

Language Disorders in Autistic Students in Learning Arabic at Elementary School of Anak Shaleh Malang

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Abstract

This article aims to describe the types of autistic and language disorders experienced by autistic students, problems of learning arabic faced by autistic students and the teacher's efforts in overcoming problems caused by language disorders when learning Arabic. This article uses a descriptive qualitative approach. data collection through interviews, observation, documentation. Data collected were analyzed through the steps of data reduction, data presentation, drawing conclusions. The findings of this article are: (1) the types of autism and language disorders experienced were: Suffering from attention deficit hyperactivity disorder and autism with active group classification but rarely or called mild autism. Experiencing Autism with the type of Asperger's syndrome. Experiencing severe autism, the characteristics that appear in this student are having trouble communicating, he likes to be quiet with his own activities. (2) The problems in language disorders are: hard to get along and slow in receiving lesson information and Weak Academic Skills, Communication and Behavior. (3) the teacher's endeavor to solve these problems, they are Take a different special approach, including by frequently communicating lightly. Collaborate between teachers. Provide full opportunities for GPK to assist and carry out therapy, both at home and at school.

Abstrak

Artikel ini bertujuan untuk mendeskripsikan jenis-jenis gangguan autis dan bahasa yang dialami siswa autis, permasalahan pembelajaran bahasa Arab yang dihadapi siswa autis dan upaya

guru dalam mengatasi permasalahan yang diakibatkan oleh gangguan bahasa saat pembelajaran bahasa Arab. Artikel ini menggunakan pendekatan kualitatif deskriptif. pengumpulan data melalui wawancara, observasi, dokumentasi. Data yang terkumpul dianalisis melalui langkah-langkah reduksi data, penyajian data, penarikan kesimpulan. Temuan artikel ini adalah: (1) Jenis-jenis autisme dan gangguan bahasa yang dialami adalah: Menderita gangguan *attention deficit hyperactivity* dan autisme dengan klasifikasi kelompok aktif tetapi jarang atau disebut autisme ringan. Mengalami Autisme dengan tipe sindrom Asperger. Mengalami autisme berat, ciri-ciri yang muncul pada siswa ini adalah kesulitan berkomunikasi, suka diam dengan aktivitasnya sendiri. (2) Masalah gangguan berbahasa yaitu: sulit bergaul dan lambat dalam menerima informasi pelajaran dan Lemahnya Keterampilan Akademik, Komunikasi dan Perilaku. (3) Upaya guru untuk memecahkan masalah tersebut, yaitu mengambil pendekatan khusus yang berbeda, termasuk dengan sering berkomunikasi ringan. Berkolaborasi antar guru. Memberikan kesempatan sepenuhnya kepada GPK untuk mendampingi dan melaksanakan terapi, baik di rumah maupun di sekolah.

الملاخص

أهداف هذا البحث هي لتصنيف أنواع من التوحدين واضطرابات اللغوية التي مصاب بها التلاميذ في الفصل الشامل في تعلم اللغة العربية ومشكلات التعلم اللغة للتلاميذ التوحدين وسعي المدرس في حل المشكلات من اضطرابات اللغة للتلاميذ التوحدين. استخدم الباحث دراسة الحالة بمدخل الكيفي والطريقة المستخدمة لجمع البيانات هي المقابلة والملاحظة والوثائق. أما تحليل البيانات التي تم جمعها من خلال خطوات تقليل البيانات وعرض البيانات واستخلاص النتائج. نتائج هذا البحث هي (1) أنواع التوحد واضطرابات اللغة التي تم التعرض لها هي: المعاناة من اضطراب نقص الانتباه وفرط الحركة والتوحد مع تصنيف جماعي نشط ولكنه نادر أو يسمى التوحد الخفيف. لديه توحد مع متلازمة أسبرجر. وجود توحد شديد، الخصائص التي تظهر لدى هؤلاء الطلاب هي صعوبة في التواصل، يحب الصمت في أنشطتهم الخاصة. (2) مشاكل الاضطرابات اللغوية، وهي صعوبة التعايش والبطاء في تلقي معلومات الدروس

وضعف المهارات الأكاديمية والتواصلية والسلوكية. (3) جهود المعلم لحل المشكلة، أي اتباع نهج خاص مختلف، بما في ذلك الاتصال الخفيف المتكرر. تعاون بين المعلمين. توفير فرص كاملة لـGPK للمساعدة وتنفيذ العلاج، سواء في المنزل أو في المدرسة.

Keywords: *Autistic students; language disorders; learning Arabic*

Introduction

The study of language behavior is a fruitful contribution not only to the understanding of language, but to the formation of the general theory of psychology. Linguistic and psychological studies have developed in the past twenty years to make aspects of the encounter between psychology and linguistics a separate branch in itself: (1) psycholinguistics, or (2) what some call psychology of language.¹

In psycholinguistics there is a long discussion of language disorders. On the plan of the year, the language disorders were divided into two parts: the first is a disorder due to biological factors, and the second is a disorder due to social factors.² Either due to biological factors, they are disorders due to abnormalities of brain function or due to disorders of speech tools. As for social factors, it is a life without human nature, such as abandoned or isolated from the life of the exposed community.

One of the people who has the right to obtain education is the autistic children who need special arrangements and adjustment of the opportunity to learn, such as special arrangements and equalization of the opportunity to learn, not

¹ 'Abd al-Majīd Sayyid Aḥmad Maṣṣūr, *ʿIlm al-Lughah al-Nafsi* (Riyadh: Jāmi'at al-Malik Su'ūd, 1982), 15.

² Mirco Fasolo et al., "The Influence of Biological, Social, and Developmental Factors on Language Acquisition in Pre-Term Born Children," *International Journal of Speech-Language Pathology* 12, no. 6 (2010): 461–71, <https://doi.org/10.3109/17549507.2011.486445>.

only for normal children.³ Autistic children also have the same opportunity to participate in learning, including learning Arabic. In fact, studies say that autistic children can follow the process of learning Arabic well.⁴

Elementary school of Anak Shaleh Malang is one of the schools that carry out Arabic and special programs for children with special needs including autistic children. This is interesting because Arabic is a foreign language that has very different characteristics from their mother tongue. Previously, various efforts were made by academics to assist them in learning Arabic. The efforts made include using color in learning Arabic vocabulary,⁵ developing applications, websites, and computer programs,⁶ or implementing special strategies.⁷ In the learning process at SD Anak Shaleh Malang, autistic students learn together with non-autistic students. However, they are guided at specific times, in particular

³ Abdul Chaer, *Psikolinguistik: Kajian Teoretik* (Jakarta: Rineka Cipta, 2009), 148.

⁴ Nur Izzah Sariyah Azmi and Zarima Mohd Zakaria, "Teaching and Learning Arabic for Autistic Students," *International Journal of Modern Education* 2, no. 6 (2020): 1–7, <https://doi.org/10.35631/IJMOE.26001>.

⁵ Abdel Rahman Mitib Altakhaineh, Hodan Mahmoud, and Alaa Y. Abukhater, "The Effectiveness of Using Colors in L1 and L2 Vocabulary Development of Autistic Children," *Advances in Autism* 6, no. 3 (2020): 215–26, <https://doi.org/10.1108/AIA-10-2019-0032>.

⁶ Sumayh Aljameel et al., "LANA-I: An Arabic Conversational Intelligent Tutoring System for Children with ASD," in *Intelligent Computing. CompCom 2019. Advances in Intelligent Systems and Computing*, ed. Kohei Arai, Rahul Bhatia, and Supriya Kapoor, vol. 997 (Cham: Springer International Publishing, 2019), 498–516; Aysha Faraj AL Dawodi et al., "Developing and Implementing an Online Learning Platform for Children with Autism," *International Journal of Scientific Research in Science and Technology* 7, no. 2 (2020): 176–88, <https://doi.org/10.32628/IJSRST207162>.

⁷ Ayman Ramadan Soliman Zhran, Turki Fahed Almasaeid, and Mostafa Mohamed Abo Elnour, "Implementing of Kinematic Synergy Strategies to Develop Basic Language Skills for A Sample of Special Needs Students," *International Journal of Psychosocial Rehabilitation* 24, no. 4 (2020): 3533–43, <https://doi.org/10.37200/IJPR/V24I4/PR201465>.

program and by special tutors. The program is called an inclusion program. The learning activities are implemented with no distinction between autistic students and non-autistic students, yet autistic children study Arabic with various disorders and learning problems. Therefore, the researcher wanted to search for these disturbances and problems because he pays little attention to teaching autistic students in this country, especially in teaching the Arabic language.

Theoretical Framework

The concept of language disorders

Language disorders are difficulty in producing or receiving linguistic units regardless of the environment, which may range in this from the total absence of speech to the differentiated presence in the production of grammar and useful language, but with little content, few vocabulary, extended verbal formation and omission of objects, prepositions, plural signs and adverbs. It is also the specific ability to use linguistic symbols in communication, any overlap in the ability to communicate effectively in any complex according to the standards of that society.⁸

If the brain and the speech instrument employ an appropriate function in its function, he will obtain good language, but whoever has a disorder of the brain function and the speech instrument has difficulty in speaking the language in the future, whether it is productive, and this is called language disorders.⁹ Speech or language disorders are one of

⁸ Ibrāhīm ‘Abd Allāh Al-Zuraiqāt, *Iqṭirābāt al-Kalām wa-al-Lughah: al-Tashkhīsh wa-al-‘Ilāj* (Amman: Dār al-Fikr, 2005), 109.

⁹ Rohmani Nur Indah and Abdurrahman, *Psikolinguistik: Konsep & Isu Umum* (Malang: UIN Malang Press, 2008), 114.

the most common causes of child development disorders, and the autistic child has entered it.¹⁰

On the plan of the year, the language disorders were divided into two parts: the first is the disorder due to medical factors and the second is the disorder due to social factors. Medical factors are caused by disorders due to abnormalities of brain function or by disorders of speech tools. And the cause of social factors is life developed outside of human nature, such as abandoned or isolated from the exposed community life. Language disorders in medical sciences, according to Sarta's opinion, are divided into three categories, the first is speech disorders, the second is language disorders, and the third is thought disorders. And the previous disturbances come easy to ruin as long as he has the listening tool, otherwise it is difficult.¹¹

Language disorders in terms of child development

In terms of the stage of linguistic development, I understood that the child's development, with its sensory disturbances, causes language disorders. The following is a study of language disorders created for the child with special needs¹²:

Development before language

In the first language development of the child, according to his needs in general, he reached the stage of echolalia, as is the child's performance. But after he reached one year of age,

¹⁰ Ferawati Ferawati, "Gangguan Berbahasa Arab bagi Anak Autis dan Al-Qur`An sebagai Terapi Pengobatan," *An Nabighoh Jurnal Pendidikan dan Pembelajaran Bahasa Arab* 19, no. 2 (2017): 213–24, <https://doi.org/10.32332/an-nabighoh.v19i2.1000>.

¹¹ Chaer, *Psikolinguistik: Kajian Teoretik*, 148.

¹² Pujaningsih Pujaningsih, "Perkembangan Bahasa dan Gangguan Bahasa pada Anak Berkebutuhan Khusus," *JPK (Jurnal Pendidikan Khusus)* 6, no. 2 (2010): 42–53, <https://doi.org/10.21831/jpk.v6i2.6735>.

the difference began to appear, and this difference is suitable for the child's disorders. A deaf child cannot accept information from the outside clearly, until he is late in acquiring language. For blind people the sound is reduced and the understanding of the word related to the auditory subject is affected.

Phonology

According to Burke, phonology is a process that adheres to the order of sound, obtains sound and combines them so that it is an intelligible word or phrase.¹³ The first word that the child utters is limited in the sound of the rhombus that is easy to pronounce. He also tends to repeat syllables of the word, such as "Mama, bobo. Before entering the study process in school, he greatly increases phonological development.

Semantic

The child begins to understand the word from the first half of the year and the child pronounces the first word usually at 12 months of age. This understanding is advanced and reaches before pronunciation, because the child first understands the word and stores it and in developing continuity when he pronounces the thing and establishes a male in the word acquired by the child. Error in pronunciation is not in the sense that the child does not understand, but since a long time it will be complete with the maturity of the speech organs.

Syntax

Syntax includes phrases, clauses, and words. In years 3 to 6 of a child's life, the language has grown from the short word to the long and plural by putting in the adjective, noun and conjunctions.

¹³ Laura E. Berk, *Child Development*, 9th ed. (Boston: Pearson Education, 2013), 360.

Pragmatic

Pragmatic relates to the way language is used in an appropriate social situation. The person will change his language to suit the addressee, goals, event conditions, and so on.

Autistic Students

Concept of Autism

Autistic and introverted or “autistic” terms from the Greek language, which are “autos” meaning self, and this term is used to indicate a person who works alone and is not willing to others.¹⁴ The time was the autistic child due to the lack of mercy and the look of mothers, but now there is evidence that autism is a disorder in the brain that is the cause of the delay in his development in a variety of fields.¹⁵ And, of course, that's more of an autistic than a child's level. So, students with autism, that is, school children who have been diagnosed with autism.

The following are the opinions of private psychologists regarding autism:¹⁶ According to Sotady: An autistic child is a child who has a developmental disorder, and from this it is affected by the person's way of speaking and communicating with others. Muhammad Khanafi: Autism is a disorder of physical development that is affected by the child's ability to cope and walk life. According to Metson: Autism is a persistent and varied developmental disorder. This disorder is widely expected in the childhood and adolescence stage.

¹⁴ Ahcmad Warson Munawwir and Muhammad Fairuz, *Kamus Al-Munawwir Indonesia-Arab Terlengkap* (Surabaya: Pustaka Progressif, 2007), 69.

¹⁵ Adriana S. Ginanjar, *Menjadi Orang Tua Istimewa: Panduan Praktis Mendidik Anak Autis* (Jakarta: Dian Rakyat, 2008), 23.

¹⁶ Abdul Hadis, *Pendidikan Anak Berkebutuhan Khusus Autistik* (Bandung: Alfabeta, 2006), 43.

From the aforementioned definitions, the researcher presented an analytical summary that autistic students are disorders and problems that afflict schoolchildren from the girl child and adolescence stage in development until they are affected by conversation, social interaction, asthenic process, cervical disorder, forms of play, morality and emotionality. At school. Especially in the comprehensive chapter.

Characteristics of a child with autism

The autistic child has three main features, namely, problems in his interactions with society, problems in communication, problems in repetitive behavior, and narrow will.¹⁷ Typically developing children require active social interaction to develop language, but some children with autism may use television and cartoons as noninteractional input to acquire language.¹⁸ Autism can be known from various characteristics, including social characteristics, linguistic and communicative characteristics, behavioral characteristics, and cognitive characteristics.¹⁹

Social characteristics

Margaret Stock said that the weakness in social interaction in autistic children is one of the basic and intrinsic characteristics in the detection of autism. Indications of this weakness may appear in the early stages of life, which is the

¹⁷ Adriana S. Ginanjar, *Menjadi Orang Tua Istimewa: Panduan Praktis Mendidik Anak Autis*, 23.

¹⁸ Mikhail Kissine et al., "Noncolloquial Arabic in Tunisian Children With Autism Spectrum Disorder: A Possible Instance of Language Acquisition in a Noninteractive Context," *Language Learning* 69, no. 1 (March 2019): 44–70, <https://doi.org/10.1111/lang.12312>.

¹⁹ Dilshād ‘Alī and Suhād Al-Millī, "Fā‘iliyat Barnāmij Tadrībī li-Tanmiyat al-Sulūkīyāt ghayr al-Lafzīyah ladá ‘Aynah min al-Aṭfāl al-Tawahḥudiyyīn: Dirāsāt Shibh Tajrībīyah fī al-Munazzamah al-Sūrīyah lil-Mu‘awwiqīn," *Majallat Jāmi‘at Dimashq lil-‘Ulūm al-Tarbawīyah wa-al-Nafsīyah* 29, no. 1 (2013): 205–8, <https://search.mandumah.com/Record/487893>.

avoidance of eye contact with the mother during breastfeeding or the failure to respond to the smile issued by the mother or that this response is issued but not at the time or in situations that do not require smiling. The child may not show any reaction if the mother extends her hand to hold him, or does not get upset while leaving him alone and scream and cry when trying his name or when approaching him.

Linguistic and communicative characteristics

He said that communication is one of the main problems that autistic children have. All these children suffer from language and communication difficulties, although there are differences in the severity and nature of these difficulties. The communicative characteristics of autistic children can be divided into three domains: nonverbal behaviors, expressive language and receptive language.

Behavioral characteristics

Autistic children are characterized by a set of behavioral characteristics that are largely unique to each autistic child, and perhaps the most important of these characteristics are stereotypical movements such as: hand flapping, body shaking, walking on tiptoes, hand waving in front of the eyes and rotation around the soul. And ordinal behaviors such as: excessive work with interest or specific topics and insistence on similarity and similarity, and routine behavior.

Cognitive characteristics

Autistic children show marked deficiencies in their functions, or in their cognitive characteristics, with a rate of 75-80% suffering from mental disabilities of varying degrees, and they also face difficulties in understanding and realizing the dimensions of the situation and absorbing and responding to stimuli. They also show a clear defect in the field of comprehensive vision of things, as they look at the thing from

one side without realizing the form in its total dimensions, so they do not perceive the whole but only the part.²⁰

Method

This research uses the qualitative approach, which is the approach that matches the objectives in this research, and the type of research used is descriptive research with the aim to describe and depict the methodology of truth and the characteristics of the subject and the objective that will be researched. The method of this research also uses the intrinsic approach, because the researcher focuses on one case, looking at its uniqueness, which requires a special study, mainly studying extensively about the personality or group that is visible to him the special case.

Data is collected through interview, observation and documents. The analysis during data collection in the field is done by: 1) checking data, 2) organizing data, 3) coding data. While the analysis after the data has been collected is done through three paths, namely: 1) data reduction, 2) data presentation and 3) conclusion/verification. For the validity of the data the author uses triangulation with the source that is comparing and checking the degree of trust or information obtained through time and different tools in qualitative research.²¹

²⁰ Ibrāhīm ‘Abd Allāh Al-Zuraiqāt, *Iḍṭirābāt al-Kalām wa-al-Lughah: al-Tashkhīsh wa-al-‘Ilāj* (Amman: Dār al-Fikr, 2005).

²¹ Michael Quinn Patton, *Qualitative Research & Evaluation Methods: Integrating Theory and Practice*, 4th ed. (Thousand Oaks: SAGE Publications, Inc., 2014), 957.

Findings And Discussion

Types of Autis and Language Disorders Experienced

Elementary school of Anak Shaleh Malang is one of the schools that is able to prepare and develop educational institutions and has succeeded in providing a place for ABK. In fact, 18 students were found. Among the types of autism and language disorders experienced were:

Suffering from attention deficit hyperactivity disorder (ADHD) and autism with active group classification but rarely or called mild autism

Impairment in these skills is associated with two clinical disorders, autism spectrum disorder and social (pragmatic) communication disorder. Such impairment can impact a child's peer acceptance, school performance, and current and later mental health.²²

In accordance with the researcher's observations when the Arabic learning process was taking place, the researcher noticed when he followed the lessons delivered by the Arabic teacher on his desk there were several toys and did not pay attention to the lessons delivered. When reminded by the special assistant teacher, he seemed to ignore and stay busy with his playing activities coupled with "chattering" in Indonesian so that the lessons delivered by the Arabic teacher were only recorded by the accompanying teacher. The characteristics experienced include: Busy with what makes him comfortable and happy, Emotions that are unstable and irritable, and Calm and move freely, and still able to interact socially.

²² Emily Dillon et al., "Psychometrics of the Pragmatic Rating Scale for School-Age Children With a Range of Linguistic and Social Communication Skills," *Journal of Speech, Language, and Hearing Research* 64, no. 9 (September 14, 2021): 3477-88, https://doi.org/10.1044/2021_JSLHR-20-00753.

With ADHD and mild autism experienced, it results in the emergence of language disorders, the characteristics found include: (a) He likes silence; (b) Sometimes speaking and speaking, but not in accordance with the circumstances; (c) If he is depressed, a distinctive style of language emerges; (d) Constantly stuttering or talking to himself in a characteristic tone; (e) Sometimes he wants to say something, but often forgets the language to be used.

When the researcher asked a teacher for his own management, Mrs. Khalida, what kind of autism he had from Danny, then she replied, "In a glimpse, Danny is not like an autistic child, because he does not see the person as abnormal when he first meets him, but when he is close and interacting with him, he will discover that Danny has a disorder, ADHD, and mild autism. He learns while he plays a lot and gets out of his seat and moves around actively with his own activities. But when he wants to appear excessive, I often catch him from wanting to stand up by distracting him. He also likes to get angry for no apparent reason, but it's all Danny sometimes wants to respond and follow the directions given by the physical teacher."²³

The same thing was also said by Mr. Amir when he told the children with special needs in the Azerbaijani class before he began to learn religion and Arabic, "That Danny was the child who sat second from the front, and he used the glasses next to him, the sister who became a teacher for special provision for him. It is located in the library She has a toy car, that's how Danny works, he plays a lot, and sometimes the game likes to annoy other people's friends."²⁴

²³ Result of the interview with the teacher for private management, on Thursday, August 16, 2018

²⁴ The result of the interview with the Arabic teacher, on Thursday, August 16, 2018

Based on the results of observations in the learning process in the classroom, it was found that it was difficult for him to catch the language conveyed by the teacher, even though what was taught was only the basic vocabulary, when the teacher asked students one by one to repeat one vocabulary, then everything could come to his turn, then he was like asking the teacher to repeat it again so he can follow it, only when it is repeated three times then he can follow it properly.

Experiencing Autism with the type of Asperger's syndrome

The characteristics experienced are: (a) He wasn't upset, but he couldn't communicate either. Speak using standard language and communicate often using physical language; (b) Obsessed with something like playing and anything in front of it; (c) Sometimes he has a good power of understanding, and he is busy with himself and the things around him and tends to ignore the teacher's orders; (d) It's hard to focus; (e) Actually, it's not like a child with autism; (f) have sensory problems with touch, hearing, and vision; (g) He likes to ask something, even though it has been asked and answered several times.

Most of these characteristics are consistent with the theory presented by Tiel, M.J. gifted where the child: Likes to ask something constantly, have a great memory and good speech, quickly accepts something that interests him, always knows important facts or knowledge, and he has trouble focusing because his mind is focused on other things he is dealing with. and many other characteristics that indicate that this child has Asperger's syndrome although some of those mentioned do not appear directly.²⁵

²⁵ Julia Maria van Tiel, "Gifted Terlambat Bicara VS Autisme dan atau ADHD/ADD Bagaimana Pendidikannya?," in *Seminar dan Workshop Program Inklusi* (Semarang, 2010), 14.

On a different occasion, the researcher also asked Mr. Davies, a teacher in inclusive programs at Anak Sholeh Malang, about “Is Danny autistic, and what type of autism is he?” He replied “Danny had moderate autism and ADHD, as Danny still gets close to other people, experimenting with to talk, but it seems strange, and sometimes likes to be autistic and does not want to interact with others. That is why other children of his age feel uncomfortable when he approaches them, and he sometimes uses words that do not fit the circumstances.”²⁶

Experiencing severe autism

The characteristics that appear in this student are: (a) Having trouble communicating; (b) He likes to be quiet with his own activities; (c) He didn't interact much with his friends and just focused on the routine they had been doing.

One of the documents obtained by the researcher from the teacher for a special program for school psychologists in the form of excel, shows data on the names of several children with special needs registered in the comprehensive program written on behalf of this child who has severe autism.

Based on the presentation of previous data, and through the characteristics provided by the data sources, it is known that Zaki has a language disorder called subcortical aphasia. With the adjectives (subcortical motor aphasia), one of its characteristics is that he understands and responds to what others say, then from a biological point of view there are no disturbances in all his vocal instruments and no problems, but he may have a desire, but he cannot present his will in the correct language until what comes out of his mouth is chaos, or expressing his feelings through the parrot.

²⁶ Result of the interview with the special teacher for the Shamiliya programs, on Thursday, August 9, 2018

Table 1. Types of autism and language disorders of students

No	Name	Types of autism and its characteristics	Language disorders and its characteristics
1	Khairunnas (Class 6)	Autism and attention deficit hyperactivity disorder, of the mild group, with its characteristics: (1) Restless and distorted; (2) Busy with your comfort and happiness; (3) Do not play calm and relax; (4) Emotions that are not stabby or irritable.	Cognitive language disorders with features: (1) Silent leaning; (2) The output of the sound or word, but does not correspond to the circumstances; (3) If he feels depressed, shows a distinctive linguistic style; (4) Stutter or growl on its own distinct tone.
2	Muhammad Hafiz Atallah Putra (Class 6)	Autism Asperger's Syndrome Characteristics: (1) Verbal is not disturbed, but cannot communicate reciprocally; (2) Speaking using standard language and communication tends to use body language; (3) An obsession with something like playing and anything in front of it; (4) Sometimes it is actually a good hunting power, only he is preoccupied with himself and the things around him and tends to ignore the teacher's orders.	Cognitive language disorders with features: (1) Verbally there are no obstacles when speaking; (2) Difficult to follow topic of conversation; (3) Difficulty concentrating on what he is saying and likes to express what he is listening to; (4) Very interested and enthusiastic in following the tone and rhythm.
3	Zaki Naufal Kusuma (Class 5)	Severity in autism, with characteristics: (1) Having difficulty communicating; (2) He loves silent from his own activities as	Aphasia herpetiformis. With the characteristics: (1) Can respond and understand what others offer; (2) Biologically all acoustic instruments do

directed by the teacher for his own measure; (3) Do not engage in a lot of interaction with his friends and focus only on the routine that is done more often; (4) He cannot react spontaneously but can respond if someone calls him to speak.	not have perturbations or problems; (3) He may desire something but cannot present it in plain language; (4) The appearance of his mouth is chaos, or expresses his feelings by chanting.
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Problems Faced When Learning Arabic Language

The problems in learning Arabic experienced due to language disorders are:

Hard to get along and slow in receiving lesson information

Children with autism and ADHD, it is clear that this will be a problem for him in the learning process, especially in learning Arabic. "The learning process depends on the mood," said GPK. If he has a good heart, then he will follow the lesson well, if not, then he will do what he wants and cannot be prevented, because he gets angry and sometimes has convulsions. The point is that if he says "I don't want to" he doesn't even want to convince him, and he can't accept new people, or new changes in rules that come suddenly, even the teacher who teaches Arabic in class is new to him, so with conditions like that he became slow to receive the subject matter. In addition, he also has difficulty getting along with his colleagues. And his colleagues feel less willing to hang out with him, even though he may want to try to be close to his friends. So, it is difficult for him, especially if there is group work given by the teacher". This is similar to what the researchers found when monitoring the process of learning Arabic in their classrooms. Where when the teacher switched from singing to the lecture method to explain the purpose of the song, he remained happy with the toy in front of him and sang the songs

he had just learned. With the type of autism and language disorders experienced, this child has quite a serious problem when following the Arabic learning process, and even for other lessons.

When the researcher asked about other problems than the ones mentioned, Mrs. Khalida replied, "Other problems. He had difficulty mingling, and his colleagues felt that they did not want to get close to Danny, although he might want to try to get close to his friends. So, it is difficult Especially if there is group work provided by the teacher."²⁷

As for the second data sources, Mr. Amir also mentioned the obstacles or learning problems that Danny faces, and he said: "In fact, the Danny is late in understanding and memorizing educational material, even though he is managed by the special teacher, because the strength of the hunt is the weak, and in addition, when it comes to mood, He did not want to see the subject matter, especially to memorize it. Because of the limited time I had as a teacher of Islamic religion and Arabic, I could not focus on Danny alone, and I also had to take care of the other children."²⁸

When interviewing Mr. Davies, he said, "In general, all autistic children in this school suffer from delays due to their lack and the large number of students in one class, so limit the time and the teacher cannot take care of the autistic who is left and the teacher must also take note of attention with other normal children who still need guidance and attention when learning."²⁹

²⁷ Result of the interview with the teacher for private management, on Thursday, August 16, 2018

²⁸ Result of the interview with the Arabic teacher, on Thursday, August 16, 2018

²⁹ Result of the interview with the teacher for private management, on Thursday, August 16, 2018

Based on the previous interview, it can be concluded that Danny faced many problems in the process of learning the Arabic language, namely (1) he does not want to participate in the lesson except with someone close to him or someone you know, (2) he finds it difficult to mix with friends and is difficult to accept among his ordinary friends, (3) Delays in accepting information from the lesson given by the teacher.

Differentiating among neurodevelopmental disorders such as autism spectrum disorder, attention-deficit/hyperactivity disorder and intellectual disability can be a complex process, especially, as these disorders have some overlapping symptoms and often co-occur in young children.³⁰

Weak Academic Skills, Communication and Behavior

His Psychology teacher said "he totally lacks the ability to interact socially, cognitively and motor skills, being the fundamental problem that prevents him from learning as actively as other children, He can't learn properly, even during the learning process he follows the presence process and his senses don't There are many educational activities that accompany his heart, he is the only one present in the room, so his teacher always simplifies the material for him because his academic ability does not outperform the class children."

"It was also conveyed by another teacher, that his material cannot be equated with other children, even though the essence is the same, but there must be a simpler language, it's all due to his autism."

³⁰ Michelle Heyman et al., "Differential Diagnosis of Autism Spectrum Disorder, Intellectual Disability and Attention-Deficit Hyperactivity Disorder (ADHD)," *Advances in Autism* 8, no. 2 (February 16, 2022): 89-103, <https://doi.org/10.1108/AIA-01-2021-0002>.

Teacher's Effort in Overcoming Learning Problems

The teacher's efforts to overcome student problems in learning Arabic are:

Take a different special approach, including by frequently communicating lightly

When presented GPK to accompany him can cover all the learning problems faced. This effort has the same tone as the theory conveyed by Abdul Haris that the teacher must be able to understand the weaknesses and strengths of students, by knowing their weaknesses and strengths, the teacher will prepare materials that are suitable for the abilities of autistic students.

Having special assistant teachers take various special approaches, interact on an ongoing basis, create small groups for discussion and allow GPK to accompany what is done is a very effective effort to overcome this first student's learning problem, so that slowly he can gain the same understanding with that delivered by the Arabic language teacher.

When the researcher asked about these students to the curricular staff, namely Mr. Andrey, he replied "Yes, in fact each student has one special teacher, according to the agreement of the school and the parents of the students. This is aimed at helping children with special needs continue the education process. This includes children with autism."³¹

Then he asked the researcher about the job of that teacher, and Mr. Andrey replied "They were hired to participate in all the lessons and to sit next to the students. It aims to help the children to understand the lessons given by the class teacher or the teacher of Islamic religion and Arabic

³¹ The result of the interview with the fifth-class teacher, on Thursday, August 16, 2018

language. For Danny in the past two years accompanied by Mrs. Khaleda."³²

Mr. Amir also considered the job of a private *Tadbeer* teacher "I have attended the subjects for a year to all the students in the sixth semester of Morocco or in other classes without the difference between ordinary students and children with special needs. Of course, if I leave him without a teacher to accompany him in the way that was used, it will be difficult to follow the learning process well, appoint a teacher to manage the special for the students, With the main task to simplify the material I am conveying so that it can be understood by the students with their own needs."³³

One teacher to accompany Danny stated that "When the teachers introduce the material, then I also see Danny's case, does he focus on understanding or ask did I understand what the teacher presented about the material? If not, I repeat to explain again until he really understands. Sometimes he feels that He doesn't want to do anything, so I have to record all the materials and try to explain to him when he wants to learn."³⁴

Collaborate between teachers

As for everything related to special teachers, the vice principal of the curriculum section explained that all children with special needs were accompanied personally. There are two types of GPK, the first, a companion provided by the school to accompany students if they do not have a companion, and with many provisions and agreements with parents. There is also a teacher prepared from home, provided by the parents themselves, but with the permission of the school. It aims to

³² The result of the interview with the Arabic teacher, on Thursday, August 16, 2018

³³ The result of the interview with the Arabic teacher, on Thursday, August 16, 2018

³⁴ The result of the interview with the teacher, on Thursday, August 16, 2018

help teachers assign different subjects to each accompanying student, so that teachers not only spend time caring for one student, but also allocate time to other ordinary children.

So, with the existence of GPK, Arabic language teachers and homeroom teachers work together to educate these children. So that they complement each other. That's what Abdul Haras said in his book that teachers are teachers and educators in schools with dual roles, namely helping autistic students in school and assisting therapists, as well as directing students in autism treatment programs.³⁵

Provide full opportunities for GPK to assist and carry out therapy, both at home and at school

Solutions to their learning problems include giving teachers the opportunity to accompany them in every formal or informal education process. Both in class and outside. This is in accordance with the results of the researcher's observations and interviews with the homeroom teacher "One of our efforts to help this child get out of his learning problems is to give GPK the opportunity to accompany him with the agreement of his parents, to accompany every activity at school".

Perform Maintenance, Both at School and at Home

All students with special needs have the opportunity to enter the inclusion room, especially for this child, who enters the inclusion room on Mondays from 10:30 am to 11:30 am WIB. Access to this inclusion room is to get different therapies according to the field of disability experienced." The statement was in accordance with the inclusion room visit schedule which was obtained by the researcher in the form of an excel file provided by the officer and manager of the room.

³⁵ Hadis, *Pendidikan Anak Berkebutuhan Khusus Autistik*, 118.

Conclusion

Elementary school of Anak Shaleh Malang is one of the schools that is able to prepare and develop educational institutions and has succeeded in providing a place for ABK. In fact, 18 students were found. Among the types of autism and language disorders experienced were: (1) Suffering from attention deficit hyperactivity disorder (ADHD) and autism with active group classification but rarely or called mild autism, (2) Experiencing Autism with the type of Asperger's syndrome, (3) Experiencing severe autism, the characteristics that appear in this student are: having trouble communicating, he likes to be quiet with his own activities, and he didn't interact much with his friends and just focused on the routine they had been doing.

The problems in learning Arabic experienced due to language disorders are: (1) Hard to get along and slow in receiving lesson information and (2) Weak Academic Skills, Communication and Behavior. As for the teacher's endeavor to solve these problems, they are: (1) Take a different special approach, including by frequently communicating lightly. (2) Collaborate between teachers. (3) Provide full opportunities for GPK to assist and carry out therapy, both at home and at school. (4) Perform Maintenance, Both at School and at Home. More research using controlled trials is needed to find the best formula for overcoming the problems of autistic students in participating in the Arabic learning process.

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