

Social Interaction Service Model of Autistic Children for Kindergarten Teacher

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Abstract— This research aims to examine the feasibility of social interaction service model. Educational Research Development (R&D) model from Borg & Gall is applied in this study in which five cycle steps were applied, which are: 1) search and collect the information, 2) plan, 3) development format of first product, 4) prototype program validation, 5) revision from the validator as a main product. The feasibility test procedure was done through special education test by an education expert of kindergarten. The accurate result from these strategies and steps are classified into three parts, which are: a) social interaction service guidebook for kindergarten teacher, b) material implementation of social interaction in communication and behavioral as well as c) teacher assessment form. Based on the second assessment of feasibility test by an education expert of kindergarten and special education, it was stated that the product prototype can be used for a free trial after a revision.

Keywords-social interaction; service model; autistic children

I. INTRODUCTION

Autistic children are also called as autistic spectrum disorder (ASD). In this case, children aged 2-6 years old have a barrier of behavior, communication, and social interaction. In psychology, hyperactive means an enthusiasm for everything they wanted, saw, heard, tasted with lack sense of adaptive to the surrounding. Maximizing the early service to autistic children in their golden age is a perfect time to teach good values in the environment, hopefully, it can shape children's good personality in the future. Preventive service is needed in order to minimize deviation. The main side that should be adjusted in their environment is to be obedient to the rule. Therefore, an educator is really needed in order to accompany and guide the children during their activity. Thus, it can provide the solution to environmental adaptation problem of an autistic student.

Based on the field data found, most of the kindergarten teachers or education tutors in society are still got difficulty to identify and teach autistic children. In fact, realizing the signs early can help teachers to treat the autistic children better. Then, they can get the opportunity to develop their potential as well as the training to be an independent person. In this case, it was hoped that they will never be a burden in family and surroundings. Generally, autistic children who need special attention and education have several characteristics, that are: a)

the limitation of self and surrounding understanding, b) being exiled from family and society, c) needing an assistant and support to grow, d) most of them will never be an independent person, e) the limitation in communication to deliver messages.

Educator has an important role as an agent of change through the teaching process. It was shown by the government policy and all people who put serious attention towards the improvement of quality, competence, and professional teacher. According to Chan (2013) about teacher's quality, a teacher has a positioning strategy in achieving better quality of education as well as the professionalism demand. Skill and professionalism should be increased every day especially in preparing human resources to face the world's competition in 2020. It can be said that an excellent education depends on the quality which is reflected in teacher's qualification and competition. Therefore, UNESCO, in the report of the international commission on education for the twenty-first century, clarified that to improve education quality, recruitment upgrading, coaching, social status and work condition should be considered (Baedhowi 2010).

This situation is an effort to develop the professional educator, competence, and qualification giving the optimum service to the student as a part of professional competence. It was already stated in the Government Regulation Number 19 the Year 2005 about national standard in education. In professional competence, section 28 verses 3 stated that an educator has a potential to comprehend learning material widely and deeply including learning implementation and devices. In this case, a professional teacher has to pay attention to the children's attitude, behavior, and action inside or outside school.

The sense of sighting, hearing, and feeling are parts which can be developed for autistic children to understand their surrounding. There are seven needs to increase the autistic children's social interaction given by the teacher: Guidance to know social situation including building and interaction, making the children feel comfortable, safe, and happy in new place, training the sensory sensitivity as an understanding of cognitive, affective and psychomotor, bravery training to know new things outside, building children's self-confident as well as independence in communicating and interacting, children's mobility training to develop social contact among friends with

the same age, and giving manner and ethic education related to various tradition.

The visual stimulus needs a better learning result for several tasks such as recalling, recognizing and connecting with fact and concept. While social interaction is a skill to know the environment and focused on psychomotoric ability, for instance, the children can finish the assignment quickly and correctly. In the implementation of skill training strategy, a teacher has to attract children's attention while introducing learning environment. Merriam and Caffarella (1991) in Smith (2009) stated that teaching can be trained as a process of behavior alteration and occurred as an education result. It means that a person is aware of what he/she did in learning while the teachers recognize their specific duty. The choice of education service program to be placed in the top position is adjusted to the level of children's potential and characteristic at school. Educator's professional development based on life skill should be prioritize in order to give social interaction service for autistic children in kindergarten. This research aims to get a result of social interaction development model of autistic children and to examine the advisability of social interaction development model of autistic children for a kindergarten teacher.

II. METHOD

The type of research was adapted from R & D Borg and Gall (1983) in which using five research steps. In this case, if the development product had not proper yet, then it needed some revisions to be ready to use. In this step, it had been producing the final product. That is the development of social interaction service model of autistic children for kindergarten teacher.

The subject of this research is Kindergarten in Surabaya. Dealing with the prototype test, the data were collected from the test of an expert and user candidate. Both qualitative and quantitative method were applied in this study. Quantitative data obtained from the questionnaire which was given to every expert and product user candidate. The questionnaire was chosen as an instrument of the study. The questionnaire result should be developed in order to collect an expert opinion. After that, the expert of content and plan was asked to assess the level of product prototype advisability. Qualitative data obtained from an interview and the discussion with an expert. It was also obtained from an expert note, critic, and suggestion. Both of the data can be used as a consideration to revise and complete the product prototype or service model development

The stage of product prototype development is described in figure 1 :

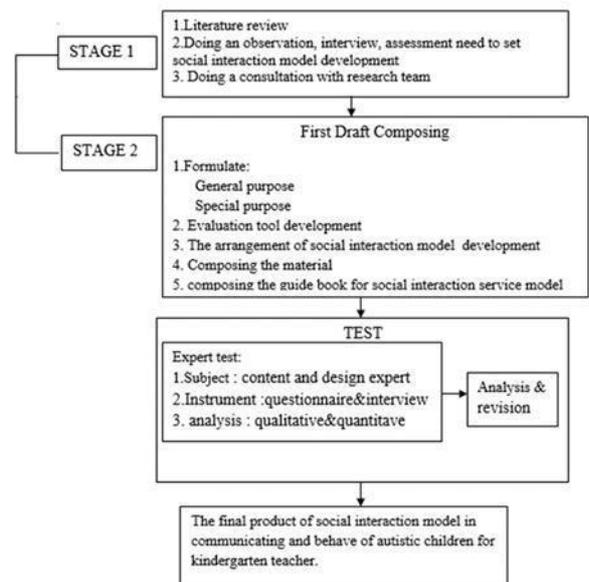


FIGURE 1: THE STAGE OF PRODUCT PROTOTYPE DEVELOPMENT

To assess social interaction service model, qualitative and quantitative method were applied in this study as data analysis technique. In qualitative method, the data were in the form of a comment, suggestion, and critic to be defined and well-explained as a consideration to do a revision and consummation. While the quantitative data of expert test were analyzed using score with several steps. The criteria were based on marking from experts and user candidate. It was conducted by spreading the questionnaire. Furthermore, the data were classified into four answer categories (mark 1,2,3 and 4). Then it was converted to percentage

III. RESULT AND DISCUSSION

The development process is the first stage to produce a prototype, and it needs suitability theory on its process. If all the process run well, it might produce the best prototype or representative which is appropriate for public need. This study referred to research development of Borg & Gall (1983:775), and several steps are defined as follow:

This stage is the first implementation of research which was developed through literature study and field study. Interested in both studies above, it was found that autistic children have three limitations, which are: 1) the limitation in interacting with society and environment, 2) the limitation in communicating with surrounding, 3) the behavior limitation in their social environment. It can be concluded that autistic children often experience the limitation in social interaction. Another observation result found that the autistic children have not been able to socialize with a friend of the same age in learning and playing environment. Afterwards, social service of kindergarten have not been programmed yet as a service center. A minimum understanding of knowledge, behavior, and skill is an obstacle in handling the autistic children.

On the other hand, the result showed that autistic children in kindergarten have not been able to play and learn together. They did an activity based on their desire, while the teacher could not restrain that situation. Based on the interview, the teacher said that institution does not have the concept yet, they can not play with other friends. Sometimes, they have a tendency to disturb the other children when placed in the regular class. Dealing with education training result, stated that systematic coordination of learning unit is needed as a student service. In connection with a concept of study and playgroup, these can help the autistic children learn about social interaction. Social interaction service model is a principle provision for autistic children to understand their environment. In order to help them in a learning activity, good learning environment and a potential educator as one of education service programs are needed. Therefore, giving a knowledge, skill and good behavior model is a guideline to handle them in kindergarten. The formulated purpose is the first step to develop product prototype. It was conducted by preparing the proper materials related to autistic children and kindergarten learning program. The reference material is adapted from curriculum 2013 of the level of children growth achievement. Besides, the plan in making guideline book will be done by preparing the cover design.

Social interaction service model of autistic children in kindergarten is one of the strategies to increase social interaction service in the learning environment. The material of this program is based on the level of children growth achievement, curriculum 2013. The mainstreaming of social-emotional development are stated below:

- a. The ability of adaptation
- b. The ability to obey the rule
- c. The ability of interact
- d. The ability to do a teamwork

The kindergarten teachers can use the developed product to help the autistic children in the learning process. Social interaction ability is an effort to stabilize student's emotional state in the learning environment. The design of the developed product is defined in table 1.

TABLE 1: THE DESIGN OF SOCIAL INTERACTION SERVICE MODEL OF AUTISTIC CHILDREN FOR KINDERGARTEN TEACHER

Form	Classical Learning
Purpose	To increase social interaction service for autistic children
Location	Kindergarten institution

Materials	<ol style="list-style-type: none"> 1. Play snake game 2. Play form board 3. Sport/exercise 4. Eat together 5. Painting 6. Imitate oral motion 7. Showing new response through observation 8. Listen and answer the story 9. Playgroup 10. Sing in group 11. Leaving the class
Subject	Autistic children
Method	Simulation and practical
Time	The program held three times a week for one hour. The implementation was divided into two sessions, session one is an orientation while session two is a practical simulation of the teacher
Evaluation	In the end of program, make a note as a basic teaching in the next day

. In the product prototype, the development of forms of social interaction services for early childhood with autism for kindergarten educator produced product prototype for minimalism environment concept. This concept affected the limited social interaction ability influencing the mindset towards the introduction of the surroundings. If children with autism experienced barriers in adaptation to the environment, automatically, their social interaction was agitated too. The children with autism became passive in socializing due to their limitation in communication and adaptation to the surroundings.

As reaffirmed by Rina (2003) that autism in early childhood needed social interaction services by developing the form of communication and behavior in the environment. Besides that, other considerations in developing social interaction services for early childhood with autism for kindergarten educator, are:

- (1) The purpose of this service focused on learning method by using forms on social interaction services for early childhood with autism as an attempt for a potential change in the educational interaction activity in order to reach the goal.
- (2) Children with autism in early age, in this forms of social interaction services, might actualize their existence in a regular environment with other normal friend both intellectually and psychologically.
- (3) The ability of kindergarten teacher in performing forms of social interaction services conditioned with the existence of human resources along with autism children in one playground and learning mutual collaboration to reach the result of effective learning
- (4) Materials characteristic forms of social interaction services adapted autistic children to the learning environment, that for attempting learning success in form of learning strategy in focus group discussion as main priority for kindergarten educator in performing social interaction services that have

modified the characteristics and behavior of autism in early childhood.

(5) The class situation, to actualize conducive social interaction services for early childhood with autism, the provision learning sources forms of social interaction services program guidebook has an important role in the classroom. Besides the existence of the same type of children in every class, the kindergarten educator is charged as to be inspiring and be able to create various social interaction services activity so that the whole potential and the power of imagination of autistic children can be developed to the maximum.

(6) The completeness of product prototype forms of social interaction services which was developed in the form of program guidebook as a manifestation of empowering learning sources toward social interaction services process.

Standing from the consideration above, the forms development of social interaction services for children with autism for kindergarten educator has characteristics, as follows:

a) the procedure of preparation forms of social interaction services adapted with need assessment of autistic children in the learning environment, b) the accuracy of development forms of social interaction services for autistic children for kindergarten educator in learning environment, c) the implementation forms of services conditioned as efforts to develop social interaction in communication and behavior, d) the process of social interaction services performed in group discussion between regular children and autistic children accompanied by educator, e) referring to the learning resources towards social interaction services program guide book completed device steps and strategy to perform service strategy, f) performing social interaction services ratings, it used performance test in the success scale measurement in social interaction, communication and behavior in learning environment.

IV. CONCLUSION

In conclusion, the research showed the accuracy result of steps and strategy classified into three parts. Those are a) social interaction guideline book of autistic children, b) the implementation of social interaction material through communication and behavior, c) teacher assessment of social interaction service. Based on accuracy level test from both

Early Childhood Education and Special Education, it was stated that the development of product prototype has been used and revised. It was suggested to be oriented on the terms of use. In this case, the teachers have to give the children practical experience in every social interaction service. It was also as a way to inspire ourselves in handling special student under five years old.

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