

ANALYSIS OF THE CHARACTERISTICS OF CHILDREN WITH AUTISM AND HOW TO LEARN USING AUDIO-VISUAL MEDIA

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Abstract

Autism is an overall developmental disorder that causes problems with behavior, abilities, socialization, and communication. Autistic children have very complex problems that require special attention to help them interact well. This research examines the characteristics of children with special needs in autistic children and how to learn using audio-visual media. The research method used is a qualitative method. The results of research using audio-visual media can be used for learning for autistic children. With audiovisual media, autistic children can communicate through movements that have been broadcast via audiovisual media. This can train communication in autistic children.

Keywords: *Children with special needs, autism, audio-visual*

1. INTRODUCTION

Education is a continuous self-development process that aims to improve a person's knowledge, abilities, understanding, or skills throughout life. According to Article 31 Paragraph 1 of the 1945 Constitution, every citizen has the right to high-quality education provided by the government of the Republic of Indonesia. Regardless of age, gender, or social circumstances, education is the right and duty of every citizen. All Indonesian citizens are entitled to access to education, and this applies to children with special needs. (Nurfadhillah et al. 2021).

Children with special needs, also known as special children, are children whose growth process has significant physical, intellectual, emotional, and social barriers. Children with special needs need special handling. (Sulasminah, Kasmawati, and Expressive 2023). Children with special needs have the right to education. Children with disabilities are different from children with physical, mental, or emotional illnesses. Children with disabilities can include blind, deaf, tardy, learning problems, behavioral problems, and gifted children. (Education et al. 2024).

Education for children with special needs has many benefits. Many children with disabilities have good abilities. Through formal education, or by attending school, it is possible for children with special needs to learn skills that will be useful in the future. With formal education, it can help children learn to be more independent and disciplined so that they are not too dependent on others. Interacting with other children at school can make children with disabilities feel part of a community or group because they can connect and communicate with others (Education et al. 2024).

In education, especially in Indonesia, special needs children are classified as blind children, deaf children, mentally retarded children, physically challenged children, deaf children, intelligent and special needs children, and autistic children. All special children have unique characteristics and require special treatment and services. (Syah Roni Amanullah 2022).

One disability that affects child development is autism. One of the most important impairments is social and communication development. This disorder includes difficulties in implementing routines, desires, pleasures, and behaviors. Children with autism have the following characteristics: (1) impaired verbal and nonverbal communication; (2) impaired social interaction; (3) impaired behavior and play; (4) impaired feelings and emotions; and (5) impaired sensory perception. (Nurfadhillah et al. 2021).

Autism or commonly called ASD (Autistic Spectrum Disorder) developmental disorders cause communication, social interaction, and imagination skills. (Saputri et al. 2023). Autism is an overall developmental disorder that causes problems with behavior, abilities, socialization, and communication. This type of disorder can be categorized into mild or severe categories, and symptoms are usually present before the child reaches the age of three. Autism is a pervasive developmental disorder that causes the brain systems to not function properly. The cause of autism in children may stem from a neurological disorder that occurs in their brain, which interferes with their response to other people's speech. (Education et al. 2024).

The physical development of a small proportion of people with autism is normal. The manifestation of the disorder varies from low to moderate. Some people have a variety of characteristics of autistic people, and there are those who show only one or two symptoms of the disease. There are two types of autistic behavior: excessive, meaning excessive, and deficit, meaning deficient. The first is excessive behavior including hyperactive behavior with tantrums, which means tantrums, screaming, biting, scratching, hitting, and even self-harm. The second is the deficit type of autism, which is behavior that causes speech impairment and reduced social behavior, laughing and crying without cause, and sometimes daydreaming. Therefore, autistic children have very complex problems that require special attention to help them interact well. (Muna and Fatiya 2024).

Children with neurobiological developmental disorders experience qualitative impairments in communication. The child's communication, learning process, and social interaction relationships are affected by this disorder. Children on the autism spectrum are more likely to communicate through non-verbal means than through verbal means. In this situation, autistic children cry or shout to communicate with others. (Arfi and Ardianingsih 2021).

In the problems that have been described, a strategy is needed to overcome learning in children with special needs, especially how to overcome learning, especially in the characteristics of autistic

children. The purpose of this study is to find out what are the characteristics of autistic children and how the application of learning media, especially Audio Visual in children with special needs, especially in children with Autistic characteristics. In the problems described above, the author chose the research title "Analysis of the characteristics of children with special needs (autism) and how to learn using audio-visual media".

METHODS

Qualitative research focuses on written and observed words. After the data is collected, the next stage is data analysis. By collecting data in the form of words or sentences, the results are presented descriptively. The focus of the research is the characteristics of children with autism and how children with autism learn using visual media. The researcher collected data by reading carefully and explaining everything that falls into the category of autism.

RESULTS AND DISCUSSION

Autism, also known as autistic disorder, is an insidious disorder of childhood. In the DSM-V, autism is a group of disorders classified as neurodevelopmental disorders. To be diagnosed with an autism spectrum disorder, a person must have two symptoms: lack of social interaction and communication and behavior, interests, and activities. Autism is a disorder characterized by abnormalities and developmental delays that occur before the age of three and cause social interaction, communication, and functional abnormalities that are limited to certain areas or behaviors. (Science and Education 2024).

They need special care, these children with autism are also referred to as exceptional children. (Aprilia, Yuliati, and Saputri 2021). Those who have been diagnosed with autism have the ability to experience the same emotions as normal people. However, autism prevents them from conveying or expressing their emotions to others. (Mathiyalagan and Toran 2023).

In DSM IV-TR, autism is one of many syndromes or developmental disorders (impaired abilities in three domains including behavior, social interaction, and communication). (Arfi and Ardianingsih 2021). Pervasive developmental disorders themselves fall into the following types:

1. Autistic disorder

When people hear the word "autism", they often mean this symptom. People with autism have difficulties with imaginative play, communication, and interaction with other individuals. This type of disorder occurs in children who have not reached the age of three.

2. Asperger's Syndrome

Children with Asperger syndrome are generally older than three years and have language problems. They have average or higher intelligence, but have difficulty interacting and communicating like other children with autistic disorders.

3. Downward developmental disorder

Downhill developmental disorder is an unusual symptom of autism. Autistic children have this symptom, but because of the low IQ, it distinguishes them from other autistics.

4. Rett syndrome

Children aged one to four years, initially develop normally. However, there are changes in communication patterns, including repetition and transitions in hand movements.

5. Child Disintegration Disorder

Children with autism symptoms exist normally until the second year. The child will lose some or all communication and social interaction skills. The diagnosis of autistic, Asperger's, and PDD NOS disorders is called ASD (autistic spectrum disorder), with emphasis on the word "spectrum". The three disorders differ due to cognitive factors. Most children with autism (70-75 percent) have IQs below 45. Those with PDD-NOS have normal or average IQs, while those with Asperger Syndrome have above-average IQs. But in both DSM IV and V, the focus in diagnosing ASD is the disability or inability in a particular area.

Autism can be classified based on how well they can interact with other individuals. Autism is divided into three categories, namely: 1). Aloof, characteristics: classic, withdrawn, and in a world of their own; 2). Passive, characteristics: seems to want to make friends but does not engage; 3). Strange active behavior, has the following characteristics: hyperactivity, strange behavior that repeats without purpose. (Arfi and Ardianingsih 2021).

One of the biggest challenges for children with autism is the inability to communicate two-way, where language is a supporting component of communication. In addition, this inability to communicate has an impact when interacting socially. The use of media can improve the language skills of children with autism. (Saranani 2022). In many situations, learning for children with autism focuses on behavior development, social interaction, and language communication. Learning for children with autism requires visuals, expressive mimicry, touch, shared media, at a time that is not short and long enough (Kurniawati 2017).

Article 31 of the 1945 Constitution, paragraphs 1 and 2 states that "(1) Every citizen has the right to education. (2) Every citizen is obliged to attend basic education, and the government is obliged to finance it." This makes it clear that education has no strata, even in children with autism. Autistic children also have the right to interaction and socialization with individuals in their environment.

Sekolah Luar Biasa (SLB) is a great place for children with autism to learn because they have the curriculum, learning methods, hardware, and educators who are experts in their field. Autism has a unique way of grasping learning. However, they tend to find it more difficult to understand. This difference does not remove the possibility that people with autism can pursue education as normal children, but adjusted. (Az-Zahro, Najikhah, and Bakar 2024).

In learning activities, the existence of media is very important to help clarify the material conveyed through the use of media as an intermediary. Audiovisual media is one of the media that can be applied as an intermediary in the teaching and learning process (Amalia, Meidina, and Triyanto Pristiwaluyo 2023). Audiovisual media, is one of the tools to convey material with examples or samples that can increase student understanding more easily and practically. Making students interested in the subject being taught and attracting their interest is the main goal. (Az-Zahro, Najikhah, and Bakar 2024).

The learning outcomes of students with special needs, especially autism, are greatly influenced by the use of audiovisuals in the learning process. Research shows that children with disabilities with a diagnosis of autism need media assistance to understand learning. For children with communication disorders or autism, it is difficult for them to know good learning material, because of the need for learning media.

Learning media that can improve learning outcomes in autistic children is audio-visual media, alternative learning media is used because autistic children have difficulty being able to act according to their lingkungan. Autistic children cannot express their feelings. Visual media is a learning tool by utilizing vision, allowing children to see and learn what they see. (Lahmudin Lubis, Yusnaili Budianti 2020).

Audio-visual media can improve learning outcomes quite satisfactorily. In the case of autistic children, repeated learning activities can have an impact on them, such as following the movements in the video. One of the difficulties faced by autistic children is communication, and this can be overcome through visual communication displayed in videos. After watching the video, autistic children can try to follow the movements that have been watched. The audiovisual media used in the study is an effective learning tool for teaching communication to autistic children.

Audio Visual Media has several characteristics that are effective for use in learning, including:

1. Combined Audio Visual

It combines sound and image elements, which can help in conveying information more clearly and interestingly.

2. Visual Appeal

Visual media such as videos or images can attract attention and help understand and remember information better than text only.

3. Ability to describe Emotions

With the combination of sound and images, audio-visual media can portray emotions and atmosphere more effectively.

4. Interactive

Audio Visual Media is interactive, because in audio-visual media it is possible to interact directly with content, such as through images, videos, education, and stimulation.

5. Improving Understanding

Audio Visual Media can help explain complex concepts more simply through visuals and narration.

The steps for using Audio Visual media are as follows:

a. Preparation stage

The first thing that educators do in the preparation stage is to prepare a lesson plan, the teacher reviews the instructions for using audio-visual media, and the teacher prepares and organizes the audio-visual media equipment to be used.

b. Implementation/presentation stage

The teacher ensures that all audio-visual media equipment is complete and ready to use, the teacher ensures that the audio-visual media contains an explanation of the learning objectives that must be achieved by students, then the audio-visual media displayed contains a description of the learning material, avoiding things that can interfere with students' concentration.

c. Follow-up stage

This follow-up stage is carried out so that students are able to solidify their understanding of the learning material that has been listened to through audio-visual media. Furthermore, this follow-up stage also aims to measure the efficiency of the learning that has been done.

CONCLUSIONS AND RECOMMENDATIONS

Autism is a disorder that disrupts a child's social and communication development. It disrupts the development of brain function, communication, and interaction. Autism can be classified based on how well they can interact with other individuals. Autism can be divided into three categories, namely: 1). Aloof, characteristics: classic, withdrawn, and in a world of its own; 2). Passive, characteristics: seems to want to make friends but does not engage; 3). Strange active behavior, has the following characteristics: hyperactivity, strange behavior that repeats aimlessly.

Autism has a unique way of capturing learning. However, autistic children tend to find it more difficult to understand. Learning media is needed to help learning in autistic children, one of which is audiovisual media, when learning using audiovisual media shows that children with autism can interact with the images in the audiovisual media. Because autism disrupts communication or

language in children, therefore, audio-visual media is needed to help them learn. Audiovisual learning media can help autistic children to interact, when showing videos or pictures autistic children can move their bodies or move their hands, this can help autistic children to interact, in this case it shows that audiovisual learning media can help autistic children to interact.

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