



ICETAR

THE 1st INTERNATIONAL CONFERENCE ON EDUCATIONAL THEORIES,
PRACTICES AND RESEARCH
TARBIYAH AND TEACHER TRAINING FACULTY, STATE ISLAMIC
UNIVERSITY SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN ON 4TH - 5TH JULY, 2023
"Development of Post Pandemic Education to Face the Social Era 5.0"

Analysis of Availability of Preparatory Class 1 (P1) and Preparatory 2 (P2) as a Basis Autism Student Learning in Special Needs School

Yeanny Suryadi

State University of Medan, Indonesia

e-mail: yeanny.suryadi@gmail.com

Abstract The prevalence of individualism with autism, continues to increase in Indonesia. This disorder has a complex problem, and the intervention between one and others person is different, it because, these nuisances are 'spectrum'. This research describes how the special need school (SLB) build a special classroom, it called Preparatory Class 1 and Preparatory Class 2, for treatment of basic intervention student with ASD (Autisme Spectrum Disorder). This qualitative research, result and conclusion that has been found some significant progress in the adaptation process and responses of student with ASD after they studied in Preparatory Class 1 and Preparatory Class 2, so they can continue their studies for the next class

Keywords: *Special Need School; Autisme; Preparatory Class*

INTRODUCTION

Education is one of the basic rights, human rights, which every human being must receive insan (Itasari, 2020). Only education that can create a human for be a human being, who is civilized, has morals and has intellectually empowered, for give a growing up effect to their circle, so than becomes an important part in a developed, strong and cultured country. Education work on how a countries future is related one and the other (Alawi, Ahmad, & Suhartini, 2022). Because education is a strong basis for the formation of every individual, without any discrimination stratum of society, as well as a reflection of the philosophy of

culture, also caused history of the nation, then the needs of education along with its quality and system are regulated by the state, and for every and development is legally protected even about adaptation of the system of it. In construction number 20 of 2013, clearly describes about system, functions and aims of education in Indonesia. Although all the system is centered in government central, but each region with institution education provider has an authority over education system, according to their needs (Sujana I. C., 2019)

The government guarantees equal rights to education for all levels of society (Septiana & Effendi, 2019), because this country formed from all level society without any discrimination, with keeping up in the educational theory of the Father of Indonesian National Education, Ki Hajar Dewantara, *'the success of an education is the achievement of educational goals in accordance with the needs'*, every men have their talent for continue their own live, freedom from their soul and physic (Yanuarti, 2017). Education as a whole is regulated in law number 20 of 2003, concerning the National Education System. The educational equality in question is, complete education including equality for individuals with disabilities in Indonesia, who are part of the Indonesian nation (Suryadi & Ndona, 2023). Furthermore, persons with disabilities will be known as ABK (Children with Special Needs), namely children whose growth is disturbed, due to abnormalities in their physical and mental development (Nurhidayah, Achadiyanti, & Ghrara, 2021). Due to their limited abilities, it can be said that persons with disabilities are part of Indonesian society which is included in the vulnerable groups who need strong support from the government (Nisa, 2019). Indonesia's commitment to upholding human rights as basic rights for all walks of life, including the disabled community is upheld in the declaration 'Towards Education on 11 August 2004 in Bandung (Supena, et al., 2018).

Disabled's word comes from English word, namely *different abled people*, which is interpreted in general as individuals with different abilities. In Indonesia the meaning of the word diffable is the development of the word disabled from law number 4 of 1997. In law number 4, called disabled people with people with body or mental defect, next in law number 8 of 2016 with 514

verses,) (Allo, 2022). explained about expansion word of mental or body defect become difabled, or disability. Indonesia has strong commitment to build an equal view, equal of human rights, in their people, with ratification by Indonesia, which was conducted in New York, 30 March 2007, in the Convention on The Right of Persons with Disabilities. Through the Law of the Republic of Indonesia Number 19, 2011, the Ratification of the CRPD was determined, which is a translation from English which is also attached to the that law (Propiona, S.KM, 2020).

Children with Special Needs are divided into 2, (1)temporary special needs (2)permanent special needs.Children with temporary special needs, mean, children with who experience disturbances in their growth and development caused by external factors (natural disasters, emotional disturbances due to family and environmental problems, trauma from rape, acts of violence, and so on).Children with permanently special needs mean, with internal factor disturbances that result in delays in the child's growth and development both mentally and physically, so that children experience difficulties in carrying out independent actions for themselves (disorders or abnormalities in the brain, sensory, physical and so on) (Widiastuti, 2019)

The Government of the Republic of Indonesia in law number 8 of 2016, divides disability into 4 groups, namely (1) physical disability (2) intellectual disability (3) mental disability (4) sensory disability.

(1) Physical disability

The type of physical disability is a type of disorder that originates from a person's physical condition. This physical condition is not affecting their intellectual power of the child, such as a quadriplegic (rudiment of their muscle, hand, legs, feet, etcetera) (Utami, Budi, Arnez, & Yulita, 2023). Children with certain categories of physical disabilities still able to continue their education in ordinary schools (with disabilities) or in inclusive schools.

(2) Intellectual disability

This type of disorder is commonly known as mental retardation, or intellectual disability. Where the condition of IQ, or Intellectual Quotient is less than equal to 70-55, is called mild mental retardation, IQ 55-40 is in the category of moderate mental retardation, and 40-25 is included in the category of severe mental retardation.

(3) Mental Disability

In mental disabilities, disorders related to behavioral disorders can be found, including the inability to manage emotions. Mental disabilities are broken down into 2, namely Psychosocial Disabilities and Developmental Disabilities. Tunalaras are included in the realm of psychosocial disabilities, which are better known as emotional disorders, difficulties adapting to the surrounding environment, temperament, and others. In 2013, Riskedas (Basic Health Research) stated that the number of people with mental disabilities reached 400,000 (Riyana & Kisworo, 2019) . While the type of developmental mental disability is a person who experiences developmental disorders in the ability to interact socially.

(4) Sensory Disabilities

Types of abnormalities associated with sensory impairment, such as blind, deaf, speech impaired. Both in visual impairments, blind and deaf, there are several levels, starting from faint vision, in the form of shadows, there are color blindness, low vision, or total blindness, or total blindness. Either for deaf cases is consists of several levels, including the deaf who can still hear finely, so they can still be assisted with hearing aids, and the deaf who are completely unable to hear.

Not limited to the four types of grouping above, there are also multiple types of disability, namely two types of disorders or disorders suffered by a person. For example, in addition to suffering from visual impairments, these individuals also experience RM (mental retardation), or suffer from deaf and blind, or blind and quadriplegic (Kemenppa, 2019).

ASD (Autism Spectrum Disorder)

This disorder introduced first by a psychologist from Jhon Hopkins University - United States, Leo Kanner in 1943. Kanner said, autism disorders include communication disorders, socialization, where in general it appears that children or individuals with autism live in their own world, like talking to themselves - for autism verbal, babbling without meaning to non-verbal, echolalia, not interested in the people or the environment around them, including their own laughing behavior as if they live in their own world (Octaviani, Sutisyana, & Arwin, 2022). Children with autism often behave day dreaming or daydreaming, doing stereotopics, doing repetitive movements, from safe to dangerous (flapping their hands, to banging their heads against the wall)) (Rahman & Destiwati, 2022).

. Many several studies have reported, that there are neuroanatomical abnormalities in brain function of people with autism, especially in the cerebellum. In this part, the brain has functions including regulating emotions, attention and concentration (Daulay, 2017) .

ASD is a disorder or severe neurological disorder that affects the ability to interact socially, including language or communication (Afriany, Rahmiati, & Poiran, 2020). Symptoms of autism can be identified early, from 18 to 24 months (AAP, 2021) . The sensitivity of the family as the closest people, especially mothers and fathers, greatly influences how children with autism are handled in the future. Precise and fast action is the best step in helping individuals with autism in living their life of growth and development towards autism in children, adolescents and adults. The basic feature of this disorder begins with slower growth and development compared to the growth of their peers, followed by a delay in vocabulary that is very small for their age, walking patterns on tiptoes is also one of the considerations for autism disorders in early childhood (Arifadhi & Susanty, 2019)

Special Needs School

Special Needs School (SLB) is a special education unit whose learning flow is regulated by the Ministry of Education and Culture, with a legal basis that is

equivalent to other general education units in Indonesia. Through law number 20 of 2003, article 5 explains the rights and obligations of individuals with disabilities to obtain their special education.

Special or distinctive education, or extraordinary education is education that is specially setting, according to the needs in it. The need in question is conceptualized with the existing disability (Deden Koswara, 2016), it's accordance with the explanation of the types of disabilities in law Number 8 of 2016. Students in special education are children with special needs, also known as special needs student, child (ABK). For children with special needs, the learning model is adapted to their needs, so at the beginning of student admission a screening or assessment will be carried out as a basis for explaining the competence of these students. The initial assessment of special need child (ABK) learning aims to develop a learning program for these children according to the needs (strengths and weaknesses) of students. The purpose of education itself focuses on the developmental process of the individual concerned. Furthermore, especially the development of abilities and skills in the structure of more complex body functions in an orderly pattern (Arifadhi & Susanty, 2019) SLB (Special Needs School) is divided into several types, including SLB A, which is a special school intended for blind students. SLB B is for people with disabilities, SLB C is for people with mental retardation, SLB D is for people with disabilities, SLB E is for people with disabilities, SLB G is for people with disabilities with multiple disabilities, and SLB Q is for people with autism.

METHOD

The research location is SLB. Mutiara Hati, Deliserdang III educational road. Where the research was conducted for 3 months, at the end of the even semester, January 2023 to March 2023. This research is qualitative in nature, with the researcher is the main key for analyzing the data collected both by observation and by collecting physical data from related documents (Sinambela & Sinambela, S.E,M.M., 2022). Triangulated method is how the researcher used for collecting of all data and documents, include direct observation, interviewing related

parties, and collecting appropriate documents so that it becomes a force for researchers to draw the result conclusions.

Documentation was taken from autistic children's report, as well as photos while making direct observations in the field. In-depth interviews were carried out by researchers with related teachers and parents of students. After the data is collected, analysis and synchronization are carried out on what is obtained through the documents and observations that have been made.

RESULT AND DISCUSSION

Special Needs School (SLB) Mutiara Hati Deliserdang have 96 students, which 20 of them are included in the category of persons with autism. There is no gender differentiation in class division for autism, the differentiation for autism is based on the level of autism that the child has. For children with severe levels of autism, institution place them in preparatory class 1 and preparatory class 2.

Table 1 List of names of students with autism SLB. Mutiara Hati

Number	Name's of Autism Student	Born	Class
1	Xxx	2013	1Q
2	Xxx	2010	4 Q
3	Xxx	2014	P1
4	Xxx	2011	1 Q
5	Xxx	2012	P2
6	Xxx	2003	7 Q
7	Xxx	2007	4 Q
8	Xxx	2012	5 Q
9	Xxx	2015	P2
10	Xxx	2010	P2
11	Xxx	2010	P2
12	Xxx	2015	P2
13	Xxx	2016	P2
14	Xxx	2017	1 Q

Number	Name's of Autism Student	Born	Class
15	Xxx	2008	4Q
16	Xxx	2014	1Q
17	Xxx	2013	1Q
18	Xxx	2008	6Q
19	Xxx	2012	1Q
20	Xxx	2009	1Q

The table above is explains, that out of 20 students with autism, there were 7 people in class 1Q, 3 people in class 4Q, 1 person in class 5Q, 1 person in class 6Q, 1 person in class 7Q, 1 person in class P1(preparation 1), in class P2(preparation 2) as 6 people. Preparatory classes are given to ASD children who are still at a heavy level, then after a good adaptation process, the level of tantrums decreases, students can move up to P2. Students in class 1Q and above can be said to be moderate level ASD students.

In fact, preparatory classes are effective enough given to students with autism at the beginning, with a severe level of autism. As an example to all students who come at the beginning of the semester with an age range of 6 years, starting with preparatory classes 1 and 2, then taking class 1Q, and have progressed quite well, these children have started to be able to hold pencils in good condition, are able to read syllables, simple words, simple counting, have been able to build simple 2-way communication, while for non-verbal students 2-way communication is done with body language that the teacher and the environment understand well.

From the researchers' observations, it was found that in class P1 teachers more strength for doing adaptation behavoiur, first teacher let their parents stay in the classroom for waiting for them as the classes begin, teacher set the condition of the teacher and parents are friends, so the student feel calm, and comfortable. Furthermore, adaptation is carried out starting to provide distance between the child and the mother after the child wants to interact with the teacher, and the next step, the parents only wait around next door and say clearly

that their mother is waiting outside until they finish studying. Actions or interventions between students differ from one another, for example for student number 10, who is a twin student with number 11, requiring adaptation for up to one year, for one year every time he enters the class, like a sample there's a child is always crying, stimming by biting the hand until it bleeds, so the teacher has to hold the child's hand backwards, repeatedly, the teacher lets go after the child is quiet, and holds back when the child is crying, the teacher gives an understanding that it will be released if the child choose to silent. saat itu kondisi anak berusia 10 tahun saat pertama kali masuk SLB. Mutiara Hati, extraordinary rebellion from a child who has had his own 'rules' in his life. Not only that, for a year teachers and families find out the causes of discomfort and look for comfort that can stimulate children's joy when going to school, and finally got 'reinforcement' in the form of chips (at the beginning of the semester), and saw the train in the morning. In the second year, condition becomes better, classes can mix sound from the teacher and the a sholawat song or train ride song using an application from android together. After almost 3.5 years, its about 1.5 years in P1 and twice out of 1.5 years in P2, the teacher will raise Rani (stundent number 10) to class 1Q, the obstacle that cannot be avoided until now, is approaching menstruation, very unstable emotions, always having tantrums, this happens about 1 -3 days.

CONCLUSION

The results showed that preparatory class 1 and preparatory class 2 were effective as classes that were able to creating student adaptation to the school environment. The preparatory class is occupied by students with autism who are on average at levels 2 and 3, or moderate and severe conditions. So far, the implementation of preparatory class 1 and preparatory class 2 at SLB. Mutiara Hati has succeeded in adapting autistic students to the school environment, it has also succeeded in stimulating the sensory functions of these autistic students, such as children who are now able to button clothes, are able to holds a pencil well, is able to pin clothes.

REFERENCES

- AAP. (2021, April 20). *Autism Spectrum Disorder*. Retrieved from <https://www.aap.org/>: <https://www.aap.org/en/patient-care/autism/>
- Afriany, F., Rahmiati, S., & Poiran. (2020). Terapi Bermain untuk Aspek Sosial emosional Anak Kabupaten Bungo Provinsi Jambi. *Jurnal Administrasi Sosial dan Humaniora (JASIORA)*, 24-29.
- Alawi, D., Ahmad, N., & Suhartini, A. (2022). Pendidikan Karakter Melalui Konsep Budaya Islami dan Sekolah Ramah Anak di SMP Islam Cendekia Cianjur. *Jurnal Pendidikan dan Konseling*, 2514.
- Albab, H. A. (2018). Mendidik dan Mendiagnosa Anak Usia Dini yang Mempunyai Gangguan Autis dengan Mengetahui Problem-Problemnya. *Journal of Childhood Education*, 2 No.1. doi:<https://doi.org/10.30736/jce.v1i2>
- Allo, E. A. (2022). PENYANDANG DISABILITAS DI INDONESIA. *NUSANTARA: Jurnal Ilmu Pengetahuan Sosial*, 807.
- Arifadhi, T., & Susanty, N. (2019). Pengaruh Penatalaksana Fisioterapi pada Anak Kondisi Autisme dengan Modalitas Play Exercise di YPAC. *Jurnal PENA*, 33 Nomor 2.
- Daulay, N. (2017). Struktur Otak dan Keberfungsian pada Anak dengan Gangguan Spektrum Autis: Kajian Neuropsikolog. *buletin psikolog*. doi:DOI: 10.22146/buletinpsikologi.25163
- Deden Koswara, S. P. (2016). *Pendidikan Anak Berkebutuhan Khusus Autis*. Jakarta: Luxima.
- Itasari, E. R. (2020). Perlindungan Hukum Terhadap Penyandang Disabilitas Di Kalimantan Barat. *INTEGRALISTIK, Volume 32 (2) (2020)*, 70.
- Kemenppa. (2019, Mei 08). *Pengertian, Jenis dan Hak Penyandang Disabilitas*. Retrieved from <https://spa-pabk.kemenpppa.go.id/>: <https://spa-pabk.kemenpppa.go.id/index.php/perlindungan-khusus/anak-penyandang-disabilitas/723-penyandang-disabilitas>
- Nisa, L. S. (2019). PEMENUHAN KEBUTUHAN PENDIDIKAN BAGI PENYANDANG DISABILITAS DI KALIMANTAN SELATAN. *Jurnal Kebijakan Pembangunan*, 14, 47.
- Nurhidayah, I., Achadiyanti, D., & Ghrara, G. R. (2021). Pengetahuan Ibu Tentang Diet Glutein dan Kasein pada Anak Penyandang Autis. *Jurnal Perawat Indonesia*, 5 Nomor 1.
- Octaviani, P., Sutisyana, A., & Arwin. (2022, April). ANALISIS KEMAMPUAN GERAK DASAR FUNDAMENTAL MANIPULATIF SISWA

BERKEBUTUHAN KHUSUS AUTIS DI SLB NEGERI 2 KOTA BENGKULU.
Jurnal Ilmiah Pendidikan Jasmani, 3 Nomor 1.

- Propiona, S.KM, J. K. (2020, Febuari 07). *Membuka Ruang Bagi Disabilitas Melalui CRPD*. Retrieved from <http://lipi.go.id/:http://lipi.go.id/publikasi/membuka-ruang-bagi-disabilitas-melalui-crpd/34015>
- Rahman, F. S., & Destiwati, R. (2022). The Intrapersonal Communication Model of Parents with Autistic Children in Tangerang. *Jurnal Ilmu Komunikasi*, Volume 20, No. 3 Desember 2022, 275-287.
- Riyana, D., & Kisworo, B. (2019). Intervensi Pekerja Sosial terhadap Penyandang Disabilitas Mentaldi Margo Laras Pati. *Journal of Nonformal Education and Community Empowerment*, 80.
- Septiana, F. I., & Effendi, Z. R. (2019). MEWUJUDKAN AKSES PENDIDIKAN TINGGI BAGI PENYANDANG DISABILITAS. *Inclusive*, Volume V Nomor 1 - Februari 2019, 11. doi:<https://doi.org/10.30999/jse.v5i1.891>
- Sinambela, P. P., & Sinambela ,S.E,M.M., D. (2022). *Metodologi Penelitian Kuantitatif*. Depok: Rajawali Pers.
- Sujana, I. C. (2019). Fungsi dan Tujuan Pendidikan Indonesia. *Adi Widya Jurnal Pendidikan Dasar*, 4(1).
- Sujana, I. W. (2019). FUNGSI DAN TUJUAN PENDIDIKAN INDONESIA. *Adi Widya Jurnal Pendidikan Dasar*, 30.
- Supena, D., Nuraeni P., M.Sp.Ed, S., P. Soedjojo, R., Wahyuni, M., Paramita, D., Rasyidi, C., & C, S. D. (2018). *PEDOMAN PENYELENGGARAAN PENDIDIKAN ANAK USIA DINI INKLUSIF*. Jakarta: Direktorat Pembinaan Pendidikan Anak Usia Dini.
- Suryadi, Y., & Ndonga, Y. (2023). Analisa efektifitas kurikulum merdeka terhadap murid disabilitas autisme ditinjau dari persektif Tenaga Kependidikan. *Jeysa*, 460.
- Utami, I. S., Budi, S., Arnez, G., & Yulita, M. (2023). Model Layanan Pendidikan Bagi Anak Tunadaksa Di Sekolah Inklusif. *JURNAL PENDIDIKAN*, Volume 32, No.1.
- Widiastuti, N. L. (2019). Model Layanan Pendidikan Bagi Anak Berkebutuhan Khusus Yang Mengalami Kecacatan Fisik. *Jurnal Ilmiah Ilmu Sosial*, 46-54. doi:<https://doi.org/10.23887/jiis.v5i1.18779>
- Yanuarti, E. (2017). PEMIKIRAN PENDIDIKAN KI. HAJAR DEWANTARA DAN RELEVANSINYA DENGAN KURIKULUM 13. *Jurnal Penelitian*, 240.