

# Learning Methods for Children with Autism in *Rumah Belajar Inklusi MB3*

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**Keywords:** Autism, Learning Methods, Evaluation of Learning.

**Abstract:** This research aims to know the method which appropriate to use in to be independent in training autism children at *Rumah Belajar Inklusi MB3 (Mandiri, Belajar, Bermain, Berkreasi)*, Sidotopo Malang. Know the evaluation process done by the teacher in independent training for children autism at *Rumah Belajar Inklusi MB3* Sidotopo, Malang. An to know the things that inhibit and support methods in training autism children at *Rumah Belajar Inklusi MB3* Sidotopo, Malang. The research was conducted at *Rumah Belajar Inklusi MB3* Sidotopo, Malang. The researcher used qualitative research approach that focused on institute's case. In this research, the collection data using observation, interviews and documentation methods. The data will be analyzed using case study modification. The results showed that, (1) learning method in improving autism children autistic at *Rumah Belajar Inklusi MB3* Sidotopo, Malang using 4 methods such as occupation method, Applied Behavior Analysis (ABA) method, Treatment Education of Autistic and Related Communication Handicapped Children (TEACCH), and One on One method, (2) the process of evaluation of methods in training autonomy of children with autism in Home Inclusion Learning such as providing instruction to the child in the form of orders, held monthly evaluation, visiting a psychologist and record the results of independence of children in the report card every semester, (3) inhibiting methods in training autonomy of children with at *Rumah Belajar Inklusi MB3* such as lack of cooperation between parents with teachers, inadequate learning media, lack of faculty, limited institutions to give salaries to teachers or therapists, while supporting methods in training children independence the autism at *Rumah Belajar Inklusi MB3* is the activity of the teacher or the therapist, the location of the institution that is close to nature and the teaching aid of the institution.

## 1 INTRODUCTION

First introduced by Leo Kanner in 1943, an American psychiatrist, autism became one of the most pervasive disorders in children that was very much noticed in previous years. When observing eleven children with autistic disorders, the results showed that children with autism tend to behave strangely and communicate in unusual ways, such as behavior that looks indifferent to the environment and tends to be alone, besides that autism disorder is also called the emotional social disorder (Devison, Neale, & Kring, 2010).

The latest data from the United Nations Educational Scientific and Cultural Organization (UNESCO) or also called the World Agency for Education and Culture states that in 2011 there were 35 million people with autism, so an average of 6 out of 1000 people had autism in the world

(Priherdityo, 2016). In addition to the 2014 Center for Disease Control (CDC) study in the Paman sam State, the United States in 2014 there were 1.5 percent or one in 68 children were autistic, this figure increased 30 percent from 2012, which has a comparison of one to 88 children (Priherdityo, 2016). In addition, in a study in the United Kingdom stated that in 2012 there were 1.1 percent of people over the age of 18 experiencing autism. In Hong Kong alone, there are 1.68 per 1000 children under 15 years who experience autistic disorders (Jpnn.com, 2013). Not only in Hong Kong, but in South Korea it is mentioned 1 in 48 boys and girls who have autistic disorders, but this comparison states that men are more dominant, 4: 1 (Priherdityo, 2016).

Knowing the growing diagnosis method is almost certain the number of children with autism found is increasing. This number is very worrying,

considering that until now the cause of autism is still unknown and is debated by experts and doctors of the world.

Unlike the case with America, Britain, Hong Kong and South Korea, but in Indonesia the number of children with autism is not known until now, but the latest data shows that in 2013 there were 112 children with autism with ages ranging from 5 to 19 years (Priherdityo, 2016). An organization working in the field of handling autism in the United States makes a surprising statement regarding the increase in the number of autism sufferers. In 1987, the prevalence of autism was estimated to be one (1) compared to 5,000 births. Ten (10) years later, that number changed to one (1) child with autism per 500 births. In 2000, it rose to one (1) child with autism per 250 births. In 2004, autism rose to one (1) compared to 150 births. Even in 2006, autism had an estimated one (1) compared to 100 births (Puspaningrum, 2013). In addition, the ratio between men and women is 4: 1, but the affected girls will show more severe symptoms (Hasnita & Hidayati 2015).

From the various explanations above we can know that every year children with autism experience a very drastic increase, not only in Indonesia, but in other countries too, this is very concerning. From the increasing number of children with autism, the number of *Sekolah Luar Biasa (SLB)* and inclusive schools should increase as well. Because children with autism really need proper attention and education.

In America before the passage of the Developmentally Disabled Assistance and Bill of Rights Act in 1975, children with autism were often excluded from education programs in public schools (Devison, Neale, & Kring, 2010). Therefore, the majority of children with autism who do not get a decent education, their development tends to be less good, even though the development of children with autism should be monitored continuously so that the diagnosis of development is known, if this often happens as long as there is no training and education for children with autism, this will become increasingly alarming and become a very serious problem in society.

Whereas in Indonesia alone in 2008 the number of inclusive schools nationally from elementary to high school was only 254 schools, but in 2014 the number increased significantly to 2,430 formal schools that participated in organizing inclusive education. In 2016 more extraordinary schools were 26,617 (Didik, 2016). Inclusion schools need to be increased in quantity and quality because the number

and quality of special schools is not comparable to the number of children with special needs who increase each year. The pure enrolment rate of children with special needs for the 2010 primary education level only reached 29% or 75,000 children. SLB faces the problem of lack of standard learning facilities, even lack of special teachers (Musfah, 2016).

Just as in *TK Negeri Pembina 1 Malang* is a kindergarten level inclusion school that accepts children with special needs, one of them is a child with autism, this school accepts all children with various needs, but on condition that parents send their children to school *TK Negeri Pembina 1 Malang*, they must provide their own Shadow (shadow teacher), this is done on the grounds that there are no experts in the field of handling the children with special needs in the school (Nurhayati, 2018).

Shadow or teacher is a term used by someone who acts as a companion for Children with Special Needs shadow is also known as aid teacher, a shadow task is to assist children with special needs who attend inclusive schools so that children with special needs able to participate in learning activities and social interaction well (Murai, 2015).

We can know that children with autism have a lot of special surprises that are not understood by most people, this is evidenced by the "*KITA = SAMA*" awareness program from Navaplus Group, which was held at the end of February 2017, this supports people with autism achieving, work, and succeed. One of them is by holding a story and photo drawing competition. Initially this activity was held to provide children with autistic children with the opportunity to channel their artistic potential, skills and talents. Especially in the field of srta drawing work in the form of photographs that tell their daily lives, and their struggles, said Navaplus Group Director David Wibowo (Noah, 2017). With the holding of various competitions, it is expected to provide space for developing and creative for people with autism, besides that it can inspire the surrounding community that people with autism can also work.

Of the above achievements, it can open eyes and inspire the community so that children with autism are given space for development and creation, not the other way around. As an interview conducted for one of the therapy staff with special needs children in Malang said that parents who have children with autism are more closed if asked to be open about their child's problems, besides that at this therapy center institution they also close meetings about identity family of the child treated (Ida, 2018).

The explanation above can be said that children with autism have difficulties in social relations with their surroundings, besides that they prefer to hang on to Shadow (shadow teacher) so that children with autism find it difficult to be independent, but different with *Rumah Belajar Inklusi MB3 (Mandiri, Belajar, Bermain, Berkreasi)* Sidotopo, Malang in training the independence of children with special needs, especially children with autism using various methods. Of the several methods that they use produce a good impact on the development of children with autism, especially in the development of their independence. Therefore, in learning the children with autism need a learning model that researchers will discuss in writing this thesis.

## 2 METHODS

This study uses a qualitative descriptive research approach with a type of case study where the presence of researchers is very important to capture and analyze the facts found. Data obtained directly from the source, namely through interviews with school principals and classroom teachers supported by observations and supporting documents. Data analysis in this study is using Milles and Huberman theory.

## 3 RESULTS AND DISCUSSION

*Rumah Belajar Inklusi MB3 (Mandiri, Belajar, Bermain, Berkreasi)* is a foundation that was established in 2016. This learning house has a high commitment in providing education for special children. The *Rumah Belajar Inklusi MB3* is committed to help the education and development for special children in accordance with the name of the institution, which is to train special children to become children who can be independent, can learn, can play and can be creative. To make this happen for children with autism, the *Rumah Belajar Inklusi MB3* uses several methods that are often done, namely the occupational method, the Applied Behaviour Analysis (ABA) method, the Treatment Education of Autistic method and the Related Communication Handicapped Children (TEACCH) and One on One method. The use of this method is based on consideration of adjusting to the child's condition at that time. The use of methods can change as needed.

Children with special needs, especially children with autism, their condition always changes every

time, sometimes on that day the condition is good sometimes the conditions are bad. the first time the children entered the *Rumah Belajar Inklusi MB3* all the daily activities that children do need help but after giving this method the children become more independent and able to do their own activities without help from others. The following uses the method of learning the independence of children with autism:

Table 1  
Therapeutic Methods in Learning Autism *Rumah Belajar Inklusi MB3* Sidotopo

No	Media	Purpose	Methods	Examples of Results / Event	Overview Activities
1	Occupational method	relaxation of the muscles in the body of an autistic child so that the nerves are not easily tense.	Plasticine - Paper Stationery, etc.	Making Work Write Draw Creeping up	Yunus draws, moves his hand agile, Yunus looked calm and controlled
2	BA method	the child feels motivated and proud of what he does	wooden board	Walk on the bridge	Iyan walked on the bridge, Mrs. Santi clapped to give support to the child who was standing on a wooden board while praising him
3	EACCH method	Teach children to learn to live independently and not constantly burden other people	Daily routine	activities carried out repeatedly	Vino bribed her breakfast herself, the therapist's teacher helped cut the small dishes. Maura (people with mild autism and special needs for speech impairment) use their own face and

No	Media	Purpose	Methods	Examples of Results / Event	Overview Activities
					then finish performing the Duha prayer in congregation folding the face back
4	One on One Method	control when children experience tantrums	One on One	teacher's face to face with children directly	Ifa, when learning suddenly kicked her friend, Mrs. Risma immediately separated Ifa with her friends so that the other friends who were beside her did not experience tantrums too.

To find out the results of learning, teachers or therapists on *Rumah Belajar Inklusi MB3* hold a one-month evaluation of learning. Within a month the teachers or therapists also come to psychologists to find out the methods they give to children to find out whether the methods are successful or not. The form of assignment given is like giving the child an instruction through daily activities, such as asking the child to clean the classroom and then reporting it on a monthly report card. For one semester evaluation, the teacher or therapist uses report cards for children's learning outcomes, the things that are

assessed are the development of affective, oral motor, fine motor, gross motor, occupational and cognitive. The aim of visiting to psychologists also complemented the reporting of the development of special children.

Learning efforts carried out by home learning inclusion are not without problems. For example, when a long holiday, children at home together with their parents are not well controlled, so when children enter school they will return to the tantrum. In addition, there is a lack of parental care in regulating the food consumed by children because parents of children with autism are encouraged to pay attention to the diet. Media in learning to implement methods in training children's independence are minimal, so they must use the media as they are. The recruitment of teachers at home learning inclusion still leaves a problem, in which funds are still inadequate, but the school continues to work and has planned to recruit teachers who are more competent in their fields. Even that is not easy because of the difficulty of finding teaching staff or therapists who are willing to teach in the *Rumah Belajar Inklusi MB3*.

Even so, the actual geographical location of in *Rumah Belajar Inklusi MB3* which is close to nature makes it easy for teachers to introduce plants directly. And this does not require a large fee. The introduction of nature to children, especially special children must be real, because they think concretely, while children with autism themselves if they are introduced to nature directly they will better understand plants in real or real.

Autism is called to Autism Spectrum Disorder (ASD). Autism Spectrum Disorders is a disorder that generally appears in the first three years of a child's life (Williams & Wright, 2004). Autism comes from the word "autos" which means everything that leads to yourself. In the dictionary of general psychology, autism means preoccupation with one's own thoughts and fantasies or in other words more oriented to his own subjective thoughts than see the reality or reality of everyday life. Therefore, autism sufferers are often called people who live in their own "nature" (Kring, Davision, & Neale, 2010).

Autism or infantile autism (Early Infantile Autism) was firstly put forward by Dr. Leo Kanner, an American psychiatrist in 1943. The term autism is used to show an unique and prominent symptom of psychosis in children which is often called Kanner's Syndrome. A prominent feature of Kanner's syndrome includes empty facial expressions as if daydreaming, loss of mind and very difficult for others to attract their attention or invite them to

communicate. That is why, many people ultimately don't care about their existence.

Currently, the attention to special children increases. In Indonesia, inclusion schools do not only accept normal children but also special children. MB3 Learning House is one of them. With an independent motto, learning, playing and creating them which is expected for their students who are mostly autistic to be independent, can learn, can play and can be creative who are like the other normal children. But, not all of people know that autism children have potential to get achievement. "KITA = SAMA" care program which was from Navaplus Group, which was held at the end of February 2017, held a competition event for people with autism. This activity was held to provide room for children with autism to develop their potential, skills and artistic talents. With the holding of various competitions, it is expected to provide space for developing and creating for autism children. It is hoped to inspire the surrounding people that autism children can also create something.

Children with autism actually have the potential, so something that has to be done is to provide space for developing and creating. This needs to be realized because autism children have obstacles in social relations with society.

To support the learning process and therapy, *Rumah Belajar Inklusi MB3* gives autism children various developed methods by expert people which are effective to be used for autism children. But the method that is used is only therapy to support learning activities at the institution. There are many therapeutic methods that can be used ranging from medical ones such as medical methods to personal therapy carried out by experts / psychologists (Maulana, 2007). Some of these methods if linked to the expectations of *Rumah Belajar Inklusi MB3* are considered which capable of delivering children with autism to be independent, learn, play and be creative.

#### 1) Occupational Therapy

Occupational therapy is a therapy that is given to children with autism to help strengthen, improve coordination, and make their smooth muscles skilful. For example, finger muscles are very important to be strengthened and trained, so the children can write and do all things that require their finger muscle skills (Maulana, 2007). This occupational method is a method of how to be relax the muscles in autism children body. In the implementation of this occupational method uses a media, plasticine. Learning media is very important for children's teaching, because children will feel excited if the

learning they do uses media especially for children with special needs. In addition to using the media in the application of this occupational method the teacher or therapist provides activities such as writing, drawing and crawling directly on the ground. Independent children carry out their activities, learn to move their hands in coordination with their eyes and brain, play while create something.

#### 2) Applied Behavior Analysis (ABA)

The most popular method of handling behaviour in Indonesia is Applied Behaviour Analysis (ABA) therapy which is developed by Ivar Lovaas, a psychologist from the United States. Lovaas developed a curriculum for children with special needs, the method that is used is based on clear rules and repeated sessions to achieve targeted skills. This ABA technique views behavior as something that is learned and based on the A-B-C series, namely Antecedent-Behavior-Consequence. The therapist is tasked with providing the right Antecedent (stimulus to encourage children to behave in certain ways, namely instruction) and Consequence (consequences according to children's behavior, namely in the form of reinforcement or punishment). To help children learn skills quickly, therapists provide physical and verbal assistance that will gradually be reduced until the child is truly independent (Ginanjar, 2008). In its application the *Rumah Belajar Inklusi MB3* seeks to prioritize strengthening to achieve the target. Giving motivation and praise to children with autism as Mrs. Santi, who claps to give support to children who are standing and walking on wooden steps, is done so that children feel motivated and proud of what they do.

#### 3) *Treatment and Education of Autistic and Related Communication-handicapped Children* TEACCH

The TEACCH method is a clinical service and professional training program that began at the University of North California, this program began in 1972 by Eric Schopler, Ph. D, currently the TEACCH program provides clinical services for children with autism of various ages (Mesibov, Shea, & Adams, 2010).

The TEACCH method is one of the methods used in the *Rumah Belajar Inklusi MB3* to train children's independence and learn things that are routine (daily routine) such as eating, washing dishes, folding clothes that are all done by the children. For teachers, the TEACCH method is a method that is quietly easy to apply for children with

autism because the activities are repeated so that the teacher has no difficulty teaching them.

#### 4) One on One Method

One on One method is a learning method with activities that require all students to learn to teach something the teacher must understand the child in using this method. Using this method requires all students to take responsibility and can train students to be more independent (Ginnis, 2008). This method is a method that is given to children in one-on-one ways, namely between students and teachers or therapists, besides this method is also a method whose use is adapted to the child's condition.

From the explanation above, in the One on One method, the usage is adjusted to the child's condition at the time, but in one-on-one (face-to-face) with the child directly. Besides this method is used when children experience tantrums. When a child experiences a tantrum of the teacher or therapist as soon as possible to separate the child from other friends, because if the child is a tantrum and left behind then the other child can be infected.

All methods which are used in the learning process have goals that are mutually supportive of the learning process for people with autism at the *Rumah Belajar Inklusi MB3* to create independence by learning, playing and creative

No matter how good the method if it is not followed by evaluation activities, it certainly will not give a good achievement. Evaluation can be done in the form of daily, monthly and semester evaluations. Therefore, as an educational institution that is growing home, learning in *MB3* seeks to explain the results of the learning activities that have been carried out. The process of evaluating teachers in training the independence of children with autism at the *Rumah Belajar Inklusi MB3*, namely through assignments in the form of instructions as a form of daily evaluation, conducting monthly evaluations, evaluations by psychologists and recording the results of independence, children's learning outcomes, children's creativity in report cards every semester.

## 4 CONCLUSIONS

From the results of the data and analysis above, it can be concluded that:

1. Methods of learning in increasing the independence of autism children in the *Rumah Belajar Inklusi MB3 (Mandiri, Belajar, Bermain, Berkreasi)* Sidotopo, Malang, uses 4

methods, namely, Occupational Method, Applied Behavior Analysis (ABA), ABA method, Treatment Education of Autistic and Related Communication Handicapped Children (TEACCH), and the One on One Method.

2. The process of evaluating teachers in training the independence of children with autism at *Rumah Belajar Inklusi MB3 (Mandiri, Belajar, Bermain, Berkreasi)* Sidotopo, Malang, namely through assignments in the form of instructions as a daily evaluation, conducting monthly evaluations, evaluating by psychologists and recording the results of independence children in report cards every semester.
3. Inhibiting methods in training the independence of children with autism at the *Rumah Belajar Inklusi MB3 (Mandiri, Belajar, Bermain, Berkreasi)* Sidotopo, namely, a) parent collaboration with teacher or therapist, b) inadequate learning media, c) lack of energy instructor, d) limited institutions to provide salaries for teachers or therapists. While the support is 1) the activity of the teacher or therapist in teaching, 2) the location of the institution that is close to nature, 3) the help of teaching staff from other institutions.

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