

COLLABORATIVE SURVEY OF PARENTS AND TEACHERS IN THE DEVELOPMENT OF CHILDREN'S SOCIAL INTERACTION WITH DEVELOPMENTAL DISABILITIES

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ABSTRACT

This study aims to determine the level of involvement of teachers and parents in developing social interactions of children with developmental disabilities. The instrument used in this study was developed based on the theory of teacher and parent involvement in learning according to Epstein's (2010) theory. Epstein lists six typologies of parental involvement in schools (28), namely (1) Parenting; (2) Communications; (3) Volunteering; (4) Study at home; (5) Decision making; (6) Collaborating with the community. The results of the content validity test show that the teacher instrument is worth 0.79 (high validity) and the parent instrument is 0.83 (very high validity). The results showed that most teachers had taught parents about simple ways to develop children's social interaction skills, but schools did not collaborate with outsiders in developing social interactions for children with developmental disabilities and most parents had taught good social interactions among friends, relatives, and teacher.

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