

Developing Social Emotional Development Program through Integrative Holistic Approach for Young Autistic Children in Inclusive Kindergraten

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Abstract: Not every child successfully passes the task of social emotional development at an early age so that various obstacles can occur, especially in children with autism. To overcome this problem, a program is needed to achieve the task of social emotional development in autistic children through an integrative holistic approach. The purpose of this development program is to produce a prototype of social emotional development program through an integrative holistic approach that meets valid, practical, and effective criteria. Program development in this research uses the Four-D development model from Thiagarajan (1974), namely define, design, and develop, but without the disseminate stage. The result of this research is a prototype program of social emotional development through an integrative holistic approach for young autistic children packaged in a soft-covered A5 size book and accompanied by program implementation guidelines. This prototype has been tested for its feasibility by obtaining the results of data analysis from the validator at 4,035 (very feasible), results of practicality at 4.09 (very feasible), and results of its effectiveness at 17.64. Thus, it can be concluded that this social emotional development program through an integrative holistic approach is appropriate to use.

Keywords: Social Emotional; Integrative Holistic; Autistic Children

INTRODUCTION

Social development is a process in a child's life to behave in accordance with the norms or rules in the environment. Furthermore, it is said that social emotional development includes developments in terms of emotions, personality, and interpersonal relationships (Papalia, 2004). In the early stages of childhood, social emotional development revolves around the process of socialization, which is a process when children learn the values and behaviors obtained from the community. When children attend a Playgroup or Kindergarten, they start to get out of the family environment and enter a new world. Not every child successfully passes the task of social emotional development at an early age, so that various obstacles can occur including in autistic children who have a complex disorder.

Autism is a neurological development disorder characterized by personal, social, and academic disorders. In DSM V (*Diagnostic And Statistical Manual of Mental Disorder Fifth Edition*), autistic children or what is called Autism Spectrum Disorder are diagnosed as having a characteristic disorder in social communication and social interaction accompanied by excessive behavior, limited interest and having a disruption in social reciprocity. Autism Association of Western Australia (2007:22) explains that "*in autism, however there is significant impairment in the development of these fundamental social skills*". In

autistic children, there is a fundamental disturbance in their social development.

Based on a preliminary study carried out in February at Mentari Inclusive School Sidoarjo, the teacher said that there are children with autism who still experience social emotional obstacles, especially in their ability to adapt to the environment. The school provides various learning approaches to help autistic children in achieving developmental tasks optimally especially in improving social emotional abilities. In overcoming the problem of this research, the approach used is holistic integrative.

Holistic-Integrative is an early childhood approach that is based on the understanding to meet the diverse essential needs of the children that are interrelated simultaneously and systematically, covering various aspects of physical and non-physical development, so that children can grow and develop as children who are healthy, strong, intelligent, cheerful, and virtuous (Paudia, 2011: 5). Ideally, early childhood education should not only pay attention to its educational aspects, but simultaneously must also pay attention to all aspects needed in the overall development of the children such as nutrition, health and parenting patterns. The educational aspect is carried out by applying character-based holistic education and monitoring the children's development, while nutritional aspects are carried out by giving nutrition to optimize the children's growth. Health aspects are carried out with a clean and healthy lifestyle approach for children.

Table 1. List of Program Feasibility Criteria

Score	Feasibility according to Experts				Practicality According to Teacher	
	Content Feasibility		Design Feasibility			
4,0 – 5,00	Very feasible	Very feasible	Very feasible	Very feasible	Very feasible	Very feasible
3,0 – 3,99	Feasible	Feasible	Feasible	Feasible	Feasible	Feasible
2,0 - 2,99	Quite feasible	Quite feasible	Quite feasible	Quite feasible	Quite feasible	Quite feasible
1,0 – 1,99	Less feasible	Less feasible	Less feasible	Less feasible	Less feasible	Less feasible
0,0 – 0,99	Not feasible	Not feasible	Not feasible	Not feasible	Not feasible	Not feasible

Table 2. List of Program Effectiveness Criteria

Percentage of Total Score (%)	Effectiveness
$P > 60$	Excellent
$40 < P \leq 20$	Good
$P \leq 20$	Fair

The program designed for autistic children are based on the objective conditions of the children and their families through aspects contained in an integrative holistic approach, in which these autistic children are able to say some words, have good eye contact, reaching associative stage when playing games, and even achieving cooperative stage. Moreover, this program is expected to develop the social emotional of autistic children in a pre-school with inclusive education.

The reasoning above encourages the researcher to carry out a research in analysing and designing a program in the field of social emotional development for early autistic children through an integrative holistic approach. Through this program, education services, especially at an early age or kindergarten/ playground, can arrange and provide appropriate services to the needs and specificities of these children.

METHOD

This research is a development research using a Research and Development (R & D) approach. The procedure used in this research refers to the Thiagarajan (1974) model due to its systematic and designed model for the learning development of children with special needs. The development model implemented in this research only reaches the 3-D stage, namely: (1) *define* (definition); (2) *design* (planning) dan (3) *develop* (developing) because it has been tested so that it is known that the program is valid, effective and

practical. Whereas for the fourth stage, disseminate, is not implemented.

Data needed in this research include: 1) the objective condition of autistic children related to meeting their educational needs 2) validation to obtain the formulation of a social ability program for young autistic children through an integrative holistic approach; 3) the results of the try-out, in which the results of the program implementation will be known. Sources of the data are collected through: (1) Observation, (2) Interview and (3) Test.

To find out the products developed in this research, it should meet the test criteria from experts and small group try out. The products in the form of social emotional development program developed in this research are said to be of good quality and feasibility if they meet the following criteria, table 1. Feasible according to experts (content and design) and practical according to the teacher.

Small Group Try-Out

The analysis technique in this small group try-out was used to process data obtained through pre-test and post-test. The pre-test and post-test techniques are used to present data which is the frequency of the results of observations when the children follow the learning process using the developed program. The following are steps taken to obtain data on the effectiveness of the program in the field of social emotional development through an integrative holistic approach for young autistic children in inclusive kindergarten:

Calculating the average score of social emotional abilities of autistic children through pre-test and post-test.

Finding the percentage of the average pre-test and post-test scores and the minimum and maximum scores based on the pre-test and post-test assessment tables. Converting the calculation in the previous step to scale of 3 based on the table on the effectiveness of the program in the field of social emotional development, table 2.

FINDINGS AND DISCUSSION

Findings

Results of Validation from the Experts of Content and Design

Validation from the Content Expert

The analysis results the instruments given to the content expert were used to revise the social emotional development program to obtain better results according to the material studied. The total score from the content validator was 57, and there are 14 indicators. The average score was $57: 14 = 4,07$ (very feasible).

Tabel 3. Pre Test

No	Name (initial)	Pre-test Score
1	Jd	23,5
2	Sk	30,41
3	Tk	24,9
4	Mt	26,25
5	Rn	29,08
6	Dn	23,41
Average pre-test score = 26,25		

Table 4. Post Test of the Social Emotional Ability based on the Assessment

No	Name (initial)	Post-test Score
1	Jd	45,75
2	Sk	45,75
3	Tk	41,6
4	Mt	42,91
5	Rn	44,33
6	Dn	43
Average post-test score = 43,89		

Table 5. Recapitulation of the Results of Pre-test and Post-test

Rs	Pre test (X1)	Post test (X2)	D = X2 – X1
1	23,5	45,75	22,25
2	30,41	45,75	15,34
3	24,9	41,6	16,7
4	26,25	42,91	16,66
5	29,08	44,33	15,25
6	23,41	43	19,59
$\sum D = 105,84$			

Validation from the Design Expert

The analysis results of the instruments provided for the design expert were used to revise the product design of the social emotional development program to get better results. The total score from the design validator was 40, and there are 10 indicators that were assessed. The average score was 40: 10 = 4. Thus the overall score from the content expert and design expert is Data Processing of Validation Results: $M_x = \frac{40}{10} = 4,035$ or 4,035.

After being converted to the table of validity level, it shows that the result of the feasibility from the content expert and design expert of all assessment items was 4,035 (Very Feasible).

Practical Level of Programs in the Field of Emotional Social Development

The practicality of this social emotional development program is indeed due to several factors, which are: First, the program has been developed in

accordance with the aspects of practicality. Second, the program is prepared in accordance with the demands of the curriculum at school. Third, the developed program is equipped user guidelines, so that the teacher can use it well in the learning activities. Fourth, it is an interactive program. Fifth, the program is designed by taking into account the needs and characteristics of the children.

The total score from the class teacher on all assessment items was 45 with 11 indicators. The average score was 45: 11 = 4,09. While the average score from the shadow teachers was 46 : 11 = 4,18. The total score was 8,27 : 2 = 4,13. After being converted to the table of practicality according to the teachers, it shows that the results on all assessment items was 4.13, which means the social emotional development program is practical to be used and applied in learning process for autistic children in Mentari School, table 3.

The Effectiveness of the Social Emotional Development Program

A try-out was conducted to obtain the effectiveness of the social emotional development program. It was given to six autistic children at Mentari School to find out the effectiveness of this programs through an integrative holistic approach. The results can be seen in the table 4.

After obtaining the results of the pre-test and post-test, a recapitulation was conducted to compare the level of social emotional ability of autistic children before and after having the social emotional development program. The minimum score in the pre-test and post-test assessment table 5 is the overall total points which is 12 x 1 = 12, if it is converted into percentage, it gets a score of $(L/n \times 100) = \frac{12}{6} \times 100 = 20$. The maximum score in the pre-test and post-test assessment table is the overall total points, which 12 x 3 = 36, if it is converted into percentage, it gets a score of $(L/n \times 100) = \frac{36}{6} \times 100 = 30$.

The average increase was $\frac{105,84}{6} = 17,64$. After the recapitulation of the results of try-outs on the six autistic children, the average was 17.64. It is then converted into percentage based on the formula of $(L/n \times 100)$ so the result was $\frac{17,64}{6} \times 100 = 29,4$. When converted to the effectiveness table, it shows that the score is at good category with $(40 < 29,4 \leq 20)$. That means the social emotional development program is effective for improving the social emotional abilities of autistic children.

Discussion

The product development in this research is a social emotional development program for young children with autism. This social emotional development program through an integrated holistic approach for

young autistic children used the Thiagarajan (1974) development model known as the 4-D model due to its systematic and designed model that suits for the development of learning for children with special needs. The steps for developing instructional materials with 4-D model are: 1) *define* (definition), the purpose of this stage is to determine and define the learning conditions. The front end analysis aims to determine the underlying problems that are faced and need to be raised in accordance with the needs of students, 2) *design* (planning) at this stage the prototype design is made. The learning objectives are formulated at this stage, 3) *develop* (developing) the goal at this stage is to produce a draft that has been developed and revised by some experts, and 4) *disseminate* (distribution). The developed model only reached the stage of 3-D which are: (1) *define* (definition); (2) *design* (planning) dan (3) *develop* (developing) because, after being tested, it is known that the program is valid, practical and effective. Therefore, the *disseminate* was not implemented.

This social emotional development program was prepared based on the objective conditions of the children revealed through observations based on the aspects contained in the level of achievement of early childhood development in accordance with the 2013 Curriculum. According to Sue Bredekamp, in addition to the curriculum programs that are appropriate to the level of children's development, they must also be in accordance with the attitudes of parents and teachers, such as: (1) Providing many activities and materials that can be chosen; (2) Giving children the options to participate in small groups or other activities related to the group; (3) Helping children to enjoy their activities easily; (4) Providing opportunities for the practice of children's initiative skills, children's direction, as parts of their own chosen activities.

In digging up information about children's social emotional development, the research instrument is used in the form of observation guidelines that are arranged based on activities that involve social emotional abilities during school activities and based on children's learning activities. The observation includes the ability to relate and adapt to the environment, the ability to obey rules, and the ability to interact and to cooperate. After the observation, it is continued to explore information about the condition of the family in providing nutritional and health services as well as parenting styles, using interview guidelines as the research instruments which are arranged based on aspects contained in the integrative holistic approach. The efforts to develop an integrated holistic approach can be done through three pillars, namely: care, nutrition and health. Integrative holistic approach is considered appropriate in the process of developing early childhood. According to *The Australian Department of Education, Employment and Workplace Relations* (2009:3), all components in

the holistic approach are integrated and interconnected from the planning to the assessment. The integrated holistic approach must understand the relationship between children, family and society and the importance of reciprocity and partnership for the learning process.

Ideally, the education for early childhood does not only pay attention to the educational aspects, but simultaneously must also pay attention to all aspects needed in the overall development of the children such as nutrition, health, and protection. Factors that underlie the need for an integrative holistic approach (Handayani 2011 :79) are (1) Meeting the needs of the children in an essential and comprehensive manner; (2) Meeting the systematic and planned children's services; (3) Children's development is influenced by a complex system of interactions with various levels of the surrounding environment; (4) The *golden period* in the growth and development of the children since they are infants until the age of 5 or 6 years old.

Children's social experiences can only grow and develop from their experience with the closest people. Parental care and styles are very important in the development of children's social aspects. Therefore an integrative holistic approach for early childhood development program is needed because it covers aspects of nutrition and health services as well as parenting. The results of the interviews were used as the basis for compiling programs for young autistic children.

By knowing the condition of the children and their families, the program will be more useful because it can meet the needs of the children and families. In addition, this program can also empower teachers to provide intervention to their students, especially autistic children as early as possible. In other words, providing an opportunity for teachers to develop skills in giving related services increases the emotional social abilities of autistic children.

The prototype of social emotional development program was then validated to experts. To validate this program, the researcher consulted it to two validators in order to get a program that is feasible to use in research, even in school learning activities.

In giving an assessment of the program, the researcher asked a number of questions that were given to the experts as guidelines for evaluating the programs that had been prepared. The validation that was carried out allows the researchers to improve programs that have been prepared in accordance with the experts' advices. Then it was tried out to autistic children to determine the level of effectiveness of the program.

CONCLUSION

Based on the results of the research on the social emotional development program for young autistic children through an integrative holistic approach, it can

be summarized that: (a) The result of the validity test for the social emotional development program through an integrative holistic approach for young autistic children showed a score of 4,035 (very feasible), it can be concluded that the prototype program is very feasible to use; (b) Based on the evaluation from the classroom teachers and the shadow teachers, the practicality of the program showed a result of 4.13, it can be concluded that this social emotional development program is practical to be applied and used in improving the emotional social ability of autistic children at TK Mentari School; and (c) Based on the result of try-out conducted at TK Mentari School with six autistic children subjects, an average of 17.64 was obtained. It shows that the social emotional development program is effective for improving the social emotional abilities of autistic children.

Suggestions given for this prototype of social emotional development program are: (a) Suggestions for Use, this is a social emotional development program for autistic children through an integrative holistic approach that teachers can use as a means to improve the social and emotional abilities of autistic children. In its implementation, it is expected to understand in advance the steps of the program in question before applying it to the children. It is suggested (for the principal) to provide this book so that it can be used as a reference to help improve the social emotional abilities of autistic children; (for teachers) to use this book as a guide in improving the social emotional abilities of autistic children in the scope of inclusive kindergarten. (b) Suggestions for the Institutions Used for the Try-Out, that Innovation and creativity in the world of education for autistic children is very necessary. Therefore, TK Mentari School can use this social emotional development program for young autistic children through an integrative holistic approach as a means to develop teacher creativity in providing learning services for autistic children. Providing activities that help autistic children improve social emotional abilities in every activity involved in school. (c) Suggestions for Continuing Product, in this research, the program can be implemented at various schools to obtain significant results with changes in knowledge regarding the social emotional development of autistic children. For other researchers who found similar problems with this research, this program can be used to improve the ability of autistic children in various ways according to their needs by using different research methods in order to obtain varied results.

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