

Efforts to Teach Social Interaction to Autism Students in Inclusive Elementary Schools

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ABSTRACT

The purpose of this study was to analyze efforts to teach social interaction interactions to autistic children in inclusive elementary schools. The research method used is narrative inquiry. Research subjects are children with autistic barriers in inclusive primary schools. Subjects have difficulty controlling behavior, tend not to pay attention to their interlocutor when interacting, and display repetitive behavior, moving their fingers, shouting, laughing for no apparent reason, and tantrums. Assessment of the social interaction ability of children with autistic barriers can be seen from eye contact, facial expressions, repetitive or odd movements that are less focused, lack of ability to play with friends, and emotional states such as crying or sudden anger. The form of interaction of autistic children in inclusive elementary schools leads to a form of cooperation. Subjects often work on assignments with their study groups, even though the subjects have not been able to express ideas but the subjects can help if their group friends need help. The teacher's teaching strategy in social interaction is to encourage and motivate subjects to interact with their peers. Teachers and parents work together to provide some therapy to help the subject when facing problems. The task of the assistant teacher is to help the subject complete the task according to his ability. The way to teach language and communication to the subject is by always communicating with the subject on various occasions and if speaking, it must be spoken slowly.

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Introduction

Children are a gift given by God to every parent who desires it. Parents always want their children to develop to be perfect, both physically, mentally, in attitude and religion. However, not all parents are blessed with children as expected. Every child is born with diverse characteristics, has its own advantages and disadvantages, and experiences different developments at each stage of his age. Children who are born normal will grow and develop normally, but there are also children who are born as abnormal children, namely children who are born with obstacles and result in their development so that they are different from children their age. It is these children who need special assistance in meeting their needs,

hereinafter referred to as Children with Special Needs. Children with Special Needs hereinafter referred to as (ABK) are then grouped based on the level of difficulty faced by the child. The level of difficulty includes disorders such as mental disorders, personality disorders, motor disorders, and cognitive disorders. One of the existing barriers is autism barrier.

Children with autism disabilities who will be used as research subjects are grade VI elementary school students. Students are based on medical examinations and psychological examination results and indeed have different characteristics from other normal children. When viewed from the physical appearance, this student is no different from other children who do not experience the disorder. It's just that if you pay close attention, the behavior displayed by this autistic student has difficulty following instructions, has difficulty maintaining attention, and has difficulty controlling his behavior which has an impact on his difficulty in social interaction.

Children with autism cannot show interest in social interactions, this can be seen from the lack of eye contact and non-existent facial expressions. In addition, uncontrolled behavior that is not in accordance with circumstances and often changing emotions such as suddenly getting angry or crying causes autistic children to be unable to interact with other people and even distanced from their peers (Sadock & Sadock, 2010).

Autism barriers are one of the pervasive developmental disorders (GPP) and are included in the autism spectrum disorders or ASD (Autistic Spectrum Barriers), which occur since the beginning of a child's life. Autism barriers are developmental disorders, especially those that occur in childhood which make a person unable to hold social interactions and seem to live in their own world (Prasetyono, 2008). The disorder is often diagnosed at 18 to 30 months of age. At that time, parents or doctors only realized after there was a speech delay accompanied by behavioral and social interaction disorders (Windiani et al., 2016).

Social interaction is said to have occurred if it has fulfilled the following requirements: 1) There is social contact, both social contact between individuals, between groups, or between individuals and groups, which is carried out directly face to face, or indirectly as through other communication media. This social contact is said to be positive if it creates cooperation, but is said to be negative if it creates hostility; 2) The existence of social communication between individuals, between groups and between individuals and groups. That is, the message that the communicator wants to convey can be received by the other person. (Siti et al., 2020).

According to (Prasetyono, 2008) there are six types of problems or disorders experienced by children with autism, one of which is social interaction disorders. Social interaction is a process in which a person acquires social skills to be able to adapt to social demands, this is closely related to the social development of children. Social interaction is one of the important aspects in child development, because childhood is a period of transition from the family environment into the school environment and community environment (Yuwono, 2009).

In children with autism, social interaction disorders are characterized by failure to build social relationships with peers, where they are unable to share emotions, activities, and shared interests (Prasetyo, 2014). Prior to play therapy, the assessment of the child's social interaction abilities was seen from eye contact, facial expressions, repetitive or odd movements that were less focused, the ability to play with friends, and the child's emotional state such as crying or sudden anger.

Social interaction is a difficulty that occurs in autistic children in establishing social relationships with their environment. The existence of social interaction disorders in children with autism can affect aspects of learning and behavior. The social interaction ability of autistic children is quite good in asking friends for help, commenting on friends while playing, responding to invitations to play from friends, answering friends' questions, and following directions from friends (Yuswatingsih, 2021)

According to (Delphie, 2009) autism is a disorder in children caused by barriers to language disabilities caused by brain damage.

Autism is a brain development disorder that affects the sufferer's ability to communicate and interact with other people (Simorangkir, n.d., 2019). In addition, autism also causes behavioral disorders and limits the interests of sufferers. Autism is now referred to as autism spectrum disorder or autism spectrum disorder (ASD). This is because the symptoms and severity vary from patient to patient. Disorders that are included in ASD are Asperger's syndrome, pervasive developmental disorder (PPD-NOS), autistic disorder, and childhood disintegrative disorder.

William Heward, Sheila R. Alber Morgan (2017) say that the characteristic of autism is difficulty relating to other people in a distinctive way; extreme solitude that seems to isolate the child from the outside world; resistance to being picked up or held by parents; significant speech deficits, including mutism and echolalia; in some cases, extraordinary memorization skills; initial specific food preferences; monotony, obsessive desire for repetition and similarity; strange and repetitive behavior such as rocking back and forth and rotating objects, explosive anger tantrums, lack of imagination and some spontaneous behaviors such as typical play, normal physical appearance.

Other characteristics include impaired social interaction, impaired communication and language, repetitive, ritualistic behavior, and unusual behavior patterns (shaking when sitting, turning around, flapping their hands, snapping their fingers, sniffing the air, or humming). one song repeatedly). Another characteristic is routinely doing the same thing (certain routes to walk to and from his desk and other classroom locations, drinking only from certain cups, and unwrapping candy in the same way), unusual responses to sensory stimuli (William Heward, Sheila R. Albert Morgan, 2017).

Priyatna (2013) mentions that there are several signs that are suspected to be characteristics of autism. While the early signs to watch out for include problems in interacting, playing, and relating to other people; avoidance behavior from eye contact and never care about the people around him; Never really pays attention to an object, when he needs the object. Other characteristics of autism are like doing strange movements such as: flapping both hands like a bird (hand flapping), spinning around (spanning), or tapping something (tapping); there is a delay in developmental growth, or loss of skills that have never been mastered; playing with the same toys, doing the same activities every day; k Inability to master the language; tend to be indifferent, do not care about something that happens.

(Simorangkir, 2019) groups the factors that cause autism, namely genetic factors, perinatal factors, brain biochemical disorders, neuro-anatomical disorders, metabolic disorders, and other triggering factors.

Ginanjar (2007) said that autistic children showed improvement in the areas of language development, social interaction, and reduced stereotyped behavior, after the therapy process. So, they suggest the use of play therapy in groups for children with autism with normal children and carefully choose play tools and types of games that can facilitate the process of playing and interaction between them.

At this time ABK students get a lot of attention from the government, one of which is by providing inclusive schools. This inclusive school is obliged to accept students who have limitations, one of which is students with autism barriers. Inclusive schools are expected to have accompanying teachers so that learning activities can take place well. Therefore, researchers have the desire to conduct research with the theme Efforts to teach Social Interaction to Students with Autism Barriers in Inclusive Elementary Schools.

Method

The research method uses descriptive qualitative. Data were collected using in-depth interview guidelines. Interview guidelines were used to guide the implementation of interview activities for classroom teachers, accompanying teachers, and parents of students with autism. In this study, data were taken based on purposive sampling.

The subjects of this research are children with autism barriers in inclusive elementary schools. The subject has difficulty in controlling behavior, has difficulty maintaining attention, and has difficulty holding back impulses which causes him to have difficulty sitting still like his friends, tend not to pay attention to the other person when interacting, and display repetitive behaviors such as walking, moving his fingers. hands, issued sentences in the film's dialogue, shouted, and laughed for no apparent reason. Subjects are often included in group assignments given by the teacher but have not been able to give opinions. The subject is difficult to control his emotions which makes it easy to be provoked when a friend taunts him, the subject also often hits when he feels annoyed and uncomfortable.

The data obtained from this study came from interviews. The research report contains data excerpts to illustrate the presentation of the report. In writing the report, the researcher analyzes the data according to its original form. The results of the study were then analyzed by the researcher and described in the form of a narrative.

Sources of data are people who are considered to have the most information (informants) about the Social Interaction of Autistic Children and how to teach them. Sources of data in this study, namely:

1. Class facilitator (homeroom teacher)
Class facilitators are expected to be able to provide complete and accurate information about the social interactions of children with autism barriers and how to teach social interactions for class VI Inclusive Elementary Schools.
2. Companion Teacher
3. Parents
 - (a)The aspect studied is the social interaction of children with autism when in class.
 - (b)Social interaction of children with autism when they are at home. (c)How to communicate with autistic children. (d)The behavior of children with autism when at school, in the form of activities for children with autism at school and at home. (e)How to teach social interaction by teachers and parents

The questions given to the informants were as follows:

Table 1. Research Indicators

Research variable	Indicator
Social interactions	<ul style="list-style-type: none"> • Individual relationships with other individuals. • Individual relationships with groups. • Goals to be achieved when interacting.

	<ul style="list-style-type: none"> • Relationships between individuals and groups based on their structure and function. • The process of sending news or information. • The process of receiving news or information. • The existence of the media as the sender and reception of news. • The existence of symbols used to express information or news. • Feelings in a situation. • Behavior in a situation. • Assessment of the attitude shown by the interlocutor. • Gather with more than one person in one place. • Behavior that shows order and discipline in accordance with applicable regulations. • Conversations with the interlocutor continuously. • A situation where individuals gather with individuals/groups and establish togetherness. • The atmosphere of individual behavior with individuals who interact with each other takes place • Behaviors that are shown as reciprocal interactions. • Individual-individual behavior that encourages collaboration to achieve common goals. • Circumstances to resolve problems between individuals with individuals or individuals with a group. • Circumstances to enhance individual-to-individual or individual-to-group interactions. • Different treatment for certain individuals of Children with Special Needs (ABK). • Unhappy attitude towards certain individuals with Special Needs Children (ABK). • Mutual hostility between individuals and individuals. • Mutual hostility between individuals and groups.
Children with autism barriers	<ul style="list-style-type: none"> • The identity of the subject under study • Barriers in interaction • Way of communication • Activities while studying • Behavior in class • Behavior outside the classroom (school environment) • Concentration while studying • Ways to improve the social interaction of children with autism barriers
How to teach children with autism social interaction barriers	<ul style="list-style-type: none"> • The role of parents/teachers in teaching social interaction to autistic children • Strategies for parents/teachers in accompanying autistic children during social interactions • How do you teach language and communication to the child? • Difficulties experienced when teaching language and communication

- Time to start teaching language and communication
 - How the autistic child's relationship with other people
 - With whom do social interactions
 - How to teach the child to have no difficulty in interacting with other people
 - Maintain good relations with the surrounding environment
 - Time to make contact with the surrounding environment
 - A good teaching method for dealing with the environment
 - The reason for doing this?
 - Response after being taught about it
 - Responsiveness when asked to talk to other people
 - How to teach the child to be responsive when asked to talk to other people
 - Changes in the mother's/father's child after these methods are carried out
 - Playmates in the neighborhood around the house?
 - Playtime in the neighborhood
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Results and Discussion

This research was conducted in October 2021. The data and facts of the researchers were obtained from the results of interviews, and documentation regarding the teaching of social interactions for autistic children in inclusive elementary schools with the following results:

In-depth interviews were conducted with the class teacher, accompanying teacher, and the subject's parents.

The researcher found that the classroom teacher played an important role in guiding students while they were in school, especially in the classroom. In inclusive schools, teachers are not only required to be able to teach about learning materials but also instill an attitude of tolerance among all students who are in a class and this allows for direct and primary social interaction. When children are at school and meet with class teachers, peers and people in the school environment, it allows children to interact. The social interaction is a dynamic social relationship involving the relationship between individuals, between human groups, as well as between individuals and human groups (Ahadini Astuti, 2018). However, children with autism have difficulties in social interaction, children with autism often have difficulty making friends and have difficulty controlling their behavior, maintaining attention, and having difficulty holding back impulses (Ryadi, 2018).

Class teachers act as facilitators, motivators and mentors. In this case, the teacher invites, motivates, directs and guides children to be active in social interaction. The role of parents is always trying to meet the needs of the subject in interacting with other people. The role of the assistant teacher tries to help the subject in completing school assignments.

The teacher's strategy in assisting autistic children during social interactions is to encourage and motivate children to interact with peers, the teacher provides several therapies to help children when there are problems, and the teacher cooperates with parents. The strategy of parents in accompanying the subject when conducting social interactions by asking for help from relatives to become the subject's companion while studying at school. The task is to help the subject complete the task according to his ability. This is also in

accordance with the strategy carried out by the accompanying teacher, which is to help the subject complete the task according to his ability.

The way the classroom teacher teaches language and communication to the subject is by always communicating with children on various occasions. The way parents and accompanying teachers teach language and communication to subjects is by speaking slowly, not too fast.

The difficulties experienced when teaching language and communicating to the subject are not fluent in language, the subject has not been able to communicate well. Language and communication skills were first introduced by classroom teachers at school in a slow and painstaking way. Subjects were introduced to interact with other friends in order to establish good communication and avoid misunderstandings with their classmates. In addition, the class teacher always tries to pay attention to every movement of the subject while at school, motivates and conveys the message that he is the same as other friends. The difficulty experienced by accompanying teachers and parents is that the subject likes to cry when there are too many school assignments. Even though the teacher conveys work according to the child's ability.

A good teaching method for dealing with the environment is done by always conveying the impression that every human being should be able to communicate with the surrounding environment. In addition, the teacher tries to convey the impression that every human being always needs other people, therefore the subject must be able to communicate and speak well to everyone. When the subject is taught to communicate well, the subject feels happy and feels cared for.

The way the teacher teaches subjects so that they have no difficulty in interacting with others by trying to always pay attention to every child's movement while at school, motivate and convey that he is the same as other friends. The way for parents and accompanying teachers is too often talk to subjects on various occasions.

A good way of teaching is to make contact with the environment, the teacher always conveys the impression that every human being should be able to communicate with the surrounding environment. My parents taught me to always talk to other people. The accompanying teacher taught him directly to dare to get along with others.

The teacher's way of teaching responsive subjects when invited to talk to other people is done by asking the subject to always respond every time they are invited to communicate. After being taught the things above, the subject experienced changes in social interactions both with his friends and with his environment, both at home and at school. Subjects were accustomed to being able to get along with their peers by getting the subject to play with their friends both at school and at home.

The results showed that in interacting in class, the subject showed a good attitude. The requirement of social interaction is the existence of social contact and communication, the social interaction is only possible if two conditions are met, namely the existence of social contact and communication (Hazani, 2020). Social contact occurs through social phenomena such as talking to other people either face to face or through intermediaries, while communication is an action between two or more parties who have a relationship in the form of giving each other an interpretation of the message conveyed by each party (Mustadjar & Agustang, 2020). The subject has met the requirements of social interaction, he can say hello when entering class and say good morning even though only to his class teacher.

Subjects can ask and answer even though the sentences are not yet neatly arranged and complete, this is because the subject's vocabulary has not been developed optimally. Subjects can also tell the teacher about their experiences but must be asked first.

The results of interviews with teachers obtained data that the subject received the same treatment from the teacher, if the subject was wrong, the teacher would reprimand him, only for the subject's learning material to be distinguished from his normal friends and he must be accompanied by a companion teacher. Companion teachers are usually provided by the subject's parents to always accompany the subject both while studying and playing. The inclusive education is a development-related approach aimed at meeting the learning needs of all children without distinction and separation (H. Mansur, 2018).

The process of interacting can lead to cooperation or even hostility. The social interactions carried out by humans lead to two opposite poles sometimes leading to cooperation, but at other times it can lead to a form of resistance. Subjects can gather and work on assignments when given instructions by the teacher to work on group assignments. It's just that the subject has not been able to come up with ideas when doing assignments, but he can help when his friends need something such as getting pencils, scissors and other objects.

In a class where there is diversity and the uniqueness of each student becomes a challenge for the teacher to reduce the differences that exist, the teacher has its own way of reducing these differences, including when he entered class VI, the teacher had told the students in advance and normal students that there are several students who are different from them in this subject, but the subject with his attitude seems to be a sweetener for his friends, the differences that used to exist become invisible and not felt because the subject's friends are happy with him. An attitude of tolerance must be cultivated from an early age so that all students do not only look at their shortcomings but how to make deficiencies as a wealth in making friends, the way the teacher does is to involve the subject in group activities, the teacher also often calls his normal friends to invite the subject to play without accompanied by a companion teacher, where the subject's friends watch over them while playing, from there they can learn from each other to always be tolerant.

The accompanying teacher is a teacher who is involved and deals directly with Children with Special Needs (ABK) in inclusive schools. If a school has implemented an inclusive school, it is required to have a Special Guiding Teacher (GPK) to accompany and guide Children with Special Needs (ABK) when they are at school. Inclusive education is a program where special education students' study together with normal students in the same class and are taught by the same teacher with the assistance of special education teachers.

The results showed that the subject always wanted to be guided by the accompanying teacher when completing individual assignments given by the teacher, the subject was not willing if someone else guided him because the subject and the accompanying teacher already had a close relationship, the assistant teacher said that to get close to the subject it took months -month, besides the subject really needs adaptation with new people he knows, the subject and the accompanying teacher also need compatibility. Subjects will cry if given a task that is too difficult and cannot be done.

Subjects tend to display repetitive behaviors such as walking to and from, moving their fingers, uttering dialogue sentences found in films that they haven't watched for a long time, screaming, and laughing for no apparent reason. this is as stated (Noya & Ambarwati, 2018) that some behaviors that often appear in autistic children are undirected behavior such as; running, pacing, spinning, climbing, jumping, fascinated by spinning objects, emotional outbursts (tantrums), and stubbornness. These behaviors can be categorized into aggressive behavior, self-injury, rigid routines, self-stimulation, and fixations.

Terms of social interaction are social contact and communication (Pahlawan & Prabowo, 2020) that the conditions for social interaction are social contact and communication. New social contact occurs when there is a physical relationship, and communication is a process of giving mutual interpretation to or from the behavior of the other party. Subjects met the requirements for social interaction, including the subject of being able to sit with their friends during snack time, then the subject could ask about something he wanted to know and answer questions asked by others. The subject can also tell the accompanying teacher about his experience but must be asked first. When interacting with other people the accompanying teacher releases it because the subject needs to play freely with his friends, it's just that for some things the subject still needs instructions and guidance from the accompanying teacher, such as when shaking hands with people he meets inside and outside the classroom (school environment), the subject must also always be reminded to say thank you when someone else helps him or gives something. Subjects usually use their free play time by playing in other classes and going to the playground.

Subjects are able to apply the 4S habits (smile, greet, greeting, and handshake) when meeting with the teacher or other people in class or outside the classroom, but to say hello they are still not used to it and to apply smile, salute, greeting, greeting still requires the instruction of the accompanying teacher. The 4S habit is an order that exists in schools with the aim of forming noble character from an early age. The difficulty of maintaining attention makes it difficult to understand one instruction, usually the accompanying teacher will give instructions up to three times, if three times without changing the meal will be accompanied by action. The subject also cannot wait his turn (queue) he will get out of line, so when waiting for the subject's turn it is necessary to be accompanied by an accompanying teacher. This is as expressed by (M. R. R. Simorangkir, 2019) that autistic characteristics are often sleeping, lazing, or sitting alone, always silent all the time, when asked the answer is very slow and monotonous, never asks, has no fear, no have various desires, and do not like their surroundings, are not cheerful, do not care about their environment, except for the things they like.

The results of interviews with accompanying teachers obtained information that the language used by the accompanying teacher to interact with the subject used a firm attitude accompanied by a slightly high tone because the subject did not understand if the accompanying teacher behaved gently. The behavior that appears in children with autism is characterized by the disturbance of always moving their fingers, issuing sentences in film dialogue, and often shouting and laughing for no apparent reason. The accompanying teacher will be firm when the subject's extraordinary behavior continues to be carried out, usually the accompanying teacher will give assignments and must face to face with the accompanying teacher when the subject does his assignment, because otherwise the subject will be engrossed in his world again. One aspect that underlies social interaction is attitude, which means a term that reflects a sense of something or someone which includes affect (feelings that arise), behavior (behavior that follows these feelings), cognition (assessment of attitude objects).

Based on the research findings that children with autism are able to interact socially, but still have difficulties because children with autism have a habit of repeating words and phrases, often repeating the same activity, can speak/language but find it difficult to use it. in communicating with other people. The conditions and forms of autism, including an inability to develop relationships, delay in the acquisition of language, non-communicative use of spoken language after it develops, delayed echolalia, pronominal reversal, repetitive

and stereotyped play, maintenance of sameness, good rote memory, dan normal physical appearance (Ariska Yuvillavianni et al., 2021).

Conclusion

Based on the explanation above, the researcher can conclude that the form of interaction of children with autism barriers in inclusive elementary schools leads to a form of cooperation. The form of interaction that leads to the form of cooperation the subject can join with his friends. Subjects also often work on assignments with their study groups, even though the subjects have not been able to express ideas, but the subjects can help if their group mates need help such as picking up the needed objects. Activities outside the classroom that lead to a form of cooperation, namely the subject participates in joint play activities, where he not only meets his classmates but his classmates as well. This is as stated by (Sunarti, 2007) that social interactions carried out by humans lead to two opposite poles sometimes leading to cooperation, but at other times can lead to a form of resistance. Social interactions that lead to a form of cooperation are called associative interactions, while those that lead to forms of resistance are called dissociative interactions.

The teacher's teaching efforts in social interaction are strategies by encouraging and motivating children to interact with peers, the teacher provides several therapies to help children when there are problems, and the teacher cooperates with parents. The strategy of parents in accompanying the subject when conducting social interactions by asking for help from relatives to be the subject's companion while studying at school. The task is to help the subject complete the task according to his ability. The way to teach language and communication to the subject is by always communicating with the subject on various occasions and if speaking, it must be spoken slowly.

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