

The Correlation Between Students' Perceptions of Authoritative Parenting Styles and Attachment to Parents And Self-Adaptation Of Non-Special Needs Students In Inclusive Schools

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ABSTRACT

Inclusive education aims to provide learning opportunities for all student, including student with special needs and non-special needs students. However, in the learning process at inclusive schools, non-special needs students also find it difficult to adapt to a new and different learning environment. This study aims to find out whether there is an influence of student perception on authoritative parenting and attachment to parents on the adjustment of non-special needs students in inclusive schools. This study uses a quantitative research method. The population in the study was 159 students consisting of students in grades IV to VI of SD Teruna Bangsa Yogyakarta. The research subjects involved 135 non-special needs students who were selected using a simple random sampling technique. The data collection method used in this study is a scale method using the Likert scale, the question items arranged on the scale are made favourable and unfavourable. The results of this study showed, there was a positive and significant relationship between students' perception toward authoritative parenting and the adjustment of non-special needs students in inclusive schools; a positive relationship between attachment to parents and adjustment of non-special needs students in inclusive schools; the significant relationship between students perception toward authoritative parenting, attachment to parents, and adjustment of non-special needs students.

Keywords : authoritative, parenting, attachment, adjustment, non-special needs students

Introduction

Inclusive education has been introduced internationally in the Salamanca statement, 1994 (The Salamanca Statement on Inclusive Education). Inclusive education is education that accommodates all students including students with special needs in the same class according to their needs and abilities (Smith, 2015). The purpose of this inclusive program is to provide opportunities for all students to optimize their potential and meet student learning needs (Marilyn & Bursuck, 2015). UNESCO states that schools should accommodate all students regardless of physical, intellectual, social, emotional, linguistic or other conditions. Inclusive education allows students to reach their potential through specially designed instruction (Budiyanto, 2017). The most fundamental concept in inclusive education is how children are able to learn together, learn to live together (IDEA in Marilyn & Bursuck, 2015). Problems in adjustment include rapid physical development and changes in body shape, children begin to experience complex emotions such as love, hate, and anger. Children begin to be uncomfortable with this condition and then behave aggressively. And social adjustment, for example, children begin to develop self-identity, children begin to learn to understand

themselves both strengths and weaknesses. Personal adjustment and social adjustment cause anxiety in children making it difficult to concentrate and learn, loneliness, not being accepted, and even depression (Hurlock, 2018).

Student adjustment at school includes student adjustment to teachers, subjects, school rules, peers, and the school environment (Willis, 1981). Student adjustment at school is an important thing to note. Students who are able to adjust to their school environment will usually be more successful in learning and developing optimally (Siswono, 2019). Hurlock (2003) reveals that adjustment can be interpreted as a person's ability to adjust to other people, the extent to which individuals are able to react effectively to relationships, situations and social reality. Research by Akhtar and Gul (2017) in Pakistan found that students who have low adjustment have low interest in learning. Based on the results of interviews with teachers of the lower and upper classes in SD Teruna Bangsa, it can be concluded that there are some major difficulties faced by non-special needs students in adapting to the inclusive school environment, among them are (1) difficulty adjusting to curriculum and methods of learning, curriculum and learning methods designed to accommodate the needs of the special needs students are not fully understood by the non-special needs students, this causes non-special needs students to find it difficult to follow lessons and reach learning goals; (2) difficulty in interaction and communication, differences in the way of learning and interaction between non-special needs students and special needs students cause poor communication and misunderstanding, non-special needs students are not yet able to accept and accustomed to the way they communicate and behave special needs students, so confusion and difficulties in interacting can occur; (3) stigma and prejudice, still there are stigmas and bias against special needs students from the society that influence the interactions and acceptance of non-special needs students towards their special needs students friends, so that the non-special needs students is not fully comfortable with the way in which the receptors of special needs students do not feel comfortable, shameful about special needs students ability and inclusive, and the perception of the students of the absence of these.

Based on the characteristics of student adjustment proposed by Runyon and Haber in (Artha & Supriyadi, 2013), it can be said that students in grades 4, 5, and 6 of SD Teruna Bangsa have difficulty adjusting against curriculum, interaction and communication, stigma and prejudice, oppression and acceptance against special needs students. According to Runyon and Haber, students are said to be well-adjusted to have the following characteristics: 1) Have a correct perception of reality; 2) Have the ability to cope well with stress and anxiety; 3) Have a positive self-image; 4) Students have the ability to express emotions well, and 5) Have good interpersonal relationships. Factors that affect children's adjustment according to Hurlock (2003), namely: 1) Parenting applied in the family; 2) Birth order of the child; 3) Relationship between parents and children, and (4) relationship with siblings. Based on the existing factors, researchers are interested in examining two factors, namely: 1) Parenting; 2) Relationship between parents and children. Non-special needs students who have authoritative parenting and a strong bond with their parents tend to adapt more easily in an inclusive school. Authoritative parenting that has a firm but warm discipline helps non-special needs students feel more confident and able to face challenges in inclusive schools. Strong attachment to parents provides a solid foundation for non-special needs students to establish good social relationships with peers and teachers in inclusive schools. Both authoritative parenting and strong attachment to parents play an important role in facilitating the adjustment of students with disabilities in an inclusive school.

The definition of authoritative parenting according to Santrock (2012) is parenting that has a combination of appropriate control and emotional support. Parents who apply authoritative parenting are usually able to set clear and consistent rules, but they also provide emotional support and affection to their children. The way of parenting is related to how to educate, how to nurture, how to communicate, how parents care for children and the extent to which parents are in control. Hurlock (1984) says that perceptions that exist in individuals can further motivate their behavior, individuals who have a positive perception of an object will condition individuals psychologically as a motivation for individuals to behave positively. This is reinforced by research conducted by *oleh* (Ahmad et al., 2020), namely that there is a significant relationship between parental parenting patterns and adjustment of students at SMP Negeri 6 Taliwang, West Sumbawa Regency. If the perceived parenting style is high, then students' adjustment also tends to be high.

Santrock (2007) says that attachment is a strong emotional bond between two people. According to Ainsworth (in Nora, 2013) attachment is a form of an individual's emotional bond with another person, is specific and binds them in a closeness that is eternal over time. According to Papalia et al (2005) aspects of attachment include: (1) figure sensitivity; and (2) figure responsiveness. Meanwhile, according to Armsden and Greenberg (1987) the aspects of attachment consist of: (1) trust; (2) communication; (3) alienation. Children's attachment to parents greatly affects students' adjustment. This is reinforced by research conducted by (Putri & et al, 2020), namely that there is a positive relationship between secure attachment patterns to parents and student adjustment in grade IV and V elementary schools. This means that the higher the pattern of secure attachment to parents, the higher the adjustment of students in elementary school. Parenting patterns applied in the family affect how children can adjust. Attachment with parents affects how students can adjust to their social environment. Based on the description above, the research problem can be formulated, namely whether there is an influence of authoritative parenting and student attachment to their parents on the adjustment of non-special needs students in inclusive schools.

Methods

a. Instrumentation

The variables in this study include independent variables and dependent variables. The independent variables in this study are perceptions of authoritative parenting (X1) and attachment to parents (X2). The dependent variable in this study is student adjustment (Y).

1. Perception of Authoritative Parenting

Parents who apply authoritative parenting control actions and open opportunities for children to be able to express everything verbally so as to develop children's social competence. The perception of authoritative parenting that will be revealed by researchers is based on aspects of authoritative parenting according to Santrock (2012), namely: a) high control; b) emotional support; c) parental involvement.

2. Attachment to Parents

Attachment is a strong emotional relationship that has feelings and emotions between individuals, usually with special meaning. A close and long-standing relationship between children and parents provides a sense of security and comfort for children, even when the

parental figure is not directly visible. The aspects referred to by researchers are aspects described by Armsden and Greenberg (1987), namely aspects of attachment based on trust, communication and alienation.

3. Student Adjustment

Student adjustment is an effort to find harmony and harmony within themselves and their environment. This is done by responding to various internal and external demands through mental and behavioral adjustments. The aspects of student adjustment referred to by researchers use the opinion according to Runyon and Haber (1984) which explains that individuals are considered well-adjusted when they fulfill aspects including: a) having a correct perception of the reality of life so that they can set realistic and measurable goals; b) being able to overcome stress and anxiety; c) having a good self-image; d) being able to show emotional expression well; and e) having good personal relationships.

b. Populasi dan Sampel Penelitian

The population in this study were students from grade IV to grade VI of Teruna Bangsa Elementary School Yogyakarta in the 2022/2023 school year, totaling 159 students. Researchers chose grades IV to VI as the population because students in grades IV to VI experience problems in adapting to their environment, such as difficulty following lessons at school, difficulty in making friends and interacting with peers, difficulty following the rules that apply at school, and difficulty controlling emotions so that they are easily sad and angry. The sampling technique used is simple random sampling, which is a sampling technique by randomizing the numbers of population members, then selecting a certain number of numbers as samples (Azwar, 2014).

The sampling technique used in this study used the Isaac and Michael formula (Sugiyono, 2013) as follows:

$$S = \frac{\lambda^2 \cdot N \cdot P \cdot Q}{d^2(N - 1) + \lambda^2 \cdot P \cdot Q}$$

λ^2 with degrees of freedom = 1, bias error rate 1%, 5%, 10% bias error rate

$P = Q = 0.5$ $d = 0.05$ $s =$ number of samples

Description:

$S =$ Number of samples

$\lambda^2 =$ Chi quadrad, where the price depends on the degree of freedom and the error rate.

The Chi Quadrad price can be seen through the Chi Quadrad table.

$N =$ Total population

$P =$ True probability (0.5)

$Q =$ Chance of being wrong (0.5)

$d =$ Difference between sample mean and population mean

The first step determines the tolerance limit (error tolerance). In this study, the population amounted to 159 people, the tolerance limit was 1% and the value $d = 0.05$. Then the number of research samples is as follows:

$$\begin{aligned} S &= \frac{6,635 \times 159 \times 0,5 \times 0,5}{0,05^2(159 - 1) + 6,635 \times 0,5 \times 0,5} \\ &= \frac{6,635 \times 159 \times 0,5 \times 0,5}{0,05^2(159 - 1) + 6,635 \times 0,5 \times 0,5} \\ &= \frac{263,74125}{2,05375} \\ &= 128,41935 \\ &= 128 \text{ samples} \end{aligned}$$

Based on the results of the above calculations with a population of 159 and a tolerance limit of 1%, a sample size of 128 samples was obtained. This means that the minimum number of samples that must be taken is 128 students. So that the research subjects used were 135 students.

c. Data Collection

Data collection was carried out using the scale method. There are three scales used, namely the scale of students' perceptions of authoritative parenting, the scale of attachment to parents and the scale of adjustment of students with disabilities in inclusive schools. The three scales will be tested to determine their validity and reliability. By using valid and reliable instruments in data collection, it is expected that the research results will be valid and reliable (Sugiyono, 2018). Testing the validity of the instrument is done by correlating the number of factor scores with the total score. If the correlation of each factor is positive and the amount is more than 0.3, it is concluded that the instrument is valid. High reliability increases confidence in the measurement results obtained. The reliability test uses the Cronbach's Alpha method (Azwar, 2012). According to Nunnally (in Priyatno, 2012) a measuring instrument is said to be reliable if the reliability value is > 0.600.

All aspects of the three scales above are arranged based on the Likert scale format using a range of 1-4 alternative answers to favorable item scores: 4 = SS = Very Suitable, 3 = S = Suitable, 2 = TS = Not suitable, 1 = STS = Very Not Suitable. For unfavorable item score answers, namely: 1 = SS = Very Suitable, 2 = S = Suitable, 3 = TS = Not Suitable, 4 = STS = Very Not Suitable. Validity and reliability measurements using a test data of 28 people. Prerequisite Test with internal criteria technique, namely finding the correlation coefficient between each item and the total score, to determine whether the measurement instrument being tested meets the requirements or not.

In the aspect of student perceptions of authoritative parenting, it was developed into 27 items consisting of 15 favorable and 12 unfavorable items. After the prerequisite test is obtained 26 items, so that 1 item is canceled or does not meet the requirements on the correlation coefficient value. In the aspect of attachment to parents, it was developed into 30 items consisting of 16 favorable and 14 unfavorable items. After measuring validity and reliability by conducting prerequisite tests, there were no items that fell, meaning that all 30 items were used after testing. While in the aspect of adjustment of non-special needs students

in inclusive schools, it was developed into 40 items consisting of 20 favorable items and 20 unfavorable items. After conducting the prerequisite test, 36 items were used, namely the items had satisfactory differentiation power.

d. Research Implementation

The subjects in conducting the scale test were students in grades IV, V & VI of Teruna Bangsa Elementary School Yogyakarta, where each class was taken several students so that there were 28 students as test subjects. The research scale trial was conducted on December 9, 2023 to January 11, 2024 by distributing questionnaires online in the form of a google form. The google form link of the scale trial questionnaire is as follows, the scale of students' perceptions of authoritative parenting is <https://forms.gle/ExnjmrvM8p2fSeUH8/>, the scale of attachment to parents is <https://forms.gle/8YwPaxLPFkJeXhCo9/>, the scale of adjustment of Non-special needs students in Inclusive Schools is <https://forms.gle/SMuovd7uLxWRuP2J6/>. The three google form links of the scale trial were shared through the WA group of each class IV, V and VI. The trial subjects who filled out the research scale questionnaire totaled 28 students. Of the 28 students, all of them filled in the items completely so that the results could be analyzed.

Research data collection was carried out on January 18, 2024 to February 7, 2024 by distributing questionnaires online in the form of google forms. The google form link for the scale of students' perceptions of authoritative parenting is <https://forms.gle/hyWazp1dmL2ZXCLk9/>, the link for the attachment scale to parents is <https://forms.gle/sjV7WE9ftzXu5XkdA/>, the link for the adjustment scale of non-special needs students in inclusive schools is <https://forms.gle/y3NWF4r9pV2dAPCX8/>. The research subjects who filled out the questionnaire totaled 135 students.

e. Data Analysis Method

The data analysis method used in this study uses product moment correlation and multiple linear regression statistical tests. Product moment correlation analysis was used to test hypothesis 1 and hypothesis 2, while multiple linear regression analysis was used to test hypothesis 3. Before analyzing the research data, the prerequisite analysis or assumption test was first carried out. The prerequisite tests carried out are normality test and linearity test. Normality test is used to determine whether the data population is normally distributed or not. This normality test was carried out using the Kolmogorof-Smirnov Test technique. Data is declared normally distributed if the significant level $(p) > 0.05$, if $(p) < 0.05$ then the data distribution is not normally distributed (Priyatno, 2014). The linearity test aims to determine whether the two variables, namely the independent variable and the dependent variable, are linear (straight line) or not significantly. Linearity test with Test for Linearity technique at a significance level of 0.05. The two research variables are declared to have a linear relationship if the significance level (linearity) obtained is smaller than 0.05 (Priyatno, 2014).

After the prerequisite test or assumption test, hypothesis testing is carried out. Hypothesis testing used to test the relationship between two variables, namely the independent variable and the dependent variable using statistical correlation techniques. While hypothesis testing

to test the relationship between three variables, namely two independent variables and one dependent variable was tested using multiple linear regression techniques.

Results

a. Data Description

To describe the results of the study using hypothetical scores and empirical scores of the three scales used. The results of the hypothetical score and empirical score can be seen in the table below.

Table 1. Hypothetical and Empirical Description of Research Data

| Variable | Hypothetical | | | | Empirical | | | |
|----------|--------------|------|------|----|-----------|------|---------|--------|
| | Min | Maks | Mean | SD | Min | Maks | Mean | SD |
| PPA | 26 | 104 | 65 | 13 | 66 | 102 | 86,341 | 8,424 |
| KOT | 30 | 120 | 75 | 15 | 72 | 120 | 99,682 | 10,671 |
| PDS | 36 | 144 | 90 | 18 | 74 | 144 | 105,274 | 11,261 |

Description:

PPA: Students' Perception of Authoritative Parenting

KOT : Attachment to Parents

PDS : Adjustment of Students with Disabilities in Inclusive Schools

The categorization of results is done by assuming that the scores of individuals in the population are normally distributed. The categorization of subject scores in this study was grouped into three levels and two levels (Azwar, 2015). The results of the categorization of subject scores for students' perceptions of authoritative parenting can be seen in table 4.4.

Table 2. Subject Categories on the Student Perception of Authoritative Parenting Variable

| Variable | Category | Score Range | Total | Percentage |
|--|----------|---------------------|-------|------------|
| Students Perception toward Authoritative Parenting | Rendah | $X < 52$ | 0 | 0 % |
| | Sedang | $52 \leq X \leq 78$ | 29 | 21,5 % |
| | Tinggi | $X > 78$ | 106 | 78,5 % |

From the table above, non-special needs students who have perceptions of authoritative parenting with a low category of 0% (0 people), a medium category of 21.5% (29 people), and a high category of 78.5% (106 people). It can be concluded that the student perception variable on authoritative parenting is in the high category.

The results of the categorization of subject scores for attachment to parents can be seen in table 3.

Table 3. Subject Categories on the Attachment to Parents Variable

| Variable | Category | Score Range | Total | Percentage |
|-----------------------|----------|---------------------|-------|------------|
| Attachment to Parents | Low | $X < 60$ | 0 | 0 % |
| | Medium | $60 \leq X \leq 90$ | 31 | 23 % |
| | High | $X > 90$ | 104 | 77 % |

The table above shows that non-special needs students who have attachment to parents in the low category are 0% (0 people), the medium category is 23% (31 people), and the high category is 77% (104 people). It can be concluded that the variable of attachment to parents is in the high category.

The results of the categorization of subject scores for adjustment in non-special needs students in inclusive schools can be seen in table 4.

Table 4. Categories of Subjects on the Adjustment Variable of Non-Subject Students in Inclusive Schools

| Variable | Category | Score Range | Total | Percentage |
|---|----------|----------------------|-------|------------|
| Adjustment of non-special needs students in Inclusive Schools | Rendah | $X < 72$ | 0 | 0 % |
| | Sedang | $72 \leq X \leq 108$ | 89 | 65,9 % |
| | Tinggi | $X > 108$ | 46 | 34,1 % |

The table above shows that non-disabled students who have adjustment in inclusive schools with a low category of 0% (0 people), a medium category of 65.9% (89 people), and a high category of 34.1% (46 people). From these results it can be concluded that the adjustment variable in non-disabled students in inclusive schools is in the moderate category.

b. Prerequisite/Assumption Test

1. Normality Test

Data is declared normally distributed if the significance value is greater than 0.05. The following table is the result of the normality test.

Tabel 5. Normality Test Results

| Variable | Value | | Subjek | Information |
|---|-------|--------------|--------|-------------|
| | Z | Signifikansi | | |
| Students Perception toward Authoritative Parenting | 0,816 | 0,518 | 135 | Normal |
| Attachment to Parents | 0,854 | 0,459 | 135 | Normal |
| Adjustment of non-special needs students in Inclusive Schools | 0,777 | 0,582 | 135 | Normal |

Based on the results of the normality test that has been carried out, the following results are obtained:

- a) The normality test of the variable of student perception of authoritative parenting was obtained with a significance value greater than 0.05, which was 0.518. This shows that the variables of students' perception of authoritative parenting have a normal distribution.
- b) The normality test of the attachment variable in parents obtained a significance value greater than 0.05, which was 0.459. This shows that the attachment variable in parents has a normal distribution.
- c) The normality test of the adjustment variable in non-special needs students in inclusive schools obtained a significance value greater than 0.05, which is 0.582. This shows that the variables of adjustment of non-special needs students in inclusive schools have a normal distribution.

2. Linearity Test

This linearity assumption states that for any linear regression equation, the relationship between the independent variable and the dependent variable must be linear (Santoso & Ashari, 2005). The results of the linearity test that have been carried out are as follows:

Table 6. Linearity Test Results

| Dependent Variable | Independent Variable | Value | | Information |
|---|--|---------|--------------|-------------|
| | | F | Significance | |
| Adjustment of non-special needs students in Inclusive Schools | Students Perception of Authoritative Parenting | 43,420 | 0,000 | Linier |
| | Attachment to Parents | 101,057 | 0,000 | Linier |

Based on the results of the linearity test in table 4.8 above, the following results are obtained:

1. The two variables, students perception of authoritative parenting and adjustment in non-special needs students in inclusive schools have a linear relationship because they have a significance value of 0.00. The two research variables were stated to have a linear relationship if the level of significance (linearity) obtained was less than 0.05. A significance value of 0.00 is less than 0.05.

2. The two variables, attachment to parents and adjustment in non-special needs students in inclusive schools, have a linear relationship because they have a significance value of 0.00. The two research variables were stated to have a linear relationship if the level of significance (linearity) obtained was less than 0.05. A significance value of 0.00 is less than 0.05.

c. Hypothesis Test

Referring to the condition of the research data that is distributed normally and linearly, the analysis for hypothesis testing in this study can be continued using the product moment correlation technique for the first and second hypotheses, while for the third hypothesis using the multiple linear technique.

The following table is the results of a correlation test using product moment correlation analysis.

Table 7. Results of Product Moment Correlation Analysis

| Independent Variable | Dependent Variable | Product moment Correlation Value | Significance | Information |
|--|---|----------------------------------|--------------|-------------|
| Students Perception toward Authoritative Parenting | Adjustment of non-special needs students in Inclusive Schools | 0,487 | 0,000 | Signifikan |
| Attachment to Parents | | 0,613 | 0,000 | Signifikan |

The first hypothesis in the study is that there is a positive relationship between students' perception of authoritative parenting and adjustment in non-special needs students in inclusive schools. Based on the results of the first hypothesis test, a significance value of 0.000 and a correlation coefficient (r) of 0.487 were obtained, because the significance value was less than 0.01 and the correlation coefficient value was positive, the first hypothesis was accepted. The coefficient value of product moment correlation shows the correlation between the two variables including the medium category. The effective contribution of the variable of student perception of authoritative parenting was 23.72% obtained from $r^2 \times 100$, while the remaining 76.28% was the contribution of other variables outside the variable of student perception of authoritative parenting.

The second hypothesis, a significance value of 0.00 and a correlation coefficient value (r) of 0.613, because the significance value is less than 0.01 and the correlation coefficient value is positive, the second hypothesis is accepted. The product moment correlation coefficient value shows the correlation between the two variables including the strong category. The effective contribution of the attachment variable in parents was 37.57% obtained from $r^2 \times 100$, while the remaining 63.43% was contribution from other variables other than the attachment variable in parents.

After the product moment analysis is carried out to obtain the first and second hypotheses, the next step is to obtain the results for the third hypothesis using multiple linear regression analysis the results of which can be seen in table 8.

Table 8. Multiple Linear Regression Analysis Results

| Double Correlation Value (R) | R Square | p-value | Information |
|------------------------------|----------|---------|-------------|
| 0,613 | 0,376 | 0,000 | Signifikan |

Based on the table above, the double correlation value is 0.613 and the p value is 0.000. This shows that there is a strong relationship between students' perception of authoritative parenting and attachment to parents and adjustment of non-special needs students in inclusive schools. The coefficient of determination (effective contribution) was obtained from the R Square value of 0.376. This can be interpreted as the effective contribution of students' perception of authoritative parenting and attachment to parents with the self-awareness of non-special needs students in inclusive schools by 37.6%. The contribution of other variables that were not studied in this study was 62.4%.

Discussions

Based on the results of hypothesis testing in this study, it shows that all three hypotheses are accepted. The first hypothesis is that there is a positive relationship between students' perception of authoritative parenting and the adjustment of non-special needs students in inclusive schools. The second hypothesis is that there is a positive relationship between attachment to parents and adjustment of non-special needs students in inclusive schools. The third hypothesis is that there is a relationship between students' perception of authoritative parenting and attachment to parents and the adjustment of non-special needs students in inclusive schools.

In the first hypothesis, the results of the correlation analysis showed a positive correlation of 0.487 with a significance value of 0.0000. The amount of the correlation coefficient according to Sugiyono (2011) is in the medium category, namely 0.40 – 0.5999. The results of the positive correlation stated that the higher the students' perception of authoritative parenting, the higher the adjustment of non-special needs students in inclusive schools, and vice versa.

The results of this study have supported the results of previous research conducted by Shochib (2014) which stated that parents who educate with affection, pay attention or reward to children will cause a healthy mentality for children. Hanurawan (2012) explained that a healthy mentality in children will make it easier for children to adjust themselves, they can do productive activities and be able to build effective and efficient interpersonal relationships to adjust to others. Dicks and Heider (in Moningka & Widyarini, 2005), explain that a student who has effective and efficient interpersonal relationships will be able to adapt to his or her environment.

Baron & Byrne (2012) also mentioned that a person who has good interpersonal relationships will have trust, want to get to know each other, communicate well, be able to accept and support and be able to solve problems well, and be able to control emotions. One aspect of student adjustment at school is the emotional support of parents. Authoritative parents give high attention and affection to their children. This support makes children feel comfortable, safe, owned and loved (Santrock, 2012).

In addition to the emotional support aspect of authoritative parenting, which affects the adjustment of students at school, namely the right control aspect. Parents set clear rules and boundaries, but also explain why they were made, providing discipline in a way that provides information about the expected behavior with the reason. According to Gunarsa & Gunarsa (2007), with authoritative parenting, children grow up with a sense of responsibility and behave according to norms, meaning that children who perceive high authoritative parenting patterns mean that the child is able to act according to norms. The results of the study in the first hypothesis show that the effective contribution of students' perception of authoritative parenting with adjustment of non-special needs students in inclusive schools is 23.72%, while 76.28% is explained by other variables that are not measured in this study, namely: the order of birth of children and relationships with relatives (Hurlock, 2003).

The results of the data analysis in the second hypothesis are that there is a positive relationship between attachment to parents and adjustment of non-special needs students at SD Teruna Bangsa Yogyakarta inclusive school. The results of the correlation analysis

between the variable of attachment in parents and the adjustment of non-special needs students in inclusive schools showed a positive correlation of 0.613 with a significance value of 0.000. The amount of the correlation coefficient is in the strong category, namely 0.60 - 0.799. With the results of this positive correlation, it can be stated that the higher the attachment to parents, the higher the adjustment of non-special needs students in inclusive schools, and vice versa. The results of this study have supported previous research by Lia Sari et al (2018) who concluded that well-built trust can help individuals build good interpersonal skills. Good communication between parents and children can make children open in telling every problem they face, so that children are easily able to adjust to their environment. This shows that there is a positive relationship between attachment to parents and adjustment of non-special needs students in inclusive schools.

The first aspect of attachment to parents is trust. In this case, children believe that their parents will always understand, respond and help them in meeting their needs and desires. Trust is a learning process that arises after children feel safe through experiences that occur continuously. Research by Nada (2023) states that the forms of trust that parents give to children such as parents trusting children to do something, giving children the freedom to play outside the home, offering assistance for children's needs and providing motivation to children. The second aspect of attachment to parents is communication. Good communication between parents and children creates a strong emotional bond. According to Chairinniza Graha (2007) in her book "Children's Success Depends on Parents", openness must be habituated by parents in building communication. Armsden and Greenberg (1987) stated that attachment arises because of mutual communication so that a good emotional relationship is created between parents and children. Communication between parents and children will make it easier for both of them to have a positive attachment.

The third aspect of attachment to parents is alienation. Alienation from parental affection and attention causes hatred in children. A child who experiences isolation must receive more attention and encouragement from parents. A form of parental attention to children by giving physical touches such as kissing and hugging children, preparing children's needs, getting used to being able to blend in with the surrounding environment. The results of the study in the second hypothesis show that the effective contribution of attachment to parents with the adjustment of non-special needs students in inclusive schools is 37.57%, while 63.43% is explained by other variables that are not measured in this study, namely the order of birth of children and relationships with relatives (Hurlock, 2003). Students in grades IV to VI of SD Teruna Bangsa Yogyakarta have an attachment to parents in the high category with a tendency to self-adjust non-special needs students in a strong inclusive school. This is in line with the analysis carried out where there is a positive relationship between attachment to parents and adjustment of non-special needs students in inclusive schools, but the effective contribution value is not so large.

According to Baron & Byrne (2012), a good interpersonal relationship in which there is trust and willingness to get to know each other, have good communication, receive and provide support and the ability to solve problems well, including controlling emotions. Interpersonal relationships in the family express the attachment between parents and children, while adjustment is shown by the ability to solve problems well. The higher the child's attachment to the parent, the higher the child's ability to self-adjust and produce positive

relationships. Likewise, the lower the interpersonal relationship in the family or attachment to the parents, resulting in a low adjustment ability of the child.

The amount of effective contribution or the coefficient of determination of students' perceptions of authoritative parenting and attachment to parents to predict the self-adjustment of non-special needs students in inclusive schools obtained an R Square value of 0.376. The effective contribution of students' perceptions of authoritative parenting and attachment to parents to the self-adjustment of non-special needs students in inclusive schools in grades IV, V, and VI of Teruna Bangsa Elementary School Yogyakarta is 37.6%, and the contribution of other variables not examined in this study is 62.4%. Other variables that were not measured in this study were child birth order and relationships with relatives (Hurlock, 2003). Based on the above description, it can be concluded that there is a significant relationship between students' perception of authoritative parenting and attachment to parents and the adjustment of non-special needs students in inclusive schools in grades IV to VI of SD Teruna Bangsa Yogyakarta. Students' perception of authoritative parenting and attachment to parents synergize to create students' ability to adjust to their environment, because these two variables support each other in helping students adjust themselves. Students who have the perception of the correct authoritative parenting style will easily adjust themselves in the school environment and by being supported by interpersonal relationships or attachment to good parents.

Conclusion

Based on the results of the research and discussion in the previous section, the following conclusions can be drawn:

- a. There is a positive and significant relationship between students' perception of authoritative parenting and the adjustment of non-special needs students in inclusive schools. The higher the student's perception of authoritative parenting, the higher the adjustment of non-special needs students in inclusive schools. On the other hand, the lower the student's perception of authoritative parenting, the lower the adjustment of non-special needs students in inclusive schools. The effective contribution of students' perception of authoritative parenting with adjustment of non-special needs students in inclusive schools was 23.37%.
- b. There is a positive relationship between attachment to parents and adjustment of non-special needs students in inclusive schools. The higher the attachment to parents, the higher the adjustment of non-special needs students in inclusive schools, and vice versa, the lower the attachment to parents, the lower the adjustment of non-special needs students in inclusive schools. The effective contribution of attachment to parents with adjustment of non-special needs students in inclusive schools was 37.57%.
- c. There was a significant relationship between students' perception of authoritative parenting and attachment to parents and the adjustment of non-special needs students in inclusive schools in grades IV to VI of SD Teruna Bangsa Yogyakarta. Students' perception of authoritative parenting and attachment to parents synergize to create students' ability to adjust to their environment, because these two variables support each other in helping students adjust themselves. The effective contribution of students' perception of authoritative parenting and attachment to parents with adjustment of non-special needs students in inclusive schools was 37.6%.

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