

The Role of Community Engagement of Bina Anggita in Increasing Social Environment Awareness

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ABSTRACT

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Humans interact by communicating with each other, or by giving signs that normal humans can understand. However, this is not the case for some people who have special needs. For people who have special needs, carrying out the process of interacting and communicating with individuals and groups is certainly not easy. Children with autism also experience difficulties interacting and communicating with other people. Autistic children show behavioral problems such as self-harm, aggression and tantrums (fussiness). The focus of SLB Bina Anggita is to have a role in providing information to the public about the personalities of autistic children and how to deal with autistic children who have tantrums. The lack of information in some communities regarding autistic children makes it difficult for some communities to overcome problematic behavior in autistic children. This is where the important role of SLB Bina Anggita is played. This research uses a qualitative descriptive method with interview, observation and documentation data collection techniques. The research results show that SLB Bina Anggita has a main role as a contact person for the community, as for information from SLB Bina Anggita. The form of interpersonal communication for autistic children is divided into two, namely nonverbal communication and verbal communication. In verbal communication, autistic children tend to use sign language such as hand movements and foot movements. When interacting at school, autistic children will listen to directions from the teacher to be able to interact, but if autistic children do not focus on the directions given, it will be difficult for the teacher and the surrounding environment to invite the child to interact. During the interaction, it was found that several autistic children still used tools to communicate.

1. Introduction

Humans are social creatures who cannot live alone and are always in contact with other humans in their environment. Humans need other people such as parents, teachers, siblings, neighbors, friends, relatives, even people they don't know. Humans are also known as social creatures because humans have the urge and need to socialize or interact with other people. The interactions between humans that occur are one form of communication event in their environment.

Social interaction is the main condition for social activities to occur. When two people meet, social interaction begins at that moment. Humans admonish each other, shake hands, greet each other, talk to each other or maybe even fight. Social interaction occurs because of each individual's awareness that there are other people who cause changes in each individual's feelings, which are caused by for example the smell of sweat, perfume, the sound of walking, etc. In social interaction with society, humans carry out verbal and nonverbal communication.

Communication according to Harold Laswell is a description of who says what, through what media, to whom, and what effect. A good way to describe communication is to answer the question (Who says What in Which channel to Whom With What Effect?). Many people think that communication is easy, as easy as turning the palm of your hand. However, someone will realize that the communication process is not easy when they enter an experience where the usual communication process experiences obstacles. This complicated situation occurs because someone does not succeed in conveying what is intended to the person they are talking to, so that the communication that takes place becomes ineffective.

According to Ascharisa & Anisa (2021: 17) Interpersonal communication is communication that takes place in two directions between two people in a relationship and the form of communication is cumulative over time. Interpersonal communication involves reciprocity from the communicant to the communicator so that the communicator can know that the message sent was received accurately.

In communication there are basic elements in all social relations which include communication that occurs between teachers and students. Education can be a process of communicative activity because through communication, people can convey their knowledge and can influence each other.

Communication in education is a very important element because it plays a role in determining the success of the education in question. This communication can function as a tool to help solve problems that exist in education and society.

Generally what happens to normal humans is that they carry out the process of social interaction consciously and will also be realized by other people because when carrying out interpersonal communication it goes well. Humans can interact by communicating with each other, or perhaps by giving signs that normal humans can understand. However, this is not the case for some people who have special needs. For people who have special needs, carrying out the process of interacting and communicating with individuals or groups is certainly not easy.

Based on data obtained from the Yogyakarta Dikpora in 2022/2023, the number of children with special needs in the Yogyakarta area is:

Table 1. Number of Children with Special Needs in the Yogyakarta Region in 2022/2023

No	Kota/Kab	Total Siswa
1	Kab. Bantul	1549
2	Kab. Gunungkidul	924
3	Kab. Kulon Progo	552
4	Kab. Sleman	1456
5	Kota Yogyakarta	602

Children with special needs can be classified into several groups according to the type of child's disorder. This clarification includes groups of children who experience mental retardation, learning disabilities, emotional disorders, physical disorders, hearing damage or impairment, visual impairment or impairment, language and speech disorders, and groups of gifted children.

Children with autism also experience difficulties interacting and communicating with other people. Autism is a developmental disorder characterized by impaired communication, language, social interaction, as well as an interest in certain things and repetitive behavior (Wang, et al., 2018). The term Autism comes from the words "Autos" which means "self", and "Ism" which means "school". Means an understanding that is interested only in its own world.

Autism itself is a complex developmental disorder involving communication, social interaction and imaginative activity. Where autistic children are children who tend to be absorbed in themselves and ignore other people and the surrounding environment. Autistic children will only do things that are interesting to themselves, even autistic children will do activities that are repetitive and make it a routine. Where autistic children have problems or disorders in the areas of communication, sensory disorders, playing patterns, behavior and also emotions.

As we know, children are human beings who are still very enthusiastic, always full of laughter, far from the problems usually faced by adults, always playing and playing with their peers. Normal children can easily communicate, however, this is not the case with autistic children. Autistic children find it difficult to interact with their surroundings because autistic children have difficulty communicating and usually people around them have difficulty understanding them.

Autistic children show behavioral problems such as self-harm, aggression and tantrums (fussiness). Therefore, the main focus is to eliminate or reduce this behavior to more adaptive behavior, so that you can feel comfortable both in the school environment and outside of school. The lack of information for some people about autistic children makes it difficult for some people to deal with problematic behavior in autistic children. Despite limitations or obstacles in communicating, some autistic children actually have special talents and can achieve extraordinary success.

Communication that takes place in a reciprocal dialogical face-to-face interpersonal setting is called symbolic interaction (SI). Symbolic interaction was introduced by George Herbert Mead, the essence of symbolic interaction lies in communication or the exchange of symbols that are given meaning. When autistic children convey what they think, it is usually in the form of symbols. Understanding the meaning of these symbols requires the ability to think through an interaction process.

Based on the description above, the researcher reveals the problem formulation of this research, namely how is interpersonal communication for autistic children in the Bina Anggita SLB environment? This research has the main objective, namely to determine the interpersonal communication of autistic children in the Bina Anggita SLB environment. And informing the community at Bina Anggita SLB school environment how to overcome or deal with autistic children who are having tantrums.

2. Method

2.1. Type of Research

This type of research uses qualitative research. Sugiyono (in Zuchri Abdussamad 2021: 80) stated that the qualitative research method is a research method that is based on the philosophy of positivism or enterpretive, used to examine the condition of natural objects, where the researcher is the key instrument. The data collection technique is carried out by triangulation (a combination of observations , interviews, documentation), the data obtained tends to be qualitative data, data analysis is qualitative in nature, and the results of qualitative research are to understand meaning, understand uniqueness, construct phenomena, and find hypotheses.

2.2. Location or Research Object

This research was conducted at the Bina Anggita Yogyakarta SLB School which is located at Kanoman, Tegalspasar, Modalan, Banguntapan, Bantul Regency, Special Region of Yogyakarta 55198.

2.3. Research Time

The research time is estimated to be August 2023 to September 2023.

2.4. Data Collection Techniques

This research uses several data collection techniques. The techniques used in this research are as follows:

a. Observation

The observation method was carried out to find out the current conditions in the Bina Anggita SLB environment and to find out what obstacles were occurring. The observation method was chosen because researchers can directly observe the research object, so that it becomes easier for researchers to find out current ways of communicating and the obstacles experienced by autistic children at SLB Bina Anggita and find solutions.

b. Interview

The interview method was carried out to obtain more detailed information. The interview method was carried out using an oral question and answer session with the local community of Bina Anggita SLB and several Bina Anggita SLB students with autism. The interview method allows for face-to-face contact, therefore researchers must be able to determine the right place and time for autistic children so that they are in a comfortable condition so that the interview can be carried out well. One of the data collection methods

is to collect data or information directly to obtain in-depth data (Fauzi, 2019), namely by interviewing;

- Interview with the Principal of SLB SLB BINA ANGGITA, namely Supardi.
- Interview with BINA ANGGITA SLB School Teacher, namely Eny Anggraini.
- Interview with BINA ANGGITA SLB School Staff, namely Renita.

After conducting an interview with the BINA ANGGITA SLB School, the researcher obtained information and data related to interpersonal communication carried out by the BINA ANGGITA SLB School.

• Interviews with the environment around SLB BINA ANGGITA, namely Reyno, Siska, Yunita, Randika and Mardik Mahendra

• Interviews with external parties, researchers obtained information about responses from the surrounding environment in obtaining information about interpersonal communication at SLB Bina Anggita.

c. Documentation

The documentation method is carried out to support or as supporting material for the observation and interview methods.

2.5. Data Analysis Techniques

Data analysis is a way of processing data or processing data into valid results or information obtained in the field and easily understood by the general public. In qualitative data analysis techniques, the technique tends to use descriptions for the results of the analysis. This technique does not focus on numbers, but rather on explanations and causes.

Therefore, the data analysis carried out is inductive based on facts found in the field which then become a hypothesis or theory. In this research, researchers applied data analysis techniques by:

- a. Collect all data obtained in the field based on observation, interviews and documentation methods
- b. Summarizes all data obtained through observation, interviews and documentation methods
- c. Create an overview of the results that have been summarized in the form of sentences, graphs or tables to make it easier to draw conclusions
- d. Make conclusions based on the data that has been summarized.

Data analysis is the process of arranging the sequence of data, organizing it into patterns, categories and basic units of description so that themes can be found and working hypotheses can be formulated as suggested by the data.

The data analysis technique used in this research is the interactive analysis of the Miles and Huberman model. This technique uses four analysis components, namely:

a. Data collection

The data collected in this research was obtained from interviews and observations of autistic children. Researchers conducted interviews with informants by coming to the SLB School. Researchers interviewed informants not only on one occasion. Data collection through observation was also carried out several times by visiting the informants.

b. Data reduction

Data reduction is defined as the process of selecting, focusing on simplifying, abstracting and transforming "rough" data that emerges from written notes in the field (Miles and Huberman, 1992:16). During data collection, the next reduction stage occurs. This data reduction/transformation process continues after the field research, until a complete final report is prepared. In this data reduction process, the researcher selects or codes interviews and then quotes from the interviews are used to strengthen the results of the discussion and analysis. The coding in the interview transcript was chosen based on the focus of the discussion in this research.

c. Data Presentation

Data presentation is the next important flow after data reduction. Data presentation is a collection of structured information that provides the possibility of drawing conclusions and taking action. With presentation, we can understand what happened, and take further

action from the existing data. The most frequently used presentation of data in qualitative research is narrative text. In this research, data is presented in the form of words or descriptions.

2.6. Data Validation Techniques

Data validity or data validity is the truth of the research process. The validity of the data is accountable and can be used as a strong basis for drawing conclusions. Strategies that can be used to increase validity include four steps, including face validity, triangulation, critical reflection, catalic validity. To increase the validity of this classroom action research by minimizing subjectivity through triangulation. Triangulation is a technique for checking the validity of data to use something other than the data for checking purposes or as a comparison. This step can be taken by using various data sources to increase the quantity of assessments. There are four forms of triangulation, namely source triangulation, method triangulation, investigator triangulation, and theory triangulation. This classroom action research uses source triangulation, namely by comparing and counter-checking the degree of trustworthiness of information obtained through different times and tools.

3. Results and Discussion

3.1. Data Findings

This research uses the Symbolic Interaction theory according to Herbert Blumer, namely action, the characteristic of which is that humans interpret each other, define their actions, not just reactions to one person's actions towards other people. A person's response is not made directly on the action, but is based on the "meaning" given.

Every action taken by humans must be based on "meaning", so that the message conveyed can be received and understood by other people. Actions based on meaning are actions carried out by autistic children, especially in the context of social interaction at SLB Bina Anggita, Yogyakarta.

At SLB Bina Anggita, the level of autistic students is not only students with special needs, but there are also students who can speak but are lacking in acting. The interactions between autistic children and people around them and the actions of autistic children with friends in the school environment are usually not much different.

The interaction actions of autistic students at SLB Bina Anggita can take the form of communication, directions from people around them, and assistive devices. This interaction can be established from several activities carried out by students, including:

3.1.1. Learning Activities in the School Environment

Communication

Interaction in this form of communication is formed from several student activities. This research uses interpersonal communication. Interpersonal communication is communication between people face to face, which allows each participant to capture other people's reactions directly, both verbal and nonverbal, a form of communication using body movements, facial expressions, eye movements to communicate or convey a message to other people.

In field observations, it was found that an autistic student named Eko Maulana interacted using nonverbal forms of communication with people around him. Every action and communication carried out by Eco always uses sign language/symbols. The movements that Eco makes have changing meanings and are not fixed depending on what they want. This is in line with the interview expressed by the teacher, namely:

"Eko still uses non-verbal interpersonal communication for communication and interaction, he also has special movements, holding hands, hand movements, how does Eco get an object that he wants, like when he wants to play, he will take the ball, when it's time to go home he will go straight takes his bag and if he is hungry he will take his own lunch box. Foot movements if he were to walk to take something directly from someone else." (Nur Lely, Teacher, Monday 23 November 2023).

From the information conveyed by the informant, autistic children like Eco, when communicating, they will move their body parts to do something, in this case the action they will take is by touching their opponent's body first and then facing the person they are talking to. They will look at the lip movements of the person they are talking to, if they feel they don't understand what the person they are talking to is talking about they will use sign language/symbols. If you look at the function of sign language, it is very important to make it easier for autistic children like Eco to communicate in the outside environment.

Directions from people around you

In this research, teacher direction is very necessary for children to be able to carry out interaction actions, Eko is not yet able to say/speak what he wants because Eko is slow to speak and is still absorbed in his own world. To interact with his teacher, Eko only follows the teacher's directions/instructions, such as standing up, turning around, being told to sit down, Eko follows the instructions when he is focused. As stated by the teacher during the interview, namely:

"When I tell him to take something he will immediately take it like Eko takes the ball and put it in the basket, that's what he will do, I tell him to sit down, stand up he will stand up, turn around he will turn around, he only does that when he is focused, if he "If he doesn't focus, he won't listen to my instructions. When he wants to eat, if he can't take his own food, Eko immediately grabs his teacher's hand." (Nur Lely, Teacher, Monday 23 November 2023).

This is different with Faizi, apart from following directions/instructions from people around him, Faizi can already say/speak like a normal person when interacting with the teacher. Like if Faizi wants something he will immediately speak and ask his teacher for what he wants. If the teacher says no he won't do it. In line with what the teacher said during the interview:

"He is good at interacting with me/other teachers, Faizi follows my directions. If I say, for example, Faizi is not allowed to be like this, he will listen and answer. And also, if he wants to interact, at least he can just talk, he can already ask." (Nur Aini, Teacher, Monday, November 13 2023).

Assistive Equipment

Autistic children in the non-verbal category need tools to be able to interact with teachers. In the school environment, teachers must provide tools to make it easier for autistic children to interact and these tools are very useful for Eko. The teacher will give and direct Eko to take an item that will make it easier for Eko to interact with the teacher. This tool can be in the form of a picture or an inanimate object. As the teacher said during the interview:

"For example, if he sees an object or picture, he can pick up the object, but by placing it on the table, for example, "take an apple," he will take a picture of an apple. To interact, Eko still uses tools or props." (Nur Lely, Teacher, Monday 23 November 2023).

Different from children in the verbal category, when interacting with the teacher, Faizi no longer uses tools to communicate, he will just talk directly to the teacher because he can interact well, as said by the teacher during the interview:

"Faizi is able to interact like a normal person in general, when interacting with me or other teachers he doesn't use props/props, so he just speaks straight away." (Nur Aini, Teacher, Monday, November 13 2023).

3.1.2. Daily Activities Responding to Teachers

Autistic students like Eko can also interact by prioritizing the sensitivity of their sense of sight (eyes). Eye contact is the main language acquisition tool for autistic children. When interacting in a communication context, autistic students are more inclined to look at the lips of the person they are talking to. In communicating, autistic students and their interlocutors must face each other so that autistic students can interpret and understand what is being communicated.

When interacting, Eko has the ability to respond well, although not completely, Eko tends to respond to people who are already close to him, such as teachers and parents. When called by the teacher once by calling Eko's name, he just stays silent and doesn't respond, but if Eko's name is

called two or three times by the teacher he will immediately respond and immediately approach the teacher. As the teacher said during the interview:

"Actually, he just depends on his mood to reach out to people, but Eco often responds to me."

In line with the results of interviews with parents regarding Eko's responses when interacting:

"Eko isn't perfect yet, so he's not yet fully able to respond well, but now it's much different when I call him he will come but it won't take long for him to leave again, different from before, in the past there was no response at all when I called him" . (Darma Hayati, Parents, Saturday 25 November 2023).

Next, the second autistic student uses a form of verbal interpersonal communication. Verbal communication is a form of communication to convey messages using spoken and written language.

It was found during field observations that a student named Faizi Riko, when interacting, was able to use verbal communication with the teacher, when carrying out actions during interaction, Faizi moved body gestures. As the teacher said during the interview: "Faizi can already use verbal communication to interact with me (the teacher). If Faizi doesn't have any special movements, he can talk as usual, if Faizi wants to draw he will talk and take out drawing equipment, raise his hand to touch or high-five me, what I like best is if Faizi takes out a book without me telling him, that's what he wants. studying, so it wasn't too difficult for Faizi to interact because he was already able to tell me." (Nur Aini, Teacher, Monday, November 13 2023).

The interactions carried out by Faizi are not only in the context of communication. Faizi can also interact through body gestures such as raising his hand to touch or high-five, when he wants to do something Faizi can speak well. Autistic children like Faizi can interact well and understand what is prohibited and recommended as well as how to behave properly.

3.1.3. Daily Activities Responding to other people

In general, autistic children are unable to fully respond to other people around them when carrying out non-verbal interpersonal communication. As Eko interacts with other people around him, Eko is not yet able to respond to other people or strangers he has never met before who call his name. When other people call/greet him by name, Eko tends to just keep quiet and do what he likes. As the teacher said during the interview:

"Eko cannot respond to other people, including local residents, for example, this Sabil called Eko to invite him to play, well, Sabil's greeting was ignored by Eko, this Eko will definitely keep quiet and will not respond to that greeting. Because Eko only wants to respond to me and his parents, Eco's friends can't yet." (Rut, Teacher, Monday 23 November 2023).

In contrast to children who interact with verbal interpersonal communication, they will respond directly to people who greet them to be able to interact. Like Faizi, when someone else calls Faizi he will immediately respond with the answer "yes". In fact, Faizi has taken the initiative to start an interaction first with the people around him. Faizi can now greet and buy snacks at the stall to interact. In line with interviews conducted with teachers:

"Faizi is able to respond to his friends, he can do it, he also has the initiative to want to start first, Faizi responds to local residents, such as buying, for example, like this, Bang how much, as soon as he responds, if he is called by a local resident by name, then Faizi will say Yes, so I can respond to Faizi, thank God, it's good." (Nur Aini, Teacher, Monday, November 13 2023).

3.2. Discussion

Based on the problem formulation that has been determined by researchers, namely Communication of Autistic Children in Social Interaction at SLB Bina Anggita using 3 (three) concepts of Symbolic Interaction according to Herbert Blumer.

3.2.1. Humans Act Based on Meaning

Based on the research results previously presented, the researcher will describe the results of the discussion obtained from observations regarding the role of SLB Bina Anggita in increasing social awareness of the social environment.

An action is always based on meaning, as is the case with autistic children, where all the actions they take have a meaning, because from these actions they can get what they want and an interaction can be achieved for autistic children. Actions based on meaning in this research are the meaning of autistic children's behavior when interacting with the surrounding environment. Characteristics of interaction with teachers and the surrounding environment

a. Forms of Communication

The forms of interpersonal communication for autistic children are divided into two, namely nonverbal communication and verbal communication. Every action and communication that an autistic child will carry out in the verbal communication category will tend to use sign language such as hand movements and foot movements. In contrast to verbal forms of communication, he is able to speak in interactions.

b. Instruction

Teachers have an important role in school. Likewise, teacher direction, teacher direction is very necessary to help autistic children interact. When interacting at school, autistic children will listen to directions from the teacher to be able to interact, but if autistic children do not focus on the directions given, it will be difficult for teachers to invite children to interact, because teachers have the task of removing autistic children from the world of their imagination.

c. Tools

To interact, it was found that there were several autistic children who still used tools to interact. These aids are in the form of pictures or inanimate objects. The presence of these aids can make it easier for autistic children to interact with teachers. If an autistic child can interact well with his teacher, he no longer needs to use assistive devices.

It can be informed that this information will be disseminated to the community so that people can know how to communicate with autistic children.

3.2.2. Meaning is refined during the process of interaction with the surroundings

The meaning of an interaction action carried out will emerge from social interactions with other people. The meaning of enhanced meaning is modification, namely a change that can be seen from the eye contact of an autistic child.

Making eye contact is very necessary when interacting. Autistic children cannot yet look into the eyes of the person they are talking to because they still cannot concentrate well, so autistic children find it difficult to focus on eye contact. Not being able to make eye contact with the person you are talking to doesn't mean you can't see other people's eyes, they can look into other people's eyes when interacting, but only occasionally after that will autistic children look away.

4. Conclusion

In Conclusion, researchers can conclude from the analysis of research data that has been carried out through three stages, namely observation, interviews and documentation. An action is always based on meaning, as is the case with autistic children, where all the actions they take have a meaning, because from these actions they can get what they want and an interaction can be achieved for autistic children. The forms of interpersonal communication for autistic children are divided into two, namely nonverbal communication and verbal communication. Every action and communication that an autistic child will carry out in the verbal communication category will tend to use sign language such as hand movements and foot movements. Likewise, teacher direction and the surrounding environment, teacher direction and the surrounding environment are very necessary to help autistic children interact. When interacting, autistic children will listen to directions from the teacher and the environment around them to be able to interact, but if autistic children do not focus on the directions that have been given, it will be difficult for teachers to invite children to interact, because teachers have the task of removing autistic children from the world. his imagination. To interact, it was found that there were several autistic children who still used tools to interact. The meaning of an interaction action carried out will emerge from social

interactions with other people. Making eye contact is very necessary when interacting. Autistic children cannot yet look into the eyes of the person they are talking to because they still cannot concentrate well, so autistic children find it difficult to focus on eye contact. In this case, the role of SLB Bina Anggita is very important in providing information to the surrounding community in interacting with autistic children.

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