

ISLAMIC EDUCATION FOR CHILDREN AUTISM

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Abstract: This paper aims to provide an overview of Islamic education for children with autism. Autism is a complex developmental disorder involving communication, social interaction and imaginary activity. Symptoms begin to appear before the child is 3 years old. This developmental disorder affects the ability to communicate (speaking and speaking), the ability to interact socially (not interested in interacting), behavior (life within his own world). The study of Islamic religious education in autistic children in the sense of not demanding that they do perfect worship as well as normal people, but also raises awareness to learners that they also have religion and rules in life. Islamic education is very useful as a control and must be planted from childhood.

Keywords: Autism, Education, Islam, Special Needs, Children.

1. INTRODUCTION

Educational services for each child with special needs will vary, depending on the shortcomings of the child and how severe the shortage is so that the service can reach the child appropriately (Fitiyah, 2014; Phillip S. Strain, Ilene S. Schwartz, Erin E. Barton, 2011; Desti Widiani and Siti Wangidah, 2016).

Autism is a complex developmental disorder involving communication, social interaction and imaginary activity. Symptoms begin to appear before the child is 3 years old. This developmental disorder affects the ability to communicate (speaking and speaking), the ability to interact socially (not interested in interacting), behavior (life within the world itself). (Maulana, Mirza, 2007) Even in autistic infantile symptoms have been present since birth. People with autism seem to live in a world of their own. The term autism has only been introduced since 1913 by Leo Kanner, although the disorder has existed for centuries (Samuel L. Odom, Brian A. Boyd, Laura J. Hall & Kara Hume, 2010; Stephen Camarata, 2014; Yasemin Ergenekon, Elif Tekin-Iftar, Alper Kapan, and Nurgul Akmanoglu, 2104; Ekaterina Detcheva, 2012).

Autism is not a symptom of illness but is a syndrome in which there is deviation of social development, language ability, and caring about so that a child with autism is like living in his own world (Abdul Haris 2006). In other words, there is a reluctance to interact actively with others, often disturbed by the presence of those around them, unable to play together. Given that autistic children are difficult to concentrate, it is certainly not easy to give understanding and train children with autism, but with the patience of teachers and parents, children with autism can learn to perform obligations according to religious demands like other normal children (Agus Budiman, 2016; Agus Irawan Census, 2016; Edy Prabowo Atanasius, 2016; Amid Juwardi, 2016; Panji Ridwan, 2016).

According to David (2008) religion is a belief in God expressed by making contact with him through ceremonies, worship, pleading, and shaping the attitude of human life according to or based on the teachings of that religion. In this case the child with special needs should get the direction of learning religious education without any discriminatory treatment. Implementation of Islamic religious education aims to educate children to be a faithful Muslim, steadfast charity shaleh, noble and useful for himself, family, religion, nation and state. The development of education personnel as a dominant element in the teaching and learning process to improve the qualifications, competence, and professionalism of Islamic religious education teachers.

The study of Islamic religious education in autistic children in the sense of not demanding that they do perfect worship as well as normal people, but also raises awareness to learners that they also have religion and rules in life. Islamic education is very useful as a control and must be instilled from childhood. In implementing Islamic religious education should be inculcate the values of Islamic religious education as a step towards the goal of Islamic education itself. Religious education in the world of education is the basic capital for children to get divine values. Because in Islamic religious education is given teachings about aqidah, muamalah, worship and shari'ah which is the basis of religious teachings (Taofik Hidayat, 2106; Wili Wiramasari, 2106).

2. LETERATURE REVIEW

Autism:

Understanding autism is a term to a person or a name of a group of habitual or behavioral disorders characterized by social interaction disorders, especially his spoken language, eye contact, body language and social approach, especially lack of social relationships with others. Factors that cause autism itself is still not clear and how the symptoms of autism, but many experts in this field have agreed that the factors that cause children with autism is the brain of children with autism encountered an abnormality (Maulana, Mirza. 2007).

Here are some causes of autism, including: First, genetic factors, approximately twenty percent of cases of autism is caused by genetic factors. This genetic disease is often associated with autism or so-called fragile-x syndrome because the disease is characterized by the fragility that occurs at the end of the x chromosome arm. Secondly, disorders of the nervous system, many studies have reported about autistic children who have abnormalities in their brain structure and the most common abnormalities in the cerebellum. Children with autism have special characteristics or traits such as: Selective exaggeration of stimuli, lack of motivation to explore new environments, self-stimulation responses that interfere with social integration, unique reinforcement responses, especially rewards from self-stimulation (Soendari, Tjutju, Astat, & Sri Widati. 2011).

Autism comes from the word "auto" which means itself. People with autism seem to live in their own world (Y. Handojo, 2003). Autism is not a class of diseases, but a collection of symptoms of behavioral disorders and developmental progress (Faisal Yatim, 2003). In other words, in children with autism, emotional, intellectual and will (pervasive disorders) occur. Autism is a severe developmental disorder among others affecting a person's way of communicating and correlating (relating) to others. Persons with autism can not relate to others significantly because of their inability to communicate verbally or nonverbally (Rudi Sutadi, 2002) Autism children are unable to form emotional fabric with others. There are many things that are difficult to understand by the thoughts, feelings and desires of others. Often the language and their minds fail so difficult to communicate and socialize. They are rigid to follow the daily routine activities of family lifestyle. In addition there are some autism feel sensitive to the sound or something that sounds in the ear, touch, sight and smell.

According Sunu (2012), autism comes from the word "auto" which means itself. This term is used because those who suffer from symptoms of autism often do look like a person who lives alone. They seem to live in a world of their own and apart from the social contacts that surround it. Autism is one form of growth disorders, in the form of a set of symptoms caused by certain neurological disorders that cause brain function does not work normally that affect the growth and development, communication skills, and ability of one's social interaction.

Meanwhile, according to Ginanjar (2008), the term autistic derived from the Greek autos which means self. This term is used to describe someone who is busy with his world so that it seems not interested in others.

According to Santoso (2010), neurologically, the child with autism is a child who experiences brain development obstacles, especially in the language, social, and fantasy areas. According to Maulana (2007), autism is a severe developmental disorder in children. The symptoms are apparent before the child reaches the age of three. Their development becomes disrupted especially in communication, interaction, and behavior.

According to Widiastuti (2009), autism is a disorder commonly begun and experienced by a person in infancy (infantile autism) as an inability to interact with others, language disorder indicated by delayed mastery, sentence reversal, strong memory route and an obsessive desire to maintain order within his environment.

So from the understanding put forward by experts, it can be concluded that children with autism are children who have brain development disorders so they are disturbed, especially in communication, social interaction, and behavior.

Autism is classified as a pervasive developmental disorder, such as cognitive, emotional, and psychometrics children (Widihastuti, 2008). Therefore, the characteristics of autism can be known of several characteristics. According to Santoso (2010), here are the characteristics of children with autism:

a. In terms of communication:

- 1) Difficulties in terms of language. In fact, in some cases there is almost no language development.
- 2) Having difficulty speaking, but then lost his ability.
- 3) Incorrect in choosing words or choice of words used do not match the meaning.
- 4) The material in question is not used to communicate.
- 5) Likes to imitate or to speak (echolalia). Be able to memorize words or songs that are imitated without understanding the meaning.
- 6) Some of the autistic children do not speak (nonverbally) or say little until they grow up.
- 7) Likes to tug someone else's hand to do what he wants or asks.

b. In terms of social interaction:

- 1) Prefer aloof.
- 2) Minus or little eye contact, or avoid to gaze.
- 3) Not interested in playing with friends or refusing to be invited to play.

c. Sensory impairment:

- 1) Very sensitive to touch, for example do not like cuddled.
- 2) Always avoid loud noise by covering both ears.
- 3) Happy to kiss and lick toys or objects.
- 4) Not sensitive to pain or fear.

d. Patterns of play:

- 1) Dislikes to play normally children of his age.
- 2) Dislikes to play with his peers.
- 3) Not creative, not imaginative.
- 4) Likes rotating objects, such as bicycle wheels.
- 5) Very attached to certain objects held and held everywhere.

e. Behavior:

- 1) Excessive (hyperactive) or deficient (hypoactive).
- 2) Shows self-stimulation behavior, e.g. wobbling.
- 3) Do not like change.
- 4) Sit blankly with blank stares.

f. Emotions:

- 1) Often angry for no apparent reason, laughing, and crying for no reason.
- 2) Rampage uncontrollably if disappointed due to prohibited or unfulfilled wishes.
- 3) Likes attacking and destructive.
- 4) Self-harm.
- 5) Has no empathy and does not understand the feelings of others.

Thus, the characteristics of the child with autism can be identified with the specific characteristics seen, including in terms of communication, social interaction, sensory disorders, play patterns, behavior, and emotions

According to Autism Society of America (Fitriyah, 2014: 39), explains that there are five types of autism, including:

a. Asperger's Syndrome: this type of disorder is characterized by social interaction division and difficulty in accepting changes in daily routine. In Asperger syndrome, language skills are less disturbing when compared with other disorders. Children suffering from this type of autism are less sensitive to pain, but cannot cope with sudden exposure to loud noises and lights. Children with Asperger syndrome have average or above average intelligence so that academically able and not problematic.

b. Autistic Disorder: referred to as childhood autism because it mostly develops in the early three years of childhood. Children affected by autistic disorder lack speech and depend only on verbal communication. This condition resulted in the child withdrawing extreme to his social environment and being indifferent. In this disorder, verbal and nonverbal skills are effectively limited so that the child is less able to communicate.

c. Pervasive Development Disorder: This type of autism includes various types of disorders and is not specific to one disorder. Severity ranging from mild to extreme disability is generally diagnosed within the first 5 years of the child's age. In this disorder, verbal and nonverbal skills are effectively limited so that the child is less able to communicate.

d. Childhood Disintegrative Disorder: symptoms of this disorder arise when a child is between 3-4 years old. In the early two years, the development of the child appears normal, which then occurs sudden regression in communication, language, social, and motor skills. The child loses all his previous skills and begins to withdraw from the social environment.

e. Rete Syndrome: rarely found and often mistakenly diagnosed as autism. This syndrome affects adult women or girls who are characterized by abnormal head growth. The cause is a mutation in the sequence of a single gene. Initial symptoms observed include loss of muscle control causing problems in walking and controlling eye movement. Motor skills are delayed and interfere with repetitive hand and foot movements.

Islamic Education for Autism Children:

Islamic education method for children with autism is ABA (Applied Behavior Analysis). Behavioral therapy with Applied Behavior Analysis, basing the teaching process on giving stimulus (instruction), individual response (behavior) and consequences (due to behavior) targeted teaching. This therapy to reduce excessive / unnatural behavior and teach behavior that is more acceptable to the environment. In this method, habituation is necessary for students to understand the material presented.

The teaching of Islam in an autism school can incorporate educational methods in the Qur'an and methods used in autism schools. In the ABA method, the teaching process is almost identical to that of the Qur'an. Thus, these two methods can be complementary in the learning process.

Learning comes from the word "instruction" which means "teaching". Learning is essentially the interaction of learners with the environment so that there is a change in behavior towards the better. Learning is a process organized by teachers to teach students in learning as acquiring and processing knowledge, skills and attitudes (E.Mulyasa, 2004). Learning is a combination that consists of human elements, materials, equipment facilities and procedures that affect each other to achieve learning objectives. (Oemar Hamalik, 2001).

Learning theories are theoretical and experimental concepts and principles of learning through the experiment. This learning theory comes from psychology theory and especially concerns about learning situation. As one of the branches of descriptive science, the theory of learning functions to explain what, why, and how the learning process occurs in the learners. Because psychologists have different points of view in explaining what, how and why learning takes place, it raises several learning theories such as constructivism, cognitive, behavioristic, and humanistic so on.

Learning theories do not explain how the learning process occurs, but rather the implementation of the principles of learning theory occurs and serves to solve practical problems in learning, as well as generate learning experience and how to assess and improve appropriate methods and techniques. Learning theories enables teachers to: (1) seek the optimal environment for learning, (2) arrange teaching materials and sort them, (3) choose optimal strategies and why, (4) distinguish between types of AVA tools (Audio Visual Aids) which are optional and other AVAs that are essential for teaching the students.

Learning materials provided for children with autism are not the same as in most normal children, with a myriad of material that is piled up and burdensome for normal children though (Aqila Smart, 2010). Usually, what is taught in learning materials to autistic children is like an exercise for communication. Autistic children who can already be given education are those who are ready. Depending on the child's ability level, learning style, and physical abilities.

Usually, in the method of learning according to Aqila Smart (2010) says that for children with autism adjusted to the age of the child, the ability he has, as well as the barriers that children have as they learn, and learning styles or learning style on each, each child. The method usually given is a combination of several methods. Although not too many, there are also autistic people who have a very good response to the visual stimulus so that learning methods that use visual stimuli are especially preferred to them. The right teacher for an autistic child, of course, in every study, an autistic child must have a companion or mentor to learn. The teacher required by a child with autism is a teacher who, besides having the competence to teach, also has an interest or interest in caring for an autistic child.

Like children in general, children with autism also need education. However, their education is different from general education. They should attend schooling in schools dedicated to children with special needs such as autism schools. This special school is intended for autistic children who are unable to attend regular school activities. Usually they are classified as non-verbal, have limited cognitive abilities, and have not been able to control the behavior. The education provided is focused on self-development skills, basic academic education, and the development of interests and talents (Ginanjar, 2008).

Teaching for children with autism is not the same as ordinary children. The educational curriculum prepared is generally highly individualized. The autism curriculum should be made different for each individual. Given every autistic child has different needs. This corresponds to the nature of autism spectrum. For example there are children who need to learn communication intensively, there is a need to learn how to take care of themselves and there is also just need to focus on academic problems. The determination of the right curriculum for each child depends on the initial assessment conducted by each school. This assessment needs to be done before the school receives a new autistic child. Usually, the assessment through interviews of both parents. This interview to know the background, obstacles, and conditions of the social environment of children.

In addition, this initial assessment is also through direct observation of the child. The duration of this initial assessment varies. It is necessary to determine the type of therapy and also the right curriculum for the child. Usually, this therapy will be combined with play to make it more fun for children with autism. There are various forms of therapy for people with autism. Among other things, integrated therapy, speech, integrity, and physiotherapy. Treatment depends on the condition of the child.

Treatment of people with autism over five years of age is different from those with autism under the age of five. Therapy of people with autism above the age of five years more to the development of self-development in order to socialize with the surrounding environment. If people with autism over five years of age are not able to socialize at all, additional training will be provided that leads to a rough and smooth motor enhancement. For people who can already socialize, it will be placed directly in regular schools, with a note they must keep following additional lessons in special schools of people with autism. Autistic persons under five years of age are given integrated therapy such as behavioral therapy and speech. Behavior therapy aims to improve adherence, mimic, and occupation. Speech therapy begins by doing simple things, like blowing candles, tissues, pronouncing the letter A, and reciting the consonants.

Another thing that should be observed is the consistency between what is done at school with at home. If there is a striking difference, the progress of an autistic child will be difficult to achieve. Children experience confusion over what is in their environment. For that, it needs intensive communication between school and parents. Schools of autism enter into an extraordinary educational unit. Therefore, all things related to learning for autistic children are guided by National Education Standards Agency (BSNP). However, each school is given the freedom to determine the curriculum for the autistic person. The reason, because each school has different needs in educating the autistic.

In addition, the material taught in autism schools is also determined by the school itself in accordance with the curriculum that has been made. The materials include self-development skills, basic academic education, and the development of interests and talents. The basic academic education of the material is almost the same as the general school materials, only

limited by the number of the material. Included in it is Islamic religious education. The material of Islam given to autistic children is limited to simple materials. Among other things, daily prayers, short letters, the introduction of hijaiyyah letters, the introduction of the pillars of Faith, the pillars of Islam, ablution, prayers and practices, and provide a good example of the students. This is given in accordance with daily habits at home and school.

3. CONCLUSION

Islamic Religion Learning for autism children is done in an integrated, systematic and continuous manner. The material given to the students is designed according to the needs of the students because the autistic child is a crew who has different needs in each child. The teacher of Islamic religious education in learning PAI using ABA, because it is very effective with the pattern of learning structured, directed and patterned, and continuous useful to improve the ability of children gradually and consistently. Learning ABA using one on one system, with this system is expected to concentrate more students in learning and also the needs of students can be met well.

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