
**TRAINING ON APPLIED BEHAVIORAL ANALYSIS (ABA) METHODS
IN HANDLING CHILDREN WITH SPECIAL NEEDS FOR TEACHERS
OF SD CLUSTER III CIAWI BOGOR SUBDISTRICT****Nurmawati¹, Siti Ithriyah²**Muhammadiyah University Prof. Dr. HAMKA, Jakarta¹²¹i_nur152yahoo.com, ²leemisu251286@gmail.com

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This study aims to analyze the applied behavioral analysis training method in dealing with children with special needs. The research method used in this study is a qualitative descriptive method. The type of data used in this study is qualitative data, which is categorized into two types, namely primary data and secondary data. Sources of data obtained through library research techniques (library study) which refers to sources available both online and offline such as: scientific journals, books and news sourced from trusted sources. The results of the study concluded that occupational therapy helps children train the muscles of the body and legs to be strong and balanced right and left. Teach which emphasizes children to be able to work purposefully in their community. Sensory integration therapy teaches children how to train the balance of the right brain and left brain to develop in a balanced way. Sone-rise has the main principle of following "whatever" the child wants to do, there is nothing wrong with the child's behavior and accepting it as it is with passion and love. The therapies above are more focused on physical and minimizing hyper behavior in children, while none has focused on communication skills in children. Therefore we need a comprehensive therapy in helping children's development. A comprehensive therapy in helping children's development is Applied Behavior Analysis (ABA) therapy.

INTRODUCTION

As time goes by, the development period of a child is not always in full swing. During development, the coveted child is always likely to have developmental disorders. There is a wide variety of developmental disorders suffered by children, and autism is one of the groups of such developmental disorders (Easterlin, 1968)

The disturbance experienced by children is certainly a very unfortunate thing, especially for parents, teachers and families because there are special limitations that are different from normal children usually, it is necessary for parents and teachers to give special therapy to abnormal children which of course leads to better (Fuller & Bown, 1975). Each therapy has its advantages and disadvantages, for example: Biomedical therapy focuses more on minimizing hyper-behavior so that the child can calm down. Occupational therapy helps the child train the muscles of the body and legs to be strong and balanced right and left. Teach who emphasizes children to work purposefully in their communities. Integration sensory therapy teaches children how to train the balance of the right brain and left brain to develop in a balanced manner (Wheeler & Dillman Taylor, 2016). Sone-rise has the main principle of following "whatever" the child wants to do, there is nothing wrong with the child's behavior and accepting what it is with passion and love. The above therapies focus more on the physical and minimization of hyper-behavior in children, while no one has focused on communication skills in children. Therefore, a comprehensive therapy is needed to help the child's development. A comprehensive therapy in helping the development of the child is therapy Applied Behavior Analysis (ABA) (Zeanah, Berlin, & Boris, 2011).

In line with the various demands addressed for each teacher, with various academic requirements of a teacher, its existence is expected to provide learning based on competencies that must be possessed, along with the demands of the child's mental development (Roy, Guay, & Valois, 2013) The fulfillment of competency mastery requirements as a learning agent which includes Paedagogic Competence, personality competence, social competence and professional competence can be proven through the process of achieving the quality of education based on minimum completion creteri (MCC).

(Kiel, Heimlich, Markowetz, Braun, & Weiß, 2016) The findings of the field results of teachers have difficulty in dealing with children with special needs, especially autistic children. this was obtained information during the implementation of community service with other activities, namely speed reading training in English, and the UPT Cluster III se Ciawi asked for training to teachers, Ciawi Bogor has several SDN schools. On this

basis, it became very urgent to conduct training for teachers of SDN Se Ciawi District, Bogor in terms of increasing paedagogic competence in teaching abnormal children or children with special needs.

(Group, 1991)Based on the analysis of the situation, it was found that the problem of partners was the difficulty of teachers providing the teaching and learning process, especially children with special needs (Austis) and the lack of psychological understanding of children with special needs, so there was a need for training in applied behavioral analysis (ABA) therapy methods in dealing with children with special needs Cluster III, Ciawi Bogor district (Ferri, Grifoni, & Guzzo, 2020). Thus the most important factor is the teacher, because the black and white teaching and learning process in the classroom is influenced a lot by the quality of the teacher. Teachers are known as 'hidden currickulum' or hidden curricullum, because of their attitudes and behaviors, professional appearance, individual abilities and of course the ability to understand children with special needs (Gofton & Regehr, 2006)

(Mustakim, Mei_Tuan, Elihami, & Musdalifah, 2020) The output targets of this community service activity are as follows: (1)Provide knowledge/how to deal with children with Autism (2)Applying Autism therapy in the learning process (3)The implementation of ABA can be done through modules created (4)Apply autistic therapy. (Alberto, Troutman, & Axe, 2006) Based on these problems, the solution offered is to hold Applied Behavioral Analysis (ABA) training for teachers in dealing with Children with Special Needs Cluster III Sekacamatan Ciawi Bogor. The ABA (Applied Behavior Analysis) method aims to teach how children can communicate both ways actively, socialize in a common environment, eliminate or minimize unnatural behaviors, teaches academic behavior and independence, the ability to improve obedience, responsibility, independence, discipline and family relationships. In general, the initial program includes a learning readiness program, a receptive language program, an imitation program, an expressive language program, equalization and independence (McKiridy, Sheppard, Osborne, & Payne, 2008).

METHOD RESEARCH

In the implementation of this community service, the method carried out is a workshop and training for teachers of SDN Cluster III Se Ciawi Bogor West Java, here are the stages carried out before carrying out activities including:

1. Coordinating with the implementation team and partners, followed by LPPM Uhamka regarding the implementation time
2. Preparation of material on Exclusion Education, Early Detection of children with special needs and ABA methods in the education of anak with special needs Autistics. The implementation team analyzed and identified the needs of teachers at SDN Cluster II Ciawi Bogor.
3. Administrative preparation, the team provides seminar kits, papers, schedules, pre-tests, post tests, certificates, plaques and attendance of participantsSemakin banyak siswa berkebutuhan khusus maka semakin banyak pula guru membutuhkan layanan yang akan diberikan kepada siswa yang mengalami kesulitan dalam proses pemberian proses pembelajaran.

(Abbott, 1970) The community service implementation team made preparations such as placing banners, attendance, pre-tests, post-tests, attendance and other seminar kits. The activity began with a speech by the head of the implementation team, namely Nurmawati, M.Pd and the head of UPT Cluster III SDN Ciawi Bogor. After the opening ceremony was carried out, the implementation team played a video profile about the Muhammadiyah Professor University Campus. Dr. Hamka, this is considering the importance of promotion to recruit prospective Uhamka students both from their families and biological children from the teachers who teach. After the teachers saw the video of Uhamka's activities, the implementation team opened and introduced the origin of the implementation team as well as the promotion of Uhamka. This event was divided into five sessions, the first session was pre-test, the second session was material presentation, the third session was question and answer, the fourth session was post test and the last session fifth was an example of a video of implementing services for Autistic children and guidance services for teachers who wanted to consult the problems experienced more specifically about teaching Autistic children (Haryanti, 2022).

RESULT AND DISCUSSION

1. Preparation stage

The preparatory activity began with observations on the school of SDN Cluster III Cipaten, Ciawi District, Bogor Regency, West Java Province related to the understanding, knowledge, insight and ability of the elementary school teacher to conduct educational practitioners in the world of inclusion education. It turned out that from the results of interviews and surveys conducted by the community service team, it was found that based on the fact that the teachers of SDN Cluster III Cipaten, Ciawi District, Bogor Regency, did not understand well about the education provided to children with special needs, especially children with special needs. And based on interviews to UPT that teachers have never held training on services and how to provide education to teachers on the importance and how to provide services for children with special needs. This condition should not be allowed because based on the demands of the profession, a teacher must be able to perform services to children with special needs because all students are entitled to an education, both normal and abnormal students (Dudley-Marling & Burns, 2014).

Together with the support team, the Community Service Team conducted an analysis and identification of teachers in providing services, and this seemed to be very lacking in the knowledge of these teachers. From this identification, the team determined the material for reading training on guidance services to children with special needs. This training is more focused on early detection of children with special needs and ABA methods to children with Autism.



Figure 1.

UHAMKA community service team

In this stage, the community service team submitted an application for permission to implement partner cooperation to the head of UPT Cluster III Ciawi Bogor, in this case, Mr. Misbah as the coordinator of UPT Cluster III.

2. Implementation stage

The training activity was held in the hall next to the student teacher's room which was attended by 30 participants who were divided into 6 schools, including:

- 1) 1 elementary schools Cipaten 1 Cluster III of Ciawi Bogor sub-district
- 2) 2 elementary schools Cipaten 2 Cluster III of Ciawi Bogor sub-district
- 3) 3 elementary schools Cilengsi 1 Cluster III of Ciawi Bogor sub-district
- 4) 4 elementary schools Cilengsi 2 Cluster III of Ciawi Bogor sub-district
- 5) 5 elementary schools Cibeduk 2 Cluster III of Ciawi Bogor sub-district
- 6) 6 elementary schools Jambuluwuk 2 Cluster III of Ciawi Bogor sub-district

However, some of the schools consisting of 6 are not all teachers who participate, only as recommended, namely 2 to 3 teachers per school. The training activity was opened by a community service team from the Guidance and Counseling study program, which was followed by a speech by the head of UPT Ciawi Bogor.



Figure 2. The chief executive delivers opening remarks Figure 3. Opening at the community service event of SDN Cluster III Ciawi Bogor

In the opening remarks, the head of UPT is very grateful to the community service team, especially UHAMKA because with the cooperation of these partners, schools, especially teachers, are increasingly improving the professional competence and paedagogie of teachers, and thank God this is followed up by the community service team because it is basically a need that will be obtained by teachers through this training, this adds to

the knowledge of teachers because of the difficulty of dealing with children with special needs, especially autistic children, this is greatly helped by the teamwork from UHAMKA.



Figure 4.

Nurmawati, M.Pd and Siti Ithriyah, M.Hum provided material on early detection of children with special needs and ABA methods



Figure 5.

Siti Ithriyah, M.Hum gave material on the Applied Behavioral Analysis (ABA) method



Figure 6.

Photo with the UHAMKA team and community service partners

CONCLUSION

Based on the evaluation of planning, implementation and community service activities, the conclusion that can be drawn is that the first planning stage is carried out quite well even though there are still some shortcomings. Lppm coordination with the implementation team has been maximized. However, the coordination of the implementation team with the campus has not been optimal related to the implementation date due to the dense activities of the campus and partner schools including schools in partners.

Both stages of implementation were quite good, the number of participants exceeded the original initial target. Every school teachers want to participate but because of the restrictions on the number of participants, it is limited. The three stages of evaluation were carried out quite well, the shortcomings were that there was not a full monitoring and evaluation of the participants, namely the teacher at the time of providing the method because of the distance of the schools that were far the same, so only a few schools could be monitored.

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