
AUTISM ADOLESCENT INTERACTION PATTERNS IN DECLARE OF FEELING TO TYPES OF KIND

¹Ria Dwi Ismiarti, ²Munawir Yusuf, ²Zaini Rohmad

¹*Sebelas Maret University*

bukuusangria@gmail.com

²*Sebelas Maret University*

munawir_uns@yahoo.co.id

³*Sebelas Maret University*

zaini_rohmad_solo@yahoo.com

Abstract

Problems in this research are the pattern of interaction conducted by adolescent autism in expressing feelings about the opposite sex and the behavior without autistic adolescent control in expressing feelings to the opposite sex. The purpose of this study was to describe and explain the interaction patterns of adolescent autism in expressing feelings to the opposite sex as well as to explain the uncontrollable behavior that may arise from autistic adolescents when feeling an attraction with the opposite sex. The type of this research is descriptive qualitative with the case study. Subjects in this study were autistic adolescents with an age range of 12 to 22 years, autistic adolescent parents, and teachers/therapists from autistic adolescents. Data collection techniques used are interviews, observation, and documentation. Data analysis techniques by collecting data, organizing data systematically then interpreting data to others. Of the 2 subjects studied showed that the interaction of adolescents with autism to the opposite sex who attracted them tend to be passive, they dare not approach and start a communication, but just simply pacing in front of the opposite sex or follow the opposite sex anywhere. Not all autistic teenagers who are getting interested in the opponent have uncontrollable behavior, from 2 subjects there is only 1 who likes to suddenly kiss and hug the opposite sex that attracts him.

Keywords: *the adolescent with autism, autism, interaction pattern*

INTRODUCTION

Autism is a term used to describe a type of neurological problems that affect the mind, perception, and attention. This disorder can inhibit, slow down, or interfere with signals from the eyes, ears, and other sensory organs. This generally weakens a person's ability to interact with others, possibly on social activities or the use of communication skills such as speech, imagination, and conclusions. So this disorder results in interruption or delay in the fields of cognitive, language, behavior, communication and social interaction.

According to Chaplin (1999: 46), autism is a way of thinking controlled by personal or self-need, responding to the world based on vision and self-expectations, and rejecting reality, the extreme preoccupation with thoughts and fantasies alone. Autism can be interpreted as a wide and severe developmental disorder, the symptoms begin to appear in children before reaching the age of three years. These developmental disorders include areas of communication, interaction, and behavior. The cause is the disturbance in the developmental of the central nervous system which resulted in disruption of brain function.

People with autism appearance or physical appearance is generally not different from others,

not even a few of them have a beautiful physical appearance. But when observed longer then looks the differences. They show unusual reactions to the general situation, or they do not show any reaction at all. Some of them seem to ignore the sounds, visions, and events that involve them. Their behavior that avoid or does not respond to social contact (sight or eye contact, touch, affection, play with their peers, etc.), and prefer to be alone or alone gives the impression that they live in their own world, that someone who has these symptoms is referred to as autism (derived from the Greek word, *autos* meaning alone).

According to Powers (1989), the characteristics of children with autism can be seen through the presence of six symptoms or disorders, including in the areas of social interaction, communication (speech, language, and communication), play patterns, sensory disturbances, late or abnormal developments. While interruptions in social interactions include, the child is not interested in playing with friends, preferring to be alone, o eye contact, or avoiding gaze, and likes to tug someone else's hand to do what he or she wants, for example, drink.

Social interaction is useful for studying and learning many problems in society (Soekanto and Sulistyowati, 2013). It makes social interaction a key

component of social relationships. Social interaction is a real difficulty for autistic children to perform social transactions with their environment.

Disturbed patterns of social interaction caused by language disorders that center on the cerebellum. In addition to the cerebellum, another part of the brain that affects the autism of a person with autism is the limbic system and brainstem. Due to interference in the language, the communication and social interaction of children with autism is also automatically disrupted. These conditions are supported by the habit of autistic children who prefer to be alone and fixated on a thing or thing. People with autism are able to spend long hours paying attention to something that interests them (Handojo, 2008). Therefore, they will have difficulty in establishing communication with the people around him.

Adolescence is defined as the transition from childhood to adulthood. The age limit of adolescents varies according to local social culture. According to WHA (UN agency for world health), the age limit of adolescents is 12 to 24 years. The definition of adolescents used by the Ministry of Health of the Republic Indonesia writes, that adolescents are those aged 10 to 19 years and have not married. In general, adolescence ranges from 10 to 12 years and ends at the age of 18 to 22 years (Santrock, 2007: 20) in Ginintasi (2016: 47).

Entering the adolescent phase is a difficult time for some children. This is the time for great changes, from cheerful childhood to a more mature figure complete with all its attributes. The term adolescence comes from the Latin word (*adolescere*) (the noun, *adulescentia* meaning youth) which means "to grow" or "grow into adulthood." (Hurlock, 1980: 206). The term adolescence, as used today, employs a broader meaning, including mental, emotional, social, and physical maturity.

Parents adolescent children sometimes feel confused at everything that is shown to be insecure, confused at the ongoing changes, their ever-changing mood, and irritability. Parents and teachers can not watch adolescents closely as they did when they were children. Therefore, now adolescents should be responsible for controlling their own behavior. If it is believed that fear -both legal and social rejection- is the best deterrent to making a mistake, it is now understood as a source of motivation based on an external control that is only effective when there are an obviously wrong behavior and punishment for its behavior (Hurlock, 1980: 226).

Still according to Hurlock (1980: 214) in this phase of adolescents began to appear a sense of interest in the opposite sex. Of all the changes in social attitudes and behavior, the most prominent

occurs in the field heterosexual relationships. In a short time adolescent make radical changes, ie from not liking the opposite sex as a friend to be more like the friend of the opposite sex than similar friends.

A 'normal' adolescent when he/she finds a sense of affection for the opposite sex will approach, improve the quality of self to attract the opposite sex, and make intensive communication to the opposite sex that attracts him/her, while adolescents with autism require social interaction and combat that gives comfort and not pleasure (Priyatna, 2010).

Then whether the above is also done by adolescents with autism who also experienced the phase attracted to the opposite sex? While interaction and communication is a major problem in children with autism, then how adolescent autism can convey a sense of interest to the opposite sex?

While some studies on the interaction of adolescent autism has been done, among others by Darajat and Laksmiwati (2013) who found that children with autism have a pattern of passive peer interaction patterns in which he needs a motivating factor for interaction, such as intermediates, places, facilities, and mood or willingness of the subject itself. And further research done by Ulfah and Budiyanto (2015) social interaction of children with autism is influenced by where he lives, with an environment that supports autistic children can interact well but still minimal has not been able to initiate an interaction with others, and have limited eye contact. The interaction that occurs is still passive and still requires adjustment to him/her if anyone else approaches him/her.

Of the two previous studies mentioned above about autistic adolescents are mentioned and mentioned is the study of the development of social interaction adolescent autism, there has been no discussion about the pattern of interaction adolescent autism when they already feel an interest with the opposite sex and how they show their interest in the opponent type. And is there an uncontrollable behavior that arises from the autistic adolescent in expressing feelings to the opposite sex given the social interaction is an obstacle that people have in addition to their communication skills.

So this research has the benefit to give the explanation about interaction pattern of the adolescent of autism in expressing feelings to the opposite sex and giving information about uncontrollable behavior that emerged in adolescent of autism when expressing the feeling to the opposite sex. The uncontrollable behavior in question here is the adolescent who suddenly hugs or kisses the opposite sex in expressing his/her feelings or things beyond his control.

RESEARCH METHOD

The study was conducted in Surakarta with the main subjects were 2 adolescent with autism, 1 adolescent with autism of 17-year-old, male and 1 adolescent with autism of 21-year-old, female. The companion subjects in this study were the teacher of the first subject and therapist of the second subject.

Surakarta is chosen because of the characteristic of the autistic adolescent who want to study and the subjects in question are located in the Surakarta. The study was conducted during January 2018. The study was conducted on two autistic adolescents can generalize the pattern of interaction that can be drawn the conclusion.

The type of this research is descriptive qualitative with case study approach. Case study research is a qualitative approach whose researchers explore real life, contemporary limited systems (cases) or a variety of limited systems (various cases), through the collection of detailed and in-depth data involving multiple source of information or multiple information source (eg observation, interviews, audiovisual materials, and documents and various reports), and report case descriptions and case themes (Creswell, 2015: 135-136).

The case study design used is a composite case study by analyzing and comparing cases or problems of two different places (Creswell, 2015: 139). In this study a composite case study of adolescent autistic communication patterns in expressing feelings to the opposite sex in two different schools in Surakarta.

Subjects in this study included a 17-year-old autistic male adolescent and 21-year-old autistic female adolescent as the primary informant. And the subjects or accompanying informants are the teacher of the first subject and the therapist of the second subject. The data collected in this study is qualitative data. The data are collected from various sources, namely:

1. The first information includes autistic adolescent as primary informants, parents of autistic adolescents, and data teachers or therapists as counterparts.
2. Documents include recording data of test result identified autism and photos.

Techniques or research procedures used to collect data are:

1. Interview

It is a data collection technique used to explore and expand in obtaining pent-up information revealed using open-ended questions (Denzin and Lincoln, 2011). In-depth interviews in this study are aimed at autistic adolescents, autistic adolescent parents, and teachers or

therapists who deal with autistic adolescents with interview guidelines using open-ended questions that aim to obtain in-depth and detailed data about the communication patterns of adolescent autism in expressing feelings to the opposite sex.

2. Observation

Observations conducted by researchers to observe the communication patterns of adolescent autism in expressing feelings to the opposite sex.

3. Documentation

Techniques of collecting data through documentation are done to complement the interview and observation techniques. Documents required by research such as the pattern of communication adolescent autism to the opposite sex, the actions taken by parents in dealing with changes in attitudes of their autistic adolescents, uncontrollable things that may appear in adolescent communication autism to the opposite sex.

RESULT AND DISCUSSION

The adolescents with autism can not interact actively even if they are interested in the opposite sex. They can not start a good interaction until it creates a long-term communication. The way they show their interest in the opposite sex is by following the opposite sex wherever they go, looking at the opposite sex for long periods of time, pacing in front of the opposite sex, and/or giving snacks to the opposite sex without taking a word.

Interaction is a major obstacle in children with autism is evident in the following research. Of two subjects studied showed that they tend to be passive in terms of communication to the opposite sex, the complete data is as follows:

1. DMS (Student of Senior High School of SLB N Surakarta)

DMS 17-year-old, male sex, can start an interaction by inviting the opposite sex to shake hands but not always. Occasionally DMS only dare to look at the face of a girl he likes to longer or just walking back and forth in front of the girl he likes. Although when DMS can start an interaction until a chat occurs, DMS cannot maintain the condition for a long time. Sometime to attract an attention from the opposite sex that attracts the DMS to a snack, intends to interact and intertwine a communication. DMS has no jealous tendencies and there is no DMS inclination to hurt the opposite sex, himself, or any other man approaching the opposite sex.

2. NI (Student of IAIN Surakarta)
NI 21-year-old, female sex, she is Asperger syndrome. So, she has a good interaction but still does not cover it is still clear that the interaction is not as good as normal adolescents in general. NI is interested in her college friend, by her therapist, NI is taught to store feelings of love towards the opposite sex and not to overdo the opposite sex. So there is no interaction pattern how when NI is interested in the opposite sex. However, when NI at the age of junior high school, NI cannot control his feelings, suddenly NI embraced the opposite sex who attracted him from behind during the flag ceremony.

CONCLUSION AND SUGGESTION

The interaction patterns shown by the two autistic adolescents above are still a long way from their chronological age, even if they are interested in the opposite sex. The interaction pattern they show is still a passive interaction, not to cause a long-term communication. An interaction only was shown to attract the attention of the opposite sex.

Parents as the closest children should better understand the changes that occur in children with autism who have shown signs of interest with the opposite sex, then provide understanding of the opposite sex, what should and should not be done to the opposite sex, always provide understanding with emphasis to make things that are beyond the control of a child with autism does not occur.

The latter is so kept parents constantly monitoring the child's changes, always communicating with the teacher and/ or the therapist who handles the child about the attitude shown by the child.

REFERENCES

- Chaplin, J.P. 1999. *Kamus Lengkap Psikologi*. Jakarta: PT Raja Grafindo.
- Creswell, J.W. 2015. *Penelitian Kualitatif dan Desain Riset*. Yogyakarta: Pustaka Pelajar.
- Darojat, F.Z and Laksmiwati, H. 2013. "Interaksi Teman Sebaya pada Anak Autis" dalam *Jurnal Pendidikan Khusus Universitas Negeri Surabaya*.
- Delphie, B. 2009. *Pendidikan Anak Autistik*. Yogyakarta: KTSP.
- Desmita. 2010. *Psikologi Perkembangan*. Bandung: PT Remaja Rosdakarya.
- Ginintasari, R. 2016. *Program Bimbingan dan Konseling Kolaboratif dalam Penanganan Anak dan Remaja Autis*. Bandung: Reflika Aditama.
- Graham, H. et al. 2015. "A Novel Communication Application to Encourage Social Interaction by Children with Autism Spectrum Disorder". *New Zealand Journal of Physiotherapy*, 50-57.
- Hurlock, E.B. 1980. *Psikologi Perkembangan: Suatu Pendekatan Sepanjang Rentang Kehidupan Edisi Kelima*. Jakarta: Erlangga.
- Marijani, L. 2003. *Seputar Autisme dan Permasalahannya*. Jakarta: Putrakembara Foundation.
- Moleong, L.J. 2014. *Metode Penelitian Kualitatif Edisi Revisi*. Bandung: Remaja Rosdakarya.
- Mudjito dkk. 2014. *Layanan Pendidikan Transisi Anak Autis*. Jakarta: Direktorat Pembinaan Pendidikan Khusus dan Layanan Khusus.
- Mudjito dkk. 2014. *Deteksi Dini, Diagnosis Gangguan Spectrum Autisme dan Penanganan dalam Keluarga*. Jakarta: Direktorat Pembinaan Pendidikan Khusus dan Layanan Khusus.
- Myers, D.G. 2012. *Psikologi Sosial Edisi 10 Buku 1*. Jakarta: Salemba Humanika.
- Myers, D.G. 2012. *Psikologi Sosial Edisi 10 Buku 2*. Jakarta: Salemba Humanika.
- Peeters, T. 2012. *Panduan Autisme Terlengkap: Hubungan Antara Pengetahuan Teoritis dan Intervensi Pendidikan Bagi Penyandang Autis*. Jakarta: Dian Rakyat.
- Powers, M.D. 1989. *Children with Autism: a Parent's Guide*. United State: Woodbine House.
- Prasetyono, D.S. 2008. *Serba-serbi Anak Autis (Autisme dan Gangguan Psikologis Lainnya): Mengenal, Menangani, dan Mengatasinya dengan Tepat dan Bijak*. Yogyakarta: DIVA Press.
- Rahayu, F. 2014. "Kemampuan Komunikasi Anak Autis dalam Interaksi Sosial" dalam *Jurnal Universitas Negeri Yogyakarta*.
- Somantri, T.S. 2012. *Psikologi Anak Luar Biasa*. Bandung: Refika Aditama.
- Suciani. 2016. "Pola Asuh dan Interaksi Sosial Anak Autis di SMP" dalam *Jurnal Pendidikan Khusus Universitas Negeri Surabaya*.
- Ulfah, I.M and Budiyanto. 2015. "Interaksi Sosial Peserta Didik Autis di Sekolah Inklusif" dalam *Jurnal Pendidikan Khusus Universitas Negeri Surabaya*.
- Yuwono, J. 2012. *Memahami Anak Autistik: Kajian Teori dan Empirik*. Bandung: Alfabeta.