



Tutoring Services for Autism Spectrum Disorder (ASD) Children

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Abstract. Purpose: This study aims to find out how tutoring services for ASD children are, their needs and obstacles. Methodology: This study uses a qualitative approach with a phenomenological design. Through 3 data collection techniques, namely observation, interviews, and literature study. Test the validity of the data by using triangulation techniques. Data analysis techniques used are data reduction, data presentation, and drawing conclusions. Results: The results of this study are a description of tutoring services and their needs and obstacles.

Implications: The implications of this study are: First, this article can be used as a study of science related to tutoring services for children with ASD. Second, it is hoped that it can provide input for education practitioners. Novelty: This study describes tutoring services and identifies needs and barriers. While the integration in children with Autism Spectrum Disorder (ASD)..

Keywords: Tutoring services · ASD

1 Introduction

ASD is a person who has had a lifelong disability that affects communication and understanding of social cues [1]. ASD is a neurodevelopmental disorder where the condition is characterized by difficulties in social interaction, social communication, and restricted and repetitive behavior patterns from a young age [2].

[3] states that educating children with special needs is not the same as educating normal children, because it requires a special approach and strategy. In providing services and guidance to children with special needs, it requires attention to several important aspects that need to be developed to accommodate various children, including the ability of children to help themselves, self-motivation, understanding of self-concept, self-care and self-determination. Visual support and motivation in the motor development of ASD children affect their performance [4].

Through inclusive education, children with special needs will receive two services, namely: the same services as other children, general services (regular) and scheduled special services according to their needs. It takes people who have the ability to provide special services so that they can be carried out programmatically [5].

Based on the results of study conducted by [5], it is known that SD Negeri Ngleri Playen is one of the inclusive elementary schools in Gunung Kidul since 2005. However,

various problems were found in the implementation of the inclusive school, namely; the lack of facilities such as facilities and infrastructure used to support children with special needs is inadequate, autistic children have not received systematic tutoring services and Special Assistant Teachers (GPK) have limited personnel in assisting and guiding children with special needs. This is certainly not proportional to the number of children with special needs in elementary school [6] stated that ideally one GPK guides one child with special needs at a school that provides inclusive education. Based on the problem above, there is no tutoring service that is optimally carried out, so the author wants to examine how tutoring services for children with autism or ASD should be carried out optimally. Based on the results of study conducted at SD Muhammadiyah Alam Surya Mentari Surakarta.

Schools as education agents are expected to be able to implement school management that is friendly to students by humanizing it according to individual characteristics [7]. SD Muhammadiyah Alam Surya Mentari Surakarta it self uses the National curriculum by combining the special characteristics of Muhammadiyah (Al Islam, kemuhammadiyah-an, Arabic), and the natural school curriculum (morals, logic, leadership, entrepreneurship) as well as schools that combine regular children and children with special needs in the process. Same learning but with different services. Then, there are many children with special needs so that tutoring services are different for each child, including the implementation of tutoring services for children with ASD.

1.1 State of the Art

According to study results from [8] showed that in dealing with ASD children according to their needs, it is necessary to hire teachers who already know about basic things about ASD children, in this case the teacher must know how to adapt to ASD children, knowing services that are suitable for children, handling when children have difficulty controlling themselves, and teachers must have a strong mental and patient attitude and sympathy in dealing with ASD children. According to the results of [9] studies showed that play therapy is very helpful for changes in social skills that previously children avoided eye contact with other people, slow response, aloof, unable to socialize, not sensitive to instructions, ignore changes with children already able to interact with their peers. The similarity of this study is to examine autistic children, in this research there is one way of providing tutoring services according to the needs of autistic children, namely social and communication skills. The results of [10] research show that in grade 1 SD Taman Muda Yogyakarta, GPK interact with each other and are open to each other regarding the problems faced by ABK in learning in grade 1, as well as the obstacles in the preparation of the Individual Learning Program (PPI) [11] the results of study related to the knowledge of parents, teachers, and therapists about ASD children are still very lacking due to the lack of socialization and special training for parties who play a role in providing services to ASD children. The results of [12] study indicate that the teacher has not yet loaded a tutoring service program, so that in its implementation it is in accordance with the teacher's understanding, which is then understood as a form of assistance for students to achieve learning outcomes that are on target. In its implementation there are obstacles, namely, time, skills and understanding. However, in its implementation it has not been carried out optimally because it is carried out simultaneously with the learning

process [13] stated the results of his study that after ASD students received murrotal Al-qur'an treatment, students were able to be calmer and able to follow the helper's instructions, so it can be said that it affects ASD children's emotions. The similarity of this study is to examine ASD children, in this study there is one way of providing tutoring services according to the characteristics of autistic children, namely the ability to manage emotions.

[14] the services provided by classroom teachers, religion teachers, and physical education teachers to ADHD students were less than optimal, with the results of 1) ADHD student seating arrangements, 2) classical learning implementation, 3) in group activities less involvement of ADHD students. The results of [15] studies show that the social abilities of autistic children look low, but on average they have good intellectual abilities, support from the family environment, both from parents, classroom teachers, principals, special educators have the potential to coordinate in the implementation of playing methods to develop the social skills of children with autism. The results of [16] studies indicate that teachers do not understand properly about tutoring services so that in practice it is in accordance with their knowledge that guidance services are a form of assistance for students to achieve learning outcomes in accordance with the set target, the results obtained in the tutoring services are indicated by changes in increasing learning achievement both from daily scores and tests. [17] stated that there are three processes of the pattern of implementing guidance and counseling, including; 1) assessment, identification of the condition of autistic children, both problems and their potential, 2) solutions, designing programs based on the results of the assessment, 3) implementation, support from all elements involved are needed. With this pattern, it will be easier for schools to determine what services can be provided so that they can optimize the abilities of autistic students.

Based on the description that has been presented in previous study, study has differences. The difference lies in the object and study to be studied in this study, the researcher discusses the Tutoring Service for ASD children at SD Muhammadiyah Alam Surya Mentari Surakarta. Therefore, this study aims to describe how tutoring services for ASD children are and their needs and barriers.

2 Method

The type of this study used qualitative with a phenomenological design. Using this type of qualitative because qualitative will go directly to the object, through triangulation data collection techniques so that data certainty will be more guaranteed, then the data obtained are tested for credibility, and the research ends after the data is saturated [18]. This study aims to find and obtain data by means of observations and interviews about tutoring services for children with ASD at SD Muhammadiyah Alam Surya Mentari.

This qualitative study also describes tutoring services for children with ASD at SD Muhammadiyah Alam Surya Mentari so that the research design used is phenomenology which aims to explain what experiences a person experiences in this life, including their interactions with other people [19].

The data from this study are in the form of descriptions obtained through interviews, observations, and literature studies regarding tutoring services for ASD children. There

are two types of primary data sources obtained by direct observation and interviews and secondary data through literature studies derived from articles, journals, and the internet that are related to the title.

2.1 Observation

The observation used in this study is direct observation. The author observes directly how tutoring services for ASD children are. This observation activity was carried out to observe directly how tutoring services for ASD children are.

2.2 Interview

This interview uses a semi-structured technique. Researchers conducted interviews with resource persons regarding tutoring services for ASD children. With the following questions:

- What do you think about children with ASD?
- How to diagnose a child with ASD and is there any concrete evidence regarding this?
- Does the lesson use the same curriculum and materials as regular children?
- What are the forms of guidance services for ASD children?
- Is there an Individual Learning Program (PPI) in the tutoring service? If so, who involved in developing the PPI program?
- How is the collaboration between the Special Assistant Teacher (GPK) and the classroom teacher?
- What are the methods or media in learning for ASD children?
- What are the mother's difficulties in dealing with ASD children?

2.3 Literature Review

Literature studies are carried out to obtain ideas, as well as findings from previous books and journals that are related to the title raised.

3 Result

3.1 Record and Fill in the Appropriate Assessment Instrument

This is the statement of the class teacher and special assistant teacher related to observation and interview activities.

“Children with Autism Spectrum Disorder can be seen from the abilities of children who are different from regular children and the characteristics of ASD children related to physical and brain are different from regular children, such as dietary restrictions, which if these dietary restrictions are violated will result in calm, stereotyped movements, and poor social skills. Autism is usually acquired from genetic factors.”

“The school conducts an assessment with therapists and psychologists to find out the difficulties and abilities of the child so that the school can provide services according to the child's needs.”

“In teaching and learning activities, teachers use the same curriculum and materials as regular children, ASD children also get individual learning programs which are adjusted to the child’s abilities, using audio-visual learning methods so that children can understand better.”

“The forms of tutoring services provided to ASD children include: (1) developing children’s communication with Speech Therapy (TW), (2) training cognitive abilities with games that train ASD children’s ability to focus, (3) academic abilities by presenting the program Individual Learning (PPI), (4) changing inappropriate behavior, for example stopping the stereotypical movement of ASD children in flexing their fingers, (5) sharpening children’s ability to socialize, (6) sharpening children’s ability to play so that they are not only in their own world.”

“In the preparation of individual learning programs, GPK cooperates with various parties, both classroom teachers, GPK, the Inclusion Coordination Team, principals and parents of students.”

“The provision of tutoring services for ASD children uses various media that can hone children’s psychomotor and cognitive abilities, such as blocks, pictures, puzzles, and trampolines.”

“The difficulty in the tutoring process is that children do not focus when the teacher is guiding/explaining, children experience tantrums, and children’s behavior that cannot be eliminated, such as bedwetting.”

Based on the results of these interviews, it can be concluded that ASD is obtained from genetic factors that affect both brain and physical abilities, with the characteristics of stereotypical movements, busy with their own world, and poor communication skills. So it requires tutoring services that are different from other normal children. This is in accordance with direct observation by observing students in participating in tutoring services at SD Muhammadiyah Alam Surya Mentari who implement or provide tutoring services for ASD, the following is a table for providing tutoring services for ASD children (Table 1).

Tutoring services use various media to improve children’s abilities. Below is the media Table 2.

Then there is the Individual Learning Program (PPI) in developing the program. GPK will ask for advice or input from parents regarding what children’s achievements are to

Table 1. Tutoring services provided for ASD children

No	Tutoring services	Quote
1	Communication	Doing speech therapy by doing two-way communication
2	Socialization	Invite children to play with peers
3	Academic	Creating Individual Learning Programs
4	Attitude	Rules that guide behavior change, such as having to say his desire to urinate
5.	Habit	Eat alone
6.	Playability	Stimulate their gross and fine motor

Table 2. Tutoring service media

No	Media	Quote
1	Beam	The use of blocks is used to train students' focus
2	Trampoline	Trampoline is used so that the child is helped when the GPK/therapist is to train students' focus with the GPK/therapist raising their hand and the child is focused on clapping the GPK/therapist's hand
3	Picture	The use of pictures so that children better understand the material presented
4	Puzzles	Puzzles are used in tutoring services to train students' focus

Table 3. Obstacles experienced

No	Constraint	Quote
1	Tantrum	When a child with ASD violates dietary restrictions, the child will become more active than usual, so special treatment is needed in this regard.
2	Dietary habit	ASD children have dietary restrictions such as sweet foods
3	Child not in the mood	When the learning process takes place, the child does not focus on listening or paying attention
4	Have fun with your own world	ASD children have a world of their own so they withdraw from social interactions
5	Difficult to manage	Children are difficult to direct so as not to do a bad attitude

be achieved, then through collaboration with class teachers, GPK makes worksheets to support students' needs to match the material and the curriculum being taught is then coordinated with the Inclusion Coordination Team for submission and requesting approval from the principal. In its implementation there are obstacles, the following is a table regarding the obstacles experienced by ASD children when tutoring services (Table 3).

4 Discussion

Based on the author's findings related to the results and interviews related to tutoring services at SD Muhammadiyah Alam Surya Mentari, there are 6 tutoring services covering, (1) Communication, (2) Socialization, (3) Academics, (4) Attitudes, (5) Habits, (6) Playing skills. As stated by [20], there are six priority abilities that must be given to children with autism according to the recommendations of the National Research Council Of The National Academy of Sciences, include the following: (1) The function of spontaneous communication, (2) Age-appropriate social skills (for example, with peers, responding to their mother), (3) The ability to play, especially with peers, (4) Cognitive

abilities (thinking) that are used to apply in life daily life, (5) Replace inappropriate behavior, (6) Academic ability to function, when appropriate to the child's needs. The use of the right media can also help the development and delivery of services to children, as is the case with media at SD Muhammadiyah Alam Surya Mentari such as puzzles, blocks, pictures, etc. This is in line with research of [21] which states that the use of social music interactions combines predictability, reinforcement, emotion modulation, and mutual attention in an ecologically and developmentally appropriate social play framework.

Before providing services need to be held assessment with therapists and psychologists to find out the child's difficulties and abilities so that the school can provide services that suit the child's needs. This is in line with [22] who stated that the results of the specific motor dysfunction profile seen in ASD children help practitioners, parents and educators to understand the nature of the deficits exhibited by ASD children, which can assist with designing and implementing treatment and rehabilitation programs for ASD children. Children's motor performance is an important aspect that must be considered during the clinical evaluation of a child with ASD and it should not be neglected during intervention.

The provision of Individual Learning Programs (PPI) for ASD children is needed to support the needs of students as explained that the Individual Learning Program (PPI) is one of the educational programs designed for children with special needs, so that a good school should provide the program so that the learning process can be carried out implemented effectively. [23] states that the Individual Learning Program (PPI) is intended for children with special needs to receive services that are in accordance with their problems and needs. In line with that opinion, [6] stated that in order to anticipate learning of children with autism carried out in inclusive settings, individual programs were needed to overcome various problems experienced by students

Kirtano and Kirby [23] stated that there should be five steps in designing the PPI, including; (1) Forming the PPI team, (2) Assessing children's needs, (3) Developing long and short term goals, (4) Designing procedure methods to achieve goals, (5) Determining evaluation methods to determine children's achievements. This is in line with the findings of researchers related to PPI at SD Muhammadiyah Alam Surya Mentari where in the design there are; (1) The inclusion coordinator team, (2) There were observations made by GPK to find out the needs of ASD children, (3) In the manufacture or design of PPI there were long and short term goals given to ASD children with communication to parents first, (4) After knowing the children's needs, GPK determines the methods that can be used to achieve the goals.

5 Conclusion

This study describes how tutoring services for ASD children can be used to identify barriers and needs. Thus, tutoring services for ASD children can be integrated into elementary school learning services.

This study has limitations. The first is related to the diversity of informants who gave varied answers and there were some informants who were less detailed in providing answers. Second, the lack of sources in the form of articles, journals, and books that

discuss Tutoring Services for ASD children. Therefore, there is a need for further research that discusses tutoring services for ASD children

The results of this study regarding tutoring services so that they can find out what obstacles and needs are needed, as well as their integration in ASD children have three suggestions. First, this article can be used as a study of science related to tutoring services for children with ASD. Second, it is hoped that it can provide input for education practitioners. Thirdly, when a child with special needs has advanced to grade, this child should be given a re-assessment to find out whether there are changes and developments from the results of the previous assessment.

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