



Teaching Practice Undergraduate Students with Autism

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Abstract. Autism is known as a developmental barrier that occurs in the brain. Furthermore is likely difficult to study in higher education. Our department has two undergraduate students with autism, and they had to take teaching practice course. This study aims to describe the behavior of two undergraduate students with autism at Special Education Department, Faculty of Education, State University of Jakarta during teaching. They had taught students with autism at special school for autism. The behaviors studied were concentration, repetitive behavior, self-smiling behavior, self-talk behavior, tantrum behavior, yawning behavior, flapping behavior. This research also examines their performance in the development of the Individual Education Program (IEP), teaching and the development of instructional media. The method used is descriptive with observation and interview techniques. The results obtained are (1) the teaching practices course is a compulsory subject for them even though they have autism, (2) there was a change in the length of time they concentrate on teaching, (3) there was still repetitive behavior at certain times, (4) there were no self-talk, a smile alone for no reason, tantrums, flapping, (5) at the beginning of the teaching meeting yawning behavior occurred, (6) squeezing the two fingers at a certain time. On performance it was found that they could develop IEP, teaching and media development The results of this study are very useful for Study Programs in making further teacher practices policies.

Keywords: Autism · Behavior · Teaching Practices · Performances · Student

1 Introduction

In almost all countries the number of children with autism spectrum disorder (ASD) is increasing. Data on the number of children with autism in Indonesia are mixed, because there has been no formal survey from the government. Widodo Judarwanto in klinik autism article (2015), stated that ten years ago the number of people with autism was estimated at one per 5000 children, in 2000 it increased to one per 500 children. It is estimated that in 2010 one per 300 children.

Jakarta State University (Universitas Negeri Jakarta) is one of the universities that has been proclaimed to be an inclusive university. So UNJ must be able to accept students with special needs. Various types of special needs exist in this university, namely those who have visual impairments (blindness) from mild to total blindness, hearing impairment

(deaf), and ASD. The Department of Special Education, Faculty of Education itself has students with three types of special needs, namely the blind, deaf and ASD. Students with ASD are students of class 2017. They are twins and have almost the same behavior. For the cognitive field, the two students with ASD had no problems, because their GPAs were quite high. Good, above 3.0.

In this semester, they have to take teaching practice course, which seem to be difficult for them to take account. However, they should take it as a part of course in their program. Getting a profile picture of them is very important considering that both are prospective as educator. The interesting thing I want to know is their teaching practice through zoom because it's still the covid 19 pandemic.

The American Psychiatric Association abbreviated APA (2013) refers to autism in DSM-V as Autism Spectrum Disorder (ASD), which is a neurodevelopmental disorder characterized by barriers to social communication and social interaction in various situations (including barriers to social reciprocity), non-verbal communicative behavior used for social interaction, and skills in developing, maintaining, and understanding relationships as well as patterns of behavior, restricted interests, and repetitive activities.

The development of autism is indeed different from human development in general. This is due to different brain development. According to Vieru (2011), researchers were also able to demonstrate that the areas of the brain which are needed for language and social skills are not connected in the brains of autistic children until much later. In normal children, these regions are connected to each other very early on. Furthermore, researcher Xue Hua in Vieru (2011) stated that the brain areas linked to autism's repetitive behaviors, communication difficulties, and social impairments showed abnormal growth rates. These development patterns looked nothing like the normal ones seen in healthy children.

Research from Antezana et al. (2018), on differences in restricted and repetitive behaviors with participants of 615 children with autism aged 3–18 years identified compulsive, affine, confined, and self-destructive behavior in girls and stereotyped heights and interests in boys. Research by Iris Manor-Binyaminia and Michal Schreiber-Divon (2021) on repetitive behavior from the perspective of adults with high-functioning autism of 16 people aged between 35 and 55 years, found that there are four main reasons for repetitive behavior, namely improving functioning, minimizing external stimuli and avoiding communication, coping with stress, suffering, and joy, and avoiding social communication.

Center for Field Experience Program and Field Work Practice, Institute for Educational Development and Quality Assurance, Jakarta State University (2019), (Pusat Program Pengalaman Lapangan (PPL) dan Praktik Kerja Lapangan (PKL), Lembaga Pengembangan Pendidikan dan Penjaminan Mutu (LP3M), Universitas Negeri Jakarta) stated in the handbook for teaching practice that Teaching Skills Practice is one of the compulsory subjects for educational students at the Educational Personnel Education Institute. This course is in the form of a practical course that weighs 2 credits and is carried out as a prerequisite for participating in PPL PPG. This program is carried out at school for 2 days per week for one semester (4 months). This is an activity that is oriented towards strengthening academic competence in education and fields of study through various forms of activities in schools. Teaching practice course is compulsory so that all

undergraduate students are expected to be able to develop lesson plans, implement and evaluate learning outcomes. This competency requires deep seriousness in concentration, managing classes and evaluating both learning outcomes and the learning process of students because it is very necessary for a teacher. In this course, students are trained to work to become competent teachers. For students with autism, this is something new in this Special Education Department. Previous research found that these two students still had a fairly high emotional level, concentration quickly shifted, but their cognitive level was quite good.

As inclusive university, we want to examine the two students to get their profile in teaching practice activities. The profile is seen from their behavior and performances during the activities. Based on the results of this study, it is expected that the Special Education Department will be able to develop teaching practice models for individuals with special needs.

2 Method

The method of this study used a qualitative. This research is descriptive analysis research. The information obtained based on observation during teaching practice through zoom, interviews had done by wassup, zoom, and documentation which were then analyzed. The subjects were two undergraduate students with autism. The set of this study was their teaching practice by zoom. The analysis results can be in the form of a description of the results of qualitative research.

3 Findings and Discussion

Based on the research result it has found that there was progress in concentration on the cases. The previous study only lasted 10 min for R and 15 min for A. The concentration of R and A increased from 20 min during the first to the third teaching practice meeting. We motivated by “come on, you can definitely teach, when teaching you shouldn’t daydream, don’t concentrate because what you are dealing with is an autistic child”. “If you don’t focus, the students will run away”. Finally their concentration about 30–40 min to the end. It was noted that the concentration of R broked when the students responded for a long time, while the concentration of A broked suddenly for no reason. When teaching concentration is broken, what R did was looked down, stayed silent when the students did not respond. R did not motivate students to answer. R did not respond when the students answered. This is supported by Raising Children Network (2020–2021) “...But autistic children might also be able to keep their attention on things they like for long periods of time. They can be very good at shutting out other things”. It means that they keep concentration as a result of their teaching activities.

A was recorded several times of repeated behavior (back and forth his body), when he waited for an answer from his student. However, when the student answered, the repetitive behavior did not appear anymore. The length of time for repetition depended on the length of time the students answered the questions, and lasts from one to two minutes. This repetitive behavior no longer occurs at the 3rd learning meeting until the

exam. It is possible that both of them have started to feel comfortable with teaching activities.

There was no self-smiling behavior in this investigation. However, it found that at the first to fourth meeting their faces appeared tense, their faces started to turn red, and both of them looked nervous. The results of observations during the learning took place 8 times, A and R did not show smile. When asked outside of online learning at the 3rd meeting, why didn't he smile while teaching, A gave the reason "do I really have to smile?".

There were no tantrum behaviors such as screaming, biting, self-harm and head banging. The behavior to scold their students is also not visible, what appears is their behavior to persuade their students when they did not focus on the teacher when learning took place. The behavior of persuading with words like what A did was "let's T focus back on the lesson". Meanwhile, R when students don't want to learn and don't want to face the camera, R persuades by stating "K come on study with brother R, so smart".

Devnan and Hegde (2015) stated that "... Sleep problems in ASD, are a prominent feature that have an impact on social interaction, day to day life, academic achievement, and have been correlated with increased maternal stress and parental sleep disruption". The results of observations to R during teaching, R yawned at meetings 1st to 3rd. R yawned about 2–3 times each meeting and started yawning at 10 min. He just smiled when was asked why he yawned. The researcher prompts with the question whether sleepy, tired, bored, R answers "not not bored, happy to teach". "I'm sleepy because of sleeping at night".

There was no flapping behavior in both of them when teaching. But what R often squeezed his fingers. A did not do it. Flapping hands often a sign of autism, but here this research was s find it.

A and R could develop profiles and learning programs. According to A "yes, I made it first and then checked by Mrs. N". Furthermore, teacher W said that "R is able, mam, even though there are still mistakes but diligently willing to learn. At first, I don't think that autism can do". As Rudy (2021) stated that "...but just like everyone else, adults with autism have both the responsibility and the right to direct their own lives.". It means they have responsibilities to their work.

A and R had different students. The learning processes were done by individual or one to one approach. In teaching activities there are several steps taken in this school, namely opening, core, and closing. A and R have done all of that, and in various ways for the opening. A after a greeting, then he did through singing. R did not do singing. At the first meeting, it was seen that A and R were less prepared to teach because of the many pauses or silence and forgetting which material to teach. It found surprised that A started meeting with singing, even though without suitable expression.

The development of their way of teaching occurs not only in their behavior when teaching, but also in the intonation of their voices. Generally, children and individuals with autism have flat voices, but since the 5th meeting, they experience changes in voice intonation. A has more subtle high notes when speaking in teaching, R also has a change in voice but still has a loud voice.

The results of interviews with parents of students when asked about how to teach R and A, the response was "Brother R is getting better, the way of teaching is no longer

rigid, that's good, Brother R". The teacher W said that, "Wow, R is great, ma'am, I can control not yawning, my voice has started to decrease a bit, I don't shout too much, I am touched that R can teach".

His father A and R (A and R are twins), expressed pride in them, "I want to cry, when they can teach. I saw that the two of them were really preparing themselves, memorizing how to teach, until A stood up to try teaching techniques, while jumping up and down. I am proud that they can teach, thank you for giving my children the opportunity for PKM". K's father who was abroad also asked specifically to zoom in to see R teaching and said at the end of the lesson "R's brother motivates me, that children like this can succeed, brother R's spirit".

In this research, seems supported from both parents (students and subjects) was really needed and motivated them. While A and R were asked if teaching was fun, A answered "happy...because I can teach". R's answer is "I'm happy...so glad I can teach K". At the end of the teaching practice when they get an A and get praise from the tutor teacher. After the course was finished and they had to register a new course, there was an interesting thing, namely R asked the supervisor whether it was possible to take this course again.

The development of learning media is compulsory for all students, including A and R. A and R develop learning media based on the subject material. At first they made simple learning media such as writing in word to be displayed on zoom. The supervising lecturer suggested to apply learning media based on video and they did. It means that they were really done what they had to do, and this become the history of our Department and Special School that individual with autism are able to teach.

4 Conclusion

In this study, it was concluded that in the behavioral aspect that occurred there were several visible and invisible behaviors. At concentration during teaching activities there was an increase in concentration in R and A. Yawning behavior still occurred at the beginning of the teaching activity meeting, and disappeared after being reminded by the tutor teacher.

Repetitive behavior occurs because of waiting for answers from students when asked in teaching activities. Repetitive behavior that occurs is to move his body back and forth.

There was no behavior of smiling alone, talking to himself, tantrums and flapping. This can be seen from the initial meeting to the teaching exam. Possibly because the concentration is focused on teaching activities.

On the performance of individual teaching program development, teaching activities and media development can be carried out. They can make their own and are checked by the tutor teacher. The media has also progressed from media written on paper to video learning media that is in accordance with the teaching material and is taken from the youtube channel.

5 Implication

Before carrying out activities in the Teaching Practical course, the Study Program prepares mentally for students with special needs in the form of counseling. The future

research study will be on preparation this university in teaching practical course for undergraduate students with special needs.

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