims to explore how parenting practices influence children's readiness for work, identify the factors that facilitate or hinder parental involvement, and propose strategies for enhancing collaborative efforts between families and schools. By grounding the analysis in a specific institutional and cultural context, this study contributes empirical depth to the existing discourse on inclusive and vocational education for learners with special needs.

Other literature highlights the importance of a collaborative approach between schools and families in the education of children with special needs. Turnbull et al. (2015) emphasize that a partnership model between teachers and parents can improve the quality of educational interventions and produce significant changes in children's behavior. In the context of vocational education, parental involvement acts as an extension of formal educational institutions in instilling work values and discipline at home. However, this research is generally normative and has not been sufficiently exploratory in examining concrete parenting practices in the field, especially in non-urban areas.

Several studies in Indonesia have attempted to examine the relationship between parenting strategies and the independence of children with intellectual disabilities. Kartini (2019) found that parents who actively involve their children in household activities have children with higher levels of independence. This study is an important starting point in understanding how simple practices at home can shape adaptive behavior. However, there has not been much research that systematically examines the role of parents in the context of more complex work preparation and vocational skills.

In a study conducted by Kasiyan and Sulisty (2020), it was mentioned that the role of parents as informal trainers at home is very important in overcoming the gap between the world of education and the world of work. The study showed that when parents were involved in skills training programs at school, children demonstrated significant improvements in responsibility, discipline, and work motivation. However, the generalizability of these results is limited because the study was conducted at a single institution and did not explicitly distinguish between different levels of special needs, including mild intellectual disabilities.

Thus, it can be concluded that although there have been many studies discussing adaptive behavior and parental involvement, more specific, contextual, and structured studies are needed on how parenting at home contributes to the work readiness of children with mild intellectual disabilities. This study fills this gap in the literature by focusing on SLB Amalia Bhakti Conggeang as a representative case study.

There is a clear gap in the existing literature, particularly regarding in-depth exploration of the role of parents in the process of shaping adaptive behavior in children with mild intellectual disabilities in the final stage of secondary education. Many previous studies have focused more on formal programs in schools or on the role of teachers as the main facilitators.

In fact, in many cases, the strengthening of adaptive behavior occurs more often in a more intimate and consistent home environment (Utami et al., 2024). In addition, most existing studies are still oriented towards a general approach to children with special needs, without distinguishing specific special needs such as mild intellectual disability. In fact, children with mild intellectual disabilities have high adaptive potential and work capacity if they receive appropriate guidance. A study by Hanel and Rifki (2020) states that mild intellectual disabilities are in a strategic position to be developed into productive individuals, provided they receive appropriate support in their immediate environment.

The first objective of this article is to describe how parenting practices at SLB Amalia Bhakti Conggeang contribute to shaping the adaptive behavior of children with mild intellectual disabilities, particularly those in grade XII who are preparing to enter the workforce. This study seeks to describe the patterns of interaction between children and parents in everyday contexts relevant to the formation of work attitudes.

The second objective is to critically analyze the factors that support or hinder parental involvement in assisting children in facing challenges in the world of work. In this regard, the author seeks to explore the psychosocial, economic, and cultural dynamics that influence the quality of parental roles. This study also aims to identify the most effective forms of support in helping children build self-confidence, independence, and work readiness.

The third objective is transformative, namely to develop strategic recommendations based on field findings that can be used by teachers, schools, policymakers, and community organizations in strengthening parental involvement in the vocational education of children with mild intellectual disabilities. This article is expected to serve as a reference for the development of collaborative education programs that unite the strengths of educational institutions and families in producing independent and productive SLB graduates.

Based on these objectives, this article argues that active parental involvement in the education of children with mild intellectual disabilities has a direct impact on the development of adaptive behavior, which is an important asset for entering the workforce. Behaviors such as time discipline, ability to follow instructions, and social interaction skills are the result of a consistent long-term parenting process.

Without parental involvement, learning at school tends to be fragmented and less effective in producing sustainable behavioral change. In addition, this article also argues that contextual parenting strategies, based on an understanding of the needs and capacities of children with mild intellectual disabilities, will be more effective than standard approaches that are general in nature. Therefore, there is a need for an evidence-based parenting approach, supported by parent training, collaboration with teachers, and regular evaluation of the child's

development. Thus, this article not only provides empirical insights but also offers conceptual contributions to the development of a holistic and inclusive vocational education model.

METHOD

This study employed a qualitative case study approach to explore the role of parents in enhancing adaptive behaviour as work preparation among Grade XII students with mild intellectual disabilities at SLB Amalia Bhakti Conggeang. This method was selected to gain in-depth insight into the social dynamics and contextual practices that influence children's behavioural development. As Stake (1995) argues, case studies are effective for understanding complex phenomena within specific real-life contexts.

Participants consisted of eight parents of students aged 17 to 19 years, selected through purposive sampling. Selection criteria included demonstrated active involvement in their child's educational and vocational preparation, both at school and at home. SLB Amalia Bhakti Conggeang was chosen due to its longstanding vocational training programmes and its collaborative engagement with families.

Data collection techniques included observation, in-depth interviews, and documentation analysis. Observations were conducted in home and school settings to capture real-time parent-child interactions. Semi-structured interviews allowed flexibility while maintaining focus on key thematic areas. Documentation such as lesson plans, individual education plans (IEPs), student progress notes, and video recordings were used to enrich and validate the data.

Data analysis followed Miles and Huberman's (1994) interactive model: data reduction, data display, and conclusion drawing. To ensure validity, data triangulation was conducted across sources and methods. Ethical protocols were strictly followed, including informed consent, confidentiality, and voluntary participation. Approval was obtained from the school and relevant parties. This methodological design enabled a comprehensive understanding of how parenting practices contribute to the adaptive behaviour and work readiness of children with mild intellectual disabilities.

FINDINGS AND DISCUSSION

The Role of Parents in Improving the Adaptive Behavior of Children with Mild Intellectual Disabilities

The results of the study indicate that the role of parents is very significant in shaping the adaptive behavior of children with mild intellectual disabilities at SLB Amalia Bhakti Conggeang. Parents not only function as providers of emotional support, but also play an active role in the educational process of their children, including the development of life skills and work attitudes needed to prepare children for the world of work. Active parental involvement in children's education, both at home and at school, has been proven to positively influence the development of adaptive behavior in children. Research by Rahmatika and Apsari (2020) suggests that children who receive active support from their parents tend to show higher levels of independence. This involvement encompasses various aspects, such as parenting that emphasizes values of responsibility and discipline, as well as familiarizing children with activities that require life skills, such as daily routines and solving simple problems.

At SLB Amalia Bhakti Conggeang, parents are directly involved in accompanying their children through various activities at home. For example, parents accompany their children in daily activities, give them opportunities to practice independence, and involve them in household chores. This is in line with Syarifah's (2021) research, which states that parenting patterns have a significant effect on the independence of children with mild intellectual disabilities. Consistent involvement of parents in teaching basic life values can help children adapt more easily to the demands of daily life and prepare them to adapt to the wider world of work. Parental involvement in activities that are beneficial for children's physical and social

development has been proven to strengthen children's adaptive skills, which are essential in the workplace.

Although parental involvement has been shown to have a positive impact on the adaptive behavior of children with intellectual disabilities, this study also identified several challenges faced by parents in supporting their children. One of the main challenges is the lack of knowledge among parents about parenting techniques that are appropriate for children with mild intellectual disabilities. Many parents feel confused about how to develop their children's adaptive skills, particularly regarding effective ways to motivate and support their children in daily activities related to work preparation. This aligns with the findings of Husna et al. (2023), who noted that the lack of training for parents in caring for children with special needs often serves as a major obstacle in the process of developing adaptive behavior.

Another challenge faced by parents is limited time and resources, especially for those who work outside the home. Parents with full-time jobs often find it difficult to give their children full attention in developing adaptive behaviors. Research by Tresnawan et al. (2024) states that democratic parenting, where children are given freedom of opinion and expression, requires active parental involvement. Without intensive involvement, children will not have the optimal opportunity to develop the attitudes and behaviors necessary to compete in the world of work. Parents' time constraints are an issue that needs to be addressed so that children with intellectual disabilities can receive maximum assistance in their learning process and preparation for the world of work.

This study also found that positive and consistent parenting strategies were effective in shaping the adaptive behavior of children with mild intellectual disabilities. Parents who apply a positive reinforcement-based approach—such as giving praise or rewards for specific achievements—can increase children's self-confidence and help them develop independence. This is consistent with Bandura's (1977) social reinforcement theory, which explains that children learn through observation and imitation of models around them. In this case, parents who demonstrate a disciplined and responsible work attitude serve as real-life examples for their children, who in turn may adopt similar behaviors. Parenting that involves this approach not only shapes children's behavior but also strengthens their ability to adapt to various social and academic demands.

In addition, this study shows that parents who involve their children in practical activities related to the world of work, such as job simulations at home, can also improve children's readiness to enter the workforce. For example, some parents at SLB Amalia Bhakti Conggeang use activities such as shopping or doing household chores with their children as opportunities to teach organizational skills, time management, and social skills.

This is very beneficial in helping children with intellectual disabilities develop the skills necessary to function independently and responsibly in the workplace. Furthermore, the results of the study also indicate that collaboration between parents and teachers plays an important role in strengthening children's adaptive behavior. Sari et al. (2023) state that effective communication between parents and teachers can create an environment conducive to the development of children with intellectual disabilities. This collaboration provides opportunities for children to receive a variety of learning approaches, which will enrich their learning experiences and make it easier for them to respond to challenges faced at school and in their social lives. Therefore, this collaborative parenting can provide more comprehensive support for children with intellectual disabilities to develop according to their needs, both in social, emotional, and vocational aspects.

4. Conclusion and Implications

Based on the results of the analysis presented, it can be concluded that the role of parents in supporting the adaptive behavior of children with mild intellectual disabilities at SLB Amalia Bhakti Conggeang is very important. The active involvement of parents in accompanying their children, both through positive reinforcement-based parenting and through collaboration with educators, has proven to have a significant impact on the development of children's independence and life skills.

Appropriate parenting strategies, which include providing opportunities to practice independence and reinforcing values of discipline and responsibility, can help children with

intellectual disabilities adapt to social and work demands. However, there are several challenges that need to be addressed, such as parents' lack of knowledge about appropriate parenting techniques and time constraints, especially for those who work outside the home.

Therefore, further efforts are needed to provide training for parents and create policies that support more intensive collaboration between parents, teachers, and the community. This strengthened collaboration is expected to improve the effectiveness of inclusive and vocational education for children with intellectual disabilities, which in turn will contribute positively to their readiness to enter the workforce.

This study recommends that SLB Amalia Bhakti Conggeang, as well as other similar educational institutions, implement parent training programs, strengthen collaboration between teachers and parents, and provide opportunities for parents to be more active in their children's education. This will accelerate the development of adaptive behaviors in children with intellectual disabilities, which are essential for their future lives.

Challenges Faced by Parents in Improving Children's Adaptive Behavior

Although parental involvement plays a very important role in improving the adaptive behavior of children with mild intellectual disabilities, the results of this study indicate that parents face various challenges that can hinder the effectiveness of their parenting. One of the main obstacles is the limited knowledge and understanding of parents regarding the appropriate ways to support children with special needs.

Research by Vratina and Juherna (2024) reveals that parents who lack a deep understanding of the needs of children with special needs often feel confused and anxious during the parenting process. This limited knowledge has a direct impact on parents' ability to provide care that is appropriate to their children's needs and can hinder parents' efforts to optimally develop their children's adaptive behavior. This shows that adequate knowledge about the developmental characteristics of children with intellectual disabilities is essential for parents to effectively carry out their roles.

In addition, another study by Wati and Hastuti (2018) suggests that parents, without sufficient understanding, often apply ineffective parenting methods. Therefore, this knowledge gap needs to be addressed by providing special training to parents on appropriate parenting strategies for children with intellectual disabilities. Research conducted by Suparmas et al. (2025) also supports this, showing that parent training can improve their understanding of the needs of children with special needs and help parents develop the skills necessary to support their children's development. With proper training, parents are expected to optimize their parenting and improve their children's adaptive behavior.

Another challenge faced by parents is creating a balance between giving children freedom and ensuring that they remain within boundaries appropriate for their development. Many parents express difficulty in navigating between encouraging their children to be independent and at the same time keeping them safe in social interactions. This can trigger feelings of frustration and worry among parents, which in turn can affect their emotional stability. Fitria et al. (2021) found in their study that the anxiety experienced by parents related to concerns about their children's safety and well-being can disrupt the parenting process and limit children's ability to develop independence. This emphasizes the importance of parents' deep understanding of the appropriate ways to encourage their children's independence without neglecting their need for supervision and protection.

In addition, it is important for parents to be aware of the boundaries that need to be applied in educating children with intellectual disabilities so that they can develop according to their capacities and potential. The right balance between freedom and supervision not only provides children with a sense of security, but also allows them to develop the social skills necessary to interact with their environment. This study shows that the involvement of parents who understand and are able to balance freedom with supervision is key in helping children with intellectual disabilities develop adaptive behaviors that are appropriate for social and work demands.

In addition to psychological and knowledge challenges, economic and social factors also pose significant barriers for parents in supporting children with mild intellectual

disabilities. Working parents often face difficulties in providing consistent attention to their children, which directly impacts the children's ability to develop optimally. Syarifah (2021) explains that high workloads and time constraints often prevent parents from giving their children sufficient attention, especially in terms of education and parenting at home. This is particularly important given that the development of adaptive behavior in children with intellectual disabilities is highly dependent on intensive and consistent interaction with their parents.

Research by Nurussakinah et al. (2019) also found that a lack of social support, such as limited social networks or support from other family members, can cause significant stress in parents. This stress can reduce parents' capacity to actively engage in their children's education and accompany them in the learning process. In this context, adequate social support is an important factor in helping parents overcome the challenges they face in supporting children with intellectual disabilities. Research by Sari et al. (2024) confirms that parents who have strong social support networks, whether from family, friends, or the community, tend to be better able to manage stress and provide the attention their children need.

Therefore, it is important for education policies to consider not only the needs of children with intellectual disabilities but also the needs of parents in supporting their children's development. Strong social support can help reduce feelings of isolation often experienced by parents and provide them with access to information and resources that can improve their parenting.

From the results of this study, it can be concluded that the challenges faced by parents in supporting children with mild intellectual disabilities are complex and require a more holistic and multidimensional approach. This approach should include appropriate education for parents on parenting children with special needs, the provision of emotional support to reduce the stress they experience, and adequate access to resources that can help them overcome these challenges. Vratina et al. (2024) emphasize that initiatives designed to improve parents' knowledge and skills are crucial in strengthening support for children with special needs. Parent training should include information on how to accompany children in daily activities related to adaptive behavior development, as well as equipping them with skills to balance the freedom and supervision needed in the parenting process.

It is also important to enhance collaboration between parents, educators, and the community in creating an environment that supports the development of children with intellectual disabilities. With a more collaborative and coordinated approach, it is hoped that a mutually supportive system can be created, which not only focuses on the child as an individual but also considers the needs and well-being of parents. This initiative will have a positive impact on the adaptive behavior development of children with intellectual disabilities and support them in preparing for life outside of school. The results of this study have significant implications for education and parenting policies in special needs schools and related institutions. This study reveals that parents need further training and support to increase their involvement in assisting children with intellectual disabilities.

Policies that support the provision of training for parents and easier access to childcare services for children with intellectual disabilities will greatly help improve the quality of care received by children with special needs. In addition, the development of stronger community support programs can also help reduce the sense of isolation often felt by parents facing similar challenges.

Overall, to address the challenges faced by parents in supporting children with intellectual disabilities, a comprehensive and integrative approach is needed. This involves education, emotional support, and the provision of adequate resources for parents so that they can provide better and more effective care in supporting the adaptive behavior development of children with intellectual disabilities.

Effective Parenting Strategies in Shaping Adaptive Behavior in Children with Mild Intellectual Disabilities

The results of this study indicate that the implementation of consistent parenting strategies based on a positive approach plays a significant role in improving the adaptive

behavior of children with mild intellectual disabilities. Parents who actively accompany and provide opportunities for their children to practice independence and take on small responsibilities have been shown to increase their children's self-confidence and ability to interact with their social environment. For example, parents who support their children in facing social challenges and provide positive reinforcement—such as praise or rewards for specific achievements—see significant improvements in their children's adaptive behavior. Research by Sulistyawati et al. (2023) and Anisa et al. (2022) also confirms that this positive reinforcement-based approach is effective in facilitating children with intellectual disabilities in developing the skills necessary to adapt to the demands of the workplace and social life.

Parental involvement in daily activities such as accompanying children in household chores or other activities provides children with opportunities to hone practical skills that can be applied in the workplace. Research by Anisa et al. (2022) shows that role-playing or workplace simulation techniques applied at home can improve children's organizational, planning, and decision-making skills. This not only prepares them for the workplace but also boosts their confidence and readiness to face social situations outside the home. Sulistyawati et al. (2023) emphasize that active involvement in such activities significantly contributes to enhancing children's independence, making them better prepared to handle various social situations and life challenges.

The application of positive reinforcement in parenting has proven to be one of the most effective strategies in building a sense of responsibility in children with mild intellectual disabilities. Parents who model positive behavior and reinforce their children's actions through praise or rewards for achievements contribute greatly to the development of adaptive behavior in children. This is in line with Bandura's (1977) social reinforcement theory, which states that individuals learn adaptive behavior through observation and imitation of models around them. In this case, parents serve as models that can directly influence children's behavioral development.

For example, parents who consistently set a good example in their behavior, interactions with others, and completion of household tasks can help children understand these values and implement them in their daily lives. Thus, a positive reinforcement-based approach not only improves children's social and emotional skills but also strengthens their ability to adapt to various situations they encounter, whether at home, school, or in the community. This study shows that parents who consistently apply positive reinforcement-based parenting strategies play a crucial role in shaping children's adaptive behavior, preparing them to interact with their social and professional environments.

However, despite the proven effectiveness of positive reinforcement-based parenting approaches, this study also identified a number of challenges faced by parents in implementing these strategies. One of the main challenges identified is parents' lack of understanding of the appropriate ways to support children with intellectual disabilities. Many parents expressed feelings of confusion and uncertainty in choosing the most appropriate methods to support their children's development. This is in line with the findings of Mufiddah et al. (2019), who stated that without adequate understanding of parenting children with intellectual disabilities, parents tend to experience difficulties in implementing effective strategies.

In addition, many parents feel burdened by their role, given the challenges faced by children with intellectual disabilities and their busy daily lives. Limited time and resources are significant barriers to optimal parenting. Research by Suryani and Mumpuniarti (2018) revealed that more intensive training and guidance for parents are essential for them to understand and apply effective parenting strategies. Without proper support, whether in the form of training or access to relevant information, parents may feel less confident in their role, which could potentially hinder the development of adaptive behavior in children.

Given the challenges faced by parents, the results of this study emphasize the importance of providing appropriate training programs for parents. These training programs will not only increase parents' understanding of the needs of children with intellectual disabilities but also provide the practical skills needed to support their children. Research by

Suryani and Mumpuniarti (2018) shows that parents who participated in training programs on parenting children with intellectual disabilities felt more prepared and confident in supporting their children's development. Therefore, educational institutions, such as special schools, and other related institutions are expected to design and implement training programs that focus on effective parenting strategies for children with intellectual disabilities. With such programs, parents can obtain clearer and more concrete information about the most effective ways to support children with intellectual disabilities, which will ultimately contribute to better adaptive behavior development in children.

In addition to training, collaboration between parents, educators, and the community is also very important to ensure success in shaping adaptive behavior in children with intellectual disabilities. This study shows that the support provided by educators at school plays a significant role in strengthening the parenting strategies applied by parents at home. This collaboration allows parents to obtain clearer guidance on how to support their children in the learning process, as well as provide useful feedback on their children's development. With good communication between parents and educators, children with intellectual disabilities can receive a consistent approach both at home and at school, which in turn accelerates the development of their adaptive behavior.

In addition, support from the surrounding community is also important in helping parents deal with the challenges they face in raising children with intellectual disabilities. A strong social support network, whether in the form of family, friends, or support groups, can provide a sense of security and reduce feelings of isolation often experienced by parents of children with special needs. Sari et al. (2024) emphasize that parents with strong social support tend to be better able to manage stress and provide better care for their children.

This study shows that parenting strategies based on real-life practices and positive reinforcement are effective approaches in shaping adaptive behavior in children with mild intellectual disabilities. Parents who consistently apply these parenting strategies can help their children develop the life skills necessary to adapt to social and professional life. However, the challenges faced by parents in implementing these strategies, such as lack of knowledge and skills, as well as time and resource constraints, require supportive training programs and closer collaboration between parents, educators, and the community. With the right support, children with mild intellectual disabilities can reach their full potential and be better prepared to thrive in society.

CONCLUSIONS

This study concludes that parental involvement plays a critical role in shaping the adaptive behaviour of children with mild intellectual disabilities, particularly in preparing them for the workforce. Active participation in daily routines and consistent positive reinforcement contribute meaningfully to the development of independence and work-related skills. However, limited knowledge, time, and resources continue to hinder some parents' ability to support their children effectively. To address these challenges, there is a need for structured parent training programmes and stronger collaboration between families, educators, and communities. The findings are context-specific and drawn from a single institution, which limits broader generalisation. Future research involving diverse settings and larger samples is recommended to deepen understanding of parental roles in adaptive behaviour development.

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