# The Effect of Parental Attachment on Online Learning for Children with Mental Reterdation at Special Schools

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**Abstract:** During the COVID-19 period, the Ministry of Education and Culture has determined that learning is carried out from home called online learning. This study is to determine the effect of parental attachment on online learning for children with mental reterdation in SLB East Jakarta area 1.This study uses a quantitative approach with descriptive type. Data collection by questionnaire to 251 respondents whose data results were processed using SPSS. The F test results show the F table value of 3.88. The calculated F value is 36.909 bigger F table 3.88 and that all independent variables, namely parental attachment , simultaneously have a significant effect on the dependent variable, namely online learning. The result of T count is 6.075 bigger 1.652 from T table which means it has a positive effect. The results of partial hypothesis testing indicate that parental attachment has a significant effect on online learning.
**Keywords:** parental attachment; children with mental reterdation; online learning

## INTRODUCTION

Menttaly retarded children are children who have intellectual abilities below the average or more than the intellectual abilities of children their age which causes children to have difficulty in thinking activities. So the need for guidance and a longer time in providing learning to children. Therefore, the education policy system greatly influences the ability of children with mental reterdationren to participate in learning.

During the COVID-19 period, the Minister of Education and Culture issued circular letter number 4 of 2020 regarding the implementation of education policies in the emergency period of the spread of Corona Virus Disease (COVID-19). for students without being burdened. The learning system established online will certainly experience changes. Parents need to understand that mentoring is a factor in supporting children's learning well. One of the considerations that need to be understood is the attachment relationship that has been formed since the child was still young.

Attachment is a form of emotional attachment between one individual and another. Attachments built by parents are called parental attachments. When children have good parental attachments , indirectly children will have good trust with their parents, children will also have good communication with people around them so that children can understand the changes that occur in their environment. In this case, there is a change in the learning system that temporarily applies online learning.

Parental attachment or attachment that exists between children and parents both with mother and father. According to Bowlby (in Santrock, 2012) children and mothers form attachments through their respective instincts starting from the time the child is born, this is called parental attachment. Parental attachment can start from the behavior of the baby such as crying, whining, and smiling until then the baby can crawl, walk, and follow his mother for a long period of time (Lowenstein, 2010). According to Armsden & Greenberg (1987) aspects of parental attachment consist of trust, communication, alienation.

Online learning is learning using the internet network which includes accessibility, connectivity, flexibility which will be able to create various types of learning interactions (Sadikin & Hamidah, 2020).

Children with mental reterdationren are children who experience a fairly low level of intelligence than ordinary children. These children need help from others to carry out activities and skills in their children's lives, including participating in online learning (Herbita, 2020). Children with mental retardation have significant intelligence that can be said to be below average and lack the ability to adapt to behavior. (Wjaya, 2016).

Children with mental retardation have three criteria, firstly having an IQ that functions below the average, which is around below 70. Second, the children's daily life shows difficulties in dealing with behavioral adaptation. Third, intellectual barriers and difficulties in adapting these behaviors are seen before the age of 18 (Kasiyati & Kusumastuti, 2019). Children with mental reterdationren tend to be slow in participating in learning in the academic field but are more easily directed to take part in non-academic learning such as skills (Damri & Pramaishela, 2019).
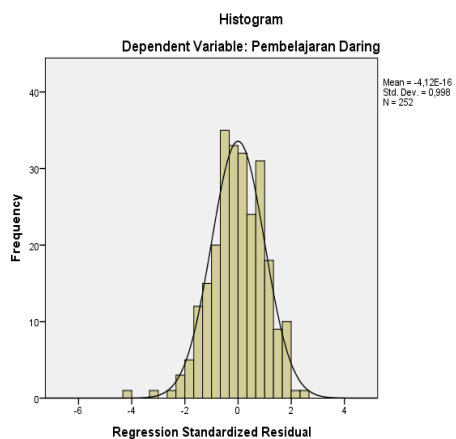
**Figure 1. Normality Test Histogram**

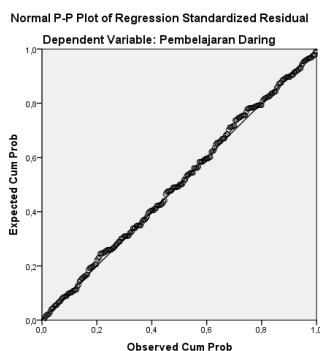Source: The results of the study using IBM SPSS Statistics 22, (2021)



**Figure 2. Normal PP Plot**

Source: Research results using IBM SPSS Statistics 22, (2021)

**Table 1. Test Results with Kolmogorov-Smirnov**

One-Sample Kolmogorov-Smirnov Test

|  |  | Unstandardized Residual |
|---|---|---|
| N |  | 252 |
| Normal Parameters[a,b] | Mean | ,0000000 |
|  | Std. Deviation | 3,90773957 |
| Most Extreme Differences | Absolute | ,035 |
|  | Positive | ,018 |
|  | Negative | -,035 |
| Test Statistic |  | ,035 |
| Asymp. Sig. (2-tailed) |  | ,200[c, d] |

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

## METHODS

Descriptive research is research conducted to provide an overview of a phenomenon that will be disclosed in more detail and also aims to create a set of categories (Priyono, 2008). The population that the researchers determined in this study were the parents of children who study at SLB C around East Jakarta Region 1. The sample is part of the type and number of the population (Sugiyono, 2017). The sample used by the researcher is purposive sampling where every member of the population has the same opportunity to become a member of the sample with the chosen technique, namely purposive sampling in which the sample members are taken randomly without regard to the strata contained in the population (Siyoto and Sodik, 2015). East Jakarta has 8 sub-districts which are divided into two regions. Region 1 as many as 4 districts and region 2 as many as 4 districts. Researchers took SLB-C in region 1 to distribute questionnaires, so from 4 sub-districts in region 1 there were 11 SLB-C as a place to obtain data. So that the basis for selecting the sample is parents who have children with mental reterdationren and attend SLB C in East Jakarta Region 1. The questionnaire is intended for parents so that one parent or both parents fill out the questionnaire which then becomes the sample.

The instrument used by the researcher for variable X was to modify the instrument from the Invenotry Parent Peer Attachment (Armsden & Greenberg, 1987). As for the Y variable, the researchers compiled their own references from the aspects of accessibility, connectivity, and flexibility (Sadikin & Hamidah, 2020). The instrument that has been compiled into a questionnaire which is then distributed to parents using a google form link so that parents can fill in their respective cellphones in three sessions, the first is filling out biodata, the second session filling out online learning indicators, and the third session filling out parental attachments. . This method section contains the research design, research subjects, data collection techniques, data analysis techniques which are presented in paragraph form.

## RESULTS AND DISCUSSION OF

### Results

Normality test aims to test whether in the regression model, the residual variable has a normal residual. The researcher uses the analysis of thetest graph Kolmogorov-Smirnov which is produced with the figure1.

Based on the normality test histogram image, it can be seen that it shows a normal distributed pattern which is shown on a curve that is not deviate to the left or right so that it can be stated that the data is normally distributed.

**Table 2.Results**

| ANOVAa | | | | | |
|---|---|---|---|---|---|
| Model | Sum of Squares | df | Mean Square | F | Sig. |
| 1 Regression | 565,868 | 1 | 565,868 | 36,909 | |
| Residual | | 250 | 15,332 | | |
| Total | | 251 | | | |

a. Dependent Variable: Online Learning
b. Predictors: (Constant), Parental Attachment

Source: The results using IBM SPSS Statistics 22 (2021)

**Table 3. T Test Results**

| Coefficientsa | | | | | |
|---|---|---|---|---|---|
| Model B | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | Std. Error | Beta | | | |
| (Constant) | 18.841 | 2.267 | | | 8.311 |
| Parental Attachment | | 175,029, | 359 | | 000 |

a. Dependent Variable: Online Learning
Source: The results of the study using IBM SPSS Statistics 22, (2021)

**Table 4. Value of Influence of variables X and Y**

| Model Summaryb | | | | |
|---|---|---|---|---|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | ,359a | ,129 | ,125 | 3,916 |

a. Predictors: (Constant), Parental Attachment
b. Dependent Variable: Online Learning

Source: Research results using IBM SPSS Statistics 22, (2021)

Based on figure 2, the normal PP Plot picture, it can be seen that the points spread close to the line and follow the diagonal direction of the line, so it can be said that the data is normally distributed.

Based on tabel 1 of the data from the Kolmogorov-Smirnov test, it shows that the significance value of each variable is thevariable Parental Attachment (X) and the Online Learning variable (Y) Sign 0.200, where the value is greater than = 0.05 (Asymp. Sig = 0.54> 0.05), and (Asymp. Sig = 0.2> 0.05), then the data is normally distributed.

*Hypothesis*

*Testing Simple Linear Regression TestSimple Linear Regression Test*

Based on tteble 2, of the data found that the value of F count = 36 909 with a significance level of 0.000 <0.05, the regression model can be used to predict the variables parental attachment, in other words, there is an influence between thevariable parental attachment (X) on the online learning variable (Y). To find out how much the influence value between the two variables is as follow table 3.

Based on table 3, the resulting data that the significance value is 0.000 <0.05 or the T count is 6.075 > 1.652 from the T table, there is a significant effect on parental attachment with online learning, it is stated that Ha is accepted, Ho is rejected. So for the regression results as follows:

$$Y = 18.841 + 0.175X$$

Description: Y = Online Learning

X = Parental Attachment

Based on Table 4, the data generated by the summary model, it is known that the correlation or relationship (R) value is 0.359, then the coefficient of determination (R Square) is 0.129 in other words the influence of thevariable parental attachment (X) with the online learning variable (Y) is 12.9%.

## Discussion

Parental attachment is the attachment that occurs between parents and children which will affect how the child is doing both in the family and interacting with the outside environment. children with mental reterdationren need more handling when going to do learning at school when online learning is applied at home, of course, how the attachment that has been established between parents will affect the success of children's online learning.

This attachment certainly consists of several aspects including communication, trust, and alienation which must be established from an early age because when these aspects have been established from an early age, the child will have a positive impact on the parents and when the child wants to establish relationships with other people. surrounding. When children already have a good attachment with parents, children can also establish relationships in the school environment with teachers and also their friends. Therefore, temporarily changing the learning system to online schools, of course, must coordinate with parents to be able to accompany children to participate in online learning, the results will be better if previously the attachment between parents and children was well established, especially parents of children with mental reterdationren in SLB East Jakarta in area 1.

## CONCLUSSION AND SUGGESTION

### Conclussion (S)

Partial hypothesis testing results showed that parental attachment significant impact on online learning. It can be seen from the result that the significant value is 0.000 < 0.05 then it has a positive effect with the T count result of 6.075 > 1.652 from the T table . Simultaneous test results show that parental attachment has a significant effect on online learning. This can be seen from the results that the significance value is 0.000 <0.05 or the F count is 36.909 > 3.88 from the F table. Based on the probability value of 0.359 > 0.05, there is a significant correlation. The results of the data from the Kolmogorov-Smirnov test, show that the significance value of each variable, namely, the Parental Attachment (X) variable and the Online Learning variable (Y) Sign is 0.200, where the value is greater than = 0.05, then the data is distributed normally.

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