

Analysis Of Developmental Aspects in Autism Children (Case Study of Group B Children at Al-Aqsa Kindergarten)

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Abstract

Autism is a child who experiences delays in aspects of cognitive, social-emotional, and language development so they need learning media that is different from normal children of their age. The purpose of this study was to analyze the developmental aspects of six-year-old autistic children in group B children at Al-Aqsa Kindergarten. The method used in this research is a qualitative research method with a case study approach model. Data collection techniques used in this study are interviews, observation, and documentation. This research was conducted at Al-Aqsa Kindergarten, Parepare City. The subjects in this study were children in group B at Al-Aqsa Kindergarten who belonged to the Autistic type of ABK with the initials M. The results showed that aspects of development that had not yet developed in M were aspects of cognitive, social-emotional, and language development.

Keywords: Developmental aspects, Autism

1. Introduction

Children with Special Needs (ABK) are children who are different from other children, by having special characteristics that exist in the child. The term ABK can also be said to be

an extraordinary child, a child with a disability or disability. It was also explained that ABK has unique characteristics that differentiate it from children with other mental, emotional, and physical disabilities. ABK need better educational services because they have special needs that are different from children (Ashari & Palintan, 2020). One type of ABK is autism.

Autism comes from the Greek word "autos", which means self. Autism is not a disease, instead, brain damage causes obstacles or disruptions in complex growth and development. Most of these cases can be identified as babies or toddlers. Symptoms of autism begin when an individual is unable to communicate effectively or form healthy social bonds (Sutiha et al., 2022).

Autistic children don't want to interact with other people, they are only interested in themselves. As a result, autistic children will have problems with social interaction, communication, and behavior. Children as young as three years old may show symptoms similar to autism. When they are together, autistic children are different from normal children. It is possible that normal children are not able to do things that autistic children can do, and vice versa. Therefore, each individual has a unique size and way of growth and development (Aprilia et al., 2021). Autistic children have a reputation for being introverted and preferring to be alone rather than interacting with other people. Autism is a developmental disorder that attacks children who are closed or withdrawn and do not want to talk to other people. Because they require special care, autistic children are also known as extraordinary children (Aprilia et al., 2021).

Autistic children tend to be disinterested in their environment. They can hurt themselves or others even when they are angry. Therefore, children need to receive education as soon as parents find out about their child's condition. This is because children's behavior and social life can be developed from an early age. The child's response and eye contact are the most important aspects of early education. These two things influence the turn of events of young people, besides that, children's feelings must also be controlled (Hikmawati et al., 2014).

The way autistic children play lacks variety, children only play with one toy repeatedly. Autistic children often play games that differ from the rules of the game, such as when playing with cars the child only arranges the cars in a row and when playing with a bicycle the child does not ride the bicycle but instead the bicycle is turned over and the child just spins the wheels. If you are playing, your child suddenly cries for no reason, your child doesn't like being hugged, and your child is unable to imitate (Boham, 2013).

Based on the results of initial observations carried out at Al-Aqsa Parepare Kindergarten, one subject was found to be autistic. The subject has the initials M. M has difficulty interacting with his peers and other people. M focuses on an activity that is continuously repeated. M has difficulty understanding the rules of a game. M also has difficulty understanding the commands given. M can understand commands but they need to be done repeatedly and M is unable to solve the problems given by the teacher. Based on Child Development Level Standards (STPPA) Minister of Education and Culture Regulation no. 137 of 2014, three aspects of development have not yet developed in M, namely aspects of cognitive, social-emotional, and language development.

Child Development Level Standards (STPPA) Minister of Education and Culture Regulation no. 137 of 2014 concerning aspects of cognitive, social-emotional, and language development of six-year-old children. Aspects of cognitive development include Learning and problem solving: demonstrating exploration and investigation activities, problem-solving, flexible application of knowledge in new contexts, and showing a creative attitude in solving problems; Logical thinking: recognizing differences based on size, initiative in choosing games, planning activities to be carried out, classifying objects (shape, color, size); and Symbolic thinking: naming number symbols 1-10, connecting number symbols with numbers, knowing the types of vowel and consonant signs (Amperawati et al., 2022).

Meanwhile, aspects of the social-emotional development of children aged six years are as follows: Self-awareness: shows the ability to adapt to situations, look after strangers, self-control; a sense of responsibility towards yourself and others: Know your rights, follow the class rules, organize yourself, be responsible for your behavior in the best way; Prosocial

behavior: playing with friends, sharing with others, knowing friends' feelings, being cooperative with friends, showing tolerance, expressing feelings according to circumstances, knowing manners and politeness. Another aspect of the language development of six-year-old children is as follows: Understanding language: understanding the rules of a game, Literacy: expressing known letter symbols (Amperawati et al., 2022).

Based on research results, Diah Widiastuti stated that children with autism have difficulty interacting with other people and still experience speech delays. When something happens to them, children's responses are usually indifferent, flat, and unsure of what to do. Children take action rather than communicating their desire for something (Widiastuti, 2014).

This is by the results of research conducted by Tutut Aprilia, et al. which says that autistic children can learn independently and think logically. Children also know what simple commands mean and how to group and sort things. However, repetition is still very important to understand the command (Aprilia et al., 2021).

This is different from the results of research by Nur Husna Azizah Harahap, et al. who said that the behavior of autistic children is indifferent to their environment, they are often busy with their world, and it is even difficult to sleep. Apart from that, autistic children also often show uncontrolled behavior, walking aimlessly, running back and forth, climbing, screaming for no reason, walking on tiptoe, often looking empty, looking like it's nighttime. Autistic children also often fixate on certain objects, and moving objects, and have persistent behavior (repetitive behavior) (Harahap et al., 2021). Based on the explanation above, researchers want to analyze aspects of development in autistic children aged six years in group B children at Al-Aqsa Kindergarten.

2. Methods

The method used in this research is a qualitative research method with a case study approach model. The process of designing qualitative research methods is to carry out a literature review, develop a theoretical framework, determine the research problem, organize and clarify research questions, and select samples. A case study can be defined as the depiction and investigation of the depth of a limited framework. Case studies in research have the aim of verifying research questions and problems, which are inseparable from the events and context in which the events occurred (Adhimah, 2020).

The data collection techniques used in this research are interviews, observation, and documentation. The interview technique is a technique used to collect data in the form of information. Observation is the activity of observing and recording an event by collecting information based on real facts. Documentation is a technique carried out by collecting data that becomes evidence of the results of observations (Prihatsanti et al., 2018).

This research was conducted at Al-Aqsa Kindergarten, Parepare City. The subjects in this research were children from group B at Al-Aqsa Kindergarten who were classified as autistic children with special needs. The subject has the initials M. M is six years old. M is the first child of two siblings.

3. Result and Discussion

Based on the Child Development Achievement Level Standard Number 137 of 2014 aged 5-6 years, there are six aspects of child development. These include aspects of the development of religious, moral, physical, motoric, cognitive, language, social emotional, and artistic values. Aspects of the development of moral religious values, physical motor skills, and art have developed like normal children in general. Meanwhile, aspects of cognitive, language, and social-emotional development in M have not yet developed.

The scope of cognitive development is divided into three, including learning and problem-solving, logical thinking, and symbolic thinking. In the scope of development of learning and problem solving as well as the scope of development of symbolic thinking in M, there has not been any development. Meanwhile, in the scope of logical thinking development, M has experienced development according to normal children of his age.

In terms of indicators of learning development and problem-solving, subject M was unable to demonstrate exploratory activities when studying in class. M has not been able to

solve the problem. When the teacher instructed M to arrange the numbers in several stages, M was able to follow the instructions but the results were not perfect. Likewise, when M arranges the blocks, M is unable to complete them correctly.

This is what was expressed by Rahmat Septria et al. which explains that students' lack of understanding in understanding problems causes errors in selecting and combining information when solving problems (Septria et al., 2021). This is by the results of research conducted by researchers that M only arranged the blocks without ordering them properly. M only understands that he has to arrange the blocks, but M doesn't understand that he has to arrange the blocks in order of size from small to large. This causes M to be unable to understand the problem so M cannot solve the problem.

In the symbolic thinking development indicator, M can name the numbers 1-10, but M is unable to show the number of objects based on their numbers. When putting the ball into the basket, M had difficulty putting the ball in according to the number he mentioned. M also has problems mastering the alphabet. M already knows the vowels while the consonants are not yet known. When the teacher directed M to name the consonant letters on the board, M couldn't say them.

In Aprilia's opinion, autistic children still don't understand simple commands well. When counting, sometimes children want to say and sometimes they don't. Recognition of numbers and symbols can be taught, but sometimes children do not want to answer questions from their teacher during learning (Aprilia et al., 2021). This is what M experienced. M was able to name the numbers 1-10 but was unable to name the number of objects based on their numbers.

The scope of language development is divided into three things, namely understanding language, expressing language, and literacy. Of the three indicators of language development, M experienced difficulties in language development. In the scope of development of understanding language, M cannot understand all commands that are carried out simultaneously. When the teacher instructed M to put the ball in the basket and say the color, M was able to put the ball in but did not say the color. M cannot yet repeat complex sentences. When the teacher said a complex sentence, M could only repeat part of the sentence. Additionally, M cannot play by the rules of the game, he only plays by its rules. Then, when the teacher showed him a reading book, M was only happy to see the pictures in the book, but didn't care about the text in the book.

This is what was stated by Asep Supena, et al. that flexible skills are skills that exist in children that are difficult to develop because of the pattern of rules experienced by children and activities that are continuously repeated. Autistic children have difficulty receiving and understanding commands and directions in carrying out an activity. Children prefer to play alone with activities that are repeated over and over again (Supena et al., 2022). The same thing happened to M, M could not understand directions or commands without repetition and guidance from the teacher.

On the indicator of expressing language, M was not able to answer more complex questions. If teacher M asks a question, M only answers it with one word. has a small vocabulary, so M can communicate verbally perfectly.

This is to what was stated by Yuli Fimawati, et al. that the child's answers or responses usually only use words or sentences that cover the main point of the conversation. Using good and correct sentences or language, cannot be accepted by children. But his answer shows that he understands and is in the context of the conversation (Fimawati et al., 2017). The same thing happened to M, if he was asked a question, he had to repeat it so M could understand it.

On the M literacy indicator, you can say the letter AZ but don't recognize some of the letter symbols. M cannot group images that have the same initial letter. M also cannot read and write his name because M does not yet know the letters of the entire alphabet.

This is to what was stated by Dewi Puji Astuti and Budiyanto, that there are autistic children who have difficulty learning and understanding types of syllables and consonants. Some children know syllables and consonants but cannot pronounce syllables or words. However, some children can pronounce syllables or words but still make mistakes in

pronouncing the letters. This happens because when learning begins children will act passively, get bored quickly, and lack focus (Astuti & Budiyanto, 2018). This is to the results of research conducted that can say the letter AZ but does not yet know the symbols of that letter. Most M's don't know the symbols for consonant letters, such as D, J, M, N, Q, W, X, Y, and Z.

The social sphere of deep development consists of mindfulness, feelings of obligation to one another, and prosocial behavior. In terms of development, M's prosocial behavior has not yet developed, while the scope of development of self-awareness and a sense of responsibility for oneself and others has developed like a normal child in general. In terms of prosocial behavior indicators, M is only busy with himself and does not want to interact with his peers. When his peers were playing M didn't care about it even though M was invited to play by his friend. M only focuses on one game that is played repeatedly.

Likewise, Agus Widodo's view is that cognitive abilities in autistic children are closely related to the child's social interactions, which are characterized by children having difficulty interacting with other people and their peers. In the aspect of cognitive development, there is a relevant relationship with the adaptive behavior of autistic children. As well as relevant adaptive behavior between language skills, communication, and understanding in expressing something. This is closely related to routines in daily life (Widodo et al., 2022). This is what M experienced. M is only busy with himself and does not want to interact with his peers. When other friends play together, M only plays alone with toys that are repeated over and over again.

4. Conclusion

Based on the research results, show that three aspects of development have not yet developed in M, based on the Child Development Achievement Level Standard Number 137 of 2014 aged 5-6 years. These include aspects of cognitive development, aspects of language development, and aspects of social-emotional development.

- a. The scope of cognitive development is divided into three, including learning and problem-solving, logical thinking, and symbolic thinking. In the scope of development of learning and problem solving as well as the scope of development of symbolic thinking in M, there has not been any development. Meanwhile, in the scope of logical thinking development, M has experienced development according to normal children of his age. When M was given instructions to arrange the blocks in order of size, M just arranged them without paying attention to the correct size order.
- b. The scope of language development consists of three, namely understanding language, expressing language, and literacy. Of the three indicators of language development, M experienced difficulties in language development. When M is asked a question, he needs to repeat the question to be able to understand it. When M answered this question, M only answered it with 1 word, due to M's lack of vocabulary.
- c. The scope of social-emotional development consists of self-awareness, a sense of responsibility for oneself and others, and prosocial behavior. In terms of development, M's prosocial behavior has not yet developed, while the scope of development of self-awareness and a sense of responsibility for oneself and others has developed like a normal child in general. M is just busy being alone with himself and doesn't want to interact with his peers. When other friends play together, M only plays alone with toys that are repeated over and over again.

Suggestion

It is hoped that future researchers will be able to create media that can develop developmental aspects in autistic children. In this case, three aspects of development have not been developed in subject M, including aspects of cognitive, language, and social-emotional development.

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