

## DAFTAR PUSTAKA

- Adawiah, R. (2017). Pola Asuh Orang Tua dan Implikasinya terhadap Pendidikan Anak: Studi pada Masyarakat Dayak di Kecamatan Halong Kabupaten Balangan. *Jurnal Pendidikan Kewarganegaraan*, 7(1), 33–48.
- Akilasari, Y., Risyak, B., & Sabdaningtyas, L. (2015). Faktor Keluarga, Sekolah Dan Teman Sebaya Pendukung Kemampuan Sosial Anak Usia Dini. *Jurnal Pendidikan Anak Unila*, 1(5), 1–13.  
<http://jurnal.fkip.unila.ac.id/index.php/PAUD/article/view/10428>
- Alfimagfirah. (2024). *Terapi Bermain Peran Untuk Meningkatkan Perilaku Asertif Pada Anak Disabilitas Intelektual Ringan*.
- Amanda, S. T., & Hidayat, S. A. (2024). The Effects of Group Play Therapy on the Social Skills of Children with Intellectual Disabilities. *Prisma Sains: Jurnal Pengkajian Ilmu Dan Pembelajaran Matematika Dan IPA IKIP Mataram*, 12(1), 250–256. <https://doi.org/https://doi.org/10.33394/j-ps.v12i1.10567>
- American Psychiatric Association. (2013a). *Diagnostic and Statistical Manual of Mental Disorders Fifth Edition* (5th ed.). American Psychiatric Association.  
<https://doi.org/10.1016/B0-12-657410-3/00457-8>
- American Psychiatric Association. (2013b). *Intellectual Disability*.  
[https://www.psychiatry.org/FileLibrary/Psychiatrists/Practice/DSM/APA\\_DSM-5-Intellectual-Disability.pdf](https://www.psychiatry.org/FileLibrary/Psychiatrists/Practice/DSM/APA_DSM-5-Intellectual-Disability.pdf)
- Amran, S. R., & Widayat, I. W. (2020). Pengaruh Behavioral Social Skill Training Dalam Meningkatkan Keterampilan Sosial Pada Anak Disabilitas Intelektual Ringan. *Psikostudia : Jurnal Psikologi*, 9(1), 74.

<https://doi.org/10.30872/psikostudia.v9i1.3510>

Anme, T., Shinohara, R., Sugisawa, Y., Tong, L., Tanaka, E., Watanabe, T., Onda, Y., Kawashima, Y., Hirano, M., Tomisaki, E., Mochizuki, Y., Morita, K., Gan-Yadam, A., Yato, Y., & Yamakawa, N. (2010). Interaction Rating Scale (IRS) as an evidence-based practical index of children's social skills and parenting. *Journal of Epidemiology*, 20(SUPPL.2), 419–426.

<https://doi.org/10.2188/jea.JE20090171>

Arini, F. D., Sunardi, S., & Yamtinah, S. (2019). Social Skills of Students with Disabilities at Elementary Level in Inclusive School Setting. *International Journal of Multicultural and Multireligious Understanding*, 6(1), 52.

<https://doi.org/10.18415/ijmmu.v6i1.489>

Atmadiyanti, A. L., Sriati, A., & Nurhidayah, I. (2018). *Hubungan Tingkat Kecemasan Orang Tua Dengan Pola Asuh Pada Anak Spektrum Autisme Di SLB Kota Bandung*. 9(1), 1–10.

Azzahra, A. F. (2020). Efforts to Equitable Education for Children with Intellectual Disabilities as an Alternative to Overcoming Social Problems in Children. *Journal of Creativity Student*, 5(1), 65–86.

<https://doi.org/10.15294/jcs.v7i2.38493>

Benitez, P., Kirchner, L. de F., Ribeiro, G. W., & Tatmatsu, D. I. B. (2020). Educational Social Skills of parents of children with and without Intellectual Disability. *Psico-USF*, 25(3), 415–424. <https://doi.org/10.1590/1413-82712020250302>

Borca, C.-V. (2017). The Social Skills of Children with Disabilities. *Journal of*

*Educational Sciences*, 18(2), 82–93.

<http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ126037>

3&site=ehost-live&scope=site

Budiyono, A. (2012). Sikap Asertif Dan Peran Keluarga Terhadap Anak.

*KOMUNIKA: Jurnal Dakwah Dan Komunikasi*, 6(1), 6–13.

<https://doi.org/10.24090/komunika.v6i1.344>

Bulgarelli, D., & Stancheva-Popkostadinova, V. (2017). 5 Play in Children with

Intellectual Disabilities. In *Play development in children with disabilities* (pp.

88–93). De Gruyter Open. <https://doi.org/10.1515/9783110522143-007>

Centers for Disease Control and Prevention. (2020). *Disability and Health*

*Overview*. <https://www.cdc.gov/ncbddd/disabilityandhealth/disability.html>

Clerkin, S. M., Marks, D. J., Policaro, K. L., & Halperin, J. M. (2007). Psychometric

properties of the Alabama parenting questionnaire-preschool revision. *Journal*

*of Clinical Child and Adolescent Psychology*, 36(1), 19–28.

<https://doi.org/10.1080/15374410709336565>

Dewi, A. F., Budiman, & Argadireja, D. S. (2021). Hubungan Usia dan Jenis

Kelamin dengan Kematangan Sosial pada Anak Tunagrahita di SLBN-A

Citeureup Kota Cimahi. *Prosiding Kedokteran*, 478–481.

<http://dx.doi.org/10.29313/kedokteran.v7i1.26700>

Dhiu, K. D., & Fono, Y. M. (2022). Pola Asuh Orang Tua Terhadap Perkembangan

Sosial Emosional Anak Usia Dini. *EDUKIDS: Jurnal Inovasi Pendidikan*

*Anak Usia Dini*, 2(1), 56–61. <https://doi.org/10.51878/edukids.v2i1.1328>

Diahwati, R., & Hanurawan, F. (2016). Keterampilan Sosial Siswa Berkebutuhan

- Khusus Di Sekolah Dasar Inklusi. *Jurnal Pendidikan:Teori, Penelitian, Dan Pengembangan*, 1(8), 1612–1620.
- Dinie Ratri Desiningrum. (2016). Psikologi Anak Berkebutuhan Khusus. In *psikosain*. psikosain.
- Duri, D. R., & Yati, D. (2018). Gambaran Pola Asuh Orang Tua Pada Anak Retardasi Mental (Intellectual Disability) Di Slb Bakti Siwi Sleman. *Jurnal Kesehatan Saelmakers PERDANA*, 1(2), 18. <https://doi.org/10.32524/jksp.v1i2.376>
- Elisanti, A. D., & Ardianto, E. T. (2020). *Dasar-Dasar Metodologi Penelitian Kuantitatif Bidang Kesehatan*. Polije Press.
- Fatmawati, A., Pudyaningtyas, A. R., & Zuhro, N. S. (2021). Hubungan Pola Asuh Orang Tua Demokratis dengan Keterampilan Sosial Anak Usia 5-6 Tahun. *Kumara Cendekia*, 9(4). <https://doi.org/10.20961/kc.v9i4.54791>
- Gomes, R. M. S., & Pereira, A. S. (2014). Influence of Age and Gender in Acquiring Social Skills in Portuguese Preschool Education. *Psychology*, 05(02), 99–103. <https://doi.org/10.4236/psych.2014.52015>
- Gusmão, E. C. R., Matos, G. S., Alchieri, J. C., & Chianca, T. C. M. (2019). Social and conceptual adaptive skills of individuals with Intellectual Disability. *Revista Da Escola de Enfermagem Da USP*, 53, 1–8. <https://doi.org/10.1590/s1980-220x2018014903481>
- Hadi, S. (2000). *Metodologi research*. Fakultas Psikologi UGM.
- Hallahan, D., & Kauffman, J. (2014). *Exceptional Learners An Introduction To Special Education Twelfth Edition*. (12th ed.). Pearson Education Limited.

- Han, Y., & Hock, K. E. (2023). Level and Influencing Factors of Social Skills of Chinese Children with Intellectual Disabilities. *International Journal of Social Science and Humanities Research*, 11(1), 238–245. <https://doi.org/https://doi.org/10.5281/zenodo.7769100> Published
- Hidayat, S. A. (2023). Comparison of Conventional Play Therapy Methods and Educational Videos on Social Skills in Children with Intellectual Disabilities. *Prisma Sains : Jurnal Pengkajian Ilmu Dan Pembelajaran Matematika Dan IPA IKIP Mataram*, 11(3), 691. <https://doi.org/10.33394/j-ps.v11i3.8202>
- Indriani, Y., Supriyanti, S. I., & Lina, R. N. (2021). Hubungan Dukungan Sosial Keluarga, Pola Asuh Ibu Dengan Kemampuan Sosialisasi Anak Tunagrahita Di Sekolah Luar Biasa Negeri Kota Bekasi. *Carolus Journal of Nursing*, 3(2), 98–111.
- Jacob, U. S., Pillay, J., Ayandokun, O. C., & Oyundoyin, J. O. (2021). Social Skills of Pupils with Mild Intellectual Disability: Do Peer Tutoring, Storytelling and Gender Play a Role? *Universal Journal of Educational Research*, 9(12), 1887–1897. <https://doi.org/10.13189/ujer.2021.091201>
- Jurevičienė, M., Kaffemanienė, I., & Ruškus, J. (2018). Concept and Structural Components of Social Skills. *Baltic Journal of Sport and Health Sciences*, 3(86). <https://doi.org/10.33607/bjshs.v3i86.266>
- Karra, A. (2013). Social Skills of Children with Intellectual Disability Attending Home Based Program and Children Attending Regular Special Schools-A Comparative Study. *International Journal of Humanities and Social Science Invention*, 2(8), 59–63.

Kementerian Kesehatan Republik Indonesia. (2018). *Hasil Utama Riskesdas 2018*.

[https://kesmas.kemkes.go.id/assets/upload/dir\\_519d41d8cd98f00/files/Hasil-riskesdas-2018\\_1274.pdf](https://kesmas.kemkes.go.id/assets/upload/dir_519d41d8cd98f00/files/Hasil-riskesdas-2018_1274.pdf)

Kementerian Sosial Republik Indonesia. (2018). *Definisi Penyandang Disabilitas*.

<https://kemensos.go.id/definisi-penyandangdisabilitas>

Kliegman, R. M., Geme, J. W. S., Blum, N. J., M, S. S. S., Tasker, R. C., & Wilson,

K. M. (2020). Chapter 53 Developmental Delay and Intellectual Disability. In

*Nelson Textbook of Pediatrics* (21st ed.). Elsevier Inc.

<https://books.google.co.id/books?id=LJuRDwAAQBAJ&pg=PA283&lpg=PA283&dq=Chapter+53+Developmental+Delay+and+Intellectual+Disability.+In+Nelson+Textbook+of+Pediatrics&source=bl&ots=EDFbLmIEqw&sig=ACfU3U3ZmG5lGZ4LSqngmZW0JQ9mza5H8A&hl=en&sa=X&ved=2ahUKewj-gaX>

Komariah, N., Farid, F., & Effendi, S. H. (2017). Faktor-Faktor yang Berhubungan

dengan Kemampuan Sosialisasi Anak. *Sari Pediatri*, 18(5), 373.

<https://doi.org/10.14238/sp18.5.2017.373-8>

Komite Etik Penelitian dan Pengembangan Kesehatan Nasional. (2021). *Pedoman*

*dan Standar Penelitian dan Pengembangan Kesehatan Nasional*. Lembaga

Penerbit Badan Penelitian dan Pengembangan Kesehatan.

Lameky, V. Y., Lilipory, M., & Halalohun, C. (2022). Hubungan Pengetahuan dan

Pola Asuh Orang Tua Terhadap Perkembangan Sosial Anak dengan Retardasi

Mental di Maluku Tengah. *Molucca Medica*, 15(2), 147–153.

<https://doi.org/10.30598/molmed.2022.v15.i2.147>

- Lisardika, A. V., & Murti, H. A. S. (2017). Perbedaan Kematangan Sosial Anak Usia Dini Ditinjau Dari Keikutsertaan Di Taman Penitipan Anak (TPA). *Psikologika: Jurnal Pemikiran Dan Penelitian Psikologi*, 22(2), 89–100. <https://doi.org/10.20885/psikologika.vol22.iss2.art7>
- Machmud, H. (2013). Pengaruh Pola Asuh dalam Membentuk Keterampilan Sosial Anak. *Jurnal Kajian Ilmu-Ilmu Komunikasi Dan Bimbingan Islam*, 6(1), 130–138. <https://doi.org/https://dx.doi.org/10.31332/am.v6i1.239>
- Maleki, M., Mardani, A., Chehrzad, M. M., Dianatinasab, M., & Vaismoradi, M. (2019). Social skills in children at home and in preschool. *Behavioral Sciences*, 9(7), 1–15. <https://doi.org/10.3390/bs9070074>
- Mangunsong, F. M., & Wahyuni, C. (2018). Keterlibatan Orang Tua terhadap Keterampilan Sosial Siswa Berkebutuhan Khusus di Sekolah Dasar Inklusif. *Jurnal Psikologi*, 45(3), 167–180. <https://doi.org/10.22146/jpsi.32341>
- Marcelyna, C. (2020). Studi kasus karakteristik kematangan sosial pada anak cerebral palsy ditinjau dari VSMS (vineland social maturity scale). *Ristekdik (Jurnal Bimbingan Dan Konseling)*, 5(2), 146–154. <http://jurnal.um-tapsel.ac.id/index.php/Ristekdik/article/view/1686>
- Mortazavizadeh, Z., Göllner, L., & Forstmeier, S. (2022). Emotional competence, attachment, and parenting styles in children and parents. *Psicologia: Reflexao e Critica*, 35(1). <https://doi.org/10.1186/s41155-022-00208-0>
- Mumpuniarti, M., Diniarti, G., Prabawati, W., & Suparno, S. (2021). Family Nurture in the Social Skills Development of Children With Intellectual Disabilities Through Daily Activities. *Cakrawala Pendidikan*, 40(3), 625–

636. <https://doi.org/10.21831/cp.v40i3.43984>

Muna, S. M., Saidah, Q. I., Ernawati, D., & Panduragan, S. L. (2022). Parenting Style and Emotional Regulation in Children with Intellectual Disability. *Malaysian Journal of Nursing*, 14(2), 117–123. <https://doi.org/10.31674/mjn.2022.v14i02.019>

Mustikawati, N., Anggorowati, D., & Mugianingrum, O. (2015). Kemampuan Sosialisasi Anak Retardasi Mental. *Jurnal Ilmiah Kesehatan*, 8(2), 1–5.

Novita, F., & Yuliani, D. (2022). Pola Asuh Terhadap Anak Disabilitas Pada Masa Pandemi Di Slb Negeri Sukadana Kalimantan Barat. *Jurnal Ilmiah Rehabilitasi Sosial (Rehsos)*, 3(02), 124–141. <https://doi.org/10.31595/rehsos.v3i02.445>

Nurakhmi, R., Santoso, Y. B., & Pangestu, P. D. (2019). *Menemukanali dan Menstimulasi Anak Penyandang Disabilitas*. Kementerian Pemberdayaan Perempuan dan Perlindungan Anak.

Oladimeji, O. O., & Lazarus, K. U. (2023). Socio-demographic factors as predictors of social skills development of learners with intellectual and learning disabilities. *Turkish International Journal of Special Education and Guidance & Counseling*, 12(1), 24–34.

Pulungan, Z. S., Purnomo, E., & Baharuddin, N. A. (2019). Pola Asuh Orang Tua Mempengaruhi Prestasi Belajar Anak Tunagrahita. *Jurnal Kesehatan Manarang*, 5(1), 7–13.

Purnamawati, F., & Pradipta, R. F. (2020). *Relationship of Parent Patterns With Self-Awareness Children With Intellectual Disabilities*. 501(Icet), 182–185.



<https://doi.org/10.2991/assehr.k.201204.032>

Putri, A. T. K. (2018). *Hubungan Pola Asuh Orang Tua Dan Penggunaan Media Sosial Dengan Perilaku Bullying Di Sekolah Pada Remaja* [Universitas Airlangga]. [https://repository.unair.ac.id/77764/2/full text.pdf](https://repository.unair.ac.id/77764/2/full%20text.pdf)

Putri, D. M. P. (n.d.). Pengantar Riset Keperawatan: Konsep dan Aplikasi Riset dalam Keperawatan. In *Pustaka Baru Press*.  
[http://repository.akperkykjogja.ac.id/103/1/Buku Pengantar Riset Keperawatan Lengkap.pdf](http://repository.akperkykjogja.ac.id/103/1/Buku%20Pengantar%20Riset%20Keperawatan%20Lengkap.pdf)

Rahayu, Y., Sukmawati, I., Nafisah, D. Y., & Suhandi, F. (2022). The Relationship Of Mothering Pattern With The Social Development Of Mentally Retarded Children. *Science Midwifery*, 10(04), 3065–3068.

Rahmadhanti, D. C. G., Febriyana, N., Suryawan, A., & Setiawati, Y. (2019). Gambaran Umum Pola Asuh Pada Anak Retardasi Mental Di Rsud Dr. Soetomo. *Psychiatry Nursing Journal (Jurnal Keperawatan Jiwa)*, 1(2), 57.  
<https://doi.org/10.20473/pnj.v1i2.15807>

Riany, Y. E., Cuskelly, M., & Meredith, P. (2018). Psychometric Properties of Parenting Measures in Indonesia. *Makara Human Behavior Studies in Asia*, 22(2), 75. <https://doi.org/10.7454/hubs.asia.1160118>

Rofiqoh, Z., Asmaningrum, N., Wijaya, D., Keperawatan, F., Jember, U., & Kalimantan, J. (2018). Hubungan Mode Adaptif Konsep Diri Berbasis Teori Callista Roy dengan Kemampuan Interaksi Sosial Anak Tunagrahita di SLB-C TPA Kabupaten Jember. *E-Jurnal Pustaka Kesehatan*, 6(2), 312–318.

Sabat, C., Burke, M. M., & Arango, P. (2021). Parental styles and attitudes of

fathers of children and adolescents with intellectual disability: Do parental styles and attitudes impact children's adaptive behaviour? *Journal of Applied Research in Intellectual Disabilities*, 34(6), 1431–1441.  
<https://doi.org/10.1111/jar.12885>

Sitorus, A. S. (2023). Keterampilan Sosial dan Emosional Anak Usia Dini; Analisis Gender. *Generasi Emas*, 6(1), 49–57.  
[https://doi.org/10.25299/ge.2023.vol6\(1\).11000](https://doi.org/10.25299/ge.2023.vol6(1).11000)

Smetana, J. G. (2017). Current research on parenting styles, dimensions, and beliefs. *Current Opinion in Psychology*, 15(16), 19–25.  
<https://doi.org/10.1016/j.copsyc.2017.02.012>

Sonia, G., & Apsari, N. C. (2020). Pola Asuh Yang Berbeda-Beda Dan Dampaknya Terhadap Perkembangan Kepribadian Anak. *Prosiding Penelitian Dan Pengabdian Kepada Masyarakat*, 7(1), 128.  
<https://doi.org/10.24198/jppm.v7i1.27453>

Syakirah, A. I., Lusmilasari, L., & Rustiyaningsih, A. (2020). Hubungan antara Efikasi Diri Ibu dengan Pola Asuh Pencegahan Masalah Perilaku pada Anak Usia Prasekolah di Gunung Kidul Yogyakarta. *Jurnal Keperawatan Klinis Dan Komunitas*, 4(3), 104–111.

Widadi, S. Y., & Rahman, R. (2018). Gambaran pola asuh orangtua pada anak berkebutuhan khusus di Slbn B Kabupaten Garut. *Jurnal Medika Cendikia*, 3(2), 24–31. <https://doi.org/10.33482/medika.v3i02.52>

Widjaningrum, W. A., & Hamdan, S. R. (2022). Gambaran Keterampilan Sosial Siswa Slow Learner Di Sekolah Dasar Inklusi. *Schema: Journal of*

*Psychological Research*, 70, 22–28.