

Analysis Of Social Skills In Autistic Children

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Abstract: This study describes social skills in autistic children. Autistic children at the Special School of Taman Pendidikan Islam Medan have obstacles in social skills, so that children experience obstacles when interacting socially in the surrounding environment. Obstacles to social skills can affect obtaining information so that children experience delays. This demonstrates that social skills are crucial in friendships and interactions with the environment. Autistic children are children who experience neurodevelopmental disorders characterized by limitations when communicating and interacting socially, so research related to the social skills of autistic children is an interesting thing to study. This type of research is qualitative research with a qualitative descriptive method. Data collection was conducted using the following methods: observation, interviews, documentation, and data triangulation. The results of the study showed that the social skills of autistic children in interacting with their environment showed quite good results.

Keywords: Social Skills, Autistic Child

1. Introduction

Inclusive education is one of the efforts made by the government to provide the widest possible opportunities to all children, both healthy children and autistic children with disabilities and other disadvantaged groups [1]. The concept of inclusive education does not discriminate against children's life backgrounds due to physical and mental limitations [2]. This is in accordance with the statement [3] that every citizen has the same right to get a quality education. The existence of access to quality education will form generations of the nation who are qualified and have competence in accordance with the fields of science they demand. Inclusive Education helps teachers and children with autism feel comfortable with the variety of diversity in the classroom, and it is a challenge for teachers to teach in diverse characteristics [4].

Children with special needs tend to be given different treatment among society, especially among their peers [5]. In a previous study, it was explained that obtaining the fact that DN detected as autistic people tend to respond less to others. Autistic children have constraints on

social skills, so children experience obstacles when interacting socially [6]. Autistic children have Temper Tantrums suddenly for no reason, hysterical when they experience obstacles in resistance if they are treated poorly. However, in this research study, there are only three types of children with special needs that have been successfully studied, namely autistic people, people with ASD, and people with disabilities. The results of the study [5] were obtained that healthy or normal students sometimes lack a good response to understand the condition of children with special needs with all their limitations which are researched through the aspect of empathy.

Based on the reality that has been explained above, it shows that social skills in children with special needs have an important role in social activities with people in the surrounding environment. The social skills possessed by children with special needs at the level of inclusive education also vary, depending on the type of disorder of the individual [6]. This is the background for the author to conduct further research on the social skills of children with special needs involved, namely autistic, deaf, and deaf children at the elementary school level at the Special School of Taman Pendidikan Islam Medan.

Furthermore, the aspects of social skills consist of five aspects is: 1) Cooperation, 2). Relationships, 3) Responsibility, 4) Empathy, 5) Self-control [7].

- a. Cooperation: an activity or effort carried out by several people or groups to achieve a common goal. Good cooperation can prove the establishment of good interaction between normal students and children with special needs.
- b. Relationship: The relationship between two or more parties to achieve a goal. Relationships are an aspect of social skills, because a person's ability to establish relationships with others is considered the ability to interact. Responsibility: Responsibility is the embodiment of awareness of duty.
- c. Responsibility: the obligation of a person to bear all the consequences of his actions. Responsibility can also be interpreted as awareness to carry out duties and obligations seriously, and be ready to bear the risk of one's own actions.
- d. Empathy: the ability to understand, feel, and share the feelings, thoughts, and experiences of others. Empathy also involves the ability to see things from the other person's point of view and imagine yourself in their condition.
- e. Self-control: The ability of a child to control himself consciously, in order to produce behavior that does not harm others. Self-control can also be interpreted as the ability to control emotions, thoughts, and actions in order to act correctly.

Furthermore, indicators of aspects of social skills [7] are comprehensive instruments and use an approach.

Table 1. Aspects of Social Skills

The aspects of social skills are as follows.

No	Aspects	Indicator
1.	<i>Cooperation</i>	<ol style="list-style-type: none"> a. Listening to others talking. b. Ask permission before using someone else's belongings. c. Avoid behavior that causes problems. d. Work on tasks on time. e. Maintain cleanliness and neatness. f. Take advantage of free time.

		g. Follow directions and instructions.
		h. Use the right tone of voice.
		i. Ignore distractions.
		j. Help with homework.
2.	<i>Assertion</i>	a. Make friends easily.
		b. Ask for help when in need.
		c. Be confident in interactions.
		d. Take part in some activities.
		e. Give compliments.
		f. Receive praise.
		g. Start a conversation.
		h. Invite others to participate in an activity.
		i. Volunteer in helping.
		j. Express feelings appropriately.
		k. Defending a friend who is mistreated
3.	<i>Responsibility</i>	a. Say good things.
		b. Show concern for friends.
		c. Express feelings appropriately.
		d. Follow directions and rules.
		e. Waiting for your turn in an activity
		f. Ask permission when leaving.
		g. Report something appropriately.
		h. Liked by others/social acceptance.
		i. Answered the phone well.
4.	<i>Empathy</i>	a. Understand the feelings of others.
		b. Ask for help with the problem at hand.
		c. Also feel bad things that happen to others.
		d. Listen to a friend who tells you about his problem.
		e. Smile.
		f. Tell when someone is doing good things.
		g. Defending friends who don't get fair treatment.
		h. Talk about an issue or opinion with classmates
5.	<i>Self-Control</i>	a. Ignoring temptations or distractions.
		b. Expressing disapproval by not being angry.
		c. Avoid things that cause problems.
		d. Do something good.
		e. Compromise with other people's opinions.
		f. Accept punishment from adults.
		g. Control emotions.
		h. Accept criticism without getting angry
		i. Respond appropriately to the behavior of others.
		j. Politely decline something.
		k. Speak in the right tone

Extraordinary schools as places of education for students who integrate students with special needs in regular classes with other normal students, it is certain that there will be interactions that occur. However, the condition of students with special needs with all their limitations is a barrier to good social interaction

2. Methods

This type of research is in the form of qualitative research, with a qualitative descriptive method. This research focuses on children with special needs, namely autistic, handicapped, and deaf children at the elementary school level. The location of the research is at the Special School of Taman Pendidikan Islam Medan. Data collection was carried out using techniques that included participatory observation, data triangulation, in-depth interviews and documentation. Social skills indicators consist of five aspects, which include: 1) Cooperation, 2) Relationships, 3) Responsibility, 4) Empathy, 5) Self-control. The collected data is analyzed by the following steps, namely: 1) Data reduction, 2) Data presentation, 3) Drawing conclusions, 4) Verifying. This data analysis was carried out before, during, and after in the field [8].

3. Research Results and Discussion

3.1 Research Results

After conducting research using observation, interviews, and documentation, several facts were obtained related to the social skills of students with special needs at the Taman Pendidikan Islam Special School. The implementation research pertains to the social skills of students with exceptional needs. Social skills are divided into five aspects, namely cooperation, assertion, responsibility, empathy, and self-control. The five aspects of social skills have indicators.

Based on observations at the Taman Pendidikan Islam Special School, it was found that there were several students with special needs in the elementary school, with several accompanying teachers. The types of special needs that exist in the Special School of Taman Pendidikan Islam are Autistic Spectrum Disorder (ASD), intellectual impairment, disability, and learning difficulties. This study aimed to assess the social skills of adolescents with exceptional needs, namely those with various disabilities and Autistic Spectrum Disorder (ASD). There were three students with special needs with disabilities, but researchers only examined one of the three disabled students. The disabled student studied has the initials NH. The second student is a student with a special needs type of Autistic Spectrum Disorder (ASD), in the Special School of Taman Pendidikan Islam there is only one student with this type of need, namely MJS. The results of the study can be seen in the following figure.

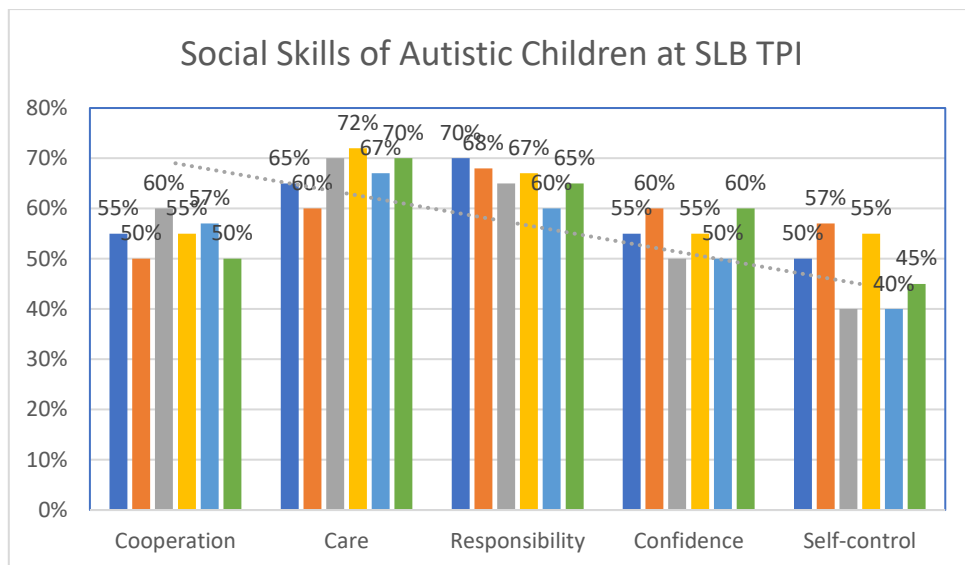


Fig 1. Social Skills of Autistic Children in the Islamic Education Park Extraordinary School

Indicator 1: Cooperation Aspect

Based on the results of field findings for the cooperation aspect, students with disabilities with the initials NH have good cooperation skills. This is shown from the results of interviews with several informants regarding social skills in the aspect of NH cooperation, from the seven indicators asked, it turns out that NH meets five indicators for aspects of cooperation, namely listening to others talking, doing tasks on time, utilizing free time, and following directions and instructions. Two indicators that are not met are using the right tone of voice and ignoring distractions.

Based on the results of field findings for aspects of cooperation, students with the type of special needs Autistic Spectrum Disorder (ASD) with the initials MJS have quite good cooperation skills. This is shown from the results of interviews with several informants regarding social skills in the aspect of MJS cooperation from the seven indicators asked, it turns out that MJS meets four indicators, namely listening to others talking, doing tasks on time, maintaining cleanliness and neatness, following directions and instructions, while the three indicators that are not met are utilizing free time, using the right tone of voice, and ignore distractions.

Indicator 2: Assertion Aspect

Social skills for assertions, NH also meets four of the seven indicators: making friends easily, participating in some activities, starting conversations, and volunteering to help. While the three aspects that are not fulfilled are confidence in interaction, inviting others to participate in an activity, and defending friends who are mistreated. For the social responsibility aspect, NH meets four of six indicators: saying nice things, showing concern for friends, asking permission

when leaving, and being liked by others/social acceptance. While two aspects that are not fulfilled are waiting for your turn in an activity and reporting something appropriately.

Social skills for assertions, MJS meets two of the seven indicators, namely voluntary in helping and defending friends who are not treated well. While the five indicators that are not met are making friends easily, confident in interactions, participating in several activities, starting conversations and inviting others to participate in an activity.

Indicator 3: Aspects of Responsibility

For social responsibility aspects, MJS meets five of the six indicators: saying good things, showing concern for friends, waiting for your turn in an activity asking permission when leaving, and being liked by others/social acceptance. While one indicator that is not met is to report something appropriately.

Indicator 4: Empathy Aspect

Social skills for aspects of empathy, NH meets three indicators out of five indicators, namely, asking for help when needed, smiling, and talking about a problem or opinion. While two indicators that are not met are telling when someone is doing good things and defending friends who do not get fair treatment.

Social skills for the aspect of empathy, MJS meets three of the five indicators, namely asking for help with the problem at hand, smiling, telling when someone is doing something good. While two indicators that are not met are defending friends who do not get fair treatment, talking about an issue or opinion.

Indicator 5: Aspects of Self-Control

Social skills for aspects of self-control, NH meets four indicators out of ten existing indicators. The aspects that are fulfilled are expressing disapproval by not getting angry, avoiding things that cause problems, doing something good, and politely refusing something. While the six aspects that have not been fulfilled are ignoring temptation or interference, compromising with other people's opinions, accepting punishment from adults, controlling emotions, accepting criticism without anger, and responding appropriately to other people's behavior.

Social skills for aspects of self-control, MJS meets two out of ten indicators, namely accepting punishment from adults and politely refusing something. While the eight indicators that are not met are ignoring temptation or distraction, expressing disagreement with not being angry, avoiding things that cause problems, doing something good, compromising with other people's opinions, controlling emotions, accepting criticism without anger, responding appropriately to other people's behavior.

Based on the five indicators above, it can be said that the social skills of children with special needs in interacting with their environment at the Islamic Education Park Special School show quite good results. Children with special needs of the type of disability meet four aspects of social skills and only one aspect is not met, namely self-control. Meanwhile, autistic children can only fulfill three aspects of skills, namely cooperation, responsibility, and empathy, and the

assertion and self-control aspects are not fulfilled. For the assessment aspect on the indicators of making friends easily and confidently in interaction, it is not met according to the Koster, et. al. study [9] that students with special needs on average have few friends and have little interaction with classmates. Children with special needs of the type of disability have a good assessment that children with special needs have a positive self-concept where this self-concept is related to the interaction [10]. Ervin et. al. [6] researched autistic, ADHD, and visually impaired children and found that low self-control in autistic children and low self-control in disabled children.

4. Discussion

Based on the results of the research that has been described above to determine the social skills of autistic children at the Special School of Taman Pendidikan Islam Medan, it was found that the development of social skills of autistic children is very slow and this causes them to lag far behind compared to their peers. This can be reviewed from the social skills that appear in NH and MJS with characteristics of very poor social interaction. For example, they lack response to others, find it difficult to cooperate, and rarely join their friends.

After several follow-up meetings, it was found that there was progress in this study, namely that the social skills of autistic children in interacting with their environment at the Islamic Education Park Extraordinary School showed quite good results. This is because of the five aspects of social skills, autistic children meet 2 aspects of social skills and 3 aspects that are not met. The 2 aspects that are fulfilled are the aspect of care and the aspect of responsibility. The 3 aspects that are not fulfilled are the aspects of cooperation, confidence and self-control. This is because the autistic child is not able to get along with his peers, the child lacks confidence and looks still shy, and is not able to control his emotions well.

Through the five senses, a new and different environment from NH and MJS to improve social skills that do occur in autistic children. By providing Stimulus, invite them to play NH and MJS and communicate. This can be seen when in the inclusion class for NH and MJS is often stimulated by their teachers and friends. NH and MJS began to respond slowly.

Compliance with instructions, NH and MJS are polite children when the teacher instructs NH and MJS to move forward to the front of the class. Even though instructions had to be carried out many times. The ability to imitate (imitation) is done by NH and MJS in their environment, when their friend has something new, NH and MJS immediately ask their parents to buy the same thing as their friend. Language skills, NH and MJS still have less clear articulation, smooth voices, and word consonants that are difficult to understand when speaking.

The expressive language skills possessed by NH and MJS are still lacking, NH and MJS interact socially with flat. NH and MJS never reply or respond to others socially, such as laughing, smiling, or showing facial expressions. However, to express their wishes, NH and MJS did it with a touch of more movement. NH and MJS rarely make eye contact with other people. In general, NH and MJS do not consider individuals as their interlocutors. Like feeling alive with yourself. To regulate social interaction, NH and MJS have begun to increase body gestures while at school. Like greeting someone with a touch and hugging a friend even if it's just a touch without any conversation.

The socialization skills and communication difficulties experienced by NH and MJS start from pre-school. NH and MJS appear to experience a normal development but then lose their social skills. During NH and MJS's time at the Medan Islamic Education Park Extraordinary School, they experienced a sudden Temper Tantrum several times without cause. NH and MJS will be hysterical when they encounter obstacles in the match if they are treated badly. This tantrum occurred because NH and MJS felt desperate to express their frustration to their environment.

Efforts to overcome difficulties in socializing in autistic children are as follows:

- a. Social empathy in the environment towards autistic children: Teachers can help autistic children understand the ability of the five senses in their environment. Normal children usually have a sense of how to be someone else almost spontaneously, they will put themselves in the shoes of others. So that the efforts made by the school are to form the character of students who have empathy for others. This is shown in the inclusion classes occupied by NH and MJS. All of his friends were taught by the homeroom teacher of NH and MJS to embrace NH and MJS and set a good example and always involve NH and MJS in social activities. This is very influential for NH and MJS to improve their social skills. An environment that supports and emphasizes the stimulation of experiences that are common in daily life repeatedly and maintains activities consistently.
- b. Providing Stimulus so that autistic children can respond: Teachers provide stimulus to NH and MJS so that NH and MJS can respond quickly. Although currently the stimulus for NH and MJS must be repeated several times to get a response. Autistic children never reply or respond to others socially, for example, laughing, smiling, and showing facial expressions. At first, NH and MJS seemed very difficult to express themselves and refused to be invited to face-to-face communication. However, with the passage of time by being given stimulus to NH and MJS, currently NH and MJS are starting to be able to respond even though they are still with flat expressions, but there is a willingness to communicate face-to-face.
- c. Applying Lifeskills through Imitation: The teacher directs all autistic children to be independent. The same goes for autistic children. The ability to help himself continues to be carried out to be able to foster a sense of confidence and habits with his condition. NH and MJS experienced changes that were felt very well even though slowly, starting from the ability to wear clothes, wear shoes, put on new buttons, and wear a neat veil. The ability to imitate or imitate carried out by NH and MJS, it seems that they have begun to wear shoes by themselves, even with the help of imitating the theme. In learning activities, NH and MJS imitated their friends by equipping stationery like their friends. Have been able to learn how to eat without being fed by yourself

5. Conclusion

The findings of this study indicate that the social skills exhibited by children with special needs, including those who are autistic and deaf, at the elementary school level within the Islamic Education Park Extraordinary School, demonstrated commendable outcomes in their interactions. This is due to the five dimensions of social skills; students with unique requirements pertaining to this sort of disability fulfill four dimensions, with only one dimension unmet. The four aspects that are fulfilled are the cooperation aspect, the assertion aspect, the responsibility aspect, and the empathy aspect. The aspect that is not fulfilled is the aspect of

self-control. This is because students with special needs of the type of disability have not been able to control their emotions well. Meanwhile, students with special needs of the autistic type can only fulfill three aspects of skills, namely cooperation, responsibility, and empathy. The aspects that are not fulfilled are the aspect of assertion and the aspect of self-control. This is because children with special needs are less able to get along with others and are unable to control their emotions well.

This study focuses on the social skills of elementary school students with exceptional needs, namely those with autism and hearing impairments. Other researchers are expected to conduct research on other types of children with special needs. In addition, it is also hoped that the next researcher can develop a learning activity that can help students with special needs in developing their social skills.

Suggestion

- a. That teachers should use the right strategies to explore the social skills of autistic children, for example applying learning models, methods and media that are designed so that children can learn more comfortably and enjoyably.
- b. The treatment of teachers during learning activities should not be equated between students who are alleged to have autistic tendencies and other students
- c. Teachers should not only do silent learning activities in a room and the like, teachers can invite students to learn outside the classroom.
- d. The school should not be allergic to children with special needs, in the sense of not being afraid to accept students who have limitations, such as the order of the Law that every child has the right to a proper education without exception.
- e. Teachers can use this model wisely, do not hesitate to ask the researcher if they experience difficulties.
- f. Other researchers seeking to perform studies should obtain references to enhance the analysis of the social abilities of children with special needs.

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