

## Improving Sitting Resistance Through Giving Rewards to Autism Students

Yolanda Ismudar, Damri

Universita Negeri Padang.

E-Mail: yolandaismudar98@gmail.com

**Abstract:** This study aims to analyze the giving of rewording in the form of stickers with star images, in increasing the sitting resistance of autistic students during the learning process. This study used an experimental method with a single-subject research approach. The subjects of this study were sixth-grade autistic students. Researchers made observations during seventeen meetings, all observation data, interviews, and action tests were presented in graphical form. To measure sitting resistance, researchers used a stopwatch analysis tool. The total results of the research on the initial conditions for the five meetings were 2 minutes, 2 minutes, 4 minutes, 3 minutes. Furthermore, in the intervention condition for seven meetings the researcher gave reword in the form of a star sticker image, the results were 4 minutes, 3 minutes, 4 minutes, 6 minutes, 5 minutes, 7 minutes, 8 minutes. At baseline A2 conditions, the results of sitting resistance after being given treatment were 5 minutes, 5 minutes, 6 minutes, 7 minutes, 9 minutes. These results prove that giving rewards in the form of star stickers in the learning process can increase students' sitting resistance, but it is necessary to develop further research on this issue in different contexts and problems.

**Keywords:** reward, autism students, sitting prisoner

### INTRODUCTION

Learning is a process carried out in a certain learning environment so that behavior changes are expected. As stated by (Novianti, 2011) the learning process of a good teacher is being able to create conditions that can cause pleasure, focus, and enthusiasm when learning. So that students experience positive changes. With these demands, students are expected to be able to behave positively such as, sitting quietly, not walking around, not going back and forth throwing saliva into the window.

The behaviors must be strived for by the teacher so that the learning process is carried out smoothly and calmly, the positive attitude given by the teacher to students by praising student work, giving applause to students, giving gifts as positive reinforcement. This behavior can help students in changing student attitudes during the learning process such as behavior in sitting resistance. Sitting resistance is the ability of students to be able to survive sitting during the learning process as stated by (Tarmansyah, 2010), a child's sitting resistance depends on the grade level. Class IV-VI primary school can endure 40-45 minutes. Class I-III Primary School sit resistance 30-35 minutes. Kindergarten-age children sit resistance 25-30 minutes. For students with special needs, some students have problems with sitting resistance. Among others, students are blind, mentally retarded, disabled, disabled, learning difficulties, autism, and so on. Because their sitting resistance will affect the learning and educational process, one of which is autistic students.

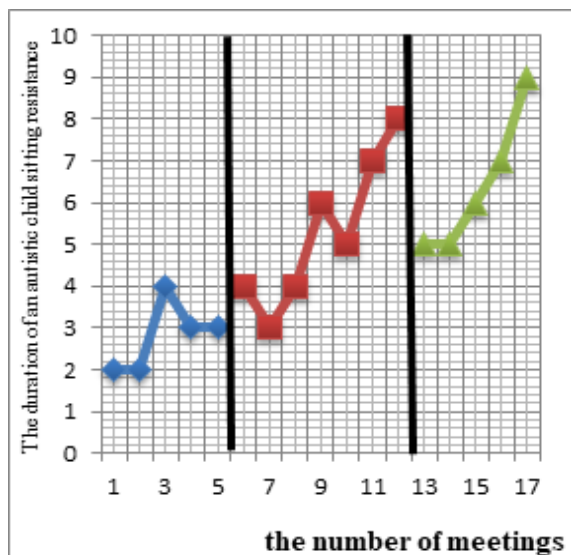
Autistic students are students who find it difficult to support their independent resilience with disorders

such as those struck by Damri (2017) which occur prominently when children grow up due to the impact of brain tissue disorders that occur since birth, which is in line with according to

Based on a preliminary study conducted at SLBN X Padang, it was found that one male autistic student was in the sixth semester of the second class. This student has a normal physical condition, weight 52 kg, height 158 cm, and has no history of the disease. While sitting studying in a classroom these students often show restless behavior and do not endure sitting, lifting their feet on the table, throwing saliva on the window, closing their eyes and shaking their heads, walking back and forth, shaking the table, sleeping on the floor, walking in class, making sounds. loud and stood looking at the person at the window. The behaviors that appear indicate that this child is restless and unable to stay seated.

Therefore, seen from the above problems, the writer is interested in improving the ability to sit using the ABA method. The ABA method according to (Nurhastuti, 2018) is a method that requires the concept of behavior modification. Therefore, behavior modification can be applied as a learning approach in changing the behavior of children with autism. Related to behavior according to (Damri, 2016) is a person's response or actions, such as giving a reward in the form of a star sticker which I hope students can focus, calm while studying, not restless when sitting, do not like to run away during learning.

Based on the explanation above, the researcher wants to increase the sitting endurance of autistic students by giving rewards in the form of stickers with stars.



Baseline A1 : —  
 Intervention : —  
 Baseline A2 : —

**Figure 1. The recapitulation graph increases the sitting resilience of autism students in the Baseline (A1), Intervention, and Baseline (A2) Conditions**

**Table 1. The analysis in the condition of the low duration of sitting resilience students**

| No | Condition                       | A1                | B                   | A2                |
|----|---------------------------------|-------------------|---------------------|-------------------|
| 1  | Length of condition             | 5                 | 7                   | 5                 |
| 2  | Estimation of directional trend | (+)               | (+)                 | (+)               |
| 3  | stability                       | 40 %<br>Variable  | 71,42 %<br>Variable | 80 %<br>Variable  |
| 4  | data flow                       | (+)               | (+)                 | (+)               |
| 5  | Stability level and range       | Variable<br>2 – 4 | Variable<br>3 – 8   | Variable<br>5 – 9 |
| 6  | Level of change                 | 4 – 2 = 2<br>(+)  | 8 – 3 = 5<br>(+)    | 9 – 5<br>(+)      |

**Table 2. The analysis in the condition of the low duration of sitting resilience students**

| Condition                           | Target Behavior                                      | A1 / B / A2           |                  |
|-------------------------------------|--|-----------------------|------------------|
| The number of variables that change |  | 1                     |                  |
| Change in trend direction           | The duration of an autistic child sitting resistance | (+)                   | (+)              |
| Stability of trend change direction |  | variable to stability |                  |
| Level of change                     |  | 4 – 3 = 1<br>(+)      | 8 – 5 = 3<br>(+) |
| Percentage of data overlap          |  | 0 %                   | 57,14 %          |

## METHOD

This study used an experimental method with a single-subject research approach with an A-B-A design. According to (Sugiyono: 2011) experimental research is a research method used to find the impact of certain treatments on others under uncontrolled conditions. The subject of this research is one autistic student who sits in class VI in SLBN X Padang.

The tool used in this research is a unit of time (stopwatch) to measure the duration of the student sitting endurance during the learning process. So that researchers can more easily measure the duration of the student sitting endurance.

The data collection was carried out in several stages, namely (1) the researcher observed the students and interviewed the teacher (2) the researcher gave the treatment by giving reward in the form of a star sticker (3) the researcher observed the duration of the student sitting endurance without being given treatment.

## FINDINGS AND DISCUSSION

### Findings

The duration of sitting endurance for autistic students during the learning process before being given reward in the form of a star-pictured sticker is 2 minutes, 2 minutes, 4 minutes, 3 minutes. Furthermore, the duration of sitting endurance during the learning process when given a reward in the form of a sticker with a star image, namely 4 minutes, 3 minutes, 4 minutes, 6 minutes, 5 minutes, 7 minutes, 8 minutes. In the conditions after being given the treatment, the results of sitting resistance are 5 minutes, 5 minutes, 6 minutes, 7 minutes, 9 minutes.

The conclusion from the data obtained above is that there is an increase in the duration of sitting endurance for autistic students during the learning process in the classroom through the provision of reward stickers with star images. Student Sitting Consistency Duration the number of meetings.

From the figure 1, it can be seen that the percentage results show that the Baseline (A1) condition is unstable. On the fourth day, the students have a decrease in the duration of sitting resistance, which is 3 minutes in the unstable intervention condition. Because on the seventh and tenth day the students experienced a decrease in the duration of sitting endurance but on the eleventh and twelve days the students experienced an increase in the duration of sitting endurance, namely obtaining 7 and 8 minutes of sitting resistance, the researchers stopped the treatment because the students' abilities were stable. In the Baseline (A2) stable condition because on the thirteenth to seventeenth-day students experienced an increase in the duration of sitting endurance during the learning process, the

researchers stopped observing because the students' abilities were stable. The results of the data analysis can be seen in Tables 1 and 2.

## Discussion

Rewards are awards, rewards, or prizes given for carrying out the learning appropriately. As stated by (Pettasolong, 2017) a reward is an award to please the feelings of students because it gets good and commendable results. Example of a teacher giving a reward in the form of a star sticker. The star sticker is a medium that can be used by teachers as a reward to motivate students in the learning process. According to (Munawaroh, 2019) Star stickers are stickers that become a tool to help the learning process in the form of a star with an acute and interesting image so that it is used as positive reinforcement. The positive reinforcement that is meant is to assist students in changing behavior during the learning process such as behavior in sitting resistance.

The results of this study clearly show that giving rewards in the form of stickers with stars can change student behavior in a positive direction during the learning process. These results are from the research of Wulandari (2014) and Muqoyyarah (2018) which found that giving rewards in the form of star stickers can improve the learning process of students.

## CONCLUSION

Based on the results of data analysis, it can be concluded that giving rewards in the form of star stickers can increase the duration of sitting endurance for autistic students during the thematic learning process in the classroom. This is found in the results of the duration of sitting endurance from before the reward is given in the form of a star sticker image to the final ability result without giving a reward in the form of a star sticker. This means that giving a reward in the form of a star sticker image has a positive effect on the duration of sitting endurance for class VI autistic students in SLBN X Padang.

## REFERENCES

- Damri. (2016). *Mengurangi Perilaku Hiperaktivitas Melalui Prosedur Penyisihan Sesaat (Time Out) Bagi Anak Autisme*". Padang: Universitas Negeri Padang.
- Damri, D. (2017). Suppressing The Hyperactivity Behaviour Of Students With Autism Through A Time-Out Strategy. *International Conference Of Early Childhood Education (ICECE 2017)*. Atlantis Press.
- Munawaroh, Z. A. (2019). Pengaruh Pemberian Reward Stiker Bintang Terhadap Percaya Diri Anak Kelompok B Di TK Thoriqussalam Sidoarjo. *Jurnal JECED (Journal Of Early Childhood Education And Development)*, 1(1), 21–29.
- Muqoyyarah, L. (2018). Pengaruh Reward Terhadap Kepuasan Kerja Karyawan PDAM Magetan. *EQUILIBRIUM: Jurnal Ilmiah Ekonomi Dan Pembelajarannya*, 6(1), 95–101.
- Novianti, N. R. (2011). Kontribusi Pengelolaan Laboratorium Dan Motivasi Belajar Siswa Terhadap Efektivitas Proses Pembelajaran. *Jurnal Pendidikan MIPA. Edisi Khusus*, 1, 158–166.
- Nurhastuti, Mega Iswari Dan. (2018). *Pendidikan Anak Autisme*. Kuningan: Goresan Pena.
- Pettasolong, N. (2017). Implementasi Budaya Kompetisi Melalui Pemberian Reward And Punishment Dalam Pembelajaran. *Tadbir: Jurnal Manajemen Pendidikan Islam*, 5(2), 38–52.
- Suci Wulandari, I. K. A. (2014). Pengaruh Pemberian Reward And Punishment Terhadap Motivasi Belajar Siswa Dalam Pembelajaran Passing Bawah Bolavoli (Studi Pada Siswa Kelas VIII SMP Negeri 1 Yosowilangun Lumajang). *Jurnal Pendidikan Olahraga Dan Kesehatan*, 2(3).
- Sugiyono, P. (2011). *Metodologi penelitian kuantitatif kualitatif dan R&D*. Alfabeta, Bandung.
- Tarmansyah. (2010). *Terapi Okupasional*. Jakarta: Direktorat Pendidikan Luar Biasa.