

Abstract

Children with disabilities are one of the classifications of children with special needs who have limitations in the form of intelligence scores that are below average. The limitations of mentally retarded children create concern for parents about their child's future development, especially for the child's independence. This concern makes parents more selective in determining the right education to apply to their children. The purpose of this research is to find out how the interpersonal communication process between parents and mentally retarded children is in developing children's independence. This study used descriptive qualitative method. The key informants in this study were 5 people consisting of 5 parents of mentally retarded children. As for the supporting informants, namely teachers and principals, as well as one expert informant who is a family psychologist. Data collection techniques used in the form of observation and in-depth interviews, and documentation. To increase the validity of the data, researchers used the triangulation method, namely comparing the results between observations and in-depth interviews obtained. Based on the results of research conducted, not all children can apply independence seen from the responsibility of doing class assignments, self-confidence, initiative, and courage to make decisions

.Keywords : Interpersonal Communication, mentally retarded children, independence