

The Analysis of Emotional Development in Autistic Children Age 4-5 Years

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ABSTRACT

This research aims to describe emotional development in autistic children age 4-5 years. The type of this research is qualitative descriptive. The method of data collection uses observation, interview, and documentation. This research uses Miles and Huberman data analytical technique, that is data reduction, data display and conclusions. The result of research show that the mild, intermediate, and severe type-autistic child was able to recognize some basic emotional such as happy, angry, afraid, and sad. Severe-type autistic children tend to respond negatively the sensory stimulus and positively emotional stimulus from other people such as show empathy. Intermediate-type autistic children tend to respond negatively especially when they are asked to do things that are not liked and they are tend to respond positively about new things. Mild-type autistic children tend to respond negatively stimulus form other people like when their toy was taken by other people and they tend to respond positively when they were playing with their friends. In case of internal emotional control, the severe type autistic children control their emotion by keeping themselves busy with toys or try to stop the disruptive stimulus, the intermediate-type autistic children by stereotypic movement, the mild-type autistic children by playing with their friend. In case of external emotional, all types are same, that is, paying attention to them.

Keywords: *Emotional Development, Autistic Children, Autistic Type*

1. INTRODUCTION

Every human being must experience growth and development. Many people take this growth and development to be the same thing. The term growth and development are two things that have different meaning. Between growth and development cannot be separated, because both are interrelated and it can be said that this growth is part of development (Susanto, 2014).

The principles in development that can be used as a benchmark or reference by parents and teachers are in accordance with what has been explained by Bredekamp (Susanto, 2014) that aspects of child development include intellectual or cognitive aspects, emotional aspects, physical aspects, and other aspects. social. One aspect with another aspect is interrelated and complements one another. This development also follows a certain direction so that each process or stage of this development is the result of a previous development process which becomes a condition for further development. However, in reality, not all children develop according to the principles of development, for example, children with special needs, where children with special needs are different from normal children.

Children with special needs require special treatment from others (Wiyani, 2014). One of them is children with autism. Autistic children are classified as pervasive developmental disorders, because there are several developmental obstacles or problems such as cognitive, emotional, and psychomotor functions of children (Indrastuti, 2017).

Experts agree that autistic children have abnormalities in the brain, one part of the limbic system. Where the limbic system has an important role in a person's emotional behavior. If this system has a disorder or abnormality, it is very natural for children with autism to experience disturbances in emotional processes (Indrastuti, 2017).

Some researchers found that autistic children are not able to make affective contact with those around them, children have difficulty reading other people's expressions, autistic children also have difficulty recognizing certain emotions (Casteli, 2005). Autistic children also experience an inability to express their emotions (Grossman, 2000). And difficulty in empathizing with someone because it is caused by abnormalities in the brain in the parietal lobe so that

autistic children are not sensitive to the environment around them (Smith, 2009).

Langdell's research results (in Yaramiya, 1989) found that autistic children have difficulty expressing their emotions whether it is shown through faces or attitudes. Even when asked to express happy and sad faces, autistic children find it difficult. This is due to abnormalities in the part of the brain, namely the limbic system because the limbic system is the center of emotions, resulting in children experiencing impaired control function, namely children who are irritable, aggressive, difficult to control emotions, experience disturbances in various sensory stimuli such as vision, hearing, olfaction, touch. , children are afraid of certain things, there are repeated treatments (Indrastuti, 2017). In addition, autistic children will become hyperkinetic or aggressive, bite, scratch, bang their heads, refuse to do activities for unclear reasons and pull their hair (Azwandi, 2005).

The research by Ervin et al (2012) found that autistic children have difficulty recognizing the emotions of anger, sadness, and disgust. However, in his research Casteli (2005) found that children with autism can recognize basic emotions such as joy, anger, sadness, surprise and disgust. The basic emotions according to Steward (Nugraha, 2011) are joy, anger, sadness, and fear.

Disorders of the brain related to sensory processing in autistic children that can cause autistic children to misinterpret emotional information from their surroundings, resulting in inappropriate emotional reactions and also causing children to experience fear and confusion. In the introduction of emotions, children with autism have a replacement method or strategy so that autistic children have different responses. However, autistic children are less sensitive to stimuli from various sources of stimulus (Kennedy & Adolphs, 2012). Autistic children also have difficulty responding to adults both in terms of negative emotions (Bacon, 1998) and positive emotions (Kasari, 1993). In several studies it has been found that children with autism who experience disturbances in sensory processing can be said to be very sensitive children or can also be said to be less sensitive to stimuli or stimuli (Greespan and Wiedar, 2006).

From the findings of several stimuli or stimuli that can cause emotions, namely objects that are around the life of autistic children in their daily lives (Greespan and Wiedar, 2006). Autistic children also have a high sense of curiosity and interest in objects because objects are more real and predictable by children. In the research it was found that these objects were responded to more by children than people around the children. Autistic children learn more by using objects than people (Peeters, 2004). The response of autistic children to this object can be seen from the child's desire to take and carry objects where the autistic child goes. If the object is taken, the autistic child will be angry. The cause of the emergence of emotions in autistic children is because of their

favorite objects, certain situations or activities, and the people around the child (Khoirunnisa, 2012).

Autistic children control their emotions by bringing up stereotypical or routine behavior, for example by repeating the same word, moving their hands, shaking their hands and shaking objects back and forth, clapping their hands and so on. In the case of self-harm such as pulling hair, hitting his body, banging his head against the wall. All of this is done to avoid pain and it becomes a way of communicating to seek attention or worship. Returning to stereotypical behavior or routine behavior that can be used by autistic children to avoid pain, fear, or how to avoid various confusing situations for children (Azwandi, 2005).

Based on the background and literature review above, the problem can be formulated as follows: how is the analysis of emotional development of children with autism? From the formulation of the problem above, the purpose of this paper is to describe the emotional development of children with autism aged 4-5 years.

2. METHODS

This type of research is a qualitative descriptive study. Qualitative descriptive research is research that describes a situation or phenomenon in real terms or as it is without making up Sukmadinata and Nana (2009). This research is intended to describe the data obtained in the field regarding the analysis of the emotional development of children with autism aged 4-5 years.

The place of this research was carried out at the Cahaya Nurani Islamic Play Group, Jember. The time it took researchers to conduct research on the emotional development of children with autism aged 4-5 years, the data collection took 5 weeks, by conducting research 6 times a week in the odd semester of the 2019/2020 school year. The subjects studied were 3 autistic children with initials (A, S, and K). For A, a child with autism with a severe category is male and aged 5 years and 4 months. For S, it is classified as an autistic child with the moderate category with male gender and aged 4 months and 5 months. For K, it is classified as a mild autistic child with the sex of male and aged 5 years and 1 month.

Data collection techniques used by researchers are observation, interviews and documentation. While the data analysis technique used by researchers is using data analysis techniques Miles and Huberman which consists of data reduction, data presentation, and drawing conclusions or verification (Sugiyono, 2008). Activities in analyzing qualitative data are carried out directly and continuously until the data is saturated or valid. Data reduction was carried out by researchers at the Cahaya Nurani Jember Islamic Play Group, namely by focusing all data findings obtained in the field on the emotional development of autistic children aged 4-5 years with indicators, namely emotional responses to situations and other people, emotional forms, and Emotional regulation is carried out using a variety of data collection methods.

In the data presentation stage, the researcher must be able to understand and explain the data obtained from the field related to the analysis of the emotional development of autistic children aged 4-5 years in the Cahaya Nurani Islamic Play Group, Jember. Based on the result data that has been reduced in the form of text narrative. Then the next step is the stage of drawing conclusions about how to analyze the emotional development of children with autism aged 4-5 years.

3. RESULT AND DISCUSSION

Based on the results of research that has been carried out on autistic children in the Islamic KB of Cahaya Nurani, it can be seen that the emotional development of these autistic children has begun to be able to recognize basic emotions both themselves and others, especially those closest to them, already know how to control emotions and recognize responses emotions towards situations and other people, be it mild, moderate, or severe autistic children.

According to Meranti (2017) based on the responses shown by children, autism can be divided into three, namely: (1) mild autism. Where people with mild autism can still respond to stimuli in their environment. When an autistic child is called, an autistic child will turn or tap the caller, even for a moment. However, children with autism will return to being engrossed in their own world. Based on the observation results, this statement is appropriate, because when K was called by a special companion teacher, his friend and mother K gave a response, namely by turning his head, looking straight at him, and immediately chatting with the caller. However, this researcher found that it was not entirely appropriate, namely when an autistic child was called to turn and stare briefly then the autistic child would return to be engrossed in their own world. This statement is not appropriate, because when K called K immediately turned his head and stared with a smile and then approached the caller and chatted. (2) moderate autism. Symptoms caused by this type of autism are that the patient will respond to strong stimuli or stimulation. For example, if someone forces him to turn his head to look him in the eye, the autistic child will do it. However, this statement is not entirely appropriate. It turns out that S responds to the stimulus that calls S without forcing S to turn her head to meet the caller's eyes. Because S when called his name, S immediately said "yeah" with a smile. (3) severe autism. This type of autism is the most severe autism among others. Sufferers cannot accept stimuli or stimuli given. Autistic children will remain silent as if they do not see, feel, and listen to anything. It is in these conditions that autistic children usually get negative responses from the surrounding environment. However, this statement is not completely appropriate, it turns out that A has been able to accept the stimulus given, for example when called his name A immediately answers "what" even though sometimes the special companion teacher forces his head to look into the eyes of the special escort teacher and A immediately stares briefly at the

special accompanying teacher and said "what" then A had fun playing again.

In previous research it was found that children with autism experience an inability to make affective contact with others and have difficulty reading other people's expressions, have difficulty recognizing certain emotions (Casteli, 2005). However, this statement is not entirely appropriate. It turned out that all of the three autistic children studied had affective contact with other people, whether those with autism were classified as severe, moderate, or mild. For autistic children with a severe level, A has affective contact with other people, namely A will cry when a friend or closest person cries, which shows that A has a sense of empathy. A is also able to read other people's expressions, namely when his mother cried A immediately approached him and immediately hugged and kissed his mother. A has also begun to be able to recognize emotions, but only basic emotions such as anger, joy, fear, and sadness are recognized.

For a moderate autistic child, S also has affective contact with another person when S accidentally bumps into his friend, then S immediately approaches his friend and lightly touches his fallen friend. Meaning S gently touching it is a sign that S apologizes to his friend for crashing and knocking his friend down. S has also been able to read other people's expressions, namely when her sad friend named AL, S immediately approached her and asked her to joke with "*ci-luk bah*" then asked her to play trampoline. S has also been able to recognize certain emotions but only recognizes basic emotions, namely joy, anger, fear, and sadness.

For autistic children with mild levels, namely K has affective contact with other people when K's close friend, M is bullied while playing his toy, M is damaged by his friend K, named IL, K immediately helps him by helping repair his toy M. K is also able to read expressions other people when M was sad K immediately approached him and asked M "M, why is she?" then after that K asked M to play together. K has also been able to recognize basic emotions, namely anger, sadness, fear, and joy. The following are forms of emotions or basic emotional expressions, namely as follows:

First, the researcher will discuss joyful emotions, stimuli or stimuli that cause joyful emotions, namely objects or objects, sensory interactions with humans, and certain situations or activities. Of the four sources of stimulus, all of them cause joyful emotions. Emotional responses to these stimuli are laughing, smiling, picking up objects using one's own hands or by using other people's hands, repeating activities that make children happy, looking for a long time, moving (jumping, running around, walking back and forth). mandir, clapping), tinkering with a toy he likes.

Children with autism who are classified as severe autism, namely A, the most important thing that causes A to feel happy is the stimulus from the object. A really likes things, such as indoor and outdoor games. However, A prefers indoor games such as playing blocks. The

response of this stimulus is that A smiles, looks at the block for a long time by fiddling with the block toy and repeating the object he plays while “holding” the play with a smile. And the behavior of “hoarding” his play too often is called stereotypic behavior.

Autistic children who are classified as moderate autism, namely S, the main cause of S feeling happy, namely the stimulus of playing activities and the stimulus to new things. S feels very happy when playing indoor games and outdoor games, but S prefers outdoor games because S includes hyperactive children. S also likes new things, for example when a butterfly S runs away and immediately wants to catch a butterfly, when a beetle animal is at her feet, S immediately laughs while looking at the beetles. When there was a new puzzle game, S immediately rushed to pick it up and immediately tried it with a smile, when asked to cut and S had never been taught to cut, S was immediately happy and immediately tried it and didn't want to be helped because S was very happy and wanted to try it. The responses shown by S were laughing, smiling, repeating activities that made S feel happy, and walking back and forth while running.

Autistic children who are classified as mild children, namely K, the main reason why K feels happy is the stimulus of interaction with his peers. K feels very happy when playing with his peers, especially when his close friends K will be very happy while playing with toys. The response shown by K was smiling while chatting with his friends.

Second, the two researchers will discuss angry emotions, the source of the stimulus that causes angry emotions, namely interactions with humans, objects, and certain situations or activities, sensory stimuli. The responses that are seen when angry are crying, whining, melo-toting, screaming, rebelling, pushing, hitting, gripping, avoiding, pulling people, slamming objects near them, chasing people, stomping (prancing), walking back and forth.

Autistic children who are classified as severe autism, namely A, the main cause of A's anger, namely sensory stimuli and objects. A felt angry when the special escort teacher sang my balloon with a loud voice and when there was a song from a tape recorder. The response that A showed when he was angry was chasing the special companion teacher who sang my balloon while clutching the special companion teacher while his eyes widened and cried. Autistic children who are classified as moderate autism, namely S, the main cause of S feeling angry is a stimulus from humans.

S feels angry when ignored or ignored, prohibited from doing activities that are desirable, asked to do things he does not like, for example being asked to climb the rainbow ladder, when his toy is stolen S will get angry. The responses shown by S when angry were crying, whining while prancing, shouting, and hitting the mother.

Children with autism who are classified as mild autism are K, the main reason why K feels angry is the

stimulus to play with his peers. K feels angry when toys, drink bottles, and food are taken by his friends, especially when K is bothered playing, K will be angry. The response that was shown by K when he was angry was his eyes bulging while grabbing the toys, bottles of drink and food he took.

Third, fear, the source of the stimulus which causes the emergence of fearful emotions in autistic children, namely humans, objects or objects, sensory, and certain situations or activities. The response is in the form of actions that show the emotion of fear, namely screaming, screaming, turning away from people scolding or seeking protection, covering their ears, closing their eyes, hiding behind those who are near them, avoiding, rebelling, holding tightly to people or objects that are close to them. being near him, hugging other people, holding the body, crying, reasoning to pee.

Children with autism are classified as severe autism, namely A, which is the main cause of A's feeling of fear, namely sensory features and objects. As for the source of sensory stimulus, A was afraid when the special companion teacher sang my balloon song and the special companion teacher tuned the song using a tape recorder A was immediately afraid. For the source of the object's stimulus, A is afraid of swings, balance boards sway and spider webs. The responses shown were covering their ears, avoiding, holding tightly to objects and people near them, and screaming

Autistic children who are classified as moderate autistic, namely S, the main cause of S being afraid is when playing and when being scolded by a special companion teacher. S feel afraid there while playing rainbow ladder, spider webs, bridge swaying S afraid. The responses shown by S when angry are screaming, crying, avoiding, reasoning to pee, holding tightly to objects and people nearby, hugging others, holding the body until she is shaking, closing her eyes looking away from people who scold.

Children with autism who are classified as mild autism are K, the main cause of K's fear is interaction with a special companion teacher. K was afraid when he was scolded by the special escort teacher. The response shown by K when he was afraid was crying with a trembling mouth and stuttered or broken speech.

The fourth is sad, the source of the stimulus which causes sad emotions to appear, namely sensory, human and certain situations or activities. The responses shown when emotions are sad are crying silently, frowning, and daydreaming. Autistic children who are classified as severe autism, namely A, the most important thing that causes A to feel sad is a stimulus from humans. For the source of the human stimulus, namely when the special companion teacher sings my balloon and A can't stop it, A becomes sad, when the special companion teacher forces A to do something that A doesn't like A gets sad, when his friend T cries A also cried too. The response shown was crying and daydreaming with a sullen face.

Autistic children who are classified as moderate autistic, namely S, the main cause of S feeling sad is humans. S feels sad when the special accompanying teacher does not obey her wishes, when the special assistant teacher forces S to do something S doesn't like, S becomes sad, when S can't do something S immediately becomes sad. The response shown by S was crying silently while whining.

Children with autism are classified as mild autism, namely K, the main reason why K feels sad, namely humans and certain situations. K feels sad when his friends refuse K's help and when K is unable to work out the questions given by *khu's* companion teacher -sus, when K was sick. The response shown by K when he was sad was crying silently, daydreaming with teary eyes.

The five internal regulations. The three subjects were able to control emotions, both severe, moderate, and mild autism. For severe autism, namely A, in controlling his emotions, namely by busy himself playing the preferred playing instrument, when there is a loud song from a tape recorder A immediately looks for the source of the sound and tries to stop it. For autism at a moderate level, namely S, in controlling emotions, namely by running around, walking back and forth, keeping yourself busy with playing tools, and playing with friends. Meanwhile, for mild autism, K is in controlling his emotions, namely playing with his friends, keeping busy with his playing equipment, and being quiet in a corner.

Sixth, namely external control, this control is carried out by adults when at school by the teacher and when at home by parents. In external control, this is done by giving understanding, attention, giving the opportunity to do what he wants or by directing, and helping the subject to practice conveying his wishes through verbally or by action. For autism with a severe level, namely A, a special companion teacher in controlling his emotions when he is angry, namely by hugging and stroking his head. For autism with a severe level, namely S, a special companion teacher in controlling emotions, namely by giving understanding, for example S is angry by hitting the special companion teacher then the special companion teacher gives understanding with a soft touch, not to push his friend and S imitates it and practices slow touch then S is silent not angry anymore. The special companion teacher also gives the opportunity to do what she wants when S is angry and S wants to play the trampoline, the special companion teacher gives the opportunity to play the trampoline. the special companion teacher also always helps S convey her wishes using verbal and action language. When S wants to come down from the seesaw, then S wants to go down by pointing down while angrily then the special escort teacher immediately says "S wants to come down" and S follows the words of the special accompanying teacher. Finally sent down by Mother Intan. Mother also paid attention to S when S was angry while crying, the special companion teacher usually immediately stroked her while on her lap and then hugged her. As for autism with a mild level, namely K, a special companion teacher in

controlling emotions by stroking his head while being hugged and invited to talk while calming K.

4. CONCLUSION

Based on the results and discussion, it was concluded that children with autism in the Islamic KB of Cahaya Nurani Jember were able to recognize basic emotions consisting of joy, anger, fear, and sadness. For autism, the heavy category that causes negative emotions appears due to sensory stimuli and stimuli from humans. Meanwhile, the cause of positive emotions arises because of the presence of an object or object stimulus. For autism, the moderate category that causes negative emotions to arise is due to stimuli from humans and stimuli from certain situations or activities. Meanwhile, the cause of positive emotions is due to the stimulation of playing activities and seeing new things and stimuli from humans. For autism, the mild category which causes negative emotions to appear is caused by stimuli from humans and stimuli from certain situations. Meanwhile, the cause of positive emotions arises because it is caused by stimuli from interactions with peers and stimulus objects or objects.

In terms of regulation of emotions, it is divided into two, namely internal regulation and external regulation. Autistic children in general are able to control their own emotions when they are angry. For internal control, children with severe autism tend to control their emotions by keeping themselves busy with their play equipment, and if possible, they will act to stop unpleasant sounds or objects. For autism, the category is in controlling emotions, namely by using stereotypical movements or keeping themselves busy with their playing tools and playing with their friends. As for autism, the mild category in controlling emotions is playing with friends, keeping busy with their playing equipment, and being alone in a corner of the room.

For external control, that is a special companion teacher in controlling children with autism with a heavy category, namely by hugging her head while stroking her head, while the special companion teacher in controlling autistic children with moderate categories is by giving understanding, attention (hugging, stroking her head), giving the opportunity to do what you want, giving the opportunity to express what you want by using verbal language and by using action. As for the special assistant teacher in controlling the emotions of children with autism in the mild category, namely by stroking his head while being hugged and invited to talk while being calmed.

5. RECOMMENDATION

Based on the above conclusions, the suggestions given about the emotional development of autistic children aged 4-5 years are: for teachers and for parents. For teachers: (1) teachers can help autistic children recognize emotions by using images of facial expressions; (2) teachers can help children with autism to

express their emotional feelings by expressing their feelings using verbal language and practicing various expressions directly; (3) the teacher can practice the regulation of children's emotions by using emoticon signs; and (4) teachers can help children express something they want through verbal language and in terms of action. While for parents: (1) parents can practice emotional regulation by singing; (2) parents can calm children by diverting them to objects they like; (3) parents can increase interaction with children so that children understand about affective contact; and (4) parents can help children to practice responding to something by stimulating the use of objects or objects they like, with activities that children like, or also by inviting children to interact.

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