

### PROTEKSI ISI LAPORAN KEMAJUAN PENELITIAN

Dilarang menyalin, menyimpan, memperbanyak sebagian atau seluruh isi laporan ini dalam bentuk apapun kecuali oleh peneliti dan pengelola administrasi penelitian

## LAPORAN KEMAJUAN PENELITIAN MULTI TAHUN

ID Proposal: 0efcc08b-5e54-44b2-80a0-f3a7c697e820  
Laporan Kemajuan Penelitian: tahun ke-2 dari 3 tahun

### 1. IDENTITAS PENELITIAN

#### A. JUDUL PENELITIAN

Model Pembelajaran keterampilan sosial Jarak Jauh Untuk Anak Dengan Gangguan Sosial Emosional

#### B. BIDANG, TEMA, TOPIK, DAN RUMPUN BIDANG ILMU

Bidang Fokus RIRN / Bidang Unggulan Perguruan Tinggi	Tema	Topik (jika ada)	Rumpun Bidang Ilmu
Pendidikan	-	Pendidikan Keluarga	Pendidikan Anak Usia Dini

#### C. KATEGORI, SKEMA, SBK, TARGET TKT DAN LAMA PENELITIAN

Kategori (Kompetitif Nasional/ Desentralisasi/ Penugasan)	Skema Penelitian	Strata (Dasar/ Terapan/ Pengembangan)	SBK (Dasar, Terapan, Pengembangan)	Target Akhir TKT	Lama Penelitian (Tahun)
Penelitian Desentralisasi	Penelitian Dasar Unggulan Perguruan Tinggi	SBK Riset Dasar	SBK Riset Dasar	2	3

### 2. IDENTITAS PENGUSUL

Nama, Peran	Perguruan Tinggi/ Institusi	Program Studi/ Bagian	Bidang Tugas	ID Sinta	H-Index
SUHARSIWI Ketua Pengusul	Universitas Muhammadiyah Jakarta	Pendidikan Guru Madrasah Ibtidaiyah		6023971	0
Dr WENY SAVITRY SEMBIRING PANDIA S.Psi, M.Si Anggota Pengusul 1	Universitas Katolik Indonesia Atma Jaya	Psikologi Profesi		6012376	0
Dr ROHIMI ZAMZAM S.Psi, M.Pd Anggota Pengusul 2	Universitas Muhammadiyah Jakarta	Pendidikan Guru Pendidikan Anak Usia Dini		6017338	0

### 3. MITRA KERJASAMA PENELITIAN (JIKA ADA)

Pelaksanaan penelitian dapat melibatkan mitra kerjasama, yaitu mitra kerjasama dalam melaksanakan penelitian, mitra sebagai calon pengguna hasil penelitian, atau mitra investor

Mitra	Nama Mitra
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### 4. LUARAN DAN TARGET CAPAIAN

#### Luaran Wajib

Tahun Luaran	Jenis Luaran	Status target capaian ( <i>accepted, published, terdaftar atau granted, atau status lainnya</i> )	Keterangan ( <i>url dan nama jurnal, penerbit, url paten, keterangan sejenis lainnya</i> )
2	Prosiding dalam pertemuan ilmiah Internasional	sudah terbit/sudah dilaksanakan	konferensi PAUD di UPI
2	Prosiding dalam pertemuan ilmiah Internasional	sudah terbit/sudah dilaksanakan	Konferensi PAUD atau special need di malaysia
2	Prosiding dalam pertemuan ilmiah Internasional	sudah terbit/sudah dilaksanakan	konferensi PAUD atau special need di negara asia lainnya

#### Luaran Tambahan

Tahun Luaran	Jenis Luaran	Status target capaian ( <i>accepted, published, terdaftar atau granted, atau status lainnya</i> )	Keterangan ( <i>url dan nama jurnal, penerbit, url paten, keterangan sejenis lainnya</i> )
2	Buku Ajar (ISBN)	sudah terbit	buku bahan ajar untuk orangtua dan guru (seri parenting)

### 5. ANGGARAN

Rencana anggaran biaya penelitian mengacu pada PMK yang berlaku dengan besaran minimum dan maksimum sebagaimana diatur pada buku Panduan Penelitian dan Pengabdian kepada Masyarakat Edisi 12.

**Total RAB 3 Tahun Rp. 866,325,000**

**Tahun 1 Total Rp. 0**

**Tahun 2 Total Rp. 268,075,000**

Jenis Pembelanjaan	Item	Satuan	Vol.	Biaya Satuan	Total
Analisis Data	Penginapan	OH	2	600,000	1,200,000
Analisis Data	Tiket	OK (kali)	3	2,000,000	6,000,000
Analisis Data	HR Sekretariat/Administrasi Peneliti	OB	4	1,500,000	6,000,000
Analisis Data	HR Pengolah Data	P (penelitian)	5	1,000,000	5,000,000
Analisis Data	Biaya analisis sampel	Unit	5	2,500,000	12,500,000
Analisis Data	Honorarium narasumber	OJ	7	1,500,000	10,500,000
Analisis Data	Biaya konsumsi rapat	OH	10	35,000	350,000
Analisis Data	Uang Harian	OH	15	300,000	4,500,000
Analisis Data	Transport Lokal	OK (kali)	15	150,000	2,250,000

Jenis Pembelanjaan	Item	Satuan	Vol.	Biaya Satuan	Total
Bahan	Barang Persediaan	Unit	200	75,000	15,000,000
Bahan	ATK	Paket	250	120,000	30,000,000
Bahan	Bahan Penelitian (Habis Pakai)	Unit	300	75,000	22,500,000
Pelaporan, Luaran Wajib, dan Luaran Tambahan	Publikasi artikel di Jurnal Internasional	Paket	1	8,850,000	8,850,000
Pelaporan, Luaran Wajib, dan Luaran Tambahan	Biaya seminar internasional	Paket	2	6,000,000	12,000,000
Pelaporan, Luaran Wajib, dan Luaran Tambahan	Luaran KI (paten, hak cipta dll)	Paket	2	5,000,000	10,000,000
Pelaporan, Luaran Wajib, dan Luaran Tambahan	HR Sekretariat/Administrasi Peneliti	OB	5	450,000	2,250,000
Pelaporan, Luaran Wajib, dan Luaran Tambahan	Biaya penyusunan buku termasuk book chapter	Paket	5	5,000,000	25,000,000
Pelaporan, Luaran Wajib, dan Luaran Tambahan	Uang harian rapat di dalam kantor	OH	15	75,000	1,125,000
Pelaporan, Luaran Wajib, dan Luaran Tambahan	Uang harian rapat di luar kantor	OH	15	150,000	2,250,000
Pelaporan, Luaran Wajib, dan Luaran Tambahan	Biaya konsumsi rapat	OH	15	35,000	525,000
Pengumpulan Data	HR Pembantu Peneliti	OJ	3	500,000	1,500,000
Pengumpulan Data	HR Sekretariat/Administrasi Peneliti	OB	3	450,000	1,350,000
Pengumpulan Data	Tiket	OK (kali)	8	1,500,000	12,000,000
Pengumpulan Data	FGD persiapan penelitian	Paket	10	450,000	4,500,000
Pengumpulan Data	HR Pembantu Lapangan	OH	10	450,000	4,500,000
Pengumpulan Data	Penginapan	OH	12	600,000	7,200,000
Pengumpulan Data	Uang harian rapat di dalam kantor	OH	12	100,000	1,200,000
Pengumpulan Data	Uang harian rapat di luar kantor	OH	12	150,000	1,800,000
Pengumpulan Data	HR Petugas Survei	OH/OR	15	500,000	7,500,000
Pengumpulan Data	Transport	OK (kali)	45	120,000	5,400,000
Pengumpulan Data	Uang Harian	OH	45	150,000	6,750,000
Pengumpulan Data	Biaya konsumsi	OH	45	35,000	1,575,000
Sewa Peralatan	Peralatan penelitian	Unit	50	250,000	12,500,000

Jenis Pembelanjaan	Item	Satuan	Vol.	Biaya Satuan	Total
Sewa Peralatan	Transport penelitian	OK (kali)	50	450,000	22,500,000

**Tahun 3 Total Rp. 598,250,000**

Jenis Pembelanjaan	Item	Satuan	Vol.	Biaya Satuan	Total
Analisis Data	HR Sekretariat/Administrasi Peneliti	OB	10	1,500,000	15,000,000
Analisis Data	HR Pengolah Data	P (penelitian)	10	1,500,000	15,000,000
Analisis Data	Honorarium narasumber	OJ	10	2,000,000	20,000,000
Analisis Data	Biaya analisis sampel	Unit	10	1,200,000	12,000,000
Analisis Data	Tiket	OK (kali)	10	2,000,000	20,000,000
Analisis Data	Penginapan	OH	12	1,600,000	19,200,000
Analisis Data	Uang Harian	OH	50	250,000	12,500,000
Analisis Data	Transport Lokal	OK (kali)	100	150,000	15,000,000
Analisis Data	Biaya konsumsi rapat	OH	200	35,000	7,000,000
Bahan	Bahan Penelitian (Habis Pakai)	Unit	220	120,000	26,400,000
Bahan	Barang Persediaan	Unit	220	120,000	26,400,000
Bahan	ATK	Paket	550	150,000	82,500,000
Pelaporan, Luaran Wajib, dan Luaran Tambahan	Publikasi artikel di Jurnal Internasional	Paket	1	15,000,000	15,000,000
Pelaporan, Luaran Wajib, dan Luaran Tambahan	Luaran KI (paten, hak cipta dll)	Paket	2	6,500,000	13,000,000
Pelaporan, Luaran Wajib, dan Luaran Tambahan	HR Sekretariat/Administrasi Peneliti	OB	5	750,000	3,750,000
Pelaporan, Luaran Wajib, dan Luaran Tambahan	Biaya penyusunan buku termasuk book chapter	Paket	5	5,000,000	25,000,000
Pelaporan, Luaran Wajib, dan Luaran Tambahan	Biaya seminar internasional	Paket	10	3,500,000	35,000,000
Pelaporan, Luaran Wajib, dan Luaran Tambahan	Uang harian rapat di luar kantor	OH	50	150,000	7,500,000
Pelaporan, Luaran Wajib, dan Luaran Tambahan	Uang harian rapat di dalam kantor	OH	250	75,000	18,750,000
Pelaporan, Luaran Wajib, dan Luaran Tambahan	Biaya konsumsi rapat	OH	300	35,000	10,500,000

Jenis Pembelanjaan	Item	Satuan	Vol.	Biaya Satuan	Total
Pengumpulan Data	Tiket	OK (kali)	10	1,500,000	15,000,000
Pengumpulan Data	FGD persiapan penelitian	Paket	15	750,000	11,250,000
Pengumpulan Data	HR Pembantu Peneliti	OJ	15	750,000	11,250,000
Pengumpulan Data	HR Sekretariat/Administrasi Peneliti	OB	15	750,000	11,250,000
Pengumpulan Data	HR Petugas Survei	OH/OR	15	450,000	6,750,000
Pengumpulan Data	Penginapan	OH	25	450,000	11,250,000
Pengumpulan Data	Uang harian rapat di dalam kantor	OH	25	120,000	3,000,000
Pengumpulan Data	Uang harian rapat di luar kantor	OH	25	250,000	6,250,000
Pengumpulan Data	Transport	OK (kali)	45	250,000	11,250,000
Pengumpulan Data	Uang Harian	OH	45	350,000	15,750,000
Pengumpulan Data	Biaya konsumsi	OH	45	250,000	11,250,000
Pengumpulan Data	HR Pembantu Lapangan	OH	45	250,000	11,250,000
Sewa Peralatan	Peralatan penelitian	Unit	10	5,000,000	50,000,000
Sewa Peralatan	Ruang penunjang penelitian	Unit	12	1,000,000	12,000,000
Sewa Peralatan	Transport penelitian	OK (kali)	45	250,000	11,250,000

## 6. KEMAJUAN PENELITIAN

**A. RINGKASAN:** Tuliskan secara ringkas latar belakang penelitian, tujuan dan tahapan metode penelitian, luaran yang ditargetkan, serta uraian TKT penelitian.

Berdasarkan analisis kebutuhan akan layanan anak-anak berkebutuhan khusus sangat mendesak. Baik itu dalam lembaga non formal maupun informal. Masih kurangnya pemahaman orangtua terhadap layanan khusus, demikian juga guru di sekolah. Ketidakfahaman orangtua seringkali menjadi tekanan tersendiri baik orangtua atau guru, mereka bingung bagaimana memberi perlakuan yang tepat pada anak berkebutuhan khusus, seperti anak dengan kasus autisme, ADD/ADHD dan anak kesulitan belajar. Rata-rata anak-anak dengan kasus-kasus tersebut mengalami hambatan memperoleh kemampuan sosial dan ketidakmampuan menunjukkan ragam emosi yang tepat, komunikasi timbal balik pada lawan bicara, konsentrasi dan juga belum dapat melakukan aktivitas secara sendiri tanpa dibantu (kemandirian). Tujuan penelitian ini adalah menemukan layanan yang efektif bagi keluarga Indonesia terkait layanan yang sesuai untuk anak yang mengalami kesulitan memperoleh kemampuan sosial emosional. Terdampaknya layanan ini bagi seluruh masyarakat Indonesia terutama mereka yang di pelosok mengingat layanan ini dapat diakses melalui internet. Tahapan metode penelitian berupa beberapa langkah pengambilan data terkait : analisis kajian konten web, <https://www.maritirukan.com>. Sejumlah data yang akan menjadi penguat penelitian dasar ini adalah : layanan deteksi dini di web, analisis kebutuhan terhadap web, isi web yang sesuai kebutuhan para keluarga Indonesia dan guru di sekolah. Konten web yang disusun berisi kegiatan orang tua dan anak yang berupa model pembelajaran keterampilan sosial anak dengan masalah keterampilan sosial. konten web berisi perencanaan : silabus, assesmen, pelaksanaan kegiatan, strategi pembelajaran, dan media pembelajaran : Film edukasi dan Kartu gambar. Target TKT 2 pada tahun ke dua ini

difokuskan pada penyempurnaan isi maritirukan.com dan juga penambahan atau perubahan isi yang ditemukan adanya kekurangan setelah melakukan diskusi dan masukan berharga baik oleh para ahli dan pengguna. Luaran yang dihasilkan adalah HKI Web: maritirukan.com, 3 artikel prosiding internasional, dan bahan ajar yang berupa kajian yang secara konsep dan bagaimana implementasi lapangan dapat diuji secara teori.

**B. KATA KUNCI:** Tuliskan maksimal 5 kata kunci.

pembelajaran, jarak, jauh, sosial, perkembangan

Pengisian poin C sampai dengan poin H mengikuti template berikut dan tidak dibatasi jumlah kata atau halaman namun disarankan ringkas mungkin. Dilarang menghapus/modifikasi template ataupun menghapus penjelasan di setiap poin.

**C. HASIL PELAKSANAAN PENELITIAN:** Tuliskan secara ringkas hasil pelaksanaan penelitian yang telah dicapai sesuai tahun pelaksanaan penelitian. Penyajian dapat berupa data, hasil analisis, dan capaian luaran (wajib dan atau tambahan). Seluruh hasil atau capaian yang dilaporkan harus berkaitan dengan tahapan pelaksanaan penelitian sebagaimana direncanakan pada proposal. Penyajian data dapat berupa gambar, tabel, grafik, dan sejenisnya, serta analisis didukung dengan sumber pustaka primer yang relevan dan terkini.

Pengisian poin C sampai dengan poin H mengikuti template berikut dan tidak dibatasi jumlah kata atau halaman namun disarankan ringkas mungkin. Dilarang menghapus/memodifikasi template ataupun menghapus penjelasan di setiap poin.

**C. HASIL PELAKSANAAN PENELITIAN:** Tuliskan secara ringkas hasil pelaksanaan penelitian yang telah dicapai sesuai tahun pelaksanaan penelitian. Penyajian meliputi data, hasil analisis, dan capaian luaran (wajib dan atau tambahan). Seluruh hasil atau capaian yang dilaporkan harus berkaitan dengan tahapan pelaksanaan penelitian sebagaimana direncanakan pada proposal. Penyajian data dapat berupa gambar, tabel, grafik, dan sejenisnya, serta analisis didukung dengan sumber pustaka primer yang relevan dan terkini.

Hasil pelaksanaan penelitian model pembelajaran keterampilan sosial jarak jauh untuk anak dengan hambatan sosial emosional ditargetkan dengan memfokuskan pada kajian terhadap model pembelajaran jarak jauh melalui web maritirukan.com dan pengerjaan pada pengembangan atau penyempurnaan konten web berupa panduan pembelajaran orangtua/guru secara mandiri. Data yang diperoleh dalam penelitian dianalisis dalam data kajian yang diolah menjadi luaran penelitian berupa 3 prosiding internasional yang diselenggarakan di Bandung dan Jakarta serta luaran tambahan berupa 1 buku ajar yang telah memiliki ISBN. Tahapan penelitian di tahun ke-2 adalah tahap pengerjaan isi web maritirukan.com, berupa program pembelajaran keterampilan sosial yang dapat diakses secara online. Pengguna model pembelajaran keterampilan sosial ini adalah keluarga atau orangtua anak berkebutuhan khusus yang memiliki masalah dalam pemerolehan keterampilan sosial, dan juga guru. Hasil luaran yang dibuat merupakan hasil analisis data yang diperoleh dari kegiatan yang dilakukan di tahun ke-1 dan ke-2. Kegiatan penelitian di tahun pertama adalah melakukan analisis kebutuhan terkait konten model maritirukan.com serta mendaftarkan HKI website [https://:www.maritirukan.com](https://www.maritirukan.com). Kegiatan penelitian di tahun ke-2 lebih difokuskan pada pengerjaan isi konten website, yang membutuhkan tenaga lapangan dan tim auditing yang ahli dalam pembuatan website. Analisis data menghasilkan 3 artikel dalam prosiding berbahasa Inggris, serta 1 draft artikel untuk jurnal internasional. Luaran tambahan yang dihasilkan adalah buku ajar yang telah ber-ISBN. Buku ajar ini dapat digunakan oleh mahasiswa lintas prodi di PG-PAUD dan PG-SD/MI.

Berikut ini adalah uraian mengenai hasil pelaksanaan penelitian:

Hasil survey pada 165 guru dan 35 orangtua ABK yang berasal dari Jabodetabek tentang layanan deteksi dini anak berkebutuhan khusus jenjang TK/SD/MI menunjukkan bahwa 84% guru tidak melakukan asesmen yang komprehensif terkait penerimaan ABK, 85% tidak melakukan pertemuan khusus dengan orangtua ABK, 84% menyatakan terdapat banyak kendala, dan 79% menyatakan tidak memiliki pengetahuan dan keterampilan tentang ABK dan dari 35 orangtua ABK, 28% memeriksa perkembangan anaknya 72% orangtua tidak melakukan deteksi dini atau ke dokter tentang kondisi anaknya dengan berbagai alasan. Dari penelitian ini disimpulkan bahwa deteksi dini masalah perkembangan penting untuk memberikan program yang sesuai untuk anak berkebutuhan khusus. Hanya saja guru dan orang tua masih memiliki kesulitan untuk melakukan deteksi dini. Hal ini karena kurangnya pengetahuan dan keterampilan yang dimiliki. Untuk itu, pelatihan guru perlu ditingkatkan (Ardianingsih & Mahmudah, 2017). Perlu prosedur standar untuk sistem penerimaan siswa baru. Psikoedukasi untuk orang tua perlu dilakukan, sehingga orang tua dapat memiliki kesadaran akan masalah anak mereka lebih awal dan dapat memberikan stimulasi yang tepat untuk pengembangan keterampilan sosial anak-anak. Orang tua dan guru perlu memahami sistem pemrosesan informasi yang sesuai bagi anak agar dapat memberikan stimulasi yang tepat (Kirk, Gallagher, Coleman, & Anastasiow, 2012). Analisis data ini dikaji dan diangkat dalam artikel dengan judul *Parents' and Teachers' Role in Early Detection of Child's Developmental Delay*.

Dari hasil observasi pada 2 siswa kelas TK B, 3 siswa SD kelas III, wawancara kepada 6 guru, 4 teman sebaya dan 2 orang tua di 3 SD dan 2 TK di Tangerang mengenai keterampilan sosial pada anak

berkebutuhan khusus di sekolah dan perkembangan anak setelah mengikuti aktivitas di sekolah ditemukan bahwa: sekolah menerima keberadaan anak berkebutuhan khusus. Ada upaya yang dilakukan guru untuk memfasilitasi anak berkebutuhan guru, antara lain: melakukan asesmen awal untuk melihat potensi dan hambatan anak, melakukan interviu pada orang tua, dan mensosialisasikan program sekolah pada orang tua. Program sekolah antara lain: melakukan pembiasaan positif pada anak, memberikan contoh, mengarahkan perilaku positif siswa, serta memberi umpan balik positif. Sedangkan pencapaian siswa berkebutuhan khusus yang berada di sekolah inklusi adalah: meningkatkan kemampuan melakukan kontak sosial seperti mengucapkan salam, bermain bersama, dsb; kemampuan berkomunikasi dua arah, dan kemandirian. Pencapaian ini dapat diperoleh karena adanya asesmen awal yang tepat (Vaughn, Boss, & Schumm; 2011) sehingga baseline kemampuan anak untuk membuat program yang tepat tercapai, dan anakpun mencapai kemajuan optimal. Program individual yang dibuat dengan melibatkan orang tua serta memperhatikan response to intervention yang telah dilakukan mendukung perkembangan anak (Taylor, Smiley, & Rihards, 2009; Friend & Bursuck, 2015). Namun demikian, menurut guru dan orang tua program yang telah ada masih perlu dikembangkan dengan cara yang lebih kreatif. Program yang kreatif dengan dukungan kepala sekolah dan guru yang memiliki kemampuan yang baik akan membentuk kemampuan anak yang lebih optimal, terutama melalui iklim yang baik di sekolah inklusi (Sider, Maich, & Morvan, 2017). Hasil penelitian ini dipublikasikan dalam artikel berjudul: *The Role of School in Developing Social Skills of Children With Development Obstacles*.

Guru dan orang tua merupakan tokoh penting yang dapat meningkatkan keterampilan sosial anak. Salah satu cara yang dapat dilakukan yaitu dengan memberikan pembelajaran secara online, yang dinilai merupakan cara yang menarik bagi anak. Untuk mengetahui kebutuhan pengguna model pembelajaran keterampilan sosial jarak jauh, yaitu guru dan orang tua, dilakukan survey terhadap 30 guru dan orang tua, serta wawancara kelompok kepada 13 orang tua dan 23 guru. Hasil survey menyatakan bahwa 100% subjek setuju dan butuh pembelajaran keterampilan sosial jarak jauh untuk anak. Hasil wawancara kelompok menyatakan orang tua dan guru membutuhkan materi mengenai interaksi sosial untuk mengajarkan anak, yaitu sosial interaksi, komunikasi, dan kemandirian, namun materi yang ada butuh ditingkatkan. Berbagai masukan mengenai media pembelajaran, alur cerita, dan tahap perkembangan juga telah diperoleh. Dalam Pandia (2018) dinyatakan bahwa orang tua berperan penting dalam mengajarkan berbagai keterampilan, termasuk keterampilan sosial. Guru juga memiliki peran yang besar, dan mereka membutuhkan berbagai variasi alat bantu terutama yang berbasis teknologi (Snowman & McCown, 2015). Metode pembelajaran keterampilan sosial melalui media online akan efektif karena anak dapat belajar social modelling melalui observasi (Bandura dalam Hidayat, 2011), apalagi jika tokoh dalam film bukan berupa kartun (Snowman & McCown, 2015). Hasil penelitian ini ditulis dalam artikel yang berjudul: *Social Skill's Distance Learning for Children with Autism and Attention Deficit Hiperactivity Disorder*.

**D. STATUS LUARAN:** Tuliskan jenis, identitas dan status ketercapaian setiap luaran wajib dan luaran tambahan (jika ada) yang dijanjikan. Jenis luaran dapat berupa publikasi, perolehan kekayaan intelektual, hasil pengujian atau luaran lainnya yang telah dijanjikan pada proposal. Uraian status luaran harus didukung dengan bukti kemajuan ketercapaian luaran sesuai dengan luaran yang dijanjikan. Lengkapi isian jenis luaran yang dijanjikan serta unggah bukti dokumen ketercapaian luaran wajib dan luaran tambahan melalui Simlitabmas.

Luaran yang sudah dihasilkan dalam penelitian ini adalah : HKI Maritirukan.com, 3 Buah Prosiding internasional dan 1 buku ajar. Draft jurnal sudah dibuat, juga beberapa produk konten web yang berpotensi HKI, paten dan hak cipta, seperti : film pendidikan maritirukan.com, assesmen, buku ajar, kartu gambar. maritirukan.com sangat strategis dalam penggunaannya ke depan terutama dalam mempercepat pekerjaan riset ini di tahun selanjutnya. Tahun ke 2, alhamdulillah bentuknya sudah mulai terlihat adanya bentuk yang lebih komprehensif, hal ini berkat beberapa ahli yang memang dibidangnya seperti programmer, video shooting dan juga tim di riset kami yang memiliki latar belakang terkait model yang dikembangkan ini.



**E. PERAN MITRA:** Tuliskan realisasi kerjasama dan kontribusi Mitra baik *in-kind* maupun *in-cash* (untuk Penelitian Terapan, Penelitian Pengembangan, PTUPT, PPUPT serta KRUPPT). Bukti pendukung realisasi kerjasama dan realisasi kontribusi mitra dilaporkan sesuai dengan kondisi yang sebenarnya. Bukti dokumen realisasi kerjasama dengan Mitra diunggah melalui Simlitabmas.

Meski Skema Penelitian Dasar Unggulan Perguruan Tinggi tidak mensyaratkan Mitra penelitian, namun didalam pelaksanaan kami bermitra dengan banyak pihak seperti Perusahaan alat peraga pendidikan yang merupakan perusahaan mainan terbesar yang terdapat di Indonesia, Data direktorat pendidikan PAUD, penyedia alat peraga pendidikan terbesar bisa dihitung dengan jari, karena kebanyakan adalah unit usaha kelas UMKM. PT Dwida sangat membantu pengerjaan kegiatan Film, editing dan pengimputan dalam website maritirukan.com, Mitra kerjasama kami juga beberapa sekolah, tempat kami melakukan kegiatan FGD dan sharing terkait model ini. Sekolah yang bekerjasama adalah : TK/SD labschool, SD Tunas Iblam, dan beberapa sekolah inklusif di wilayah Jakarta, Tangerang, dan Depok serta beberapa sekolah dan komunitas orangtua ABK yang tersebar di seluruh Indonesia.

**F. KENDALA PELAKSANAAN PENELITIAN:** Tuliskan kesulitan atau hambatan yang dihadapi selama melakukan penelitian dan mencapai luaran yang dijanjikan, termasuk penjelasan jika pelaksanaan penelitian dan luaran penelitian tidak sesuai dengan yang direncanakan atau dijanjikan.

Hambatan adalah padatnya jadwal kegiatan yang harus dilakukan, sementara harus juga berfokus pada penulisan artikel dan buku ajar sebagai luaran. Meski kami sudah berbagi dan juga dibantu oleh tim teknis lapangan, film juga tetap membutuhkan pendampingan di lapangan untuk memastikan kegiatan sesuai yang direncanakan. Meski demikian sempat molor terutama dalam memilih talent dan waktu syuting anak-anak, mengingat pengerjaan Film hanya dapat dilakukan di hari kerja. Proses pembuatan Film dilakukan dalam beberapa tahap; Diskusi konsep, Pembuatan Story Board, memilih talent yang sesuai, menyiapkan lokasi, menyiapkan peralatan pendukung, pengambilan gambar, editing, penyajian.

Film maritirukan.com terdiri dari 3 tema: ayo tunjukan (mengajarkan berbagai ragam emosi dan ekspresi), ayo lakukan (mengajarkan perilaku sosial dalam berinteraksi dengan teman, dan orang-orang disekitar kita), ayo jalan (mengajarkan perilaku sosial di tempat publik). Setiap tema Film berisi beberapa cerita Film pendek yang juga terdiri dari beberapa judul dan masing-masing judul terdiri beberapa Film. Beberapa film drop ketika editing sehingga tim melakukan pengulangan pengambilan gambar di lokasi. Lokasi Film dilakukan di 2 tempat di labschool FIP UMJ dan SD Islam Tunas Iblam, dan nantinya kami akan dilakukan pengambilan gambar di tempat lain seperti Zona Madinah Dompot Dhuafa dan beberapa tempat khusus pengambilan dalam tema ayo jalan. Semua produk yang dihasilkan dibagi dalam Panduan guru; terdiri dari perencanaan, strategi pelaksanaan, dan penilaian. Kemudian terdapat kegiatan siswa, dimana siswa dapat menonton film dan mengerjakan soal-soal yang terdapat di dalam web kami maritirukan.com. Pengerjaan tahun awal domain kami terdaftar dalam wix, namun tahun ke 2 tim kami berubah dan menilai program wix tidak support untuk beberapa tampilan yang ingin disesuaikan dengan kreatifitas dan kebutuhan kegunaan maritirukan.com. Rencananya kami akan mendaftarkan beberapa produk maritirukan.com melalui paten, HKI, dan lain sebagainya. Publikasi internasional ternyata memakan waktu cukup panjang, mulai dari upload abstrak, keikutsertaan dalam seminar sebagai presenter, beberapa tahapan revisi mulai dari masukan internal kemudian review eksternal. Sehingga artikel yang diberikan belum dapat dibuktikan kesemuanya terbit. Namun untuk luaran tambahan sudah dapat memiliki ISBN. Namun isi bagian akhir terkait konsep model ini masih perlu ada penambahan sedikit dan masih terus di kerjakan dan dilakukan editing.

**G. RENCANA TAHAPAN SELANJUTNYA:** Tuliskan dan uraikan rencana penelitian di tahun berikutnya berdasarkan indikator luaran yang telah dicapai, rencana realisasi luaran wajib yang dijanjikan dan tambahan (jika ada) di tahun berikutnya serta *roadmap* penelitian keseluruhan. Pada bagian ini diperbolehkan untuk melengkapi penjelasan dari setiap tahapan dalam metoda yang akan direncanakan termasuk jadwal berkaitan dengan strategi untuk mencapai luaran seperti yang telah dijanjikan dalam proposal. Jika diperlukan, penjelasan dapat juga dilengkapi dengan gambar, tabel, diagram, serta pustaka yang relevan. Jika laporan kemajuan merupakan laporan pelaksanaan tahun terakhir, pada bagian ini dapat dituliskan rencana penyelesaian target yang belum tercapai.

Secara umum luaran yang kami janjikan di awal sesuai dengan yang kami lakukan. Karena kami memfokuskan pada hal tersebut yaitu luaran wajib dan luaran tambahan. Jurnal internasional rencananya akan kami lakukan yang merupakan konsep secara keseluruhan dari model maritirukan.com dan kami masih membutuhkan data terkait bagaimana penilaian pengguna web kami dan model pembelajaran keterampilan sosial. Mengingat produksi masih terus berlangsung dan rencananya akhir bulan semua produk sudah dapat dilihat secara komplit. Meski sekarang juga sudah dapat dilihat dan pengerjaannya sudah sampai 70%, namun sebagaimana sebuah model pembelajaran, kami akan melakukan berbagai kesempurnaan setelah mendapat kan banyak masukan. Tahun berikut, kami akan berfokus pada Jurnal internasional yang akan kami submitted di bulan desember/januari, sehingga dalam waktu setahun jurnal internasional tersebut sudah dapat publish. Demikian juga dengan luaran lain 3 prosiding dan buku ajar sudah bisa kami publish di web kami dan dicetak bukunya untuk digunakan secara luas. Tahap terakhir penelitian kami akan berfokus kepada tahap implementasi dan pengujian konten maritirukan.com. publosh di jurnal nasional dan internasional. Pengumpulan data survey pengguna dapat di akses melalui web kami sehingga kami akan mendapat data yang meluas baik di dalam negeri dan luar negeri. Visiting lecture di forum internasional ke beberapa negara akan kami lakukan selain juga vsiiting ke pelosok untuk melihat bagaimana pengguna web di beberapa daerah terpencil di Indonesia yang jauh dari ibu kota jakarta.

**H. DAFTAR PUSTAKA:** Penyusunan Daftar Pustaka berdasarkan sistem nomor sesuai dengan urutan pengutipan. Hanya pustaka yang disitasi pada laporan kemajuan yang dicantumkan dalam Daftar Pustaka.

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Judul artikel: "THE ROLE OF SCHOOL IN DEVELOPING SOCIAL SKILLS CHILDREN WITH DEVELOPMENT OBSTACLES"

# THE ROLE OF SCHOOL IN DEVELOPING SOCIAL SKILLS CHILDREN WITH DEVELOPMENT OBSTACLES

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**Abstract-** The development of children's ability to adapt varies, this is also related to the character and perception of children. Children's perceptions develop in line with their social experiences that are obtained in a certain period of time. The acquisition of simple social skills has begun to be mastered by children in general in childhood, and more complex skills increase as they get older. People around children become "role models" for the development of a number of children's social skills such as interacting skills, establishing friendships, communication and independence.

However for children with special needs, often simple social skills must be obtained with effort and relatively long time. This is exacerbated if the child's opportunity to practice is lacking due to lack of interaction. Descriptive qualitative research with the subjects of students with special needs consisting of 3 elementary school and 2 kindergarten in Tangerang. The result is that students can develop a number of social skills after taking education in inclusive schools. Based on the findings obtained how the role of schools in developing social skills is to make routine activities, provide guidance, positive attitude and give examples. The attitude shown by the school as an institution, and commitment will have an impact on the growth of social abilities.

Keywords: *developmental barriers, formal education, role models, social skills.*

## INTRODUCTION

Children's social skills develop as they age and their opportunities to interact with their environment. The development of children's adaptability is diverse, this is also related to the child's character and perception. Children's perceptions develop in line with their social experiences gained over a certain period of time. The acquisition of simple social skills has begun to be mastered by children in general in childhood, and more complex skills increase as they grow into adolescence. Adults alongside children such as teachers, parents, and peers become "role models" for the development of a number of children's social skills such as the skills to interact, establish friendships, communication, and independence.

However, in children with special needs, requiring simple social skills must be obtained with effort and relatively long time. This is exacerbated if the child's chance to practice is lacking because of the minimum interaction. Not all schools accept children with special needs. The classic reasons for the school are: the school does not have sufficient skills and there are no teachers who understand about children with special needs in school. Based on data from the *Badan Pusat Statistik* (BPS) in 2017, the number of children with special needs (ABK) in Indonesia reaches 1.6 million children. Around 115 thousand children with special needs go to SLB, while ABK who attend regular schools implementing Inclusion Schools take around 299 thousand ([kemdikbud.go.id](http://kemdikbud.go.id)). In the records of the *Data Pokok Pendidikan* (Dapodik), currently there are already 31,724 inclusive schools spread throughout Indonesia. By counting, there are 23,195 elementary schools, 5,660 junior high schools and 2869 high schools (Dirjen Dikdasmen, 2017).

So around 70% of ABK do not get proper education. Whereas in accordance with the mandate of the 1945 Constitution Article 31 Paragraph 1 and Law Number 20 of 2003 concerning the National Education System Chapter IV Article 5 Paragraph 1 is mandatory for every child with special needs to obtain quality educational services. The education services contained in the Strategic Plan of the Ministry of National Education in 2005, namely through special education and inclusive education.

There are 30 private schools (PAUD and Elementary School level) that have inclusion programs in the Greater Jakarta area ([kumparan.com](http://kumparan.com)). Giving the opportunity for ABK to interact and get proper education in both inclusive and special schools, it will increase the number of ABK school participation in Indonesia. It is hoped that schools can develop a number of social skills for children with special needs, such as the ability to interact and relate to others, communicate, and independence.

## **SOCIAL SKILLS**

Social skills are defined as the ability to interact both in the form of positive and negative behavior and the behavior will get reinforcement or punishments from other parties (Libet & Lewinsohn, 1973 in Segrin, 2007: 638). While Cotugno 2009 defines social skills as a set of complex behaviors that enable an individual to engage in mutually beneficial reciprocal positive social interactions (Cotugno, 2009). Combs and Slaby in Lecroy and Beke define that social skills are an ability to interact with others in existing social contexts in various ways that can be valued and socially accepted, and also provide benefits for themselves, others, and both.

Another opinion states that social skills are knowledge of human behavior and interpersonal processes, the ability to understand feelings, attitudes, motivations of others about what is said and done, and the ability to communicate clearly and effectively and the ability to build effective and cooperative relationships (Joyce, 2002).

While other opinions state that social skills are one's ability to think and behave effectively with others in social situations (Ormrod, 2002). The example of the involvement of cognitive functions is when individuals interact and read the feelings or thoughts of other individuals and make conclusions from social cues around them.

These various opinions conclude that social skills are very important to humans as social creatures because they are the actual way to start, to get involved, to communicate, and to respond to others when involved in a relationship. Social skills provide the actual way to be done in various social situations (for example, making eye contact, saying hello, asking questions, listening and formulating answers, arranging the next meeting, saying goodbye) (Cotugno, 2009).

From the above definition it can also be concluded that social skills are behaviors that are shown to respond to existing situations, all of which are aimed at establishing relationships with others appropriately, and it is expected that the relationships / interactions will benefit each individual. Social skills also involve a person's ability to think so that he is able to see the social cues around him or understand the feelings of other individuals. Social skills themselves have a broad scope and relate to practical ways that individuals must do in socializing with people around them.

Walker, Odum, McConnel, Holmes, Todis, Wakler, and Golden (in Cartledge & Milburn, 1995) divide social skills into five aspects, namely skills in the classroom, basic interactions, getting along, making friends, and overcoming problems. Having a variety of social skills, allows individuals to initiate, maintain,

manipulate, or strengthen a social interaction, thereby creating a "social relationship." This may also have a secondary benefit from improving social status.

According to Malik and Furman in Santrock, improving social skills in children under the age of 10 or younger than that will be easier. Weak social skills are often caused by the child's inability to listen and communicate with peers, take the initiative to talk and open conversation with friends, and be positive in dealing with friends. This is in line with Yulk's statement, that social skills are also mentioned as interpersonal skills.

Mc Intry (2005) states that children's social skills include the following: 1) positive behavior and interactions with friends, 2) appropriate behavior in the classroom, 3) ways to overcome frustration and anger, 4) ways to resolve conflicts with others.

## **CHILDREN ASD, ADHD AND ADD**

Many terms are termed in children with ASD (Autism Spectrum Disorder), ADHD, and ADD including developmental disorders and pervasive disorders. They generally have social-emotional disorders and other problems, so they are categorized as children with developmental disorders.

The United States Department of Education as quoted by Slavin (2006) defines that autism (autism) as a developmental disability which greatly influences social interaction and communication both verbal and non-verbal. Symptoms that appear in children with autism mainly are in the areas of social interaction, communication and behavior (Kusdiyati, 2000). Three main characteristics stated in DSM IV that appear before the age of three years, namely: Disturbances in social relations that are qualitatively reciprocal, there are disturbances or delays in terms of communication and "imagination" activities, there is an interest in activities and interests that are repeated routinely (Slavin, 1991).

ADHD and ADD children are children with attention deficit disorder which in the medical world is known as ADD (Attention - Deficit Disorder) terminology. In 1980 the United States Psychiatric Association recommended the use of ADD terminology instead of MOD (Minimal Brain Dysfunction). Previously, the terminology used was that brain injured was further divided into two types namely ADHD (Attention-Deficit Hyperactivity Disorder) and ADD (Attention Deficit Disorder Without Hyperactivity) put forward by Task Force on DSM-IV 1991 cited by Azwandi (2005). The term ADD in the Encyclopedia (Turkington & Anan, 2007) is interpreted as a condition to describe someone with attention disorder but without the presence of

hyperactivity. Children with ADD have the same characteristics as those with ADHD except for hyperactivity; and in addition, the various characteristics and disorders are generally mild.

According to Sujarwanto (2005), hyperactive children have characteristics including a tendency to move from one activity to another without being able to complete the given task, unable to concentrate properly when working on a task that requires the involvement of cognitive functions, as well as appearing activities that are not orderly, excessive and chaotic.

In general, attention deficit and hyperactivity disorder (Attention-Deficit Hyperactivity Disorder / ADHD) is a neurobiological disorder characterized by inattention, and impulsivity (hyperactivity) (Sujarwanto: 2005). There are several possible causes that a child can experience ADHD. The cause of the onset of ADHD can't be known with certainty, but some results of research scientists have raised the possibility of many cases found that cause ADHD including neurological dysfunction, heredity, and environmental factors (Raharja, et al: 2010).

Many researchers about learning difficulties children who see lack of attention as the most critical disorder. Ross as stated by Lerner in Sutardi (1999) views the ability to maintain selective attention (selective attention) is a cognitive problem that affects most children with learning difficulties (learning disabilities). Selective attention is the ability to focus attention on one of the various types of stimuli that affect our senses. Students with ADHD require a long, limited time, and difficulty in developing the ability to focus on tasks that are less stimulating, repetitive, or require a lot of attention such as when working on math problems or reading textbooks (Peirce et al., 2008). The medical world and the world of education have a great concern for the existence of children who lack the ability to focus this attention; and therefore allows the creation of a multidisciplinary approach (interdisciplinary) in the handling of children's education with ADHD and ADD (Berkell, 1999).

Pervasive developmental disorder or pervasive developmental disorder (PDDs) is a behavior or function disorder in various areas of development. This disorder generally becomes apparent in the first years of life and is often associated with mental retardation. This disorder is generally classified as a form of psychosis in the initial edition of the Diagnostic and Statistical Manual of Mental Disorder (DSM). The number of sufferers of pervasive developmental disorders is still unclear, a recent community study of preschool children in the UK shows that 0.6% of all children meet the criteria for one of pervasive developmental disorders, especially autism.

Autism is one of five types of disorders under the PPD (Pervasive Development Disorder) umbrella outside of ADHD (Attention Deficit Hyperactivity Disorder) and ADD (Attention Deficit Disorder). There are several types of pervasive developmental disorders with each different characteristic, namely:

- a. Autistic Spectrum Disorder (ASD), Appears before the age of 3 years with symptoms of barriers in social interaction, communication, and the ability to play imaginatively as well as the presence of stereotypical behavior in interests and activities.
- b. Asperger's Syndrome, a barrier to the development of social interaction, limited activity, generally does not show language and speech delays, has an average level of intelligence to above average.
- c. Rett's Syndrome, is more common in girls and rarely occurs in boys. Children have experienced normal development, then there is a decline or loss of ability they have, losing the functional abilities of the hands which are replaced with repetitive hand movements in the age range 1-4 years.
- d. Pervasive Developmental Disorder - Not Otherwise Specified (PDD-NOS). Referring to the term atypical autism, the diagnosis of PDD-NOS applies if a child does not show all the criteria for a particular diagnosis (Autism, Asperger or Rett's Syndrome).
- e. Childhood Disintegrative Disorder (CDD), shows normal development during the first 2 years of developmental age. In the following year the child loses abilities that have been achieved before.

The term ASD in Autism Encyclopedia of Spectrum Disorder (Turkington & Anan, 2007) is defined as a group of disorders characterized by varying degrees of problems in communication skills, social interactions, and patterns of behavior that are limited, repetitive, and inhibited. A small proportion of people with autism have developed normally, but their development has stopped before reaching the age of three, after which setbacks have begun and symptoms of autism have begun (Hermanto, 2012). The results of Kandou, et al (2018) showed that autism spectrum disorders were more common in male sex than female, and most were aged 7-10 years. In addition, aberrant interactions between children with autism and siblings and parents can take the form of tantrums and crying suddenly.

## RESEARCH METHODS

This qualitative research was conducted in kindergarten and elementary school in Tangerang,

Banten. The selected TK is a private public TK, located in a middle cluster in Gading Serpong, Tangerang. While the location of the Inclusive Elementary School is in the Islamic Village area not far from the existence of its kindergarten. Not all schools around there accept and also handle children with special needs appropriately. At the elementary level, observations were made on three children with grade 3 autism aged between 9-10 years. While observations in kindergarten were done with children with autism class TK B totaling 2 children. They are around 7-8 years old. The average child with age needs is older than the age of his classmates. This happens because they enter school late, for various reasons. Observations were made when the children were doing activities in class, when playing both inside and outside the classroom, when eating activities, and also when elementary school children were visiting. In addition, interviews were also conducted with 6 teachers consisting of kindergarten / elementary school heads and kindergarten / elementary school teachers, 4 peers in kindergarten / elementary school, and 2 parents.

Documentation is done by looking at student data, videos and photos of children's activities during the study, in addition to making field notes. This is done for data triangulation. Analysis of the Miles Hubberman data model (2007), namely the activities in qualitative data analysis are carried out interactively and continue continuously until the data is saturated. Stages of analysis include data reduction, data display and conclusion drawing and verification

Research objectives are focused on related questions:

- 1) What is the role of the school / teacher in developing the social skills of children with special needs in school?
- 2) How is the acquisition of the social skills of children with special needs after attending activities in school?

## **RESEARCH RESULT**

The age of children with special needs who are the subject of research is above the age of children. Based on interviews with teachers and parents related to this matter because of difficulties in finding schools that accept ABK, and limited acceptance of students with special needs in each class. According to the Head of Kindergarten and Elementary School, they must refuse some children to go to school due to consideration of children's capacity. They only accept 2 to 3 children in one class. On average children with special needs received at kindergarten and elementary school inclusion experience developmental disorders with a diagnosis of autism and attention deficit disorder. In general they experience problems in interacting, communicating, and independence. Although their

social development is late compared to their peers, after having attended school for 2-3 years, there have been many developments related to the acquisition of their social skills.

### **Research Focus 1:**

#### **The Role of Schools and Teachers in Developing Social Skills of Children with Special Needs.**

Acceptance of children with special needs in school is related to school acceptance as an institution and also the attitude of teachers towards ABK in schools. Field findings show several related things: management of ABK acceptance in schools, habituation programs in schools, school activity programs, and efforts made by teachers in schools. All of these components are part of the curriculum in a broad sense, which influences the success of schools in developing a number of skills in children.

#### **School / Teacher Admissions**

The similarity between the two schools, both kindergarten and elementary school, is the admission process and how the two schools treat students with special needs. Both schools accept children with special needs well, by not distinguishing students with special needs from other children. Information of teachers in kindergarten when interviewed regarding the presence of ABK, 100% of teachers did not object to the presence of ABK in the classroom without a companion. They can share assignments with other teachers and divide their time while doing tutoring, involving them in class activities and other activities. Likewise, in elementary school, 100% accept the existence of ABK with humanitarian considerations and also a challenge, although they have to be patient and learn how to deal with ABK in class.

But in the management and accompaniment of students in class there is little difference. At the kindergarten level, schools do not facilitate children with a teacher in the classroom with costs that will be borne by parents. This is supported by the attitude of the class teacher who does not object to the existence of ABK in the classroom without a companion. Class teachers feel they can share assignments with other teachers and divide their time while doing guidance, and involve them in class activities and other activities. While in elementary school, the school facilitates children with special needs with accompanying teachers in the classroom with costs incurred by parents. The school also facilitates students with special needs through:

- 1) Initial assessment when admission of students with special needs, to determine the potential and strength of students with special needs as a material consideration for making individual education programs



- 2) The assessment is carried out by a team consisting of psychologists and teachers from UNJ PLB graduates
- 3) Conduct interviews with parents to find out more about the child's condition
- 4) Program socialization from school to parents

The ABK service coordination structure in schools is as follows:

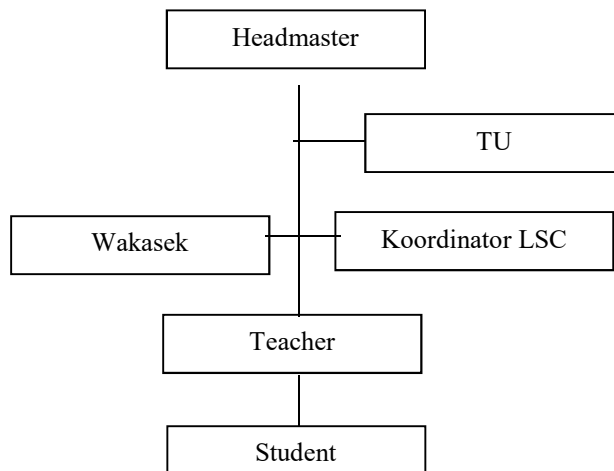


Chart 1. ABK Service Structure in Primary Schools

### School / Teacher Efforts to Develop Students

The observation found that there are several school programs that have an impact on the development of children's social abilities. The program is like:

#### 1. Habitual Program (Routine)

Habituation activities are routine activities which are school programs to shape the character of children. Habituation is done from the beginning of entering school until the child comes home from school. Routine activities undertaken by the school are: Welcoming children, lining up, praying before and after carrying out hand washing before and after eating, eating together, sharing food, tidying cutlery, doing assignments in class, tidying books / stationery, carrying out prayer in congregation, and shake hands / kiss the teacher's hand before going home.

#### 2. Give an example.

Routine activities at school from beginning to end are done by the teacher by giving examples, such as greeting children, greeting, shaking hands, apologizing, asking permission, praying, washing hands, eating together, sharing, tidying cutlery, modeling class activities, tidying toys / stationery, perform prayers, invite shaking hands before returning home

#### 3. Give guidance

Activities carried out in school both in the classroom and outside the classroom are always in the teacher's watch. The teacher provides guidance

on social skills to children with special needs and also all children, if it is felt the child has not been able to do it. Like greeting children, greeting, shaking hands, apologizing, asking permission, praying, washing hands, eating together, sharing, tidying cutlery, modeling class activities, tidying toys / stationery, carrying out prayer, asking to shake hands before going home. Form of guidance by giving ways, asking children to do, correcting if it is not right, asking children to repeat again, motivating and maintaining children's behavior by constantly reminding.

#### 4. Positive Acceptance

How positive attitudes and behaviors towards ABK shown by foundations, teachers, parents of other students and students in schools are inseparable from the school's policy of establishing themselves as inclusive schools and from the beginning having a good dialogue with parents, teachers and students. Because the foundation makes a policy of ABK services in schools, the teacher has a positive view on its existence, this also has an impact on parents and students at school doing good / appropriate for ABK.

These attitudes and behaviors are shown in: greeting kindly, soothing if friends are upset, treating the same, not blaming, inviting play, being involved in class / school activities, helping children with special needs if necessary, inviting children to talk, making friends, guiding and motivating when not failing.

#### Research Focus 2: Acquire ABK social skills in class / school.

Children with special needs who are the subject of research, on average have been educated either in kindergarten or elementary school have undergone education for more than 2 years. This means that ABK has undergone a lengthy educational process at school. Based on the results of interviews of teachers and parents in, a lot of changes that arise related to various good behaviors that arise. The social skills acquired at ABK are summarized in the form of:

- 1) **Social contact**, such as shaking hands, greeting, smiling, playing, working together, sharing food.
- 2) **Communication** is shown in verbal language such as: greeting, conversing, thanking, apologizing, and in the form of non-verbal language such as showing expressions of pleasure, sadness, anger, shame and jealousy, and
- 3) **Independence**, such as: competing in competitions, performing on stage, lining up, tidying toys, going to the toilet, putting on shoelaces, eating alone, doing errands to finish, and praying.

Based on the findings obtained how children with special needs, interact, communicate and learn to adapt by doing social activities similar to what is done by friends around them. They learn to do activities without the help of others. Based on the findings in the elementary school children are more complex in the skills they acquire, and have varied to include interaction, communication and independence. This is very reasonable considering the age of those who are older than children in kindergarten. While children in kindergarten, still lack of interaction and communication development, but independence has developed.

This can be seen from behaviors that have begun to emerge, such as eating alone, washing hands, tidying toys / stationery, going to the toilet without assistance, doing the task to completion, daring to come forward, and wearing shoes without help.

## **DISCUSSION**

According to Kimbal and Raymond in Soekanto (1990), social interaction is the key to all social life, because without social interaction there can be no shared life. When two people meet, social interaction begins at that moment. They exchanged greetings, shook hands, talked to each other or maybe even fought. The ongoing process of interaction is based on various factors including, imitation, suggestion, identification, and sympathy. The imitation factor, has a very important role because the imitation factor, can encourage someone to obey the rules and values that apply.

This is in line with the opinion of Gabriel T (1990) in Soekanto in assuming that all social life is actually based on imitation alone. In students with autism and attention disorders who are the subjects of this study, social skills are a challenge for children. Therefore, programs that can support the development of children's social skills really need to be provided.

Schools are institutions that enable patterns of interaction. Schools that have positive roles, inclusive institutions that embrace all differences and provide educational facilities that can build social relationships to develop a number of social skills. There is an assumption that these children need opportunities to practice, because often those opportunities are expensive to obtain.

According to Vaughn et al (2011), the existence of assessments for children with special needs is very important to determine various decisions related to children's education. Identification of the strengths and weaknesses of children will help make the right program for children. Thus, the existence of an assessment to the socialization carried out by the school is an appropriate step for handling students with special needs at school. Making the right Individual Educational Program by paying attention to

response to intervention, and involving parents in learning plans and making programs for students with special needs is needed (Taylor, Smiley, & Richards, 2009; Vaughn, Boss, & Schumm, 2011; Friend & Bursuck, 2015). Monitoring of programs that are then given to children also needs to be done, so that the effectiveness of the program can be monitored.

Associated with the role of teachers in improving children's social skills, it appears that teachers have understood things that need to be done. According to Vaughn et al (2011), increasing social skills in children with socialization barriers can be done by training children to start conversations with others, respond to invites friends to interact, converse, and the more complex is being able to respond to criticism. This will be developed through the school programs mentioned in the research results section. It would be very good if the increase in teacher knowledge and skills needs to be continued through various training programs (Song, 2016).

The existence of various programs carried out in schools seems to have improved children's skills. In this case, teachers need to have creativity in teaching in order to facilitate and develop the skills of all students, including students with special class needs (Sellman, 2012). More specific programs need to be developed again. Sider, Maich, and Morvan (2017) state that the role of the principal is very important to develop a positive school culture and support teachers in implementing the principles of proper inclusion.

## **IMPLICATIONS**

Looking at the developmental differences between kindergarten and elementary school age children, this shows that children with developmental barriers such as children with autism, ADHD and ADD, can develop when they are in a formal school environment. The role of schools is very important in developing their social skills, through providing examples, guidance, and habituation which are routine school activities into behaviors that are unconsciously inherent in children. With good reception, proper assessment, and supporting programs in accordance with the results of the assessment carried out, children can be expected to develop optimally in accordance with their abilities.

This research also concludes that the role of schools is important in setting up the curriculum in a broad sense, starting from the vision, derived in the program, and the readiness of HR. Developing a positive climate and non-discriminatory acceptance will have an impact on the positive development of children with special needs. Because every child should have ample opportunities to develop their full potential. Cooperation between teachers and parents is also

needed, so that what is developed at school is strengthened at home. The government is also expected to strengthen inclusive education policies in the country.

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THE 5<sup>th</sup> INTERNATIONAL CONFERENCE ON EDUCATION  
IN MUSLIM SOCIETY (ICEMS) 2019  
FACULTY OF EDUCATIONAL SCIENCES  
UNIVERSITAS ISLAM NEGERI SYARIF HIDAYATULLAH JAKARTA



Jakarta, 14<sup>th</sup> November 2019

**LETTER OF ACCEPTANCE (LOA)**

10/ICEMS/XI/2019

Dear Ms. Suharsiwi, Ms. Weni Savitry Pandia and Ms. Anis Setiyanti,

Thank you for your participation at The 5<sup>th</sup> International Conference on Education in Muslim Society (5<sup>th</sup> ICEMS), Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri (UIN) Syarif Hidayatullah Jakarta, held on 30<sup>th</sup> September-01<sup>st</sup> October 2019.

We are pleased to inform you that your paper entitled “THE ROLE OF SCHOOL IN DEVELOPING SOCIAL SKILLS CHILDREN WITH DEVELOPMENT OBSTACLES” has been accepted to be published at ICEMS Conference Proceedings.

We will further inform you should we have reached the final process of publication.

Thank you for your attention.

Conference Chair,

(Didin Nuruddin Hidayat, Ph.D)

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Judul artikel: DISTANCE LEARNING SOCIAL SKILLS FOR CHILDREN WITH FAMILY-BASED EMOTIONAL SOCIAL BARRIERS (ANALYSIS OF NEEDS OF PARENTS AND TEACHERS)

# **DISTANCE LEARNING SOCIAL SKILLS FOR CHILDREN WITH FAMILY-BASED EMOTIONAL SOCIAL BARRIERS (ANALYSIS OF NEEDS OF PARENTS AND TEACHERS)**

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## **ABSTRACT**

Teachers and parents play an important role in helping children with autism (Autism Spectrum Disorder / ASD) and Attention Deficit Hyperactivity Disorder (ADHD) to improve their social skill. Online learning is an alternative way for teachers and parents to help children improve their social skill. Learning models and materials that fit with children's need will make learning effective. For this reason, the distance learning model for social skill needs to be designed so that parents and teachers can learn about social skill independently, both at school and at home. This study aims to analyze parents' and teachers' need of learning model to accompany children with special needs. What was explored in this study were the opinions of parents and teachers regarding the distance learning for the development of ASD and ADHD children's social skill; the suitability of the distance learning model for parents' and teachers' need; and parents' and teachers' opinion on themes and learning materials. This study was conducted qualitatively through surveys and group interviews. The sampling technique was convenience sampling. The survey's result of 30 parents and teachers found that 100% of the subjects agreed and needed a distance learning social skill model. From group interviews with 13 parents and 23 teachers, it was concluded that parents and teachers agreed and needed the learning material, namely social interaction, communication, and independence; but that learning materials needed to be improved. There are input on learning media, film storylines, and learning stages too, that are suitable on three themes namely: Let's Do It, Let's Show It, and Let's Go. The next plan is the drafting of *maritirukan.com* page based on research's input.

Keywords: Learning Model, distance learning, social skill, ASD, ADHD

## **INTRODUCTION**

The problem of children with special needs is still an interesting study. Field research related to services of children with special needs in schools is still very much needed, especially regarding the development of learning strategies, models of services for children with special needs in inclusive schools, curriculum, and various child development programs. Research development of learning models for children with special needs is expected to produce a variety of outcomes that are useful for teacher and parent references, such as the publication of articles and textbooks. This can be additional information for interested parties in an effort to improve the services of children with special needs in school, by not letting go of parents' responsibilities in optimizing the development of children in the family.

Generally, children with special needs found in inclusive early childhood education program and inclusive primary school: speech delay, Autism Spectrum Disorder (ASD), Attention Deficit Disorder (ADD), and Attention Deficit Hyperactivity Disorder (ADHD). Some schools actually do not accept children with special needs. In learning process teachers found any developmental problems and

categorized children with special needs. Teachers have no choice except provide as much care as possible, look for references, and learn how to handle children while consulting with experts.

Preliminary data from interviews with teachers and principals of kindergarten and elementary schools in three schools in Depok regarding the services of children with special needs, obtained information about the unpreparedness of schools in terms of services of children with special needs. Schools do not yet have qualified resources both in terms of scientific capacity and skills in handling children with special needs. Interviews with five early childhood education teachers in Depok found there were complaints about the difficulty of teachers in teaching and training children with special needs regarding social skills and academic abilities. These difficulties are often the result of lack of communication and cooperation between schools and homes. For example, parents are ignorant of unfavorable child habits, neglect the type of food a child consumes, and do not help children practice at home. Conversely, parents also complain that teachers are less skilled, lack knowledge of children with special needs, and children do not experience significant progress after a long time in school.

Various problems will cause stress and psychological disorders that can interfere with the performance as teachers and parents. Ghani and Ahmad's research (2014) states that pupils' misbehaviors which can occur because lack of children's good social skills, are the strongest determinants among five things that are stress' sources of special needs' teachers, It followed by workload, time and resources difficulties, recognition, and interpersonal relationships.

For parents, the desire to have healthy, superior and outstanding children is not achieved because of children's special need. Children develop differently from others. The parents' reality is far from expectations, having stigma about children's limitations, having demands for providing special care, facing social isolation, and having large cost burden that become. Its cause stress so there were health problems and personal and family life's disruptions (Dabrowska & Pisula, 2010).

Hidayati (2013) concluded that parenting training can reduce stress levels of mothers with special need children. High stress from parents can be triggered by the heavy burden of parenting, the demands as parent, and high self-expectations beyond the ability of children. Parents also feel uneasy because of the unpredictable factors, such as inability of children to pursue academic abilities as their age, have not been able to interact with friends, concerns of children being bullied by friends, inability of children to speak fluently as teens, and many other things that can actually be reduced if parents get insight of child development.

Children with ASD and ADHD experience obstacles in social interaction, communication, and independence. Children who have problems in acquiring social abilities and the ability to express emotions properly often fail to interact and adapt to their environment. If the child is less able to communicate with peers, he will have difficulty in social interaction. Difficulty in social interaction will cause lack of opportunities to develop communication skills. Therefore, the acquisition of social skills for children with ASD and ADHD needs to be a concern of parents and teachers. Parents will be so caring and really waiting for their children to greet friends, invite friends to play, say greetings, work together, do the task independently, complete tasks to completion, and other social skills. Thus the child is able to integrate and interact in a variety of environments, such as family, school, and social environment wherever he is (National Autism Congress, 2003).

The participation of researchers are needed, especially in shaping creative programs that can be developed to help parents so that children can form positive behaviors, develop other abilities that are inhibited, and more easily adjust to society. Distance learning social skills model can help parents and teachers who accompany children with special needs, so that children can develop a number of social skills such as interacting, communicating, and independence. Distance learning is needed by parents and teachers in large urban areas, transition areas, rural areas, as well as remote villages that are far from current information.

This study aims to analyze the needs of users of the learning model that is parents and teachers who are accompanying special needs' children. The research problems are formulated as follows:

1. What are the opinions of parents and teachers regarding distance learning for the development of ASD and ADHD children's social skills?
2. How does the distance learning model fit the needs of parents and teachers?
3. What do parents and teachers think about the themes and learning materials on the *maritirukan.com*?

### **Social Skills**

Social skills are defined as a set of complex behaviors that enable individuals to engage in mutually beneficial reciprocal positive social interaction relationships (Cotugno, 2012). According to Ormrod (2018), social skills are a person's ability to think and behave effectively with others in social situations. Combs and Slaby in Cartledge and Milburn (1995) define social skills as an ability to interact with others in existing social contexts in various ways that can be valued and socially accepted, and also provide benefits for themselves, others, and both. From the various definitions above it can be concluded that social skills are behaviors that appear to respond to existing situations, aiming at establishing relationships with others appropriately, in relationships/interactions that are beneficial to each individual.

Mc Intry in Osmond, Kold, and Rubin (2000) states that social skills in children include: positive behavior and interactions with friends, appropriate behavior in the classroom, ways to deal with frustration and anger, and ways to overcome conflict with other people. Meanwhile Walker, McConnel, Holmes, Todis, Wakler, and Golden (in Cartledge & Milburn, 1995) divide social skills into five aspects, namely skills in the classroom, basic interactions, intimate relationships, making friends, and overcoming problems. Having a variety of social skills enables individuals to initiate, maintain, manipulate, or strengthen a social interaction, thus creating a social relationship. Social skills provide the actual way to do in a variety of social situations (eg making eye contact, saying hello, asking questions, listening and formulating answers, arranging the next meeting, and saying goodbye) (Cotugno, 2012).

### **Children with ASD and ADHD**

Mash and Wolfe (2016) stated ASD and its characteristics based on DSM V as a developmental disability that greatly affects social interaction and communication both verbal and non verbal. Children with ASD experience deficits in communication and social interaction and there are repetitive patterns of behavior, interests and activities. This happens repeatedly and in various settings. Children with ADHD and ADD are children with attention deficit disorder. Children with ADD have the same characteristics as those classified as ADHD except for hyperactivity. Barriers to social interaction are generally experienced by children with ADHD. In Vaughn, Bos, and Schumm (2011) it is stated that children with ADHD experience problems because they are impulsive, cannot control themselves, are difficult to regulate themselves, and cannot delay. This often causes the behavior is not in accordance with environmental demands, so that it has problems interacting.

### **Social Skill Learning**

Cornish and Ross (2004) state that when children can't control their behavior, they will have problems to meet social norms. Behavior problems can be overcome by observing others' behavior and learning through it. Behavior can also be influenced by consequences, such as praise or other rewards. Inappropriate behavior in children occurs due to distortions in the thought process that can inhibit the behavior, so missing skills must be taught to children. Vaughn and Bos (2009) found that social diffusion can be fixed with social skills training. The purpose of this training is to teach children a complex responses set that allows them to adapt to the many problems that occur in social situations. Goals of the training are: solve problems and make decisions quickly, adapt to situations that are new or unexpected, use coping strategies for responding to emotional upsets, communicate effectively with others, make and maintain friends, reduce anxiety, and reduce problem behavior. Social skills learning



can help children improve information processing and restructure cognitive processes, and teach children to identify social cues verbally and non-verbally.

Hidayat (2011) explained that social skills learning refer to the social learning model which is an extension of learning behavior theory. According to Bandura who pioneered social learning theory, humans can learn through selective observation and remembering the behavior of others through modeling. Learning through observation is more complex than just imitation, and is governed by four interrelated processes namely: attention, retention, motor reproduction, and motivational processes. The attention process determines what is considered; the retention process determines how experience is encoded in memory, the process of motor reproduction determines what behavior can be done; and the motivation process determines in what situations learning is translated into an action performance. In learning through observation, the imitation process of the thing observed depends on how attractive the model is so that it affects a person's behavior. The experiment conducted by Bandura used a 5 minute film medium that displayed aggressive behavior, using real (human) models instead of cartoons. Real models (humans) and not cartoons have more impact on children's behavior (Snowman & McCown, 2015). Social modelling is effective to help children improve their social interaction abilities, helping others, and asking and giving information skills. Social modeling has also been used extensively to develop assertive behavior (McFall & Lillesand in Hidayat, 2011) and effectively eliminate or reduce maladaptive behaviors such as aggression in children (Chittenden, in Hidayat, 2011).

According to Seefeldt (1994), social skills learning can be done through the following techniques: 1) Explain the concepts and behaviors that must be carried out; 2) Discuss ideas and behavior with children and ask them about ways that can be chosen to relate to others; 3) Practicing social skills, so children practice various behavioral concepts in real situations. In this social learning model children observe various concepts of behavior in real situations. Learning through observation is done by paying attention to the understanding process of children with unique special needs, while parents and teachers assist children in learning. Thus the child develops an understanding of what is seen, heard and felt through the entire five senses.

The learning model through the *maritirukan.com* website is designed to assist learning for children in developing their social skills, with the assistance of parents. The aspects developed consist of aspects of attention / concentration, aspects of expression / emotion, effective communication, and independence. The learning model is carried out through several stages, namely: Concept Learning, Coaching, and Performance.

## Social Skills Learning Model: *maritirukan.com*

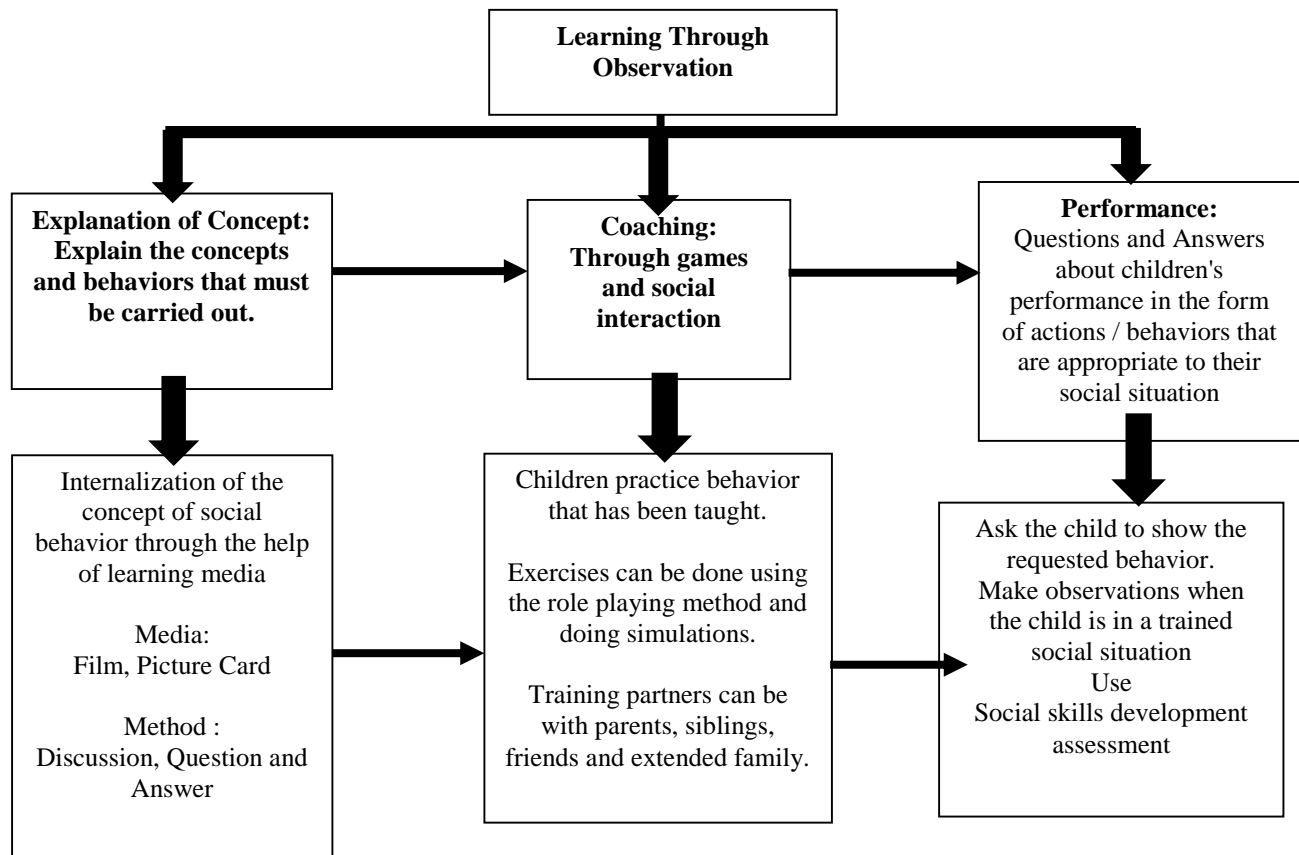


Figure 1.  
Social skills learning model

### RESEARCH METHOD

This research is a qualitative research with survey method through questionnaires and group interviews with parents of special needs' children in Early Childhood Education and Primary School. Subjects in this study were 30 teachers and kindergarten parents in the Jakarta and Depok regions for the survey, and 13 parents and 23 teachers for group interviews. The sampling technique was convenience sampling.

Research procedures that have been carried out, namely asking a number of research questions related to the focus of research. In addition, group interviews were conducted to explore the problems and expectations of parents and Early Childhood Education and Primary School teachers. The data analysis method used is qualitative data analysis with the following steps: 1) Organizing data and coding; 2) Thematic analysis using a sequence of data-keywords-themes-categories-relationships between categories; 3) field data is compared with theoretical review and is used as a basis for analyzing by combining theory and facts in the field (Poerwandari, 2005).

### RESULT AND DISCUSSION

Based on a survey, the results showed that 100% of subjects agreed and needed a model of distance learning social skills to improve children's social skills. In Pandia (2018) it is mentioned that parents have an important role in the care of children with special needs. Parents need to recognize what the child's obstacles are, then work out the right way so that the child's potential develops as well as possible. With the support of parents, children will develop optimally. From this opinion it is clear that the social skills' distance learning model is important for parents because parents have the tools to assist children who experience social skills' barrier. The teacher also considers this learning model important, because in Snowman and McCown (2015) it is stated that teachers need a variety of assistive devices in learning, including technology-based. For students with special needs, a variety of learning media will greatly help students understand the material. The online social skills learning model through the film shown will increase students' motivation to absorb material.

From group interviews with parents and teachers the following results were obtained:

1. Opinions about distance learning for the development of ASD and ADHD children's social skills: Learning social skills is very important so that children are ready to engage in the community / family/school and are not considered to be different. Children need drilling to improve their social skills. Learning social skills especially learning with distance learning methods is important because it will help parents and teachers to teach children wherever and whenever. Often children want to interact with other people, but do not know the right way. Parents also sometimes do not know how to properly treat children and teach children. This can be overcome by having learning tools in the form of films that can be accessed online.
2. Suitability of the distance learning model for the needs of parents and teachers: Web-based learning is a good step and very important. Parents and teachers have easy access to materials as long as they have knowledge about information technology. Sometimes parents do not understand how to teach children. Parents need insight, but not all parents and children with special needs can obtain learning resources. With this website, parents can be very helped to add insight, especially if there is no direct source of information in their area. Teachers also really need this learning model. The material is actually already in the Thirteen Curriculum (Kurtilas), but via internet learning will take place both visually and auditorily so that it is more interesting for the child as well as the teacher and parents who accompany it, rather than just reading the module.
3. Opinions from parents and teachers about the themes and learning materials on the *maritirukan.com*:
  - Parents and teachers assess the learning material that will be presented, namely social interaction, communication, and independence is appropriate but needs to be supplemented.
  - Obtained input on learning media, film storylines, and stages of learning. Learning models can be in the form of films containing scenes of things that are directly done by children, it can also be a scene of a therapist or teacher who is dealing with children, for example children who are tantrums, so that parents and teachers can learn from here.
  - Learning access must be widely open so that it is easily accessible.
  - For parents, the material should be more on practical things and stimulation that needs to be done; while the teacher needs to add theories and terms that need to be known.
  - Once there is a page, it takes a community and tools that are interactive so that community members can communicate with each other to find solutions. There needs to be training first.
  - There needs to be an evaluation to check whether the child has succeeded in his learning. Some tasks can be conveyed on the page, for example: asking children to go alone to a stall / supermarket, while parents wait at the gate of the house. Settings need to be adjusted to the area

According to Cornish and Ross (2014), social skills learning requires an overview of children's social skills at this time. There are several things that need to be prepared, namely social skills checklist,

interview and observation of children before learning so that parents and teachers can know in advance the stages of child development and provide appropriate programs. Associated with distance learning media on the *maritirukan.com* page, an instrument that measures the level of child development and tools for teachers and parents is needed in order to estimate the level of children's social skills, so they can display the most appropriate material for children.

Vaughn and Bos (2009) state several basic principles regarding social skills learning, including: developing cooperative learning so students can develop their skills in class, involving other students in the process of social skills learning, and teaching the skills that children really need today. Distance learning through *maritirukan.com* page can be used as a complement to the things that teachers have done in class and parents home. Teachers and parents choose a theme that will be displayed for children, so children's skills that have not been mastered yet can be reach by observation.

## RECOMMENDATION

1. Improve *maritirukan.com* based on input that has been obtained so that it suits the user's needs. Learning remains packaged in the theme: Let's Do It, Let's Show it, and Let's Go, but adds and improves the settings and story line.
2. Complete instruments to assess the current condition of the child's social skills and evaluate the child's progress
3. Try out the pages that have been improved before being used as a medium for social skills' learning for children.

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Date : November 08, 2019  
Number : 003/11/ICSS/2019

## NOTIFICATION OF FULL PAPER ACCEPTANCE

Dear **Suharsiwi (Universitas Muhammadiyah Jakarta)**

On behalf of ICSS Committee, we are pleased to inform you that your submitted full paper with the title of:

**DISTANCE LEARNING SOCIAL SKILLS FOR CHILDREN WITH  
FAMILY-BASED EMOTIONAL SOCIAL BARRIERS (ANALYSIS OF  
NEEDS OF PARENTS AND TEACHERS)**

Has been reviewed and accepted for Prosiding The 2<sup>nd</sup> ICSS- OJS  
(<https://jurnal.umj.ac.id>)

Thank you for your submission

Yours Sincerely,



INTERNATIONAL CONFERENCE ON SOCIAL SCIENCES

Debbie Affianty, M.Si  
Chair of ICSS 2019

Dokumen pendukung luaran Wajib #3

Luaran dijanjikan: Prosiding dalam pertemuan ilmiah Internasional

Target: sudah terbit/sudah dilaksanakan

Dicapai: Accepted

Dokumen wajib diunggah:

1.

Dokumen sudah diunggah:

1. Naskah artikel

Dokumen belum diunggah:

-

Peran penulis: first author

Nama Konferensi/Seminar: The International Conference on Educational Psychology and Pedagogy 2019

Lembaga penyelenggara: UNIVERSITAS PENDIDIKAN INDONESIA SCHOOL OF POSTGRADUATE STUDIES EDUCATIONAL PSYCHOLOGY DEPARTMENT AN

Tempat penyelenggara: Hotel Aston Tropicana Jl. Cihampelas No.125 - 127,

Tgl penyelenggaraan mulai: 1 Mei 2019 | Tgl selesai: 2 Mei 2019

Lembaga pengindeks: indexed proceedings of the International Conference on Educational Psychology and Pedagogy 2019 (ICE

URL website: <http://icepp.event.upi.edu/>

Judul artikel: "Description of Teachers and Parents Practices In Developmental Delay of Early Childhood"

# Parents and Teachers Role in Implementation Early Detection of Child's Developmental Delay

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## ABSTRACT

Early detection for children with special needs at early childhood education (PAUD) and elementary school (SD/MI) are very important. Early detection and proper handling causing children develop more optimally. Cooperation and good communication between parents and teachers are very important due to achieve the expected goals. There are still many parents who are late in realize the problem of child growth and development for various reasons, so that the handling of children becomes late. This study aims to find out how detection of children problems at school is carried out, how the communication between parents and teachers, and how teacher understanding is related to children with special need. This is a quantitative research. Questionnaires were distributed to 210 inclusive and SD/MI teachers and 35 parents of children with special needs. Focus group discussions were conducted with teachers and principals in 12 /SD/MI in Jakarta, Depok and Tangerang. The results showed that 84% of teachers did not conduct a comprehensive assessment related to ABK acceptance, 85% did not have special meetings with parents of children with special needs, 84% stated that there were many obstacles in making early detection, and 79% stated they did not have knowledge and skills regarding children with special needs. Of the 12 PAUD/SD/MI, only 4 PAUD/SD/MI make accurate detection from the experts, while the others are not. As an implication, it is necessary to develop an early detection model for children with special needs in school, build healthy communication with parents, and create an individual curriculum program for children with special needs in order to develop children's potential more optimally.

Keywords: Early detection, children with special needs, inclusive education, assessment

## INTRODUCTION

Education is a planned effort to educate children so that they become an independent human beings and can adapt to their environment. Education in families and schools are important means to equip them to grow and develop optimally. International issues related to the Child Convention state that there are four principles of children's rights that must be met, namely: non discrimination; best interest of the child; survival and development; and respect for the views of the child (CRC, PBB, 1990 pasal 2 no 1).

Article 26 paragraph (1) of Law No. 23/2002 states that child protection is the obligation and responsibility of all elements of community institutions in the territory of the Republic of Indonesia. The government, community, family, and parents are obliged and responsible for the

implementation of child protection. The presence of children in a family is a complement, and becomes the glue of the relationship between father and mother. Parents are obliged and responsible for: nurturing, caring, educating, protecting, and developing children according to their abilities, talents and interests. In the process of growth and development, the treatment of children with special needs must be as good as children who are develop normally. The rights of children with special needs are protected for treatment that is adjusted to the obstacles (Article 1 of Law no. 23/2002).

The development of each child is unique. There are children who grow rapidly, but there are children who develop slowly or have problems in achieving their development tasks. If the child experiences developmental deviations by referring to the normative development criteria, an accurate examination needs to be done. Thus it can be



determined the problems faced by children related to the type of special needs. Preliminary examinations regarding early detection are needed for subsequent child handling. With early detection, appropriate interventions can be given to children.

Early detection is a screening effort that is carried out to find out deviations or abnormalities in development as early as possible, and try to recognize the risk factors for the developmental abnormalities (Ministry of Health, 2009). Early detection of child/toddler growth and development is an activity or examination to find out early on the developmental deviations in toddlers and pre-school children (Suparyanto, 2012). Munawir Yusuf termed early detection as "Detection of Childhood Disorders" (Deteksi Kelainan Anak/DKA), namely the activities or efforts of teachers and parents to find out whether their students have physical, mental, emotional, and/or social disorders (Ellah, 2015).

Early detection of a child's developmental disorders is very useful for early diagnosis and intervention, so that child development can take place as optimally as possible (Vaughn, Bos, & Schumm, 2011). There is a difference with screening, which is a routine procedure for checking children's daily development that can provide clues if something needs attention (Soetjningsih, 1995).

According to Kirk, Gallagher, Coleman and Anastasiow (2012) there are five critical domains in development, namely: cognitive, communication, socio-emotional, adaptive and motor skills. In early detection of development, these five domains need to be considered. Children have obstacles in their development if they are not able to show behavior in accordance with the stages and tasks of developmental milestones, as well as normative measures that can generally be done by the average child of his age. Various terms of child development difficulties, including difficulties in learning tasks, are stated by experts. Burton (in Syamsuddin, 2007) states that children who cannot realize developmental tasks, including social adjustment in accordance with his organismic pattern at certain development phases such as those applicable to the social group and the age in question, are often categorized as slow learners. This understanding shows that in order to find out whether there are abnormalities or delays, parents and teachers can refer to the stages and tasks of development which the child should pass or to normal measures that apply according to age and development (Syamsudin, 1996).

Furthermore Kirk, Gallagher, Coleman and Anastasiow (2012) state that to find out how children learn something, information processing models need to be explored. This can help parents and teachers understand how children learn something, and detect the presence or absence of disability. Information processing explains how students interact and respond to the environment and how the learning process takes place. First, students receive information through senses (vision, hearing, kinesthetic, haptic, gustatory, olfactory). Then they process information through classification, association, reasoning, and evaluation abilities.

Finally, they respond to information through output (speaking, writing, motor response, dancing, acting, running, social interaction). The children are aided in this process of information by their executive functions/the ability to use information and how to interpret information. Information processing takes place within the emotional context that influences every aspect of the system (input, processing, output, and executive function). Reviewing every aspect of information processing can help teachers and parents know whether special education services are needed. If the child cannot process information properly, in the input, process, output, executive function or emotional context, the child needs a special service program.

Abdurrahman (2003) believes that the growth of problems can be caused by several factors, namely: (1) the possibility of neurological dysfunction, (2) the existence of difficulties in academic assignments, and (3) the existence of gaps in achievement and potential. Similarly, the classification of learning difficulties is broadly divided into two groups, namely (1) difficulties related to development (developmental learning disabilities), and (2) difficulties in academic learning (academic learning disabilities) (Mulyono, 2013).

Suryaningrum, Ingarianti, and Zainul (2016) found that teachers still had problems in early detection of the development of their students. Some of the things that were encountered include: the absence of instruments to detect, lack of knowledge of teachers in conducting detection, and lack of teacher understanding of students with special needs. Whereas according to Kauffman and Landrum (2007), teachers need to conduct assessments and conduct monitoring to evaluate the progress of each student.

The data was also obtained by researchers when conducting preliminary study activities, and preliminary research on parents and teachers of

children with special needs in Depok area related to the implementation of inclusive education in schools. The researchers found that teachers often had difficulty communicating with parents related to handling their children. Parents often see differently from the teacher regarding their child's problems. Parents are reluctant if asked to consult with experts, in child development. Even though child development facilities in several hospitals in Depok are available, but indeed some parents are more comfortable to Harapan Kita Hospital or to the Rumah Sakit Cipto Mangunkusumo (RSCM) in Jakarta as a reference.

Some other parents complained about the costs involved in conducting a series of examinations regarding their child's psychological problems. In Indonesia, if the condition of the child does not seem to be seriously ill, then the parents are reluctant to visit a pediatrician. Parents do not take their children's problems seriously, and lack of information regarding that if children do not receive proper treatment at the beginning of their life, they will have a psychological impact on their future. Early detection will provide information for accurate handling of cases of children. Kirk, Gallagher, Coleman and Anastasiow (2012) stated that parents should be able to know the deviation of child development from the beginning.

In this social media era, the use of smartphone as the source of information will make parents and teachers understand the situation. Considering that not all cities have hospitals that provide child development facilities, even though *BPJS* has provided financing, not all parents know about it. Especially for parents who live in remote areas where there are no facilities for child development.

In this study, we want to know more about parents and teachers' practices in early detection of child developmental delay. In addition, various obstacles will be examined in early detection. Knowledge of the practices of early detection by parents and teachers can be useful in giving input regarding the intervention programs needed.

## **METHOD**

This research was mixed method design. Survey methods conducted by schools and teachers from 12 schools, ranging from TK/PAUD and SD/MI, in Jakarta, Depok, dan Tangerang. There are 35 parents and 165 teachers Observation methods implemented in several inclusion of kindergartens and elementary schools, interview methods and focus group discussion were conducted to early childhood education and Elementary School

teachers and parents. Survey was conducted on teachers and parents of children with special needs with the following research questions:

- 1) How is the availability of early detection services on the admission of students with special needs at school,
- 2) are there any meetings / discussions conducted by the teacher regarding the findings of child development problems at school.
- 3) How is the availability of human resources with special educational background in inclusive schools.
- 4) How to special handling students with special needs in inclusive schools

After the survey results are obtained, deepening is implemented through focus group discussions. This is to find obstacles related to the problem of early detection of children with special needs in school and the obstacles faced by teachers.

## **RESULTS AND DISCUSSION**

The findings based on results of the study as follows:

### **Early detection services for children with special needs at school and at family**

Information regarding the availability of early detection services is obtained through the questionnaire distributed to parents and teachers; 84% of respondents did not make a comprehensive assessment in the student admission process of children with special needs.

From focus group discussion implemented in 12 PAUD/TK and SD/MI, the results are:

1. There are only 2 schools that having complete instruments related to early detection and assessment of child development problems; another schools don't have enough tools.
2. Schools cannot do much because sometimes the condition of the child is known by the teacher after the child go to school. Sometimes parents do not bring their sons in the admission process so the teacher cannot observe the students. The teacher feels "cheated" because actually students have obstacles when learning.

From the questionnaire distributed to 35 parents of students with special needs, 28% of parents check of their children with special needs condition to a Growth and Development Clinic, and they have understanding of what was happening to their children. While 72% of parents do not check their children condition to the Growth and Development

Clinic and assume that their children are not problematic.

Interviews with 5 parents to deepening the obtained data as follow:

1. Parents do not feel comfortable knowing the child's condition. In other words, parents are still unable to accept the child's condition
2. The high cost of assessment at the Growth and Development Clinic is a barrier for parents
3. When parents have already known the child's condition, they also still experience obstacles in carrying out an expensive therapy process
4. Sometimes there is no collaboration between mother and father in caring for children. Both parents have different perceptions about the child's condition

#### **Parent meeting/discussion**

Regarding whether there was or not a meeting facility between parents and teachers at school, the result was 85% parents and teachers did not conduct meetings.

Through focus group discussions conducted in 12 PAUD/TK and SD/MI, it can be concluded that:

1. Only 5 schools hold special meetings between teachers and special needs parents; 7 schools do not hold special meetings. Meetings are only conducted in the form of meetings, recitals, and parent seminars.
2. The meeting is rarely held because there is no agreement between parents and teachers regarding cases that occur in children. Parents do not recognize that their children have special needs.
3. There is no meeting point in agreeing on the handling of children with special needs between the school and the foundation committee of the school

Interviews with 5 parents to deepening the obtained data as follow:

1. Business at work makes it difficult for parents to find time to attend parent meetings
2. Connecting with children's problems, parents often feel blamed for being deemed unskilled / caring for children.
3. Parents believe in schools about the problems experienced by children and are grateful that children have been accepted as part of the school

4. Parent meetings are very important and can be a means to synchronize perception

#### **Availability of Human Resources**

The survey results indicate that 79% of teacher respondents stated that they did not have knowledge and 85% stated that they were less skilled in handling children with needs in school

Focus group discussions on teachers/principals in 12 TK/PAUD and SD/MI in Jakarta, Depok and Tangerang areas found that:

1. Schools find it is difficult to get experts in the field of handling students with special needs
2. Experts are expensive, so schools have difficulty recruiting them
3. Difficulties in human resources make it difficult for schools to conduct initial assessments for children with special needs. It is difficult too, to develop a curriculum for children with special needs
4. There are many rejections from schools because the lack of availability of human resources

#### **Handling special children in inclusive schools**

The survey results show that 79% of respondents said that they did not have a special program in handling ABK in schools.

Focus group discussions on teachers/principals in 12 PAUD/TK and SD/MI in Jakarta, Depok and Tangerang areas found that:

1. There are limited school knowledge with the term "inclusive education"
2. There are limited expertise in the field of handling special needs in schools
3. Schools do not differentiate between regular and special program of education services in schools

From interview with parents, another results are:

Not all of urban parents realize that detection is important. Information related to child development issues actually can be obtained for parents through books, both printed and internet access. It can be an alternative choice for parents. But books related to the initial steps of early detection are still limited, especially books that provide a scientific picture accompanied by a variety of stories of children with special needs as real examples to give a clear picture to the reader. Another obstacle is the lack of costs so parents are reluctant to bring their daughters' sons to child growth clinics. Many found parents do not find out about their children's problems and only provide

care at home without being handled by experts or get special service education in schools. Fulfilling the need for education rights of children is neglected, children's problems will only worsen and cause prolonged stress for the family.

In Selligman and Darling (2009), parents need time to accept children's condition. They have to face several stages until come to the acceptance stage, and sometimes they go back to the initial stages. The early childhood become stressful situation for the parents, so it may difficult for the parents to deal with children's condition. This situation affect the eagerness of parents to come to early intervention program.

Detection and handling of children with special needs are important things, so the teacher must make a standard procedure at admitting new students. This is not intended to prevent children with special needs from being accepted in school, but to ascertain what the child's problems are and how strong the school is to handle children. Proper detection will provide accurate information so that the teacher can make the program and anticipate the right things related to handling children in school. This refers to the data above related to the availability of human resources and the handling of children with special needs in schools which is only 10%, so it is assumed that the assessment has not involved teaching so that the potential of children's problems is not captured at the outset. Training for teachers is important to do, so that teachers have the knowledge and skills to carry out early detection. In Ardianingsih and Mahmudah (2017), training programs for teachers can effectively improve teacher knowledge and skills.

Vaughn, Boss and Schumm (2011) said that actually classroom teachers have responsibility to implement the special education program for their special need students. They have to have the ability to help students with disabilities adapt in the general classroom. Some points are teachers have to respect and accept all students, adapt effective classroom management strategies for students with special needs, communicate frequently with included students, communicate with professionals and parents, and make adaptations for students when developing instructional plans. From the survey and focus group discussion, there are many things to fix in inclusive education implementation.

Cushner, McClelland and Safford (2019) stressed on two things in assessment of children: determination as a result of assessment, and the determination of how accountability for those service is demonstrated. The assessment should be

implement for children suspected handicaps, and teachers have to implementing an alternative method to determine a student's need for special education service, namely response to intervention (RTI). From this point of view, early detection of children is important, and from early detection teachers can make the program to help optimize learning process in the classroom.

## Conclusion

Referring to the findings above, conclusion regarding this issue, namely:

1. Detect the problems of child development as early as possible
2. Early detection must produce accurate data
3. Visit a child growth clinic that has a team consisting of doctors, pedagogues, and psychologists
4. Follow a number of suggested tests and make detailed observations as possible to get accurate data support

The role of parents who are expected to support the program are:

1. Be caring and open
2. Looking for reliable information both from books and internet access
3. Consultation with teachers and experts in child development
4. Changing the paradigm that having children with special needs is a *sin/karma* but that is a blessing because being a parent of children with special needs is trustworthy
5. Hadith "Allah will not burden except because of ability"
6. The attitude of caring for their children is also what happens to other children.

Early detection of development problems is important to deliver the appropriate program for special need children. Teachers still have any early detection difficulties to implement. Standard procedures for new students admission systems are have to built, but this is not intended to prevent children with special needs from being accepted in school. Psychoeducation for parents needs to be done, so parents can have awareness of their child problems earlier and can provide appropriate stimulation for the development of children's social skills.

The implication is that a comprehensive special need children mechanism in school admission process needs to be developed. Schools have to build good communication with parents, and individual curriculum programs have to develop so

children's potential become optimal. Finally, this condition can motivate teachers to handle special need children in the class.

### Acknowledgment

The authors are very grateful to the Kemenristek Dikti, teachers and parents who have contributed to various components of the research.

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Paper Code : 010/ICEPP/VIII-2019

Bandung, 5<sup>th</sup> Oct 2019

To: Suharsiwi

### LETTER OF ACCEPTANCE

Dear Authors,

We are delighted to inform you that your paper entitles “**Description of Teachers and Parents Practices In Developmental Delay of Early Childhood**” is accepted minor revisions to be proposed to publish in indexed proceedings of the International Conference on Educational Psychology and Pedagogy 2019 (ICEPP 2019) published by Atlantis Press. We truly appreciate your patience and kind understanding on the efforts and time we take to complete the review process.

Attached, please find the notes on the required revisions, which should be carefully fulfilled. Please also be advised that unsatisfying revisions may result in the publisher’s rejection. The revised version should be submitted online in our website at [icepp.event.upi.edu](http://icepp.event.upi.edu). no later than **12<sup>th</sup> Oct 2019**.

Thank you very much for your continuous support to the ICEPP 2019. We look forward to receiving your revised paper soon.

Your attention for this matter is highly appreciated. We look forward to receiving your full paper. Thank you.

Kind Regards,

**Dr. Tina Hayati Dahlan, M.Pd., Psikolog**  
Chair of the Organizing Committee of the  
ICEPP 2019

Dokumen pendukung luaran Wajib #4

Luaran dijanjikan: Prosiding dalam pertemuan ilmiah Internasional

Target: sudah terbit/sudah dilaksanakan

Dicapai: Sedang direview

Dokumen wajib diunggah:

1.

Dokumen sudah diunggah:

1. Bukti sedang direview

Dokumen belum diunggah:

-

Peran penulis: first author

Nama Konferensi/Seminar: The International Conference on Educational Psychology and Pedagogy 2019

Lembaga penyelenggara: UNIVERSITAS PENDIDIKAN INDONESIA SCHOOL OF POSTGRADUATE STUDIES EDUCATIONAL PSYCHOLOGY DEPARTMENT AN

Tempat penyelenggara: Hotel Aston Tropicana Jl. Cihampelas No.125 - 127,

Tgl penyelenggaraan mulai: 1 Mei 2019 | Tgl selesai: 2 Mei 2019

Lembaga pengindeks: indexed proceedings of the International Conference on Educational Psychology and Pedagogy 2019 (ICE

URL website: <http://icepp.event.upi.edu/>

Judul artikel: "Description of Teachers and Parents Practices In Developmental Delay of Early Childhood"

# Parents and Teachers Role in Implementation Early Detection of Child's Developmental Delay

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Psychology Faculty, Unika Atma Jaya, Jakarta

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## ABSTRACT

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Keywords: Early detection, children with special needs, inclusive education, assessment

## INTRODUCTION

Education is a planned effort to educate children so that they become an independent human beings and can adapt to their environment. Education in families and schools are important means to equip them to grow and develop optimally. International issues related to the Child Convention state that there are four principles of children's rights that must be met, namely: non discrimination; best interest of the child; survival and development; and respect for the views of the child (CRC, PBB, 1990 pasal 2 no 1).

Article 26 paragraph (1) of Law No. 23/2002 states that child protection is the obligation and responsibility of all elements of community institutions in the territory of the Republic of Indonesia. The government, community, family, and parents are obliged and responsible for the

implementation of child protection. The presence of children in a family is a complement, and becomes the glue of the relationship between father and mother. Parents are obliged and responsible for: nurturing, caring, educating, protecting, and developing children according to their abilities, talents and interests. In the process of growth and development, the treatment of children with special needs must be as good as children who are develop normally. The rights of children with special needs are protected for treatment that is adjusted to the obstacles (Article 1 of Law no. 23/2002).

The development of each child is unique. There are children who grow rapidly, but there are children who develop slowly or have problems in achieving their development tasks. If the child experiences developmental deviations by referring to the normative development criteria, an accurate examination needs to be done. Thus it can be



determined the problems faced by children related to the type of special needs. Preliminary examinations regarding early detection are needed for subsequent child handling. With early detection, appropriate interventions can be given to children.

Early detection is a screening effort that is carried out to find out deviations or abnormalities in development as early as possible, and try to recognize the risk factors for the developmental abnormalities (Ministry of Health, 2009). Early detection of child/toddler growth and development is an activity or examination to find out early on the developmental deviations in toddlers and pre-school children (Suparyanto, 2012). Munawir Yusuf termed early detection as "Detection of Childhood Disorders" (Deteksi Kelainan Anak/DKA), namely the activities or efforts of teachers and parents to find out whether their students have physical, mental, emotional, and/or social disorders (Ellah, 2015).

Early detection of a child's developmental disorders is very useful for early diagnosis and intervention, so that child development can take place as optimally as possible (Vaughn, Bos, & Schumm, 2011). There is a difference with screening, which is a routine procedure for checking children's daily development that can provide clues if something needs attention (Soetjningsih, 1995).

According to Kirk, Gallagher, Coleman and Anastasiow (2012) there are five critical domains in development, namely: cognitive, communication, socio-emotional, adaptive and motor skills. In early detection of development, these five domains need to be considered. Children have obstacles in their development if they are not able to show behavior in accordance with the stages and tasks of developmental milestones, as well as normative measures that can generally be done by the average child of his age. Various terms of child development difficulties, including difficulties in learning tasks, are stated by experts. Burton (in Syamsuddin, 2007) states that children who cannot realize developmental tasks, including social adjustment in accordance with his organismic pattern at certain development phases such as those applicable to the social group and the age in question, are often categorized as slow learners. This understanding shows that in order to find out whether there are abnormalities or delays, parents and teachers can refer to the stages and tasks of development which the child should pass or to normal measures that apply according to age and development (Syamsudin, 1996).

Furthermore Kirk, Gallagher, Coleman and Anastasiow (2012) state that to find out how children learn something, information processing models need to be explored. This can help parents and teachers understand how children learn something, and detect the presence or absence of disability. Information processing explains how students interact and respond to the environment and how the learning process takes place. First, students receive information through senses (vision, hearing, kinesthetic, haptic, gustatory, olfactory). Then they process information through classification, association, reasoning, and evaluation abilities.

Finally, they respond to information through output (speaking, writing, motor response, dancing, acting, running, social interaction). The children are aided in this process of information by their executive functions/the ability to use information and how to interpret information. Information processing takes place within the emotional context that influences every aspect of the system (input, processing, output, and executive function). Reviewing every aspect of information processing can help teachers and parents know whether special education services are needed. If the child cannot process information properly, in the input, process, output, executive function or emotional context, the child needs a special service program.

Abdurrahman (2003) believes that the growth of problems can be caused by several factors, namely: (1) the possibility of neurological dysfunction, (2) the existence of difficulties in academic assignments, and (3) the existence of gaps in achievement and potential. Similarly, the classification of learning difficulties is broadly divided into two groups, namely (1) difficulties related to development (developmental learning disabilities), and (2) difficulties in academic learning (academic learning disabilities) (Mulyono, 2013).

Suryaningrum, Ingarianti, and Zainul (2016) found that teachers still had problems in early detection of the development of their students. Some of the things that were encountered include: the absence of instruments to detect, lack of knowledge of teachers in conducting detection, and lack of teacher understanding of students with special needs. Whereas according to Kauffman and Landrum (2007), teachers need to conduct assessments and conduct monitoring to evaluate the progress of each student.

The data was also obtained by researchers when conducting preliminary study activities, and preliminary research on parents and teachers of

children with special needs in Depok area related to the implementation of inclusive education in schools. The researchers found that teachers often had difficulty communicating with parents related to handling their children. Parents often see differently from the teacher regarding their child's problems. Parents are reluctant if asked to consult with experts, in child development. Even though child development facilities in several hospitals in Depok are available, but indeed some parents are more comfortable to Harapan Kita Hospital or to the Rumah Sakit Cipto Mangunkusumo (RSCM) in Jakarta as a reference.

Some other parents complained about the costs involved in conducting a series of examinations regarding their child's psychological problems. In Indonesia, if the condition of the child does not seem to be seriously ill, then the parents are reluctant to visit a pediatrician. Parents do not take their children's problems seriously, and lack of information regarding that if children do not receive proper treatment at the beginning of their life, they will have a psychological impact on their future. Early detection will provide information for accurate handling of cases of children. Kirk, Gallagher, Coleman and Anastasiow (2012) stated that parents should be able to know the deviation of child development from the beginning.

In this social media era, the use of smartphone as the source of information will make parents and teachers understand the situation. Considering that not all cities have hospitals that provide child development facilities, even though *BPJS* has provided financing, not all parents know about it. Especially for parents who live in remote areas where there are no facilities for child development.

In this study, we want to know more about parents and teachers' practices in early detection of child developmental delay. In addition, various obstacles will be examined in early detection. Knowledge of the practices of early detection by parents and teachers can be useful in giving input regarding the intervention programs needed.

## **METHOD**

This research was mixed method design. Survey methods conducted by schools and teachers from 12 schools, ranging from TK/PAUD and SD/MI, in Jakarta, Depok, dan Tangerang. There are 35 parents and 165 teachers Observation methods implemented in several inclusion of kindergartens and elementary schools, interview methods and focus group discussion were conducted to early childhood education and Elementary School

teachers and parents. Survey was conducted on teachers and parents of children with special needs with the following research questions:

- 1) How is the availability of early detection services on the admission of students with special needs at school,
- 2) are there any meetings / discussions conducted by the teacher regarding the findings of child development problems at school.
- 3) How is the availability of human resources with special educational background in inclusive schools.
- 4) How to special handling students with special needs in inclusive schools

After the survey results are obtained, deepening is implemented through focus group discussions. This is to find obstacles related to the problem of early detection of children with special needs in school and the obstacles faced by teachers.

## **RESULTS AND DISCUSSION**

The findings based on results of the study as follows:

### **Early detection services for children with special needs at school and at family**

Information regarding the availability of early detection services is obtained through the questionnaire distributed to parents and teachers; 84% of respondents did not make a comprehensive assessment in the student admission process of children with special needs.

From focus group discussion implemented in 12 PAUD/TK and SD/MI, the results are:

1. There are only 2 schools that having complete instruments related to early detection and assessment of child development problems; another schools don't have enough tools.
2. Schools cannot do much because sometimes the condition of the child is known by the teacher after the child go to school. Sometimes parents do not bring their sons in the admission process so the teacher cannot observe the students. The teacher feels "cheated" because actually students have obstacles when learning.

From the questionnaire distributed to 35 parents of students with special needs, 28% of parents check of their children with special needs condition to a Growth and Development Clinic, and they have understanding of what was happening to their children. While 72% of parents do not check their children condition to the Growth and Development

Clinic and assume that their children are not problematic.

Interviews with 5 parents to deepening the obtained data as follow:

1. Parents do not feel comfortable knowing the child's condition. In other words, parents are still unable to accept the child's condition
2. The high cost of assessment at the Growth and Development Clinic is a barrier for parents
3. When parents have already known the child's condition, they also still experience obstacles in carrying out an expensive therapy process
4. Sometimes there is no collaboration between mother and father in caring for children. Both parents have different perceptions about the child's condition

#### **Parent meeting/discussion**

Regarding whether there was or not a meeting facility between parents and teachers at school, the result was 85% parents and teachers did not conduct meetings.

Through focus group discussions conducted in 12 PAUD/TK and SD/MI, it can be concluded that:

1. Only 5 schools hold special meetings between teachers and special needs parents; 7 schools do not hold special meetings. Meetings are only conducted in the form of meetings, recitals, and parent seminars.
2. The meeting is rarely held because there is no agreement between parents and teachers regarding cases that occur in children. Parents do not recognize that their children have special needs.
3. There is no meeting point in agreeing on the handling of children with special needs between the school and the foundation committee of the school

Interviews with 5 parents to deepening the obtained data as follow:

1. Business at work makes it difficult for parents to find time to attend parent meetings
2. Connecting with children's problems, parents often feel blamed for being deemed unskilled / caring for children.
3. Parents believe in schools about the problems experienced by children and are grateful that children have been accepted as part of the school

4. Parent meetings are very important and can be a means to synchronize perception

#### **Availability of Human Resources**

The survey results indicate that 79% of teacher respondents stated that they did not have knowledge and 85% stated that they were less skilled in handling children with needs in school

Focus group discussions on teachers/principals in 12 TK/PAUD and SD/MI in Jakarta, Depok and Tangerang areas found that:

1. Schools find it is difficult to get experts in the field of handling students with special needs
2. Experts are expensive, so schools have difficulty recruiting them
3. Difficulties in human resources make it difficult for schools to conduct initial assessments for children with special needs. It is difficult too, to develop a curriculum for children with special needs
4. There are many rejections from schools because the lack of availability of human resources

#### **Handling special children in inclusive schools**

The survey results show that 79% of respondents said that they did not have a special program in handling ABK in schools.

Focus group discussions on teachers/principals in 12 PAUD/TK and SD/MI in Jakarta, Depok and Tangerang areas found that:

1. There are limited school knowledge with the term "inclusive education"
2. There are limited expertise in the field of handling special needs in schools
3. Schools do not differentiate between regular and special program of education services in schools

From interview with parents, another results are:

Not all of urban parents realize that detection is important. Information related to child development issues actually can be obtained for parents through books, both printed and internet access. It can be an alternative choice for parents. But books related to the initial steps of early detection are still limited, especially books that provide a scientific picture accompanied by a variety of stories of children with special needs as real examples to give a clear picture to the reader. Another obstacle is the lack of costs so parents are reluctant to bring their daughters' sons to child growth clinics. Many found parents do not find out about their children's problems and only provide

care at home without being handled by experts or get special service education in schools. Fulfilling the need for education rights of children is neglected, children's problems will only worsen and cause prolonged stress for the family.

In Selligman and Darling (2009), parents need time to accept children's condition. They have to face several stages until come to the acceptance stage, and sometimes they go back to the initial stages. The early childhood become stressful situation for the parents, so it may difficult for the parents to deal with children's condition. This situation affect the eagerness of parents to come to early intervention program.

Detection and handling of children with special needs are important things, so the teacher must make a standard procedure at admitting new students. This is not intended to prevent children with special needs from being accepted in school, but to ascertain what the child's problems are and how strong the school is to handle children. Proper detection will provide accurate information so that the teacher can make the program and anticipate the right things related to handling children in school. This refers to the data above related to the availability of human resources and the handling of children with special needs in schools which is only 10%, so it is assumed that the assessment has not involved teaching so that the potential of children's problems is not captured at the outset. Training for teachers is important to do, so that teachers have the knowledge and skills to carry out early detection. In Ardianingsih and Mahmudah (2017), training programs for teachers can effectively improve teacher knowledge and skills.

Vaughn, Boss and Schumm (2011) said that actually classroom teachers have responsibility to implement the special education program for their special need students. They have to have the ability to help students with disabilities adapt in the general classroom. Some points are teachers have to respect and accept all students, adapt effective classroom management strategies for students with special needs, communicate frequently with included students, communicate with professionals and parents, and make adaptations for students when developing instructional plans. From the survey and focus group discussion, there are many things to fix in inclusive education implementation.

Cushner, McClelland and Safford (2019) stressed on two things in assessment of children: determination as a result of assessment, and the determination of how accountability for those service is demonstrated. The assessment should be

implement for children suspected handicaps, and teachers have to implementing an alternative method to determine a student's need for special education service, namely response to intervention (RTI). From this point of view, early detection of children is important, and from early detection teachers can make the program to help optimize learning process in the classroom.

## Conclusion

Referring to the findings above, conclusion regarding this issue, namely:

1. Detect the problems of child development as early as possible
2. Early detection must produce accurate data
3. Visit a child growth clinic that has a team consisting of doctors, pedagogues, and psychologists
4. Follow a number of suggested tests and make detailed observations as possible to get accurate data support

The role of parents who are expected to support the program are:

1. Be caring and open
2. Looking for reliable information both from books and internet access
3. Consultation with teachers and experts in child development
4. Changing the paradigm that having children with special needs is a *sin/karma* but that is a blessing because being a parent of children with special needs is trustworthy
5. Hadith "Allah will not burden except because of ability"
6. The attitude of caring for their children is also what happens to other children.

Early detection of development problems is important to deliver the appropriate program for special need children. Teachers still have any early detection difficulties to implement. Standard procedures for new students admission systems are have to built, but this is not intended to prevent children with special needs from being accepted in school. Psychoeducation for parents needs to be done, so parents can have awareness of their child problems earlier and can provide appropriate stimulation for the development of children's social skills.

The implication is that a comprehensive special need children mechanism in school admission process needs to be developed. Schools have to build good communication with parents, and individual curriculum programs have to develop so

children's potential become optimal. Finally, this condition can motivate teachers to handle special need children in the class.

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Bandung, 5<sup>th</sup> Oct 2019

To: Suharsiwi

### LETTER OF ACCEPTANCE

Dear Authors,

We are delighted to inform you that your paper entitles “**Description of Teachers and Parents Practices In Developmental Delay of Early Childhood**” is accepted minor revisions to be proposed to publish in indexed proceedings of the International Conference on Educational Psychology and Pedagogy 2019 (ICEPP 2019) published by Atlantis Press. We truly appreciate your patience and kind understanding on the efforts and time we take to complete the review process.

Attached, please find the notes on the required revisions, which should be carefully fulfilled. Please also be advised that unsatisfying revisions may result in the publisher’s rejection. The revised version should be submitted online in our website at [icepp.event.upi.edu](http://icepp.event.upi.edu). no later than **12<sup>th</sup> Oct 2019**.

Thank you very much for your continuous support to the ICEPP 2019. We look forward to receiving your revised paper soon.

Your attention for this matter is highly appreciated. We look forward to receiving your full paper. Thank you.

Kind Regards,

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**Dr. Weny Savitry S. Pandia, M.Si, Psikolog**  
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## DAFTAR ISI

Tinjauan Buku Ajar .....	vi
--------------------------	----

### **Modul I : PERKEMBANGAN SOSIAL EMOSIONAL ANAK USIA DINI**

#### **Kegiatan 1 : Perkembangan Anak Usia Dini**

Pengertian Perkembangan .....	4
Aspek Perkembangan .....	10
Tugas Perkembangan .....	22
Latihan .....	25
Rangkuman .....	25
Tes Formatif .....	26

#### **Kegiatan 2 : Perkembangan Sosial Emosional Anak Usia Dini**

Perkembangan Sosial.....	31
Proses Perkembangan Sosial.....	32
Karakteristik perilaku Sosial.....	34
Bentuk perilaku Sosial .....	36
Media Sosialisasi .....	42
Perkembangan Emosi.....	45
Karakteristik Emosi Anak .....	46
Bentuk Reaksi Emosi Anak .....	48
Latihan .....	57
Rangkuman .....	57
Tes Formatif .....	58

## **Modul II : ANAK DENGAN HAMBATAN PERKEMBANGAN**

Kegiatan 1 : Identifikasi awal anak dengan hambatan perkembangan	
Bagaimana cara melakukan .....	63
Faktor yang dipertimbangkan .....	65
Identifikasi Awal .....	66
Latihan .....	69
Rangkuman .....	71
Tes Formatif .....	72

### **Kegiatan 2 : Anak Dengan Hambatan Perkembangan**

Penyebab .....	73
Jenis hambatan .....	78
Bentuk Intervensi .....	89
Latihan .....	94
Rangkuman .....	95
Tes Formatif .....	99

## **Modul III : PENDIDIKAN INKLUSIF**

Kegiatan 1 : Masyarakat inklusi dan konsep pendidikan inklusi	
Paradigm Pendidikan Khusus .....	95
Pengertian pendidikan Inklusif .....	102
Peran Masyarakat.....	110
Sekolah Ramah.....	115
Latihan .....	117
Rangkuman .....	118
Tes Formatif .....	120

Kegiatan 2 : Implementasi pembelajaran inklusi di kelas	
Program Layanan Khusus .....	123
Program Pendidikan Individual .....	126
Peran Pendamping khusus .....	129
Parenting.....	133
Latihan .....	137
Rangkuman .....	138
Tes Formatif .....	142

#### **Modul IV : PEMBELAJARAN KETERAMPILAN SOSIAL ANAK DENGAN HAMBATAN SOSIAL**

Kegiatan 1 : Hakikat Pembelajaran keterampilan Sosial	
Pengertian Pembelajaran .....	146
Pengertian Keterampilan Sosial .....	152
Teori-teori Pembelajaran .....	156
Model Pembelajaran .....	159
Latihan .....	162
Rangkuman .....	163
Tes Formatif .....	164

Kegiatan 2 : Perencanaan Pembelajaran keterampilan Sosial	
Pengertian Perencanaan .....	169
Tujuan Pembelajaran .....	172
Pengembangan Silabus .....	176
Latihan .....	177
Rangkuman .....	178

Tes Formatif .....	179
Kegiatan 3 : Strategi Pembelajaran keterampilan Sosial	
Pengertian Strategi Pembelajaran .....	182
Langkah-langkah Pembelajaran.....	185
Media Pembelajaran .....	188
Latihan .....	190
Rangkuman .....	192
Tes Formatif .....	193
Kegiatan 4 : Assesmen Pembelajaran keterampilan Sosial	
Pengertian Assesmen Pembelajaran .....	195
Pengembangan Instrumen Pembelajaran .....	197
Kompetensi Pembelajaran .....	202
Indikator Penilaian .....	210
Assesmen yang digunakan .....	215
Latihan .....	220
Rangkuman .....	221
Tes Formatif .....	222
Kunci jawaban .....	225
Glosarium .....	228
Daftar Pustaka.....	230

## Pengantar

Dengan memanjatkan Puji Syukur ke hadirat Ilahi Rabby, Tuhan Yang Maha Esa atas Rahmat, hidayah dan perkenan-Nya memberikan kami kekuatan dan kesehatan, sehingga dapat menyelesaikan buku ajar yang berjudul **"PENGEMBANGAN KETERAMPILAN SOSIAL ANAK DENGAN HAMBATAN PERKEMBANGAN DALAM SETTING PENDIDIKAN INKLUSIF"**

Buku ajar ini dapat dijadikan buku teks mahasiswa lintas prodi untuk mahasiswa PG-PAUD dan PGSD/MI, terkait kajian-kajian mengenai pengembangan keterampilan sosial untuk anak dengan rentang usia di TK dan SD kelas awal. Awal kajian adalah pada perkembangan umum anak usia dini dengan rentang usia 6-8 tahun. Kajian tahapan proses perkembangan anak secara umum, dan berfokus pada kajian perkembangan sosial emosional, karakteristik dan profile kemampuan sosial emosional anak secara umum.

Kemudian pada modul II, bahan ajar ini mengkaji tentang anak—anak dengan hambatan perkembangan, Modul III, membahas tentang setting pendidikan inklusif, dimana anak-anak berkebutuhan khusus (meski jumlahnya dibatasi per sekolah) bersekolah dan bersosialisasi dengan anak-anak pada umumnya yang tidak memiliki masalah baik hambatan fisik, mental, juga kesulitan belajar. Kajian dalam buku ini juga di fokuskan pada anak dengan kasus hambatan perkembangan, hal ini mengingat rata-rata keberadaan anak berkebutuhan khusus di sekolah inklusif yaitu anak-anak dengan kasus

keterlambatan dalam proses pemerolehan keterampilan sosial karena anak-anak ini mengalami masalah atau hambatan perkembangan.

Modul IV terkait pada model pembelajaran keterampilan sosial, dan hal ini merupakan bagian yang penting dalam bahan ajar ini dimana calon guru, baik mereka yang berada dalam jenjang PAUD dan SD/MI, untuk mendapatkan informasi terkait program pembelajaran keterampilan sosial. Program dilaksanakan dalam beberapa tahap seperti perencanaan, strategi dan assesmen keterampilan sosial anak berkebutuhan khusus.

Buku ajar ini adalah edisi perdana dan kami meyakini bahwa masih banyak kekurangan di sana sini, dan dari sana nanti kami berkomitmen akan melakukan berbagai perbaikan ke depannya. Penyajian buku ajar ini diharapkan dapat memberikan wawasan, khasanah keilmuan dan pemahaman tentang model layanan pengembangan keterampilan sosial anak berkebutuhan khusus di sekolah inklusif, khususnya anak dengan hambatan perkembangan.

Kami menyadari buku bahan ajar ini masih jauh dari sempurna, oleh karena itu kami sangat mengharapkan kritik, saran yang bersifat membangun dari berbagai pihak, untuk kesempurnaannya ke depan. Demikian semoga Allah SWT selalu menyertai langkah kita semua dan menjadikan kita diri yang senantiasa bersyukur dan mengabdikan kepada Negeri tercinta Indonesia sesuai dengan ilmu yang kita miliki dan menyebarkan kebaikan melalui rangkaian tulisan bermanfaat. Amin.

Cirendeu, Oktober 2019

**Team Penulis**



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Jakarta, 27 November 2019

Kepada Yth.  
**Dr. Suharsiwi, M.Pd**  
(Dosen FAI UMJ)  
Di Jakarta

Dengan hormat,

Bersama ini kami Penerbit **UM Jakarta Press** menerangkan bahwa buku berjudul "**Buku Ajar Pengembangan Keterampilan Sosial Anak dengan Hambatan Perkembangan dalam Setting Pendidikan Inklusif**", dengan jumlah 230 halaman penulis Suharsiwi sudah diajukan ISBN dengan nomor 978-602-0798-38-7.

Demikian kami sampaikan, atas perhatian dan kerjasama Bapak/ Ibu, kami ucapkan terima kasih.

Hormat kami,

**EndangZakaria, MH**  
Direktur