



Family Contribution to Social Interaction Behavior of Down Syndrome Children

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ARTICLE INFO	ABSTRACT
<p>Keywords:</p> <p>Child development; Social abilities; Social interaction; Sociology of family; Symbolic interactionism.</p>	<p>The research objectives were to discover the social behavior built between the family environment and children with Down syndrome and to know the social interactions of children with Down syndrome with family, friends, schools, and the community. The theory used in this study is the theory of Symbolic Interactionism, which considers structural factors, namely society. According to Mead's observations, the concept of self, which he refers to determines the will, desires, and ambitions of human beings, also has a conception that considers the circumstances around them. Always influenced by internal interactions associated with the state of society. This study uses a descriptive method with qualitative data types. This research is located in Cibeureum Village, Kertasari District, Bandung Regency. The researcher chose this location because it is close to where the author lives, so it can facilitate research in obtaining research data. The subject of this research is family. The results of this study indicate that the family environment is seen as the main determining factor in child development. Therefore, the family's contribution to parenting children with Down syndrome must be well established. Good socialization will make it easier for children to adjust to society later.</p>
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1. INTRODUCTION

Down syndrome is a condition of retarded physical and mental development caused by abnormalities in chromosomal development (Cicchetti & Beeghly, 1990). Children with mental disabilities generally have more abnormalities than other disabilities, especially their intelligence. Almost all cognitive abilities of children with mental disabilities experience abnormalities such as slow learning, ability to solve problems, and lack of ability to establish causal relationships, so their appearance is very different from other children (Kim et al., 2009). Children with mental disabilities are characterized by weak motor control and a lack of coordination ability. However, on the other hand, they can still be trained to achieve abilities up to a specific point. Other signs include reading a book close to the eyes; the mouth is always open to understand something, understanding takes a long time, sensory difficulties, speech impediments, and verbal development. Down syndrome is a collection of symptoms resulting from chromosomal

abnormalities, usually chromosome 21, which cannot separate during meiosis resulting in individuals with 47 chromosomes (Ranweiler, 2009).

The family contributions given to children with Down syndrome certainly have different contributions, both in how parents educate, parenting styles, and the relationships given by family members to children with Down syndrome who are in Cibereum Village. Of course, the contributions made by the family will influence children; this is because parents act as media of socialization. Not only parents are a component in the life of children with Down syndrome. School, friends, and the environment have a significant role in the development of children academically and socially. Differences given by families in the interaction of children with Down syndrome are commonplace, considering that children with Down syndrome have different characteristics in the child's IQ, ability to communicate, and socialization. There are many problems related to parenting and education given to child development.

Generally, normal children have good social adjustment abilities. This is because these children have good intelligence and do not have developmental barriers, such as language, social, personality, and physical aspects. Therefore, making social adjustments to their friends in social relations will be easy. With all their shortcomings, Down syndrome children will feel sensitive to the treatment of their fellow friends, for example, "scorned" (Miles et al., 2019).

The family environment is part of community life. The environment is where people live and interact in the chain of life, need each other, and are interrelated. The family environment is the first place where life begins. It is very influential in the success of children with Down syndrome so that children can interact, socialize and integrate with their family environment. Therefore, the family is seen as the primary determinant of child development.

In essence, humans are social beings, creatures that cannot live without the help of others. God Almighty created humans as the most perfect creatures compared to other creatures. Humans are created to have reason, thoughts, and feelings that can be used to interact personally with each other and to build social relations with the community in their respective interaction environments. Every human being always needs communication in interacting to convey his intentions and desires to others. Without communicating, a person will experience difficulties in continuing his life.

Social interaction is the general form of social processes, while the particular forms are social activities. Social interaction is a relationship between individuals, between human groups. The conditions for social interaction are social contact and communication. The word contact comes from the Latin *con* or *cum* (which means together) and *tango* (which means to touch). So, it means touching together. Physically, new contact occurs during bodily intercourse because people can contact other parties without touching them. These social contacts can be positive or negative. Positive social contact leads to cooperation, while negative leads to conflict or does not even result in social interaction. While communication is when someone interprets other people's behaviour (speech, bodily movements, or attitudes), the feelings that the person wants to convey. The person concerned then reacts to the feelings that the other person wants to convey. With this communication, the attitudes and feelings of a group can be known by other groups or other people. It is then an ingredient to determine what reaction it will do (Lupton et al., 2016).

Anyone can experience communication barriers. It can be one of the main factors for a group or some people. This can be seen in the problems experienced and faced by children born with limitations. Children born with limitations in themselves are categorized as children with special needs. One of them, Down Syndrome, is a genetic disorder that causes differences in learning abilities and specific physical characteristics. Down Syndrome cannot be cured, but with maximum support and attention, children with Down Syndrome can grow up happily. Children with Down syndrome need guidance like other normal children or even more. Their development in various aspects takes time, and they will go through it gradually, according to their abilities. Many studies show that a harmonious relationship between parents (father and mother) is the beginning of stable development and good personality knowledge for children. Parents' love and praise become a channel for children to secure themselves with their parents so that a harmonious atmosphere in the family can be achieved easily (Lehmann et al., 2019).

The relationship between humans and other humans is the reaction arising from these relationships (M Taufiq Rahman, 2021). It is this reaction that causes a person's actions to expand because, since birth, humans already have two primary desires or desires, namely: (1) the desire to become one with other

humans around them (namely society); (2) the desire to become one with the surrounding natural atmosphere.

In other words, not every interaction between children with Down syndrome and their families or other environments occurs appropriately; there are processes where interactions lead to cooperation or vice versa; there is a situation where individuals or groups compete. Departing from the reality of the conditions above, the researcher wants to examine further the interaction relationships (social behavior) that exist around their place of residence, such as family, school, friends, or the broader community in general, and how the family environment contributes to the social interaction behavior of children with Down syndrome, in the community of Cibeureum Village, Kertasari District, Bandung Regency.

Contribution means our role in participating in something. Contribution can also be interpreted as participation, involvement, or donation (money, effort, or thought). Contributions can indeed cover various fields. And this contribution usually has a positive aim, namely to make progress, not to reduce or even fail a goal. The environment is part of people's lives. The environment is where people live and interact in the chain of life, need each other, and are interrelated. The family environment is seen as the main determining factor in child development. The environment in question is a factor that comes from outside the community or external factors. The surrounding environment includes school friends, neighbors, playmates, and most importantly, family, especially parents (Mohammadinejad & Sahragard, 2021). The family environment makes a contribution that will influence the child. The way parents educate has a significant influence on children. Family is the first and foremost educational institution (Khojanazarova, 2022). This healthy family means a lot for education on a small scale but is decisive for education on a large scale, namely education for the nation, the state, and the world. It can be understood how significant the family's contribution is in children's education.

The most crucial relationship between family members is between parents and children. In addition, the child's relationship with his siblings or other family members also influences the child with Down syndrome. Relations between family members are closely related to the way parents educate. The relationship between a child with Down syndrome and a family environment that is not good will cause the child's development to be hampered.

Parenting style is a pattern of behavior applied to children and is relatively consistent occasionally. This pattern of behavior can be felt by children, both negatively and positively, where a child will adapt to his environment to instill discipline and independence. Parenting is teaching parents in caring for their children, especially those related to discipline, where parents try hard to teach children what they need to know and what they have to do to become happy, confident, and can be responsible in society, but not only parents are in charge of carrying out education, children also teach parents how to behave in front of children.

Parenting styles play a significant role in forming children's character, in which parents educate and care for their children. Parenting style is very helpful in how children contribute and behave according to their gender in the family, society, and nation. Parenting style helps children learn existing values or rules so that they comply with these rules and can be accepted by their environment. In addition, parents must also give affection to their children so they don't feel lonely. Parents who are categorized into democratic parenting try to direct their children to behave rationally by first giving explanations to their children. Parents explain the demands and discipline set but still use their authority or give punishment if necessary. Parenting that is democratic usually emphasizes a rational way and is oriented towards the issue of "give and take," which can produce reasonable agreements without losing autonomy and activity.

Parents categorized into authoritarian parenting try to shape, control, and evaluate children's attitudes and behavior based on their set standards and control children's behavior through punishment. Parents oblige children to obey and have respect for their parents. Children are also prohibited from expressing their opinions, feelings, and desires to their parents. Authoritarian parents use high control with low warmth. Parents like to physically punish, order children to do something without compromise, be rigid, tend to be emotional, and reject.

Parents categorized into permissive parenting try to accept and respond positively to their child's impulsive actions, desires, and behavior by providing supervision that is not too strict. In addition, parents place few demands and responsibilities on children at home, allow children to manage all activities they can do, and try to set aside their authority as parents to make an objective decision. Permissive parents

use low control but are accompanied by high warmth. Parents apply inconsistent discipline and rarely punish children because most children's behavior is acceptable to parents.

There are many definitions related to social interaction. Social interaction is the core of all social life; therefore, there is no way of living together without social interaction. Likewise, the sociologist George Simmel said that a society will exist if there is an interaction between individuals in society (Ritzer & Goodman, 2012).

Meeting individuals physically alone will not produce a social life in a social group. Such association of life will only occur when individuals or people with groups of people work together, talk to each other, and so on to achieve a common goal, hold competition, fight, and so on. So it can be said that social interaction is the basis of social processes and refers to dynamic relationships (M Taufiq Rahman, 2021).

Another definition, for example, states that social interaction is a relationship between two or more people, where a person's behavior or actions will influence, change, or improve the behavior or actions of other individuals or vice versa (Manullang, 2020).

Interaction is a social process involving two or more other individuals and mutually influencing each other (M T Rahman, 2011). In considering an individual's behavior towards another, mutual expectations arise between the parties involved. Each individual tries to do what other people do and adjust their behavior to the expectations of others. This pattern of mutual expectation will eventually become the norm accepted by the individuals involved to determine the state of their interactions. So social interaction can be formulated as a relationship between two or more humans, where the behavior of one individual affects the other or vice versa. It accurately describes the ongoing reciprocal relationship between two or more humans. In this relationship, it is clear that humans cannot live alone. So humans are social beings with each other to meet the needs of their life. In this sense, the starting point is humans as interacting individuals because humans manifest their social nature with social interactions.

In social interaction, humans have two functions: as a big advantage for humans because they can cause subjects and objects. This is progress in social life. If humans are mere objects, then their lives will not be higher than inanimate objects, and vice versa; if humans are only subjects, then they cannot live in society because socializing can occur if each member "gives" and "takes" them publicly (Paloutzian & Park, 2021). So, it is clear that individual and social life cannot be separated and constantly interact. From some of the definitions above, it can be concluded that social interaction is a reciprocal relationship between individuals and individuals, individuals and groups, or groups and groups within a community that influence each other.

The method used in this study is descriptive, aiming to describe or give a complete picture of the role of the family in the social interaction of children with Down syndrome, action analysis studies, especially those in Cibeureum Village, Kertasari District, Bandung Regency, which can be observed as targets in research. The characteristics of the descriptive method are such as focusing attention on social problems that existed in society at the time this research was carried out or actual social problems, as well as describing the facts about these social problems that are being investigated as they are and accompanied by interpretations proper rationale (Silverman, 2015).

This research took place in Cibeureum Village, Kertasari District, Bandung Regency; the reason the researchers chose this location as the research location was that in that village, there was an exciting phenomenon that needed to be studied, namely the presence of Down syndrome children seen from social interactions and contributions made by the family environment. This is intended to impact children with Down syndrome because interactions or contributions from the family environment can affect their personality. Parents influence the adjustment of children in society. This is because parents act as children's first and most influential media of socialization. For example, providing good socialization to children will make it easier for them to adapt to society later, while poor socialization will make children experience difficulties adjusting to society.

In addition, the reason for choosing this location is because the author lives in the village, so it supports and allows for the continuity of research. This research is based on considerations of exciting things related to social issues. Another consideration is that you want to know more deeply about the Contribution of Families in the Social Interaction of Children with Down Syndrome, Cibeureum Village, Kertasari District, Bandung Regency.

2. RESULTS AND DISCUSSION

The location of this research is Cibeureum Village. Cibeureum Village is a division of Kampung Cirawa, Nangkelan Village, Pacet District. Because the population was increasing yearly, in the 1970s, it was divided into Sukapura Village and Cibeureum Village. The residents of Cibeureum Village have good social and cultural facilities as formal and non-formal education, such as Pre Schools, Kindergarten, Qur'anic Schools, Religious Schools, Elementary Schools, Junior High Schools, Senior High Schools, Islamic Boarding Schools, and Courses. But of all the educational facilities in Cibeureum Village, people who have children with special needs want the government to hold/build special schools close to residents and provide several notable schools in specific locations where there are indeed many children with special needs. In addition to contributions from the family, it is necessary to pay attention to the social environment; there is assistance from the government for the construction of special schools, which will make the community feel cared for.

Research on the family profile of children with Down syndrome in Cibeureum Village was conducted on several families in Cibeureum Village, Kertasari District, Bandung Regency, including Mr. Dadang and Mrs. Neng Yati has two children, namely Tiya and Rafka. Neng's mother is one of the families who gave birth to a child with Down syndrome (Interview results with Mrs. Neng as the mother of a child with Down syndrome on April 26, 2017). When she gave birth to her first child, Neng's mother was 19. Before the birth of her first child, Neng's mother often checked her baby. And when several examinations are still unknown, the child will most likely be born with a child with Down syndrome, even when the child is born under normal circumstances. However, the family felt strange when for ten consecutive days,, the child had never cried; the family was worried, so the baby was taken to Al-Ihsan Hospital, and it turned out that the child had been poisoned and had a lot of fluid (amniotic fluid) that the baby drank while in the womb, Neng's mother felt sorry and disappointed because he had followed the advice given by his parents to fast even though his mother was unstable and had not eaten enough. Neng's mother did not entirely blame her parents because she also felt guilty as the mother who gave birth to her child. After all, she could not provide adequate nutrition, which caused her child to be born with Down syndrome.

Neng's mother's decision when she gave birth to her first child named Tiya, Neng's mother decided not to conceive anymore because she was afraid she would give birth to her second child at the same time as being born with Down syndrome. Still, she realized that because many people are motivated, Neng's mother would conceive again with her second child so that the child has friends because then the condition of the child with Down syndrome would affect interaction in the social environment in society.

Based on the results of the interviews, the researcher can explain how the feelings of a mother who has a child with Down syndrome; they think that their child has no future; moreover, the child with Down syndrome is born as a daughter, but you do not forget your obligations as a parent, you always accompany their children to public schools, teaching additional learning at home. As stated by Mr. Dadang: "Even though it is sometimes difficult to accept ridicule from schoolmates or their social environment, I try to make the best contribution to my child, whether it's providing a good means of playing at home, and I try to get to know the down child better." syndrome by following the training." By participating in the training conducted by the family of Mr. Dadang and Mrs. Neng, they hope that their children will be able to be independent, such as dressing, eating, and playing with their friends.

Mr. Rojak and Mrs. Isah have three children: Tegar, Desi, and Adit. In contrast to Mrs. Neng, who knew that her child had Down syndrome after giving birth, Mrs. Isah knew that at the age of 37 she was at high risk of giving birth to a child with Down syndrome. Because it is thought that there are hormonal changes that can cause "non-disjunction" of chromosomes, namely translocations of chromosomes 21 and 15. This can affect the aging process. Mr. Rojak and Mrs. Isah, who live in Cibeureum Village, already know that their child, who is still in the womb, is predicted to have a child with Down syndrome; the family is trying to take prevention. However, the child was born with Down syndrome during the delivery process. As stated by a mother: "We have tried to provide medical treatment and education to our children, such as sending children to special education, allowing them to play with their friends." (Interview results with Mrs. Isah as the mother of a child with Down syndrome on April 29, 2017). Before the birth of their third child, Mr. Rojak and Mrs. Isah had three children, the first child was named Tegar, the second child was named Desi, and the third was named Adit, even though their younger sibling had Down syndrome; they loved their younger sibling very much, and did not even shy away from or were ashamed of them, his sister.

Mr. Acep and Mrs. Eulis have three children: Neng Elin, Desi, and Dasep. By freeing children to play in the social environment, families indirectly provide opportunities to improve gross and fine motor skills through playing with friends. Parents are the closest people to children, the first people that children know, and teach various things to children. Parents become figures who help children identify themselves and understand their role in the family and society in the future. The same thing was also expressed by Isah's mother: "If the mother's child development is significant, therefore the mother provides the best for the mother's child by providing special education so that the child gets a feeling of identity, self-esteem, and pleasure for the child" (Interview results with Mrs. Isah as the mother of a child with Down syndrome on April 29, 2017).

Social interaction is a form of implementing the human position as a social being, meaning that various forms of social interaction are evidence of how humans need togetherness with other people (Shehu, 2017). As is done by the community with children with Down syndrome, they are seen to respect, appreciate, and need one another to create harmony and a sense of mutual help (Nario-Redmond, 2019). For example, what was done by Seni (a member of the Cibeureum community) with Neng Elin (a Down syndrome child); Neng Elin is a Down syndrome child who is now 21 years old because she has a Down syndrome disorder, so her growth is a little late. She behaves like a child, but Seni (14 years old) Neng Elin's friend, respects her because she knows that even though she is in such a situation, she must respect those more mature than her. From there, it can be seen how humans need togetherness with other people. Because humans, as social beings, need each other wherever they are, even in an environment they consider different.

Even though people meet and meet face to face but do not talk to each other or do not exchange signs, social interaction takes place because each is aware of the existence of other parties that cause changes in the person concerned. In addition, one of the interactions is social contact, whether direct contact between individuals or groups or indirectly through intermediaries (Aiello et al., 2018). Thus, in symbolic interaction, Mead said that everyone needs to get along with other human beings reciprocally; because of that, language is created, in every communication, both verbal and non-verbal communication, and Mead (Wiley, 2021) emphasizes symbols as necessary in human life because of the meaning shown.

Based on the results of interviews, the researcher can explain that social contact in the Cibeureum Village community environment between families, children with Down syndrome, and also their social environment occurs in direct contact and indirect contact, where this direct contact is carried out by the family directly without going through intermediaries. While indirect contact is carried out using intermediaries, namely parents. Sociologically, direct or indirect contact between children with Down syndrome and their families can create a good social relationship and a sense of sympathy from parents for children with Down syndrome and vice versa (Syzko et al., 2020). Besides that, it can provide their own experience for parents interacting with children with Down syndrome when they have to use gestures. Before children plunge into the community environment, they get to know their first environment, namely the family (Effiom et al., 2022). The family is the main determining factor in child development (Febriyani et al., 2020). When the process of social interaction occurs, mutual understanding and cooperation, and reciprocity between individuals or groups with each other, will produce common goals to achieve one or several common goals (Hickey et al., 2020). But behind all that, surely every parent wants their child to be accepted by their siblings or social environment will give the best for his son, even if people's views are good or bad. The classroom is one of the concerns for the activities of teachers and students. Likewise, one of the families of children with Down syndrome in regular schools.

3. CONCLUSION

The behavior that is built between the family environment and children with Down syndrome, each family has different ways of developing their children to be later prepared for adjustments in society; this is shown by the parenting style carried out by parents, some of them use socialization with suitable and vice versa some use it in a wrong socialization way. But of course, the socialization they apply to their children has good reasons. Down syndrome children in Cibeureum Village interact very well with family, school, friends, and the surrounding community because they have the desire and can interact socially with their friends. However, internal and external factors cause children's interactions to develop less. One of the factors that cause it is the parenting style applied by parents to children, relations between family members who are less participating, and inadequate education.

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