

Literature Review

Social Interaction Skills of Autistic Children in Inclusive School

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Abstract

Autistic children generally have three main disorders, namely in social interaction, communication disorders, and their behavior disorders. So, schools with inclusive education are considered as a good solution to overcome the disorders that exist in children with autism. This study was conducted by analyzing articles that had been published from 2015 to 2021 and obtained from *Google Scholar*, with a focus on the social interaction skills of autistic children in inclusive schools. All articles used qualitative design with descriptive and case studies methods. Four of the five articles chose elementary school children as research subjects and one article on early childhood subjects. The results of the articles show that autistic children are already able to carry out communication and social interaction and even compete, both with peers, parents and teachers. The interactions are carried out in the form of positive and negative interactions. However, autistic children still have limitations in social interaction and still in the passive or minimal category. Recommendations from this study for the parents to be able to expand children's interactions with the surrounding environment. As for the school, especially teachers, they should be able to provide more stimulus for autistic children so that their social interactions are better and increase. Still and all, autistic children still have limitations in social interaction and are still in the passive or minimal category.

Keywords: Social interaction, autistic children, inclusion.

INTRODUCTION

Children with special needs (ABK) generally have limitations in various aspects. It was stated that these limitations include physical, psychological, intellectual, social, and emotional limitations that will affect their growth and development (Desiningrum, 2016; Harnin & Damri, 2022). So that, the existence of ABK cannot be avoided so that they require special treatment because they have different characters (Ambarsari, 2014; Eilers, 2020). However, some parents have to deal with others who still view disability as an unwanted difference and do not see disability as a valuable part of people's lives, so parents have to struggle and feel tired to find a service center that can accept their child. (Purdue et al., 2011).

One of the children with special needs who are often found in inclusive schools is autistic children. Parents who have children with autism, the early period of their child's life which is the most difficult and most burdensome (Noya & Ambarwati, 2018). In addition, there are other problems experienced by parents, namely the reaction or views of the community towards autistic children, where there are those who accept it and also cannot accept it. This is because autistic children experience obstacles in interacting with their environment, where autistic children have three main disorders, namely in communication, social interaction, and behavior (Rahayu, 2015). Autistic children also have a habit of preferring to be alone and fixated on something or object (Ulfah, 2015). Autistic people are able to spend hours paying attention to something that interests them (Handojo, 2008). In the end, they have difficulty interacting with the people around them.

As a form of the Government's concern and concern for fulfilling the rights and obligations of education for ABK is the holding of inclusive education. As stated in the Regulation of the Minister of Education and Culture No. 70 of 2009 concerning Inclusive Education for students with disabilities and have potential intelligence and/or special talents. Therefore, these policies and regulations have provided opportunities for

ABK to get an education that is equivalent to non-ABK children (Zakaria & Tahar, 2017). Inclusive education is considered a good step in providing equitable educational services, where children are given educational services based on their respective specialties (Marmawi, 2022). As well as programs and services that are fair to all children and are the main focus of national governments, education systems and schools (Ainscow, 2020).

Methods

This study used a literature review design. Literature review is a literature search and research by reading and examining various journals, books, and various other published manuscripts related to research topics to produce an article relating to a particular topic or issue (Marzali, 2016).

The keyword is "social interaction of autistic children in inclusive schools". The selected articles were five articles published in the 2015-2021 range, which used Indonesian and English. Search for research articles published on the internet via *Google Scholar*.

Finding

This article was written based on five articles related to forms of social interaction for autistic children in inclusive schools. The following is a presentation of the five articles:

No	Author	Title	Journal	Result
1	Azis & Risfaisal (2021).	Social Interaction of Autistic Children in Inclusive Schools	Equilibrium: Journal of Education	The forms of social interaction for autistic children include the first verbal which is carried out using cues such as showing body gestures, the second is cholia, the form of communication is in the form of repeated speech, and the third is humming.
2	Rahayu (2015).	Autistic Children's Communication Skills in Social Interaction (Case of Autistic Children in Inclusive Schools, Giwangan Public Elementary School, Yogyakarta Municipality)	Widia Orthodidactic	Social interaction carried out by autistic children is in the form of one-way communication.
3	Noya & Ambarwati (2018)	An Overview of the Social Interaction of Autistic Children at the Samarinda Multi-Talent Inclusion School	Journal of Perceptual Psychology	There is an overview of the social interaction of the two participants, namely on communication patterns, playing patterns, feelings or emotions, positive behavior, social responses, and sibling interactions.
4	Ulfah (2015)	Social Interaction of Autistic Students in Inclusive Schools	Journal of Special Education	Social interaction among autistic students has been formed, but is still in the passive or minimal category.
5	Dere (2018)	Analyzing Social Play and Social Interaction of A Child with Autism Spectrum Disorder In The	European Journal of Special Education Research	Children with autism disorders in inclusive kindergartens have limitations in playing and social interaction.

In general, the five articles above show results that autistic children are still limited or minimal. Even so, the fact is that autistic children are able to show several forms of social interaction when they are in the school environment or at home. Among the forms of interaction that are carried out are being able to utter words even though repeatedly (ecolalia), being able to hum, and giving gestures in the form of body gestures. In addition, autistic children are also able to communicate with other people, even though it is one-way communication.

Discussion

Children with special needs, one of them with autistic disorders, have a different way of learning, as well as different speeds and backgrounds from normal children. The limitations and obstacles experienced by autistic children certainly require the treatment they need. Therefore, it is necessary to analyze in detail their special educational needs and plan support for autistic children or plan educational practices for autistic children and work closely with parents. (Al Badawi & Suparno, 2019). One step that is currently considered capable of providing good treatment is the existence of an inclusive school, where autistic children are in the school environment along with normal children. Inclusive education is an effort to provide proper education services for all children without exception. In several countries around the world it is mandatory to enter ABK together with their friends non-ABK in inclusive education (Freire & César, 2003; Vislie, 2003).

However, due to differences, there will be challenges for children, parents and teachers alike. Among them is the existence of exclusion for children, especially for those who are disabled or less fortunate (Ackah-Jnr & Already, 2021). In addition, the presence and participation of children with special needs has a negative impact, both from teachers, school management, and parents of other children who are in inclusive school services. (Purdue et al., 2011). In other words, the presence of children with special needs is considered a problem and public education services are not the right place for children with special needs. Another assumption states that the teacher's time will be consumed to care for children with special needs, so that other children do not get quality education. (Stark et al., 2011). In addition, in the practice of inclusive schools there will be obstacles experienced. Al Badawi & Suparno (2019) mentioned that these constraints generally occur in the following five aspects: (1) understanding of inclusion and its implications, (2) school policies, (3) the learning process, (4) teacher conditions, and (5) support systems. Thus, these five aspects can hinder the process of providing the educational needs of children with special needs, especially children's social interaction skills.

When in an inclusive school, autistic children are expected to increase social interaction with the environment. As has been stated by (Latifah, 2012) that as we get older, barriers to social interaction can gradually decrease. In fact, when they are in inclusive schools, autistic children will interact more with teachers (Dere, 2018). Therefore, the ability of teachers greatly influences the process of inclusive education in developing the abilities of children with special needs, one of which is in expressing what children will communicate. (Bendová et al., 2014; Koswara, 2013). That is, the teacher has a very important role in providing guidance to autistic children when learning and playing with normal children. So, if the teacher understands the abilities and obstacles of autistic children in inclusive schools, so that the practices carried out by the teacher are good, this will have a positive impact on the social interaction abilities of autistic children. However, if the practice carried out by the teacher is right, it will have a negative impact. Apart from teachers, autistic children also interact a lot with normal children. Therefore, it is important to provide understanding to normal children so they can understand and accept differences, so they want to learn and play together with autistic children.

Conclusion

This literature study describes the social interaction abilities of autistic children who are in inclusive schools. So that the ability of social interaction of autistic children can be seen from their interactions with teachers and peers. The results of the literature study show several forms of social interaction for autistic children while in inclusive schools, one of which is that autistic children are able to carry out social interactions well with the

school and home environment. However, other results show that the interactions carried out by autistic children are still in the minimal or passive category, autistic children still have limitations in playing and interacting, and there are still children who are not able to communicate properly.

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