



## The Correlations Between Family Support to The Growth of Children's Socialization Abilities With Mental Retardation: Literature Review

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### Abstract

The number of mentally retarded children increases to 7-10% of the total number of children in Indonesia in 2019. Most of these mental retardation children experience obstacles in carrying out the ability to socialize with the others due to lack of support provided by their families. This research purposes was to identify the correlation between family support of children's socialization abilities with mental retardation. The research design used was a literature review, the stage of collecting journals from several databases such as Garuda, Google Scholar, ScienceDirect, and NCBI. The analysis technique uses critical appraisal with JBI (Joanna Briggs Institute) format. From the five journals analyzed, it was stated that there was a correlation between family support and children's socialization abilities with mental retardation. The family was the most important factor that affects the children socialization ability because the child's correlation with their family was closer and more emotional. Further improvements in providing education and knowledge to families should be given, especially parents who have mentally retarded children regarding the importance of family support for children's socialization abilities with mental retardation.

## Introduction

Mental retardation is a developmental delay characterized by below normal intelligence/cognitive abilities and there are obstacles in social abilities due to insufficient mental abilities. Children with mental retardation will have the effect of inability and involvement that functions in the environment such as learning, playing, working, recognition and interaction. The level of intelligence disorders in children with mental retardation is grouped from mild mental retardation, moderate mental retardation, and severe mental retardation (Tekola et al., 2023; Totsika et al., 2022; Kuld et al., 2023). There are many events that mention children with special needs. The World Health Organization (WHO) estimates that of the 970 million children in the world, 1 in 8 children have mental retardation (Miswanti et al., 2024). Based on data from the Central Statistics Agency (BPS), the prevalence of mental retardation in Indonesia is 1-3% of the population or around 6.6 million people. The number of children with severe mental retardation is 2.8%, moderate mental retardation is 2.6%, children with mild mental retardation are 3.5%, and the rest are 2.5% of stupid children (Susan et al., 2024).

Children with mental retardation do not just happen, there are causes that cause children to experience mental retardation (Haidt, 2024; Verity et al., 2021; Lannes et al., 2021; Mkabile et al., 2021). The causes of this mental retardation are very complex and multifactorial. In general,

the causes of mental retardation are classified into 2, namely biological causes and psychological causes. In this mental retardation, no drug has been found that functions to treat or cure (Asral & Wijayanti, 2024; Nielsen et al., 2021; Elliott et al., 2025).

Children with mental retardation experience limitations in carrying out daily activities, intellectual abilities and self-adjustment which causes them to be less able to socialize with their peers, so that children are often ostracized, as a result children socialize with younger friends and reduce their activities until they withdraw (Tekola et al., 2023). This shows that children with mental retardation have fundamental difficulties in terms of socialization and even communication (Iwal et al., 2023). Children's socialization abilities can be influenced by the attitude or acceptance of the family, including the attitude of the family who rejects and hides the child's whereabouts and does not allow the child to leave the house (Fitzgerald et al., 2023; Ohab & Ara, 2025; Frigerio et al., 2021). The family is the first place where children learn social skills and interact with others. The limitations of children with special needs become the duties and obligations of their parents, including parenting patterns that are appropriate to the conditions of children with special needs (Muhammadiyah, 2015). Therefore, it is not easy for parents to accept the fact that their child suffers from an abnormality or disability (Mundakir et al., 2024). According to Friedman (2012) family support is divided into 4 types, namely informational support, assessment support, instrumental support, and emotional support. These four supports must be fulfilled by the family in providing support to children. Because family support has an important and primary role in the health and well-being of family members including children with mental retardation (Asral & Wijayanti, 2024).

## Methods

This research design uses Literature Review with the approach used is systematic literature review. The sample in this study consisted of search journals, sourced from Google Scholar, Science Direct, Garuda, and NCBI which have been indexed by SINTA and Scopus. The inclusion criteria for research articles are publication year 2020-2025, full text, national journals indexed by Sinta and international journals in ScimagoJR. While the exclusion criteria are articles that use the qualitative systematic literature review method.

The method used is a scoping review with the aim of identifying literature in depth and comprehensively from various sources that are related to the research topic. There are five stages in this scoping review, namely identifying research questions, searching for and identifying literature that can be used to answer the research objectives that have been set, sorting literature, presenting data or information from each literature, and making conclusions, suggestions and reports on the results of the analysis as a whole.

The article search strategy uses databases available on Google Scholar and Pubmed e-resources. The search used article search using English language criteria using the words and sentences "family support" and "socialization abilities" and "mentally retarded child". While the Indonesian language literature uses the words and sentences "family support" and "socialization abilities" and "mental retarded child".

Data analysis in this study used the Joanna Briggs Institute (JBI) critical appraisal instrument with a cross-sectional approach. The results of the critical appraisal obtained articles that were suitable for use for as many as 5 articles from the screening and analysis of the suitability of the inkulis criteria and the suitability of the topic. This instrument contains a checklist to see if there is suitability, harmony and accuracy of the title, design, sample, objectives, results and discussion. This checklist is then filled in based on the type of research and assessed. The purpose of using the critical appraisal instrument tools is to see the quality of the journal, whether it is good or, sufficient or lacking to be used as relevant material.

Presentation of the results of the review of each literature used, the information will be presented in table form. The following is the flow of sorting articles obtained according to the topic of the literature study conducted:

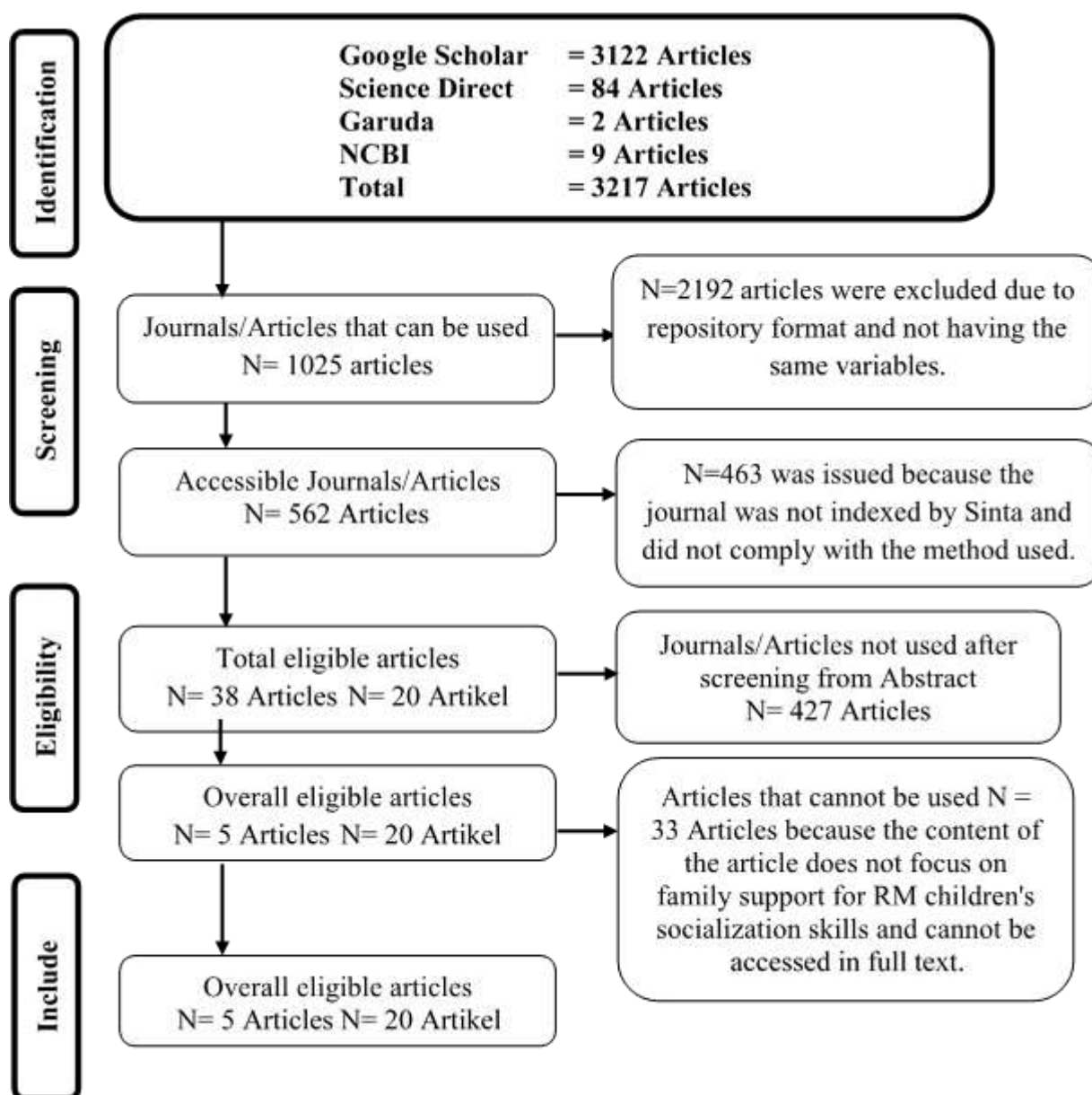


Figure 1. Prisma flow diagram

## Result and Discussion

Table 1. Journal Review Result Data

No	Title	Researchers and Year	Objective	Respondents	Method	Results
1	The Relationship of Family Support to the Self-Care Independence of Children with Mental Retardation	Susan Nuramelia Sari, Habsyah S. Agustin, Ade Nuraeni (2024)	To determine the relationship between family support and self-care independence in children	Parents of children with mental retardation, totaling 60 respondents	Quantitative correlational research. Analysis using chi-square test showed a p-value of 0.001	There is a relationship between family support and self-care independence in children with mental retardation at SLB Negeri Subang. Therefore, families are expected to provide and enhance good support, including informational,

	at SLB Negeri Subang		with mental retardation at SLB Negeri Subang			emotional, appraisal, and instrumental support.
2	The Relationship between Family Support and Personal Hygiene Independence in Children with Mental Retardation at SLB Pelambuan Banjarmasin	Roly Marwan Mathuridy, Darmayanti Wulandatika, Amellia Dewi Anjani (2024)	To determine the relationship between family support and personal hygiene independence in children with mental retardation	30 parents of children with mental retardation	Descriptive research using a cross-sectional approach. Analysis using chi-square test showed a p-value of 0.001	There is a relationship between family support and personal hygiene independence in children with mental retardation at SLB Pelambuan. 27 respondents (90%) provided supportive family support, while 8 respondents (26.7%) showed their children were still dependent in personal hygiene tasks.
3	The Relationship between Social Support and Stress Levels of Parents with Children with Mental Retardation at SLBN Bangkinang	Gusti Mega Putri, Nizar Syarif Hamidi, Dhini Anggraini Dhilon (2024)	To analyze the relationship between social support and the stress levels of parents of children with mental retardation	78 parents of children with mental retardation	Descriptive research using a cross-sectional approach	Most parents experienced stress, with 53 respondents (67.9%) showing stress symptoms. Most social support was rated low by 54 respondents (69.2%). Bivariate analysis indicated a relationship between social support and stress levels in parents of children with mental retardation at SLBN Bangkinang.
4	The Relationship between Family Support and Independence in Children with Mental Retardation at SDLB Bangkinang	Syukrianti Syahda & Mazdarianti (2018)	To determine the relationship between family support and the independence ability of children with mental retardation	53 parents of children with mental retardation	Cross-sectional method. Bivariate analysis using chi-square test showed a p-value of 0.001	There is a significant relationship between family support and the independence of children with mental retardation. This indicates that many children do not receive sufficient family support and are at higher risk of lacking independence.
5	The Experiences of Parents of Children Living with Disabilities at Lehlaba Protective Workshop in Sekhukhune District of Limpopo Province	Brian Tigere & Jabulani C. Makhubele (2019)	To explore the lived experiences of parents raising children with disabilities	14 parents of children with disabilities	Mixed methods	Parents of children with disabilities face significant challenges in raising their children due to a lack of support structures that protect and promote the rights of children with disabilities.

## Discussion

The results of this study show that there is a significant relationship between family support and the socialization abilities of mentally retarded children. Family support for mentally retarded children is still very low, which causes poor socialization abilities carried out by mentally retarded children.

The existence of low family support for mentally retarded children has factors that influence it. One of them is in the research of Cooper & Stewart (2021) that the support given to children is influenced by the level of education, income, and work owned by the family (Ravikumar et al., 2022). In addition, the results of Tigere & Makhubele research (2019) stated that family support given to mentally retarded children depends on the psychology or initial acceptance of the family towards the presence of mentally retarded children in the family.

Family support can certainly affect the life that will be lived by mentally retarded children. One of them is the ability to socialize. Family support can affect the level of children's socialization abilities (Rahimah & Koto, 2022; Pak et al., 2024). But there are other things that can affect the ability to socialize, namely the condition of the child itself. They can be embarrassed and afraid to socialize. In addition, what can affect the socialization ability of mentally retarded children is the level of intelligence, the surrounding environment, teachers, and friends of the same age (Gülay et al., 2024; Frigerio et al., 2021).

Socialization skills are influenced by family and environmental factors. A family consisting of parents is the person who is closest to the child, both physically and psychologically. The family has several supporting functions, namely informational support, the family as a provider of information, such as providing advice and counseling. Family appreciation support acts as a provider of feedback, guidance, and the ability to solve problems and facilitate the identity of family members (Koschorke et al., 2021; Cian et al., 2022).

Children with mental retardation have difficulties in their social development process which is the basic capital for interaction. If one or all of these processes are hampered, then socialization skills will not develop without the help of those around them. One of the things that influences children's socialization skills is the family, where the family is the main place that teaches skills to each individual. Children with mental retardation have difficulty in developing daily life related to taking care of themselves, helping themselves, and taking care of themselves and making adjustments that include communication and socialization skills related to problems in their relationships with groups or individuals around them (Baker, 2023; Monahan et al., 2023).

The basic problems often experienced by children with mental retardation are usually indicated by their behavior when doing activities with normal children in general. Like, when they socialize in facing a number of difficulties both in physical, psychological and social activities. Children with mental retardation in everyday life tend to be ostracized by their friends, so they need help from others in the form of social support. Therefore, family support in providing parenting patterns chosen by parents in providing guidance and educating mentally retarded children requires adjustment in educating them so that it will help the development of mentally retarded children (Abdel Aziz et al., 2024; Samosir & Penulis, 2024).

Family support is very important, because the family is able to provide physical and mental encouragement. The family has several supporting functions, namely informational support, the family as a provider of information, such as providing advice and counseling. Family appreciation support acts as a provider of feedback, guidance, and the ability to solve problems and facilitate the identity of family members (Andika et al., 2021).

From the five studies, it is basically shown that family support greatly influences the socialization ability of mentally retarded children. Because the family is a place for an individual to grow and develop, the success of development is largely determined by the quality of the individual formed from the norms adopted by the family in shaping the behavior of the family members themselves. Most families who have mentally retarded children will provide

excessive protection, so that children do not have free opportunities or are more limited in their movement which causes children not to get experiences that are in accordance with the development they should have (Muhammadiyah, 2015).

## Conclusion

Family support has a significant relationship to the socialization ability of children with mental retardation. Because family support is one of the factors that can influence the socialization ability of children with mental retardation. Suggestions for nurses who have a role as educators must be able to provide education to families about the importance of family support in the development of socialization abilities of children with mental retardation. And for further researchers, it is hoped that they can directly examine the relationship between family support and the development of socialization in children with RM.

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