



Behavior of Light Category Autism Children in Sensorymotor Playing in TK Talenta Semarang

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Abstract

Problem in this research is the behavior of children with autism is different from the behavior of light category children without special needs while it is playing. Sensorymotor ability of autistic children seen by playing sensorymotor. Sensorymotor play to help reveal stimuli through the senses that occur physical relationship with the environment. This study aims to explain the behavior of autistic children in the lightweight category as well as contributing factors sensorymotor play activities of children with autism, light category in TK Talenta Semarang. This research is a qualitative descriptive study and using the method of observation, interviews, and documentation of the data it collects. Determination of informants is purposive sampling informants selected is one parent with a child with autism is the mother, two teachers and three students of the class with children with autism. Data analysis techniques using Miles and Huberman. This research was conducted in TK Talenta Semarang. TK Semarang is an inclusive school that accepts students with various needs of children without any distinction as well as children with autism. The result of this research is the behavior of children with autism in sensorymotor play in TK Talenta Semarang deficient behavior and excessive behavior. Behavior deficient characterized by lack of focus children in learning activities, while the excessive behavior characterized by an aggressive child behavior, run-run-off, and hurt others. Factors supporting the activity of sensorymotor play in TK Talenta Semarang is learning very comfortable room for props complete and their students are taught to accept the advantages and disadvantages of his friends. Teacher motivation is very important in the learning process of encouragement contained in a person to try to establish behavioral changes that better meet their needs.

INTRODUCTION

Children is a precious gift given by God Almighty to every parent. Having a healthy and perfect child is a highly anticipated expectations by parents. The growth and development of children is strongly influenced by the stimuli provided by the surrounding environment. If the stimulus is going well, it is very possible it can be used as a child's cognitive ability, motor, language develops very well too. If there are children who have developmental problems, the child has physical disorders such as disability and psychological disorders such as autism, hyperactivity, and other disorders that lead to delays in child development.

Developmental disorders sometimes be an influence in the occurrence of a problem that is growing inside the child. One disorder often complain that parents are the symptoms of autism in their children. Disorders Autism is a significant problem because it affects the family and the people around. The average parent or caregiver to spend six times more on health care than usual for the development of children with autism, and many families experiencing financial difficulties in the healing process (Rossi, 2012).

Autism is a disorder of symptoms as a result of certain nerves that cause the brain functions do not work normally, thus affecting growth and development, communication skills, and the ability of a person's social interaction (Sunu, 2012). Autism comes from the Greek "auto" means self, it is motivated by the fact that children with autism living in his own world, enjoy solitude, and did not respond to those around. This behavior causes many problems either self, family, school, peers, and the surrounding environment. Autism is characterized by the delays in language development, delays in communication, impaired social interaction, impaired in play, emotional disorder, conduct disorder, and behavior of children who often repeated.

The total number of cases of children with developmental disabilities heightened autism behavior which is very surprising. Estimates of the total number of autism is about 4-5 per 10,000 people. Based on the study estimated the total number increased to 10-12 per 10,000 people was expressed by Faradz (Mariyanti, 2012). In Pennsylvania, the United States in 2008, the number of children with autism in the last five years increased by 500% to 40 out of 10,000 births. There has been no detailed research conducted on children with autism in Indonesia.

Linkage intelligence normal IQ children with autism is actually not related to the difficul-

ty of IQ tests in children with autism. Based on interviews the Head Therapist Muntojiwo Talenta in fact bears no relation for the category of autism disorders in every child is different, how to measure the IQ of children with autism also use different tools also depends on the ability of children with autism are still at the level of what. At the time it was ever done one of the students in the Talenta Muntojiwo therapy with the result that children with autism in the lightweight category at the age of 5 years measured by WISC test results in children 5 years old children's ability at the age of 3 years. Peeters (2009) suggested that low IQ in children with autism (60% of patients with autism have an IQ below 50) were not the result of a weak social motivations.

Seeing deplore the fact that the existence of such things. Actually permasalahan common is social interaction, communication / language and behavior. The behavior of children with autism often complained about by parents, where children with autism withdraw from the environment and create a fantasy to turn his own world. Autism is not a symptom that cureable (healed), but it is treatable (untreated) and can be overcome if the handling is done as early as possible. The earlier a parent gets a diagnosis of autism in children and provide treatment as soon as possible, the positive impact on the optimal development of children with autism in adulthood. Hania and Windiarti (2016) argues that the success of behavior that occurs in children with autism one factor is diet food, so parents need to be careful on the intake of food in consumption by children, so that tranquility would be maintained.

Based on observations and interviews TK Talenta Semarang who handle children with special needs such as autism, speech delay, cerebral palsy and many other disorders. TK Talenta Semarang is kindergarten based inclusions. In this study, researchers perform data collection on children who have autism. Based on interviews with talent kindergarten principal, there are two children who have autism are in group B, both in the category of light autism. Based on the observation of the B group of autistic children, children's activities and dancing just stay quiet sometimes just clapping hands and even then rarely clapped his hands, and sometimes also children remaining children lick her hand just daydreaming. in addition, autistic children babbling mouth and eyes can not focus on play activities.

Play activities in preparation centers, there are 6 types of games. Children with autism just doing one activity to play it and even then teachers always motivate children to do, and the result

was very different from the children of his friends, while the others do play activities 3-4. By the time children with autism do not focus and also leave the playground. Kids are often dreamy and raving unclear. When the teacher told them to do the work, obey the teachers of autistic children, but the children prefer to hold other objects that are not for their work.

At the time of child's play activities often run to wash their hands and if they see objects more compelling direct child picks it up and play using these toys, even though the object is not its function. Her work is also knead. Much energy has been used to run-run-off, so that the unfinished play of children with autism had fallen asleep. When the child is asleep there are three friends who were menjahilinya, such as playing an eyelid, pinching, kicking his legs, but the autistic children do not wake up like do not feel pain.

The lack of ability to playing sensorymotor light category of autistic children in kindergarten Talents raises the idea to examine how daily life of children with autism the lightweight category in playing with his friends. Though the child is just like a toy he thought interesting. In line with that researchers interested in studying the behavior of children with autism play in sensorymotor play in TK Talenta Semarang.

RESEARCH METHODS

The research approach used in this study is a qualitative approach. Used qualitative research is a descriptive study. This study illustrate or describe the behavior of children with autism in the lightweight category and supporting factors playing sensorymotor play activities of children with autism. This research was conducted in TK Talenta Semarang.

Determination of informants is purposive sampling is a technique for determining sample with some specific considerations that aim that the data obtained is more representative (Sugiyono, 2014). The research subject chosen is one the parents of autistic children are mothers, two teachers and three students of one class talent with children with autism.

Data analysis technique used is the technique of interactive data analysis by Miles and Huberman. Data analysis techniques by Miles and Huberman (Sugiyono, 2014) is an activity in qualitative data analysis performed interactively and continues over time through, so that the data is already saturated namely through data reduction, data presentation, and conclusion.

RESULTS AND DISCUSSION

Based on observation, interview and documentation done against one's parents, two teachers and three students in TK Talenta Semarang, it could be said the results of research and discussion on the behavior of ana autism in playing sensorymotor and supporting factors ana autism in playing sensorymotor in TK Talenta Semarang are as follows:

Behaviors of Autism Children Light Category Sensorymotor play

Autism is a disorder which started and experienced in childhood. According Prasetyono (Rashid, 2014) excessive behavior (hyperactivity) that tantrums, damaging even to hurt himself deficient behavior characterized by speech disruption, lack of appropriate social behavior, emotions are not exactly crying for no reason.

History of light autism child

Causes autism is not known with certainty. Now thanks to increasingly sophisticated medical devices, reinforced by the autopsy, it was discovered the causes include neurobiological disorder on the composition of the central nervous system (brain). This disorder usually occurs in the first three months of pregnancy, when the growth of brain cells in some places is not perfect. In autistic children in TK Talenta Semarang named WLD.

At the birth of the child as a baby was born normal autism in general of the process and its weight is also normal. WLD suspicious parents when she was 2 years old. WLD behavior greatly deteriorated. Autism occurs in WLD including the types of autism. Accordingly it Pamuji (2007) suggested that children regressive autism characterized by the development of children from birth to normal as other children of the same age, but after 1.5-2 years there were setbacks in development. Some of the skills that have been acquired suddenly appear and disappear new capabilities. Lost eye contact when talking with others, usually parents realize when children aged 2 years and took him to the doctor.

At the time of the early symptoms of confusion and ultimately parents seek information via the Internet. In addition parents will still provide treatment through therapy in children with autism treatment agencies. Already two institutions into a therapy of children with autism are ANARGYA and YPAC. Finally found Semarang Talent kindergarten school and at the place of therapy. In because of the economic condition

of parents to send their WLD WLD is currently only in TK Talenta Semarang and stop therapy. TK Talenta Semarang is a kindergarten-based inclusions. In line with this study according to the Wall (Adderley & Windiarti, 2015) inclusive education must involve the participation of the students and not the exception curriculum, culture, and local schools.

The behavior of children with autism shortage lightweight category

Behavior of children with autism in sensorymotor play in kindergarten Talent Semarang also included in the behavior deficient or lack of behavior. In line with that proposed by Praseyono (Rashid, 2014) deficient behavior or lack of behavior characterized by speech disruption, lack of appropriate social behavior, emotions are not exactly crying for no reason. Examples of deficient behavior such as lack of readiness of children in learning, lack of fine motor skills in children, and the incapacity of children in identifying the function of a variety of objects. In autistic children in TK Talenta Semarang children tend to be less focused on play activities and laugh himself, suddenly burst into tears, and likes to nap.

Sensorymotor play geared to train and develop the function of the eyes, ears, and muscle exercises. In line with that proposed by Pasaremi (2014) Sensorymotor play meant that children learn through the senses and through buhungan physically with the environment. Sensorymotor needs of children supported when children are provided the opportunity to move freely in touch with a variety of materials and tools of the game, both inside and outside the room, faced with various types of play, supporting each child's developmental needs ..

The child's behavior autism in TK Talenta Semarang in accordance with the results of observations have shown that children with autism tend to be quiet, babbling unclear, lick objects, rarely or never menguk if eaten that parents give to children is not wrong, is most commonly seen is his menggeget on his chin. Children with autism is the most well proven research activities of time morning devotion singing teacher religious songs are usually the child suddenly silent children sing endlessly exactly once with the teacher.

Excessive behavior light category of autistic children

In terms of the behavior of children with autism tend to hurt himself, not confident, aggressive behavior, excessive even respond less to an external stimulation, and wiggled her limbs un-

naturally. In line with stated by Maulana (2012) children with autism act-an act of unnatural, like clapped their hands, noises that are repeated, or gestures that are not understood as biting, hitting or scratching their bodies own. Mostly, this action may stem from their lack of ability to convey the desire and hope to others as well as an attempt to escape from the tension.

TK Talenta Semarang of autistic children rarely tantrum or aggressive behavior if parents do not give a taboo food for children with autism. Dietary restrictions that should be avoided are flour and cocoa. When the parents of one child gives stock with fried chicken just child's behavior was unusual. His behavior is very aggressive and destructive, biting and scratching teachers, thus making teachers overwhelmed. On this occasion classroom teachers often call tantrums, as expressed by Astuti (2012) Temperum frequent tantrums of children ages 1 to 3 years, and yet does not mean that this behavior would occur lost after reaching the age of 3 years. But not on the behavior of children with autism that arise due to dietary factors and lack of stimulation from the environment.

Supporting factors playing Sensorymotor Children Activities Category Light Autism

Worldis the world's children play in the lives of children, most of the time used for play activities. The research was supported by Fadlillah and Chloride (2012) playing is an activity carried out for the pleasure of it regardless of the final outcome. Factors supporting the light category of autistic children in the sensorymotor play are:

Tooleducational games in school

Toolfull of educational games and their students are taught to accept the advantages and disadvantages of his friends. Tools educational games in TK Talenta Semarang in the central chamber according to the results of observations and interviews with teachers are in accordance with the needs of children is not only an indicator that the tools that make playing full sensorymotor child can be stimulated by either.

Based on the National Education Minister Regulation No. 58 Year 2009 on ECD mentioned that the infrastructure is equipped to support the implementation of educational activities, care, and protection procured adapted to the number of children, social conditions, culture and type of early childhood services. Thus it is clear that to achieve the results of early childhood learning and child education are maximized and optimized to be supported by several technical and non-

technical among the necessary infrastructure, particularly Games Educational Equipment.

One of the facilities which are also a source of learning and play for children in early childhood education is the tool of educational games. In line with this Badruzaman (Nurchayani, 2007) suggests that the game tools are all tools used to meet the needs of children playing instincts. TK Talenta Semarang play thing for children in addition to procurement can be purchased at the toy store, also derived from recycled materials. This research was supported by Saraswati (Cahyani, 2016) that the provision of educational games tool that can optimize the development of the child, according to age and level of development, as well as to encourage the development of the physical, language, motor, social and cognitive.

Motivation in school teacher

Implementation the learning process of teachers do not differentiate normal children and children with special needs. This study is in line with Priyanto (2014) tentanng motivated teachers, this study showed the expected high motivation of teachers can be serious in teaching, always pay attention to the children's learning, so that student achievement will also be good. Thus, highly motivated students with a state autism disorder sufferers not be the thing for lazing in teaching and attention to the development of students.

In line with this observation results also prove when children with autism are not able to take a toy that high, then the other students to help. If children with autism do not well certainly it is not intended by the autistic children, the other students just said "Miss-Miss WLD fire miss" but never returned. In this respect the role of the teacher is also very important because if the teacher does not give sense to all students, children will often quarrel.

The same results are supported by research Ni'matuzzahroh (2005) about the readiness of teachers in teaching children with special needs should be ready in the understanding of a differentiated curriculum, infrastructure, accept children with special needs, and they must know how to understand children with disabilities. Motivation of teachers for their students is also very important for optimal learning process in order to create a conducive classroom.

Motivation is the impulse contained in a person to try to establish behavioral changes that better meet their needs, this research was supported by Priyanto (2014). The stronger the impulse, then the optimal also working to make

something intended to be achieved, where if something to be desired it can be achieved then the teacher will feel successful and also will feel satisfied. In this case the motivation of teachers to children with autism how to playing sensorymotor very true, researchers proved the observation of the teacher is a patient teacher in directing children with autism if any, mengprom / press if the child's behavior is not appropriate, stoic if the child is being tantrums.

CONCLUSION

Based on the results of the analysis can be concluded that the behavior of children with autism in the play is the deficient behavior of sensorymotor or needy behavior and excessive behavior. Deficient behavior or lack of behavior such as lack of readiness of children in learning. Excessive behavior eg aggressive child behavior, tantrums, and wounding others.

Factors supporting the play activities of children with autism playing sensorymotor in TK Talenta Semarang is a complete tool educational games as well as the motivation of teachers for all children so that children respect each other and help friends who have disabilities. Motivation and sincere while teaching always pay attention to learning Providing educational game tool that can optimize the development of the child, according to age and level of development, as well as to encourage the development of the physical, language, motor, social and cognitive.

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