

The Effect of Stimulating Surah Al-Ikhlas on the Language Development of Autistic Children in Bina Anggita Special School Yogyakarta

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Abstract—Children with autism have the difficulty expressing affection in the way children without autism do. Children with autism have difficulty in understanding language and verbal communication. The development of speech and communication skills of children with autism differs from children without autism in general. The objective this research is to knowledge of stimulating Surah Al-Ikhlas on language development of autistic children in autistic school Bina Anggita Yogyakarta. This research used the method of Quasi experiment with "Pre-test Post-test without Control Group Design" design. Observations were made twice. The first observation was conducted to know the language development of autistic children before being given stimulation of surah Al-Ikhlas and second observation was done after the stimulation of surah Al-Ikhlas. Sampling was done in total sampling (28 children with autism) with criteria of autistic children (6-8 years) in Bina Anggita special school Yogyakarta. The result data will be analysed descriptively and analytically with the help of SPSS for windows version 16.0 using pair t-test, Wilcoxon, mann whitney and delta difference test with significant level 0,05. The results showed language development of children with autism pre-test less category and post-test in enough category. There was influence of surah Al-Ikhlas stimulation on language development of autistic children at Bina Anggita special school Yogyakarta with p (sig) $< 0,05$. The conclusion is there is influence of Surah Al-Ikhlas stimulation on language development of autistic children in autistic school Bina Anggita Yogyakarta.

Keyword: Stimulation of surah Al-Ikhlas, language development, autistic children

1. INTRODUCTION

The development of health is very important in improving the quality of human resources of a nation as it has been formulated in Sustainable Development Goals (SDGs).

It also reflects the third global goal of healthy and prosperous life promoting healthy living and supporting welfare for all ages. Additionally, it also represents the fourth goal which is quality education by ensuring decent and inclusive quality education and encouraging lifelong learning opportunities for all.

Based on the 1945 Constitution article 31 paragraph 1 and Law No. 20 of 2003 on the National Education System, the state provides full guarantee to children with special needs and one of them is a child with autism to obtain good quality of education services. This suggests that autistic children are entitled to equal education opportunities with other children. Autism is one of developmental disorders caused by organic damage of the brain. Generally autistic children

have difficulty in communicating both verbal and non-verbal, when they want something to do, they usually tug at other people's hands to get attention and besides they are also very rigid with their routine activities as if they undergo a certain ritual. The child cannot establish communication, they talk and sing alone, they cry and circle for no reason and they can even cause irritation of people around him. Children with autism have the ability and characteristics that are different from one another and also different way of interacting with self and environment (Ginanjar, 2007).

Autism is a phenomenon that still holds many secrets even though it has been researched for more than 60 years. Until now there has been no definite cause of autistic disorder. Therefore, the precautions and proper handling could not be addressed. Initially autism was seen as a disorder caused by psychological factors, namely the parenting pattern which did not provide sufficient emotional needs. Around the year 1960, a neurological study was conducted to prove that children with autism were caused by abnormalities in the brain. In the early 1970, a research on the characteristics of autistic children successfully determined the diagnostic criteria that subsequently used in the DSM-V (Diagnostic and Statistical Manual of Mental Disorder). Autistic disorder is defined as a developmental disorder with three main characteristics, namely disruption to social interaction, disruption to communication and limitations of interest or ability of imagination (Ginanjar, 2007).

In United States today the comparison between children without and with autism children is 150: 1, in UK, it showed 100: 1, while in Indonesia there is no data about children with autism because there has never been an official survey or research conducted. Although different from children without autism, children with autism still have basic rights. Children with autism need to play, learn and socialize in the community in their environment. Children with autism require greater supervision and attention from their parents than then those who are without the disorder (Ginanjar, 2007).

Children with autism is included in one of the groups of children with special needs. This group is the group of children who are less able to organize something, less plan something, have trouble finding solutions and less flexible to carry out the tasks. Children with autism cannot show affectionate relationships with parents and peers. Stimulus sensors of children with autism are processed in a different way than the children who are without disorder, resulting in autistic children having difficulty expressing affection in the way other children do. Autistic children can give and receive affection in their own way. Sometimes family members or peers have to wait patiently and learn to understand and appreciate the autistic children's limited ability to connect with others. The discovery of brain development abnormalities that include cerebral palsy, Hyperactivity Concentration Disorder (GPPH), emotional disturbances, adaptive behavioral disorders, social development disorders, interaction disorders with others (Ginanjar, 2007).

Children with autism have difficulty in understanding language and verbal communication. The development of speech and communication skills of children with autism is different from the children without autism in general. Children with autism have difficulty communicating because they experience barriers in language development, while language is the main medium in communicating (Sumaja, 2014). Children with autism need appropriate treatment and one form of therapy to receive better conditions. Therapy for children with autism has the

goal of reducing behavior problems, improving the ability and development of learning in terms of mastery of language and help autistic children to be able to adapt in the social environment (Sumaja, 2014). Currently, several forms of therapy are offered and children with autism start learning to express the language to communicate.

Autistic children delays in language skills or language development may be influenced by some factors such as the economic level of parents, the environment, and parental education, parenting methods, nutritional status and parental knowledge. Parental knowledge plays an important role in language development in children with autism. Before autistic children enter the wider social environment, playing and getting into schools, the family environment should be pleasing for the development of autistic children language.

Based on preliminary study in November 2016 in the school of autistic children, Bina Anggita Yogyakarta, a researcher did observation during learning process and found 95 % from autistic children experiencing difficulties in communicate and late language development.

Based on the above description, the researcher is interested in conducting research on "the effects of stimulating surah Al Ikhlas in Language Development of autistic children in Bina Anggita special school Yogyakarta". The purpose of this study is to determine the effect of stimulating surah Al Ikhlas on language development of autistic children in Bina Anggita special school Yogyakarta.

2. MATERIALS AND METHOD

This research type is Quasi experiment research with pre-test-post-test with control group design. The design of this study can be described as follows:

3. RESULTS AND DISCUSSION

This research type is Quasi experiment research with pre-test-post-test with control group design. The design of this study can be described as follows:

Pre-test	Treatment	Post-test
O ₁	X	O ₂
O ₃	-	O ₄

Information:

- O₁ : Pre-test language development
Autistic children in the experimental group
- X : Intervention with stimulation of
surah Al Ikhlas
- O₂ : Post-test language development
autistic children in the experimental group
- O₃ : Pre-test language development au
tistic children in the control group
- O₄ : Post-test language development
autistic children in the control group

The study was conducted in Bina Anggita special school Yogyakarta in December 2016 - March 2017 (intervention duration for 4 months). The population is all autistic children in Bina Anggita special school Yogyakarta amounted 28 children.

Sampling technique in this study used total sampling divided into: experimental groups of 14 children and control group of 14 children. Measuring instrument or data collection instrument used stimulation tools of surah Al Ikhlas developed for autistic children. The research tools are observation sheets.

The sample are autistic children of school age (6-8 years) in Bina Anggita special school Yogyakarta who were in good health and willing to be made as respondents. The experimental group was given pre-test, then was stimulated by surah Al Ikhlas then was performed to post-test using the same observation sheet with pre-test.

The control group was given pre-test, then was given post-test by using the same observation sheet with pre-test.

The experimental group was compared to the control group on the language development before and after surah Al Ikhlas stimulation. Provision of intervention or surah Al Ikhlas stimulation treatment (X) in the experimental group.

The result data will be analyzed descriptively and analytically with the help of SPSS for windows version 16.0 using pair t-test, Wilcoxon, mann whitney and delta difference test with sig-nificant level 0, 05.

Table 1. Characteristics of children with autism based on age, sex and class in Bina Anggita special School Yogyakarta.

No	Characteristics of Respondents	Experiment Group		Control Group	
		Frequency	Percentage	Frequency	Percentage
		(f)	(%)	(f)	(%)
1.	Age (years)				
	a. 6 years	1	7,1	2	14,3
	b. 7 years	2	14,3	2	14,3
	c. 8 years	11	78,6	10	71,4
2.	Sex				
	a. Male	6	42,9	5	35,7
	b. Female	8	57,1	9	64,3
3.	Class				
	a. Kinder garten	3	21,4	4	28,6
	b. Primary school	11	78,6	10	71,4

Source: primary data (2017)

From Table 1 above, it could be seen that age in the experimental group was mostly 8 years old of 11 children with autism (78,6%), while the control group was consisted of 10 children with autism (71,4%) aged 8 years. Additionally on the gender category, the experimental group were mostly 8 female children with autism (57,1%). While in the control group, there were 9 female children with autism (64,3%). Based on the grade level, the experimental group in Elementary School class were 11 autistic children (78,6%) and control group were 10 autistic children (71,4%).

Table 2. Language development of experimental and control groups before and after being given surah Al Ikhlas stimulation in Bina Anggita special school Yogyakarta

No	Language Developmental	Experiment Group				Control Group			
		<i>Pre-test</i>		<i>Post-test</i>		<i>Pre-test</i>		<i>Post-test</i>	
		f	%	f	%	f	%	f	%
1.	Good	0	0	0	0	0	0	0	0
2.	Enough	3	21,4	8	57,1	2	14,3	3	21,4
3.	Less	11	78,6	6	42,9	12	85,7	11	78,6
	Total	14	100	14	100	14	100	14	100

In Table 2 above it can be seen that the children with less development of language in the experimental group before surah Al Ikhlas stimulation given were 11 children with autism (78,6%) and after given surah Al Ikhlas stimulation were 8 children with autism (57,1%). The children with less development of autistic children language in the control group before surah Al Ikhlas stimulation given were 12 children with autism (85,7%) while after the simulation was given, there were 11 children with autism (78,6%).

Table 3 . The normality test of experimental and control group of children with autism in Bina Anggita special school Yogyakarta

Aspect		Group	<i>p</i>	Information
Language Development	<i>Pre</i>	Experiment	0,062	Normal
		Control	0,078	Normal
	<i>Post</i>	Experiment	0,026	Abnormal
		Control	0,133	Normal

In Table 3 above it could be seen that the pre-test group with p (sig) 0,078 and post-test p value (sig) 0,133 > 0,05. Therefore, it showed the normal value, so that parametric paired t-test was used. In the experimental group the pre-test data with p (sig) 0,062 having normal value while the post-test data showed p (sig) 0,026 < 0,05 having abnormally distributed data. Therefore non parametric test of paired t-test derivative of wilcoxon was used.

Table 4. The data analysis test of difference between pre-test and post-test in experiment group and control group in Bina Anggita special school Yogyakarta

Aspect	Group		p (sig)
Language Development	Experiment	<i>Pre-test</i>	0,000
		<i>Post-test</i>	
	Control	<i>Pre-test</i>	0,063
		<i>Post-test</i>	

In Table 4 above it could be seen that in the experimental group, pre-test and post-test with p value (sig) 0,000 < 0,05 then H_a accepted and H_o rejected. It meant there was a difference between pre-test and post-test in the experimental group. In the control group, pre-test and post-test with p value (sig) 0,063 > 0,05 then H_o accepted and H_a rejected meaning there was no difference between pre-test and post-test in control group.

Table 5. The data analysis test of difference between experiment group and control group before and after being given surah Al Ikhlas stimulation in Bina Anggita special school Yogyakarta

Aspect	Group		p (sig)
Language Development	<i>Pre-test</i>	Experiment	0,136
		Control	
	<i>Post-test</i>	Experiment	0,001
		Control	

In Table 5 above it could be seen that pre-test in experiment and control group with p value (sig) 0,136 > 0,05 then H_a rejected and H_o accepted meaning there was no difference of pre-test between experiment group and control group. While post-test in experiment and control group with p value (sig) 0,001 < 0,05 then H_a accepted and H_o rejected meaning there was difference between post-test in experiment group and control group.

Table 6. The delta test results of the experimental group and the control group of children with autism in Bina Anggita special school Yogyakarta

Aspect	Group	<i>p</i> (sig)
Language Development	Experiment	0,014
	Control	0,056

Language development before surah Al Ikhlas stimulation on children with autism in Bina Anggita special school Yogyakarta. In Table 2 above it could be seen that children with autism who had less development of language in the experimental group before being given surah Al Ikhlas stimulation were 11 (78.6%). In the control group, the amount of children with less before development of language were 12 (85.7%). Before the stimulation was given, both in the experimental and control group, there was no language development on children with autism.

At the time of pre-test, the children with autism were difficult to recognize the image and say long words and consonants such as *longan*, *rambutan*, *flamboyant* and others. With 25 syllables, there were only two who could say the words of the ball and the book, and even it was not really clear because they were rather shouting. This is due to many factors that affect children with autism in language development. Children with autism have very little vocabulary in the brain system and children are not used to talk. Children with autism have varied degrees of intelligence. Children with autism possessing normal intelligence were generally achieved lower in school. This was caused by the less acquisition of information and language understanding compared with children without autism. Children with autism were lack of understanding of verbal information of surah Al Ikhlas. It made it difficult for children to accept material that was abstract, so it took the media to facilitate the understanding of a concept for children with autism.

The ability of vocabulary mastery in children with autism was clearly different because of limited hearing function so that autistic children tended to have barriers of learning or communicating with other children. The general tendency as characteristic of autistic children was that their intelligence was not different from children without autism: high, average and low; the ability of autistic children to speak was different to children without autism because the speaking ability is very closely related to the listening ability. Surah Al Ikhlas stimulation taught autistic children to develop self-monitoring skills. The child learnt to listen to his / her own voice as well as others during the natural conversation thus improving the sound quality naturally. Surah Al Ikhlas stimulation is a logical and critical set of principles. Parents, therapists, and children engage in playful activities that teach children to learn to develop language. According Yuswanjaya and Yuliyati (2015), the obtained results of data analysis in the study showed that there was a significant influence on the use of media in learning for children with special needs. Media will facilitate the process of teaching and learning in the classroom because it can help the interaction between teachers and students in a clear and fun ways. The students can easily understand the material presented by the teacher so that the learning objectives will be achieved.

For children with autism, media learning is necessary especially audio and visual. Communication is a process whereby individuals exchange information and convey thoughts and feelings, where

there are senders of messages that encode / formulate messages and recipients who decode messages / understand messages. Language as a means of communication is to facilitate the message delivered and understood and the communication process occurred through the language (Yuwono, 2012).

Communication and language of children with autism is very different from most children his age. Autistic children have difficulties in understanding both verbal and non verbal communication. For example when an autistic child is asked to perform a specific task. "Take the red ball!". The autistic child is difficult to respond to the task because it is difficult to understand the concept of taking, ball and red. Similarly, when an autistic child wants something. They have difficulties in delivering messages to others, for example when they want to drink milk (Yuwono, 2012). According Yuwono (2012), communication and language delays were a specific feature owned by children with autism. The development of language and communication is very different to the development of children in general, most of them use non-verbal communication because most of them have not been able to speak.

According to Haryana (2012) there were number of inherent speaking ability differences of children with autism compared to language development of children without autism. For example, the talk of an autistic child tends to echolalia (accidentally repeating a word or phrase that he or she has heard while talking to someone else) and absence of rhythm.

Language development after surah Al Ikhlas stimulation on children with autism in Bina Anggita special school Yogyakarta. In Table 2 above it could be seen that children with autism who had enough development of language in the experimental group after being given surah Al Ikhlas stimulation were 8 children (57,1%) while in the control group, there were 11 children with autism (78,6%) who had less development of language. On the control group, there was no change of results to the less development of language category. On the experimental and control groups after being given surah Al Ikhlas stimulation, no respondents was neither in the category.

The post-test showed that the autistic child still had difficulty in knowing the image and saying long words and consonants such as *kelengkeng*, *rambutan*, *flamboyan* and others. From 25 syllables, there had been improvement of saying 5 words: the ball, the book, the eyes, the clock and the apple even though they were not clearly said. This is due to many factors that affect children with autism in acquiring language development. Children with autism have very little vocabulary in the brain system and children are not used to talk.

The form of language can be gestures, writings, pictures and speech and forms surah Al Ikhlas stimulation are the primary means of expressing thoughts and feelings. Surah Al Ikhlas stimulation uses words that present various aspects of individual reality followed by complete verbal actions or cues (Ginanjari, 2007).

According to Fitriyanti (2007) on "Effectiveness of Speech Therapy in Autis Children with Language Development Disorder in Children Special Needs Treatment Center" after speech therapy was conducted, there was a decrease in the intensity of repetition of the word / phrase from 20 to 8, voice emphasis 12 to 7, and chatter / chatter 16 to 7. Increased intensity occurs in the behavior of pulling the hand or limb to ask something 17 to 22, looking at the other person 18

to 29, and spontaneous reaction when summoned 25 to 37. Intervention for children with autism / Autistic infantile form of stimulation-stimulation for children to show a response. Actually before the children are included in the therapy program, the parents should give them stimulation at home- continuously continuously, so that children do not drown in his own world. It is also better not to let the children engage with themselves and their rigid activities, such as turning on and turning off the lights, looking at the spinning fan and other unimportant activities. The parents should keep someone who accompanies the children during their sleep. Additionally, the children are encouraged to communicate both verbally and non-verbally. It is also important that the parents stay the children from activities or games that can damage their eyes. Initial moments do not expect the child to respond to the communication call given to him. most child responses indifferent, do not understand that the communication is addressed to him or even if aware of the child may respond negatively like crying out loud because it was disturbed. Children who have a healthy relationship with their families (caring and affectionate with their parents) can facilitate to the development of their language. On the contrary, if the relationship between the children and their parents is not favorable, then the children will get obstacle on their language development such as stuttering, unclear and rude words. The children may also feel afraid to express his opinion. Residential environment also affects the development of the language of children. When the living environment with a closely related family and society is good, then the contact of children with other children aged the same is still quite intensive. It is this child's contact with the child that encourages the development of the child's language (Soetjningsih, 2012).

From some studies, the socioeconomic status of the families suggested that children from low economic families will experience deferred language development compared to children from better economic families. The condition is caused by the lack of learning opportunities for children from low economic families (Yusuf, 2008). Adequate family's income will support the development of children, because parents can provide all the needs of children both primary and secondary (Soetjningsih, 2012). Poverty is associated with damage to nerve structure and function, including the smaller white and cortical gray matter and hippocampus, the amygdala associated with cognitive abilities (Black M, 2016). Families with low socioeconomic status have a tendency to have limited knowledge, low time and quality in accompanying children to play and communication activities that a child needs in their growth (Black M, 2016).

According to Engle and Huffman (2010), the development of the language of children could be improved by some ways: exclusive breast feeding, adequate nutrition of children, love and care. Some activities are also needed such as reading them stories, doing outdoor activities, playing, singing, teaching them simple things, praying, encouraging them to talk and say letters, numbers, or pictures (Black M, 2016).

Surah Al Ikhlas stimulation can also take the form of inviting children to sing, clap their hands, imitate the movement or play a game together. For some children with autism, the ability to mimic sounds or humming is better than the communication. This can be used as an entrance to the world of children. Although parents should also be vigilant, not because the child's ears are invited to hum and then continue to communicate his communication skills.

At the early stage, it is important for autistic children to be introduced the daily words such as

mother, father, hungry, thirsty, drinking appropriately. If the children cannot understand the words (confusion), they do not understand the command, the invitation, the ability to analyze objects and they cannot respond when their names are called, then this may indicate a problem in receptive language (Yuwono, 2012). The role of speech therapy is very important in helping develop autistic children's understanding. Other therapists may assist in continuing the treatment with speech therapy practice where by the goals generally indicate language meaningfully (Yuwono, 2012).

Expressive Language is the use of words and language verbally to communicate concepts or thoughts. If the autistic children have already had this ability, then they have some level of receptive ability. Autistic children learn to express the language with imitation of their parents. Children with autism learn the language as a tool to communicate. The first word when the child begins to speak is actually a sign that the receptive language has worked effectively (Yuwono, 2012).

According Yuwono (2012), write his research results about the concept of NE Stimulation (Never Ending Stimulation). This concept is interpreted as a continuous stimulus. NE Stimulation is needed by autistic children anywhere, anytime and with anyone. Two techniques from the concept of NE Stimulation are the technique of self-talk and parallel talk. This can be used as a self-talk technique where we talk continuously about pictures, objects or anything that makes children interested. We can use parallel talk and activities for example when the child kicks the ball "oooo kick the ball", while watching TV "Dora" in parallel we mention the names of the characters or the mention the picture appeared "Dora" or "Boots" or "Map ". With this approach, it is expected to increase the acquisition, understanding of autistic children about the language.

The influence of surah Al Ikhlas stimulation on language development on children with autism in Bina Anggita special school Yogyakarta . In Table 4, it could be seen that on the experimental group, pre-test and post-test with p value (sig) $0,000 < 0,05$ then H_a accepted and H_o rejected . It meant there was a difference between pre-test and post-test on group. On the control group, pre-test and post-test with p value (sig) $0,063 > 0,05$ then H_o accepted and H_a rejected meaning there was no difference between pre-test and post-test.

In Table 5, it could be seen that pre-test on experiment and control group with p value (sig) $0,136 > 0,05$ then H_a rejected and H_o accepted meaning there was no difference between pre-test of experiment group and control group. While post-test on experiment and control group with p value (sig) $0,001 < 0,05$ then H_a accepted and H_o rejected meaning there was difference between post-test of experiment group and control on autistic children in Bina Anggita special school Yogyakarta.

In Table 6, it could be seen that the delta difference test on the experimental group obtained p value (sig) of $0,014 < 0,05$ then H_a accepted and H_o rejected meaning there was an increase in differences of the experimental group and the delta difference test on the control group obtained p value (sig) of $0,056 > 0,05$ then H_o accepted and H_a rejected meaning there was no increase in differences of the control group on children with autism in Bina Anggita special school Yogyakarta.

Surah Al Ikhlas or communication stimulation is a process whereby individuals exchange information and convey thoughts and feelings, where there are senders of messages encoding / formulating messages and recipients decoding messages / understanding messages. Language as a means of communication is to facilitate the message delivered and understood. Communication process occurs through Language (Yuwono, 2012). The form of language can be gesture, writing, drawing and speech. This form of surah Al Ikhlas is the primary means for expressing thoughts and feelings. Surah Al Ikhlas uses words that present different aspects of individual reality (Robiah, 2012). This form of communication is either followed by action or intimation or verbal intact.

According to Fitriyanti (2007) on "Effectiveness of Speech Therapy in Autistic Children with Language Development Disorder in Children Special Needs A-plus Therapy Center" after speech therapy was conducted, there was a decrease in the intensity of repetition of the words / phrases from 20 to 8, 7, and chatter / babbling 16 to 7. Of the 72 information that does not appear is reversal of the use of the word especially pronouns either at the time of pre-test and post-test. An increase in the intensity of occurrence occurs in the behavior of pulling a hand or a limb to ask something from 17 to 22, looking at the other person from 18 to 29, and spontaneous reaction when summoned 25 to 37.

According to Handayani (2012) on "The Influence of Visual Picture Exchange Communication (PEC) Therapy on Receptive and Expressive Language Ability in Autis Children of Apit Purple Purbalingga", the results showed that the mean receptive language ability in children treated with PEC was 20, and the children who were not given therapy showed a mean of 6,29. For expressive language skills, PEC-treated children showed an average expressive language ability of 21,88, while those who were not treated with PEC showed a mean value of 6,14. The results of statistical tests showed that receptive and expressive language skills have a p value of 0,000 ($p < 0,050$) respectively, so there could be significant differences in receptive and expressive language skills among respondents given and not given PEC visual therapy.

CONCLUSION

Before surah Al Ikhlas stimulation was applied, children with autism acquired less language development in Bina Anggita special school Yogyakarta, After surah Al Ikhlas stimulation was applied, children with autism acquired enough language development in Bina Anggita special school Yogyakarta dan there was effect of surah Al Ikhlas stimulation on the language development of autistic children in Bina Anggita special school Yogyakarta with p value (sig) $< 0,05$ meaning H_a accepted and H_o rejected.

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