TEACHING STRATEGIES IN INCLUSIVE EDUCATION TO IMPROVE SOCIAL SKILLS OF CHILDREN WITH AUTISM DISORDER

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Abstract

This study aims to design effective teaching methods in the context of inclusive education to improve the social skills of children with autism spectrum disorder (ASD). Using a descriptive qualitative approach focused on a literature review, this study explored various related scientific literature from 2020 to 2024. The research findings indicate that methods such as visual learning, tiered support, social skills training, collaboration with parents, and the use of educational technology have a significant effect on improving the social skills of children with autism. Adaptive, collaborative, and interactive learning has proven effective in improving social interactions in inclusive school environments.

Keywords: Teaching Strategies, Social Skills, Autistic Children

1. Introduction

Inclusive education is a learning method that seeks to accommodate all children, including those with special needs, so they can learn together in one setting. Children with autism spectrum disorder (ASD) often face significant challenges in social skills such as interacting reciprocally, communicating without words, and understanding social norms. This can impact their academic and social success in an inclusive school environment.

Several studies have shown that an organized, consistent, and tailored teaching approach to the characteristics of children with ASD can significantly improve their social skills. Therefore, identifying and selecting appropriate teaching strategies is crucial in creating effective inclusive education.

2. Methods

This study adopted a qualitative descriptive approach focused on literature review. The primary objective was to explore and synthesize various teaching methods that have been proven effective in supporting the social skills of children with ASD in inclusive educational settings.
The focus of this research includes:
  a. Contextual teaching methods applied by teachers in an inclusive environment.
  b. Social intervention models such as social skills training, scaffolding, and use of visual media.
  c. Collaboration between teachers, parents, and other professionals in supporting children's social learning.
  d. Utilization of educational technology, such as digital applications, virtual reality, and music-based media.

The literature sources analyzed included national and international scientific journals, research reports, and undergraduate theses relevant to the 2020–2024 period. The analysis used a thematic approach to identify the most dominant strategy categories, along with their effectiveness and challenges in implementation.

3. Results and Discussion

3.1 Result

Visual Learning and Scaffolding
Learning approaches that utilize visual media such as charts, expressive posters, and video modeling provide the structure and reassurance needed by children with ASD. Teacher support, through verbal support and physical cues, plays a role in helping these children develop independence in social interactions.

Research conducted by Kurnia et al. (2024) showed that consistent implementation of a daily visual schedule can improve children's ability to take turns speaking and responding to peers over a six-week period in an inclusive classroom environment.

Social Skills Training
Direct training methods that focus on social skills (such as greeting, asking for help, and responding to others' emotions) through role-playing, social stories, and video modeling have been shown to produce positive results.

Shalehah (2020) reported that there was a 65% increase in children's ability to initiate social interactions after attending eight training sessions based on social stories.

Collaboration between Teachers and Parents
Parental involvement in implementing social learning strategies at home can accelerate the process of applying learned skills.

Siwi and Anganti (2022) noted that regular parental training and consistency in providing reinforcement at home have a significant contribution to children's social skills achievement at school.

Technological Innovation and Creative Therapy
The use of technologies such as virtual reality, applications for social learning, and music therapy robots provide new perspectives on teaching strategies.

Kourtesis et al. (2023) in their study showed that a social training program using VR can improve verbal responses and eye contact in children with autism within four weeks.

3.2 Discussion
Teaching strategies in the context of inclusive education need to consider the unique needs of children with ASD, the nature of the learning environment, and support from various parties. The use of visual media and scaffolding helps children transform abstract social concepts into more concrete and structured ones.

Social skills training conducted in a clear and gradual manner allows autistic children to learn how to respond socially more systematically. The success of this method can be enhanced through direct feedback and positive reinforcement.

Collaboration between teachers and parents is a crucial aspect of inclusive education. Alignment between approaches implemented at school and at home creates a unified learning environment and accelerates the process of mastering social skills. Innovations in technology enhance traditional learning by offering engaging and flexible alternatives to social practices.

The results of this study show that effective teaching methods are adaptive, participatory, and collaborative.

4. Conclusion
Effectiveness of Visual Learning and Scaffolding: Utilizing visual media such as charts and video modeling, combined with teacher scaffolding, helps children transform abstract social concepts into structured, concrete actions.

Targeted Social Training: Direct training methods, including role-playing and social stories, have proven effective; for instance, social story-based training can increase a child's ability to initiate social interactions by up to 65%.

Teacher-Parent Collaboration: Active collaboration between educators and parents ensures consistency in reinforcement, which accelerates the achievement of social skills both at school and at home.

Technological Innovation: The integration of educational technology, such as Virtual Reality (VR), has been shown to improve specific social behaviors like eye contact and verbal responses within a short period.

In summary, effective teaching methods in inclusive education must be adaptive, participatory, and collaborative to successfully meet the unique social needs of children with autism.

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