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Daftar Isi

INDONESIAN LANGUAGE LEARNING FOR AUTISM CHILDREN IN INCLUSIVE SCHOOLS

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Abstract: This study aims to describe Indonesian language learning for autism children in inclusive schools. The research approach is descriptive qualitative. The subjects of this study are Indonesian language teachers, Shadow Teacher, and autism children. The data collected in this study uses observation and interview methods. The data analysis of this study uses an interactive method. The results of this study shows that Indonesian language learning for autism children in inclusive schools is carried out with two class models, namely regular and special classes. The media used in learning uses picture media and learning by utilizing the school environment. Obstacles in the implementation of Indonesian language learning are psychological conditions of unstable autism children and differences in the abilities of autism children so there is a need for special assistance. Efforts made by schools are to compile individual learning programs, Smart Plans, and modify the subject matter based on the abilities of each student. It shows that SD Al-Firdaus can be used as an example of inclusive schools as an embodiment of quality education.

Keywords: language learning, autism children, inclusive schools

INTRODUCTION

Indonesian Language Learning should be carried out by upholding the concept of freedom of learning. Learning that is oriented towards the freedom of learning of students, one of which is there is no difference in the learning process. This also applies to children with autism who also need attention in the learning process. However, the problem is the decline in learning in children with autism (Scott-Van Zeeland et al., 2010), this occurs because of a decrease in verbal stimulation in children so that language decline (Eigsti & Mayo, 2011; Arunachalam & Luyster, 2016).

One of the children with special needs is those who have autism. Autism children do have differences from children in general so that the learning process is also given more attention. Autism children have heterogeneous learning characteristics (Lin, 2014). Therefore, as much as possible the teacher must be able to understand children who have autism.

One of the schools that accept children with special needs such as autism is inclusive-based. Inclusive schools are schools that do not discriminate against their students. The education of special needs children has indeed been reformed almost throughout the world for four decades through inclusive education (Poon-McBrayer & Wong, 2013). It means that the school does provide special alternatives for children who have special needs such as autism. It is getting better because special needs children also need to interact with children in general. This also undermines the paradigm of Special School that only accommodates children who have special needs. The implication of schools that only have students with special needs, these children also cannot interact with children in general.

Seeing inclusive-based schools with students who are not only children with special needs but also children in general, of course, learning that is applied to special needs children is also different. Therefore, how to learn Indonesian language for special needs children, namely autism in inclusive schools? This study tries to further explore the Indonesian learning process for special needs children in inclusive schools.

LITERATURE REVIEW

Indonesian language learning for special needs children must be adapted to the students' condition. At least in Indonesian language learning for special needs children, the goal is students are able to have language skills, namely reading, writing, listening, and speaking based on the child's condition or their competence (Humaira, 2012). In order for students to be able to take part in Indonesian language learning well, an active teacher role is needed.

Children who have special needs do need special attention. The identification of the characteristics of autism children by the teacher will greatly facilitate in learning process. Even early identification or detection in autism children will be able to extend their age (Adalarasu, Jagannath, & James, 2019). Through early detection will be known early on the problems faced by autism children and thus will be easier to prepare solutions for autism children.

The detection of autism children can indeed be recognized through several things. Among them through communication skills (Khakzand & Aghabozorgi, 2015). Children who are indicated to have autism in communication skills are experiencing

disorders and are not like children in general. At least, autism children have three characteristics, namely repetitive behavior, social interaction disorder and communication disorder (Geretsegger, Holck, & Gold, 2012; Zhang et al., 2017). The disorder has increased every year in the last few decades (Blaxill, 2004; Matson & Kozlowski, 2011).

Inclusive education is one of the educational services that give independence to students, in inclusive schools, students who have special needs still get their rights according to their needs. It shows that children with special needs can develop their talents and interests through inclusive schools (Parey, 2019). To support the development of talents and interests of special needs children in inclusive schools, it is necessary to have an education service system that is carried out optimally (Leung et al, 2019). Education services can run optimally if supported by human resources, namely teachers in inclusive schools have appropriate capacities and are oriented towards education services (Vorapanya & Dunlap, 2014). In principle, the effectiveness of a teacher has implications for student outcomes, both directly and indirectly (Smith & Tyler, 2011).

However, in organizing inclusive schools is not easy, it is necessary to have adequate infrastructure and human resources. The challenge that inclusive schools must face is the lack of human resources to introduce inclusive schools (Vorapanya & Dunlap, 2014; Goldan, 2019; Schwab et al, 2020).

There are five things that need to be considered in implementing the learning process in inclusive schools. These five things include: (1) Learning in inclusive schools must create and maintain fun classrooms, accept diversity and respect differences; (2) Inclusive education also implements a multi-level and multi-modality curriculum; (3) Inclusive education in learning is carried out interactively by the teacher; (4) Inclusive education motivates teachers and their classes in a sustainable manner and removes barriers related to their professional duties; (5) Inclusive education in its planning always involves parents to give birth to the meaningfulness of education (Budiyanto, 2005).

Based on the description, the researcher is interested in studying further related to Indonesian language learning in inclusive schools, the obstacles faced in

implementing Indonesian language learning in inclusive schools, and what efforts have been made by teachers and schools in dealing with these obstacles.

METHODOLOGY

The research approach is descriptive qualitative (Creswell, 2014; Tojo & Takagi, 2017

; Zurqoni, Retnawati, Apino, & Anazifa, 2019). Descriptive qualitative in this study was used to produce data in the form of a description of Indonesian autism learning in the Al-Firdaus Surakarta inclusive elementary school and the obstacles and efforts that have been made by teachers and school authorities.

The subjects of this study are Indonesian language teachers, Shadow Teacher, Headmaster, and special needs children in Al-Firdaus Surakarta Elementary School. The data collected in this study uses observation and interview methods. The observations made by the researchers in this study were non-participatory, it means that the researchers acted as spectators in the Indonesian learning process carried out at SD Al-Firdaus Surakarta, and the researchers explored the obstacles of the Indonesian language learning process for autism children and the efforts of teachers in overcome these obstacles. The interview method in this study was conducted to the teacher concerned. This is intended to directly explore information relating to Indonesian language learning for autism children. The interview submitted to the teacher concerned based on the researcher's guidelines to explore the data needed relating to Indonesian language learning for autism children and the barriers experienced and efforts that have been made.

Data analysis of this study was conducted using interactive analysis methods (Miles, Huberman, & Saldana, 2014). Interactive analysis method is an analysis through three components, namely data reduction, data presentation, and drawing conclusions or verification. Data reduction is the process of selecting, focusing, simplifying, and abstracting data that has been obtained from observations and informants. In this study, data reduction was carried out since the initial process, that is, before the researchers collected data. Data is selected and focused on actions during the learning process. The data presentation is the central information in a study. In this study, the data presentation is in the form of a description of findings about the implementation

of Indonesian language learning in autism children. Furthermore, the data is presented in the form of data descriptions which are then analyzed and assessed based on the underlying theory. Withdrawal of conclusions made after the reduction of the findings data. Then, the conclusions and withdrawals are verified. However, if the withdrawal of conclusions is still considered insignificant, verification is done by tracing back from data reduction and data presentation, thus this is a cycle. The interactive form of data reduction component, data presentation, conclusion drawing, and verification is carried out as the analysis process. The process of concluding these components is carried out by the researcher from the beginning of the data collection even from the time the study began until conclusive conclusions are drawn.

FINDING AND DISCUSSION

The results and discussion of this study will focus on the process of Indonesian language learning in autism children in inclusive schools, the obstacles faced by the teachers in the process of Indonesian language learning in autism children, and efforts made by the teachers to overcome obstacles in the process of Indonesian language learning in autism children in Al-Firdaus Surakarta Elementary School.

Al-Firdaus Surakarta Elementary School as an inclusive school has main principles that ultimately affect the learning that is carried out. There are ten main principles of Al-Firdaus Elementary School which include: (1) humanists, (2) three pillars of Al-Firdaus education, (3) integration of early childhood education to secondary education, (4) education for all, (5) multiple intelligence, (6) entrepreneurship, (7) caring, (8) lifelong education, (9) technology and language based education, and (10) fun and attractive education. The explanation of each principle is as follows.

First, humanist education means education held at Al-Firdaus Elementary School is centered on the needs of students in their learning. The implication of this principle is the existence of individual education services. Second, the three pillars of Al-Firdaus education mean education that integrates the education of parents, children, and schools as an effort to achieve learning and education goals. Third, the integration of early childhood education to secondary education means integrated education in a foundation ranging from Early Childhood Education to secondary

education. Fourth, education for all without discriminatory, inclusive, and opens to adherents of any religion.

Fifth, multiple intelligence, organized education is oriented towards optimizing the intelligence possessed by students. Sixth, entrepreneurship, the education held is also oriented to the values of independence, achievement, creativity and leadership orientation. Seventh, caring for exemplary education, mentoring, trustworthiness, creativity in builds and develops students' potential. Eighth, lifelong education is oriented to lifetime education. Ninth, the implementation of technology and language based education. Tenth, the organization of education that is fun and attractive.

Indonesian Language Learning in Autism Children in Elementary School

First, Indonesian Language Learning in autism children which is carried out at Al-Firdaus Surakarta Elementary School is carried out with two class models, namely regular and special classes. The regular class in question is a class that contains regular children and children with special needs such as autism children. This is done with the aim that children who have special needs can participate in socializing with friends in the regular class. Learning time in regular class is indeed not scheduled and strict regulation. It means that the learning time of special needs children is different from regular children. That is because learning in autism children follows their psychological condition. If the autism student is in good psychological condition and calm so he/she can participate in regular class learning.

Second, In addition to regular class, special needs children also have special class, namely class that are given to children with special needs including autism children. This special class is deliberately provided to anticipate children who have special needs who are not able to take lessons in regular class. It happens when in the learning process, special needs children cannot be calm and cannot control their psychological conditions such as hyperactivity, screaming, or crying without cause, so the child will be moved to the special class that has been provided.

However, when the child does not want to be in a regular class and in a special class, the teacher follows the child's desire to the place that he wants and invites him to play to restore his mood. After the child's psychological condition improves, if the place where the student wants to be used for learning, then the student stays in that

place. However, if the place is not possible to learn, then students can do learning in special or regular class.

The learning in this special class is given by Shadow Teacher. The program is given if students are unable to calm down in following regular class lessons. Shadow Teacher will invite students to the inclusive class to be invited to calm their psychological condition. However, if students feel tired and want to rest, the teacher will give permission for the student to rest. However, by giving him understanding when the specified rest period. Furthermore, after the student has calmed down, he can be included in the regular class to participate in learning with his friends.

Learning Media

Indonesian language learning for special needs children, in principle must also be able to develop four language skills, namely listening, speaking, reading and writing. The learning media used to facilitate the teaching learning process is picture cards and objects around students.

Image card media in question is a picture that corresponds to reality. It means that the picture can be known by students with special needs. For example, a picture of apples, then the picture presented is a picture of whole apples and picture of apples that have been cut. It is intended that students can clearly know the fruit. Learning autism children is better to use symbols and help them improve their communication skills in communication (Shaw, Sheth, Li, & Tomljenovic, 2014). The picture card is also used for learning to read by knowing the names of the fruits, the color of the fruit, and the shapes of the fruit. It is intended that students have the opportunity to add vocabulary, through written material capable of contributing to the growth of vocabulary of children and adolescents (Ricketts, Dockrell, Patel, Charman, & Lindsay, 2015). Furthermore learning phonological and semantic information (words) with orthographic methods is superior to those trained in isolation (Mengoni, Nash, & Hulme, 2013; Lucas & Norbury, 2014; Jubenville, Sénéchal, & Malette, 2014; Arnett et al. , 2018).

Then, Indonesian language learning also utilizes the objects that are around it. That is because children who have special needs cannot always be calm and enjoy moving from their seats. At that time, Shadow Teacher always introduced objects

around it to students through real objects and writing as a form of learning to read for students with special needs. Learning vocabulary in autism children does present a challenge for teachers because they experience language disorders (McGregor et al., 2012). In this case, as much as possible students can understand new things they see.

Writing learning for autism children also utilizes the pictorial media provided by the writing as a description of the picture presented. Writing is a complex skill involving motor, linguistic, cognitive and social skills (Virginia W Berninger & Abbott, 2010; Virginia Wise Berninger, 2015). Therefore, Shadow Teacher uses picture media for learning to write. Through these pictures, the sensory and motor nerves of autism children can be active again. Next, to measure the ability of students with special needs the questions given are in the form of separate pictures and writing. The student's task is to remember what pictures and provide information through the text that has been provided (copywriting). If students can already understand by copying writing, Individual Learning Programs develops writing learning by dictating writing to students. The text dictated to students is not long writing, but rather one basic word, for example, apple, orange, pineapple, watermelon and or other basic words. If students are already proficient, they can be developed further.

Learning evaluation

Learning evaluation is very important to inform parents of the development of autism students through a contact book that will be signed by the parents of students. Shadow Teacher will write an evaluation every day or every student entered. The evaluation contains any activities carried out by students at school. Learning evaluation for autism children is important and the material is the key to the success of the implementation of inclusive schools and further as a form of helping these autism children (Maftuhatin, 2014).

Barriers of Indonesian Language Learning for Autism Children in Inclusive Schools

This section will focus more on the obstacles experienced by teachers in the process of Indonesian language learning. These obstacles include the unstable psychological conditions of children, differences in the ability of autism children, and food consumed by autism children. The following discussion.

First, the child's psychological condition is unstable. Autism children sometimes in learning, their psychological conditions are not stable. That is to say autism children in learning suddenly run around, cry without cause, laugh without cause, and shout in regular classrooms so that other students are also disturbed in participating in learning.

If this happens, the role of Shadow Teacher is to bring the student out and calm his condition. If the student can be calm and want to take part in the learning process again, Shadow Teacher must accompany the student. Learning for inclusive children is indeed not long, approximately fifteen minutes of learning and five minutes for a break. But if students are conducive, then learning continues for more than 15 minutes.

Second, autism students have different learning abilities so that their learning achievement is also different. There are autism students at Al-Firdaus Elementary School who take part in general learning like regular students but more autism students modified subject matter according to their abilities of each student. Not a few autism students get lessons that are not in accordance with their grades, for example grade 5 achievement of recognizing numbers 1 to 40, knowing names of fruits using Indonesian language, writing neatly and so on. Special needs students at Al-Firdaus Elementary School have a Shadow Teacher for each student with special needs to make it easier to handle and assist students in learning achievement. The psychological condition of autism students greatly influences the learning time of autism students, because autism students have a mood that is easy to change so the teacher must prepare learning media and games for students. Special needs students are also easily bored so that in learning, autism students must be given time to break even though it is not time to break, so that special needs students are more conducive when continuing their learning.

Third, the food consumed greatly affects the health and learning of autism students. Autism students are not allowed to eat foods that contain gluten (protein in flour and wheat), casein (protein in milk), peanuts, walnuts, and broccoli. Because of the leaky gut, most of the peptides will enter the brain with blood then the rest comes out with urine. Very dangerous to neural network, the brain will capture as an opioid that functions similar to morphine, so the child acts like he is really craving for drugs or in his own world. In addition, autism students will be tantrums, rampage, self-

injury, fussing, and insomnia. It will really disturb students to focus on learning. Autism students in Al-Firdaus Elementary School can focus less than ten second, therefore autism students must go on a food diet so they can stay healthy and be able to carry out learning well.

Efforts Made by Teachers and Schools

First, is providing Individual Learning Programs for special needs students, one of which is autism children. Programs that must be prepared for the achievement of student learning for 1 semester are Individual Learning Programs and Smart Plan. Individual Learning Programs is a form of written statement related to educational programs for special needs students. The contents of the Individual Learning Programs are the level of student performance, the specific learning objectives for a period of 1 semester or 2 semesters, the form of special services for special needs students and expansion to follow a regular program, the projected time used to start activities and anticipation of achieving goals. This individual learning program aims to find the needs of special needs students and communicate in writing to students with special needs (autism).

Second, the Smart Plan is a learning plan for the next 3 months, in which there are goals that must be achieved during the next 3 months, and the smart plan will be evaluated and updated for plans that have been achieved, for those that have not been achieved are not updated. Smart Plan is made with one of the main objectives is how the response from parents of students whether to approve or not, if not there will be a revamp of the indicators on the smart plan.

Third, modification of subject matter according to the ability of each student. Not a few autism students get lessons that are not in accordance with their grades, for example, grade 5 achievement of knowing numbers 1 to 40, knowing the fruit names using Indonesian language, writing neatly and so on. Special needs students at Al-Firdaus Elementary School have a Shadow Teacher for each student with special needs to make it easier to handle and assist students in learning achievement.

CONCLUSION

Based on the results and discussions that have been presented, it can be concluded that Indonesian language learning for autism children in inclusive schools is carried out with two class models, namely regular and special classes. The media used in learning uses picture media and learning by utilizing the school environment. Obstacles in the implementation of Indonesian language learning are psychological conditions of unstable autism children and differences in the abilities of autism children so there is a need for special assistance. Efforts made by schools are to compile individual learning programs, Smart Plans, and modify the subject matter based on the abilities of each student. It shows that SD Al-Firdaus can be used as an example of inclusive schools as an embodiment of quality education.

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