

Applied Behavior Analysis (ABA) Methods Strategy and Individual Methods for Autism Child of Development Process in Indonesia

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Abstract: Autism Home Karawang's branch is the most popular children's special needs school in Karawang society. This school also applies the ABA and individual methods during the learning process because these two methods have been applied to an autistic child and its development has been proven to be faster. This study aims to determine the instructional communication used in the teaching and learning process at Autism Home Karawang, to find out the reasons for using the ABA and individual methods in teaching autistic children at Autism Home Karawang, and to find out what factors support and inhibit the teaching and learning process at Autism Home Karawang. This research provides new findings in the field of educational communication research, particularly regarding learning strategies that can be used by teachers in teaching schools for children with special needs. This research method is qualitative with a case study approach. The data collection techniques are through observation, deep interviews, and documentation. The informant in this study amounted to 6 persons. The result of this study is that the implementation of both methods is quite easy to apply, and makes the child develop quickly. These two methods are applied because they are easy to implement and have been proven to help.

Keywords: ABA Method, Individual Method, Autism Child, Indonesia

INTRODUCTION

The Karawang branch of the autism house is a school for children with special needs that is most in demand by the community. This can be seen from searches on the internet, if you are looking for a school with special needs in Karawang then what will appear in the top search is the Karawang autistic house. Nining as the manager at the Karawang branch of the autism home said that the learning characteristics applied, such as the method of teaching and the material provided must be in accordance with the tempo and rhythm of each child's development and adjusted to the age level of their development. Therefore, this school places great emphasis on individual methods and applied behavior analysis (ABA) methods.

These two methods are only applied in the Karawang branch of the autism home and school. Frequent training on learning methods for children with autism carried out by the autistic house, various methods have been carried out during the training period, but only these two methods that can help accelerate the development of autistic children. In addition, the ABA and individual methods have been applied to Nining's nephew who has autistic syndrome and after being applied for several months, his nephew's development is better than before. This individual method is based on the concept of student-centered learning and a curriculum that is launched according to the needs of the child. Apart from that, this school has made quite several achievements with many students, but a small number of teachers. The ABA method itself aims to improve or develop positive behavior in children and teach new skills to children. This method

also needs cooperation with parents to determine the success of this method. In addition, parents really like the atmosphere at school because it makes their children not get bored there.

In addition, there is a school for children with special needs in Karawang, but according to the management of the autism home, this school is the only school that applies the individual method and ABA in Karawang. Whereas other special needs schools such as Amanda's special needs school, they apply the command method, where the method is based on a teacher-dependent teaching approach, this is based on the narrative of the manager of Amanda's special needs school. The autistic house also has quite a lot of enthusiasts and a way of teaching that is easy for the child to understand, so that every month the child's progress can be seen. Accompanying parents in this case means someone who helps the main teacher to teach back at home the material taught at school. These things make researchers curious about communication strategies instructional approach applied in the autistic home in the child's development process.

The Karawang branch of the autism house was established in January 2010. This school is an institution that deals with autistic children and children with special needs from underprivileged families and has three forms of programs namely services (therapy, special schools, and skills training guidance), socialization, and advocacy. the child with special needed. This autism home also has many branches including the central branch in Bekasi, the Tangerang branch, the Karawang branch, the Depok branch, the Bogor branch, the Tanjung Priok branch, and the Gunung Putri branch.

Communication in the realm of education is known as instructional communication. Instructional communication is a message or information process that includes various educational events, the purpose of which is to improve the quality of a student's thinking. In a study written by [Anindiati \(2015\)](#) entitled "Teacher Instructional Communication in Teaching Children with Autism at the Sinjai State Special Elementary School found that the teacher's instructional communication in teaching autistic children was verbal communication instructions, non-verbal instructions and the teaching and learning process was also found to have a process of interpersonal communication. Then, the method used in fostering autistic children is using the Lovass method and the factors that support success in the teaching and learning process are the facilities and the collaboration of parents and teachers. In addition, the obstacles in the teaching and learning process are the understanding factor or the frame of mind of autistic children.

Furthermore, research written by [Risopan & Oktaviani \(2020\)](#) entitled "Komunikasi Instruksional Guru Dan Siswa Tunagrahita Berprestasi" found that verbal communication used was in the form of reading and listening. Then, non-verbal communication in the form of body language. Non-verbal communication has an accentuation function because body language reinforces verbal communication what the teacher does. The instructional process uses expository strategies and intermediary learning methods. The learning method used is the drill method and the question-and-answer method. This study uses a qualitative method with a case study approach. The theory used in this study is symbolic interaction. The subjects in this study were all parents and teachers who were at the Karawang autistic home.

Based on the background that has been described, the researcher will limit his research and the focus of this research is the ABA and individual method strategies that are applied between teachers and parents in the process of developing autistic children. The word instruction in the world of education is not interpreted as command but interpreted as teaching or lesson. This instructional communication is communication made specifically to change target behavior in a particular community for the better. In education the function of communication is as a transfer of knowledge to encourage intellectual development, character formation, skills education, and proficiency needed in all areas of life ([Yusuf, 2010](#)).

Children who have autism syndrome certainly have a way of teaching that is different from other normal children. Autism itself is a child development disorder which is at least indicated by a lack of ability to interact socially and the presence of repetitive behavior ([Suryana, 2004:32](#)). Society's view of autistic children is still very diverse, because in general there are those who accept it well while those who reject the existence of children with autism. Some families sometimes still

like to hide that they have children with autism and prohibit going to school and hanging out with children his age. This is due to the psychological factors of the parents, but in some families, there are many who are open and accept autistic children with all the advantages and disadvantages they have.

The issue of children with autism in Indonesia emerged around the 1990s. Autism became widely known around the 2000s. In the 1990s the number of patients diagnosed as children with autism syndrome in a year was only about five people. According to data from the Indonesia's Bureau of Statistic (BPS) from 2010 to 2016, there are around 140 thousand children under the age of 17 with autism syndrome. This autistic syndrome has become a global problem; therefore, education must also play a role in dealing with autistic children in directing them to become independent and useful children according to their abilities.

Education is basically a need for every human being to ensure survival. The child with the syndrome autism requires coaching to communicate with others. Even though autistic children have deficiencies, they have the right to get the same education as other normal children. To develop the potential of autistic children, the teacher has a dual role not only as a teacher to deliver material but also to accompany autistic children when they have learning difficulties in class. In addition, parents also have an important role in the development of autistic children, because parents must teach back at home about the material that has been taught at school by the teacher, so that the child can develop quickly. Thus, it is very important for teachers and parents to create an atmosphere in the learning process that supports the potential of each child.

METHOD

The method used in this research is a qualitative research method with a case study approach. That's because researchers want to know from various what sources are experienced by research subjects and how these subjects experience and interpret their experiences. This research must be carried out directly in the real life of the case being investigated. This research can also be obtained not only from the cases studied but can be obtained from all parties who know and know the case well. Methodology comes from the word "methods" which means way, technique or procedure and "logos" which means science. So, this research methodology is an assessment of the rules contained in the research method. While the method itself is a procedure or way of knowing something that has systematic steps. The research method is very closely related to the type of research used, because each type and purpose of the research designed has consequences on the choice of the right method to achieve the research objectives.

The paradigm used in this research is paradigm constructivist. The constructivist paradigm is the antithesis paradigm of understanding which places observation and objectivity in discovering a reality or science (Wilson, 2000). This paradigm views social science as a systematic analysis of socially meaningful action through direct and detailed observation of social actors concerned with creating and maintaining or managing their social world. Researchers use the constructivist paradigm because they want to get the development of understanding that helps the process of interpreting an event. The subjects of this research are teachers and parents who teach or have autistic children in a special school for autistic children and autistic children themselves can be said to be special because they have their own ways of communicating with others, so that they will produce unique meanings. In accordance with the title in this study, the subjects taken in this study were all parents and teachers who were at the Karawang Autism House.

Initially, there were 15 parents in the Karawang autistic home, but due to the pandemic, nine parents took time off to stop sending their children to school, for fear of contracting COVID-19. Therefore, as many as 11 people who will be the subject of this study, consisting of 6 parents, 4 teachers who are at the autism home, and 1 speech therapist. For more comprehensive data, we also observed 6 student which can be seen in Table 1. The sample technique that will be used in this study is the saturated sample technique where all members of the population will be sampled.

Table 1. Identity of Informant

No	Name	The Age of Child	Characteristics of Autist Children
1	Ifa	3 years old	<i>Speech delay</i>
2	Endah	2,5 years old	No response
3	Maryam	1,5 years old	No response
4	Wina	1,5 years old	<i>Speech delay</i>
5	Nia	2 years old	<i>Speech delay</i>
6	Ami	3 years old	<i>Speech delay</i>

The object of this research is to find out how the ABA method strategy and individual methods are used in the process of developing children with autism at the Karawang Autism House. Data collection in this study was obtained through three methods, namely observation, in-depth interviews, and documentation. This study uses source triangulation, namely comparing or re-checking the degree of trust in information obtained from different sources. This research also used the triangulation method, which used more than one data collection technique to compare between interviews, observation, and documentation. The data analysis method used in this study is a descriptive qualitative method, namely describing and analyzing the data obtained and translated in the form of an actual explanation. This research was conducted at the Karawang Autistic House, Karawang Regency, West Java 41315. While the research will be conducted from August 2021 to July 2022.

RESULTS AND DISCUSSION

Communicating with autistic children is not easy, because children who have autism syndrome generally don't communicate clearly. That's what some parents who have autistic children say to communicate with them very difficult. Sometimes parents who have autistic children do not know the characteristics and causes of their children becoming autistic. Ifa's mother also has an autistic child, and she knows that her child has a different development since he was 3 years old.

"If the first child is walking late, the one who is 8 years old, Alby. When he was 3 years old, he was just walking smoothly, but yes, the parents' thoughts might be okay, maybe now walk first, talk later. If the second one was when he was 2 years old, how come he's not speaking like other normal children. I also know that from the previous head of the branch of the autism house, because this younger sibling often takes his older sibling to therapy as well (Ifa, February 2022)."

As for one of the children who had normal development, but after the child fell from the bathroom his development was a little hampered such as not being able to communicate fluently.

"Since he was 3 years old, but when he was 2 years old, he could already speak, even speak fluently. However, when he was 2 years old and going to 3 years, he had a fall in the bathroom, now after he fell, he was immediately taken to the hospital, the problem was that his body immediately got hot like that, uh, after that fall he couldn't talk straight away, when he called his name, he didn't respond, then if he played something, that's all until he got bored. The problem is when he fell in the bathroom, I didn't see what kind of fall he was, then when he checked everything was normal, his head was also fine, the legs and arms hurt the most from holding on, but yeah,

right after the incident it fell right away or not, he speaks fluently, like an autistic child like that (Ami, February 2022)."

On average, children who attend school in autistic homes have autistic characteristics, namely delays in speaking. In addition, as for those who previously communicated fluently, but after falling from the bathroom it became not smooth.

There are several things that must be prepared by teachers before going directly to teaching autistic children. According to Ms. Nining, teachers in the autism home will be prepared in advance, such as having knowledge about autistic children, regarding the methods applied, attending training on both methods, and after that having a direct approach with the child.

"Yes, of course they must have knowledge of the two methods, and here before they go directly to teaching, they are given training in advance about the two methods, then approach the child directly so that the child can get to know the teacher more closely, at least that's it (Nining, February 2022)."

Conducting training, reading books, or sharing with senior teachers in other branches really helps teachers to increase their knowledge and experience about autistic children and the methods applied. So that when they go directly to teach, they already know what kind of material and teaching to apply. These methods make teachers and parents have different ways of packaging material. Teachers and parents will package the materials properly interesting so that students do not get bored quickly when studying. Just like Ifa's mother as a parent, she packs learning material when at home by playing, while cleaning the house, or like any other normal child, like sitting still in a chair. In addition, he uses words that are easy for the child to understand and according to him his child is already able to understand the material verbally or non-verbally.

Packaging study material for autistic children is indeed a little difficult because teachers or parents must package the material as attractively as possible so that the child is interested in learning. In addition, the material that has been packaged must be presented in a creative way so that the child does not get bored quickly and it is easier to understand. If teachers in autistic homes attend training on ABA and individual methods, they are also taught how to deal with tantrums in autistic children. So far, autistic children who are in autistic homes have never experienced excessive tantrums such as endangering others or themselves. According to Mrs. Nining, the children in the autistic home, when they have tantrums, only cry and whine and what the teacher does is let the child stop by himself, after that the teacher will ask the reason why they were crying earlier.

The learning method applied in an autistic home can be said to help the child's development. This is also recognized by parents whose children attend schools with autism. In addition, method Learning that is implemented at school is also applied by parents when at home. Therefore, the child's development can be faster because parents are able to be invited to work together. In addition, the process of communication during learning at home with autism also helps in the development of the child. This can be seen from the fact that the child is able to communicate clearly, is able to interact with other people, is able to know letters or numbers, and so on.

The first thing that is trained in an autistic home is the focus of the child when invited to communicate or study. In addition, the child is often invited to talk because to train his communication to make it clearer. This is done because it is one of the goals of the ABA method. Mrs. Endah also said that her child's development after the implementation of the two methods was better than before. Then, according to Endah's mother, these two methods helped her build the character of their children to be independent and disciplined. The ABA and individual methods are methods that are not rigid when applied to autistic children. The two methods are a suitable combination for building relationships or character in autistic children because through these methods autistic children can become independent, disciplined, and close to their teachers.



Figure 1. Interaction With Friend

Based on the [Picture 1](#) above, students are gluing puzzles together with their friends. Interaction between students is also very important to help the child's development process, if the child learns with friends, it will make them close and help communication, they become more fluent and train to socialize with other people. Teacher interaction with students also helps the development process of autistic children because it can help the child's communication become smoother. According to Mrs. Nining as the head of the Karawang autistic house branch, the interaction between teachers and students is very good and the communication is two-way.

"Very good, sir, and what is certain is that the communication is two-way. During the lesson, it's not only the teacher who talks, but the students, who we ask to talk a lot, to facilitate their communication as well. Frequently asked questions also when learning, then there are sessions like storytelling as well. The main thing is mutual reciprocity (Nining, February 2022)."

Communication that exists during learning activities between teachers and students can be said to be two-way because during the process of learning activities it is not only the teacher who speaks, but students are more often asked to speak to facilitate their communication.

Basically, someone has the potential to experience problems when studying, but some of these problems are mild and do not require special attention from others because they can be handled by themselves, but as for those whose learning problems are severe enough to require help from others. Instructional communication is well known in the world of education. In addition, the purpose of instructional communication is a positive change in attitude and behavior of students after participating in the learning process. Instructional communication strategies in autistic homes use individual methods and ABA (Applied Behavior Analysis) to help the development process of children with autism. Both methods are also used by teachers and parents. Learning activities for children with special needs, including children with autism, require a separate strategy according to the needs of each child ([Sartika, 2020](#)).

Before compiling a curriculum or IEP (Individualized Educational Program), the teacher should already have personal data for each student. The data relates to specific characteristics, abilities and weaknesses, competence possessed, and level of development. The characteristics of children with special needs are generally related to the level of functional development of each child. There is a basic strategy in every business which includes four components namely identifying and setting specifications and qualifications for goals to be achieved by considering and considering the aspirations of the people who support them. The second is the consideration and selection of

the main approach that is considered effective in achieving the target. The third is the consideration and determination of the steps to be taken from the starting point of implementation to the final point where the target is achieved. Finally, the consideration and determination of benchmarks and standards to be used in measuring the level of business success (Ahmadi & Prasetya, 1997:12).

This basic strategy, when translated and applied in an educational context, is to determine the specifications and qualifications for changes in student behavior and personal profiles as expected. The second is to choose the main teaching and learning approach system that is considered the most effective for achieving this goal. The third is choosing and establishing procedures, methods and teaching and learning techniques that are considered the most effective and efficient so that teachers can use them in their teaching activities. The last is to set norms and minimum standards for success or criteria and standards for success, so that it can be used as a guide by teachers in evaluating the results of teaching and learning activities which will then become feedback. feedback for the improvement of the instructional system concerned as a whole (Ahmadi & Prasetya, 1997:12).

The individual method and ABA are methods that are applied in autistic homes in the learning process. These two methods are one of the instructional communication strategies of teachers and parents in autistic homes to help the development of autistic children. The application of these two methods is adjusted to the curriculum of each child. The way the individual method works is that the child will be diagnosed first, after that a curriculum will be made. Then, the child's progress will be seen and at the end of the semester an evaluation will be made. Whereas the ABA method itself is a bit more rigid in its application because the communication can be said to be one-way only, such as the teacher giving instructions repeatedly and the child will follow them.

This was also conveyed by the speech therapist, if the school with special needs only applying the ABA method alone, the child's development will not be too fast and the ABA method itself is a little stiff. However, the autism home combines two methods, namely ABA and individual in the learning process. It makes the child's development process faster than applying just one method. The combination of these two methods is a combination that is suitable for helping the development of autistic children because it makes the ABA method a little more flexible in its application. It is also recognized by experienced speech therapists, that the learning method applied in autistic homes is a suitable combination to help them.

Interaction between students is also carried out at the autistic home, it is intended that the child can socialize with other people because one of the goals of the ABA method is to be able to play and socialize. The development of autistic children there is also quite fast because teachers and parents work together. The teacher at the autistic home said that the development of the children at the autistic home was quite significant, such as being able to talk to them, being able to write even though they were not neat, responding when their name was called, and so on. In addition, these two methods also help teachers to build the character of the child to become independent, disciplined, empathetic, and others. Teachers in autistic homes build children's character by example first, such as when entering the school to say hello and greetings to the teacher, during recess, an example is given to how to eat alone, dispose of trash in its place, and many more. This will be done repeatedly until the child can do it himself without being exemplified again.

Communication between teachers and students will lead to a process of exchange of symbols. Based on one of the basic assumptions of symbolic interaction theory put forward by Mead, namely mind, where he means that the ability to use symbols that have the same social meaning, where each individual must develop their thoughts through interaction with other individuals. Based on observations and interviews conducted by researchers, the instructional communication strategy applied in homes for autism uses the ABA and individual methods. But the material conveyed by the teacher to his students in three ways namely audio, visual, and audiovisual (Ahmadi, 2008). Then, there is the concept of role taking or taking a role in symbolic interaction. Taking this role is a condition that requires that a person stop his own perspective on an experience and instead imagine from the perspective of others. Mead himself stated that taking

this role is a symbolic act that helps explain how we feel about ourselves and allows us to develop the capacity to empathize with others (Turner, 2006).

During learning activities, the teacher not only gives instructions and material verbally, but also does it non-verbally. A verbal example is when a child sticks a picture of a vehicle on the blackboard, the child does it when he gets verbal instructions from his teacher. Meanwhile, examples of non-verbal are usually combined with verbal, such as the teacher giving instructions to children to clap their hands, play back clap, or ask about objects around them, then students will answer the name of the object pointed by the teacher.

Verbal and nonverbal communication indeed play an important role in teacher instructional communication when teaching autistic children because it makes it easier for the child to understand what is conveyed. Besides that, it will make the teacher know how big students' knowledge of the surrounding environment (Shintiyana, 2020). The teacher's communication skills with autistic children use conscience and a humanist approach and that is the main factor (Nuryani, et al., 2016).

The second assumption is self, where this assumption is an important step to develop the mind. Self is the ability to accept oneself as an object from the perspective of another person or society. The process of seeing oneself through the eyes of others is a powerful way for individuals to fit into the social order. That is because the individual will be able to assess the weaknesses or strengths that exist in him. I also see how this autistic child communicates with teachers at school and parents at home. The self also arises and develops through social activities and relationships. This self-concept is also applied to autistic children when in the school and home environment. Autistic children will position themselves as objects by following the rules that have been implemented at school, so if they are at home, they will position themselves as objects by following the rules that have been implemented at home. George Herbert Mead has the concept of "I" and "Me", in which a human being is both subject and object. The subject itself is "I" whose aspect is non-reflective and the response to a behavior is spontaneous without any consideration. However, when in action and reaction there is a consideration or thought, then at that time the "I" changes to "Me" (Ahmadi, 2008).

Based on research results, children in autistic homes prefer to use verbal communication with their friends, teachers, and even parents. Therefore, autistic children act as "I" because they do things as themselves. While the child-autistic children if they want to communicate with other people, they use verbal and nonverbal communication such as through body gestures, facial expressions, and others. This is done to train the child in accordance with the expectations of society so that they can get used to communicating like normal people. In this case there is an assessment of the child from other people's perspectives, therefore the child will act as "Me" which refers to the norms and expectations of the surrounding community.

Society is the last assumption initiated by Mead where he stated that meaning arises based on interaction and continues to develop and be perfected during the process. Society itself is a collection of various social aspects consisting of customs, ethnicity, culture, religion, and others. Then individual development carried out through interaction with the surrounding environment will influence the formation of self-concept. The school itself is in the middle of a community environment. In the social structure, it cannot be denied that education is a person's way of gaining knowledge. So that after they get to school, they can live and mingle in society. The existence of autistic children or children with special needs is sometimes considered trivial by the people around them because their development is not like that of normal people. In this sense society influences them, giving them the ability, through self-criticism, to rely on themselves. There are various views and responses from the surrounding community regarding the existence of autistic children in their environment, even one parent does not allow their child to play outside for fear that their child will be ridiculed by the surrounding environment. Autism children or children with special needs I just want to be treated like other normal people. This will make the parents, or their own children feel confident and eager to recover (Ahmadi, 2008).

The individual method and ABA are methods that really help the process of developing autistic children in autistic homes. However, before the teacher goes directly to teach autistic children, there are several things that the teacher must prepare. Teachers in autistic homes will attend training on both methods and take a direct approach to children. However, apart from participating in training and hands-on approaches, teachers also share with senior teachers in other branches and read books related to the two methods. According to teachers in autistic homes, these two methods have the advantage of making it easier for the teacher to teach the material because previously the child had been identified first.

Meanwhile, the drawback is that sometimes the teacher is a little confused about varying the delivery of the material, but this can be overcome by attending training. According to the speech therapist, if a school for children with special needs only applies the ABA method, it will make the child's development not too fast because the ABA method itself is a bit stiff in its application and the ABA method is better combined with other methods such as best play therapy, individual, or other. In addition, according to the speech therapist, the method applied in the autistic home is suitable for helping the child's development, because he has seen the curriculum and videos of teachers in autistic homes when teaching material to children. The curriculum and videos were provided by the researcher before conducting the interviews.

Every student basically does have potential, however This potential needs to be developed. Then, to develop this potential, it is necessary to have the right strategy from the school and involve parents in implementing learning activities (Axelsson et al., 2015) Good communication should ideally be able to optimize the interaction between the various components of education, to create togetherness in the teaching and learning process to achieve maximum results. Therefore, between teachers, parents, and students must establish positive and effective communication (Astuti et al., 2018). Communication that exists between teachers and parents must build a positive impression because it will have an impact on the people with whom they communicate. The message sent will depend on how people see us whether to follow or not and depending on how deeply we are able to understand other people (DeVito, 2012). The message conveyed to parents must be clear so that parents will participate in the activities organized by the school (Triwardhani et al, 2020).

In today's life, there are still many people out there who think that ABK is strange and becomes an object of spectacle, material for discussion, even an object to be ridiculed and discriminated against. Meanwhile, the public's acceptance of ABK has contributed significantly to increasing their self-confidence. Society just needs to give them more opportunities to show their strengths. Parents and teachers in autistic homes also hope the government Karawang held a seminar on the characteristics of autistic children, how to overcome them, and the importance of education for them. So, parents who are underprivileged and have children with special needs can be helped by the seminar.

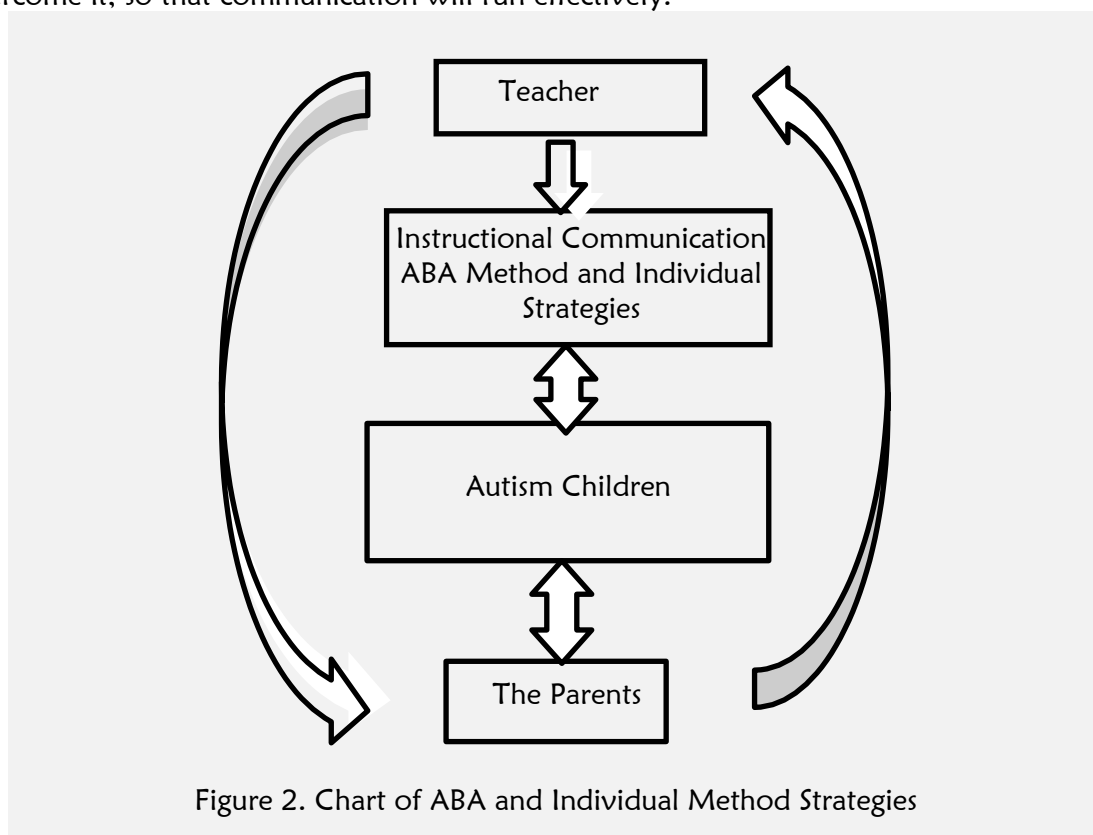
The strategy chart for applying the ABA and individual methods can be seen in this [Figure 2](#). The picture becomes a reference in research as well as guides the process of monitoring the process and research result. The results shows that the interaction that is established between the teacher and the students can help the child to express himself, then the child will be encouraged and trained to think differently, this is what encourages the development of creativity.

The interaction between teachers and parents will also influence course of instructional communication in autistic homes. Based on the research results, the interactions that exist between teachers and parents make communication more open. Being open here means that teachers and parents are open to each other regarding child development. This also helps the child's development to be faster because parents work closely with teachers and are involved in the instructional communication process at school. In addition, learning materials that are applied in homes with autism are adjusted to the strengths and weaknesses of each child, therefore the curriculum for each child will be different.

Then, from a medical point of view, the causes of children becoming autistic are not known with certainty. However, there are several risks for children to become autistic, including genetics epigenetic and the environment (Persico & Bourgeon, 2006). The characteristics of autistic children

can be seen in plain view, such as not responding when their name is called, unable to feel an emotion, not focused when spoken to, and so on (Capps et al., 1992). However, the learning methods applied in autistic homes really help parents and teachers in the child's learning process. Both methods are also very helpful for the development of children who go to school in autistic homes.

Through the ABA and individual methods, the child becomes more understanding of the material presented verbally and nonverbally. In addition, during the learning process there are symbols that help the child to better understand the material presented by the teacher or parents. Teachers and parents in this case need to understand each other's desires and interests in communicating, so that misunderstandings do not occur. One of them is building a sense of communication, managing messages well, interpreting, evaluating what is conveyed, and increasing experience. But it doesn't always go well. Problems will always arise because the communication process is so dynamic, conditions can change so that obstacles will also arise. But it needs efforts to overcome it, so that communication will run effectively.



CONCLUSION

The implementation of the ABA and individual methods is also one of the instructional communication strategies to assist the development process of autistic children in the Karawang autistic home. Based on the results of the study, the two methods were successful in helping the development of autistic children become a little faster. Communication is always two-way, so that the teacher or parents can get feedback. Communication is not only done face to face, but they still communicate through social media. It is also recognized by experienced speech therapists, that the methods applied in autistic homes are appropriate in helping the development of autistic children.

Method of teacher teaching through these two methods makes it easy for children to understand the material presented. In addition, these two methods are also known and understood by parents, because at the beginning of their survey, the autistic home explained the methods to school fees. The curriculum applied is also in accordance with the abilities and deficiencies of each child. This is also one of the characteristics of the individual method. The Karawang branch of the

autism house is the only branch and school in Karawang that applies the ABA and individual methods during its instructional communication process. The two methods were applied because after participating in various kinds of training regarding learning methods for children with autism, the ABA and individual methods were a suitable combination to be applied to autistic children. That's because the method of application and the purpose of the two methods are not too difficult and help speed up the development of the child and make the child understand more quickly.

Then, they got testimonials from the principal of the autistic home school himself who had tried this method on his nephew who had an autistic syndrome. In addition, both methods are adapted to the age and ability of each child, and this makes the curriculum for each child different and makes it a little easier for teachers to teach material to their students.

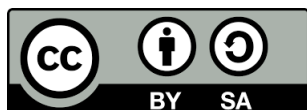
Practical advice that researchers provide based on research results is the addition of facilities and infrastructure in schools to support the learning process in class, the existence of a companion, namely parents, is better utilized, such as involving parents in the learning process for three times a month, the need for assistance from the Karawang government both materially and non-materially so that children with special needs who are less able to get education at ABK schools, it is necessary to provide special ABK personnel in public schools so that children with special needs who already able to be admitted to public schools is acceptable.

Academic advice for this research is that further research is needed with quantitative methods to see the effect of teacher and parent instructional communication on autistic children when using ABA and individual methods.

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