

Hubungan Pemrosesan Sensorik Anak dengan Down Syndrome terhadap Perilaku Maladaptif di Sekolah = The Relationship Between Sensory Processing in Children with Down Syndrome and Maladaptive Behaviors in School

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Abstrak

Pemahaman tentang pemrosesan sensorik semakin berkembang seiring dengan meningkatnya penelitian terkait pemrosesan sensorik pada gangguan neurodevelopmental, termasuk Down syndrome (DS). Anak dengan DS sering menunjukkan pola pemrosesan sensorik yang unik yang akhirnya berkontribusi pada performa atipikal pada fungsi sehari-hari seperti munculnya perilaku maladaptif di sekolah. Penelitian ini bertujuan untuk mengetahui hubungan antara pola pemrosesan sensorik dan perilaku maladaptif pada anak dengan DS di SLB Negeri Jakarta. Penelitian menggunakan desain kuantitatif korelasional dengan pendekatan cross-sectional. Sebanyak 36 responden yang terdiri dari guru dan orang tua anak DS usia 6–10 tahun dipilih menggunakan teknik purposive sampling. Instrumen yang digunakan adalah Profil Sensorik Singkat (PSS) dan Strength and Difficulties Questionnaire (SDQ). Analisis data dilakukan menggunakan uji korelasi Pearson dengan hasil penelitian menunjukkan bahwa terdapat hubungan negatif yang signifikan antara total skor PSS dan SDQ menurut laporan guru ($r = -0,446$; $p = 0,006$) dan orang tua ($r = -0,421$; $p = 0,010$). Beberapa subskala sensorik juga berhubungan signifikan dengan aspek perilaku tertentu seperti hiperaktivitas, masalah emosi, dan interaksi sosial. Temuan ini mendukung pentingnya intervensi sensorik dalam konteks School-Based Occupational Therapy (SBOT) dan penggunaan pendekatan Person Environment Occupation Performance (PEOP) model untuk mengoptimalkan partisipasi anak dengan DS dalam lingkungan belajar.

.....As research on neurodevelopmental disorders advances, our understanding of sensory processing has become increasingly refined, particularly in populations such as individuals with Down syndrome (DS). Children with DS often present with distinct sensory processing patterns that may contribute to atypical daily functioning, including the emergence of maladaptive behaviors in school environments. This study aimed to investigate the relationship between sensory processing patterns and maladaptive behavior in children with DS attending public special education schools (SLB Negeri) in Jakarta. A quantitative correlational study with a cross-sectional design was conducted, involving 36 teachers and parents of children aged 6–10 years, selected through purposive sampling. The Short Sensory Profile (SSP) and the Strengths and Difficulties Questionnaire (SDQ) were used as primary instruments. Data were analyzed using Pearson's correlation test. The results revealed a significant negative correlation between SSP and SDQ total scores as reported by both teachers ($r = -0.446$, $p = 0.006$) and parents ($r = -0.421$, $p = 0.010$). Additionally, several sensory subdomains were significantly associated with specific behavioral outcomes, including hyperactivity, emotional difficulties, and peer-related problems. These findings underscore the relevance of incorporating sensory-based interventions within the framework of School-Based Occupational Therapy (SBOT) and highlight the applicability of the Person–Environment–Occupation–Performance (PEOP) model in enhancing meaningful school participation for children with DS.