

ABSTRACT

Social interaction ability is an important aspect of the development of children with special needs and is strongly influenced by the family environment, particularly parental parenting. This study aims to describe the role of parental parenting in shaping children's interaction abilities at SLB D YPAC Bandung, identify supporting and inhibiting factors faced by parents, and examine the theoretical and practical implications of parenting on children's social development. This study employed a qualitative method with a descriptive approach. Informants were selected using purposive sampling and consisted of three parents and three teachers of SLB D YPAC Bandung. Data were collected through observation, in-depth interview, and documentation, while data analysis was conducted through coding and categorization. The findings indicate that parental parenting plays a significant role in developing children's social interaction abilities through daily habituation, social interaction training, and collaboration with schools. The dominant parenting style tends to be overprotective and authoritarian, which affects children's confidence in social interactions. Supporting factors include active parental involvement, support from schools and families and acceptance of the child's condition, while inhibiting factors include limited time, lack of parenting knowledge, overprotective attitudes, children's conditions and social environmental barriers. The study concludes that synergy between parental parenting and school programs is a crucial factor in strengthening the social interaction abilities of children with special needs at SLB D YPAC Bandung.

Keywords: parental parenting, social interaction, children with special needs, SLB D YPAC Bandung, social welfare.