

Prompting Learning Method Approach in Inclusive Education for Autistic Children

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Abstract. *The purpose of this study is to find out theoretically that in psychology books and articles on children with special needs found in journals Early childhood education has various research results that explain various methods that can be applied to children with special needs. The results of this research can be used as reading material, references and as guidelines for teachers and especially parents in practicing providing services to their children. The method in this study in qualitative form using a literature review (Library research). The researcher conducted a literature review of books and scientific works that discuss autistic children and their services. Data sources The articles used are relevant articles and books related to the discussion. The sources used are 31 with details of 20 articles specifically discussing autistic children, 8 articles discussing inclusive education and the prompting methods provided while 3 other articles discussing the definition of early childhood education. The data analysis techniques used in this study are data collection, data reduction, data presentation, and conclusions. The results of this study are expected to be new findings and references in the world of education, especially inclusive education, that the prompts method can be used as an alternative therapy for autistic children.*

Keywords: *Child Autism; Method Prompts; Education Inclusion*

1. INTRODUCTION

Education is the provision of assistance from adults to children. In the application in education often occurs in an official and formal environment, but education does not only occur in a normal environment but also occurs throughout the child's age development span, both formal, informal, and non-formal. Providing assistance to children, especially in schools, is known as scaffolding. According to Kamil, it is a form of support given by teachers to students in order to provide opportunities for children to be able to solve problems faced during learning independently. In fact, education is aimed at all children in the world without looking at the aspects and shortcomings of children from any aspect. Education should provide services and facilities to children to become a place so that all aspects of existing development can be stimulated efficiently. Education not only intended for normal children but also specifically for "special children" or children with special needs. This is in accordance with Law No. 20 of 2003 concerning the National Education System which states that it encourages every party to realize quality education. The implementation of inclusive education must begin at an early age, for that it must be from PAUD institutions.

Inclusive education is the provision of educational services to students who have disabilities and potential intelligence or special talents to carry out education or learning

processes in an educational environment together with students. Inclusive education has received attention from the government, this has been stated in the Constitution (UUD) of the Republic of Indonesia (RI) 1945 in article 28 C paragraph 1, Law (UU) of the Republic of Indonesia No. 4 of 2003. 1997 about sufferer disabled, Act Number 20 year year 2003 about the Education System National, MINISTER OF EDUCATION AND NATIONAL REGULATION Number 70 year 2009 about education inclusive for children with needs special And child intelligent special And special talents. Furthermore, the implementation of inclusiveness is regulated in the regional regulations of each region in Indonesia (Aditya, 2022). With these regulations, it is not difficult to find special institutions for ABK in Indonesia.

Inclusive education is not given to one or several children but this education is given to all children with the category of "special children" both in terms of physical, intellectual, motoric, and social emotional. With inclusive education, it is hoped that children with special needs will get a decent education like normal children and will not feel discriminated against even though they have limitations. Generally, the provision of educational services for children with special needs is almost the same as normal children's schools. There are several developmental achievements that must be stimulated by teachers as a form of preparation for children to face further education. In addition, inclusive education also provides creativity development services for children as a form of a place for children to channel their art and talents. When viewed from the assessment aspect, inclusive education illustrates the hope that every child is valued and accepted throughout their lives.

With the existence of inclusive education be a place for children develop their abilities and potential. Learning in inclusive education is almost the same as education for normal children. The only difference is the use of media during learning, the active role of teachers in supervising children and the methods used by teachers in learning. Aditya argues that learning methods can be effectively used in learning, especially in character learning, not only that, every learning that uses various methods will determine the level of success of a learning (Aidina, 2018). If viewed in general, the implementation of inclusive education is almost the same as normal education in general, but what makes it different is that inclusive education provides an educational service system that is tailored to the needs of its students through curriculum adjustments, strategies, and learning methods as a support in learning (Aisyah, 2021).

The provision of services for ABK is adjusted to each child's needs, this of course takes into account the limitations of the child. In the case of autistic children, they will receive

different treatment and methods than other children with non-autistic ABK. It is known that autistic children, seen from the time of their appearance, can occur from birth, which is called classic autism and after birth until the age of 1-2 years shows normal development (A. F Algifahmy, 2016). This means that there are many factors that cause children to become autistic, not only pre-pregnancy factors but this can also occur when the child is growing, this can be triggered by various factors, one of which is a disorder of the nervous system function (A. S. R Amanulla, 2022). However, parents and teachers can do early detection to find out whether the child is detected to have symptoms of autism or not (A. Amka, 2020).

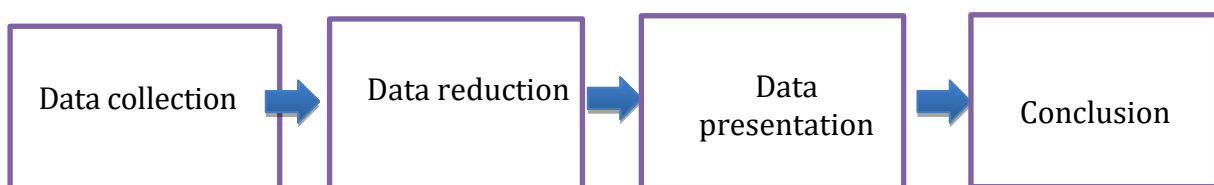
Autistic children are children who suffer from developmental disorders of the nervous system characterized by problems with social interaction, communication, etc. (G. A Daroni, 2018). According to the American Psychiatric Association D, autism spectrum disorder or Autistic Spectrum Disorder (ASD) is a developmental disorder that usually appears in the early stages of development, characterized by limited interests and patterned activities and a person's inability to communicate and interact socially (Gusti Agung Ayu Amritashanti, 2023). Generally, they will be busy with their own imagination so that they are busy with their own world without pay attention to the surrounding environment. No wonder if child with this category will display sudden behavior such as suddenly smiling, laughing, crying and even throwing a tantrum (N. Hasanah, 2018). Autistic children find it very difficult to focus their attention. While in learning, children need to concentrate their attention so that they are ready to carry out learning well. The learning method that can be given to autistic children is the prompting method. This can be an obstacle for educators in delivering the contents of the lesson. At school age, autistic children rarely show eye contact behavior. This will make it difficult for educators to establish closeness and respond to interactions with others, especially teachers during learning. By providing educational services using the prompting method, teachers can provide focus to autistic children during learning.

Prompting methods given to autistic children can have an impact on the child's activities. This is because prompting services consist of several types of methods. Autistic children with symptoms of difficulty concentrating then there needs to be repeated commands from the educator. The commands given by the educator which repeatedly can provide information which is clear to children so that children with autism who have difficulty concentrating are helped by this method. Not only is it done verbally, but the advantages of this method are also demonstrated directly through practice by the teacher if the child experiences difficulties or confusion in their learning.

2. METHOD

This research uses a literature review (library research). According to Etnawati, library research is a data collection process carried out by understanding and studying theories from various sources or literature related to research. In the data collection process, researchers use various literature obtained from books and articles that have relevance to the research title, not with data in the field or eyewitnesses, but researchers only deal directly with scientific articles online. The references used amount to 31 pieces with details of 20 special articles discuss about autistic children, 8 articles discuss inclusive education and the prompting methods provided, while 3 other articles discuss the definition of early childhood education.

This is in accordance with what Mendes, Wohlin, Felizardo, & Kalinowski stated that the process of conducting a literature review is done by conducting a literature search and analyzing appropriate and related topics that are combined. Literature searches can utilize various related sources. such as books, journals, dictionaries, documents, etc. without having to take data directly into the field. The steps in conducting a literature review are: first, Data collection; carried out by researchers in collecting data related to research such as scientific articles containing information about children with special needs, especially regarding material on autistic children and prompting methods. Second, Data reduction; is a form of activity carried out by researchers in reviewing readings, understanding related materials, selecting and sorting ideas in research articles found to be included in the research being studied. Third, Data presentation; a series of activities in the form of writing ideas and concepts containing the results of findings and research that are in accordance with the research formulation. Fourth, Conclusion; the activity of formulating answers from the formulation that has been determined by the researcher. In this conclusion, it is written about the provision of prompting services for children with special needs, especially for autistic children.



Picture 1 . Technique Analysis data

3. RESULTS AND DISCUSSION

Inclusive education is namely provision of services to children who have limitations in terms of intellectual, emotional, physical, etc. is provided so that children have the opportunity freely to receive a proper education according to their needs without distinction. The aim of providing inclusive education services is to prepare children as a form of how to preparing myself to settlement problem in their lives, so that every ABK can continue every learning and continuity live independently. In line with this, Abd. Kadir The aim of inclusive education is to invite all children from diverse backgrounds, individual and social conditions to be given education and learning together without any differences. so that every potential they have can develop in balance according to the services provided by teachers or adults in the classroom. The existence of inclusive education reflects that all parents want their children to be valued and accepted throughout their lives and not be differentiated from other children even with existing limitations. According to Syamsurrijal, there are 9 principles of inclusive education, namely providing opportunities for child For get the same rights, namely in educational services as other normal children, the curriculum provided to children with special needs is adjusted and designed according to each individual's needs, the educational services provided are not only adjusted to the child's needs but also adjusted to the child's development, the child actively participates in extracurricular activities provided by the school and the child benefits from group activities held at home, school and in the community without exception.

In its implementation in class, in addition to the main teacher to carry out learning, there is also a companion teacher who is tasked with accompanying children during learning and when children need help. Thus, inclusive education provided to children with special needs not only pays attention to supporting facilities and infrastructure but also number of teachers in one classroom when learning takes place. This is done so that children can complete the tasks given and assistance is given comprehensively to each child without differentiating one child from another. The provision of education for ABK is carried out by considering several important aspects. In addition to the availability of adequate human resources to deal with each child's behavior, a form of support is needed from the availability of adequate facilities and infrastructure. In this case, attention must be paid to preparing facilities and infrastructure for ABK. Ministry of Education and Culture explains that there are 6 things that must be considered for facilities for ABK, namely: 1). Equal opportunities; in this case, every child in inclusive education must have the same opportunities in the classroom facilities provided by the school. In addition, educators must also be able to provide the same facilities for every

child with the same needs. the same in participating in learning. 2). Accessibility; every available facility should be able to be used by all students with special needs according to their needs. 3). Development; every means And infrastructure Which provided must can provide facilities to children with special needs so that they can develop their potential optimally. 4). security; in addition to paying attention to the principles above, the most important thing is that every facility and infrastructure used must provide security. This means that every child who will use the facilities provided by the educator must be safe when the child uses it. 5). Comfort; every facility provided must be felt by ABK with a sense of comfort, especially towards facilities that require children to stimulate aspects of motor development. 6). Specificity (specification); ABK in each inclusive school is not the same, they have different limitations, thus educators should provide various facilities and infrastructure variety according to the needs of the child.

In addition to the need for supporting facilities and infrastructure, teachers also need to manage the class well with the aim that every child feels comfortable and happy when carrying out learning. In line with this, Amka explained that the purpose of class management is to prepare, make and maintain conducive conditions during learning so that all students can learn well with the facilities provided. In addition, he also believes that with class management, teachers can develop and use learning aids so that they can achieve the desired results. Minister of Education and Culture Regulation Number 137 of 2014 states that facilities and infrastructure are equipment in organization And management early childhood education, care and protection activities. Provision of facilities and infrastructure needs to be adjusted to the number of children, age, local social and cultural environment, and type of service.

In autistic children, the provision of learning services provided by teachers is slightly different from other ABK. This is because autistic children cannot focus on one object and this is one of the obstacles for teachers to continue learning. One form of focusing on autistic children is difficulty in making eye contact. The function of eye contact is very important for the early development of children, namely providing opportunities for children to be involved in behavior that is very crucial in building communication in the social and language environment. Usually teachers use an approach method called prompting.

Prompting is a form of assistance given to children to obtain appropriate *feedback* . Providing prompts methods to children is useful for producing good responses and the information obtained by children is useful when children carry out the given commands. Furthermore, Mirnawati also explained that prompting is encouragement or assistance in the

form of stimulation given by teachers before or during learning for a behavior, in this case prompting helps teachers so that they can provide reinforcement. Algifahmy also added that prompting is the provision of a number of assistance to children that is intended to help children in to give response Which Correct in accordance with directions. Prompting Which carried out by the teacher can be done verbally or non-verbally or using physical cues. The aim of using this method is so that children can learn gradually by maximizing attitudes so that the errors that may occur are very small and can improve children's abilities properly. In its implementation, the method used by the teacher is done by giving instructions first which are done repeatedly until the child responds correctly, after the child has carried out all the commands with minimal errors, the teacher will give *a reward*. as a form of appreciation. However, when the teacher gives directions, the child must not violate the instructions given but the child must do everything that has been directed by the teacher.

After the child is able to do everything instructed by the teacher, the prompt method will be reduced little by little. The final result that is desired from providing this method as a form of therapy for autistic children is to reduce the problems that exist in children, especially in terms of attitudes and learning development. so that ABK are able to socialize with other social environments with other children. In addition, the benefits of providing this method are so that autistic children can develop and be able to interact independently in society. With the provision of educational services using this method, autistic children who were initially not focused on listening to teacher directions will slowly listen to teacher instructions because the function of this method is to increase the occurrence of attitudes and behaviors desired by teachers towards students, in providing stimulation to this method, initially by providing stimulation first before the desired or expected behavior occurs. In addition, providing this method is also useful for showing careful attitudes without intermediaries so that reinforcement can be given.

There is a number of type method prompting Which Can used on child autism namely: a) verbal prompts that is a giving stimulation in the form of verbal information to child in give addition directions task, b) modeling, namely giving information to child about Which must done or giver information knowledge to child about order method do A task with method demonstrate it first, c) gestural prompts are a number of ways of providing assistance to child in matter signal through senses body or physique which is exemplified by teacher.d) physical prompts is involvement contact physique that occurs between physical, for this type of prompts it is usually used if other prompts are not

available can provide sufficient information to the child to carry out the task or when child Not yet Enough capable in do lever Which given to him.

Sholihah further explained in her research that the prompt method can be used on autistic children in independent bathing coaching activities. In this activity, the child will first be given directions on how to bathe properly. Then after that the teacher will ask the child to imitate and repeat the activity. similar in accordance with Which has exemplified. In the beginning child of course will It is difficult to carry out activities as demonstrated by the teacher, but the teacher continues to provide Instructions in a way Keep going continuously so that the child do not forget. After more than 3 times the child is unable to carry out independent bathing activities properly and correctly, then the last step taken by the teacher is to apply the prompt method. The provision of this method is included in one type of verbal prompting category. Because in essence this method is a series of activities that are given repeatedly to children in the form of verbal commands. In this case the teacher will give instructions such as the word "DROOL" more than once when telling the child to pour water all over the body. Not only that, other activities It is also necessary to emphasize repeatedly to the child so that the child understands and comprehends the commands given. Provision of services using the modeling method type namely giving an example or role model to children in instructing something. This is in accordance with what was expressed by Haifa that through modeling, teachers first provide an example to children, both in giving commands, so that unwanted behavior is reduced or disappear and become the desired behavior.

4. CONCLUSION

Providing educational services to autistic children requires using the right method in the hope that they can follow the learning process well. One method for providing services to autistic children is using the prompts method. This method functions to focus the child's attention with repeated instructions or commands and it is hoped that the child understands and understands all the directions that have been given by the teacher. According to its type, the prompts method is divided into several classifications, but the last classification, namely gestural prompts, is carried out If type other No too influential to child. So that with the addition of gestural type prompts involving physical activity, it is expected that autistic children can capture the information given through physical movements exemplified by the teacher. The novelty of this study with previous studies discusses the methods that can be given to autistic children. If in previous research The prompts approach method can be used on all types of

children with special needs but early detection must be carried out, in this study the prompts method is specifically for autistic children. The limitation of this study is that it only uses library studies. Researchers do not directly apply existing methods to autistic children, but researchers only collect various sources in the form of books, journals and theses that have been done by previous researchers.

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