Cooperation of Parents and Teacher in Improving Social Interaction Ability Through the Floortime Method for Autistic Children At Pelangi Kasih Indramayu Slb School

Emay Mastiani

Nusantara Islamic University, Bandung Indonesia
Email: emaymastiani@uninus.ac.id

Mega Mili Sonia

Nusantara Islamic University, Bandung Indonesia
Email: megamili@uninus.ac.id

Muhammad Irsyad Assyurur

Nusantara Islamic University, Bandung Indonesia
Email: irsyadassyurur@uninus.ac.id

Devish Sutysna

Nusantara Islamic University, Bandung Indonesia
Email: devishsutysna@uninus.ac.id

Devi Dewi Pasaribu

Nusantara Islamic University, Bandung Indonesia
Email: devidewi@uninus.ac.id

Abstract

This study investigates the improvement of social interaction skills in autistic children using the Floortime method with parental and teacher collaboration. The research combines quantitative and qualitative methods, analyzing data through scores and qualitative interpretations. Results indicate that autistic children initially displayed difficulties in social interaction, such as avoiding eye contact and isolation. However, after implementing the Floortime method, significant progress was observed, including increased babbling, imitation of words, and improved eye contact. Success in socializing is influenced by support from parents, family, and friends, while inhibitory factors include the child's mood. Recommendations emphasize effective communication between parents and teachers for successful learning outcomes.

Keywords

Collaboration, Social Interaction, Children with Autism, Floortime Method

Introduction

Social interaction can be said to be the key to all social life, this is because basically humans themselves are social beings. As social beings, humans need social interaction in their lives. The social interaction in question is a reciprocal relationship in the form of mutually influencing actions between individuals and groups and between groups. In this relationship individuals or groups can work together or even conflict formally or informally directly or indirectly as a form of interaction. Humans can know, understand, and understand each other so that there will be mutual tolerance, mutual care, and mutual protection.

According to Astuti (2008:4), "Social interaction includes the relationship between humans (individuals), the relationship between individuals and groups and groups, where there is a relationship of mutual influence". Meanwhile, according to Young and Mack in Ayuningrum, et al (2020: 145), "Social interaction is the key to all social life, therefore without social interaction there would be no shared life." In other words, social interaction is a relationship between individuals and other individuals so as to influence one another to form a social relationship.

Based on some of the expert opinions above, it can be concluded that social interaction is also called a social process, which means that there is a reciprocal relationship between two or more people, and each person involved in it plays an active role in social interaction, which is also more than just a relationship. between the parties involved but there is mutual influence. Social interaction in students at school occurs to foster a relationship of cooperation, mutual need, and mutual understanding where all of these processes are intertwined at school with friends, teachers, and other individuals.

One of the efforts so that children can learn to interact socially is by going to school, through education it will be easier for children to interact socially with friends of their age. Children are also expected to be able to control their behavior and then work together in a group to enter a wider social life. The ability for social interaction for children is generally obtained easily, but children who lack social interaction will have difficulty in carrying out activities and also experience fear when socializing with their environment. This is not the case with autistic children, for autistic children this social interaction is a real difficulty in making social relations with their environment. Disorders of social interaction in autistic children that often appear include no eye contact, being alone or isolating themselves,

According to Suryawati (2010: 27-28) "Autism disorder is a disorder that often occurs in children, which causes children to behave indifferently to their social environment so that it can affect their language development or commonly known as speech delay. Symptoms that parents and doctors should know about autistic disorder are included in the field of interaction. Communication, behavior and ways of playing different children.

According to Maulana (2008: 13) "Autistic children can also make abnormal movements, such as making repeated sounds, clapping their hands, or unintelligible body movements, such as hitting, biting, or scratching the body. Most of these actions are caused by their lack of ability, which is where to convey wishes and hopes to others.

Autistic children may also be very interested in social interaction, but their methods of social interaction are very different, and they have the ability to master other people's social interactions with limited methods, they may not even be able to respond to stimuli from other people at all.

The ability of students' social interaction with autistic children is influenced by family, playmates and school, but for autistic children this social interaction is a real difficulty in having social relations with their environment. Disturbances in social interaction for autistic children can affect aspects of learning and behavior.

The importance of parents and teachers in the implementation of education should exist in order to eliminate things that are controversial, and should be nurtured so that the best results are achieved. Parents sometimes don't know when dealing with autistic children and a teacher when dealing with students sometimes needs to know more deeply, therefore the cooperation of parents and teachers is an absolute requirement in implementing education and teaching in schools. To achieve success the child aims to explore what they get at school to be reapplied by parents. With this collaboration, it is hoped that parents will play an important role for children so that the collaboration between teachers and parents is not interrupted.

According to Mailisa (2012: 5) "Teamwork or teamwork is defined as a process that allows ordinary people to achieve extraordinary results". Meanwhile, according to Daft (2006: 463) "A team is a unit consisting of two or more people who interact and coordinate their work to achieve certain goals".

In addition, the ability to cooperate can increase self-confidence and the ability to interact, and train children to adapt to new environments. The character of cooperation can be instilled, trained, and developed in various ways, one of which is through learning activities.

Based on the results of relevant research, it can be used as a reference in this study: 1) Research entitled "Communication Ability of Autistic Children in Social Interaction (Cases of autistic children in inclusive schools, SD Negeri Giwangan Kotamadya Yogyakarta) is a thesis from Fitri Rahayu, a Yogyakarta State University student in 2014. In this thesis, the emphasis is on the communication skills of children with autism, as well as the communication skills of autistic children in carrying out social interactions in these special schools. The previous studies above are the references used by researchers, because there are similarities with autistic children. The location of the difference between the previous study and the one studied was that the previous study emphasized the communication skills of autistic children in social interaction, while the method used by the researcher was the floortime method in which the child was the main subject. 2) Research entitled "Application of the Floor-Time Approach in Improving Non-Verbal Communication Skills in Class III Children with Autistic Spectrum Disorder

at SD Inpres Maccini Baru Makassar" is a thesis of Ignatia Nandari, a 2019 Makassar State University student. This thesis emphasizes non-verbal communication in autistic children. The previous studies above are the references used by researchers, because there are similarities, namely the subjects studied are autistic children. The location of the difference between the previous studies and those studied was that the previous studies emphasized the ability of non-verbal communication in autistic children, while what the researchers examined were the verbal and non-verbal communication skills of autistic children. 3) Research entitled "Self-Acceptance and Parental Support for Autistic Children" is a journal from Ririn Pancawati, Mulawarman University, Samarinda 2013. This journal emphasizes parental support for autistic children. The previous studies above are the references used by researchers, because there are similarities, namely the subjects studied are autistic children. The location of the difference between the previous study and the one studied was that in the previous study it prioritized parental support, while what the researcher examined was the cooperation of parents and teachers in social interaction.

Research Methods

This study uses both quantitative and qualitative methods, this combined method is referred to as a combined research method. The combined research method is a research method that combines both quantitative and qualitative methods. The combined research method provides a much more comprehensive answer, in which all data that has been successfully collected will be reported in the form of scores and then interpreted qualitatively to draw conclusions.

Data Analysis Techniques

The data analysis technique used in this study is quantitative descriptive data analysis, in which all data that has been successfully collected will be reported in the form of scores then interpreted qualitatively to draw conclusions. Data collection methods used are interviews and observation.

Results and Discussion Findings

A child named A was diagnosed with autism at the age of 5, at the time is 8 years old, and child B was diagnosed with autism at age 5, when he was 7 years old. Children A and B are currently attending the Pelangi Kasih Special School, Indramayu.

A child named A has been able to interact with friends, teachers and parents for 2 years at SLB Pelangi Kasih Indramayu, but child A still avoids eye contact with people who try to talk to him. Meanwhile, child B has not been able to interact with friends, teachers and parents for 2 years at SLB Pelangi Kasih Indramayu, and also always avoids eye contact with people who try to talk to him.

Based on the research findings, 3 themes were identified which described the development of social interaction of children with the initials A and B.

1.   The development of social interaction of children A and B

a.   Development of communication and interaction.

Before the floortime method was applied to children A and B who did not speak, after the floortime method was used for these children developments such as babbling emerged so that the children began to be able to imitate the words spoken by the teacher or parents accompanied by eye contact. Although in the process child A is much more developed than child B.

b.   Behavioral development

The behavior before and after the children with the initials A and B after the implementation of the floortime method has developed. If previously children with the initials A and B always chose to play alone and not adapt to their peers, after the intervention these children began to develop to want to play together even though for a short period of time, and children A and child B have started to express feelings of joy, sadness and anger.

The following is a graph that describes the description of each child's score.

In this figure, in general the graph shows an increase in a higher direction. However, there is a difference in the graph, which shows

Kesimpulan Hasil Penilaian

Penilaian	Sesi 1	Sesi 2	Sesi 3
Siswa A	65	70	85
Siswa B	55	65	75
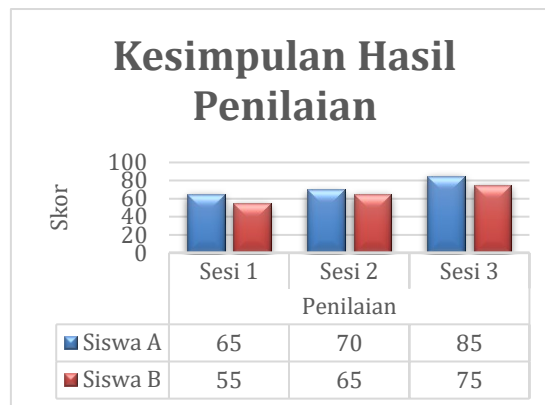
that child A in session 1 already got a higher score than child B, this shows a difference in ability from the start which affects the next session. Compared to child B, who has a lower ability. This shows that the enforcement is different between child A and child B.

In session 1, it is a process where to see the initial abilities of children, so that they get a starting point in improving children's interaction abilities. For session 2, is the process after gettingfollow-up and evaluation of children. While for the last session, namely session 3, is a process after evaluation so as to get results from the actions taken in improving social interaction skills.

The results in the second session showed an increase from the first session. This is because there is an initial follow-up process after the researcher knows the child's initial abilities. And it doesn't end there, in session 3 the researcher obtained very significant evaluation results from the initial results in session 1 and session 2, where the evaluation of session 3 was carried out after further exploring the process. It's just that at the stage of acceptance ability each learning process of children A and B has differences from the start. Therefore, there must be special treatment given to child B so that it can balance the abilities of child A. And this

will be a challenge for researchers in the future to use different methods in dealing with cases like this, which often occur in the field.

2.   Factors that support the development of social interaction of children A and B

Factors that support the development of social interaction in autistic children consist of two factors, namely internal factors and external factors. Internal factors are the characters that exist in children with the initials A and B. Even though children A and B experience problems in their development, basically children A and B have curiosity and have creativity.

The second external factor is the presence of social support. The existence of social support will help children with autism in developing their social interaction skills. Social support is given in real terms and also routinely by carrying out activities that will encourage children A and B.

External factors consist of three things. First, namely parents or families of children A and B,the cooperative attitude of the family, especially the mother, is one of the supporting factors in the process of developing the social interaction of autistic children. In each session, parents tried to implement suggestions from researchers and did not hesitate to ask questions when experiencing difficulties. This can also be seen from the increase in parental interaction patterns which initially tended to be passive to be more able to follow the interests and level of activity of children. Based on the interview results, the main thing that strengthens parents' intention to change is the attachment that exists with the child and the improvement that is seen in the child when parents align themselves with the child's interests and level of activity. In addition, parents are quite responsive to the gestures shown and the needs of the child.

The second external factor is the presence of social support. The existence of support from the social environment will help autistic children develop their social interaction skills, so that children A and B are not afraid to try to have social interaction with other people.

The last external factor is the effectiveness of the floortime method, the development of social interaction of children A and B, both the development of communication, interaction and motor skills, begins to be seen when children A and B receive teaching using the floortime method. Children A and B begin to interact with their friends and teachers, such as greeting other people properly, and are able to answer short questions. Children A and B are able to verbally express their wishes and refusals.

3.   Factors inhibiting the development of social interaction of children A and B

The inhibiting factor for the development of social interaction for children A and B is due to the changing moods of autistic children due to fatigue, stress or anxiety.

The factor that hindered the success of the program was the condition of the parents because it had an impact on the ability of the parents because they were unable to follow the movements and play of their children. This has an impact on decreasing the quantity during the session. In intervention sessions 1 to 3, detailed observations were made to get an overall picture of the subject.

Specifically, in the area of social interaction skills.

Discussion

Factors that support the success of the interaction is the presence of social support. According to Hobfaal and Stokes in Sarason, Pierce & Sarason (1990:455) "Social support is a social relationship that provides real assistance or feelings of affection to individuals or treatment that is felt by individuals as attention or love". The existence of support from the social environment will help autistic children develop their social interaction skills, so that children A and B are not afraid to try to have social interaction with other people.

Factors that hinder the development of social interaction for autistic children are prejudice from other people against autistic children. According to Walgito (2003: 83) "Prejudice is a negative evaluation of another person or group. There is prejudice from society towards children A and B caused by the stereotype that children with autism have a tendency to hurt others. Therefore, society forbids their children to play with autistic children.

Conclusions and Suggestions

From the results of the discussion above, it can be concluded that the floortime method is an effective method for improving social interaction skills in autistic children. The development of the interaction of children A and B occurs in the development of communication, interaction and development of social behavior.

The development of social interaction between children A and B is also influenced by several factors. There are factors that support the development of social interaction and there are also factors that hinder the development of children's social interaction.

Factors that support the development of social interaction are divided into two, namely internal factors and external factors. Internal factors are the characters that exist in the children with the initials A and B themselves. While the external factor is the cooperative attitude of parents or families of children A and B, the second external factor is the existence of social support fromhe community, and the last external factor is the effectiveness of teaching with the floortime method

Factors that inhibit the development of social interaction in autistic children are the changing moods of children A and B because this is caused by conditions where children experience fatigue, stress or are feeling anxious.

Related to these conclusions, suggestions that can be given are for Pelangi Kasih Indramayu Special School and parents to increase their role in the development of social interaction for autistic children, it is hoped that teachers and parents can provide more stimulus to communicate and interact so that autistic children can adapt to environment. The support and teaching method of the Floortime method that is used needs to be maintained to facilitate the development of autistic students more optimally. For further researchers, it is hoped that this

research can be further explored and can be used as a source or reference for researchers who are interested in conducting research on autistic children, and is also expected to add insight and experience regarding the development of social interaction in autistic children

Bibliography

Daft, Richard,L.(2006). *Manajemen,* Edisi Ke enam Jilid dua, Jakarta: Erlangga.

Maulana, Mirza. (2008*). Anak Autis*. Yogyakarta:Katahati.

Walgito,B. (2003). *Psikologi Sosial: Suatu Pengantar*. Edisi Revisi. Yogyakarta:Andi

Sugiono, Sutopo. 2014. Metode Penelitian Kombinasi (Mixed Methode). Diakses pada 5 Juni 2023 dari https://lib-fisib.unpak.ac.id/index.php?p=show_detail&id=5764&keywords=#:~:text=Metode%20penelitian%20kombinasi%20merupakan%20merupakan,metode%20kuantitatif%20maupun%20metode%20kualitatif .

Journal and Thesis Sources

Ayuningrum, Desy, dan Nur Afif. (2020). Interaksi Sosial Anak Down Syndrome di TK Nusa Indah Jakarta.IQ (Ilmu Al-Quran): Jurnal Pendidikan Islam 3 (1) :141-162.

Astuti, Yuli Tri. (2008). Pola Interaksi Sosial Anak Autis di Sekolah Khusu Autis. Skripsi. Universitas Muhammadiyah Surakarta.

Meilisa, Husnaina Safitri. (2012). Pengaruh Gaya Kepemimpinan Kerjasama Tim dan Gaya Komunikasi Terhadap Kepuasan Kerja Serta Dampaknya Terhadap Kinerja Pegawai pada Sekretariat daerah Kota Sabang. Jurnal Ilmu Manajemen Pascasarjana Universitas Syiah Kuala Vol.1 No 2 November 2012.

Nabila Ulfah. (2021). Perkembangan Komunikasi Sosial Anak Autis Di Yayasan Bina Autis Mandiri Kota Palembang. Skripsi. Universitas Sriwijaya.

Sarason, B.R.,Sarason,L.G & Pierce,G.R (1990). Social Suport:An Interactional View.Toronto: John Wiley & Sons Inc.

Suryawati, Atlit. (2010). Model Komunikasi Penanganan Anak Autis Melalui Terapi Bicara Metode Lovass. Fakultas Ilmu Sosial dan Ilmu Politik. Universitas Udayana. Jurnal Ilmiah,1.1.

Yeanny Ekawati & Yustina Yettie Wandansari. (2012). Perkembangan Interaksi Sosial Anak Autis Di Sekolah Inklusi: Ditinjau Dari Perspektif Ibu. Jurnal Psikologi Indonesia, Vol 1 No.1.

Yudha Tri Prasetya. (2016). Peningkatan Kemampuan Menulis Struktur Kata Melalui Penggunaan Media Teka-Teki Silang Bagi Siswa Tunarungu Kelas Dasar I Di SLB B.C Bhakti Putera Bahagia Klaten. Jurnal. Universitas Negeri Yogyakarta.