

# The Role of Teachers in Forming *Self-Regulation* in Children with Moderate Autism Spectrum

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## ABSTRACT

Self-regulation in children with moderate levels of autism, using a qualitative approach with a case study involving three shadow teachers in Tangerang. Results show that learning strategies, communicative support, independence training, and effective emotional control are key in developing self-regulation. Consistent teaching methods, real examples, and a patient and firm approach are very important. In conclusion, self-regulation in children with moderate levels of autism can be improved through appropriate learning strategies, communicative support, independence training, and effective emotional control, providing theoretical and practical contributions in the education of children with autism.

Keywords: Self-Regulation, Moderate Level of Autism, *Shadow Teacher*, Learning Strategies, Emotional Control

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## INTRODUCTION

Children with Special Needs (ABK), including children with autism (ASD) have physical and mental limitations that can hinder their growth and development, such as children with autism who experience pervasive developmental disorders in children which are characterized by disturbances in cognitive, language, behavior, communication and social interaction. Based on data from the Center for Educational and Cultural Data and Statistics, the number of autistic children in Indonesia in 2020 was recorded at 16,987 children, where the largest number of autistic children in Indonesia were in province X with a total of 2,583 children attending Special Schools (SLB). This number does not include autistic children who attend public, inclusive schools, and autistic children who do not attend school (Nurhidayah et al., 2021). Children with special needs require different treatment from children in general. All problems experienced by children with special needs (ABK) need to be resolved by providing special services, such as education, guidance and training so that the problems that arise can be resolved well (Nurfitriani & Hidayat, 2020).

Appropriate special treatment for children with special needs, including children with autism, requires a holistic approach, one of which is through *self-regulation*. According to Bandura, *self-regulation* refers to an individual's ability to control behavior and responses to the environment. This concept was developed from Albert Bandura's social cognitive theory which states that self-regulation is the ability to control oneself in controlling one's learning style by conducting self-observation, self-assessment, and then reacting to oneself (Cahya Yundani, 2022).

Based on the background that has been presented, the problem that can be formulated is: what factors influence self-regulation in children with moderate levels of autism and what is the picture of self-regulation in children with moderate levels of

autism. This research aims to understand what self-regulation means, learn about children with moderate levels of autism, and how to form and develop self-regulation in children with moderate levels of autism. The main aim of this research is to help the author fulfill the final assignment requirements for the Merdeka Belajar - Merdeka Campus (MBKM) Teaching Assistance program. Theoretically, this research is expected to increase knowledge about self-regulation in children with moderate levels of autism and how to form and develop it. Practically, it is hoped that the results of this research will be useful for increasing the knowledge and knowledge of readers and writers about forming and developing self-regulation in children with moderate levels of autism.

## **RESEARCH METHODS**

Participants in this research are subjects involved in physical mental and emotional activities as participants in responding to questions in the interview process, consisting of teachers or Shadow Teachers. We have three sources: NA, born on July 16 2002, 22 years old, lives in Tangerang and works as a Shadow Teacher; SP, born on 24 June 2000, 24 years old, domiciled in Tangerang and works as a Shadow Teacher; and AR, born on January 17 2002, 22 years old, domiciled in Tangerang and works as a Shadow Teacher. The criteria for participants are: status as a teacher or shadow teacher at elementary school level, aged 20-24 years, teaches at school, and is involved in self-regulation of children with autism at a moderate level. The sampling technique used is data triangulation, which is a research method to increase the validity and reliability of research results by combining various data sources, measuring instruments or analysis methods. This research is descriptive qualitative with a case study approach, focusing on one particular object and studying it as a case. The research settings were carried out at SDIT BINTANG with equipment such as cellphones for recording and stationery for recording the sources' answers after obtaining their consent. The research procedure involves interviews and observations, with preparatory stages including the preparation of plans and preliminary observations, as well as the implementation of research consisting of data collection through interviews, observations and relevant theoretical studies. The data collection process was carried out through unstructured participant observation, interviews, and documentation, with data collection tools in the form of observation and interviews using cellphones as recording devices. Data analysis consists of data reduction, data presentation, and drawing conclusions/verification according to Miles & Huberman (2010), which includes summarizing, selecting, and focusing on important things, presenting data in narrative form, and drawing conclusions based on the data that has been collected processed.

## **RESULTS AND DISCUSSION**

### **A. Data Retrieval Process**

The interview was carried out on Wednesday, June 19 2024, from 10:00 to 11:50 WIB. This interview involved 3 interviewers who took turns asking 15 questions to three sources with a total duration of 12 minutes, carried out by three interviewers taking turns asking three sources. During the interview process, recording documentation is carried out to facilitate the process of making reports and viewing interview replays.

The location or place used to carry out the interview was a classroom at the SDIT Bintang School, with the aim of avoiding noise from outside, so that the interview process could be carried out well and comfortably. The details of the room during the interview process are a fully AC room with a room temperature of approximately 20 °C (degrees Celsius), the interview process means using a long

table with dimensions of approximately 120 x 50 cm and 6 chairs with details of 3 chairs for the interviewer and 3 chairs for sources. The documentation process is carried out alternately by the interviewer and the infrastructure in the interview process, namely a *mobile phone unit* for taking documentation during the interview process.

## **B. Analysis Results**

Based on the results of interviews conducted with three resource persons who are experienced *shadow teachers*, it was revealed that there are various challenges and solutions in dealing with children with moderate levels of autism.

Learning strategies are an important factor in the successful learning of children with special needs. The learning strategy in question includes learning models and methods. There are several methods that teachers commonly use with children special needs, namely *communication, task analysis, direct instruction, prompts*. Learning for children with special needs (*students with special needs*) requires a separate strategy according to the needs of each student. A good learning model that is appropriate to students' conditions will provide comfort for educators, students and the learning environment. Children with special needs require different strategies from other normal children. (Yunaini, 2021)

### **1. Shadow teacher support in improving communication for moderate level autistic children**

According to NA, the first resource person, a 22 year old *shadow teacher* with three years of teaching experience, revealed that children with autism often have difficulty communicating, they tend to use inverted language. The solution is to improve children's language by giving correct examples and asking them to repeat the correct sentences, as well as inviting them to interact with their friends.

*Shadow A* 24 year old *teacher* with the initials SP with three years of teaching experience stated that children with autism tend to find it difficult to communicate and are closed, especially quiet children, therefore children like that need a gentler approach and we initiate the conversation.

AR, a 22 year old *shadow teacher*, said that he had no problems with communication, because coincidentally the children he cared for were children who could get along and communicate well with their friends and people around them.

The results of interviews regarding the form of *shadow teacher support* in improving communication for children with moderate levels of autism show that *shadow teachers* have a crucial role in helping children with autism who have difficulty communicating, such as teaching them correct sentences and asking children to repeat them, speaking softly and slowly, and encourage interaction with friends through shared play. Social Engagement Theory (Social Engagement) This theory emphasizes the importance of social interaction in children's communication development. Children with special needs often face difficulties in social interactions, and this theory seeks to understand how children can increase their involvement in communicating with other people (Pello & Zega, 2024).

### **2. Independence training by shadow teachers to develop the independent character of children with moderate level autism**

According to the first resource person with the initials NA, he said that like children in general, they need to be taught by giving simple examples first and doing it consistently, such as putting in and taking out books and slowly being given instructions in stages and repetitions until they get used to doing these activities without waiting for instructions.

The second resource person with the initials SP stated that children with autism who have a quiet character need more time and still need more companions to help them become more independent.

The third resource person with the initials AR also expressed more or less the same thing as NA, namely that at first he was helped to take out the book but now he is adding instructions with a word of invitation, such as "Alya has to clean this up" gradually and repeatedly so the child will want to help. and will start inviting things like "Come on, help miss" like that.

The results of interviews with three sources who are *shadow teachers* show that simple examples and repeated and consistent instructions can develop the independence of children with moderate levels of autism, because children with autism will tend to follow what has been modeled and listen to instructions given in stages. and repeatedly using the invitation method or other instructions by *the shadow teacher*. Independence Theory (Self-Efficacy) Based on Albert Bandura, this theory emphasizes the importance of an individual's belief in their ability to achieve goals. You can increase your child's independence by helping him feel capable of completing certain tasks (Rachman et al., 2022).

### **3. Recognition and control of emotions in children with moderate autism by *shadow teachers***

According to the first resource person with the initials NA, the way to recognize and control emotions in children with autism in their care is to provide a simple and reasonable explanation of the reasons for the actions taken and provide clear consequences to help children understand responsibility and understand what happens. their mistake.

The second resource person with the initials SP said that to recognize and control emotions, his foster children used a firm but patient approach, such as giving logical threats to encourage children to follow the rules he had made. In addition, there are challenges in recognizing and controlling emotions where children often do not show emotions at school but do so at home.

The third resource person with the initials AR revealed the method of controlling his foster children's emotions, namely by inviting them to go out for a walk until they were tired, after which the children began to share stories. The challenge faced in controlling emotions is that when a child is angry, he chooses to be silent and doesn't want to study all day, so what he does is just keep quiet because the child will either stay silent or look away.

The results of interviews conducted with three resource persons who are experienced *shadow teachers* show that approaches to recognizing and controlling emotions in children with moderate levels of autism vary but have similarities in basic principles and also the results of all resource persons show that patience, consistency and understanding are the keys to helping Autistic children recognize and control their emotions. Emotion is a process that produces psychophysiological influences on perceptions, attitudes and behavior which are manifested through certain expressions that are felt physically and psychologically because they are continuous between a person's body and soul (Adhariani, 2023).

## **CONCLUSION**

Self-regulation is a person's ability to exercise control to direct their behavior to achieve goals and allows them to delay short-term gratification in order to achieve desired results in the future. In researching this matter, sources are required to compare

the opinions of each source, which is done using qualitative methods. After conducting observations, interviews and taking documentation, there are several opinions from different sources so we can conclude that the role of self-regulation given by teachers to children with autism can be helped with clear but slow guidance, giving instructions gradually and repeatedly so that the child's motor skills can digest every word that is said continuously, and the need to control patience, consistency in things, and understanding to help them control their emotions. To develop a child's learning abilities and self-development process, teachers need to encourage students to set their own goals, provide opportunities for them to develop themselves in academic and non-academic areas, and provide activities that can make students feel free to achieve their goals.

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