



Instilling Self-regulation in Children with Autism (Case Study in SLBN (State Special School) Kuala Tungkal)

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Abstract

The problem in this study is the need to instill self-regulation in early childhood to control children's minds in learning activities and emotions and instill behavior control in friends in their environment. If it can be instilled, then autistic children can concentrate on learning. The learning process so far is rarely done on children if they do not like the activity or the subject matter they are studying. This research aims to find out how to foster self-regulation in autistic children. This research is descriptive-qualitative, while the data collection methods used are observation, interviews, and documentation to find answers to the problems raised. The conclusion is instilling Self Regulation in autistic children by providing positive reinforcement in learning autistic children, stimulating responsive language skills, and practicing expressive language in children, which can help them become individuals who are independent, responsible, and able to manage emotions and behavior, and daily tasks effectively. This research has an update that focuses more on autistic children, namely developing self-regulation by providing guidance and appropriate behavior models to help children practice and strengthen their self-regulation skills.

INTRODUCTION

Education for autistic children starts at preschool and continues until formal schooling. It uses a learning structure different from continuing education (Elan et al., 2022; Guanabara et al.; Putri & Hidayah, 2016). A golden age at AUD (early childhood) that is inimitable, a sensitive age, and growth in all aspects of child development that will later become the foundation for new developments. Conversely, a child's ability to grow and develop cannot simply exist. He must go through certain processes or stages where his environment must provide the stimulation needed for optimal development. (Ridwan & Nobles, 2021; Khadijah & Nurul, 2021; Hardiyana et al., 2022) Therefore, before providing stimulus or support to children, parents, teachers, the community, and even the government must first understand the nature of early childhood so that this stimulus or support can not only optimize children's growth and development in every aspect of child development. But also has a positive impact on the child's environment and himself. People who are good at self-regulation have stable psychological states and self-control that allow them to regulate their perceptions of themselves and how others perceive them. Someone who can do self-regulation well usually shows behavior that reflects certain goals and standards (Pratiwi & Wahyuni, 2019; Rahmah, 2015). The main provisions that students need to have to adapt to the task demands are the

ability and skills to organize learning activities, control learning behavior, and know the goals, directions, and sources that support their learning. Learning problems are self-regulation problems, so students need self-regulation (Effendi, 2017; Ramadona & Mamat, 2019; Indrawati & Dewi, 2022). Apart from parents, teachers in educational institutions also provide guidance to their students, are also idols for children, and can even follow the example of teachers and parents in managing themselves. The parenting style given at each stage of a child's age will impact their every development, including self-regulation in autistic children. Therefore, teachers must apply proper self-regulation to optimize children's growth and development (Candra, 2018; Humaedi et al., 2022; Farida, 2018). Within the family, the potential for success for children to understand and be taught everything is greater than educational services in other institutions because it is in the family that children receive education (Dea Agustianti & Jazariyah, 2021; Wiranata, 2019; Nahriyah, 2018)

Several indicators must be owned when novice readers in PAUD are just starting. For example, fluency, clarity of voice, and accuracy are all things that need attention when learning takes place. But as a result, students often have difficulty learning to read and rarely get attention from their teachers. Children indeed experience learning difficulties, but some teachers who carry out the learning process daily tend not to realize this. (Hasanah & Lena, 2021; Munirah, 2018; Angranti, 2016) Reading can be understood by children who have a positive attitude towards the material they read. Reading comprehension also allows students to connect what they already know with what they will learn. Young children have a strong need to be liked and accepted by their peers; they will feel happy when accepted by their peers. (Rahmi & Marnola, 2020; Purwarini & Rustika, 2018; Inka Aprilia et al., 2021)

Education can start a person living a better life, and over time, it can shape a better personality; children's learning environment and learning process need attention. One of the education that needs to be taught to children is sex education; this education is adjusted to the age stage category so that this education helps parents in raising children. Self Regulation consists of two important elements; first, the development of knowledge about the field of study and oneself as a learner; second, independent learning, which involves planning, monitoring, and enhancing one's cognitive learning and cognitive activity (Fatimah et al., 2020; Saputri, 2019; Arianti, 2019) Zimmerman writes that self-regulation strategies are processes and activities directed at acquiring knowledge or abilities that involve perceptions and goals carried out by children. Children's self-regulation strategies directly and significantly affect student academic achievement. Students who have strategies in learning are more likely to never give up when facing various difficult tasks and challenges (Novita & Latifah, 2014; Lasmanawati, 2021; Eva, 2010)

Self-regulation will be able to control human behavior; there are three steps of Self-Regulation, namely first, self-observation, we see ourselves, our behavior, and take care of it; decision (assessment), comparing what is seen with the standard; self-response, if we are better than our standard, we reward ourselves with self-answers Self-regulation ability Self-evaluation relates to how many concepts the child understands from material and how to overcome its barriers experienced in learning. This makes Self Regulation very important for children to have. This is in line with expert opinion that increasing children's achievement is more effectively done by training Self Regulation rather than using ordinary learning; for

children who have learning difficulties, given Self Regulation training will be able to help children achieve maximum learning results (Siregar & Siregar , 2021; Yasdar & Mulyadi, 2018; Sari, 2014)

Losing strategies in self-regulation will result in poor learning processes and achievements; in this case, students will tend to academic procrastination. Students who have low self-regulation make student performance in learning low because there is no set strategy so that students can study well. This triggers students to academic procrastination (Pradnyaswari & Susilawati, 2019; Manurung & Lubis, 2010). Self Regulation was created with the support of various parties, such as schools, parents, and the learning environment for new students. It is hoped that teachers and parents can support and facilitate students' abilities to maximize learning independence. Students who study with Self Regulation know what each task requires and can implement the strategies needed. They can skim or peruse. They can use various memory strategies or organize materials. (Aini, 2019; Aisyah&Alfita, 2017; Ulum, 2016) . Self Regulation is useful for controlling students' self in terms of motivation, affective, cognitive, behavioral, and contextual processes experienced by students. Hence, Self Regulation is a way of monitoring one's behavior by controlling stimulus conditions to change unwanted behavior. According to him, when a student wants to regulate himself in learning, the student can regulate his thoughts and behavior to achieve academic goals in learning (Maharani et al., 2022; Permana et al., 2022; Rozali, 2014)

The capacity of students to carry out personal orders or orders upon themselves in relation to educational or learning pursuits is referred to as self-regulation. It deals with how to control metacognitive function, motivation, and behavior. The ability of Self Regulation that is owned is influenced by the individual himself. One of the internal factors, namely personality, as can be extracted from the opinions of personality psychologists, can influence the process of self-regulation. Personality is a dynamic organization within a person, a psychophysical system that forms a person's characteristics manifested in behavior, thoughts, and feelings.

There is the ability to control human behavior; there are three steps of self-regulation, namely first self-observation, which is related to how to control metacognitive function, motivation, and behavior (Dami & Parikaes, 2018; Pradnyaswari & Susilawati, 2019; Setiyawati 2019) The ability of Self Regulation that is owned is influenced by the individual himself. One of the internal factors, namely personality, as can be extracted from the opinions of personality psychologists, can influence the process of self-regulation. Personality is a dynamic organization within a person, a psychophysical system that forms a person's characteristics manifested in behavior, thoughts, and feelings (Saraswati, 2019; Nugraha & Suyadi, 2019). The habits of autistic children are very disturbed physically and mentally; they often become children who are alienated from their environment and live in their own world with various mental and behavioral disorders. These behaviors usually act arbitrarily and do not want to be controlled, disorganized behavior (running, climbing, spinning, jumping, flapping, screaming, aggressive, self-harm, tantrums), difficulty concentrating, and repetitive behavior.

Self-regulation consists of activities directed at learning goals where these activities are modified, maintained, and carried out; these goals can be goals of increasing reading

comprehension, becoming a good writer, increasing learning, asking relevant questions, or such socio-emotional goals, such as controlling anger, learning to get along with peers. According to experts, tolerance training can make a major contribution to the development of a child's expressive style, including understanding one's own and other people's emotions, displaying emotions that are appropriate to situations and culture, as well as emotionally derived behavior that is socially acceptable (Mardi & Baharuddin, 2021; Aisyah & Alfita, 2017; Muawanah, 2018). The dynamics of carrying out an attitude of tolerance in a person can be seen from the character possessed by a person's personality; here are some important elements, including having an extrovert personality in the sense of not closing associations in any circles, sharing food with friends, caring and empathy for friends affected by disasters or social problems, being able to communicate and discuss with friends and reduce selfishness, 6) being able to be fair to anyone. (Anggita & Suryadilaga, 2021; Sodik, 2020) .

In autistic children, it is necessary to instill self-regulation, such as the ability to act actively based on mature thoughts and emotions. Just as the terms and definitions used for self-regulation vary widely, there are even fewer conventions for assessing these skills in autistic children. Self Regulation has a major influence on children's emotional and social development. Self-regulation (self-control) is the ability to control emotions and behavior, suppress excitement, and build positive social relationships with others. Self-regulation is the ability to control one's emotions and behavior, restrain excitement, and build positive social relationships with others.

Self-regulation involves the learner's choice to exercise self-regulation; children must have several choices available to them, such as whether to participate, what methods to use, what results they will pursue, and which social and physical environment they will use as individuals organize their actions to keep them focused on goals. Factors that influence the success of Self Regulation can not be separated from individual characteristics, environment, and behavior. The individual character itself includes knowledge and level of cognition. Meanwhile, environmental factors are emphasized by the support of those closest to them in increasing self-efficacy to influence increased self-regulation.

The ability of self-regulation in children is important to develop. However, in reality, initial observations made by researchers at special schools showed that there were still many children who were not able to take care of themselves. They pushed each other as they were about to wash their hands until, finally, another child started crying. When entering class, some children do not want to queue. They want to be first without seeing that their friend is there first. When children start socializing, making friends, and sharing with others, they must be instilled to reduce themselves. Managing a sense of self to appreciate the existence of other people around him needs to be known early on. Children can learn the importance of queuing to get together on the first day of school. Entering class by looking at the front of the room is one example of cultivating Self Regulation. Similarly, when picking up toys or props in class, self-control can be taught.

An initial study conducted by researchers at SLBN Kuala Tungkal found six autistic children who were in a special class for autistic children lacked self-control abilities, children were unable to assess themselves, and children could not distinguish between good and bad. Children have not been able to control themselves. Children have not been able to fully

understand tolerance towards fellow friends. At the same time, this study aims to determine teachers' efforts in instilling self-regulation in children at SLBN Kuala Tungkal, Tanjung Jabung Barat Regency. A future contribution of this research is educational research to help us understand how best to ban autistic children so that children can better self-regulate.

Uswatun researched under the title Self-control and parental acceptance of the Level of parental anxiety in the successful education of autistic children; the results of his research were that self-regulation was influenced by factors of support from the extended family, family financial ability, religious background, education level, marital status, age and support from experts and the general public, training children to be honest when consulting about their child's development to enrich knowledge, and accompanying children during education and therapy. Rini et al. researched under the title Self-regulation of Parents in Caring for Children with autism spectrum disorder during a Pandemic; the study's results require self-regulation in good category parenting so that it can positively impact parenting practices, especially when facing larger situations.

The similarities with previous researchers both researched childcare by providing care services for autistic children, while the difference is that researchers researched the inculcation of self-regulation by teachers in autistic children in stimulating children's abilities. In contrast, other researchers did not talk about self-regulation.

METHOD

This study uses a qualitative descriptive-analytic approach. Data analysis is inductive, and research results emphasize meaning rather than generalization. Qualitative research methods are often also called naturalistic research methods because the research is carried out in natural conditions (natural setting). (Sugiyono, 2015) In unique and natural situations, qualitative research tries to understand phenomena about what the subject is experiencing, such as behavior, perceptions, motivations, actions, and so on, which are described holistically and thoroughly in words and language. Participants consisted of 6 autistic children aged 5-6 years. The subjects in this study were teachers in a special class for autism consisting of 2 teachers. This research was conducted on the community at SLBN Kuala Tungkal, West Tanjung Jabung Regency, Jambi Province, from August 2022 to October 2022. In research that collects data through interviews, respondents are the data source. In this study, data collection techniques were carried out by observation and documentation used as data triangulation. The following is the flow of research conducted,

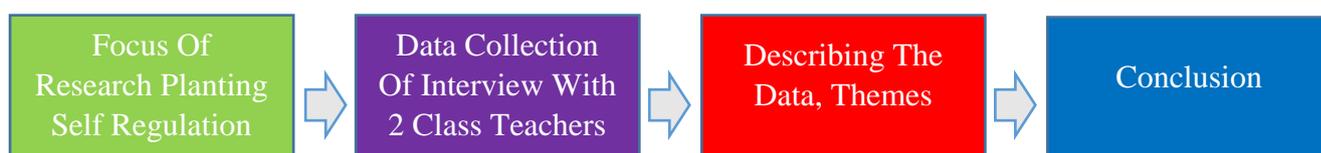


Figure 1. Research Flow

RESULTS AND DISCUSSION

In discussing the results and discussion in this study, by conducting interviews with two teachers at the Kuala Tungkal SLBN institution, after the interviews, the researchers made observations of the learning activities carried out in the classroom. In contrast, the interviews and observations were carried out by triangulation, supporting the theory of facts and results in the field, instilling self-regulation in autistic children. The answer is as follows.

Give Positive Reinforcement

Giving positive reinforcement to children can be done by a teacher to help children increase their self-confidence. This gives children good motivation within themselves to be able to provide self-regulation. This positive reinforcement can be given as said by Mr. I. I'm sure you can do it, you did very well, to use other words, like let's improve it some more. These positive words can be used as support from the teacher to the child so that the child himself is motivated to be able to carry out an activity that the child can do.

This treatment is, of course, done not only to give praise but to provide an example from the teacher to students. Also, this positive remark can reduce behavior that is not good for them physically, behavior that normal people think can be done but is dangerous for autistic children to get recognition from the people around them; this is done in a way that can damage his environment and himself so that the child feels loved by his environment and that these positive words make him aware of the love around him.

According to teacher R, psychologists instill certain positive patterns in children so they are more independent in caring for themselves. According to him, children with special needs, such as autism, can adapt to their environment as new positive behaviors are formed. Losses cannot be eliminated, but successes are considered close to normal. Teachers must be generous in educating autistic children, accepting them as their children; this is not easy; teachers and parents need time to make peace with themselves. They must always respond positively and provide positive behavior to their children.

So reinforcement with these words can also be transmitted by the teacher to students who tend not to be able to regulate themselves; the child will feel that his life is very meaningful and very much following what he wants so that gradually he will follow what the teacher gives. The benefits of positive word support are that children can deal with various problems they face. It can even reduce anxiety and stress in children so that they can increase their competence and self-confidence and have positive behavioral effects on children. Children live their lives, so it can be concluded that positive treatment from teachers assists children in maintaining and managing themselves. The next step that the teacher can take is positive reinforcement through words and body languages, such as hugging a child to calm him down from various behaviors that may arise, such as self-harm, pinching his screams, and other autistic symptoms.

Teacher N mentioned ignoring them for unwanted behavior, holding their body, or physically telling them not to behave aggressively; this is one way to calm or make a child feel bad. What he did was not justified, and it's not something he has to do now by giving because we know that the children here are children who feel their own lives which in this context correspond to what they do. This is what we try to teach slowly so that they all follow.



Figure 2. Give Positive Reinforcement

The above opinion is also supported by the theory that states that the better a child's self-regulation strategy is in managing himself, the better the child's ability to improve his own abilities, while low self-regulation can also affect a child's ability to control himself. This happens because self-regulation has an important role in shaping and regulating a child's personality. Children's self-regulation skills are influenced by the ability of their environment, such as parents and teachers, to manage emotions. This shows that children's self-regulation is influenced by the role of parents, in this case, the mother figure who plays an important role in forming children's emotions starting from the womb. (Dey Putri et al., 2020; Hope 2021)

Based on the presentation of the material and expert theory, it can be concluded that positive reinforcement for autistic children is needed to increase their self-regulation; this positively impacts children so they can accept their environment and facilitate themselves.

Strengthen receptive and expressive language skills.

One of the things teachers can do to stimulate autistic children is to stimulate their receptive and expressive language skills. This stimulus is given to help him express all his feelings, all his desires, and all things in expressing his emotions, paying attention to the ability of self-regulation of autistic children, especially in children who experience disturbances in their ability to control themselves and their tolerance for their environment.

In general, by the age of ten, they must have language skills in listening to conversations and speaking how to communicate with the other person; this can help children have the vocabulary and digest the information conveyed. At this age, children experience rapid development in all abilities that will determine their future. If likened to building a house, then this period is the time to build a house foundation which will determine the robustness of the house. Besides that, it should also be stated that the right stimulation will produce a qualified person who can face his life in the future.

Strengthening receptive and expressive language skills can be stimulated through activities or games to stimulate the listening and reading skills of autistic children. Children's receptive language needs to be developed to get good information. What can be done is through play activities, for example, stimulating children's receptive language skills, including observing words again, observing-doing, listening-guessing, series of whispers and telling

stories with indirect props, sorting out story pictures (sequence), and giving orders to autistic children, such as shaking hands or greeting, identifying objects holding tables and other play equipment, so they also know the names of the objects in question, and their activities.

Many factors lead to the development of expressive language, especially speaking skills, which have not yet reached the level of development. This is because the learning model is still teacher-centered, so children are less enthusiastic about participating in activities because they are less involved. Given the importance of speaking skills in helping children have good self-regulation, the solution that will be carried out is through macro role-playing activities. Thus the child will be more interested, can exchange ideas, and communicate his feelings so that he can speak fluently.

Based on an interview with teacher R, he stated that by designing receptive and expressive language skills for autistic children, the teacher could provide stimulation by inviting children to play to determine certain colors by preparing containers so that children can express their language; by doing this language stimulation can help children express their feelings for conveyed to others so that deviant behavior can be minimized.

In autistic children, they tend to self-destruct, such as when their emotions are out of control. They can hit their heads and injure parts of their bodies, such as pinching themselves, banging their heads against walls, or attacking others. Children in the criteria for autism still have difficulty controlling themselves, so their emotional conditions are easily explosive, and they easily explode due to self-simulation, including their own thoughts and reluctance to see environmental conditions that do not match what they experience. By stimulating language development and receptive expressions, autistic children can help them release their emotions and feelings.

Training vocabulary and understanding language by repeating then practicing it in the form of actions, so we can not only pronounce words but also conditional on actions, giving an example of what that behavior would look like if, for example, a child actually learned at a slower pace. It takes a lot of patience to be able to accompany this child so that he understands other people and also understands himself. The ability to accept and express language can help children understand themselves and their environment.

They have difficulty conveying information about a topic irrelevant to their life. The right approach is needed, including choosing the right media and teaching aids so that children can understand and choose words based on their level of understanding. From this teaching experience, it can be concluded that the receptive and expressive abilities (understood/accepted) of children aged 5 to 6 years are developing rapidly and require adequate stimulation. This research will look for appropriate methods, media, props, and language for children's language skills and other abilities to develop properly. (Luthfiah, 2021; Fathorrazi, 2020; Faqih, 2020)

Based on the explanation above and the theory, it can be concluded that there is a need to stimulate language development in autistic children, both receptive and expressive; this can help children express or reveal their emotions and feelings to their interlocutors so that children can take care of themselves and manage themselves. When you want something without having to take actions that endanger yourself, stimulation of receptive language development can be given to children by carrying out activities in learning and even providing

game tools to help children channel their play needs; expressive language is an expression of children to convey their wishes to their communication partners so that children can fix things.



Figure 3. Playing to Train Children's Skills

Children Sensory Training

Teaching things other than concentration, such as forming fine and gross motor skills, so they can receive proper stimulation. For example, children can feel sweet, sour, and spicy pain. If there are questions, we can do them every day by holding questions and answers to children and teaching them the difference between something and another. The teacher invites children to taste it, and besides that, they can prepare games in the form of blocks or also swimming sports, which can train their gross motor skills; parents and teachers provide many things for autistic children so they can learn while using these tool, and also in context There are visual aids to train concentration like a puzzle.

Until now, some people perceive autism as a mental disorder, often stigmatizing it negatively in society; it is not uncommon for autistic children to be treated differently by their parents. Autistic children are usually seen as depressed in their families, and the negative perceptions of parents make autistic people the targets of ridicule and bullying in society. Having an autistic child is not always bad for parents. There are many autistic children. In addition, many autistic children can achieve something and make their parents proud. The skills and knowledge hidden within should not be underestimated. If an autistic child is continuously neglected and ostracized by his own family, this will traumatize the child and worsen his psychological condition. We must make children understand that this is a challenge we face together.

Utilizing this therapy function depends on the situation and condition of the child. Consistency of treatment times must be continued to achieve good results on the problem of sensory integration with alternative training tools such as ball games in increasing concentration, body coordination, and balance. During the activity, the participants were enthusiastic about practicing the sensory integration therapy they had learned. Another ability taught at two temperatures is how to bathe children in hot and cold water to stimulate the nerves of the child's body. The next step that teachers can take in stimulating autistic

children's self-regulation is to provide sensory training to children. This exercise can be in the teacher asking the child to walk on the grass. What can be done is to give training to the five senses in the form of a sense of taste, namely giving sweet, spicy, sour, or bitter tastes. This is done to provide stimulation to the nervous system so that it is normal and stimulate autistic children's self-regulation; the teacher can provide color games to calm children while playing, for example, by giving a calm color, namely blue, and not giving red. . stimulation, this can trigger emotions in autistic children.



Figure 4. Training Children's Sensory

According to experts, the stage of development where children need to be stimulated to explore by developing sensorimotor to get to know themselves and their environment better. Sensory processing in children becomes the process of receiving sensations in their immediate environment, such as organizing, processing, and interpreting them in the central nervous system to get an appropriate response. Children who have difficulty self-regulation need sensory therapy services. Giving sensory therapy to children is expected to improve their development and self-regulation abilities, especially if it is done as much as possible by inviting teachers with special needs and parents of students. Early childhood to participate in sensory therapy training activities in order to be able to provide simple therapy as an initial assistance to children in educational institutions. (Novianti et al., 2020; Rosiyanah et al., 2020; Yunalia & Etika, 2020) .

Based on the explanation above, it can be concluded that sensory training in autistic children is to help children in the process of forming themselves as a whole, the quality of providing sensory training is different from autism, but it is hoped that this provision can help children enjoy life, teachers and parents must always provide stimulation exercises sensory so that the child can regulate himself.

CONCLUSION

Based on the presentation of the results above, it can be concluded that self-regulation in children is a form of educational service that can maximize growth and development in early childhood. This debriefing can be done by strengthening positive reinforcement and teaching children to have the ability to receive language and express language. Finally,

sensory training; with this stage, the child is expected to be able to control himself so that the child can evaluate himself according to the stages of his development.

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