

CASE STUDY: TREATMENT OF AUTIS CHILDREN

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Abstract: This research is focused on providing an overview of new knowledge on how to handle children with autism who are in Early Childhood Education institutions. In the Pembina State Kindergarten, Langsa City has early childhood children who have autism and are in the same learning class with other normal children. The research aims to describe (1) the characteristics of autistic children in the Pembina State Kindergarten of Langsa City, (2) the teacher's way of dealing with autistic children in the Pembina State Kindergarten of Langsa City. (3) knowing the obstacles faced by teachers in dealing with autistic children in the Pembina State Kindergarten of Langsa City. This study uses a qualitative approach and the type of case study research in class B2 the Pembina State Kindergarten of Langsa City. Data collection techniques used are observation, interviews, and documentation. The results of this study indicate that (1) the characteristics of autistic children are hyperactive, like to be alone, have unstable emotions, avoid eye contact with other people, and do not want to communicate with the surrounding environment. (2) the handling carried out by the the Pembina State Kindergarten of Langsa City teachers for autistic children by giving special attention, giving hugs, stroking their heads and embracing them so that children want to play while learning activities. (3) the obstacles experienced in handling autistic children include: The absence of special teachers to handle children with special needs in the TK Negeri Pembina Kota Langsa.

Keywords: handling, children, autism

INTRODUCTION

Early childhood is a golden age or often called the golden age. At this time the child's brain experiences the fastest development in the history of life. According to (Suyanto, 2005) that after 8 years of age children's brain development reaches 80% and at the age of 18 years it reaches 100%. This proves that brain development at an early age has a very large role, this development has a major impact on later adult development. But not all children have a good level of development and growth, we often encounter in the community there are children who experience disturbances in the level of development and growth, one of which is autism.

All children have the same opportunity to take education regardless of differences, including for children with special needs. It is clearly stated in the 1945 Constitution Article 31 paragraph (1) and Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System that every citizen has the same right to obtain quality education". Citizens who have physical, emotional, mental, intellectual or social disabilities are entitled to special education. Barriers to abnormalities or having the potential for intelligence and special talents have the right to have the same opportunities as other children (normal children) in educational services. In (Regulation of the Minister of National Education Number 70 of 2009 concerning Inclusive Education,) states that inclusive education is a system of providing education that provides opportunities for all children with disabilities/differences to participate in education in an educational environment together with normal children in general. The educational services provided are also adjusted to the abilities and types of abnormalities experienced by the child. The educational services provided are also adjusted to the abilities and types of abnormalities experienced by the child.

Inclusive education in Indonesia is a government policy as well as a solution to expand education services for children with special needs (The Children with Special Education Needs). The implementation of inclusive education is now starting to run at every level of education, even from early childhood education. The existing Early Childhood Education institutions have shown that they also receive and provide educational services to early childhood children with special needs. According to Samidt, inclusive education is an educational service system that includes children with special needs studying together with their peers in regular schools closest to their place of residence through an inclusive education program, special education students study together with normal students in a class that is and taught by the same teacher with the assistance of a special education teacher. Whereas (Tarmansyah, 2013) states

that inclusive education is an educational service that can accommodate all children regardless of physical, intellectual, social emotional, linguistic or other conditions.

In line with the above opinion that early childhood children with special needs are also placed in the same room as other normal children accompanied by special supervision and guidance according to their disorders. The government's goal of combining children with special needs with normal children is generally expected to be able to develop human functions to be more sensitive and active with the outside world. So that children with special needs get experience to learn so that later they will be able to interact and socialize with normal children in general. The right place for special education for autistic children is to be in a fun school, be it with friends or teachers.

Based on observations and initial findings found in the Pembina State Kindergarten of Langsa City, it was found that in the B2 group of the Orchid class, there was one child who had different behavior from other children in his class. It consists of normal children and children with special needs. Among these children, a problem was found in one of the children with special needs autism, namely a 7-year-old boy with the initials AA, the child seemed to like to be alone in the front corner of the class, right next to the teacher's desk. The problem with AA is quite interesting, because when viewed from a physical point of view, AA is like other normal children, but AA has a behavior disorder that is unable to stay still and is more often alone, AA really likes to draw and color, but when doing something AA can't sit still, always running around the classroom and sometimes running to the school yard and always playing alone while telling stories and fantasizing by himself. When communicating with other people AA's eye contact is very poor and AA's communication skills are lacking sometimes AA also laughs and cries alone for no reason.

Autism is a developmental disorder that significantly affects verbal, non-verbal communication and social interaction, which affects success in learning. Other characteristics that accompany autism include repetitive activities and stereotyped movements, rejection of environmental changes and inappropriate responses to sensory experiences. Autism can also be interpreted as a disturbance in the development of communication, cognitive, behavior, socialization, sensory, and learning skills (Kurniawati, F., 2013). (Estri., A & Sopandi, 2013) stated that some of the autistic children showed antisocial attitudes, behavioral disorders and gross motor impairments (often running aimlessly).

Children with autism have characteristics in the fields of communication, social interaction, sensory, play patterns, behavior and emotions as follows: In essence,

children with autism also need education like other normal children, because actually children with disabilities also have the potential to be developed, these potentials will be able to be developed as much as possible if it gets the right treatment (Ratnadewi, 2008).

Based on the conditions and initial findings above, the authors are interested in studying the handling of autistic children in the Pembina State Kindergarten of Langsa City. The formulation of the problem that wants to be studied are: (1) What are the characteristics of autistic children in the the Pembina State Kindergarten of Langsa City? (2) How is the handling of autistic children in the the Pembina State Kindergarten of Langsa City? And (3) what are the obstacles faced by teachers in dealing with autistic children in the Pembina State Kindergarten of Langsa City?

METHODS

This research uses a qualitative approach with the type of case study research. This case study was chosen because the researcher intends to understand the phenomena of what is experienced by the research subject such as behavior, perception, motivation, action, etc., holistically and by means of description in the form of words and language in a special context that natural (DR. Lexy J. Moleong, 2018). This study seeks to examine as much data as possible about the subject under study. The location of this research is the Pembina State Kindergarten on Jl. TM Bahrum no 103, Simpang Lhee, West Langsa District, Langsa City. The subjects in this study were an autistic boy at the Langsa City Pembina State Kindergarten with the initials AA, class B2 aged 7 years and also the Langsa City Pembina State Kindergarten teachers who taught in class B2. The data collection technique used in this research is to use the method of observation, interviews and documentation.

Observations were made by conducting direct observations of autistic children in order to obtain data about the desired problem. Observations in this study were to find out and obtain information about the handling of autistic children with the initials AA in class B2 who were 7 years old at the Pembina State Kindergarten, Langsa City. This interview was used with the aim of obtaining additional information or data about AA and how it was handled by the teacher in class B2 the Pembina State Kindergarten of Langsa City. While what is meant by documentation in this study is the collection of data or materials that have to do with what is being researched, this documentation is in the form of photos and videos to add and complete evidence of data obtained from

other sources regarding the handling of autistic children in class B2 at the Pembina State Kindergarten of Langsa City. In addition, the data analysis technique uses the data triangulation method as the opinion of Miles and Huberman in (Arikunto, 2015) namely data reduction, data presentation and conclusion drawing. The data obtained from the results of observations, interviews, and documentation were collected and then reviewed so as to get a conclusion on how to handle autistic children in class B2 at the Pembina State Kindergarten of Langsa City through data reduction, data presentation, data verification, and data validity.

RESULTS AND DISCUSSION

1. Autism Early Childhood Profile (AA Subject)

The subject has the initials AA, a seven-year-old boy who is currently studying at the Pembina State Kindergarten of Langsa City is in class B2. According to the classification of autism, AA is included in the special needs of mild autism. From a physical point of view, the child is like other normal children, but the child has a behavior disorder, which is unable to stay still and is more often alone. AA is the eldest of two siblings. The father of subject AA is a teacher while his mother is a housewife. AA is hyperactive and tends to prefer to play alone. This behavior is seen when he is playing or doing something. AA cannot sit still, always runs, always runs around the classroom and sometimes runs to the school yard and always plays alone while telling stories and fantasizing by himself. When communicating with other people, AA's eye contact is very lacking and AA's communication skills with others are lacking. When in class and when playing, AA is less able to get along and adapt with her peers, AA also sometimes laughs and cries alone for no reason in class.

2. Characteristics of Autistic Children in the Pembina State Kindergarten of Langsa City

Table 1 Overview of Autistic Children's Behavior (AA) Based on Initial Observation Results

No	Behavior	Description
1.	Hyperactive, walking to and fro when in class and unable to stay still. This condition is seen from the first day to the fourth day of observation.	This condition is seen from the first day to the fourth day of observation.
2.	Shake hands when you finish lining up before entering the class, but you seem to lack concentration and your eyes don't look at the person you are talking to.	

3.	Busy alone with an object and not paying attention to the surrounding situation	
4.	Likes to be alone and avoids crowds	
5.	Always ask the teacher what he sees in the form of an imaginary (unclear)	
6.	Likes to mention his friends when marching	

According to Surya, Autistic Children have characteristics in the fields of communication, social interaction, sensory, play patterns, behavior and emotions as follows:

- a) Communication: 1) Language development is slow or completely absent. 2) The child seems deaf, has difficulty speaking, or has spoken but then disappears. 3) Sometimes the words used do not match their meaning. 4) Babbling meaninglessly over and over again in a language that other people cannot understand. 5) Talk is not used as a means of communication. 6) Enjoys imitating or parroting (echolalia). If you like to imitate, you can memorize the words or songs without understanding their meaning. 7) Some of these children do not speak (non-verbal) or speak little (less verbal) until adulthood. 8) Likes to tug on other people's hands to do what he wants, for example when he wants to ask for something.
- b) Social Interaction: 1) People with autism prefer to be alone. 2) No or little eye contact or avoiding eye contact. 3) Not interested in playing with friends. 4) When invited to play, he doesn't want to and stays away.
- c) Sensory Disorders: 1) Very sensitive to touch, such as not liking to be hugged. 2) When you hear a loud sound immediately cover your ears. 3) Enjoys kissing, licking toys or objects. 4) Insensitive to pain and fear.
- d) Playing Patterns: 1) Do not play like children in general. 2) Does not like to play with children his age. 3) Not creative, not imaginative. 4) Do not play according to the function of the toy, for example the bicycle is turned over and the wheels are spun around. 5) Enjoys rotating objects such as fans, bicycle wheels. 6) Can be very attached to certain objects that are held and carried everywhere.
- e) Behavior: 1) Can behave excessively (hyperactivity) or deficiency (deficit), 2) Show self-stimulating behavior such as swaying, flapping hands, spinning around and doing repetitive movements. 3) Dislikes change. 4) Can also sit blankly with a blank stare.

- f) Emotions: 1) Often gets angry for no apparent reason, laughs, cries for no reason. 2) Temper tantrum (raging uncontrollably) if it is forbidden, it is not given what it wants. 3) Sometimes like to attack and damage. 4) Sometimes children behave in ways that hurt themselves. 5) Do not have empathy and do not understand the feelings of others (Nurfadhillah et al., 2021).

However, the symptoms of the characteristics of autistic children mentioned above do not always exist in every child with autism. In children with severe autism, almost all of the symptoms may be present, but in the mild group there may only be some (Ratnadewi, 2008). The subjects in this study (AA's children) belonged to the moderate autistic group. On the second day of observation, it was seen that when he joined his friends, AA cried and ran away because when he wanted his friend's item but it was not given, he would be angry and want to take it by force but if that was not achieved, they would get angry with each other and AA would avoid it. play again. On the fourth day of observation during the learning process, AA's behavior in the teaching and learning process seemed to be independent, AA sat alone beside the locker, if there were questions to AA, she did not answer and just nodded her head. AA never asks he also doesn't care about his environment, except for the things he likes.

Based on the results of interviews with the B2 class teacher who is the teacher who teaches in that class also stated that: AA is a child who likes to be alone and rarely socializes and communicates with his friends, AA is also hyperactive and cannot be silent during the learning process, AA often run around in class, and if prohibited sometimes I will be silent for a while and sometimes even rage and cry. Based on the exposure to the findings above, it can be described that the characteristics of children with autism in class B2 the Pembina State Kindergarten of Langsa City have characteristics as children who tend to be alone without wanting to interact with other people, difficult to communicate, sometimes often show anger when what they want is not achieved. Furthermore, children with autism also tend to be more quiet and tend to withdraw from their environment.

Then seen from the aspect of development, AA in terms of language he can not really speak or express what he wants to convey to friends and teachers. In physical motor development, especially in fine motor skills, AA has started to develop, it can be seen that when AA draws and colors very neatly, but in social development, he has not developed, it can be seen when AA plays with his friends, AA does not feel comfortable and does not last long. will choose to be alone. Although the main problem of autistic children is the ability to perform social interactions, sometimes AA seems to accept other friends' invitations if the games offered match their world. This activity is also

seen in AA children. Although he does not communicate and interact, he occasionally wants to play with his peers. and cognitive development also began to develop these characteristics in accordance with Kanner's opinion in (A. Suryana, 2004) that autism is an inability to interact with other people, language disorders as indicated by delayed language acquisition, sentence reversal, repetition of playing activities, strong memory routes and an obsessive desire to maintain order in their environment.

3. How Teachers Handle Autistic Children at Permibia Langsa State Kindergarten

The handling of AA can be described as follows: Based on the results of an interview with a class B2 teacher at the Permibia State Kindergarten of Langsa City said that: Our way of dealing with AA is when the AA learning process is focused on learning because if it is not devoted to AA, it will run around, take a walk, or be cool on their own. AA must always be under the teacher's supervision, because if it is not monitored, AA will harass his friends, such as when playing or lining up, he spit on his friends and disturbs his friends. During the center exchange, AA did not want to listen to directions from the center teacher, so AA could not participate in 100% of the activities at the center. So the learning that AA gets is more in his own class with the teacher that AA likes, namely his homeroom teacher. Therefore, the teacher council at the Permibia State Kindergarten of Langsa City, especially the homeroom teacher of AA, must provide assistance to AA in a personal way. If the other children are accompanied by a teacher in groups, the AA gets direct guidance from a teacher so that the AA is more controlled. The teacher also sometimes embraces AA so that he wants to do play activities while learning during activities in the classroom like other children.

Based on observations at the Permibia State Kindergarten of Langsa City, children with autism are combined with other normal children in one class, this is because the school does not yet have a special room and teacher who is an expert in handling autistic children. I saw that when AA was raging, crying and then spitting and screaming, the teacher immediately hugged her, calmed her down, and asked her what AA wanted and asked why she was like that. The teachers at the Permibia State Kindergarten of Langsa City seem to be getting used to the behavior and habits of AA and show that they respect and understand the differences that the autistic child has. By paying more attention to him, the AA will feel more comfortable and make the learning atmosphere in the classroom controlled as planned.

4. Obstacles Faced by Teachers in Handling Autistic Children in the Pembina State Kindergarten of Langsa City

Based on the results of observations and interviews, there are several obstacles faced by educators at the Pembina State Kindergarten of Langsa City in making efforts to handle Autistic Children, one of which is the absence of special assistant teachers who are experts in handling autistic children, so that if in the learning process AA suddenly runs running around in class, throwing tantrums and crying when they didn't get what they wanted until suddenly the theme burst out while lining up, the learning process had to be stopped for a while, because the teacher had to calm down AA first. Because there is only one teacher in class B2, this causes the teacher's role as a learning resource to be slightly disrupted and the learning process does not run optimally. From the results of an interview with the homeroom teacher for class B2, he said that I was getting used to AA's behavior and now I know some of the reasons why AA suddenly vents her anger and how to calm AA down, for example by hugging or stroking AA's head, then AA will automatically feel better, the important thing in dealing with AA must be with patience.

CONCLUSION

Autistic students who are in class B2 at the Pembina State Kindergarten of Langsa City belong to the moderate autistic group. This can be seen in the condition that AA still shows little eye contact but does not respond when her name is called. Aggressive or hyperactive actions, when AA rages and cries, it is rather difficult to control but can still be overcome if AA is directly hugged and stroked on her head AA will feel safe and calm. AA has autistic characteristics that are hyperactive (cannot be silent) tend to be aloof and quiet without wanting to interact with other people, have difficulty communicating, sometimes show anger when what they want is not achieved. The handling carried out by the Pembina State Kindergarten of Langsa City teachers for AA is by giving more attention and providing personal assistance by providing comfort and giving hugs, stroking on the head, and giving special attention or affection to him, as well as good roles and cooperation between teachers. and parents so that they are in line in providing treatment to them.

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