

**DESCRIPTION OF THE DISCIPLINE OF AUTISTIC STUDENTS AT  
SD SURYO BIMO KRESNO SEMARANG**

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<b>Article Info</b>	<b>Abstract</b>
<p><b>Article History:</b></p> <p>Accepted July 2024</p> <p>Revised June 2024</p> <p>Approved May 2024</p>	<p>Inclusive education provides opportunities for children with special needs, including children with autism. One important aspect of education is discipline. Autistic children have unique challenges in following and understanding school rules. This article investigates the description of disciplinary behaviors that emerge in autistic children and includes an understanding of the routine of disciplinary behaviors of autistic children at school. This research method uses qualitative procedures. This research was conducted at SD Suryo Bimo Kresno, and the subject was autistic students. Data collection techniques used in this study include checklist observation, documentation, and interviews. Data analysis techniques in this study used data reduction, data presentation, and conclusion drawing. The results of observations show an increase in the discipline of autistic children, such as arriving on time, attending classes in an orderly manner, and being able to do tasks despite having impaired focus. While the results of interviews with accompanying teachers and principals show that the school still applies the applicable rules, there are several waivers for children with special needs. The role of the accompanying teacher is very important in gradually understanding students regarding existing rules to become more disciplined. A disciplined attitude is characterized by a calm reaction during learning, following the roll call, and being able to complete the tasks given by the teacher. The observations and interviews conclude that children with autism at school gradually show progress in discipline.</p> <p><b>Keywords:</b> Discipline; Autistim; Inclusive Schools.</p>

## A. Introduction

Self-discipline is a crucial foundation for building character and achieving success. Disciplined individuals have good self-control and can manage their time effectively. They are not easily distracted by minor issues and always strive to complete tasks on time. This habit helps achieve goals and success in life.

Individual behavior can affect various aspects of societal life. Awareness of discipline can help create a more orderly and harmonious society. The prevalence of deviant behaviors and rule violations today indicates that people need guidance to be more disciplined (Ibrahim et al., 2023). Discipline is a mental behavior in everyone, demonstrating adherence supported by an awareness of fulfilling duties and responsibilities (Ulya et al., 2024).

Children are vulnerable to deviant behaviors such as a lack of responsibility and a risk of delinquency. Therefore, discipline should be instilled early to encourage positive and useful actions for themselves and their environment (Khairi et al., 2023). Discipline is not inherent from birth; it must be shaped by parenting, environment, surrounding adults, and teachers (Juwantara, 2019).

Character education is the ability of children to discern right from wrong, which is essential to instill in them (Febrianty & Nugrahanta, 2021). Discipline in character education is particularly important for elementary school children, as it is easier to develop their character at this stage (Novita et al., 2022). Learning discipline must be implemented so students adhere to written and unwritten rules while modifying their behavior through continuous observation, reading, imitation, trying new things, and listening (Sugiarto et al., 2019). Students will become accustomed to following rules and developing good habits by consistently applying learning discipline.

In Islam, the character of discipline needs to be realized in everyday life. As written in surah al-Ashr 1-3, which reads:

وَالْعَصْرِ (١) إِنَّ الْإِنْسَانَ لَفِي خُسْرٍ (٢) إِلَّا الَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ وَتَوَّصُوا بِالحَقِّ ۖ  
وَتَوَّصُوا بِالصَّبْرِ  
(٣)

Meaning: “By the time. Indeed, mankind is in loss. Except for those who have believed and done righteous deeds and advised each other to truth and advised each other to patience.”

From the above verse, it should be understood that Allah commands humans to make good use of their time, not to waste time on useless activities. It indicates that God instructs us to be disciplined in using our time.

Discipline is an important component in learning because it impacts the effectiveness level in achieving a learning goal. Character building in students can be implemented through positive discipline. Positive discipline is an approach that focuses on self-awareness by providing students with firm and good guidance on discipline. (Rahayu & Lidinillah, 2022).

According to Arikunto (1990), discipline has three aspects. The first aspect is student discipline in the classroom, including students’ attitudes and attendance. The second aspect is student discipline outside the classroom or the school environment, which involves implementing school rules related to time discipline. The third aspect is student discipline at home, which includes doing homework and preparing school supplies.

Internal and external factors influence learning discipline, primarily from within the students themselves, such as cognitive abilities, interest, and motivation to learn. External parties, such as the environment, school, and community, can shape high student discipline and affect their academic results (Nurfebrianti et al., 2022). External factors, especially a positive school environment, can effectively instill character values in students (Hikmawati et al., 2022).

The factors hindering the formation of student discipline are: (a) Poor parental cooperation, as character building will not be effective if parents do not participate in their child's education and instill discipline. (b) Limited teacher supervision of students. (c) Peer influence: If children are not monitored and choose friends who do not follow the rules, the knowledge gained in class will be lost, and they may break the rules when influenced by their peers. (d) Technology misuse, as parents need to supervise their children when using gadgets. If children access inappropriate websites and become accustomed to viewing them, it will have a very

negative impact on their mental health and make it difficult for them (Ibrahim et al., 2023).

Children with autism are classified as children with special needs due to neurobiological disorders caused by neural dysfunction in communication, social motor skills, and attention functions (Sunarsih, 2021). Autistic children find it difficult to express their desires and needs because of communication limitations, making it hard for others to understand what they are saying. This condition often causes autistic children to overreact, scream, have tantrums, rage, self-harm, and damage surrounding objects. The results of Iacono's (2016) study indicate the impact of challenges observed through children's behavioral development, limited academic learning, and poor employment and social relationship prospects.

Zulaikhah (2020) stated that autistic children have unique characteristics different from normal children, grouped as follows: a) Mental disorders include having above-average intellectual (IQ) levels, low intellectual levels ranging from IQ 70-90, and specific learning difficulties. b) Physical disorders include speech impairment, hearing impairment, and physical disabilities. c) Emotional disorders include concentration problems, hyperactivity, and behavioral disorders.

Fakhiratunnisa (2022) described the characteristics of autistic children, including a) Social communication disorders, such as reduced use of non-verbal behaviors, lack of understanding of peer communication according to developmental levels, and lack of social or emotional reciprocity. b) Communication disorders include delayed communication development, impaired ability to initiate or sustain communication with others, and lack of age-appropriate development in spontaneous, imaginative play. c) Repetitive behaviors, interests, and activities: showing unusual interest in one or more activities, performing repetitive stereotypical movements, and often being fascinated by specific parts of objects.

An inclusive school accepts every student regardless of their condition, incorporating them as class members and encouraging mutual help among classmates, teachers, and the surrounding environment to meet individual needs (Rieskiana, 2021). Students in inclusive schools can be classified into two groups:

special education for children with special needs with intellectual and cognitive impairments and special education for children without intellectual and cognitive impairments (Safrudin & Qomarudin, 2021).

The inclusive approach to disciplining students with special needs requires collaboration between school staff, parents, educators, and the community (Tobasa et al., 2023). This strong collaboration allows for the exchange of information about students' needs and ensures consistent support both in the learning environment and outside of school (Jesslin & Kurniawati, 2020). Cooperation among parents, the school, and the community facilitates discipline in autistic children.

Schools implementing inclusive education must be supported by educators with special expertise in guiding children with special needs, such as specialized teachers (Barlian et al., 2023). Special education teachers play a vital role in character building for autistic children. For instance, research by Hamid (2020) indicates that Special Education Teachers (GBK) are instrumental in developing support, social skills, and self-confidence in autistic children. Therefore, special education teachers are crucial in inclusive education to help children with special needs reach their potential.

Schools play a significant role in the educational process of students, aiming to produce future generations skilled in character values such as discipline. This character can be instilled through the student learning process and refers to the moral qualities that define an individual's or group's behavior (Wahyuni & Rahman, 2024). The process of instilling discipline requires time and patience. The challenge of discipline for students with special needs is very complex in inclusive education. Understanding individual needs is a major challenge. Each student has unique characteristics, requiring a personal and sensitive approach to discipline. Therefore, teachers and schools must understand and identify the causes of such behavior before taking disciplinary action (Tobasa et al., 2023).

The "Merdeka Curriculum" has begun to be implemented in every school, including inclusive schools. This curriculum creates a pleasant, pressure-free, and relaxed learning atmosphere that allows natural talents to emerge (Wardani & Aliyyah, 2024). Principals set regulations to ensure that the curriculum meets the

needs of students with special needs (Muslimin & Muqowim, 2021). This policy is evidence of the government's commitment to providing equal education to its citizens (Fatimah et al., 2023). The "Merdeka Curriculum" is expected to provide opportunities for children with special needs to reach their full potential and participate in the nation's future.

Learning discipline can be considered successful when there is a noticeable change in the discipline within the students. Teachers can enhance student discipline through proper habituation and guidance (Jazilurrahman et al., 2023). In this regard, teachers are responsible for students' disciplinary behavior. Teachers can instill discipline as a mandatory practice, which needs to be cultivated early, especially in schools, to become a characteristic of the institution (Maysaroh, 2019). Similarly, instilling discipline early on in children with special needs will make them responsible for their behavior. A supportive environment can more effectively shape the discipline level of children with special needs.

Discipline in schools aims to optimize, train behavior, and guide individuals in the learning environment or community, fostering maturity and responsibility that facilitates the learning process in students (Stit & Nusantara, 2020). Therefore, learning activities in inclusive schools, especially for autistic children, are crucial in instilling discipline so that students can learn and practice it voluntarily.

Additionally, cooperation with parents is also necessary to develop discipline in autistic children. Research by Putri et al., (2018) states that several factors contribute to forming students' disciplinary character, such as parental support, support from principals and teachers, and the student's willingness. It is supported by research from Rahayu et al., (2024), which shows a significant relationship between parental support and disciplinary character. The higher the parental support, the stronger the students' disciplinary character formation. Conversely, low parental support correlates with lower student discipline levels.

There are several studies discussing student discipline. The research conducted by Yauminnisa & Taher (2019) concluded that persuasive communication can shape discipline depending on the child's level of communication. The research by Monika (2022) found that disciplining children

with special needs is effective when rules are followed democratically but still requires guidance and direction from teachers and parents to strengthen discipline.

Research by Ulya (2024) revealed that peers play a significant role in influencing the discipline of students with special needs, as peer influence can be utilized to address disciplinary issues, especially deviant behaviors caused by following friends. Research by Goni (2020) showed that the academic discipline level of students at SD Inpers Perumnas Uluindano IV is good. However, some students still violate discipline by being late to school, not completing tasks on time, littering, not wearing the uniform, and not bringing sports clothes. Teachers must lead by example, enforce classroom rules, administer instructional penalties, and consistently apply regulations to enhance student discipline.

Instilling a disciplined character plays an essential role in a child's development. Schools positively impact children by allowing them to apply learning discipline optimally. However, research on discipline in children with special needs still needs to be completed. Therefore, there is a need for updated research to gain deeper insights and provide new perspectives on the discipline of children with special needs, especially autistic children. The numerous studies focusing on discipline as a research object indicate that discipline is one of students' most crucial aspects of character development. From this discussion, the researcher is interested in studying discipline in autistic children. Thus, the research question in this study is: What is the discipline profile of autistic children at SD Suryo Bimo Kresno?

The purpose of analyzing the discipline of autistic children at SD Suryo Bimo Kresno includes gaining a deeper understanding of the discipline routines in Inclusive Schools. Additionally, this research aims to provide an overview of the discipline in that school. The benefits of this research are expected to contribute insights into how autistic children respond to and require specific disciplinary approaches in the school environment. Moreover, it aims to add to the scientific knowledge regarding the discipline of autistic children, contribute to the research literature, and potentially assist further studies in this field.

## B. Methods

The research used a qualitative phenomenological approach, focusing on three autistic students in grades 4 through 6 at SD Suryo Bimo Kresno Semarang. The research was conducted on March 6, 2024, March 20, 2024, and March 27, 2024, from 8:00 to 9:30 WIB. Data collection techniques included observation checklists, documentation, and interviews.

The checklist assessed the behavior of autistic children based on discipline indicators. Primary data sources were obtained from the observation checklists and documentation, while secondary data came from semi-structured interviews with the school principal and the accompanying teachers. The results from these methods were correlated to produce objective assessment data. The data analysis technique followed the Miles and Huberman model, involving data reduction, data presentation, and conclusion drawing.

## C. Results and Discussion

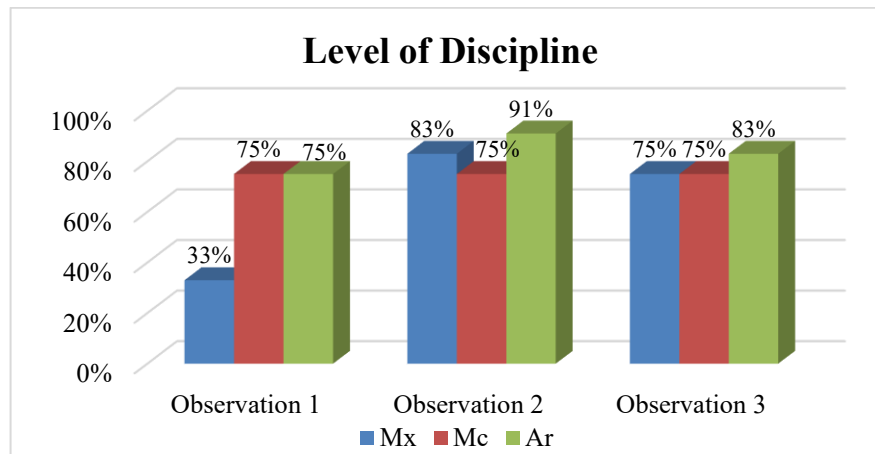


Figure 1. Level of Discipline

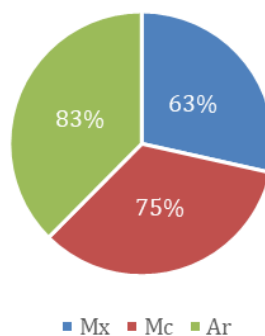
Based on the results of the first observation conducted by the researcher at the school, the disciplined behavior of autistic children observed includes their ability to arrive on time and participate in the morning assembly. However, after the assembly, they do not participate in the greeting activity with teachers but follow the teacher's instructions to go directly to the classroom. During the learning process, they can sit calmly without tantrums, pay attention, and do the tasks the



teacher assigns, though not always to completion due to occasional focus issues. In class, they do not cause disturbances or bother their peers, remain engaged in their imagination, and bring writing tools according to the schedule.

The second observation conducted by the researcher at the school showed some improvements in the disciplined behavior of autistic children. They arrived at school on time and participated in the assembly orderly until the end. After the assembly, they followed the greeting activity with teachers in an orderly manner and followed the teacher's instructions to go directly to the classroom. During the learning process, they brought writing tools according to the schedule, could sit calmly, and pay attention to the teacher. However, they occasionally experienced focus issues and were willing to complete the tasks assigned by the teacher.

The third observation conducted by the researcher at the school indicated similar disciplined behavior as the second observation. Autistic children arrived at school on time and participated in the assembly in an orderly. However, after the morning assembly, they did not participate in the greeting activity and went directly to the classroom. During the learning process, they brought writing tools according to the schedule, could sit calmly without disturbing classmates, paid attention to the teacher, though occasionally experiencing focus issues, and completed the tasks assigned by the teacher.



**Figure 2. The Average Discipline of Each Student**

Based on the results of the first, second, and third observations, the average discipline level per subject was as follows: subject Mx 63%, subject Mc 75%, and subject Ar 83%. These results were adjusted according to the average indicators of the aspects of discipline developed by the researcher. This study indicates that

subject Ar has the highest level of discipline, subject Mc has a moderate level of discipline, and subject Mx has the lowest. It is influenced by various factors related to the characteristics of the subjects in the academic learning process, such as sleep patterns and fluctuating mood conditions in autistic children.

Based on interviews conducted with the accompanying teachers, it was found that autistic children at SD Suryo Bimo Kresno face difficulties in expressing their desires to others, resulting in barriers to verbal interaction. Additionally, they tend to be focused on their world and often need to complete the tasks assigned due to being easily distracted. This behavior is reflected in their tendency to engage in repetitive movements, mumbling to themselves and laughing without apparent reason, distancing themselves from social interactions in the school environment.

Interviews with the principal revealed that the school does not have a special program to address discipline in autistic children because a forced approach is not suitable for their conditions. It is influenced by the differences in sleep and rest patterns of each autistic child, which often differ from those of typical children. The school still enforces the applicable rules, but there is some flexibility for children with special needs.

It is reflected in an interview with the principal: “There is no specific program, but administratively, there is documentation. However, we cannot force autistic children and children with special needs because their sleep patterns are different from ours. For regular children, they might stay up late. But special needs children, sometimes cannot sleep until dawn. Their sleep and rest patterns are different from ours, often vastly different.”

Developing autistic children’s attitudes needs attention because it can foster confidence in interacting with their surroundings. Autistic children need help understanding applicable boundaries (Ansari et al., 2021). The school plays an important role in shaping politeness and discipline to build good character. Implementing discipline in the inclusive school Suryo Bimo tends to be effective, but some children do not comply with the school’s rules. It can be seen in the three subjects of the study, which show that autistic students often struggle to follow

school regulations, such as attending morning assemblies, shaking hands with teachers, and completing assigned tasks.

The role of the accompanying teacher is crucial in guiding autistic children to socialize, manage emotions, and focus on instructions optimally. It is related to the fact that autistic children often have difficulty with self-control and adapting to rules, so a gradual approach from the accompanying teacher is necessary for the students to become more disciplined. Discipline can be seen in students' calm reactions and lack of outbursts during class. Additionally, the accompanying teacher plays a role in helping students understand the material and fostering discipline.

Discipline in autistic children is marked by compliance with established rules, such as staying calm, paying attention to the teacher during lessons, and working on tasks even if they are not completed. Additionally, guidance from support teachers has a positive impact, enabling the children to participate in school learning activities. This aligns with Monika's (2022) study, which found that disciplining children with special needs can yield positive results if the children follow the rules and the school enforces them democratically. However, ongoing guidance from teachers and parents is still needed to strengthen discipline.

#### **D. Conclusion**

The conclusion from observations and interviews indicates that autistic children at the school gradually progress in discipline. They still face challenges, such as expressing their desires and focusing on their world. However, they arrive on time, participate in assemblies in an orderly manner, and follow teachers' instructions. It highlights the importance of accompanying teachers in helping them socialize, manage their emotions, and concentrate. Despite the lack of specific initiatives designed to address the discipline of autistic children, the school applies existing procedures, allowing special needs children to benefit. Therefore, involved parties such as schools, teachers, parents, and the community should collaborate to help autistic children develop and reach their potential.

Based on this research, several suggestions are provided for the school to prepare special programs for autistic children to build disciplinary attitudes and for

future research to develop discipline programs for autistic children in inclusive schools.

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