

## Dance Learning in Children with Special Needs Autism Pk-Plk Center at Extraordinary School (SLB) Cendana Pekanbaru City, Riau Province

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### ABSTRACT

*Education is a need of every human being, both normal and special needs, as stated in the national education system (Law No. 20 of 2003 article 5 paragraph (1) where it is stated that every citizen has the right to obtain a quality education, as a social creature human beings must be able to interact with their environment, especially with fellow humans. In carrying out this interaction, it also requires a medium of interaction in the form of communication both verbally (verbally) and non-verbally. The purpose of this research is how to describe the problems faced by teachers in teaching dance material to children with autism disorders at the SMALB level at the PK-PLK Center of SLB Cendana, Pekanbaru City, Riau Province. Also describes the strategies carried out by teachers in carrying out the learning process of dance material in children with Autism disorders, The research method used in this study is descriptive qualitative with the process of searching and compiling systematically based on (observation) interviews, compiling into a pattern of choosing data to be used as conclusions, collecting data on lesson problems faced by teachers in children with special needs, strategies and tips carried out by teachers and how teachers teach dance to children with special needs so that in this study add understanding of learning and dealing with children with special needs at SMALB Sentra PK-PLK SLB Cendana Pekanbaru City, Riau Province.*

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### 1. Introduction

Education is a need of every human being that can be categorized as normal or with special needs, as stated in the national education system (Law No. 20 of 2003 Article 5 Paragraph (1) states that every citizen has the same right to obtain quality education. According to Carter V. Good (1997), said that education is a process of developing individual skills and attitudes towards social behavior and then this social process is influenced by an organized environment such as the home and school environment until it achieves self-development and social skills as a social being human beings must be able to interact with their environment fellow human beings because they need interaction, namely communication, through communication humans are able to convey their desires of opinions, either verbally or non-verbally, but not all humans by communicating well where the only one with communication disorders is a child with autism or autism spectrum disorder (ASD) extraordinary abilities or referred to as children with needs.

A child with Autism or autism spectrum disorder (ADS) also has an effect on the development of his cognitive and psychomotor functions because this child with Autism or autism spectrum disorder (ASD) can have difficulty understanding information, especially explanations and in the end they have difficulty in following educational programs. With the teaching and learning process for children with limited autism, it

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is hoped that it can grow and develop properly. Abdul Hadis (2006: Page 43) explained, Autism is a term that describes a problem that affects a child's communication, social interaction, thoughts, behavior, and attention. Autistic is a pervasive developmental disorder that appears in infancy, childhood and adolescence

The disorder can inhibit and slow down or even interfere with signals from the ears, eyes, and other sensory organs. Therefore, a child with autism is weak in the ability to interact with others on social activities. Autism disorders will result in people falling behind normal children in general to understand and receive the stimulation of the material provided by their teachers in school.

The role of educational institutions is closely related to the process that will be carried out by students. Children with Special Needs are considered human resources that need to be helped and get special attention. Therefore, various educational services or schools with special needs are provided in order to get the same right to get an education. The process carried out in the form of communication carried out by students and educators transfers knowledge in teaching and learning called learning

In the process of providing quality educational services for children with special needs or disabilities, the teacher's method or strategy in teaching must be given specifically and varies not only the teaching material, but also the methods, tools and evaluation of teaching must also be adjusted to the variety of needs and shortcomings of each child. On this issue, the ability of teachers in the teaching and learning process is demanded with their limitations. It is required that the teacher's ability to manage learning well until finally this child with special needs is able to achieve learning goals in accordance with the learning objectives. Therefore, the author has conducted research on the learning process of Dance, at the PK-PLK Center (Special Education – Special Service Education) at the SMALB autism school at the PK-PLK Center of SLB Cendana, Pekanbaru City, Riau Province.

## 2. Method

### A. Research Design

This research was conducted qualitatively with a descriptive implementation method. Research with this method was chosen because this method can describe the nature of the research object by tracing the causes of the formation of these properties as stated by Aminuddin Tuwu (1993: 73). That way the author hopes that this study can later become a reference in the introduction of artwork in children, especially in children with a background in Autism or autism spectrum disorder (ASD). So to get this, this qualitative research is carried out by observing, reviewing and collecting data in the form of information then describing it appropriately. In obtaining this data, researchers obtained data by conducting library studies and field studies with direct interviews with sources who knew what was being researched.

### B. Data Collection

This research was conducted at the Cendana Extraordinary School (SLB) PK-PLK Center located on Jl. Karya No.4 A, Limbungan Baru, Enau PT complex. PT. Chevron Pasific Indonesia Kelurahan Lembah Damai Kec. Rumbai Pesisir, Pekanbaru City, Riau Province. Then the source of data in this study was obtained from observations made, review of documents in the form of books and journals, as well as the results of interviews with experts.

### C. Data Retrieval Techniques

The method of collecting qualitative data analysis is carried out by the act of searching and regularly compiling information obtained from the process of observation (observation), interviews, field studies and taking documentation with the stages of compiling information into a form of synthesis, then the form of patterns, sorting out which information is needed in making conclusions so that it can be understood by observers or others. With this data collection technique, the author can explore the learning problems felt by teachers when facing children with special needs, strategies and tips carried out by teachers and how teachers teach dance to children with special needs Autism.

### D. Data Type

In this study, there are two types of data used, namely:

#### 1) Primary Data

This data was obtained from interviews with teachers in the field of cultural arts studies, students with autism disorders at the SMALB level at the PK-PLK Center of SLB Cendana, Pekanbaru City, Riau Province

#### 2) Secondary Data

Data obtained from literature or literature studies that are used as references that can support the correctness of research.

### 3. Result and Discussion

#### Research Results

The core discussion in this study is to discuss the problems faced in learning dance art in children with autism disorders at the PK-PLK Center of Cendana Pekanbaru Extraordinary School (SLB), then what strategies are needed in carrying out art learning how the process of implementing these learning activities. With this discussion, it can be known what is needed in carrying out dance learning for children with autism disorders at the Pekanbaru Sandalwood School PK-PLK Center and the implementation and impact of these learning activities.

#### Discussion

##### 1) Problems Faced by Teachers in Teaching Dance Material to Children with Autism Disorders at the SMALB Level at the PK-PLK Center of SLB Cendana Rumbai, Pekanbaru City, Riau Province

Autism is a problem in severe growth and development that leads to disruption of the 3 main aspects are in communication, social interaction and attitude actions. Signs of the occurrence of these three aspects begin to appear when the child is before the age of 3 years, (Maulana, 176 2012: 17). Children who have autism problems will appear to have a decline in growth and development even though they are born in reasonable conditions and have experienced progress in growth and development. In line with Leo Kanner's description in 1943, which stated that these symptoms include inability to communicate with people around him, language barriers shown by delayed capable abilities, echolalia, sentence reversals, the presence of repetitive and steveotistic play activities, good memory routes, and obsessive wills that maintain conformity to their environment so that autism arises. So an autistic child seems to be – will live in a world of his own imagination that ultimately gives rise to negative behavior, what is observed or seen, perceived separately.

Researchers' findings on Dance Learning in Children with Special Needs with Autism at the PK-PLK Center at the Cendana Extraordinary School (SLB) Pekanbaru City, Riau Province, during the learning process, there was one child who showed negative behavior during the learning process which is commonly called diegsis. Diegsis is a situation where autistic children show the world they love. This can happen at any time in a learning situation if their focus is not always directed. From the point of view of researchers who saw this at the location, when the student showed that he could not be controlled by the child with autism. Not only the findings of other problems, namely the interaction process of autism children is quite difficult, these autism syndrome students can only process short messages or one word, it is quite difficult for them to receive messages with long sentences.



Figure 1. Interview with Reda's mother, Class Teacher Teaching Target Dance

*Source: Selvia, August 2022*

The difficulties faced by children with autism are also the basis for teachers' problems in conducting learning, especially dance materials. A teacher who mentors children with autism must have devotion, discipline, diligence and creativity when teaching their students (Gudalefsky & Madduma, 1999: 27). That way the guidance teacher must master the principles of learning and teaching for children with autism. Besides that, there are several other problems faced by teachers in teaching dance to children with autism. The results of observations from several teachers who participated in exploring the problems faced by this teacher found that in children with autism syndrome it will be difficult to understand a learning in a changing way. Therefore, before carrying out teaching activities, the teacher first carries out an assessment for children in order to recognize the level of abnormalities in children through observation of the right learning patterns to carry out learning designs for children with autism, namely Structured, Patterned, Programmatic, Consistent and Continiu (Nurhastuti, 2018: 27-29).

## 2) Strategies Carried Out by Teachers in Carrying out the Learning Process of Dance Material in Children with Autism Disorders at the SMALB level at the PK-PLK Center of SLB Cendana Rumbai, Pekanbaru City, Riau Province

Teaching and learning strategy is a plan in the selection of educational arrangements consisting of stages or patterns of education in achieving teaching and learning goals. In the context of processing learning strategies for children with autism, starting from planning to continue in learning preparation, to the implementation of learning. Please note, autistic children often parrot or just repeat what their teacher said. Therefore, teachers must double-check whether the child really understands or is just parroting. This is exactly the characteristic of children with autistic disorders proposed by Handjojo (2004: 24) is in the aspect of language or communication of children with autistic disorders often repeating or parroting. Teachers in all respects determine the success of learning, because teachers should be able to produce motivation for their students' learning and have a harmonious bond with their students. It is undeniable that teachers with high professionalism always prepare themselves to teach their students in one teaching and learning situation.

Based on the results of the author's observations in the field, there are class teachers with high professionalism when dealing with autistic children. The success of the class teacher in dealing with autism children cannot be separated from planning the teaching and learning goals that children want to achieve and understand and be creative when solving problems. That way the class teacher can quickly improve the skills of autistic children in various aspects that are obstacles for children with autistic disorders. Based on the opinion of Ivor K (1986), the planning of teaching activities that must be carried out by teachers is to analyze tasks, recognize the needs of practice and learning, and determine learning goals. By doing this, a teacher is able to predict the learning needs that will be carried out to achieve the expected goals.



Figure 2. Preparation of Learning Media for SLB Cendana Rumbai Pekanbaru City  
Source: Selvia, October 2022

From the observations of the author in the field, autistic children have a very good memory, especially those related to visual objects (photos) therefore in the teaching and learning process should use more visual tools such as computer media, goods or images (dance education videos). Based on these results, in completing the planning for learning dance art for children with autism at SLB Cendana Rumbai Pekanbaru City, the method used is a demonstration method, its application is adjusted to the ability of autistic children's learning patterns and material in the teaching and learning process taught to autistic children themselves. Suitability in placing demonstration methods in the learning process of Autistic Children gives teachers the opportunity to freely develop the ability to observe development and be involved in the process of implementing learning and be able to draw the expected conclusions.

## 3) The Learning Process of Dance for Children with Special Needs (Autism) at the SMALB level at the PK-PLK Center of SLB Cendana Rumbai, Pekanbaru City, Riau Province

From the opinion of Rooijackers (1991: 114) the educational process is a teaching and learning activity that includes teacher activities, student activities, patterns and processes of teacher interaction with students and learning resources in the teaching and learning environment in the implementation of learning programs.

Based on concepts and theories related to learning with normal children where the learning process focuses more on students in developing learning materials, in contrast to the learning process of Children with Special Needs, where teachers have an important role in the integrity of the learning process.

In the process of learning dance at SLB Cendana Rumbai Kota Pekanbaru, the learning materials delivered by teachers to autism students are carried out directly and through the media. In delivering this material, decoding techniques are used where communication symbols are used that contain messages that can be understood by students with autism. The delivery of material with this technique is a challenge for teachers at SLB Cendana Rumbai Pekanbaru city in learning dance art for children with autism.



Figure 3. Learning Process of SLB Cendana Rumbai Pekanbaru City

*Source: Selvia, October 2022*

From the results of observations that have been carried out by the author in class D of SLB Cendana Rumbai related to the application of dance teaching and learning activities, teachers start teaching and learning activities by greeting children, starting from asking about the condition of students, what activities they have undergone before going to school, making eye contact with children. Before carrying out teaching and learning activities, the teacher has first prepared the modules and media needed. Furthermore, the teacher gives directions regarding the usefulness of the media to be used on students. After that, the teacher instructs students to follow directions in the form of demonstrations demonstrated by the teacher and learning media through videos. The purpose of this learning activity is to achieve the principle of learning to know where students can know the art of dance, learning to do so that students can develop and learning to live together so that students can learn Living together, therefore learning activities must be arranged in a simple and structured form so that they can be easily understood by students with autism disorders.

#### 4. Conclusion

Based on the results of this study, the following conclusions can be drawn:

Autism is a disorder of communication development, social interaction and behavior. The existence of a neurological disorder in autistic children also affects the way they behave in interacting, they behave inappropriately (strangely) like most normal children. The process of interaction of children with autism is quite difficult, this autism syndrome can only process short messages or one word. It is quite difficult for them to receive messages with long sentences. The difficulties faced by children with autism are also the basis for teachers' problems in conducting learning, especially dance materials. The role of the teacher is very important in the process of developing children with special needs (ABK) syndrome autism, and cannot be confused with anything.

Based on the problems of children with special needs who need the role of teachers in the service of the learning process, as well as the learning patterns of autistic children that are different from children in general. So the role of the teacher in the learning strategy is very important. Things that are mapped in one learning situation start from analyzing the needs of autistic children, designing learning, preparing learning to the stage of implementing teaching and learning process activities that contain learning components and are tailored to student needs.

The activity of a learning and learning process is a situation where this interaction between students (children with autism) who are studying and the guidance teacher who teaches dance the role of the teacher in this study the teacher has first prepared the materials and devices used in the learning process of dance art.

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