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Developing Teacher's Handbook to Enhance Social Interaction of Children with Autism in an Inclusive Primary School

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Abstract— This study specifically aims 1) to produce a teacher's handbook in social personal guidance with role playing techniques to enhance social interaction of children with autism in Inclusive Primary Schools, 2) to examine the feasibility of the teacher's handbook in social personal guidance with role playing techniques to enhance social interaction of children with autism in Inclusive Primary Schools. This development research used the design model of Educational Research Development (R&D). Theoretically, there were 4 stages in this development research, but this study only applied 3 stages. Data collection techniques used in the form of assessment instruments, observation forms, and teacher responses regarding the teacher's handbook on social personal guidance with role playing techniques. Data were analyzed using quantitative descriptions. The results showed that the use of teacher's handbooks in social personal guidance with role playing techniques can enhance the social interaction of children with autism in the learning environment. This can be seen from the results of the practicality test and the effectiveness of the teacher's handbook to social personal guidance with role playing techniques in increasing social interaction of children with autism in inclusive primary schools.

Keywords— *Social Personal Guidance, Role Playing, Social Interaction, Children with autism, Inclusive Primary Schools*

I. INTRODUCTION

Rahayu [1] stated that children with autism experience impaired brain function development that includes social and affective fields, verbal and nonverbal communication, imagination, flexibility, interests, cognition and attention. This is a disorder characterized by delayed or abnormal development of social relations and language. In line with Rahayu, Suryana [2] also argued that autism is characterized by not caring about the social environment, not being able to

react normally in social relations, language development and speaking abnormally. Moreover, the social interaction of children with autism is very limited in their surrounding environment and moreover, children experience communication barriers. For example, child does not want to talk to people beside him or cannot speak according to his age, and always does repetitive activities. Based on the above opinion it can be concluded that children with autism have complex characteristics which include behavior, communication, and socialization. Indeed, social interaction provides opportunities for children with autism to interact with people who are having different characters from themselves. Social competence is developed by the way children with autism interact with typically developing peers by showing real life situations in the classroom.

Social interaction is a dynamic social relationship and concerns the relationship between individuals and groups, as well as groups with groups [3]. Moreover, Walgito [4] argued that social interaction is a relationship between one individual and another individual, one individual can influence other individuals or vice versa, so there is a mutual relationship. Furthermore, social interaction can be defined as relationship between humans that produces the right relationship and ultimately allows the formation of social structures [5]. The outcome

of the interaction is largely determined by the values and meanings and interpretations provided by the parties involved in this interaction.

Maryati & Suryawati [6] stated that social interaction is a contact or interstimulation and response between individuals, between groups or between individuals and groups. social interactions are divided into three types, namely: (a) interactions between individuals and individuals, (b) interactions between individuals and groups, (c) social interactions between groups and groups. So it can be concluded that social interaction is a relationship between individuals and individuals.

In overcoming the social interaction problems of children with autism, guidance techniques are needed, for example, the role playing technique. Sujana [7] explained that role playing is a learning activity that emphasizes the ability of students' performances to portray the status and functions of other parties found in real life. Shaftel & Shaftel [8] stated that role playing is a social learning process. An individual has a good social relationship because he/she understands his/her role and the role of others, and gives the right response to others.

Through this technique, students are invited to learn to solve personal problems, with the help of social groups whose members are their own friends. Through this method, students try to exploit the problems of human relations by demonstrating them. This roleplaying technique is very effective to facilitate students in learning social behavior and values. This is based on the assumption of Herlina [9] namely (1) real life can be presented and analogous to a role playing scenario, (2) role playing can describe the authentic feelings of students (3) emotions and ideas that arise in role play can be led to an awareness, which in turn will give direction to change, and (4) Invisible psychological processes related to attitudes, values, and belief systems can be led to an awareness through spontaneous characterization and analysis is followed.

In applying the role playing technique, guidance and counseling is needed, one of the

guidance used is social personal guidance. Social personal guidance is a guidance to overcome the inner problems in dealing with problems related to social relations. To assist teachers in providing guidance services for children with autism, a social personal guidance handbook is needed. This teacher's handbook contains an explanation of the steps to implementing children's social interactions while in the school environment that is arranged based on the condition of an children with autism. It is expected that from the existence of this personal social guidance handbook, the teacher has the ability to provide direction for social interaction that suits the needs of children with autism. In this case the intervention delivered to the teacher can be applied directly to children with autism so that children with autism are able to socialize optimally. Therefore the purpose of this study is to 1) produce a teacher's handbook in social personal guidance with role playing techniques to enhance social interaction of children with autism in the Inclusive Primary School, 2) examine the feasibility of the teacher's handbook in social personal guidance with role playing techniques for increasing social interaction of Children with autism in the Inclusive Primary School.

II. METHOD

a) The development model used in this study was the Thiagarajan, Semmel, & Semmel's development model [10] namely the 4-D model that is used specifically to develop learning tools. The stages used in the 4-D development model are define, design, develop, and disseminate. In the 4D model research was modified and only carried out 3 stages of development, namely 1) Defining Phase, 2) Design phase, 3) Development Phase. The subject of this study on teacher's handbook in social personal guidance with role playing techniques for Children with autism was special education teacher. Research on the development of teacher's handbook in social personal guidance with role playing techniques for children with autism was carried out at the Inclusive Primary School in Surabaya, Indonesia. Then, data were analysed using quantitative descriptions.

III. RESULT AND DISCUSSION

A. The Process of Developing a Teacher's Handbook in Social Personal Guidance by Using Role Playing Techniques to Enhance the Social Interaction of Children with Autism

1. Expert Validation

Experts were involved to validate teacher's handbooks in social personal guidance by using role playing techniques to enhance social interaction of children with autism consist. There were two experts involved, one from the Guidance and Counselling experts and others were special education experts, especially experts in autism field. Indeed, Thiagarajan, S, Semmel, D, S & Semmel M.I. [10] revealed that expert validation was carried out to obtain a content, theoretical, efficiency, possibility of implementation and attractiveness that had adequate feasibility areas.

2. Field Trials

The observation showed that by providing social personal guidance using role playing techniques children with autism were able to practice several social interaction skills such as asking friends, exchanging greetings with friends, inviting friends to play together, and saying greetings when meeting with friend. This is in accordance with the study by Nugraha [11] which states that the use of role playing in learning activities provides many benefits to students as the purpose of the role playing technique is (1) fun and improve motivation for learning, (2) more learning opportunities to express themselves, (3) provide wider opportunities to talk, and (4) can provide happiness to students because role playing is basically a game.

3. Teacher's Ability to Deliver Social Personal Guidance by Using Role Playing Techniques

The success of teachers in delivering social personal guidance by using role playing techniques to enhance social interaction of Children with autism due to the availability of teacher's handbooks. By using teacher's handbook it was easier for teachers to provide social personal guidance which steps have been facilitated by researchers and using media which is selected by children with autism to facilitate teachers in providing personal social guidance with role playing techniques.

Teachers created an atmosphere that can build social interaction with children with autism, through social interaction there will be a reciprocal relationship between individuals to create a mutually beneficial relationship. This is in line with Walgito's [4] opinion which social interaction is the relationship between one individual with another individual, one individual can influence other individuals or vice versa, so there is a reciprocal relationship.

Teachers could provide a special service to help children with autism in solving social interaction problems, one of which is by providing personal social guidance. Social personal guidance is a service that is provided to solve problems that exist in individuals related to social problems. This is in line with the opinion of Syamsu Yusuf & Juntika Nurihsan [12] who states that Social Personal guidance is a guidance to help individuals in solving personal social problems, such as relationships with fellow friends/ teachers, understanding the nature and abilities on self-adjustment, adaptation to the education environment/residence, and conflict resolution.

4. Student Response

Students were very enthusiastic in implementing social personal guidance using role playing techniques. This means that the provision of personal social guidance with role playing techniques could enhance the spirit of an children with autism to have the desire to interact with his friends. This agrees with Purwati's [13] opinion that in the aspect of personal-social development guidance services help students to (1) have a self-understanding; (2) developing positive abilities; (3) selecting positive activities; (4) able to respect others; (5) has a sense of responsibility; (6) developing interpersonal skills; (6) can solve problems; (7) and can make good decisions.

B. Results of Development of Teacher's Handbook in Social Personal Guidance by Using Role Playing Techniques to Enhance Social Interaction of Children with Autism

The teacher's handbook in social personal guidance with role playing techniques to enhance social interaction of children with autism is well accepted because of several factors. These factors are: First, handbook has been developed in accordance with the practical aspects that have been revealed by Nieveen [14]. Indeed, a majority of studies have reported that the use of handbook was essential to improve the children with autism understanding on several topics ([15],[16],[17]) Second, handbook was arranged according to the teacher's needs in dealing with children's social interactions. Third, the development of the teacher's handbook was complemented by manual book, so the teacher can use the handbook well. Fourth, the development of guidelines is interactive. Fifth, the teacher's handbook in social personal guidance by using role playing techniques arranged with attention to the needs and characteristics of children.

The results of the practicality analysis of the teacher handbook can be seen through the observation sheet of the teacher's teaching activities. In the observation assessment of the ease of teaching activities of the teacher, the researcher asked the teacher to carry out this handbook so that the practical criteria for the teacher's handbook in social personal guidance using role playing techniques were declared practical from the results of the acquisition value of 2.7. From these results, the handbook can be applied and assessed through practical observational sheets and in fact the handbook can be developed and can be applied by teachers in enhancing social interaction of children with autism. The obstacles encountered during the implementation of the social personal guidance handbook with role playing techniques for children is dealing with the emotional stability of children with autism so the teacher needs additional prompts. Therefore the child wants to take part in social personal guidance activities. This finding is supported by several studies ([18], [19]) which highlighted the emotional problems among children with autism.

Moreover, through a small-scale trial conducted in inclusive primary school in Surabaya with subjects as many as six children with autism, it is known that the results of the analysis of the effectiveness of the guidebook obtained an average of 3.0. Based on the established criteria, the

guidance of social personal guidance with role playing techniques to enhance social interaction of children with autism in primary schools is declared effective in increasing social interaction of children with autism.

From the results of small-scale trials it can be said that there is a significant influence from the use of guidelines, this means that by providing stimulus to children with autism in terms of social interaction gradually it can enhance the social interaction of children with autism to be able to interact with their friends without help from people other than the experience they have passed. Indeed, Bandura in Ainiyah [20] revealed that humans do not function when they are alone. As social beings, they observe the behavior of others and certain opportunities when the behavior is rewarded, ignored, or punished. They can thus benefit from the observed consequences in addition to direct experiences.

IV. CONCLUSION

The teacher's handbook on social personal guidance through applying role-playing techniques has met the eligibility criteria, thus this handbook can be used as a reference in providing social personal guidance for teachers to students who experience problems in social interactions. It is undeniable that the results on validity, practicality, and effectiveness of the social personal guidance handbook is not optimum yet, so enhancement is worthwhile. Therefore, to reach that aim, the feasibility of this handbook needs to be tested on a broader scope.

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