

Social and Emotional Interaction of Autistic Children in SLB

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ABSTRACT

Autism is a symptom that occurs in childhood, which describes loneliness, difficulty speaking, carrying out activities directly and exclusively, sportsmanship, and memorizing things without thinking. Autism is an abnormal change in the human nervous system, mainly caused by genetic factors. This research uses qualitative methodology and a case study strategy. The research subjects are autistic children at the Wijaya Kusumah State SLB in Bekasi, West Java. Research data was taken through observation, interviews and documentation. Based on the results of interviews and observations, the information received can be seen. Autism Teacher at SLB Wijaya Kusumah regarding the social and emotional interactions of children at SLB, that children with autism have difficulty speaking. When children with autism borrow things from their peers, they will immediately hit them and throw a tantrum if they don't give them because the child with autism has difficulty speaking and experiences disorders in the nervous brain system. Internal factors that cause barriers to socio-emotional interactions in autistic children are nerve damage and difficulty speaking. External factors that can influence barriers. Family factors, nutritional factors, culture, playmates and school friends play a role in the social-emotional interactions of autistic children. Poor nutritional factors can also cause disturbances in brain development, including the development of social interactions. A culture that does not support autistic children can also hinder the development of their social interactions.

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INTRODUCTION

Humans are born socially, this indicates that individuals and groups of humans can live side by side. Therefore, people need each other to continue life. Therefore, the presence of other people is not only important for achieving life goals, but also for personal growth and development (Abdul Haris. 2003 in Fatimah Azis et al, 2021). Socialization can also occur through direct or deviant social cooperation. The socialization cycle can occur through gatherings such as family, friends, and school, as well as through virtual entertainment. In this way, the media that can be used as destinations for friendship are family, school, friends and online entertainment. Special Schools (SLB), are places for further socialization and are places where socialization interactions run perfectly. (Gunarhadi, 2004 in Fatimah Azis et al, 2021) believes that children

not only learn to read, write and count in special schools, but of course independence, achievement, universality and uniqueness/particularity. Apart from that, play groups have a big impact on children's character development, in playing many children learn to communicate with their playmates. Apart from that, the role of mass communication. It also has an impact on improving children's character. The impact of media such as print media (newspapers, magazines, tabloids) and electronic media (TV, radio, film and video) must be seen in the quality and repeatability of the messages conveyed.

Autism is a symptom that occurs during childhood, which describes loneliness, difficulty speaking, carrying out activities directly and exclusively, sportsmanship, and memorizing things without thinking (Rieskiana, 2021 in Echa Syaputri et al, 2022). According to Safaria (2005:1) in Royan Eka Yahya et al, (2023). Autism is an abnormal change in the human nervous system mainly caused by genetic factors. Autism is a developmental disorder, which means it is part of the Autism Spectrum Disorder (ASD) and is one of the 5 disorders included in Pervasive Developmental Disorders (PDD).

According to Basrowi (2005:139) in Fatimah Azis et al, (2021), "Social interaction will not take effect if two conditions are not fulfilled, namely the existence of social relationships and social communication." Social interaction is a relationship between an individual and a person, between an individual and a group or society. This relationship is positive feedback that is direct or indirect between humans. This interaction does not occur in a vacuum, meaning that the interaction is conditional.

According to Ali Hidayati. (2017:3-4) Hartin Kurniawati et al., (2023) The emotional changes of children with special needs are very different from ordinary children. Their situation is unique and they must have choices about living in a social environment with normal children and children with special needs. Depending on the conditions of the school which provides different openness to children with unique and unique needs, this will increase social awareness or social cooperation. Initially, they are hesitant to associate with ABK children, this will slowly increase over time, and family relationships will be established because in the future Children who have extraordinary needs will also enter society, so that they have a free nature and can coordinate well in society.

According to John W. Santrock. (2012:278). In Hartin Kurniawati et al, (2023) Growth in childhood according to Santrock is the socio-emotional growth of children characterized by several abnormalities. Growth of mind, and emotional insight This results in true progress in self-awareness, deep

development, moral understanding, and attention orientation. When children are creative, they can expand their self-information.

RESEARCH METHODE

This research uses qualitative methodology and a case study strategy. The research subjects are autistic children at the Wijaya Kusumah State SLB in Bekasi, West Java. Research data was taken through observation, interviews and documentation. Observations were carried out for 1 day, with a focus on the relationship between children with autism and educators. Interviews were conducted with guidance and counseling educators for autistic children, to gather information about the interactions of autistic children in SLB. Documentation is carried out by collecting data in the form of photos. According to Bogdan and Taylor in Nugrahani, (2008) in Marinu Waruwu, (2023) define qualitative research as a research method that produces descriptive data in the form of written or spoken words about people and the behavior seen.

RESULT AND DISCUSSION

Autism

Definition of Autism

Autism is a growth and development disorder in children whose symptoms appear before the child is three years old. Autism is caused by a serious neurobiological disorder that affects the way the brain works in such a way that children cannot have continuous discussions with the outside world (Indonesian Autism Foundation). who are protected from their current situation and live in their own reality with different psychological and behavioral health problems. In general, the behavior shown by autistic children is often an act of their own accord without being regulated, undirected behavior (walking, running, climbing, twisting, jumping , waving, shouting, rudeness, self-harm, tantrums, difficulty concentrating, and repetitive) (Hidayah et al., 2019, in Akhmad Syah Roni Amanullah, 2022).

Autism is a mental imbalance that is a formative disorder that is very affecting and the side effects begin to appear before the child is 3 years old. These formative barriers include irritations in relational social cooperation, correspondence problems, general behavior and restrictions on interests and activities (American Mental Affiliation, 2000 , Squash and Wolfe, 2005).

According to Powers (1989), autistic children are characterized by the presence of 5 (five) symptoms or abnormalities in the following areas:

1. Social interaction and communication (speech, language and communication)

Not interested in playing with children. peers, likes to be separated from others, makes almost no or no eye contact or avoids eye contact. Language development is slow or nonexistent Likes to imitate or mimic (echalalia) Does not understand or understands very little basic concepts or gestures Children can talk but are unable to express themselves or appear deaf. Occasionally words are used without significance, repeatedly interpreted meaninglessly in a language that no one else can understand. If you want to imitate, speech is not a form of communication. you can memorize words or songs without understanding their meaning. Children have difficulty understanding spoken language. They want to pull other people's hands to do what they want, such as asking for a drink.

2. Play

Not playing like young people in general. Playing with objects that twist, for example fans, bicycle wheels, tops, is not inventive, not creative. can be unusually close to certain items that are stored and carried around.

3. Sensory disorders

Explodes or does not get a result of the excitement of the five senses. Often uses the sense of smell or taste, for example likes kissing, licking toys or other objects. For example, it is very sensitive to contact. can be done without having to accept suffering and fear. The way you behave can be excessive (hyperactive) or insufficient (hypoactive). Show ways of behaving that inspire yourself, for example, rocking back and forth, flapping your arms like a bird, twirling near the TV, running or walking back and forth, doing repetitive movements.

4. Emotions

Difficulty understanding and expressing feelings for other individuals, often attacks for no apparent reason, chuckles, cries for no apparent reason, (uncontrolled attacks) if their desires are not achieved, sometimes prefers to attack or attack to destroy; , Sometimes children behave in such a way that they hurt themselves, have no affection, and do not understand other people's feelings.

Socio-Emotional Children with Autism

According to Morisson in Harti Kurniawat (2023). Social emotional development is positive social and emotional growth that is beneficial for children to socialize better with fellow students and in functioning in their social environment. According to Yuwono (2012: p. 79). In terms of social skills, autistic children tend to ignore sounds, sights, or events that relate to them.

When a reaction occurs, it is usually disproportionate to the situation or not at all. They avoid or do not respond to social contact (eye contact, caressing, touching, playing with other children, etc.). The development of deep social skills is known to help children gain the ability to control themselves, behave and communicate with the environment. (Wilson, Gottfredson, & Najaka, 2001; Zins, Weissberg, Wang, & Walberg, 2004, in Wirza Feny. Rahayu et al., 2023). Scarupa (2014) Wirza Feny Rahayu et al, (2023) explain socio-emotional skills as skills so that children can be taught and learn to help children deal with their feelings and behavior actually and at any time to achieve goals. , turning educational experiences upside down and communicating and collaborating effectively. and believe they can achieve academic success. Social and emotional abilities include several sections, in particular. discretion, perseverance, authority direction, scholarly self-adequacy, and social ability.

Bagdi and Vacca (2005) in Wirza Feny Rahayu et al, (2023) argue that defense of children's social and environmental development is the result of in-depth positive meetings from the start between parents/parental figures and children. From these early connections, children can see themselves, their friends, and the world around them. According to Smith (2013). in Wirza Feny Rahayu et al, (2023). It is recognized that the social emotional skills of children with special needs affect their ability to face learning challenges in everyday life, depending on their level of development.

Socio-emotional problems in autistic children include inability to speak, difficulty speaking, pronouncing words or sounds without meaning, not understanding speech, usually more inclined to non-verbal signals such as pulling another person's hand when they want something or by repeating themselves. -repeat the words heard (Yatim, 2002, in Candra Ratna Sari et al, 2022).

Discussion

Based on the results of interviews and observations, it can be monitored according to the information received. Teacher for Autism at SLB Wijaya Kusumah regarding the socio-emotional interactions of children at SLB, that children with autism have difficulty speaking and accepting the presence of people they have just met and expressing themselves to accept their presence both when getting to know each other and with friends in the school environment. When autistic children borrow things from their peers, they will immediately hit them and throw a tantrum if they don't give them because the autistic child has difficulty speaking and experiences disorders in the nervous brain system.

According to special teachers in the field of autism at school, it seems that the socio-emotional skills of autistic children can be influenced by two social and emotional problems, namely internal and external factors, so the main problem is this factor. consisting of a child. nerve damage and speech disorders. External factors are factors that influence what children receive from outside, such as family factors, nutritional factors, culture, games and school friends. The family environment has a big influence on the development of children's personalities and attitudes, as well as on family habits in caring for and educating children... it is a process of growth and development of socio-emotional skills

Children must learn to adapt to other people so that they become socially mature. Children acquire these abilities by chance or experience, playing with the people around them, be they guardians, siblings, friends, or adults. Where autistic children are examined how autistic children have obstacles in social interaction, communication and imaginative play.

The results of the researcher's observations and interviews revealed that according to current theory, autistic children have several problems, where autistic children experience nerve damage, difficulty communicating, avoid eye contact with people who want to talk (not focusing/looking), difficulty using body position. to communicate.

CONCLUSION

Based on the research results, it can be concluded that the autistic socio-emotional skills of the Wijaya Kusumah SLB research subjects are as follows:

1. Internal factors that cause barriers to socio-emotional interaction in autistic children are nerve damage and difficulty speaking. Nerve damage causes autistic children to have difficulty understanding and responding to various kinds of stimuli, including social stimuli. Difficulty speaking causes autistic children to have difficulty communicating with other people, both verbally and non-verbally.
2. External factors that can influence barriers. Family factors, nutritional factors, culture, playmates and school friends play a role in the social emotional interactions of autistic children. Family environment. Lack of support can hinder the development of social interactions in autistic children. Poor nutritional factors can also cause disturbances in brain development, including the development of social interactions. A culture that does not support autistic children can also hinder the development of their social interactions. Playmates and school friends who do not

understand and support autistic children can also hinder the development of their social interactions

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