

Teacher's Communication Model in Learning Islamic Education for Autism Children

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Abstract: The communication model in the education process is the main thing—no exception in education for children who experience psychological difficulties such as children. The material, methods, and learning media used in the classroom are supported by communication model to help the progress of religious education for autistic children. This study uses teacher's communication methods in learning Islamic Religious Education (PAI). Data collection uses interviews with the support of documentation in the form of photos, videos, and event support during field monitoring. Relevant research results in the study show that the communication model applied in the teaching of Islamic religion in special autistic school children, Bina Anggita Yogyakarta, uses two models. They are one and two way-communications. One-way communication is used for children whose verbal ability has not yet appeared. While 2-Way communication is used for autistic children who are able to communicate verbally. Strategies in learning use the concept of one teacher, one child. While education is done using the ABA and PECS methods. This method is useful in training and training students in expressing their desires. Based on the findings in this study, the communication model applied in special autism children development schools can be used as a learning model in other schools that manage autistic children.

Keywords: Communication models; Islamic religious learning, autistic children.

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INTRODUCTION

Communication in the continuation of human life has a significant role. One of the functions of communication is to deliver and receive individual information to other parties. This vital role of communication influences social contact between communities, both in the family environment, neighbors, the general public, and even in the life of the nation (Bonn, 2014; Rosario-Braid & Tuazon, 2000).

In addition to the above functions, in the world of education is also not spared by communication problems. Teachers, as one of the essential components in communication in schools, are required to be able to convey information well to students (Anderlini et al., 2012; Cortazzi & Jin, 2002; McMahan et al., 2017). Likewise, with students, they must prepare themselves to receive messages or information transmitted by the teacher. In addition to communicators (message senders) and communicants (message recipients),

communication has other essential components, including messages, channels/media, interference, feedback, and impact.

Communication is considered good if the one component with another has a relationship and information received by the communicant in accordance with what is intended by the communicator (Yelfiza et al., 2020). Based on this, it can be concluded that the success of education is influenced by communication. One problem in the world of education that often arises today is the existence of an obligation from schools to accept all students/school students regardless of their condition (inclusive). Schools must be ready and able to develop the abilities of all these students.

The obligation to provide special education is also in accordance with Indonesian Law No. 20 of 2003 concerning the National Education System article 5 paragraph 2 states that "citizens who have physical, emotional, mental, intellectual and / or social disabilities are entitled to special education." The explanation of the article is that special education is education that is adjusted to the abnormalities of students regarding the implementation of the training in question, including autistic children. Schools that can accept students with special needs are schools that hold inclusive learning, where students with special needs get the same educational rights as students in general.

School input will not be the same, both IQ and physical. There are children who do have physical or mental limitations, such as autistic children, slow learners, dyslexic children, and others. Children like this need a different learning model. Of course, one that will play an important role is the problem of communication from teacher to child. Proper communication will affect the ability of students. Children with autism as an example who experience communication problems in the education process are usually caused by interference in the language (verbal and nonverbal). Autistic children are not without the ability to communicate, and it's just that

they have limitations in the communication process. (Graham & Frasier-Robinson, 2015).

In general, autistic children tend to limit themselves and are more interested in their own world, thus ignoring social contact with the broader community. In this condition, parents have obligations and essential roles in assisting their development at home (Diehl et al., 2006; García-Pérez et al., 2008; Petersen et al., 2014; Singh, 2015). In contrast to ordinary schools, in Autistic Special Schools must adjust to the conditions experienced by students. The communication system applied at the Autistic Special School, especially between teachers and students, must use a unique and unique method. This is caused by factors students who experience obstacles in the development of the language, so it is less able to receive information or messages well (Cook, 2016).

Special education for people with autism is not much different from teaching in general. However, the curriculum needs to be specifically designed, because the broad education curriculum is not suitable for people with autism, so teachers are required to be able to modify the curriculum that is tailored to student conditions. Not only curriculum, but the professionalism of an individual education teacher is also prioritized because teachers are the primary source of knowledge possessed by children with special needs, in this case, children with autism (Moore & Clarke, 2016). Teachers must have a high level of creativity and have an open heart in providing services to children with autism and must be supported with adequate resources so that the creativity of the teacher can be realized.

In addition to problems in the learning process, learning material also influences the teacher's methods and strategies used. In accordance with the curriculum, religious education materials also become compulsory material for autistic students/children. That is because theological education is the main foundation in life for every human being. Religious education in schools (both general and specific) must be adapted to the diversity of religions in Indonesia so that every child

has the right to obtain spiritual knowledge in accordance with their beliefs.

Nata (2016) states that Islamic religious education (PAI) is education through Islamic teachings in the form of guidance and care for students so that after completion of learning, they can understand, live and practice the teachings of the Islamic religion that they believe in. As a whole, and make the teachings of Islam as a way of life for the safety and welfare of experience in the world and the hereafter.

The existence of religious education aims to instill faith and piety in each individual, as well as shape human morals so that they become individuals who have personality and noble character according to Islam. A deep understanding of religious teachings will affect the attitudes and behavior of individuals in everyday life. Religious education can be accepted and understood if it is delivered with excellent communication, especially for children with special needs, even though patience is needed from the educator.

Bina Anggita Autistic Special School, hereinafter abbreviated as SKA Bina Anggita, is a school institution that serves the educational needs of students with special needs in the autism category. The school was initially founded by alumni of special needs education graduates in Yogyakarta who have a deep concern for autistic children. Started from the bottom, SKA Bina Anggita was previously only a therapeutic tool for autistic children who later developed and had one class, namely the special kindergarten (TK) class for autism. However, the founder of the school was still thinking about the fate of the students after graduating from kindergarten, so SKA Bina Anggita spread its wings and opened all levels of education, ranging from kindergartens, elementary schools, junior high schools and specialized high schools with autism. The existence of this school was very well received by the community, especially for parents who have children with autism. That is because the majority of parents of students in SKA Bina Anggita are office

workers, so they do not have enough time to pay attention to their children.

SKA Bina Anggita accepts students from the lowest level that is not able to communicate, both verbally and non-verbally, to a sufficient level, which means students can already communicate even though they are with minimal ability. In these schools, students will be forged and given lessons according to the level of intelligence they have. The pattern used by each educator is different, tailored to the needs of students.

SKA Bina Anggita not only helps students in inclusive learning, but religious education is also taught with the aim of character building and instilling faith in their students. Before starting knowledge, for example, students in SKA Bina Anggita are required to do the *Dhuha* prayer, even though in their implementation, they still have to be guided by the teachers. There are students who still need to be conducted, starting from worship and movement. There are only those whose changes, some have even considered capable of being priests to their friends. Guidance is slowly, and repeatedly this is what makes students increasingly understand more with what is taught so that later it is expected to strengthen the creed in accordance with their abilities.

When studying Islamic religious education, students are grouped according to their level of intellectual intelligence. Usually, one teacher can support one student or a maximum of 2-3 people. The grouping is intended so that teachers are able to adjust the methods to be used while teaching and choose a material that is considered capable of being understood by students. Based on the background above there are problems faced in the learning of children with special needs, especially in terms of communication. Inclusive school teachers in the learning process in class are required to have sufficient competence. Competencies that must be possessed according to competency standards are pedagogic competencies, professional competencies, personality competencies, and social competencies.

However, the reality is that not all competencies possessed by teachers can be owned by teachers. Communication competencies that enter the aspects of social communication are needed to establish effective interactions with students. The experience of the teacher communicating in learning was revealed in this study.

This research is interesting to do because besides this independent school is not a state school, this school has the right methods and strategies in learning children with special needs, especially for children with autism. This school has even become a reference for other schools that have an inclusion program as a reference in its management. Realizing the importance of communication in learning for children with autism, this study correctly will answer the research questions that arise, namely how the teacher's communication model in learning in class and the obstacles faced by the teacher in the implementation of communication.

METHOD

This research is qualitative research with a phenomenological approach. In a qualitative approach, the data sources that are displayed are spoken or written words that are examined by the researcher, and the objects observed to the details so that the meaning implied in the document or object while the phenomenological approach is a general meaning of individual experience about the concept or phenomenon experienced (Clark & Creswell, 2008; Creswell, 2011; Tashakkori & Creswell, 2007).

This type of phenomenological approach was chosen because the conditions at the study site were different from other places and had their own characteristics and methods in management and learning. The area that will be used as the subject of research is the Autism Special School Bina Anggita Yogyakarta. The school addressed at Jalan Garuda No. 143, Wonocatur, Banguntapan Bantul, Yogyakarta City, Special Region of Yogyakarta. Bina Anggita's Autistic Special School has various grade

levels, namely Kindergarten, Elementary, Middle, and High School.

This study uses a purposive technique, where the taking of participants or informants is determined according to research criteria. Criteria for participants are teachers doing learning in autistic schools. Participants or informants obtained were three people who were autistic class teachers.

The data collection technique is done by observation and in-depth interviews (Creswell, 2007). The duration of the meeting is around 45 to 60 minutes. Interviews were conducted at the location of the inclusive school with consideration to get good quality interviews. Interview questions are open and general that are arranged by researchers to uncover the core phenomena of research (Creswell, 2015). Researchers also try to create a conducive atmosphere so that participants can answer freely and comfortably every question asked (Gee et al., 2013)

Observations and interviews were conducted for two months before the co-19 epidemic occurred. Several times the view of the learning process is carried out to observe the results of the learning while the interviews were conducted in order to strengthen the data with the main subject, the class teacher. Data analysis techniques using the stages of data reduction, data display, and conclusion drawing/verification (Miles et al., 2014). In the data reduction stage based on participants' experience, it becomes an essential part of analyzing data. To get useful data, several steps are carried out, namely by classifying crucial statements in the central theme, and describing the meaning of the experience of the phenomenon as a whole. The essence of the description is what is being experienced and how individuals deal with this experience (Gee et al., 2013; Wertz, 2005).

The data analysis procedure in this study began by converting the recorded sound from the interview into a transcript so that it could quickly examine various information contained. The researchers carefully read the interview transcript several times. Along with

this process, researchers also choose the vital information contained in it to be an important statement. Relevant statements identified by the researchers are further grouped into central themes. This essential statement and central theme are then used to make a texture description, which is a description of what the participants experienced. Relevant comments and fundamental ideas are also used by researchers to make structural descriptions, namely descriptions of how participants experience the phenomenon. The final step in the data analysis procedure is writing the essence of all aspects encountered by the participants. The essence description is a combination of texture and structural characterization that reveals the nature of the phenomenon experienced by the participants.

RESULT AND DISCUSSION

Communication as an inseparable part of the interaction of students and teachers, communication skills need to be possessed and are required by teachers to support learning for children with autism. For this reason, it is also necessary to describe how the interpretation and form of communication are needed.

Understanding of the Communication Model

The communication model consists of two words, namely the model and communication. Model, which is a way to show an object that contains the complexity of the process in it and the relationship between the supporting elements (Rustan & Hakki, 2017). Whereas communication is the process of delivering and receiving information, as well as a means of socializing.

According to Effendy (2003) communication is a process of statement between humans, namely the process of delivering messages by the communicator to the communicant. While broadcasting, according to Richard West and Lynn H. Turner (tt; 5), communication is the process by which individuals use symbols to create and interpret meaning in their environment.

Likewise, Purba et al. (2020) he argues that communication is broadly defined as "sharing experiences." To some extent, every creature can be said to be communicating in the sense of sharing experiences. But specifically, the communication in question is human communication.

The communication model is a framework or concept that shows the picture of communication applied in an institution or institution. The communication model referred to in the discussion here is a framework or theory used by the teacher in delivering material to autistic students, so that what is presented by the teacher can be well received and easily understood by students. Autistic students tend to get bored quickly and are not interested in their own world, so teachers are expected to be able to create communication patterns that increase learning enthusiasm and make the learning atmosphere become active.

The type of communication that we often understand is the type of intrapersonal communication done by oneself, the type of interpersonal communication involving two individuals, group communication, which is carried out with a minimum number of three people. Group communication can be divided into two, namely small group communication and meaningful group communication.

Meanwhile, the communication model consists of several types, namely: One-way communication patterns, namely the process of delivering messages from the communicator to the communicant using the media or without the press, without any feedback from communication, a two-way or reciprocal communication model (two-way traffic communication), namely communicators and communicants can exchange roles or functions (Effendy, 2003).

Understanding Learning

Learning, in general, can be interpreted as a process of learning and teaching in which there is a process of transfer and exchange of knowledge. Because in the process, not only are teachers the

source of knowledge, but students can also be used as information providers. In the learning process, a teacher must understand his position, understand even live the nature of learning, and implement it when the learning process takes place. In addition, the teacher must also be good at creating a class atmosphere in an active and educative class. This is certainly very closely related to the ability and communication model applied by the teacher.

This is also supported by the results of an interview with one of the senior teachers who said that "to teach autistic children, we need to strengthen communication. Because of the nature of those who are silent, teachers must actively communicate". Wisman (2017) mentions that there are two factors that influence the learning process, namely internal factors, and external factors. Internal factors come from within the child, such as health, security, ability, and interests, while external factors are factors that come from outside the child, such as the cleanliness of the place, the environment, and so on (Inah, 2013; Kurniawan, 2018).

There are two forms of learning for autistic children, namely PECS (Picture Exchange Communication System) and ABA (Applied Behavior Analysis). PECS is an approach to practice communication using verbal symbols. PECS is designed and developed with the aim of helping make it easier for autistic people to be able to communicate or express their desires. This method uses the image as the primary media, but it would be better if it presents a real object along with the availability of the picture. The advantage of PECS is that the goals are clear and easy to understand, children are determined by their own, the material is easy to get, children can communicate with anyone (Ainnayyah et al., 2019; Rakhmat, 2013).

ABA (Applied Behavior Analysis) can be interpreted as an applied science that parses, studies, and modifies the offender. In addition, it can be construed knowledge that uses behavioral change procedures to help individuals build capabilities with a measure

of values that exist in society (Cooper et al., 2007; McIntyre et al., 2007). This method has rules and theories that apply but does not make it challenging to use in learning autistic children.

The purpose of the ABA method, according to Handojo (2004), namely: Active two-way communication, socialization into the public environment, eliminating and minimizing unnatural behavior, teaching academic material, self-skills. Some methods in ABA, namely, Facilitated Communication, which shows letters- letters to express themselves, and the Sign Language method, where this method uses the movements of the hands, body, face, and other limbs to communicate. In some children, this method becomes difficult because they experience obstacles in making the right movements (Indrastuti, 2013).

Islamic Education Learning (PAI) for Children with Autism

The learning process in children with autism in the Special School of Bina Anggita Yogyakarta begins with the stages of PAI learning planning, the implementation of PAI learning, communication patterns in PAI learning, and supporting factors and inhibiting factors in the PAI learning process.

PAI Learning Planning

Learning planning in Bina Anggita SKA begins by screening out teachers who have the potential to become individual school teachers. Teachers in providing effective teaching, of course, must have competence in teaching, as well as special education must require professional and individual teachers (Jacobsen et al., 2008; Karchmer, 2001). Teachers who serve SKA Bina Anggita are graduates of tertiary institutions majoring in exceptional education so that their teaching abilities have met the Minimum Service Standards (SPM). In their service at Bina Anggita, the teacher council also often participates in workshops and training related to ABK, so that their ability to educate autistic children is no doubt.

Next planning, teachers who are ready to give lessons in Autism schools, modify the existing curriculum so that it is suitable and appropriate for students who have limitations (autistic). Planning in this stage also has a significant influence on what patterns or methods will be used when the learning process takes place later. In this regard, every teacher in SKA Bina Anggita is required to make an EIP (Education Individual Program), which is an individual learning program that is used for each of the students they support. Supporting teachers are required to understand the characteristics possessed by the students they support, making it easier to provide learning in accordance with the aspects of these students.

Learning media are also included in the planning list in SKA Bina Anggita Yogyakarta. In general, the media used to educate children with autism are images or visuals. The teacher at SKA Bina Anggita has prepared press that will be used in the learning process in the form of drawings, learning books, paper media and colored pencils (usually to color drawings related to the theme) and present real examples of the topics to be discussed (if any).

For example, learning with a commendable moral theme, the teacher prepares a picture of a child helping parents and then students are asked to color the drawing with colored pencils that are deliberately not yet knotted. Students automatically sharpen the color pencil to be able to paint. In the end, the teacher asks students to discard the color pencil sharpener. After that, the teacher explains that what the students have done is an example of good behavior.

Implementation of PAI Learning in Autistic Children

PAI learning is closely related to intrapersonal communication. Intrapersonal communication is communication done with himself, intrapersonal communication in education PAI is between the individual and his God. The application of intrapersonal communication in SKA Bina Anggita is in the

form of prayer, worship (prayer), and self-evaluation (self-examination).

The teacher in the SKA Bina Anggita every day invites students to 'communicate' with the Creator, that is by performing the *Dhuha* prayer before the start of learning. Not just an invitation, but some council teachers take part in conducting the *Dhuha* prayer, and some others guide their students in the implementation of the *Dhuha* prayer because, as is well known, autistic children must always be given guidance and direction. It is also used to instill character education and form a good character for students as one of the teachers said in the interview, "... even children after a cheerful morning, if no one has told them to have the initiative by themselves to go to the mosque and pray *Dhuha*. Sometimes, we also want to see how sensitive they are, so we deliberately don't give direction. Then after they went to the mosque, we were happy to mean they had a good initiative, and we went to the mosque in part to guide the prayers in part to pray with the children. They also have even been able to become priests ... "

Another teacher added, "... even though they still have to be guided, for example, ablution and its movements, as well as prayer and action. Sometimes they just move, and we (teachers) read their prayers but thank God it became a routine that they were also passionate about. After praying, we pray, pray after *duha* prayer, pray for parents too, we recite together ... "

Before starting the learning process, students are accustomed to praying. After praying, then students read *iqro'* according to their respective levels. *Iqro'* reading 'must still be guided by the teacher, usually by writing the *hijaiyah* letter' giant 'on the paper, if they have difficulty reading it or by writing the Latin writing. One exciting thing about this school is the literacy program before learning, so after reading *iqro'* students are required to read books (whatever), and for those who cannot read, they only listen and listen to their friends who understand.

The application of self-introspection as a form of self-evaluation is also carried out in the process of implementing these learning stages. At the time of observation, several incidents were found; for example, when there was one student borrowing stationery to his friend then returning it without saying thank you, the teacher immediately seated the student and gave advice related to the courtesy of borrowing other people's things only. The teacher provides understanding "Mas Prima, and I acquired the eraser, Mas Rully, huh? Did you say thank you yet? Earlier, Mas Prima's writing was wrong; after that, I borrowed Mas Rully's eraser, now the paper is correct. Brother Prima, what should you do?"

The response of the students was positive, he looked down as if evaluating himself whether he was wrong or not, then without getting the student's direction to his friend's table and say "thank you." Although it looks simply, for children with autism, it is an excellent achievement and is a form of communication with God that he feels he has done the wrong thing, then he fixes it.

Communication Model in PAI Learning for Children in Autistic Special Schools Bina Anggita Yogyakarta

SKA Bina Anggita, in the previous period, had applied a group learning model (classical) with the lecture method when Islamic Religious Education subjects were in a room with one teacher as a communicator. Various autistic characteristics in one place, with a variety of communication skills as well, in fact, unable to deliver the group's communication methods to run smoothly. There are students who initially focus, then get bored. In other corners, there are also those who are preoccupied with their own world. Running and laughing without caring about learning. That is a picture of the group communication method in PAI learning that has been applied at the school.

This was revealed by the class teacher who conveyed, "There has been a classical communication pattern applied every Thursday, specifically PAI lessons. But back

again to the intellectual abilities of each student, sometimes high school students are not superior to their mental skills compared to junior high school students. In fact, there are elementary students who's intellectual exceeds the junior high school. Based on that, it was concluded that such learning (lecture method) was less active because their intellectual intelligence was different so that there were people who understood what the teacher explained, and some were just playing around (not paying attention). For now, the activities (PAI) that are really carried out together are only the *Dhuha* and *Dzuhur* prayers in congregation, and even then, we still have to guide."

The school then evaluated the learning model, and it was decided not to be used again for group learning in all subjects. In PAI learning, only during the *Dhuha* and *Dzuhur* prayers are performed classically (together). The communication model in learning in children with autism looks a little complicated because most autistic children are slow in the development of speech and language. Sometimes the ability to speak with autistic children has developed; it's just that they are not able to apply it to communicate and interact with others. But not always, communication education in children with autism is a tricky thing because they can also deliver if it is continually being used and must be with the right method or pattern for each individual. The communication model that is suitable for autistic children is by presenting real examples in the learning process. That is because autistic children cannot understand something abstract or unclear picture. Therefore, almost all teachers with autistic children always present a real example in every learning material.

In addition, effective communication models for children with autism are carried out exclusively and intensively. Exclusive means that communication is carried out individually, where the communicator and communicant are in the same room and do not involve many parties. Whereas intensive implies that the communication carried out in learning for autistic children must be by

repetition. Because by repeating the material that has been delivered will make students more understanding, but of course, they must use unusual methods so that the communicant does not feel bored.

SKA Bina Anggita has applied independent learning by using two-way communication with a face-to-face model, where one communicator only communicates with one communicant, or a maximum of two communicants if there are students with matching characters. This is done so that the material delivered is easier to understand; the article is if the classical class is applied, students will be less focused on receiving learning. The implementation of learning with two-way communication is carried out in stages:

Students Read.

In this process, students are given a material book facility containing themes that will be discussed for later reading. For students who are not fluent in reading, the teacher will read it.

Students Write.

The reading activity is then continued by writing down the material that has been read in the PAI student book. The goal is that the content that has been read is increasingly embedded in the memory of students. But in truth, this process takes a long time.

The Teacher Gives an Explanation

After finishing writing what is read, at this stage, the teacher's role begins. The teacher explains the material that has been read and written by students. The explanation also lasts quite a long time, because it must use elementary language to be understood by students.

Question and Answer

To determine the level of student understanding of the material, then the question-and-answer process was carried out. This question and answer contain content that has been studied. In giving issues, the teacher

must use simple and not convoluted question words, for example, "Hayo, let me ask, what is the pilgrimage?". The question must also be asked with an expression, which means that the communicator is asking the communicant.

The second learning process is intensive learning. SKA Bina Anggita also applies intense or repetitive knowledge. In the observations made, before learning with a new title or theme, the teacher at SKA Bina Anggita repeated the PAI learning material in the previous learning. The repetition is done by giving questions related to past topics; if the student is able to answer, it means he already understands and still remembers the new material. However, if the student participant is unable to answer, then learning with a new theme will not be carried out, but will be replaced to repeat or review the material at the last meeting. The success of intensive learning in SKA Bina Anggita can be seen in the *Dhuha* prayer activities, where students are able to carry out the *Dhuha* prayer at the usual time without getting directions or instructions.

Supporting Factors in Learning PAI for Children in Special Autistic Schools Bina Anggita Yogyakarta

The main supporting factor in PAI learning in autistic children in SKA Bina Anggita is the availability of professional teachers with the provision of certified materials and practices, integrated curriculum, adequate infrastructure, and facilities both in the form of classroom comfort, learning atmosphere, learning media in the way of audiovisual.

Inhibiting Factors in Learning PAI for Children in Special Autistic Schools Bina Anggita Yogyakarta

Many experts have agreed that an autistic child has an abnormality in the brain. The occurrence of these abnormalities causes children to be less sensitive (ignorant) to the environment. According to Hitipeuw, (2009); Indrastuti (2013) Abnormalities in the brain, especially the cerebellum, will impact sensory

processes, memory, thinking, learning, language, and attention processes (attention) so that the main factor inhibiting the learning process in autistic children internally is the limited ability of the child itself.

The main problem for children with autism is a lack of focus. The teacher must have a strategy to be able to make autistic children focus on learning. At SKA Bina Anggita, each teacher has a unique way so that their students can focus on learning. Uniquely, if the strategy used by teacher one is applied to other students, it will not have any effect. Vice versa. So, it can be concluded that students will obey the command if they already know who the interlocutors and match the strategy used.

Factors that inhibit further learning externally is the lack of school facilities (media) in education. This is due to being a private school that funds school operational costs for itself, which requires a significant amount of funds. In addition to teachers who must prepare learning media, schools should also participate in providing adequate learning facilities, so that what is the main objective of the learning process can be realized even in stages. The deficiencies in this facility are handled by the teacher using direct practice in Islamic education or PAI teaching materials. As a result, the learning process requires high creativity from the teacher who is in charge

Another factor is teacher professionalism. Teachers who teach in individual schools must be those who are competent in the field. If the teacher does not have experience related to special education, it will provide obstacles to the learning process. As explained earlier, SKA Bina Anggita always qualifies teachers who want to serve, so the teachers currently serving in the school are teachers who are competent in the specialized education field.

CONCLUSION AND RECOMMENDATION

The Islamic education learning model (PAI) in the Special Autism Bina Anggita Yogyakarta school has different

characteristics from other autistic schools. The communication model used is two-way communication in the form of face to face between the teacher and students. The concept of one teacher with one student (exclusive) and repeated (intensive) is proven to make learning more comfortable and more effective for autistic children. As for learning for autistic children who have been proven successful in SKA Bina Anggita, there are two forms, namely PECS (Picture Exchange Communication System) and ABA (Applied Behavior Analysis).

Supporting factors in the success of autistic children learning lies in the ability of teachers who have been certified, creativity, and innovation of teachers in learning methods as well as patience and emotional closeness with students. This is proven by the discovery of the strategies of one teacher to another different and can only be applied in each class while the most significant inhibiting factor is from the children themselves because of limited abilities.

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