

# The Disciplinary Arrangements to Autism Student in SD Inclusive Alfirdaus Surakarta

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## Abstract

This research is to describe the learning activities in getting the students in the low grade class in the autism student at Al-Firdaus Surakarta Elementary School. The type of this research is qualitative research with case study design. Techniques of collecting data using interviews, observation, and documentation. The validity of the data using technique triangulation and source triangulation. In this research, data analysis techniques performed according to Miles and Huberman is through the data reduction stage, display data, and withdrawal of conclusions or verification. The results of this study are the behavioral arrangement of teachers by making class rules in general and additional rules for autistic students as a precautionary measure of behavior. Teachers also provide reprimands, advice, guidance and therapeutic rolls with sponges for autistic students who perform unfavorable behavior. The disciplinary arrangements by the teacher to familiarize order are to impose penalties and rewards. Arrangement of interest and passion done by teachers by using various learning media, provide motivation and apply the principles of managing the class so that autistic students can perform their duties in an orderly manner. While the effort to overcome the autistic students disturbed by the noise when active learning is to calm the classroom atmosphere, if it is less effective<sup>1</sup>implementation of the autism students will be pulled into the therapy room PUSPA

**Keyword :** the autism students,disciplinary arrangements

## 1. Introduction

Inclusive education is one of the special services for children with special needs. According to Sunaryo and Surtikanti (2011: 3) Inclusive education is a learning process for addressing educational issues for children with special needs in regular schools, using existing resources to create opportunities for their preparation of life in society. One of the resources is teachers. A teacher is required to be able to master the various skills, one of which is a skill in class management or class management. Classroom management is an activity that aims to organize learners so that their behavior leads to good things and eliminates misbehavior, develops positive interpersonal and socio-emotional climate and develops and maintains effective and productive class organizations (Mulyadi, 2009: 4).

A teacher at an inclusion school is very important to have the skills to manage the class because the characteristics and conditions of each student are certainly different. According to Sunaryo and Surtikanti (2011: 1) children with special needs are aimed at a group of children who have such abnormalities or differences from the normal average child in terms of physical, mental, emotional, social or a combination of these characteristics and cause them to experience obstacles to achieve optimal development so that they need special education services to

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achieve optimal development. The inclusive classroom profile was designed to measure the quality of inclusive classroom practices that can support the developmental needs of children with SEN in early childhood programmers (Soukakou, 2018)

Therefore, teachers are required to be skilled in implementing classroom management in order to optimize all students' potential and eliminate barriers in the interaction of learning that may occur during the learning process especially in inclusive schools. According to Karwati and Donni (2014: 23) classroom management activities include two activities, namely the arrangement of learners and the arrangement of facilities. Students' arrangements include behavior, discipline, interests, learning passion, and group dynamics. Arrangement of participants ddik include ventilation, lighting, comfort, sit position, and placement of learners.

The problems that arise in one of inclusion schools is due to teachers who have not fully understood and know how to handle children with special needs, especially regarding the behavior of student special needs (Tarnoto, 2016). Therefore, teachers must coordinate with their families in educating and shaping children's behavior. This is in line with Minsih's research (2020) Parents are taught strategies in providing interventions through toys and items that are around the house. So that through this program children are expected to be able to learn about skills and competencies when in their own home environment.

In an interview with the principal of Al Firdaus Elementary School, the problems that are held are also found in the classroom teachers who have not fully mastered the crew during the learning process, especially the new teachers.

### **1.1 Research Aim**

The Aim of this research is the following objective were defined:

1. To describe the learning activities in getting the students in the low grade class in the autism student at Elementary School.
- 2 To Analysis strategy the Behavioral Arrangement to Autisme Spectrum Disorder Student.

## **2. Method**

This research is included in the type of qualitative research with case study research design of 9 students with autism. According to Mulyadi (2016: 90) "case study is a form of in-depth research on an aspect of the social environment, including humans in it.". The study was conducted in March to June 2017. Data collection techniques are in-depth interviews, observation and documentation. The validity of the data is using technique triangulation and source triangulation. In this research, data analysis technique is done according to Miles and Huberman ( 2014) that is through data reduction step, display data, and withdrawal of conclusion or verification.

## **3. Results and discussion**

### **3. 1. Results**

When they first enter school, students with autism and other children with special needs have passed the identification stage and assessment based on the existing provisions in this school, as research Minsih (2019) mapping new students admissions in learning of inclusive education using five step activities to identify their special individual needs and accept them as new students in the school, including: (1) assigning students with special individual needs to mapped out, (2) Teacher who is responsible for classification of students with special needs, (3) Application of specific individual needs mapping, (4) Preparation of classification tools to map students with their specific individual needs, and (5) mapping follow-up learning necessity. One of the activities undertaken by teachers in managing inclusion classes is to manage the behavior of autistic students.

Based on interview results, teachers use punishment and reward techniques to manage the discipline of low-grade autistic students in SD Al Firdaus. The penalties vary according to the rules or in accordance with the agreement and are educational. The prize can be a compliment or something the autistic student likes, such as drawing. Cakedik books or learner notes are also used as a tool to organize student discipline. Disciplined or undisciplined autistic students will be written in the cakedik and get the star as a form of reward or punishment for the autistic student so that later can be known by the parents of autistic students concerned.

Based on the observations made, that the school has a discipline to regulate the discipline of all students. Students who violate the rules will get sanction. But there is a class that has not attached the rules on the classroom wall as a reminder of existing rules. Teachers have familiarized learners including autism for discipline. Students must be present on time. Students who are late will have consequences. Before the lesson begins, the class teacher asks all the students to pray together. After the prayer proceed with short letter memorization done at the beginning and at the

end of learning. It appears that autistic students follow it in an orderly manner. The class teacher also asks students to organize their bags to look neat. Class teachers and companion teachers always come on time and wear uniforms like the one in the school rules. It is expected to be a good example for the students.

Arrangement of interest and passion of learning is one of the activities of managing the class. High interest and passion of learning will make autistic students more orderly in following the learning. Based on the results of interviews, teachers use a variety of learning media to increase interest and passion of autistic student learning. Teachers also promise gifts such as drawing for autistic students who are lazy to do the task of being excited again.

Based on observation, in class 1B, 2B and 3C already have LCD screen. LCD screens and loudspeakers have been used by teachers to explain learning materials by adding interesting pictures and songs to their learning. Class 2B autistic students look enthusiastic to see the display on the LCD screen. Autistic students also sing along despite not knowing the lyrics. When explaining, the teacher does a hoax resembling what is in the lyrical content to make students laugh. Teacher is seen teaching in a humorous, friendly and always smiling style so that the atmosphere becomes fun. Occasionally teachers give oral questions to autistic students as a form of participation in learning. Teachers also always give credit to the answers of autistic students. Efforts are made is to conduct a discussion between class teachers, teachers and parents so that students are expected to be achieved both at school and home. Another obstacle is the noise caused by other students. Autistic students who feel disciplined in following the lesson then disturbed by the noise of other students will be less comfortable so that autistic students are screaming and difficult to control. Efforts to overcome these obstacles is to condition other students to not crowded then bring autistic students to the pull out in the PUSPA Therapy Room so that autistic students will feel comfortable in the room.

### 3. 2. Discussion

The arrangement of behavior done by low class teachers to familiarize the students with autism in SD Al Firdaus is good enough. Based on interviews and documentation, there are class rules that apply to all students in the class. There are also additional rules for each autistic student as stated by Ibu Aisyah that there are additional rules from the accompanying teachers. Additional rules for each autistic student vary according to the behavioral character of each autistic student in the class. The rules will then be explained in slowly so that later can be understood and understood autistic students. It is as stated by Mrs. Mami Ambarsari that with assisted GPK, gradually understand autistic student to more obey the rules. This is in accordance with the opinion Simonsen, et al (2008) and Morgan (2018) that the making of behavioral contracts that contain the expected behavior can improve student self-control. The teachers' make dimensions and question in inclusive teaching strategies (Molbaek 2017).

While other actions performed by teachers are reprimands, advice, guidance and roll therapy for autistic students who have done poor behavior and disrupt the process of teaching and learning activities. The results are in accordance with the opinion of Suhardan (2010: 119) that the handling of behavior carried out with precautions and corrective actions. Preventive action is an action performed before the appearance of deviant behavior and can disrupt the optimal conditions of learning while the corrective action is an action against behavior that deviates and damages the optimal conditions of the ongoing teaching and learning process. The management of behavior done by the low grade teacher of Al Aldada is also in accordance with Nugraheni (2014) study which concludes that one of the strategies used by teachers to handle the behavior of students with special needs and other students is by using several approaches, such as giving rule from the beginning learning, giving advice to students, giving warnings, approaching students who are still talking to each other, and giving praise directly to students.

Discipline needs to be taught to students because discipline is an important thing in getting students to be disciplined in the classroom. This is in line with what The Liang Gie in Wiyani (2016: 159) means that discipline is orderly. In the autistic student discipline activity, the low grade teacher of SD Al Firdaus applies punishment and reward techniques. This means that teachers have used a power approach in regulating the discipline of autistic students. According to Wiyani (2016: 106) the power approach is the teacher's perspective that the conducive class is formed through enforcement of the rules in the classroom so that the learners make discipline. In SD Al Firdaus there are school rules and classroom rules that have been created and mutually agreed upon. But not all classes have attached the classroom order as a reminder and proof that there are rules to be obeyed together.

The punishment techniques and rewards applied by the teacher are expected to form students into a more disciplined person. This is in accordance with the journals of Aliyyah and Abdurakhman (2016) which states that through correct reward and punishment students are enabled to have high discipline, confidence, responsibility, and can understand the meaning of life that leads to the formation of good character. Based on observations, teachers as role models and role models have also provided good disciplinary examples for their students. Discipline has also been accustomed by the teacher before the start of learning activities.

The results of the research on disciplinary arrangements conducted by the teachers above in accordance with the opinion Wiyani (2016: 162) that there are three kinds of techniques in fostering class discipline are: (1) External

control techniques is a technique in which the discipline of learners should be controlled from outside students. Learners should continue to be monitored and controlled so as not to get carried away to destructive things. Learners should continue to be disciplined by punishment and reward. (2) Internal control technique is to try the students in order to discipline themselves in the classroom. The key to success of this technique is exemplary teacher in the discipline. (3) Cooperative control technique that is between teachers and learners work together in upholding discipline in the classroom. Teachers and learners make contractual agreements containing disciplinary rules that must be obeyed together. The use of punishment and reward techniques to teach discipline to students is also in accordance with Adeyemo's (2012) opinion that punishment or rewards should be given to motivate, and to address disciplinary situations in the classroom and school.

Interest and passion of learning is very important because it will affect the attitude of students during learning. Based on the interviews, the way the teacher in improving the interest and passion of student learning is by using varied learning media and providing continuous motivation to autistic students. The use of learning media to increase student interest in accordance with Hamalik's opinion in Arsyad (2013: 19) which says that the use of learning media in the learning process can generate new desires and interests. The use of media by teachers makes autistic students feel attracted to the images and songs they produce. This interest is shown by the autistic student's attention to the screen image and the participation in singing together. Autistic student's interest in the lesson will reduce the deviant behavior that has become the character of his disability so that he can pay attention to the teacher's explanation in an orderly manner. Based on the results of interviews and observations, teachers also provide motivation to increase the passion of learning according to Karwati and Donni (2014: 165) who said that learning motivation plays an important role in giving passion, passion and pleasure in learning.

Based on observations, teachers have also created a fun classroom atmosphere to increase interest and passion for learning. This is shown by teachers who are humorous, friendly and always smiling to the students. The effort of the teacher is in accordance with the principles of class management that is warm and enthusiastic. According to Wiyani (2016: 73) the warm and enthusiastic attitude of the teacher is an important factor to foster the spirit of learning and motivation to learn students in the classroom. Can be concluded that the attitude of the teacher who is humorous, friendly, and always smiling is very important to foster the spirit of learning of students, especially students with autism.

Teachers also do the principle of variation that is varying the movement of limbs and intonation of sound when explaining the learning materials. Variation of teaching style will increase the passion of learning because it can reduce boredom. It is in the opinion Wiyani (2013: 81) that the variation of teacher teaching style is needed because it can avoid boredom and boredom. Variations in movement of limbs performed by the teacher are also very useful especially for autistic students because it can help clarify the purpose that is being discussed by the teacher.

#### 4. Conclusions

Based on the results of research and discussion, this study can be summarized as follows: Activities to familiarize orderly in low class in autistic students in the inclusive school of SD Al Firdaus Surakarta teachers make class rules and additional rules for autistic students as a precautionary measure of behavior disorderly. In addition, teachers also provide reprimands, advice, direction and therapy to roll with a sponge for autistic students who do not perform well. The disciplinary arrangements by the teacher to familiarize order are to impose penalties and rewards. Teachers also always remind all students to maintain discipline. Teacher also gives exemplary attitude discipline for all students. Teacher SD Al Firdaus uses a variety of learning media, providing direct motivation, praise, and drawing. Teachers also apply some principles of classroom management to increase students' interest and passion for autism so that autistic students can carry out their duties in an orderly manner.

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