
Guidance for Autistic Children in Improving Social Interaction Ability in Sekolah Khusus Taruna Al-Qur'an

Fathimatuz Zahra¹, Siti Bahiroh² |

To Cite This Article: Fathimatuz Zahra¹, Siti Bahiroh² | (2022) Guidance for Autistic Children in Improving Social Interaction Ability in Sekolah Khusus Taruna Al-Qur'an, Journal of Islamic Communication and Counseling (JICC), Vol.1 Number 2, July 2022, Pages 107-121. DOI: <https://doi.org/10.18196/jicc.v1i2.14>.

To link this article: <https://jicc.umy.ac.id/index.php/jicc>



2022 The Author(s). This open-access article is distributed under a Creative Commons Attribution (CC BY-SA) 4.0 license.



View Supplementary Material



Published Online: 11 July 2022



View Related Articles



Article Views : 0



Submit your Article to this Journal



View Crossmark Data



Received: 13 January 2022
Revised : 19 February 2022
Accepted: 28 March 2022

DOI: <https://doi.org/10.18196/jicc.v1i2.14>.

*Corresponding author : Fathimatuz Zahra, Siti Bahiroh, Universitas Muhammadiyah Yogyakarta, Yogyakarta, Indonesia.

Journal of Islamic Communication and Counseling, Department of Islamic Communication and Broadcasting, Universitas Muhammadiyah Yogyakarta. Siti Walidah building F6, 2nd floor, Jl. Brawijaya, Geblagan, Tamantirto, Kasihan, Bantul, Daerah Istimewa Yogyakarta, 55183.

Email: jcc_kpi@umy.ac.id

Reviewing editor Cahyo Setiadi Ramadhan, S.Psi., M.Psi., Psi., Universitas Muhammadiyah Yogyakarta, Yogyakarta, Indonesia.

Additional Information is available at the end of the article.

Guidance for Autistic Children in Improving Social Interaction Ability in Sekolah Khusus Taruna Al-Qur'an

Fathimatuz Zahra¹, Siti Bahiroh²
Universitas Muhammadiyah Yogyakarta^{1,2}
faathimatuzzahra@gmail.com¹, bahiroh@umy.ac.id²

Abstract: Autism is a developmental disorder that usually occurs in children. This disorder is characterized as an inability to interact with others in the form of a language disorder indicated by delayed language acquisition. Meanwhile, as humans, we are social creatures who definitely need help from others. Social interaction is key for a human being to adapt to his environment. Without interaction, there is no such thing as communal life. This study aims to determine the model of guidance for autistic children used in the Sekolah Khusus Taruna Al-Qur'an to improve students' social interaction skills. This study uses descriptive qualitative research methods. Data was collected by means of observation, in-depth interviews, and documentation. The result of this research is that the Sekolah Khusus Taruna Al-Qur'an provides guidance in the form of speech therapy which is handled by competent therapists in their fields, and also guidance in the classroom using structured learning methods with a model of 1 or 2 students 1 teacher. Furthermore, after being given guidance, students show good changes, namely starting to focus on eye gaze and also the emergence of an understanding of how to convey desires or feelings appropriately. Obstacles in this guidance process are the variety of parenting styles of each student, unmaintained eating patterns, and limited infrastructure.

Keywords: Guidance, Social Interaction, Autistic Children

A. Introduction

Autism is a developmental disorder that usually occurs in children. This disorder was first discovered by a researcher named Leo Kanner in 1943. He described autism disorder as an inability to be able to interact with other people caused by a language disorder indicated by delayed language acquisition.

Humans as social beings in their group lives need help from others and use communication as a means to realize the goals and objectives to be conveyed. Social interaction is key for a human being to adapt to his environment. Without interaction, there is no community, and disharmony arises in society. Likewise, autistic children cannot live comfortably without interaction with the people around them.

Communication is a means used by humans in carrying out social interactions and adjusting to their environment. In communicating, several people sometimes experience difficulties in communicating with different disturbance factors. One of the people who experience communication and interaction disorders is an autistic child. Children with autism in their daily life experience differences in communication in social interaction from normal children because children with autism have 3 main disorders: communicating, interacting socially, and behaving. These disturbances are sometimes incomprehensible to those around him who are different from him. To improve the ability of autistic children in social interaction, guidance is needed so that their abilities are channeled properly.

Guidance is a term in English that means showing, guiding others to the right path. In general, guidance can be interpreted as a process of providing assistance to others who need it in order to understand themselves and their environment.

Guidance, when interpreted in detail, can be said as a process of providing assistance regularly or continuously to someone so that he can understand, accept, direct himself, and have the ability to realize himself according to his potential in adapting to the environment, be it family, school or society.

The word autism comes from the word *autos* which comes from Greek and has a meaning which means "*self*" in English. This expression was first used by a Swiss psychiatrist, Eugen Bleuler (1906), who was one of the researchers related to the psychological disorder of schizophrenia to define the strange way of thinking in people with schizophrenia. The autistic way of thinking is that a person tends to see himself as the center of the world and believes that the events that occur out there refer to himself.

Autism is believed by people engaged in the health sector that is now more common than in the past, affecting about 2 to 20 people out of 10,000 population (APA, 2000; FOX, 2000). This disorder is more common and occurs in boys aged 18-30 months. However, on average, children who experience the disorder first get a diagnosis at 6 years old. This can actually be very detrimental because, in general, children with autistic disorders can get better if treated early.

According to Powers in Desti Widiani & Siti Wangidah's Research Journal (2016), children with autism have characteristics characterized by symptoms or disorders which are divided into the areas of social interaction, communication, play patterns, sensory disturbances, delayed or abnormal development, and the appearance of symptoms. Based on some of the characteristics above, we can conclude that children with autism have special characteristics that we see as behavioral deviations and appear isolated from other humans and enter into a

world of repetitive, obsessive activities and interests. The symptoms faced by each child can vary so that no child with autism is completely the same in every symptom and behavior.

Social interaction (Walgito, 2007) is the relationship between one individual and another. One individual can influence other individuals and vice versa to have a reciprocal relationship. This relationship can occur in one individual with another individual, an individual with a group, or a group with another group.

If there are two individuals and then meet each other, then that's where social interaction begins. Because when they meet, there will be greetings, shaking hands, chatting, or disputes that can occur. Such activities are then called social interactions. In addition, although the individuals who meet do not talk to each other, this can already be said to be a social interaction because each individual will be aware of the existence of other parties, which can cause changes, both in terms of feelings and the nerves of other related individuals. This is caused by the sound, the perfume used, or the smell of the sweat of the individual who interacts with it. All of that will make an impression on the individual and then cause the next action he will take.

As humans, we are social beings who definitely need help from others. Social interaction is key for a human being to adapt to his environment. Because if there is no interaction, then there is no such thing as a life together. Likewise, children with autism cannot live comfortably without interaction with the people around them.

In the hadith narrated by Al-Hakim: 7679, it is emphasized that education is a virtue that parents can give to their children.

ما نحل والد ولده أفضل من أدب حسن

Meaning: *"There is no more important gift from parents to their children than a good education."* (HR. Al-Hakim: 7679).

Therefore, as a form of effort so that children with autism can adapt better to their environment, their parents send their children to school in the hope that they will be well guided. This guidance aims to help them adapt to their surroundings to live a normal life.

From the explanation above, the authors are interested in researching the guidance of children with autism and the efforts needed to improve social interaction skills. And the Taruna Al-Qur'an Special School is a special school that researchers use as a reference in taking this research. The reason why the Sekolah Khusus Taruna Al-Qur'an is used as a location for conducting research is that the Sekolah Khusus Taruna Al-Qur'an with its vision reads "The Realization of the Sekolah Khusus Taruna Al-Qur'an as an Institution and an Optimal Education Service System in Forming Children with Special Needs Become an Independent Generation with Qur'ani Personality" is the first special school that was established in Yogyakarta and is often a place for schools for other children with special needs to conduct *comparative studies* in increasing their knowledge in guiding children with autism. In addition, the Sekolah Khusus Taruna Al-Qur'an also has a clear goal in guiding their children. Among others, students can live and socialize in the midst of society without discrimination. Then according to the background of the problem above, the writer is interested in taking the research title "Guidance for Autistic Children in Improving Social Interaction Ability in Sekolah Khusus Taruna Al-Qur'an".

B. Research Methods

This research was conducted using a qualitative approach. The title chosen in this research requires you to go directly to the field to see and learn about the subject under study. This study uses three operational concepts, namely first, guidance for autistic children, which includes the notion of guidance, autistic children, understanding of autistic children, characteristics of autistic children, and factors that cause autism. Second, the ability includes the understanding of ability and the factors that affect the ability. Third, social interaction includes the notion of social interaction, the terms of social interaction, the influence of social interaction, various types of social interaction, and forms of social interaction.

This research was conducted using direct observation to draw conclusions regarding the forms of guidance given to autistic children in improving social interaction skills at the Sekolah Khusus Taruna Al-Qur'an. In addition to direct observation, the researcher also interviewed sources who were considered competent and played a role in the guidance process for autistic children in increasing social interaction. This interview was submitted to (1) the Principal of the Sekolah Khusus Taruna Al-Qur'an (2) The teacher of the selected subject class at the Sekolah Khusus Taruna Al-Qur'an (3) Therapists at the Sekolah Khusus Taruna Al-Qur'an (4) People elders from selected subjects at the Sekolah Khusus Taruna Al-Qur'an. Interviews with school principals were intended to find out information related to the organizational structure, vision, mission, school goals, and the basics of the guidance process at the Sekolah Khusus Taruna Al-Qur'an. Interviews with classroom teachers aimed to find out in more detail about tutoring in the classroom and also the characteristics of the children being tutored. Interviews with therapists aim to obtain information about the process carried out in conducting guidance in the form of therapy. Interviews with parents and guardians of students aimed to find out more information related to daily life and the obstacles in daily life experienced by the subject when at home.

In addition to using observation and interview techniques, this study also uses documentation techniques in the research process. The documents included in this research are photos of activities and reports on the results of psychological examinations. The documentation provided is official and approved by the relevant parties.

C. Results and Discussion

The Sekolah Khusus Taruna Al-Qur'an is an educational institution aimed at children with special needs and is sheltered by the Taruna Al-Qur'an Foundation. The Sekolah Khusus Taruna Al-Qur'an was established in 2005 and is the first special school to be established in Yogyakarta and treats students with autism, attention deficit disorder, hyperactivity (GPP/H), emotional disorders, and slow learning.

In carrying out learning, the Sekolah Khusus Taruna Al-Qur'an uses certain materials for its students, such as Al-Qur'an therapy, reading and memorizing the Qur'an, self-development (*life skills*), behavior therapy, speech therapy, applicable morals, academic materials, regular school socialization, environmental socialization, outbound, and swimming.

The vision held by Sekolah Khusus Taruna Al-Qur'an is "The Realization of a Sekolah Khusus Taruna Al-Qur'an as an Institution and an Optimal Education Service System in

Shaping Children with Special Needs to Become an Independent Generation with Qur'anic Personality". The mission of the Sekolah Khusus Taruna Al-Qur'an is to instill Islamic values so that the students it guides have a commendable and noble character, guides students to be able to do various things independently, provides provisions for students in adapting to the environment, being liaison between education in the family towards general education that is adapted to the limitations of student development, providing life skills for students who are considered less capable academically, involving the community to play a role in improving the quality of education, providing students with mental, social and cognitive preparation through socialization so that they can continue their education at the next level in public school institutions.

In order to achieve the vision, mission, and objectives, the Sekolah Khusus Taruna Al-Qur'an provides a total of 18 teachers consisting of 7 male teachers and 11 female teachers who are tasked with guiding children with special needs. Teachers who work at Sekolah Khusus Taruna Al-Qur'an scholar have more attention in terms of teaching mainly to autistic children as well as other criteria related to intellectual intelligence. In addition, the school also has experts such as psychologists, doctors, and therapists.

The Sekolah Khusus Taruna Al-Qur'an has made various efforts to make their students develop into better individuals than before and can have the ability to carry out social interactions with the community at school and the wider community. The form of guidance carried out by teachers and therapists at the Sekolah Khusus Taruna Al-Qur'an is to use speech therapy and tutoring.

The Sekolah Khusus Taruna Al-Qur'an provides guidance in improving social interaction skills in the form of speech therapy which is led by competent therapists in their fields. Before doing therapy, the child will do a psychological test so that the results of the psychologist's test can recommend to the therapist what things need to be improved and done so that the child can develop optimally.

Therapy at the Sekolah Khusus Taruna Al-Qur'an is generally held 1 to 2 times a week, depending on the needs of the child. Children whose abilities are above the average of their friends will undergo therapy classes once a week, and children whose abilities are less will get 2 therapy sessions a week.

In practice, speech therapy uses equipment tailored to the needs of students. Children who have problems with articulation need a mirror and a tool called the *Tongue Spatel*, which serves to help the child open the walls of the mouth wider when pronouncing and gauze to help the child stick out his tongue so that his articulation is clearer. For children with low understanding, the tools used first are their own limbs. Children must first know themselves before knowing other objects around them. For the tools, it can be in the form of a *puzzle* of body parts such as feet, hands, and other body members. Then later in therapy, there will be a so-called category card placed in a box. The box contains various categories of cards, such as the category of body parts, the category of objects around, the category of color, the category of animals, the category of professions, and other categories. So, the therapist will take a category card according to the learning needed by the child. Other equipment that is also used is a doll that has hair, hands like human limbs.

There are 3 students who are the research subjects who are elementary grade students and have done guidance for at least 6 months at the Sekolah Khusus Taruna Al-Qur'an so that changes and obstacles are known when given guidance. As a result, after being given guidance in the form of therapy from therapists and classroom teachers, gradually, the subject began to show changes for the better. The following are the changes that appeared after the subject received guidance at the Al-Qur'an Special School for Youth:

1. Subject 1 (ZG)

When he first underwent a psychological test at the age of 9 years 4 months, the subject's cognitive potential was below the average, with an IQ score (*Intelligence Quotients*) of 29 or equivalent to a child aged 2 years 5 months. Subjects experienced obstacles in almost all aspects. The subject's communication skills have not developed according to children his age. The subject has not been able to make 2-way communication and make eye contact. His visual motoric is also not in accordance with his age because the subject has not been able to write and make pictures. New subjects can draw basic lines such as circles vertically and horizontally. In everyday life, the subject is also unable to focus. His attention can easily shift so that it takes a lot of instructions for the subject to grasp what we want clearly. However, when given instructions, the subject still had difficulty with long instructions, so the transactions given had to be brief and in the form of one activity.

Based on the conclusion of the test results, it is known that the subject is currently **Moderately Impaired**. This is influenced by obstacles in the communication aspect, so the suggestions obtained from psychologists when undergoing tests are:

- a) Subjects need to undergo speech therapy so that their development is more optimal.
- b) Requires a more structured education with a 1 student 1 teacher model.
- c) Simple and brief instructions and materials are given so that the subject can be understood well.
- d) Efforts are made to be in a position facing each other and at eye level when talking to the subject so that the facial expression of the opponent can be seen. This is so that the subject can make more intense eye contact.
- e) As much as possible to be invited to do interactive activities, such as catch the ball and other interactive games.
- f) Subjects need practice and opportunities to optimize their ability to communicate and socialize, followed by concrete examples or detailed pictures.
- g) Give praise and support for the achievements that the subject does.

Based on the results of observations and referring to the results of psychological tests regarding the initial condition of the subject when he was a new student at the Sekolah Khusus Taruna Al-Qur'an, the subject had experienced a significant improvement in his daily life. It is said that the subject was very difficult to be asked to focus and concentrate on something. After undergoing guidance and therapy, the subject began to experience changes to become a little easier to focus on, especially when he was in the mood. For example, in the condition of just waking up, the subject tends to want to do things that are asked for, such as cutting and making lines. The subject is now able to interact with the

people closest to him on a limited basis. To ask for something, the subject will ask by showing it through an expression or even taking what the subject wants.

2. Subject 2 (RK)

The subject first became a student at the Sekolah Khusus Taruna Al-Qur'an when he was 4 years old. Based on the results of observations and referring to the results of psychological tests regarding the subject's initial condition when he was a new student at the Sekolah Khusus Taruna Al-Qur'an, at that time, the subject was a child who could not understand instructions, liked to move, and his attention was easily distracted. Through a psychological examination, the subject's abilities are detailed as follows:

Table 1. Subject ability aspect 2 (Rk)

The Aspect of Communication Skills	Equivalent to children in the age group of 1 year
Aspects of Self-Development/ Independence	Equivalent to children in the age group of 10 months
Socialization Skills	Equivalent to children in the age group of 1 year 1 month

The subject's receptive interaction ability (the ability to understand communication or instructions from others) develops according to the abilities of children aged 1 year 4 months. The subject's ability to understand instructions has not been consistently demonstrated. Subjects are able to listen briefly when spoken to and then look towards the source of the sound. Subjects can understand invitation words such as "Come on", "Come here", "No", "Can", "Yes". It's just that the subject has not been able to show his limbs and objects around him when asked.

Expressive communication skills (the ability to express ideas, feelings, experiences verbally) that the subject develops according to children aged 10 months. This is indicated by the ability of children who still lack in pronouncing meaningful words. The subject mumbled more so that the words spoken were not clear. However, in nonverbal communication, children can already do it. Subjects can smile to respond to other people, especially people they already know. The subject is able to wave and express his desire by pointing and pulling the hands of people around him. The subject's written communication ability is equivalent to that of a 1 year and 4-month-old child because the subject cannot hold a pencil and make simple shapes.

The subject's ability in social and emotional aspects develops equivalent to a child aged 1 year 1 month. The subject has not been able to imitate and mention the names of the closest people. The subject is only able to give an initial response when meeting with the closest person, such as smiling and making eye contact. The subject is able to express the emotions he feels and pull the hands of those closest to him to seek attention. The subject is also able to express his feelings appropriately when the subject feels happy and angry about his unfulfilled desires. Subjects are also able to recognize the emotions of those closest to them.

When in a new environment, the subject tends to need time to adapt, but the subject shows an interest in interacting with new people. When meeting new people, the subject can express emotions appropriately such as smiling and shaking hands. Subjects are able to show interest in new things, such as seeing fish in an aquarium. However, the subject has not been able to treat

objects with the proper function. Like when he sees a bicycle, he gets on his sedan, or when he sees a car, he plays with its wheels.

After being given guidance, the increase in social interaction skills achieved by the subject has grown rapidly. When the subject is met in class, it can be seen that the subject is able to respond briefly and briefly when a classmate invites them to play or offer a *snack*. The subject has also started to follow the invitation of his classmates when invited to play outside the classroom. According to the subject's parents, before becoming a student at the Sekolah Khusus Taruna Al-Qur'an, the subject had some vocabulary that gradually decreased and even disappeared. In the past, the subject was able to say the word "Dad", "Medicine", and several other words, which did not increase until they were lost when they were 2 years old. When the subject was admitted to the Sekolah Khusus Taruna Al-Qur'an at the age of 5 years, a few months later, the subject was able to show a better response when invited to communicate.

According to the parents of subject 2, they began to notice significant changes in subject 2 when they had regular consultations with psychologists. The eyes that previously couldn't focus now began to show a slight change.

The conclusion obtained from the examination that has been carried out is the condition of the subject that leads to the *Global Development Delay* (315.8), which is a condition where the subject experiences obstacles in almost all aspects of his development, both cognitive, motoric, self-development and socialization. The subject understands simple instructions, but the subject has not been able to express his thoughts and feelings. Subjects more often use non-verbal communication to convey their wishes. The following are suggestions so that the potential of the subject can develop optimally:

- a) Subjects underwent speech and occupational therapy for optimal development.
- b) Requires a more structured education with a model of 1 or 2 students 1 teacher.
- c) Provide brief and clear instructions and materials so that the subject can understand well.
- d) Using *remedial teaching* to help the subject understand the instructions or information given properly.
- e) Subjects need training and providing opportunities to optimize their abilities in terms of self-development, psychomotor, and communication through training and providing opportunities followed by concrete or real examples.
- f) Give praise and support for all developments that the subject has achieved.

3. Subject 3 (KN)

Eye contact is not intensive. Currently, the subject has experienced an increase, and the progress is quite good. Subjects are now able to concentrate for a longer time. When having a conversation, the subject is also able to make eye contact with the interlocutor, even for a short time.

Subjects underwent a psychological examination test when they first entered the Sekolah Khusus Taruna Al-Qur'an at the age of 10 years. At that time, the subject got a complete IQ (*Intelligence Quotient*) score of 62, a verbal IQ score of 55, and a *performance* of 79, which is a score below the average. The subject's obstacle is a low level of concentration which makes it difficult for the subject to capture the information. This affects the subject's academic ability. In addition, the subject has not been able to use the information that the subject has to solve a problem he faces. The subject has not been able to think abstractly, so he can only understand concrete things. On the other hand, the subject has a strong motivation to complete the task.

Although sometimes, this creates feelings of anxiety and fear of failure so that the subject is not careful when completing the task.

Receptive communication skills (the ability to understand communication or instructions from others) develop according to children aged 2 years 9 months. The subject is able to respond when his name is called, able to understand simple instructions that only require one object or one activity. To understand more complex instructions, the subject still needs direction. In addition, the ability to focus on listening to the subject is only able to last for 5 minutes. Subjects can easily shift attention and must be reminded to stay focused on the activity at hand. The subject's eye contact is not intensive, while his attention is not directed when invited to communicate. However, for things the subject likes, like drawing, the subject is able to focus for 30 minutes.

Expressive ability (the ability to express ideas, feelings, and experiences verbally) of the subject develops according to children aged 4 years 3 months. He is able to carry out two-way communication. He is able to convey their thoughts and feelings with a clear articulation. He can also provide information about themselves to others and share their experiences when asked. It's just that sometimes the subject still uses the wrong word. For example, to convey "I am hungry," the subject conveys "You are hungry". Subjects also sometimes imitate other people's words.

Written communication skills develop according to children aged 4 years 8 months. The subject was able to hold a pencil correctly and write his own name. However, the subject has not been able to spell or read.

For social-emotional abilities, the subject's ability to interact is equivalent to that of children aged 3 years and 2 months. The subject is able to respond to people he knows and is open to people he just met. Subjects are able to respond to communicate appropriately and show initiative to communicate. Subjects are able to show interest in playing and interacting with other people. Subjects are able to play together and share toys. For games that require rules, the subject still needs direction and understanding. Meanwhile, the ability to solve problems develops according to children aged 2 years and 10 months. The ability to follow the rules can still be directed by apologizing, saying thank you, and please. He has not consistently shown the ability to manage emotions.

The conclusion obtained from the results of the psychological examination above is that the subject's current condition leads to ***Attention-Deficit/Hyperactivity Disorder Combined Presentation (314.01)***, which is a condition where the subject shows hyperactive behavior and has obstacles in paying attention. This affects the development of communication, social-emotional, and academic. The results of the intelligence test have not shown the potential possessed by the subject due to problems in communication and concentration, so the subject has difficulty answering questions as expected. The following are suggestions given by psychologists so that the potential possessed by the subject can develop even better:

- a) Subjects are often invited to communicate in two directions
- b) Subjects are invited to do interactive games to improve their ability to pay attention to others.
- c) Requires a more structured education with a model of 1 or 2 students 1 teacher.
- d) Give brief and clear instructions so that the subject can understand well.
- e) Using *remedial teaching* to help the subject understand the instructions or information given properly.

- f) Subjects need training and providing opportunities to optimize their abilities in terms of self-development, psychomotor, and communication through training and providing opportunities followed by concrete or real examples.
- g) Give praise and support for the achievements that the subject has achieved.

Meanwhile, the obstacles that arise when providing guidance to autistic children are as follows:

a. Parental Guidance

When schools and parents do not coordinate well, obstacles will arise that can interfere with the child's learning process. Barriers can be in the form of students' diverse backgrounds, which are influenced by the parenting applied in the family, which is certainly different from one another and affects their personality. Therefore, classroom teachers need to provide different learning methods depending on the abilities of each child.

Like the obstacles experienced by the subject 1 class teacher, due to the low level of ability to focus, the tutoring carried out cannot run optimally. Therefore, class teachers need to coordinate with parents regarding what steps to take when at home so that when at school, the subject can be focused on easily.

Another obstacle that is felt when guiding children with autism at the Sekolah Khusus Taruna Al-Qur'an is because the subject has limitations in consuming forbidden foods, then when the subject does not maintain a good diet, the subject becomes tantrums (excessive emotional outbursts). When the subject starts to have a tantrum, it causes the learning process to not continue and also affects the therapy being carried out because dealing with the subject of a tantrum takes quite a long time.

b. Facilities and Infrastructure

Then the obstacles in external factors that originate from facilities and infrastructure are the limited facilities in the form of special rooms with special specifications such as soundproof rooms and having a sink in the room whose purpose is to maintain cleanliness during therapy. In addition, there is a need for adequate therapeutic aids to carry out therapy for children who are placed in the therapy room with the aim that the therapy carried out can be more optimal and save time.

Table 2. Changes After Subjects do Guidance

No.	Subjects	Initial State of	Guidance	Changes
1.	Subject 1	<ul style="list-style-type: none"> • Not able to communicate 2 ways • Unable to make eye contact • Unable to write and draw pictures • Can't focus • Difficulty with long instructions 	<ul style="list-style-type: none"> • Speech therapy • Structured learning system with 1 student 1 teacher model • Learning system using interactive activities 	<ul style="list-style-type: none"> • Easier to focus, especially when in a good mood • Able to interact with those closest to him on a limited basis • Asking for something by showing it through expression or taking the desired thing yourself
2.	Subject 2	<ul style="list-style-type: none"> • Can't understand the instructions • Attention is easily distracted • Haven't been able to consistently understand instructions • Unable to show limbs and surrounding objects • Unable to hold a pencil or make simple shapes • Unable to imitate and mention the name of the closest person • Unable to treat objects according to their function 	<ul style="list-style-type: none"> • Speech therapy • Structured learning system with 1 student 1 teacher model • Learning system using interactive activities 	<ul style="list-style-type: none"> • Already able to respond briefly to words or invitations of others • Can do limited communication
3.	Subject 3	<ul style="list-style-type: none"> • Low concentration level • Unable to use the information to solve problems • Only able to understand simple instructions with 1 object • Low focus 	<ul style="list-style-type: none"> • Using <i>remedial teaching</i> • Structured learning system with 1 student 1 teacher model • Learning system using interactive activities • Extracurricular in 	<ul style="list-style-type: none"> • Able to solve minor problems with the direction of the class teacher • Eye contact is more frequent • Can concentrate with the direction of the class teacher

	capability <ul style="list-style-type: none"> • Eye contact is not intense • Still difficult to distinguish words or use the right words • Sometimes imitating other people's words (parroting) • Requires direction for a game that uses rules • Have not been able to manage emotions consistently 	the form of swimming as a means of recreation subject <ul style="list-style-type: none"> • Reading and writing guidance 	
--	---	--	--

D. Conclusion

Based on the results of research conducted on the guidance of autistic children in improving social interaction skills at the Sekolah Khusus Taruna Al-Qur'an, the following conclusions were obtained:

1. Guidance for autistic children carried out at the Sekolah Khusus Taruna Al-Qur'an in improving their social interaction skills is by conducting psychological examination tests for students at Sekolah Khusus Taruna Al-Qur'an. After the psychological test has been carried out, the psychologist will give advice to the therapist of the Sekolah Khusus Taruna Al-Qur'an and class teachers regarding what things must be done so that students can develop more optimally. For children whose psychological examination results have low communication skills, speech therapy will be carried out on a schedule 1-2 times a week, depending on the level of difficulty the student has and the willingness of the parents. Speech therapy itself is a therapy that aims to overcome problems in students who have difficulty speaking in order to improve their ability to speak and express in students. Speech therapy, in the process, uses tools such as *puzzles* and *Tongue Spatel* as a tool to improve his speech skills. In addition to speech therapy, students will be assisted by class teachers by holding more structured tutoring. Namely, one class teacher will be in charge of 1 to 2 students so that they can be focused and handled properly.
2. Changes that appear in students after being given guidance at the Sekolah Khusus Taruna Al-Qur'an are increasingly focused on students' focus so that the instructions or learning given can be faster and easier for students to receive. In addition, students also increasingly understand the right way to convey their wishes so that tantrums (excessive emotional outbursts) are rarely met due to the non-fulfillment of the points students want.
3. The obstacles experienced in providing guidance for autistic children at the Sekolah Khusus Taruna Al-Qur'an include the different personalities of students from others due to

differences in parenting patterns in each family. The next obstacle is the eating pattern of some students is not maintained, so that when at school, students experience tantrums. This tantrum is then unable to continue the learning process, and the therapy being carried out due to dealing with the subject of tantrums takes quite a long time. Then another obstacle is the limited facilities in the form of a special room for therapy and the procurement of assistive devices.

Based on the results of research that has been done regarding the guidance of autistic children in improving social interaction skills at the Sekolah Khusus Taruna Al-Qur'an, the researchers have several suggestions, including:

- a. Addressed to the Sekolah Khusus Taruna Al-Qur'an
 - 1) To improve facilities and infrastructure so that teachers and therapists can optimize their methods and therapies in order to create fluency in the teaching and learning process at the Sekolah Khusus Taruna Al-Qur'an
 - 2) A meeting is held between parents and guardians of students with the therapist concerned so that parents can also understand their children's needs more deeply.
- b. Aimed at guardians or parents of students at the Sekolah Khusus Taruna Al-Qur'an
 - 1) Good cooperation is needed between parents, teachers, and therapists so that the learning atmosphere at school and at home can be balanced.
 - 2) The need for a higher interest from parents and guardians of students in developing social interaction skills.
 - 3) They should motivate children more and provide love so that they feel motivated to learn and develop to be better.

References

- Anwar, M. K. (2016). Hubungan Antara Konsep Diri dengan Interaksi Sosial Pada Perawat di Rumah Sakit Islam Surakarta. *Skripsi*. Solo: Universitas Muhammadiyah Surakarta.
- Ety Nur Inah. (2013). Peranan Komunikasi dalam Pendidikan. *Jurnal Al-Ta'dib*, 6 (1): 177.
- Mukaromah, N. (2016). Bimbingan dan Konseling dalam Menanggulangi Kesulitan Belajar Siswa di MTS. Assyafi'iyah Gondang Tulungagung Tahun Ajaran 2015/2016. *Skripsi*. Tulungagung: Institut Agama Islam Negeri Tulungagung.
- Nevid, J. S. & Rathus, S. A. (2005). *Psikologi Abnormal*. Jakarta: Erlangga.
- Nasution, A. B. (2018). Bimbingan Anak Autis Dalam Penyesuaian Diri di Pondok Peduli Autis Bhayangkara Medan. *Skripsi*. Universitas Islam Negeri Sumatera Utara.
- Nugraheni, S.A. (2012). Menguak Belantara Autisme. *Buletin Psikologi*, 20 (1-2): 9.
- Widiani, D., & Wangidah. (2016). Pendidikan Karakter Bagi Anak Autis di Sekolah Khusus Taruna Al-Qur'an Yogyakarta. *Jurnal Penelitian*, 10(1): 9.
- Yudiarti, A., Purwanti, & Astuti, I. (2018). Analisis Interaksi Sosial pada Peserta Didik Kelas VII SMP Negeri 3 Pontianak. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, 7 (9): 1.

Acknowledgments

We would like to thank all participants for providing opportunities for data collection.

Funding

The authors received no direct funding for this research

Author Details

Fathimatuz Zahra¹, Siti Bahiroh²

Email

faathimatuzzahra@gmail.com,
bahiroh@umy.ac.id,

Supplementary Material

Supplemental data for this article can be accessed here <https://jicc.umy.ac.id/index.php/jicc>

Citation Information

Cite this article as Journal of Islamic Communication and Counseling, Fathimatuz Zahra, Siti Bahiroh, JICC Vol.1 Number 2 July 2022.



2022 The Author(s). This open-access article is distributed under a Journal of Islamic Communication and Counseling (JICC) licensed under a Creative Commons Attribution (CC BY-SA) 4.0 license. You are free to:

Share – copy and redistribute the material in any medium or format.

Adapt – remix, transform, and build upon the material for any purpose, even commercially.

The licensor cannot revoke this freedom as long as you follow the license terms.

Under the following terms :

Attribution – You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the license or endorses you or your use. No additional restrictions.

You may not apply legal terms or technological measures that legally restrict others from doing anything the license permits.

JICC (E ISSN: 2828-3961; P ISSN: 2827-9794) is published by Universitas Muhammadiyah Yogyakarta

Managed by Islamic Communication and Broadcasting Department

- Immediate, universal access to your article in the publication
- High visibility and citation statistics for your article
- Rapid online publication
- Input form, and dialog with, expert editors and editorial boards
- Retention of full copyright of your article
- Discounts and waivers for authors in developing regions

Submit your manuscript to a JICC journal at <https://jicc.umy.ac.id/index.php/jicc>.