

THE IMPROVEMENT OF COMMUNICATION THROUGH EMOTION AND BEHAVIOR CONTROL IN AUTISM STUDENTS

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Abstract— complex developmental disorders that make it difficult for someone to communicate, express feelings, and thoughts, and often impairs their social interaction with other people. It's challenging to understand the autism student who has different abilities to communicate and interact amongst themselves. The objective of this research is to improve communication skill of autism students inside a group through controlling their behaviour and emotions. The action research is conducted in development talent, and creativity course in inclusion class which have two autistic students. The subject of this research is one of autism student who have difficulty in communication, unstable emotions, and not flexible. The behaviour of autism student was controlled by hand signals and verbal communication from the lecturer, in order to reduce high intonation and emotion during a discussion in the class. The result show that there is a significant improvement in autistic student during class presentation, and also the communication among the students. The employed of intonation control and communication rhythm through verbal and hand signal reduce the high pitch speech and more focused and reduce stress during group discussion.

Key words : autism student, emotion control and behavior, communication rhythm

I. INTRODUCTION

Education as a basic human right was enshrined in the 1948 Universal Declaration of Human Rights. It is also “crucial to tackling global poverty, improving health and enabling people to play a full, active part in their communities” Inclusive education is, very simply, a statement of everyone’s fundamental right to access education and not be excluded (Stubbs, 2008). Inclusive education is a system to facilitate students with special needs to learn with other students. It will be a challenge for universities to employ an inclusive education approach towards inclusive education. This policy requires strategies, processes, and actions to ensure the success of students with special needs (Morina, 2016). One type of individual with special needs is autism, the success of autism students is largely determined by the role of lecturers in facilitating learning in class. The facts in the field show that there are still many lecturers or educators who do not have the knowledge and understanding to provide appropriate learning for students with special needs; therefore, this is a challenge for lecturers and teachers (Jee, 2010; Y.; Kim, 2013; Min, 2013; Song, 2019). One of the most important aspects to implement inclusive education is the readiness of the university in providing inclusive education. In response to these issues, the implementation of inclusive education in University is the answer to provide an appropriate education for students with special needs (Abdi et al: 2015). One of the answers is to improve the teaching skill of the lecturer so that they can provide learning for students with special needs. (Brodin, 2007; Shadaya, 2017) Positive attitude lecturers determine the success of inclusive education. Lecturers are trying to fulfill and adapt to the special needs students in their classrooms (Saloviita, 2018). Lecturers at the University have a big influence in providing optimal education services for students with special needs. In fact, the lecturers found that the autism students are different behaviours and responses. The

lecturer made a special learning programme that appropriate for students with special needs (Freixenet, Struyven, 2017), being fair to all students without differentiating from one another, helping to make learning media, and teaching materials in accordance with the abilities of students with autism (Kendal, 2016). However, some lecturers give negative responses to ignore autism students in class; consequently, their learning goals are not achieved. One of the unfair treatment is not allowing autism students from asking questions. According to Kern, 2006, lecturers who are not comfortable with inclusive education will destroy the trust, and hampered the students to be success. In contrast, the lecturers who trust and support inclusive education eligible to support self-confidence for student and create comfortable learning environment.

In order to overcome the different abilities and characteristics amongst lecturers, the special program for autism students in University should be implemented so that they will achieve learning goals accordingly. The objection of this action research is to modify autism student's behavior and also improve and increase learning outcomes which suitable for autism students and to increase the ability in communication during group presentations, especially to help autistic students to have experience according to the needs of autism student. Lovaas, O. I. (1977) explain a teaching method in language for autism students. One of the teaching methods is to modify behaviour during language teaching. The modification behaviour is emotion controlled so that student can learn language and speech (Beeger, et al, 2006), and behaviour was directed by speech and hands gesture.

Inclusive education program for autism students

Lecturers as professionals have the qualities that can contribute to success in achieving quality education that is relevant to the needs of society that changes along with developments resulting from the advancement of science and technology. Lecturers have an important role in leading, organizing, and providing educational services to students in the classroom. Law no. "14/2005 concerning teachers and lecturers stated that national development in education is an effort to educate the life of the nation, and improve the quality of Indonesian people who have faith, piety, noble character, and to obtain knowledge, technology and art. As stated in Law No. "14/2005, lecturers as professionals and scientists have the task of transferring, developing, and disseminating knowledge, technology, and art through education, research, and community service. Lecturers have an important role to develop learning. The lecturers have four assignments; to carry out learning in education and teaching; to develop research and academic papers; to serve in community service and to support tridharma perguruan tinggi (Three Pillars of Higher Education consisting of Education, Research and Community Service)

Lecturer must should acquire knowledge about student with special needs and understand the inclusive education's concept. As mentioned above, Lecturers must also have the right knowledge, and understanding of the concept of inclusive education, lecture strategies that are adjusted to students with special needs. On the top of that, lecturer who conduct inclusive education must has duty to create conducive learning environment so that student feel comfortable in the class. One of the strategy to conduct a good environment in the class by modifying learning and lesson plan for students with special needs. One of the factors is to modify and apply during the learning process. Lecturer has a role to determine the vision and objective of the course. The lecturer need to master some teaching and learning process, for example, to organise class, use media, apply teaching method and source of learning, to evaluate the learning outcomes. The lecturer competency need higher than usual to teach students with special needs. Autistic syndrome disorder is a terminology to explain the complex disturb to communicate, social interaction and imagination activity. Individual with autism have problem in communication, social interaction, sensory pattern and emotion (Asep Supena, 2015:147).

Lecturers must acquire knowledge about students with special needs and understand the concept of inclusive education. As mentioned above, lecturers must also have the correct knowledge, and understanding of the concept of inclusive education, lecture strategies that are tailored to students with special needs. Above all, lecturers who undertake inclusive education must have the task of creating a conducive learning environment so that students feel comfortable in the classroom. One strategy for creating a good environment in the classroom is by modifying learning and lesson plans for students with special needs. One factor is to modify and apply it during the learning process. Lecturers have a role to determine the vision and goals of

lectures. Lecturers need to master teaching and learning processes, for example, arranging classes, using media, applying teaching methods and learning resources, to evaluate learning outcomes. Lecturer competencies need to be higher than usual to teach students with special needs.

Autistic disorder is a terminology to describe complex disorders for communication, social interaction and imagination activities. Individuals with autism have problems in communication, social interaction, sensory patterns and emotions (Asep Supena, 2015: 147).

The term autism comes from the Greek word "auto" which means itself. This term is used for people who live in their world syndrome. Veskarisyanti (2008: 17) explains that autism spectrum disorders are a heterogeneous, behaviourally defined, neurodevelopmental disorder. Individuals with autism have deficits in social interaction, verbal and nonverbal communication, and have limitations or stereotypes. Prasetyono explained that autism is an abnormal repetitive behavior, a developmental disorder in social, language and communication. (D.S. Prasetyono, 2008: 11). The autistic characteristics can be observed as follows; a) behavior such as; ignorant for the environment, uncontrolled behavior; running, climbing, making laps, jumping etc. and attaching with objects, rigid routines, doing, obsessive-compulsive behavior; b) social interactions such as; no eye contact, no response to calls, isolating and not playing with their peers, no empathy for the community; c) communication and language; delaying talking, not trying to communicate non-verbal, echolalia, speech disorders (Joko Wiyono, 2009: 28)

Important factors that must be considered in inclusive education; 1) a flexible curriculum that includes objectives, learning materials, strategies, media and evaluation of learning in accordance with the abilities and needs of students with special needs; 2) lecturers have qualifications, skills, and act for learning material, understand student characteristics; 3) schools have prior knowledge data about students with special needs who help lecturers create learning programs; 4) collaboration between government and parents, lecturers, schools to develop a learning environment for students with special needs. Establishment of government to train teachers or lecturers and optimize inclusive learning; 5) facilities suitable for students with special needs.

Learning principle for autism individual in inclusive education setting.

The first principle is the learning delivery starts from the easy to complex or ill structures. Second principle, the learning is conditioned to be organised. Students who are already develop their cognitive can be trained to adjust with situation and environmental conditions; therefore, they can follow the change learning systems from routine pattern to become more flexible. The third principle is the learning is well programmed. The fourth principle is consistent, and the fifth principle is continuous learning. There are three important things to support learning in autism; body language such as; face expression, body orientation, and space, body gesture, body movement, body stretch, pointing, touch, eye contact and eye movement and natural environmental cues becomes important to support learning for autism individual.

II. RESEARCH METHODOLOGY

This research is to implement action intervention design which is a form of reflective and collective research. This research has cycles as follows, (1) action plan, (2) Implementation of action and observation, (3) action evaluation, (4) Reflection to develop decisions for further development.

Data obtained during the learning, based on information and field notes. The learning conditions between autism students and lecturer and other students will be a main facto to support the success of action research. The data obtained is used as a guide for improvement in the next cycle.

Data collection techniques that will be used are observation and field notes. Data obtained during the learning process takes place, in the form of situations, conditions, conditions of autism students and regular students and lecturers' actions as supporting the success of action research. After being analyzed, the data obtained is used as a guide for improvement in the next cycle

III. DISCUSSION AND RESULT

To apply a course on developing talent and creativity with naturalistic talent and intelligence, the lecturer will follow an inclusive lesson plan. The lecturer starts with the conditioned class and apperception. The lecturer repeats the subject matter and discusses kinesthetic talent and intelligence. This apperception is carried out for more than 5 minutes. Then continue with the discussion about naturalistic talent or intelligence according to the lesson plan. The activity was carried out with a discussion of 8 groups, and each group consisted of 5 students. One of the students is autism and was given the name "Ryn". He has the task of presenting the first material on the topic of understanding intelligence and talent, naturalistic talent and the characteristics of children and other friends to continue with the next topic.

Based on pre-lecture assessment, it was found that Ryn has a difficult communication skills, often talking with Abnormal use of pitch, intonation, rhythm or stress, very emotional and inclined to humming and dreaming. Lecturer apply hand signals to control emotional behaviour, humming and dreaming during presentation. The lecturer's right hand will be straightened towards Ryn then the hand will be moved slowly downward which gives a signal that the intonation must be lowered. This signal has been understood by Ryn as controlling the way to communicate. Ryn's presentation was observed three times show that he showed his high intonation in speaking and communication. The lecturers used hand signal to reduce high intonation and Ryn understood the convention to lower his voice and speak more slowly. However, Ryn has difficulty using jargon during discussing figures with naturalistic talents. The lecturer helped him to stimulate the jargon and explained the jargon with examples. After presentations, Ryn's group give others students to ask questions and give feed-back. The group record the four questions which was collected during presentations and they discussed to answer the questions. Ryn showed humming and dreaming during gathering questions. The lecturer try to overcome humming and dreaming by asking "Is Ryn in the class or other place". The lecturer asked twice, and Ryn become more focused in the course. Furthermore, the lecturer move Ryn to sit close with his friends so that he can joint in discussion and give him chance to answer the questions. Ryn showed good behaviour even though she still showed some difficulty in speaking. The lecturer sometimes gave a hand gesture to make Ryn reduce his intonation while talking.

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