

DEVELOPMENT OF INDONESIAN LANGUAGE TEXT BOOK FOR AUTISM IN SPECIALLY PRIMARY SCHOOL

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DEVELOPMENT OF INDONESIAN LANGUAGE TEXT BOOK FOR AUTISM IN SPECIALLY PRIMARY SCHOOL

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Abstract

This research aims to develop textbooks for children with special needs especially Autism. Each child is unique. They have a different character. This also applies for Autism. Textbooks used as a source of learning in primary schools, both inclusive and special schools. To that end, it should be examined textbooks in accordance with Autism character. The method used in this research is quantitative research methods. Researcher prepare textbooks in accordance with Autism character. First, the researcher developed the framework for teaching material according to curriculum used. Furthermore, in the second stage researcher collecting, sorting, and selecting materials material. Researcher also conducted a preliminary study to gather information about fonts, images, and colors are preferred by Autistim. The third phase, the researchers developed the framework for teaching materials into a draft textbook in accordance with the four elements of quality textbooks. These are material elements, linguistic elements, presentation elements, and elements graphics. That draft was validated by experts in the field, among other psychologists, Indonesian linguist, experts in the field of basic education curriculum, and expert graphics. Results of the study of this book is the accuracy of the content / materials by 94%; the accuracy of the presentation by 98%; linguistic accuracy of 97%; and kegrafikaan accuracy of 93%.

Keywords: Development of textbook, Autism.

INTRODUCTION

Textbook is a textbook contains material descriptions of certain subjects to help students achieve competencies, basic competencies and learning objectives; systematically arranged and has been selected based on learning objectives, learning orientation, and development of learners as a means to train skills, particularly life skills. According to one of the moderate views of the textbook (Romero in Muslich, 2010: 33-34), "No one texbook is the best for all situation", whose meaning is no single textbook suitable for all conditions. The condition in question is the needs of learners. Opinions hinted, textbook written and composed should consider the program and level of education, culture and the characteristics and needs of learners. What textbooks for Special Needs, especially Autistic? This study developed a textbook appropriate for Autistic in the fourth grade primary school, especially Indonesian subjects. Autism characteristics in this study is the crew that is ready to be trained and educated so that will be able to follow the teaching in inclusive schools. At the time this study was conducted, the Autism study in special education services (special school). So the book is a book that will be developed for the service crew at a special school.

Development of Textbook

Right textbook is a book that can optimize the ability of learners and increase skills in berkehidupan (life skills). Preparation of textbooks according BSNP (2007), consists of four components of the feasibility of: content, presentation, linguistic, and design. Feasibility Component Content.

Components of the feasibility of the content consists of three subcomponents, namely (a) the suitability of the material description (Competence Standard and Basic Competence); (b) the accuracy of the material; and (c) support materials, comprising (1) conformity with the development of science; (2) The currency of features, examples, and references; (3) contextual; and (4) salingtemas (science, environment, technology and society):

Component Feasibility Presentation

Components of the feasibility of the presentation consists of three subcomponents, namely (a) presentation technique (1) keruntutan concept, (2) consistency systematics, and (3) the balance between chapters; (b) the presentation of learning (1) centered on the learner, (2) develop process skills, (3) the aspect of safety, and (4) variations in the presentation; and (c) the completeness of the presentation include (1) the introductory, (2) a table of contents, (3) a glossary, (4) references, (5) the summary and the concept map, (6) evaluation, (7) the proportion of drawings and text right, and (8) illustrations that support the message.

Component Feasibility Language

Components of the feasibility of a language consists of three subcomponents, namely (a) compliance with the developmental level of students among other participants (1) conformity with the level of development thinking and (2) compliance with the level of social emotional development; (b) communicative (1) understanding of message, (2) the accuracy of grammar and spelling, and (3) keabjauan terms and symbols; and (c) keruntutan and unity of the idea include (1) keruntutan meaning in chapters, sub-sub, and paragraphs; and (2) ketertaatan between chapters, sub-chapters, paragraphs, and sentences

Component of Graphic

Design's component consists of three subcomponents, namely (a) the size of the book cover (1) conformance with the ISO standard book size and (2) the suitability of the size of the material contents of the book; (b) leather design includes (1) the layout, (2) typography book covers, and (3) the use of the letter; and (c) the design of the contents of the book include (1) a reflection of the contents of the book, (2) the harmony of the layout, (3) the completeness of the layout, (4) the power of understanding the layout, (5) typographic contents of the layout.

Autism

The word autism was first formally popularized by Leo Kanner in the 1940s. According to Gillberg (in McCandless, 2003), autism is a developmental disorder of children in terms of reciprocal social relations; in the development of communication (including language); limited behavior and repeated (repetitive), limited joy, activity, and imagination. According to the National Information Center for Children and Youth with Disabilities (in Smith, 2006: 150), autism is a neurological disorder that often results in the inability of communication and social interaction.

According to Smith (2006: 150), the general characteristics of the autistic child is having behavioral aberrations. Among others: a) not responsive to other people; b) motion is repeated (repetitive) such as rocking, spinning, and wring their hands; c) to avoid eye contact with other people; d) remained in the habit / activity (absorbed in his world); and e) a strange and attitudes spirituality. Deviations character go hand in hand with the development of children with autism. According Delphie (2009 :

31) , the extreme deviations in autistic children consists of nine development process with the following details.

- a. Developments related to affection (attachment) , which is an inability in establishing affection. Related behaviors affection is not followed with the same shape between the emotional pleasure and reciprocally . Movement is always repeated is a manifestation of the characteristics of autism , such as clapping , swaying , and habits memelintirkan body with many variations exceed normal children
- b. Emotional development (emotional development). Children with autism have kesullitan in outlining the basic emotions , especially in differentiating negative
- c. Emotional expression (emotional expression), that children with autism do not recognize the face of the perception of other people to talk to. When face to face with the speaker, autistic children tend to stare at his opponent's chin instead of eyes. This condition causes an autistic child can not capture meaningful information from his interlocutor. It has been proved by Sipek, et al 1993 in Wenar and Kerig(Smith, 2006) which states that many autistic children show negative emotions and rarely showed a sense of fun are directly against his direct influence, such as smiling when a friend called. This condition can become hyperactive and autistic children or hypoactive. Thus, the missing child is autistic emotions in reciprocal interaction. Although children with autism rarely show the response, but the attitude of the stereotypes they are also not being flat, stiff and expressionless face. They stereotype attitudes can be shaped chortle when excited, or when he gets a tingling.
- d. Attention cooperation (joint attention) , meaning incapacity autistic child in sharing cooperation . They are difficult gesture to express the desire move itself as the embodiment of feelings toward others , for example hug to express love to meet or embrace to entertain friends . Express feelings to others plays an important role when socializing.
- e. The development of language (language development) of autistic children experience the difference with the development of normative language . For example , talks of autistic children tend towards echolalia (accidentally repeating the word or phrase that he had heard when he was talking to someone else) , literal (whatever they are) , and the lack of rhythm.
- f. Making perspective (perspective taking) , for example, autistic children feel confused on the pronoun you and me . Autistic children use the third person pronoun for himself . Another example echolalia , which behave like everyone else and say the words that he had heard from others with the same context although the situation is different . This condition will be confusing for the other person autistic child , so that the conversation.
- g. Cognitive development (cognitive development) , for each syndrome of autism spectrum vary. In general, autistic children have the same average weight of children with intellectual challenges . In the autistic child with the syndrome Asprenger that have superior cognitive abilities . They were able to remember the name of the department and the complete bus schedule. However , the confusion when asked if lost wallet at the terminal.
- h. The functions of the executive (executive function) in autistic children show deficiencies in the implementation of tasks for assessment , changes , and planning. They make more perseverative errors , namely the use of spontaneous thoughts, fantasies , clause, and the time in his mind.
- i. Theory of thinking (theory of mind) at the point inability of autistic children to understand the psychological state of self or others

It was in accordance with the advice Mintowati (2009) in his research , that the selection of teaching materials based on a real context . According to the Depdiknas (2004b) , the learning needs of autistic child : 1) the establishment of compliance ; 2) the establishment of eye contact ; 3) teamwork between Master Companion Class with classroom teachers , and families ; 4) Individual Education Program Plan (Individual Education Plan) and evaluation ; 5) teaches the child's independence ; and 6) teaches receptive language , expressive , cognitive , and motoric.

METHODS

This research is the development of research to textbooks for Autism in 4th Primary School on Indonesian subjects semester. This research is quantitative. Identification dan Defination a. curriculum studied and analyzed ; b. mapping the needs of learners for Autism 4th Primary School according to their characteristics.

Design

- Specify the title of the book / theme per unit in accordance with Compatation Standart andBasic Compatation is based on experiential learning and crew environment
- Collects writing materials, among others, the current reference of the source of accurate and textbook used by learners regular fourth grade.
- Adopt and adapt the materials according to the character and needs of learners
- Map the teaching materials that have been adopted and adapted into a framework of a complete textbook material and covers all aspects needed to achieve competence.

Preparation and Writing

- Write instructional materials with attention to word choice and sentence presentation includes the use of spelling guided by EYD (Ejaan Yang Disempurnakan) , according to the reading experience and the needs of the crew.
- Preparing teaching materials with regard systematic writing sequence and obedient
- Graphic design and illustration with the criteria mentioned in the components of the feasibility of textbooks
- Evaluate / edit / edit the writings by way of rereading
- Eimprove writing if there are additions and subtractions

Validation

- Leave it to the validator to be validated content, presentation , grammatical , and kegrafikaan.
- Revise the results of the validation of the validator.
- Resume value given validator of revised textbooks.

RESULTS

Results of this study are prepared starting from the significance of the definition , design , preparation and writing , as well as the validation phase. The mapping of the following character four grade Autistic crew needs at the level of elementary school education unit is as follows.

Fig1. Example of Identification and Definition Autism

No	Name	Identification	Characteristic	Skill Needed			
				Listening	Speaking	Reading	Writing
	Alkoxx	Light austism	Hiperactive, concentration needed, not stabil of emosion	Canot respon the question	Cannot idea	Just one or two words	Nit readed

Design

At this stage of teaching materials that have been mapped according to the selected theme, the standard of competence , basic competence and indicator. At this stage the indicators modified according to

Fig.1 Example of Curricula Mapping

Unit	Thema	Materi	Standart Kompetensi	Kompetensi Dasar	Indikator (termodifikasi)
1	Peristiwa di Sekitarku	Bacaan sederhana sebanyak satu paragraf	Menulis Mengungkapkan pikiran, perasaan, dan informasi secara tertulis dalam bentuk karangan, pengumuman, dan pantun anak	Menyusun karangan tentang berbagai topik sederhana dengan memperhatikan penggunaan ejaan (huruf besar, tanda titik, tanda koma, dll)	Memilih topik sederhana sebuah karangan secara tertulis dari rangkaian gambar-gambar dengan bantuan kata kunci

Preparation and Writing

Preparation and writing of teaching materials is based on mapping of Characteristics and Needs of Autistic at 4th Primary School and mapping of teaching materials

Validation

Fig. 3 Final Validation Againsts Textbook

No.	Component	Xn
1	Content	94%
2	Presentation	98%
3	Language	97%
4	Design	93%

DISCUSSION

Discussion of the Definition Phase Results

Results from the classification of the character and needs of Autistic 4 th Primary School gained from learners in special schools. The ability to think that they have on average learners regular classes, but has a behavioral disorder. Their language skills are not developed in accordance with age, for example autistic, when talking with other people have difficulty using the third person. This condition is slightly different from the autism with slow learner, not the development of language skills as a result of ignorance of how to convey the language properly. At autism tend to be hyperactive (behave too active), have difficulty controlling themselves when in a state of confused and did not know what to do, for example, lose money when going to pay the cake who purchased but did not have trouble when instructed to draw up a complex picture.

Discussion of the results of Stage Design

This activity begins by identifying the curriculum used in the regular classroom . The result is a mapping Computation Standart, Basic Computation, and the indicators used regular classroom learners . The next activity is a record of teaching materials (textbooks) used learners regular classes that have been adapted to mapping Computation Standart, Basic Computation, and indicators . Indicators are further modification activity after Computation Standart, Basic Computation, and an indicator of regular classes mapped. Indicators of regular class is modified according to the needs and characteristics of the crew by means of adaptation, adoption, or omission. Examples of modifications adaptation: the indicators used in regular classes is to write a simple essay, later modified to choose simple topics an essay written from a series of images with the help of key words. Said write less precise for ABK, because crews are less able to devise a simple essay that begins with selecting a simple topic with the

help of a series of successive images. In addition to the above mentioned modifications, there are other modifications. Adoption modification is used when the indicators used regular classroom also used to crew, but keep watching delivery of content, language used, and exercises that signaled the indicator.

Omission modifications will be made if the indicator can not be achieved and implemented by the crew , so it needs to be replaced in its entirety indicators but does not change the scope Computation Standart and Basic Computation.

Collection and selection of teaching materials is the next step . Materials that pass the selection is a material that contains elements of behavior change crew , according to the learning environment special needs ,easily digestible and understandable , meaningful , and load life skill . Having selected materials , structured framework of teaching materials that include Computation Standart, Basic Computation, indicators are modified , and teaching materials are selected. Unitary framework of teaching materials have been prepared from the materials and skills are simple to the more complex.

Discussion of Results of Phase Preparation and Writing

Textbook compiled and written at this stage in accordance with the framework of teaching materials for Autism . The book is loaded with material presented with material that is easy to digest , presentation in accordance with special needs thinking skills , communicative language and illustrations that draw interest in reading or using the book. The book was subsequently validated by a validator to determine the accuracy competent .

Discussion of Results Valdasi Textbook

Textbooks final results of this validation has a precision fit the needs of Autism, with the average value of the percentage of 95 %. Suggestions for other researchers to continue research on a broader level and develop textbooks for other subjects . Things that need to be observed in this study is the need for validation of indicators of the curriculum; every validation performed more than one team to avoid subjective and more.

CONCLUSION

Textbooks for Autism can be developed through the stages of defining (adapted to the character and needs of Special Needs) , stage design , drafting and writing phases , and validation . Things to consider in the development of this textbook is a modification of an indicator . Such modifications should be adapted to the character and needs of Autism.

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