



The Role Of Early Childhood Teachers In Dealing With Autistic Children At Autiscare Snec

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ABSTRACT

The main problem in this study is the presence of children who experience autistic disorders at the Autiscare Snec school. Children who have autism aged 8 years are classified as having moderate autism and experience three disorders, namely interaction disorders, communication disorders, and behavior disorders. The purpose of this study was to see the role of early childhood teachers in dealing with autistic children. This research uses qualitative methods with a case study approach to reveal and describe a situation/case by directly observing and interviewing about the role of early childhood teachers in dealing with autistic children in Autiscare Snec. The subject in this study was one child who had an autistic disorder. The source of data in this study is Early Childhood Teachers and Curriculum Representatives at Snec Autiscare School. The data collection techniques used are observation, interviews, and documentation. For the technique of checking the validity of the data, researchers use triangulation. The results obtained from research at the Snec Autiscare School show that the role of teachers in dealing with autistic children can be seen in teachers who are able to guide and teachers who try to develop children's ability to communicate both ways. Teachers are able to implement a pleasant learning atmosphere for children and facilitate all children's needs for smooth learning while at school, such as learning media. The teacher tries to cause or bring up a child's desire by motivating the child and asking about the child's desire or aspiration. After the teacher knows the answer from the child, the teacher gives praise or reward.

Keywords: , Autistic Child, *Role of Early Childhood Teacher*

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INTRODUCTION

Early Childhood Education (ECCE) basically includes all efforts and actions (Schillo et al., 2020) carried out by educators and parents in the process of care, care, and education. In early childhood education, teachers must create (Ruslan & Hamdiana, 2019) a pleasant learning atmosphere and environment, where children can explore experiences that provide opportunities for them to know and understand the learning experiences they get from the environment, can be by observing and imitating. Teachers as educators have a major role (Shiakou & Piki, 2020) for students. This is because teachers are at the forefront of the implementation of education. It is the teacher who directly faces students to transfer knowledge (Rodrigues, 2020) while educating with positive values through guidance and example. Teachers are able to develop interests, talents, abilities, and potentials (Hughes et al., 2019) possessed by students. The potential of students will not develop optimally without the help of teachers. A teacher is a person whose occupation, livelihood or profession is teaching. The teacher is a figure who carries out the task of teaching, educating and guiding (Mujtahid, 2011: 33). A teacher is a person whose profession or job is as a teacher (Change, 2022). The teacher not only fulfills the task as teaching but also as educating and guiding, training and assessing the participants with the ability and expertise possessed by the teacher.

According to (Suprihatiningrum, 2014: 23) teachers are professions / positions or jobs (Jennings, 2019) that require special skills as educators. This type of work cannot be done by just anyone (Adamyman, 2020) outside the field of education even though in reality it is still done by people outside education. The role carried by teachers is very heavy. The role of the teacher is not only teaching, but also must be able to educate, guide, coach, and lead the class (Kit Ng et al., 2020). The explanation above is that teachers are professional educators (Hobbs & Coiro, 2019) who educate early childhood have special skills as educators. An early childhood teacher has an important role and main task to educate, teach, guide, and train his students.

Slamet Suyanto (in Martha Christianti, 2012: 114-115) said that early childhood teachers should be professional. Early childhood teachers must be certified (Lamb & King, 2021) as early childhood educators in order to be called professionals. This is considering studies that say that early childhood is the foundation (Stone & Burriss, 2019) for further education. In addition, early childhood is a golden period of human brain development (Guzina, 2021). Early childhood teachers play an important role in developing children's potentials (Loftus et al., 2020). A professional educator has a very important role in educating in developing cognitive abilities ('Corrigendum', 2020) of language, religion, emotional, physical, motor, and religious morals of children. The role of educators is also as a teacher, educator, guide, trainer, and evaluator (Wiyani, 2015: 76). Thus, teachers are adults who deliberately influence others (learners) who provide education in school or in the classroom. Teachers play an important role in overcoming developmental problems (Allotodang et al., 2021) in early childhood, teachers as people who provide teaching and are also responsible for guiding their

students, so that their students are able to develop their potentials. Without exception for normal students and for students with special needs (ABK).

Judging from the functions and objectives of National Education (Rosati & Faria, 2019) according to Law on the National Education System No. 20 of 2003 Article 32 Paragraph 1: Special Education is education for students who have a level of difficulty in following the learning process due to physical, emotional, mental, social, and/or special potentials and talents. Functions and objectives of national education Article 32 Paragraph 1 above contains the foundation (Office & Lei, 2020) of the implementation of education for children who have special needs in learning. The provision of education for children with special needs based on the law is carried out in Special Schools and Special Services.

According to (Wiyani, 2014: 188) Autism is someone who leads to himself. Attitudes that tend to like to be alone (de Oliveira dos Santos et al., 2021) because they are too engrossed in their own world rather than socializing with others around them. Autistic disorders in children are characterized by three main disorders, namely, interaction disorders, communication disorders (Riza et al., 2019) and behavior disorders. Furthermore, (Sudrajat and Rosida, 2013: 47-48) Autism is a widespread and severe developmental disorder (Routhu et al., 2019) whose symptoms begin to appear in children before the age of three. This disorder mainly covers the areas of communication, interaction and behavior. Autism can occur in anyone, there are no differences in socio-economic status, education or ethnic groups (Wang et al., 2020) and nation. The explanation above autism is one of the disorders (Thabtah & Peebles, 2019) that occurs in a child that affects the child's brain cells. Children tend to like to be alone because they are too engrossed in their own world. Autistic disorders in children are characterized by three main disorders, namely, interaction disorders, communication disorders and behavior disorders. Symptoms have been visible since the child was three years old.

Yuwono (in Achisha and Zulfitria, 2017: 124) autism is a developmental disorder that affects several aspects (Xu et al., 2019) of how children see the world and learn from their experiences. Usually these children lack interest in social contact and absence of eye contact. In addition, autistic children have difficulty (Li et al., 2020) in communicating and are late in their speech development. Idea (in Jendriadi, Beatricks and Indra, 2016: 2) autism is a developmental disorder that significantly affects verbal, nonverbal communication and social interaction that affects success in learning.

So, autism is a person's developmental disorder that affects the development (Campos & Clemente-Blanco, 2020) of brain cells significantly affects the communication, social interaction and behavior of the child. Autism is part of children with disorders and has a distinctive behavior, has a disturbed mind and is self-centered. The role of early childhood teachers in dealing with autistic children Prawoto (in Zakiya & Nurhafizah, 2019: 361) is a teacher as a guide, that is, the teacher guides students to become capable humans, mature and have a wise attitude in facing their development and change. Teachers as facilitators that are, providing facilities (Li et al., 2020) that

allow and provide convenience for students in learning if, stuffy classrooms, messy tables and chairs will make children lazy to learn. And teachers as motivators, that is, teachers motivate (Loreto-Gómez et al., 2019) students to be more enthusiastic and active in following learning. Based on the explanation above, it can be concluded that the role of teachers is very important for children from an early age with education, the potentials that exist in them grow, because each child must have their own abilities, intelligence, different characters without exception for children who are experiencing abnormalities or problems in themselves at this diagnosis (Rogers et al., 2021) in children who have autistic disorders. Autism is a developmental disorder that affects several aspects of how children see the world and learn from their experiences. Usually children who experience autistic disorders lack interest in making social contact and there is no eye contact. In addition, autistic children have difficulty in communicating and are late in their speech development.

Basically, no one wants to be born on this earth in a state of disability or imperfection either physically or mentally. Likewise with children with autism at Autiscare Snec Batusangkar. They basically do not want (Tavolacci et al., 2021, p. 19) the existence of mental weakness disorders, the reality is that autism can happen to anyone in the community, rich poor, educated or not. Handling autistic people, one of the goals of this educational institution is to help children to be able to socialize (Pandey & Utkarsh, 2023) and adapt to their environment. Based on observations made by researchers in April 2018 at the Snec Autiscare School, Balai Labuah Bawah Lima Kaum Batusangkar, there were nine educators and one autistic child. The School has engaged professionals for planning learning programs for children with autism. There are also experts, namely, one child psychologist, one health expert / doctor. At the Snec Autiscare school, researchers found one autistic child who was 8 years old. Researchers conducted an interview in June 2019 with Dila's mother. Mrs. Dila stated that dealing with autistic children is not easy because it requires extra time and energy. Children's behavior that is sometimes not understood by others, for example, such as children pacing back and forth without a clear goal. Dealing with teacher autistic children requires extensive knowledge (Campanale et al., 2020) in dealing with them. If the teacher calls the child repeatedly three to four times the new call there is a response from the child, for example seeing the teacher or responding, and if the child wants to convey something to the teacher the language is less clear, so the teacher is difficult to understand what the child is saying. In this study, the author wants to reveal how early childhood educators can play a good role in dealing with children with autistic disorders.

RESEARCH METHODOLOGY

Based on the problems previously expressed, this research is qualitative descriptive using a case study type of research. A case study is a detailed study of a setting, or a single subject, or a document repository, or a particular event. Case studies are examinations of most or all potential aspects of a unit or special case that are clearly

demarcated (Ahmadi, 2014: 69). A case could be an individual, a family, a community health center, or an organization.

The reason for choosing the use of qualitative methods is so that readers are easier and understand the substance of this research, because it is presented in words that are easier to understand than using numbers. Data is also collected from a natural setting as a direct data source. In addition, related to the theme of this study, namely the role of early childhood teachers in dealing with autistic children.

Qualitative research methods are research methods used to examine natural object conditions, where researchers are key instruments, triangulation (combined) data collection techniques, inductive data analysis, and research results emphasize meaning rather than generalization (Sugiyono, 2012: 1). The purpose of using qualitative methods is to obtain in-depth data that contains meaning. Qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perception, motivation, action, and others (Moleong, 2010: 6).

The author intends in this study to reveal and describe a situation by directly engaging in observations and interviews about the role of early childhood teachers in dealing with autistic children at Sekolah Autiscare Snec Balai Labuah Bawah Lima Kaum Batusangkar with the aim of obtaining valid information and data about the role of early childhood teachers in dealing with children with autism at Sekolah Autiscare Snec Balai Labuah Bawah Lima Kaum Batusangkar.

RESULT AND DISCUSSION

Snec Autiscare School is a school that serves children with special needs, ranging from children with autism, Down syndrome, deafness, intellectual impairment, speech delay, and so on. Sekolah Autiscare Snec was established in 2009 which was founded by an SLB teacher named Fitri Yeni, M.Pd. As for the Autiscare Snec school there are several educational paths including early childhood education, LB Elementary School, and LB Junior High School. The learning schedule at Autiscare Snec school is based on time sessions that have been determined by the teacher with parental agreement. One session equals 3 hours. Each child's daily learning schedule is different, not all children enter in the morning, but there are also children who enter in the afternoon. This schedule is determined by the teacher at the school. Children enter school every Monday-Saturday and the time is as determined by the teacher at school. Every child is required to bring provisions to school. During recess, the teacher guides the child to eat. When there is a child who is not able to eat alone, the teacher will feed the child to eat and teach the child to eat alone. Parents can take two sessions or one session in learning at Autiscare Snec school, this depends on the agreement of teachers and parents.

The learning system at Autiscare Snec school is one teacher for one child, so that learning can be more effective and efficient. At Autiscare Snec school, teachers teach children according to the needs of children or problems that exist in the child, so that there is an increase in the development of children who experience these special needs.

In Autiscare Snec School, the teacher acts as a guide, that is, the teacher guides students to become capable humans, mature and have a wise attitude in facing their development and change. Teachers as facilitators that provide facilities that allow and provide convenience for students in learning if, stuffy classrooms, messy tables and chairs will make children lazy to learn. And teachers as motivators, that is, teachers motivate students to be more enthusiastic and active in following learning.

In this learning, therapy is carried out for children with special needs, for example, in children with autistic disorders, teachers carry out therapy with the ABA (Applied Behavior Analysis) method to children to be able to strengthen, improve, and improve their muscle skills. When it can reach the stage of development in therapy carried out by the teacher, the teacher also teaches the child to write, read, count, recite and others. With this, the problems that exist in children can be resolved and aspects of development can increase from before. In Autiscare Snec school, the learning provided by teachers refers to the stages of child development and refers to aspects of development, including cognitive, physical-motor, social-emotional, religious and moral development, and art. When the child is 8 years old but the stage of development is still the same as the child who is 5 years old, the teacher will teach the child according to the child who is 5 years old.

The vision of Snec Autiscare School is to realize the school as a center for character education, therapy, and life skills for children with special needs. To realize the school's vision, Autiscare Snec school has missions, namely providing special education services according to the needs of each student, providing character education services in accordance with applicable norms, providing various coaching or therapy according to the needs of students, providing various life skills as career preparation for students.

Sekolah Autiscare was founded by Fitri Yeni M. Pd in 2009. The teaching staff at Snec Autiscare School consists of 9 people from different educational backgrounds. Based on research conducted at the Autiscare Snec school, Balai Labuah Bawah Lima Kaum Batusangkar about the role of early childhood teachers in dealing with autistic children. At the Autiscare Snec school, researchers found an 8-year-old boy with autistic disorder whose initials were JDA. JDA rarely speaks, even very short eye contact can count as just a few seconds, 2-5 seconds. JDA is very difficult in communicating in both directions. When speaking, what is said is sometimes unclear, so it is not understood by those around him. In speaking tend to use short sentences that are not clear. JDA can only speak one word or one word, if he has spoken one sentence, the speech becomes unclear. In learning JDA is very difficult to concentrate, so it makes teachers have to struggle hard to attract their attention in learning. At his current age, he should be able to say one sentence clearly, but now he can only speak one word or one word. When playing with his friends, JDA rarely talks. Based on the autistic disorder that is being experienced by JDA, the role given by teachers at Snec Autiscare School is that the teacher acts as a guide or counselor, the teacher acts as a facilitator, and the

teacher acts as a motivator. In Snec Autiscare School the learning system is individual learning, meaning one teacher for one child.

The role of early childhood teachers in dealing with autistic children. Early childhood teachers also play a role in handling autistic children no less great as professional teachers with a background in Special School (SLB) education. Early childhood teachers are also able and understanding about autistic children. Some of the roles held by early childhood teachers in dealing with autistic children are teachers as guides. As a teacher guide, of course, they are able to guide children towards changes that are better than before. Teachers As facilitators, teachers are able to facilitate all children's needs so that children feel fulfilled while at school. Teachers as motivators. As a motivational giver, teachers are able to motivate children by asking what their desires or goals are. That way, of course, teachers know how to make children motivated by their goals. That's where the role of teachers is needed. From several interviewees about the role of early childhood teachers, namely, teachers as guides or counselors, teachers as facilitators and teachers as motivators.

Children with autism need special services. The teacher must choose an approach that is suitable to use for the child. From interviews conducted by researchers to early childhood teachers and curriculum representatives get information. The approach used when dealing with autistic children is described by the curriculum representative. Ms. Arise stated, "In the learning curriculum. Education must use the (PAKEM) method of active, innovative, creative, effective and fun education. The teacher implements (PAKEM), if the teacher has implemented it, the child will be easily interested in wanting to be educated by the teacher. So, inside (PAKEM) also includes a compassionate approach". (Mrs. Arise, S.Pd January 3, 2020).

Mrs. Fadila also stated as an early childhood teacher "To autistic children, teachers use a compassionate approach, talk to children gently, give children attention, understand children's conditions and situations because each child must be different in character. The teacher is able to understand the child's situation". That way the child will feel comfortable and happy when with the teacher". (Fadila Mauliani, S.Pd December 23, 2019). From the results of the interview above, it can be concluded that the approach that teachers take to children with autism is an approach that is in accordance with the curriculum, namely education using the method (PAKEM) education with teachers who are active, creative, innovative, effective and fun. The teacher uses a compassionate approach, so the child will feel happy with the teacher.

So it can be concluded that teachers apply an approach to autistic children by giving affection, talking to meek children in a low tone. Give children rewards or praise when children succeed in doing what is ordered by the teacher and do not get angry when children do not do what the teacher tells them. With the love given by children feel safe and comfortable when with the teacher, so the child will be more enthusiastic about following learning. Efforts can be made by teachers at Snec Autiscare School when the teacher calls the child but there is no response from the child. Researchers conducted interviews with early childhood teachers and curriculum representatives. As

explained by the early childhood teacher when the teacher calls the child but there is no response from the child. "Dealing with autistic children must be full of patience. The teacher's patience is tested when, for example, the teacher calls the child but there is no response from the child, the teacher will repeat to call the child. If there is still no new response, the teacher acts to approach him, approach the child first and then call him again". (Fadila Mauliani, S.Pd December 23, 2019).

The next informacurriculum representative at the Snec Autiscarae School stated the teacher's efforts when calling the child but there was no response from the child. "When the teacher calls the child at close range, usually the teacher calls directly by giving a touch, for example holding the child's hand or shoulder. With this close distance, the child immediately responded. But if the teacher calls remotely, the child does not respond, it takes several calls, there is a response, even, the teacher has repeatedly called but there is still no response, then the teacher immediately approaches and visits the child" (Ibu Arise, S.Pd, January 3, 2020).

Based on the interview above, researchers can conclude that when the teacher calls the child but there is no response from the child. The teacher will try to call repeatedly until there is a response from the child. If there is still no response from the child, the teacher will approach him. So, if there is no response by voice then the teacher will move closer to the child. It can be concluded that the autistic child is pleased with himself, even when the teacher calls he does not know. The teacher's strategy when calling children, namely calling with repetition if the child does not hear with one call, then the teacher will repeat again. If it is still not heard, the teacher will approach the child. That way the child will immediately know that the teacher is calling him. Dealing with an autistic child must be the way, if he does not respond remotely the next step is to approach the child and then speak.

Facing autistic children is certainly not the same when facing normal children in general, autistic children need special services, of course, teachers also experience certain difficulties. Information obtained from interviews with teachers and curriculum representatives. Early childhood teachers stated that teachers experienced difficulties when dealing with children autists. "Autistic children are not the same as normal children. Of course, how to deal with it is also different, obstacles that are often experienced when facing children are when the child's mood is not good, the mood of autistic children often goes up and down when the mood is not good, children will often rage, children often refuse what is ordered by the teacher even children often cry suddenly for no apparent reason and pacing without direction. In terms of communication, the child is not able to communicate both ways. So that is what must be developed by the teacher so that children are able to change the previous situation for the better." (Fadila Mauliani, S.Pd December 23, 2019).

The curriculum representative also stated that there are difficulties when dealing with autistic children. "The difficulty that teachers often experience when dealing with autistic children is their mood. The mood of autistic children is uncertain, the direction sometimes goes up sometimes down. When the mood is not good, the child often rages,

crying suddenly. The teacher's efforts to restore a normal atmosphere again to the teacher persuade the child, by embracing or hugging the child will slowly return to normal" (Ibu Arise, S.Pd January 3, 2020). Based on the results of the interview, researchers can conclude that the obstacles or difficulties that teachers often experience when facing autistic children at Autiscare Snec schools are not good mutnya up and down. If the child's mood is not good, the child often rages, the child always does not want or refuses what the teacher orders and the child has difficulty in communicating both ways.

Based on the observations, researchers can conclude that teachers at the Snec Autiscare School find or experience difficulties in dealing with autistic children, namely in terms of the condition, atmosphere and mood of the child. Autistic children have a clear mood up and down if so the child often rages, the child often refuses what is ordered by the teacher and the child is difficult to communicate both ways but, the teacher has tried so that the child is able to communicate both ways. So it can be concluded that teachers often experience difficulties in dealing with autistic children. even though teachers have conducted education in accordance with the curriculum (PAKEM) i.e., active, creative, innovative, effective and fun education. But teachers still face difficulties in teaching autistic children. What becomes an obstacle for teachers facing autistic children is when the child's mut is not good. If the child's mut is not good, the child often rages, runs around without direction, cries for no reason, often refuses what is ordered by the teacher. Even so, the teacher has tried his best to take action so that children can obey and want to obey what the teacher orders.

Researchers conducted interviews with teachers at Snec Autiscare School with early childhood teachers and curriculum representatives, from which information was obtained. Explained by the curriculum representative the teacher's efforts when the child conveys something to the teacher but with less clear speech. Mrs. Arise states, "When a child says or conveys something to the teacher, but the speech is not clear. One of the limitations by autistic children is the limitation in communicating in speaking children less clearly or less precisely. The teacher will ask again what the child said. By repeating the teacher asking questions with some repetition, the teacher will know or understand what the child is saying." (Mrs. Arise, S.Pd January 3, 2020). Early childhood teachers also state "Autistic children have limitations in communication; teachers strive to develop, train children to communicate in two directions. Train by repeating and saying slowly in conveying something, for example training children to say "fruit", mention it slowly, let the child follow until he is able to pronounce the clear and correct" (Fadila Mauliani, S.Pd, December 23, 2019).

Researchers can conclude from the results of interviews that the teacher's efforts when children ask something to the teacher but with unclear speech so that the teacher does not understand what is said by the child. The teacher will ask the child again until the teacher understands what the child's words mean. Because autistic children have limited communication, in that way teachers must develop the ability to communicate in two directions. It can be concluded that when the speech development of autistic

children is slow or not at all developed there is an effort by the teacher to compensate for communication in other ways, if the child can speak, the teacher is not to communicate often using strange and repetitive words, the child's play patterns are less varied, less able to imitate. To strengthen the communication characteristics of autistic children behavior, communication and language that may exist in autistic children. Among them are facial expressions, using language or body cues, imitating actions or sounds, speaking little, and using words with limitations. The teacher tries to repeat what the child said, the teacher asks again what the child will say, so that the teacher understands what the child said.

Researchers have conducted interviews with early childhood teachers and curriculum representatives at Autiscare Snec schools and researchers describe the results of the interviews as follows, Mrs. Fadila stated "The media used is, which is certainly interesting for children, especially Dofa including autistic children, she likes something new, interesting. Such as the characteristics of interesting learning media, the latest. The media used, for example when the material is about knowing the objects around it. The teacher took the child out of the classroom. Then to develop physical motor, children arrange blocks, Dofa has the ability to arrange good and beautiful blocks, such as airplanes. So, the media used is in the form of images adapted to the material of the day. (Fadila Mauliani, S.Pd December 23, 2019). Furthermore, the media used during the learning process for autistic children are all types of learning media described by the curriculum representative at the Snec Autiscare School. "In schools, teachers use all learning media. Visual and audio-visual. Visual or image teachers make the media as creative as possible so that children are interested when participating in learning, while the media in the form of teacher videos play videos that are educational or educational in accordance with the material taught". (Wakakur Sekolah Autiscare Snec, Arise, S.Pd January 3, 2020).

From the statement above, researchers can conclude that in Autiscare Snec schools teachers use various types of learning media for autistic children. The media is in accordance with the characteristics of learning for early childhood, namely the media that is interesting, safe or not harmful to children, teachers are required to be creative in these media. Using real or concrete media, such as objects around children, visual or image and audio visual or in the form of video. Using pictures is the easiest step to teaching something to an autistic child. Using pictures, for example, when training children to read or count, teachers prepare tribute in the form of pictures that can help children understand numbers or letters. That way children will more easily remember the letters or numbers that have been taught. Children will get bored easily when the teacher gives a lot of explanations, especially with autistic children who are in accordance with their characteristics, children will behave, such as running, walking without direction. Using video will be able to help overcome the problem. Of course, playing videos that are educational or educational in accordance with the learning material to be taught is one of the tricks to teach autistic children that he tends to like.

Based on the observations that the author made, it can be seen that teachers have implemented or used media for autistic children in accordance with the characteristics of learning media, namely interesting media, creative teachers in making media, the media is not harmful to children. The media used is in the form of images and videos. From the results of interviews and observations, it can be concluded that the Snec Autiscare School has implemented or has used various types of learning media for autistic children. The media used are in the form of images and videos. That way children will be easy to follow the learning by seeing directly what is explained by the teacher. The steps or ways of teachers when using learning media at Autiscare Snec School, according to the statement of teachers at Autiscare Snec schools. The Curriculum representative stated "The way teachers use learning media to children, if the media is in the form of pictures the teacher shows the pictures. If the teacher uses learning media in the form of a video of the teacher playing the video by playing it little by little given a pause, the reason for giving the teacher a pause will be to ask questions and answers to the child. Children know not the content of the video they watch" (Wakakur Sekolah Autiscare Snec, Arise, S.Pd January 3, 2020).

Also explained by early childhood teachers how to use learning media for children with autism. "The teacher's strategy when displaying learning media is one that will make appeal to children. Teacher strategies when displaying media that make children curious and will wonder. If the media in the form of pictures and puzzles are shown, but before being seen, the teacher tells the story first about the media, it is not immediately seen. There the teacher plays guessing about the child can afford not to guess it. Sometimes children are capable, sometimes they are not capable. If the teacher uses media in the form of video, the video will be played". (Fadila Mauliani, S.Pd December 23, 2019). Based on the above opinion, it can be concluded that in Autiscare Snec schools use learning media in a way, for example if the image is seen to the child and if the video is watched or played directly using infocus.

Based on the results of observations made by researchers in schools, in learning activities by teachers the implementation of stimulation using media in the right way, for example teachers use media in the form of images, teachers see the images, if teachers use media in the form of videos the teacher displays or plays the video with clear images and clear sound using infocus. Based on the results of interviews and observations, it can be concluded that when teachers carry out the learning process, teachers display media to children in ways or tricks that are already good and interesting, the foresight and creativity of teachers by designing learning models using various learning media so that children are happy in following learning. Media can be used for learning purposes both classically and individually.

Efforts or actions that can be carried out by teachers at the Snec Autiscare School, based on interviews carried out with early childhood teachers and curriculum representatives. Mrs. Fadila stated as an early childhood teacher, "When children are learning, there is an object that attracts their attention and children want that object. The teacher will try to empty the classroom of objects that interfere with the child while

learning. Although there are teachers trying to persuade children so that children want to learn first and after learning then they will play again. (Fadila Mauliani, S.Pd December 23, 2019). The next informant is the curriculum representative explaining that the teacher's efforts when the child wants something or objects that attract his attention. "When the learning process takes place suddenly the child wants an object that attracts his attention then the child's focus will be disturbed, the teacher tries to return the child's concentration back to the teacher by diverting the object from his view. Usually, autistic children must be trained in eye contact first if the child has focused again on the new teacher and continued learning." (Mrs. Arise, S.Pd January 3, 2020).

From the interview above, researchers can conclude that once children want objects that attract their attention when children are learning, teachers will divert these objects from the child's view so as not to interfere with children's concentration while learning. Even though the child is disturbed, the teacher tries to persuade the child to want to learn first, if the child wants and concentrates again to want to learn, the teacher continues learning. Based on the observations made by the author, it can be seen that the teacher has carried out his duties as well as possible. When children want objects they want, teachers try to avoid these objects so as not to interfere with children's concentration while learning. From the results of interviews and observations, it can be concluded that when the teacher carries out the learning process there is something that interferes with the child's concentration that makes the child no longer want to learn, that is, the child wants an object that attracts his attention, he wants the object, the teacher tries to divert the object, if the child still glares at the object, then the teacher will persuade the child to learn first. Even before starting the learning process, the teacher always designs the room as neatly as possible so that no one will disturb the child when learning. The objects or tools in the room are only objects or tools needed when studying.

Based on the results of research conducted by researchers at the Sne School of Autiscare, that discussed the subjects who were brave male JDA aged 8 years. JDA has an autistic disorder that is classified as moderate autism. JDA is known to have an autistic disorder since he was 4 years old by his parents. With the sign that JDA has limitations in communicating, JDA does not want to communicate both ways, it can also be seen in the level of JDA's behavior that likes to walk back and forth without a clear purpose and JDA has not been able to socialize with the environment where he is.

Based on the results of the researchers' interviews with the school, facing autistic children is not the same as facing normal children in general, autistic children certainly need special guidance, at school teachers apply an approach to children with affection, and understanding, not forcing children to do what the teacher orders, children always refuse what is ordered by the teacher, but not by being forced how, Persuaded first, invited to play, given praise, and rewarded to lure so that children want to do what is instructed by the teacher. For example, give a command, hold the head! If the child does not want the teacher to repeat if, still does not want the teacher to approach, persuade the child so that the child will later hold the head. Or when the teacher invites children

to play with their friends, by persuading the teacher to also participate in playing with them.

CONCLUSION

Based on the results of research and discussion described in the previous chapter, it can be concluded that through observations and interviews that researchers have conducted with 2 sources, namely early childhood teachers and curriculum representatives at the Snec Autiscare School, Balai Labuah Bawah Lima Batusangkar about the role of early childhood teachers in dealing with autistic children.

The role of early childhood teachers in dealing with autistic children in Autiscare Snec schools is that teachers guide children towards changes that are better than before. Teachers facilitate all children's hugs and needs ranging from tables and chairs, media used when learning, and tools for play. Teachers provide motivation to children by asking what their desires or goals are. After the teacher knows what his goals are, the teacher gives encouragement and rewards because the child is willing to convey what he wants.

The therapy used by teachers for autistic children is therapy with the ABA (Applied Behavior Analysis) method is a structured therapy program that focuses on teaching specific skills to children with autistic disorders. This therapy teaches children to follow in response to the words of others, imitate the speech and movements of others and teach literacy. ABA (Applied Behavior Analysis) therapy has a positive impact on the development of social and academic abilities of autistic children. ABA (Applied Behavior Analysis) therapy also aims to improve self-nursing skills, improve play skills, and improve children's ability to manage their own behavior.

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