

Learning Strategies for Growing Autonomous Among Autism Children at Inclusive Primary School of Unggul Sakti, Jambi, Indonesia

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Abstract—This paper based on research examines strategies to foster autism kids in schools with inclusive needs named Unggul Sakti, Jambi, Indonesia. Children with autism generally have difficulty be autonomous. The tutor is required to be able to understand autism children. The purpose of this study is to explore the causal factors and strategies in fostering the autonomous among autistic children in the research location. Using a qualitative approach, with data collection techniques use observation, interviews, and documentation, this study found that the factors improve autonomous among autism children are endogenous and exogenous factors. Endogenous factors are factors derived from students themselves, physiological factors and psychological factors. Physiological factors include the physical condition of students, while psychological factors are talents, interests, independent attitudes, motivation, intelligent. While exogenous factors are family, school and community support. The strategy of teachers in increasing the autonomous of learning for autism children is by teaching children not to depend on others, staying confident in everything, and learning to be able to control themselves, especially emotions and moods that sometimes up and down.

Keywords—educational strategy; autism; Unggul Sakti

I. INTRODUCTION

The policy of the government in completing the compulsory nine years is long enough. This concept is in line with the precepts to the five principle of Pancasila and Article 31 of the 1945 Constitution about the right of every citizen to obtain education as well as article 32 (1) of Law Number 20 of 2003 about national education system that governs special education and special service education for learners with special inclusion [1], in line with that also the regulation of the Minister of National Education No. 70 of 2009 on inclusive education for learners who have the disorder and have the intelligence and or talents [2]. As well as Article 130 (1) PP No. 17 of 2010 Special education for students with disabilities can be held on all lines and types of education in primary and secondary education. But what happens now, as if the occurrence of marginalization against the group of children with special inclusion. There are not many public schools that want to implement inclusive education. Most autistic schools are only in cities, but rarely in regions or villages, of which many autistic children not attend school.

Inclusion is a complex practice that involves much more than simply “the act placing [a child] in a group or class” as the American Heritage Dictionary has defined it in the past. A definition that better describes inclusion says that inclusion is: a unified system of public education that incorporates all children and youths as active, fully participating members of the school community; that views diversity as the norm; and that ensures a high-quality education for each student by providing meaningful curriculum, effective teaching, and necessary supports for each student [3].

The inclusion education for autism to the priorities of focus include functional spontaneous communication, social instruction delivered throughout the day in various settings, cognitive development, and play skills, and proactive approaches to behavior problems. [4], and social, verbal communication and repetitive and stereotyped behaviors not explained by global neurodevelopmental delay [5]. Especially childhood autism as the presence of abnormalities or developmental disorder that appears before the age of three years with a type of character that is not normally three fields, namely social interaction, communication, and repeated behavior [6], Autism is a complex developmental disability that typically appears during the first 3 years of life. A type of character that is not normally three fields, namely social interaction [7]. It can result in language, communication, emotion, behavior, fine, and gross motor skill. The child has a clinically significant loss of previously acquired skills in two or more of these areas: expressive or receptive language, social skills or adaptive behavior, bowel or bladder control, play, or motor skills. Social and communicative deficits resemble those seen in Autistic Disorder [8].

Teachers play an important role in the education of children's learning independence because independence is the attitude and behavior of a person that reflects actions that tend to be individual (independent), without help and help from others. Independence in children manifests when they use their own thoughts in making various decisions; from choosing learning equipment that he wants to use, completing tasks, choosing playmates, to things that are relatively more complicated and include certain consequences that are more serious [9]. Schools with inclusive children Unggul Sakti Jambi City is one of the Integrated Private Schools that

implements an inclusive education system. This integrated school consists of kindergarten (TK), elementary school (SD), junior high school (SMP) and vocational high school (SMK). From the results of observations and interviews, the elementary school principals had 66 autistic children and as many as 30 children who studied at the elementary school level. This study aims to look at the teacher's strategy to foster independence of learning in children with autism? So that it becomes one of the references for teachers and therapists in other autistic children. Why is this school used as a place of research? Because this school is an integrated school that organizes an inclusive education system. As for the object of the study were autistic children who were in elementary school (SD) who were 30 children. The problem in this study is what is the form of learning independence for children with autism in Schools of Children with inclusive needs Unggul Sakti in Jambi City? What is the teacher's strategy in fostering the autonomy of learning autistic children in Schools of Children with inclusive needs of Unggul Sakti in Jambi City? A similar study was also pointed out by Budi Utami who discovered and explained about the learning model of an autistic child but here researchers put more emphasis on learning strategies [10].

II. METHOD

This study uses a qualitative approach, to be able to describe the real social situation, the research setting is located at inclusive School of Unggul Sakti in Talang Banjar Sub-district, East Jambi Sub-district, Jambi City, by dividing the social situation into research sites, research factors and research activities [11]. The research subjects centered on the number of participants 30 autistic students, their families, and therapists or accompanying 9 teachers. Subject who were actively involved, know enough, understand or have an interest in the activities to be studied, and have the time to provide information correctly. Creswell interpreted qualitative research in the form of methods to explore and understand meanings that were ascribed to social problems involving important efforts such as asking questions and procedures to collect specific data from participants [12]. The data collection is by observation, interview and documentation. The data is analyzed by the reduction process, data presentation and data verification and also analysis using triangulation [13]. The way researches approach the informant is by going directly to interview way by digging up information about the module and learning for autistic children and then hearing information and paying attention to the abilities of these autistic students.

III. RESULTS AND DISCUSSION

Why is it necessary to foster independence of learning for autistic children in Schools of Children with Special Needs Superior Sakti in Jambi City? Because autistic children experience complex brain development difficulties that affect many functions, such as perceiving, intending, imagining, and feeling that occur before the age of three years characterized by qualitative barriers in interaction social communication and obsessed with one activity or object where they need intensive education services to develop their independence and potential. What is the form of learning independence for children with autism in Schools of Children with Inclusive needs of Unggul

Sakti in Jambi City? As for the forms of independence carried out on autistic children, namely:

A. Give Freedom

Autism children can make their own decisions and accept responsibility. This independent learning process provides opportunities for students to sharpen their awareness of their environment. Self-learning allows students to make positive choices about how students will overcome anxiety and chaos in everyday life. This pattern allows students to act on their own initiative to shape the environment [13]. This was as expressed by Nova, one of the teachers at the inclusive School of Unggul Sakti, that when learning was given freedom, it meant that it was not too forced to be able to and could take lessons in accordance with what was taught in the classroom, once or twice the material was explained. It just has to be reminded to focus. Likewise, Rini, the autistic principal of Unggul Sakti stated that autistic children must be given freedom in exploring themselves, only at the beginning should they be directed what and how, because children sometimes quickly understand something.

B. Give Initiative

The Initiative is an idea that is manifested in the form of behavior or action. The realization of one's independence can be seen in its ability to express ideas, opinions and maintain its attitude.

C. Give Trust

Self-confidence is given to autistic children to be able to do things well. The realization of its independence can be seen from its ability to dare to make choices, believe that it is capable of organizing itself and able to produce things well.

D. Responsibility

The manifestation of independence can be seen in its responsibility to dare to risk the consequences of the decisions that have been taken, show loyalty and have the ability to differentiate or separate between the life of himself and his environment.

E. Self-assertiveness

The self-assertiveness in behavior and ability need to be taught to control the self. Indeed, this assertiveness is not the same as other children in general, but it can be seen when children with autism in the learning process, including in the occupational therapy process.

F. Decision Making

The realization of the independence of autistic children can be seen in their ability to find responses to their environment and in the learning process, to overcome problems and various challenges and other difficulties sometimes without having to get help from others.

G. Self-control

Self-control of autistic children can be seen in adjusting to the social environment, they can play and work together well,

and it is not independent of the instruction and assistance of the teacher or therapist. Through this aspect, it can be seen the independence of the emotional aspects [14].

How a strategy of teachers in fostering the autonomy of learning autistic children at Schools of Children with the Inclusive need of Unggul Sakti in Jambi City?

1) Instill the nature of not being dependent on others: Students who are not dependent on others will learn in their own way and find ways to solve problems creatively. The problem-based learning process requires students to be more free in learning matters. Not only looking for learning resources, but students must also be able to produce their own knowledge, both existing and create knowledge that does not yet exist.

Based on observations and interviews that the author did that the strategy of a special education teacher to children to improve the independence of children's learning is to teach children not to depend on others so that what is done by the child can get appreciation by teachers in particular education. From the interview with Nova stated that, in learning, especially in class, I often teach children to pay attention to the teacher when they are explaining, reading the discourse before answering the questions given and giving the material repeatedly so that they can understand so that if there is a problem, they can do it themselves if it is not New understanding is helped even then only directed not given answers, there are several methods provided include ABA techniques that provide reward to children who succeed in doing what is instructed.

Then Mrs. Ayu stated that in the classroom the children were taught to take lessons like other normal children. For example, if you are working on the problem again, allowing them to work on their own first, at least we have taught the basics, such as doing math in addition, and teaching advanced numbers, counting and counting using fingers. If not, a new understanding is directed to what the child has not understood

Based on the results of observations and interviews with teachers and therapies at the Inclusive Primary School of Unggul Sakti, there are several methods that are several methods that are carried out in guiding the autism of children with autism learning by approaching the Applied Behavior Analysis (ABA), playing and occupational.

2) Grow self-confidence on a child: Confidence in children can be seen from the enthusiasm when doing their work, also the stability when asking or answering, and believing in their own abilities. As explained by Esti, stated that it was a reminder to be more self-confident in doing the exercises, so that it was wrong that there was an important effort. Then if he can't do it, he is given direction and is encouraged and motivated to increase confidence while learning.

Likewise, Ayu stated that children sometimes give up before doing something so sometimes the teacher likes to dizzy themselves in dealing with it. The first thing to do before learning is to remind the child to be more confident and give encouragement so that the child will try to answer the

questions. If you can't do the work just ask the same question as the others, usually things like that can be used to increase the child's confidence when learning

3) Instill the values of religious so that children can control themselves: In the study of autistic children who were given at the Inclusive School of Unggul Sakti, the accompanying teacher gave cultivation of religious values to help with their moral behavior. There are a number of programs that are carried out, such as familiarizing the child to talk *Toyyibah* sentences, giving guidance on polite behavior, both to parents, teachers, and the surrounding environment, and by teaching daily practices of worship.

Children who have learning independence can control or control themselves. So that he can control himself and manage emotions. Thus, children with autism can control themselves must be able to control their learning time, pay attention to the development of learning achievements, and try to improve learning outcomes. This is as Linda's statement as a mentor teacher stated that children who often have uncontrolled emotions, sometimes can suddenly hit people due to trivial things such as he does not like noisy noises or given instructions with a slightly strong tone of voice that is not like him. If that happens, we as a teacher can only remind us to be more patient and try to calm their emotions so that when learning is not interrupted. Then, Rini a teacher said there was a child sometimes his emotions could not be controlled especially if he felt that he was not comfortable with his routine. For example, the child's seat is occupied by another child, can make it angry and difficult to persuade him to study again.

The information above describes that the efforts and strategies of special education teachers in increasing the independence of learning of autistic children. One way to teach children not to depend on others in any case, to remain confident in everything and be able to control themselves, especially emotions and moods that are sometimes unstable

Independence is the ability to carry out daily activities or tasks alone or with a little guidance in accordance with the stages of development, it is hoped that the values and skills of independent will be easier to master and can be firmly embedded in the child. Child independence is very important for the development of his soul because it can lead to a level of confidence of the child. Independent is often used in everyday life. This shows that independence is related to a situation or condition where a person is able to stand without having to depend on others.

Learning children's independence is directed to develop life skills through concrete activities that are close to children's daily lives. In teaching and learning activities the teacher must pay attention to the stages of child development, in order to better understand the abilities of the child. The teacher must have materials, learning resources, appropriate activity techniques, and varied learning activities so that the teacher can create an interesting and meaningful learning environment in daily activities [15].

Children who have confidence will feel able, the impact the child will have the enthusiasm to do their activities and have

the desire to try something new and improve their achievements. Whereas children who are less independent will tend to always depend on others and always need the help of others. They will always seek protection and support from others, who without realizing that he is destroying his own abilities and beliefs in achieving all his own needs.

Given the condition of the school which is a school for children with autism, the work related to service to children, especially teachers must have high dedication, knowledge, and skills that are in accordance with the needs of the service [16]. The teaching and learning process, the teacher is a very important role [17]. In learning independence, the teacher acts as a mentor who always encourages and rewards his students to ask questions and find solutions in real problems with their respective ways. Students are expected to learn to apply what they have learned independently in life.

IV. CONCLUSION

In developing the independence of learning autism children need professionalism and special expertise for a teacher and therapist the role of teachers in guiding the independence of students with autistic learning varies according to the situation of social interaction they face, namely the formal situation in the teaching and learning process in the classroom and outside the classroom. Teachers as mentors and educators should inspire and motivate and to be role models for the children. The teacher's function for children is first to guide their students towards positive development. To realize that goal, the teacher must have the skills required in applying the principles of autistic children's education, with appropriate methods, and effective teaching procedures.

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