



## The Role of Parenting Styles in Shaping the Performance of Athletes with Intellectual Disabilities

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### ABSTRAK

*Pola asuh memiliki peran penting dalam memengaruhi partisipasi olahraga atlet penyandang disabilitas intelektual. Special Olympics Indonesia (SOIna) merupakan organisasi yang membina dan mengembangkan potensi olahraga bagi individu dengan disabilitas intelektual di Indonesia. Penelitian ini bertujuan untuk mengidentifikasi gaya pengasuhan orang tua atlet di berbagai cabang olahraga yang berada di bawah naungan SOIna. Metode yang digunakan adalah kuantitatif deskriptif dengan melibatkan 182 orang tua sebagai sampel dari berbagai cabang olahraga. Pengumpulan data dilakukan menggunakan kuesioner PSDQ-SF yang mengukur tiga dimensi pola asuh, yaitu demokratis, otoriter, dan permisif. Hasil uji validitas menunjukkan rentang nilai 0,152–0,681, sedangkan reliabilitas Cronbach's Alpha menunjukkan nilai tinggi pada pola asuh demokratis (0,850), diikuti oleh otoriter (0,738) dan permisif (0,466). Analisis data dilakukan secara deskriptif univariat untuk melihat distribusi pola asuh yang dominan. Hasil penelitian menunjukkan bahwa sebagian besar orang tua menerapkan pola asuh demokratis (98%), sementara pola asuh permisif hanya 2% dan pola asuh otoriter tidak ditemukan. Temuan ini menunjukkan bahwa pendekatan demokratis menjadi pilihan utama dalam mendukung perkembangan dan partisipasi olahraga atlet disabilitas intelektual, serta menjadi referensi penting bagi pengembangan program pembinaan dan penelitian selanjutnya.*

**Kata kunci:** *Disabilitas Intelektual, Gaya Pengasuhan, PSDQ-SF, Atlet SOIna*

### ABSTRACT

*Parenting plays a crucial role in influencing the sports participation of athletes with intellectual disabilities. Special Olympics Indonesia (SOIna) is an organization that fosters and develops the sporting potential of individuals with intellectual disabilities in Indonesia. This study aims to identify the parenting styles of athletes' parents in various sports under the auspices of SOIna. The method used was descriptive quantitative, involving 182 parents from various sports. Data collection was conducted using the PSDQ-SF questionnaire, which measures three dimensions of parenting: democratic, authoritarian, and permissive. Validity test results showed a range of values of 0.152–0.681, while Cronbach's Alpha reliability showed a high value for democratic parenting (0.850), followed by authoritarian (0.738) and permissive (0.466). Data analysis was conducted using descriptive univariate analysis to determine the distribution of dominant parenting styles. The results showed that the majority of parents used democratic parenting (98%), while only 2% used permissive parenting, and none used authoritarian parenting. These findings indicate that a*

*democratic approach is the primary choice in supporting the development and sports participation of athletes with intellectual disabilities, and is an important reference for the development of coaching programs and further research.*

**Keywords:** *Intellectual Disability, Parenting Styles, PSDQ-SF, SOIna Athletes*



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## INTRODUCTION

Parenting styles are one of the key factors determining the success of a child's development, including children with special needs such as children with intellectual disabilities. Children with intellectual disabilities are those with below-average intelligence and difficulties in adaptive behavior, including communication, social skills, and daily independence (Shree & Shukla, 2016). These limitations require intensive and consistent parental involvement in the child's learning and upbringing process.

Parenting styles are parenting patterns formed from a combination of the dimensions of support, behavioral control, and psychological control. Parental support relates to warmth and responsiveness, while behavioral control reflects the regulation and supervision of children's behavior. Meanwhile, psychological control is manipulative of children's emotions and generally has negative impacts. The combination of these three dimensions forms parenting styles such as authoritative, authoritarian, and permissive, with authoritative parenting proven to be the most optimal in supporting children's development and achievement (Kuppens & Ceulemans, 2019).

Research on parenting styles toward children with intellectual disabilities shows a tendency toward the dominance of certain parenting styles among parents. For example, a study conducted at SLB Bangkinang Kota showed that out of 35 parents of children with intellectual disabilities, 54.3% applied a democratic parenting style, 31.4% were permissive, and 14.3% were authoritarian (Wahyudi et al., 2024). These percentages indicate that most parents have begun to understand the importance of providing support and reasonable boundaries in the process of raising children with special needs.

Intellectual limitations and adaptive functioning are two separate but interrelated constructs that must be measured simultaneously to understand a

child's overall capacity. Children with low IQs may have adequate daily functional abilities, or vice versa, so the role of parents in creating an adaptive environment is crucial (Mattie et al., 2023). Additionally, the difference between developmental age and chronological age can influence how parents treat their children. The concept of "developmental age" is often misunderstood as the child's overall identity, leading to low expectations of their potential. This is emphasized by (Age, n.d.) in *Developmental Age vs. Chronological Age*, which states that treating children based solely on their developmental age actually hinders their opportunities to develop according to their actual age and the social realities they face.

Children with intellectual disabilities tend to have difficulty caring for themselves and adapting to their social environment, making them highly dependent on their parents' parenting style (Sukriadi et al., 2023). Parent-child interactions at home, including communication, discipline, and the assignment of responsibilities, shape a child's character and development, both emotionally, socially, and cognitively. Therefore, appropriate parenting is crucial in helping children with intellectual disabilities reach their full potential.

Unfortunately, not all parents have a good understanding of the special needs of children with intellectual disabilities. Some parents still entrust the responsibility for their child's development entirely to the school or teachers, without providing adequate support at home (Wahyudi et al., 2024). This situation can have a negative impact on the child's socialization and independence. Therefore, there is a need to increase parents' awareness and understanding of the importance of applying appropriate parenting styles.

This study aims to describe parents' parenting styles toward children with intellectual disabilities and to identify the factors that influence parents' tendencies in choosing a particular parenting style. By understanding the parenting styles applied and the challenges faced by parents, it is hoped that the results of this study can serve as a basis for designing educational interventions and policies that support positive parenting for children with intellectual disabilities. Based on this background, the research questions in this study are: 1) What are the parenting

styles applied by parents to children with intellectual disabilities in the SOIna DKI Jakarta environment?

## **METHODOLOGY**

The respondents in this study were parents of athletes with intellectual disabilities who participated in training center activities at the Special Olympics Indonesia (SOIna) organization in DKI Jakarta Province. The respondents were considered to represent the conditions and characteristics of parents of athletes with intellectual disabilities from various sports branches developed by SOIna DKI Jakarta. The sampling technique used was purposive sampling, with the following inclusion criteria: (1) parents of athletes with intellectual disabilities, (2) children who are still actively participating in training under the auspices of SOIna DKI Jakarta, and (3) willing to complete an online questionnaire via Google Forms, which was directly shared with the parents of athletes using a QR code.

The parenting style scale used in this study was developed based on three types of parenting styles according to Baumrind, namely democratic (authoritative), authoritarian, and permissive parenting styles, and referenced the Parenting Styles and Dimensions Questionnaire – Short Form (PSDQ-SF) adapted into Indonesian by Rahmawati (2022). This scale consists of 29 statement items, including 14 items for democratic parenting, 11 items for authoritarian parenting, and 4 items for permissive parenting. Each item is formulated as a statement about daily parenting practices, with response options using a 5-point Likert scale: (1) never, (2) rarely, (3) sometimes, (4) often, and (5) always.

Validity testing was conducted by Rahmawati et al. using Pearson's correlation analysis (Product Moment) with corrected item-total correlation values, and items were deemed valid if their correlation values were  $\geq 0.30$ . The reliability of the scale was tested using Cronbach's Alpha, with results of  $\alpha = 0.86$  for democratic parenting,  $\alpha = 0.76$  for authoritarian parenting, and  $\alpha = 0.67$  for permissive parenting.

These results indicate that the Indonesian adaptation of the PSDQ-SF instrument meets the criteria for validity and reliability and can be used to measure parenting tendencies in the Indonesian cultural context, including among parents of

children with special needs such as intellectually disabled athletes (Rahmawati, 2022).

Respondents were asked to select answers based on the frequency of their behaviors in raising intellectually disabled children. The average score for each parenting style was calculated, and the style with the highest score was considered the dominant parenting style of the parents. Although intellectually disabled athletes are chronologically aged 18–25 years, the use of relevant instruments is generally intended for children or adolescents, given that their social-emotional development is still comparable to that of children. This aligns with intellectually disabled children having a lower mental age. This is particularly true in aspects of expressive communication and social skills, such as in Down syndrome. (Nacinovich et al., 2021)

## RESULTS AND DISCUSSION

The data analysis used in this study was descriptive and univariate statistical analysis. Descriptive statistics were used to determine the parenting styles used by the athletes' parents, namely: Democratic Parenting, Authoritative Parenting, and Permissive Parenting. Meanwhile, univariate statistics were used to analyze data focusing on one variable at a time.

**Table 1:** Validity and Reliability of the PSDQ-SF  
Instrument Special Olympics Indonesia DKI Jakarta

Democratic Parenting Style		Authoritative Parenting Style		Permissive Parenting Style
Validity		Validity		Validity
Item 1 : 0.415	Item 13 : 0.152	Item 2 : 0.309	Item 25 : 0.526	Item 7 : 0.245
Item 3 : 0.471	Item 17 : 0.625	Item 9 : 0.354	Item 27 : 0.320	Item 14 : 0.185
Item 4 : 0.386	Item 20 : 0.625	Item 12 : 0.403	Item 29 : 0.355	Item 16 : 0.470
Item 5 : 0.681	Item 22 : 0.383	Item 15 : 0.450		Item 19 : 0.197
Item 6 : 0.624	Item 24 : 0.396	Item 18 : 0.502		
Item 8 : 0.522	Item 26 : 0.620	Item 21 : 0.492		
Item 10 : 0.646	Item 28 : 0.622	Item 23 : 0.333		
Item 11 : 0.489				
Reliability r= 0.850		Reliability r= 0.738		Reliability r= 0.466

This study was conducted over four days, namely on June 28, 29, 30, and July 1, 2025, at Special Olympics Indonesia (SOIna) in DKI Jakarta Province. The study involved parents of athletes with intellectual disabilities who actively participate in training across various sports under the guidance of SOIna Jakarta. Data collection was conducted by distributing an online questionnaire via Google Forms, which was shared with parents through the assistance of coaches from each sports discipline and administered during joint training sessions or group training sessions involving all sports disciplines at SOIna. The data collected in this study includes descriptive statistical data, demographic data of the respondents, parenting styles applied to children with intellectual disabilities, and univariate data. To provide a more detailed overview, the results of the data collection are presented in the following analysis.

**Table 2:** Descriptive Statistics

*Descriptive Statistics*

	Valid	Mean	Std. Deviation	Minimum	Maximum
DEMOKRATIS	182	4.130	0.636	1.000	5.000
OTORITER	182	2.166	0.553	1.000	5.000
PERMISIF	182	2.191	0.665	1.000	5.000

The results of descriptive statistical analysis of 182 respondents show that the most dominant parenting style used by parents is the democratic style, with 179 respondents (98.35%), indicating that the majority of parents tend to use a supportive, responsive approach that gives children autonomy.

Meanwhile, parenting approaches that are overly permissive or overly demanding are not widely used by parents, as indicated by the permissive style, which was applied by only 3 individuals (1.65%), and the authoritarian style, which was not found at all (0%). Thus, it can be concluded that the democratic parenting style is highly dominant. In parenting children with intellectual disabilities, this style is superior compared to authoritarian or permissive styles.

Based on the research findings, it is known that the majority of parenting styles among parents of children with intellectual disabilities fall into the

democratic category (98.35%). This indicates that most parents tend to use a warm, responsive, and supportive approach that fosters children's autonomy. The democratic parenting style emphasizes open communication, clear boundaries, and positive reinforcement of children's behavior.

Meanwhile, the permissive style is only applied by a small proportion of parents (1.65%), and the authoritarian style is not found at all (0%). The low application of the permissive style and the absence of the authoritarian style reflect that most parents do not allow children to act freely without control, nor do they use rigid, authoritative, or overly demanding approaches. These findings align with the view that parents of children with special needs tend to develop more empathetic and supportive parenting styles (Wong et al., 2015; Hastings & Taunt, 2002), as they recognize the need for a flexible yet structured approach in addressing both the limitations and potential of their children.

This predominance of democratic (authoritative) parenting indicates that many parents recognize the importance of balancing control and autonomy in supporting the development of children with special needs. Authoritative parenting, which integrates warmth, responsiveness, and appropriate behavioral control, has consistently been associated with the most favorable developmental outcomes in children, including psychosocial competence and adaptive behavior (Kuppens & Ceulemans, 2019). However, it is also important to acknowledge that a small proportion of parents may still experience difficulties in establishing appropriate boundaries, particularly in stressful or transitional contexts such as educational changes. In such situations, inconsistencies in behavioral control or the use of intrusive strategies may emerge, potentially leading to less optimal developmental outcomes

It is known that out of 182 respondents, there were 19 children (10%) in the children's age category (5–13 years old), 70 children (38%) in the adolescent category (13–18 years old), and 93 children (51%) in the adult age category (over 18 years old). Based on gender, the majority of children were male, totaling 117 (64%), and female, totaling 65 (36%). The parents of the respondents were predominantly in the productive age group (15–64 years old), totaling 161 people

(88%), while the remaining 21 people (12%) were in the non-productive age category (over 64 years old). Based on parental status, the majority of respondents were mothers, totaling 161 (88%), and fathers, totaling 21 (12%).

The highest level of education attained by the parents indicates that the majority were high school graduates, totaling 114 (63%), followed by 25 people (14%) with an associate degree, 18 people (10%) with a junior high school diploma, 12 people (7%) with a bachelor's degree, 9 people (5%) with an elementary school diploma, and 4 people (2%) with a master's or doctoral degree.

In terms of socioeconomic status, the majority come from the middle category, totaling 114 people (63%), followed by the low category with 66 people (36%), and the high category with 2 people (1%). Based on marital status, the majority of respondents were married (144 people, 79%), followed by widows (33 people, 18%), divorced (3 people, 2%), and single and others (1 person each, 1%). When looking at the number of family members, the majority had between 1–4 family members, totaling 106 people (58%), while the remainder had more than 4 family members, totaling 76 people (42%).

The frequency distribution of respondents based on parenting patterns for children with intellectual disabilities at SOIna DKI Jakarta can be seen in the following table:

**Table 3.** Frequency Distribution of Respondents Based on Parenting Patterns at SOIna DKI Jakarta

No	Parenting Styles	Frequency	Percentage (%)
1	Democratic	179	98%
2	Authoritative	3	2%
3	Permissive	0	0%
TOTAL		182	100%

Previous research on parenting styles toward children with intellectual disabilities shows a tendency toward the dominance of certain parenting styles among parents. For example, a study conducted at the Bangkinang City Special

School (SLB) found that out of 35 parents of children with intellectual disabilities, 54.3% practiced a democratic parenting style, 31.4% were permissive, and 14.3% were authoritarian (Wahyudi et al., 2024). However, this study focused on students in the general context of Special Education Schools (SLB), without considering the specific context of the children's activities or interests. Unlike previous studies, this study specifically examines parenting styles toward children with intellectual disabilities who are active athletes under the auspices of Special Olympics Indonesia (SOIna).

Thus, this study provides a more contextual and up-to-date contribution, as it explores how parenting styles are applied to support children's development and participation in sports, an area that has yet to be thoroughly examined. The results of this study indicate that nearly 100% of parents of athletes with intellectual disabilities apply a democratic parenting style, while only about 2% use a permissive style, and none demonstrate the use of an authoritarian style. These findings suggest that parents of athletes are more likely to use a democratic parenting style, which emphasizes love, two-way communication, and support for children's independence. This style is considered the most effective in helping children develop optimally, especially in the context of sports that require discipline, cooperation, and internal motivation. This fact also indicates that children's involvement in sports activities through SOIna likely encourages parents to adopt a more open, supportive, and responsive parenting approach to their children's unique needs and potential.

### ***Linear Regression Analysis***

Multiple linear regression analysis was conducted to determine whether parental demographic characteristics, such as educational level, socioeconomic status (SES), and marital status predict the parenting style used toward athletes with intellectual disabilities. The regression results indicate that no demographic variables significantly predict democratic parenting styles ( $R^2 = 0.007$ ,  $p = 0.745$ ), authoritarian parenting styles ( $R^2 = 0.010$ ,  $p = 0.639$ ), or permissive parenting styles ( $R^2 = 0.020$ ,  $p = 0.319$ ). However, in the permissive style, the socioeconomic status variable showed a tendency toward significance ( $p = 0.085$ ), which may indicate that

parents with certain socioeconomic backgrounds have different tendencies in applying control or limits to their children.

These findings are consistent with the view that parenting styles are shaped by a complex interplay of factors, including cultural values and parents' perceptions of their children, rather than being determined solely by demographic characteristics (Smetana, 2017). In the context of athletes with intellectual disabilities, psychosocial factors such as parenting stress, empathy, and social support often play a more decisive role in the application of parenting patterns (Beighton & Wills, 2019). To determine whether there were differences in parenting styles between sports, a one-way analysis of variance (ANOVA) was conducted. The results showed that there were no significant differences in democratic parenting styles ( $F = 1.064$ ,  $p = 0.394$ ) or permissive parenting styles ( $F = 1.241$ ,  $p = 0.259$ ) based on the type of sport the child participated in.

This suggests that parents of intellectually disabled athletes tend to use similar parenting styles, regardless of the type of sport their children participate in, whether individual or team sports. These findings reinforce the idea that, in the context of disability, particularly among SOIna athletes, parenting styles are more determined by the child's characteristics and the family's inclusive values than by the sports context itself (Guralnick, 2017).

The results of this study confirm that demographic factors do not directly influence the application of parenting styles among parents of children with intellectual disabilities. This opens up opportunities to further explore psychological and contextual variables such as parenting stress, parental self-efficacy, and perceptions of children's abilities as determinants of parenting patterns. Additionally, the consistency of parenting styles across different sports disciplines underscores the importance of family-based interventions that are not limited to specific sports but rather focus on inclusive and child-centered approaches.

### ***Analysis of Parenting Style Segmentation Based on Subgroup Characteristics***

As a follow-up effort to understand the dynamics of parenting styles in the context of athletes with intellectual disabilities, a segmentation analysis was conducted based on the characteristics of the sub-group.

### ***1. Based on the Child's Age***

The analysis shows that there are no significant differences in parenting styles between parents of children (aged <13 years) and adolescents (aged 13–18 years). This can be interpreted as meaning that the parenting approach used is relatively stable, even though children's developmental needs change with age. This consistency may indicate a high level of parental adaptation to the specific needs of children with intellectual disabilities, as described in the lifespan parenting approach (Beighton & Wills, 2019).

### ***2. Differences in Parenting Styles Across Sports***

Based on the ANOVA results presented earlier, no significant differences were found between sports in terms of parenting styles. However, descriptive analysis revealed some interesting variations in average scores that warrant further qualitative examination.

### ***3. Cluster Analysis: Parent Profiles***

As an exploratory analysis, cluster analysis can be used to group parents into several profiles based on a combination of parenting styles, educational background, socioeconomic status, and child age. These results have the potential to be used to develop more personalized intervention programs, such as specialized parenting training for groups of parents with predominantly permissive or authoritarian parenting styles.

This segmentation analysis reinforces the importance of an individualized parenting support approach in designing mentoring programs for parents of athletes with disabilities. Although no statistically significant differences were found, the tendency for variations in parenting styles based on child characteristics remains relevant in the formulation of policies and programs for inclusive family development within the SOIna environment.

The results of this study indicate that the majority of parents (98%) apply a democratic parenting style to their children who are athletes with intellectual disabilities. This finding is striking when compared to the results of a previous study conducted by (Wahyudi et al., 2024), which showed that only 54.3% of parents applied a democratic parenting style. This difference can be explained by the

different characteristics of the participants. The respondents in this study were parents of athletes who are members of Special Olympics Indonesia (SOIna), namely children with intellectual disabilities who have been actively participating in regular and competitive sports activities. Children's involvement in sports can increase pride, appreciation of children's abilities, and improve the quality of the relationship between parents and children, thereby encouraging the application of a more supportive and democratic parenting style.

However, it should be noted that the high rate of democratic parenting may also reflect social desirability bias, which is the tendency of respondents to provide answers that are considered positive or in line with the researcher's expectations. In this context, parents may report themselves as more democratic than they actually are because such patterns are more socially acceptable and considered ideal in the context of parenting children with special needs. Therefore, in future research, the use of triangulation methods, such as direct observation or in-depth interviews, is recommended to obtain a more objective and comprehensive picture.

The findings of this study have important practical implications, particularly for the development of intervention programs and parenting training in the SOIna environment. The dominant democratic parenting pattern can serve as a foundation for strengthening a positive parenting approach that emphasizes open communication, affection, respect for children's autonomy, and trust in children's capacity to develop optimally. Therefore, training programs developed at SOIna should focus on:

Strengthening the consistency of democratic parenting patterns in the context of competition, performance pressure, and daily challenges, equipping parents with parenting stress management strategies for children who actively participate in sports, enhancing collaboration between parents, coaches, and mentors to create a mutually supportive parenting ecosystem.

Thus, this research not only contributes theoretically to understanding the dynamics of parenting patterns in children with intellectual disabilities but also contributes practically to the development of family-based policies and programs in adaptive sports environments.

## CONCLUSION

Research conducted on parents of athletes with intellectual disabilities who are members of Special Olympics Indonesia (SOIna) DKI Jakarta shows that democratic (authoritative) parenting styles are the most dominant parenting patterns applied by parents. Parents in this category generally exhibit warm behavior, are responsive to their children's needs, are open to two-way communication, and still provide clear structure and rules in their children's lives. This parenting style reflects parents' efforts to support their children's active and positive participation in sports activities, both in training and competitions. Conversely, authoritarian and permissive parenting styles were found in smaller proportions.

The authoritarian style, characterized by a rigid, demanding approach with little dialogue, is relatively rarely applied by parents. Similarly, the permissive style, which tends to allow children without boundaries and control, is also not the primary approach. This indicates that most parents of SOIna athletes in Jakarta have developed awareness and understanding of the importance of emotional support, positive discipline, and open communication in the process of raising children with special needs. This situation strongly supports the ongoing development of intellectually disabled athletes, as family involvement, particularly that of parents, is a key factor in promoting regular training, motivation, and the emotional well-being of children. These findings are also consistent with the literature stating that democratic parenting styles can enhance independence, self-confidence, and social participation among children with disabilities (Beighton & Wills, 2019). Therefore, the parent mentoring program at SOIna is recommended to continue strengthening positive parenting practices based on love, effective communication, and recognition of each child's unique abilities.

This study has several limitations that need to be explicitly acknowledged. First, the cross-sectional design of the study limits its ability to capture the dynamics of changes in parenting patterns over time. Second, most of the data were collected from one party, namely mothers, without considering the contributions of fathers or other guardians in terms of their perceptions or parenting practices.

Additionally, the possibility of social desirability bias in questionnaire responses cannot be ignored, given the high prevalence of democratic parenting reported by parents (98%). This may reflect respondents' tendency to answer in accordance with social expectations or ideal norms. To address these limitations, further research is recommended to use a longitudinal design, involve both parents, and add triangulation methods, such as direct observation or in-depth interviews. The use of mixed methods can also enrich the understanding of the context and motivations behind parenting practices.

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