

HUBUNGAN POLA ASUH ORANG TUA DENGAN PERKEMBANGAN SOSIAL ANAK

AUTISM SPECTRUM DISORDER DI PUSAT LAYANAN AUTIS DIY

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INTISARI

Latar Belakang: *Autism Spectrum Disorder* (ASD) merupakan gangguan perkembangan yang ditandai dengan hambatan komunikasi, interaksi sosial, dan perilaku repetitif. Anak ASD menghadapi tantangan dalam perkembangan sosial, sementara pola asuh orang tua berperan penting dalam membentuk perkembangan sosial anak.

Tujuan Penelitian: Penelitian ini bertujuan untuk mengetahui hubungan antara pola asuh, pendapatan, dan pendidikan terakhir orang tua dengan perkembangan sosial anak *Autism Spectrum Disorder* (ASD). Selain itu, penelitian ini juga bertujuan untuk menggambarkan pola asuh orang tua serta perkembangan sosial anak ASD.

Metode: Penelitian menggunakan pendekatan korelasional dengan desain *cross-sectional* pada 46 orang tua anak ASD usia 3–12 tahun di Pusat Layanan Autis DIY. Teknik pengambilan sampel menggunakan *non-probability sampling* dengan metode *consecutive sampling*. Instrumen yang digunakan yaitu *Parental Authority Questionnaire-Revised* (PAQ-R) dan *Life Skills Assessment Scale* (LSAS). Analisis data menggunakan Uji Eta dan Pearson.

Hasil: Hasil penelitian menunjukkan bahwa perkembangan sosial anak ASD di Pusat Layanan Autis DIY sangat bervariasi, dengan skor berkisar antara 16 hingga 38 dan rata-rata 25,33. Mayoritas orang tua (97,8%) menerapkan pola asuh demokratis. Tidak ditemukan hubungan signifikan antara pola asuh ($p = 0,733$) pendapatan orang tua ($p = 0,207$) dan pendidikan orang tua ASD ($p = 0,377$) dengan perkembangan sosial anak.

Kesimpulan: Mayoritas anak ASD di PLA DIY memiliki perkembangan sosial tinggi, terutama dalam hubungan interpersonal dan kesadaran diri, dengan hambatan pada empati dan komunikasi. Mayoritas orang tua menerapkan pola asuh demokratis. Tidak terdapat hubungan signifikan antara pola asuh, pendapatan maupun pendidikan orang tua dengan perkembangan sosial anak, kemungkinan karena intervensi terapi yang merata.

Kata Kunci: pola asuh, perkembangan sosial, *autism spectrum disorder*

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THE RELATIONSHIP BETWEEN PARENTING STYLE AND SOCIAL DEVELOPMENT CHILDREN WITH AUTISM SPECTRUM DISORDER IN PUSAT LAYANAN AUTIS DIY

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ABSTRACT

Background: Autism Spectrum Disorder (ASD) is a developmental disorder characterized by impairments in communication, social interaction, and repetitive behaviors. Children with ASD face challenges in social development, while parenting styles play a crucial role in shaping their social growth.

Objective: This study aims to examine the relationship between parenting style, parental income, and parental education level with the social development of children with Autism Spectrum Disorder (ASD). In addition, the study also aims to describe the parenting styles and social development of children with ASD.

Method: This study employed a correlational approach with a cross-sectional design involving 46 parents of children with ASD aged 3–12 years at the Autism Service Center of the Special Region of Yogyakarta. The sampling technique used was non-probability sampling with the consecutive sampling method. The instruments used were the Parental Authority Questionnaire-Revised (PAQ-R) and the Life Skills Assessment Scale (LSAS). Data were analyzed using the Eta test and Pearson correlation.

Results: The results of the study showed that the social development of children with ASD at the Autism Service Center of the Special Region of Yogyakarta varied greatly, with scores ranging from 16 to 38 and an average of 25.33. The majority of parents (97.8%) applied a democratic parenting style. No significant relationship was found between parenting style ($p = 0.733$), parental income ($p = 0.207$), and parental education ($p = 0.377$) with the social development of children with ASD.

Conclusion: Most children with ASD at the Autism Service Center of the Special Region of Yogyakarta (PLA DIY) demonstrate high levels of social development, particularly in interpersonal relationships and self-awareness, with challenges in empathy and communication. The majority of parents apply a democratic parenting style. No significant relationship was found between parenting style, income, or parental education and the children's social development, possibly due to the equal distribution of therapeutic interventions.

Keyword: parenting style, social development, autism spectrum disorder

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