

## ABSTRACT

Dianah, Nur. 2013. *The Comparison Of Social Maturity Visual Impaired, Hearing Impaired, And Mental Retardation Children In Out Of Ordinary Elementary School (SDLB) Sengonagung, Purwosari, Pasuruan*. Thesis. Faculty of Psychology. State Islamic University of Maulana Malik Ibrahim Malang

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In visual impaired, hearing impaired, and mental retardation children, those who experience barriers in terms of physical, motor, behavioral, academic, personality, and social. Social maturity becomes very important because children are expected to self that is not always dependent on the others. The purpose of this study is 1) knowing social maturity of visual handicapped/ impaired in out of ordinary elementary school (SDLB), 2) determine the social maturity of hearing impaired in SDLB, 3) determine social maturity of visual impairment in SDLB, and 4) the comparison of social maturity visual impaired, hearing impaired, and mental retardation children in out of ordinary elementary school (SDLB).

Social maturity is the skill of the individual to understand and how to react in social situations are reflected in the behavior of independence and social acceptance. Social maturity covers several aspects including: Helping yourself (self-help-general), when eating ability (self-eating), ability to dress oneself (self-dressing), directed at oneself (self-direction), movement (Locomotion), employment (occupation), socialization, and communication. While there are several factors that lead to differences in social skills with other children, namely: a) The development and maturity of the particular maturity of intellectual, social, and emotional. b) Biological factors, experiential learning, conditioning frustration and conflict. c) The environment, especially home and family environment. d) Factors of culture, customs and religion. e) Physical conditions and heredity, physical constitution includes the nervous system, muscles and glands of health and diseases.

The method used is quantitative descriptive. While the subjects used in this study were three children each have different disabilities: visual impaired, hearing impaired, and mental retardation, ages 12-14 years. Measuring instrument used is VSMS assay with observation and interview methods. This study used a descriptive statistical analysis.

Research results are as follows: social maturity blind to the subject DN having social intelligence (SQ) 40.5, equivalent to 5.1 years of age, meaning that DN has the social maturity (SA) owned less according to his age. Social maturity is much lower than chronological age-owned (12 years, 6 months). While on the subject of deaf RZ has social intelligence or equivalent age 69.7 8.5 years, which means social maturity owned by RZ is above the average age of which is owned today. Social maturity slightly lower than the chronological age of 12 years, 2

months, 8 days. On the subject of mental retardation with UD has social intelligence (SQ) 50.76, equivalent to 7.0 years of age, means the social maturity of UD in accordance with the same age. Social maturity is more than half the chronological age of 13 years, 9 months, 15 days. Comparison between the three social disabilities maturity is very different, the hearing impaired is higher than mental retardation, while mental retardation child is higher than the visually impaired. Additional conclusion of social maturity is influenced by factors such as 1) disability factor, either physical or psychological, 2) habituation of family, 3) learning systems include teacher competence and optimizing facilities. 4) duration of the study.