

Stimulation of the Development of Verbal Linguistic Intelligence in *Autistic Students* at Muhammadiyah Elementary School 16 Surabaya

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ABSTRACT

Autistic individuals experience verbal and nonverbal communication problems by 40%-50%. This disorder causes verbal-linguistic intelligence in *autistic children* to be very slow or absent altogether. Therefore, verbal-linguistic intelligence in *autistic students* needs to be developed, by providing specific stimuli. This study aims to describe the provision of stimuli in improving verbal-linguistic intelligence in *autistic students* at Muhammadiyah 16 Elementary School, Surabaya. This research is a qualitative research combined with a case study approach. The primary data sources in this study were the inclusion coordinator and one *shadow teacher* of grade II, and one *shadow teacher* of grade V. In collecting data, the researcher conducted overt or covert observations, semi-structured interviews, and documentation. The research instruments were interview guidelines and observation guidelines. In data analysis techniques, the researcher used data condensation, *data display*, conclusion drawing, and verification techniques. The results of the study showed that providing stimulus for the development of verbal linguistic intelligence in autistic students was carried out using various techniques, namely providing stimulus referring to body movements, moving objects, and saying words repeatedly, gradual assistance, using interesting learning media, visual learning media consisting of picture cards and posters, while audiovisual media in the form of children's song videos, cartoon films, gross motor exercises, providing fine motor exercises, presenting learning through storytelling, and role playing, as well as inviting autistic students to imitate animal sounds and pronounce the names of letters.

Keywords : multiple intelligences , verbal linguistics , *autistic students*

INTRODUCTION

Verbal-linguistic intelligence refers to a student's ability to understand language and sentences¹. The level of verbal intelligence can be observed in a student's ability to discuss, interact, and express opinions. All abilities can be expressed verbally or in writing²³. Both forms of communication are expressed through language. Students' verbal-linguistic intelligence needs to be developed for optimal communication⁴.

¹ Fifi Alenda Rozalina and Elise Muryanti, "Storytelling with PowerPoint in Developing Verbal Linguistic Intelligence in Early Childhood," *Jurnal Pendidikan Tambusai* 4, no. 2012 (2020): 1182–1188; Muh Sain Hanafy, "Application of Gardner's Ideas for the Development of Learning Theory," *Jurnal Diskursus Islam* 2, no. 2 (2014): 308–316.

² Kamarudin (2021)

³ M Fadlillah et al., *Early Childhood Education Edutainment: Creating Interesting, Creative, and Enjoyable Learning* (Jakarta: Kencana Prenada Media Group, 2014).

⁴ Nurul Syifa Fauziah and Abdul Rahman Jupri, "Efforts to Improve Students' Verbal Linguistic Intelligence Using the Storytelling Method for Grade 2 Elementary School," *Attadib: Journal of Elementary*

The essence of verbal linguistics is language⁵. Verbal linguistics is a branch of the nine intelligences proposed by Gardner in his theory known as *Multiple Intelligences*⁶. Linguistic intelligence is crucial for students' development and development within society⁷. Students can learn language by interacting with other students, teachers, parents, the community, or even their environment. Through these interactions, students listen to information and then imitate what they hear, thereby increasing their vocabulary.⁸ Furthermore, students can express their desires, thoughts, and feelings. The person they are speaking to can stimulate their verbal linguistic development. However, this may seem easy when applied to students with normal abilities⁹. Some students, such as those with autism, experience difficulties in learning language for various reasons.

Children who suffer from *autism* will find it more difficult to digest language, because their nervous system development is disrupted, thus hindering their ability to interact and communicate with their surroundings¹⁰. This difficulty is due to *autism sufferers* being less able to understand a conversation¹¹. *Autism* can be defined as a disorder in which a person is only interested in the activities of their own world. *Autism*, often known as *Autism Spectrum Disorder* (ASD), is a condition that occurs in the womb¹²¹³. People with *autism* have difficulties in aspects of behavior, social interaction, communication and language¹⁴. People with *autism* have difficulty communicating and understanding information verbally¹⁵. As we know, verbal linguistic abilities have a very important role in the life cycle¹⁶. Because language is the main intermediary for humans in interacting and communicating with others¹⁷¹⁸¹⁹. However, if this ability is not honed, of course *autistic students* will be very

Education 6, no. 2 (2022): 303–309; Kamarudin, “Improving Verbal Linguistic Intelligence Through Singing Activities.”

⁵ Kamarudin, “Improving Verbal Linguistic Intelligence Through Singing Activities.”

⁶ SFS Sirate et al., “Strategies for Detecting Talents and Interests in Early Childhood,” *Journal of Training and Community Service Advertisers (JTCSA)* 3, no. 1 (2023).

⁷ Rohmi Nur Indah, *Language Disorders: An Introductory Study* (Malang: UIN Malang Press, 2012).

⁸ Maimunah Hasan, *PAUD (Early Childhood Education)* (Yogyakarta: Diva Press, 2009); Farhatin Masrurah, “Children’s Verbal-Linguistic Intelligence Through the Beyond Centers and Circle Time (BCCT) Approach,” *Jurnal Lisan Al-Hal* 8, no. 2 (2014): 301–331.

⁹ Yaumil Hikmawati, Patriantoro, and Agus Syahrani, “Language Acquisition in Autistic Children: A Psycholinguistic Study,” *Khatulistiwa Journal of Education and Learning* 7, no. 9 (2018).

¹⁰ Elsa Rakhmanita, “Psycholinguistic Study of Autism Language Disorders” (2020).

¹¹ Yuli Fimawati, Ni Made Dhanawaty, and Ni Wayan Sukarini, “Language Ability of PDDNOS Type Autistic Children at Muhammadiyah Sidayu Gresik Special Needs School: A Psycholinguistic Study,” *Linguistika: Scientific Bulletin of the Master of Linguistics Program, Udayana University* 24, no. 2 (2017): 203–212.

¹² Subyantoro (2013)

¹³ Faqihul Muqoddam, Nono Hery Yoenanto, and Dewi Retno Suminar, “Together We Are Stronger: Marital Satisfaction of Couples Living with Children with Autism Spectrum Disorder (ASD),” *Journal of Integrative Psychology* 11, no. 1 (2023): 1–24.

¹⁴ Ardan Achmad and Jordan Jeremy, “Teacher Therapist Communication Patterns for Autistic Children in Special School Spectrum,” *Jurnal Pustaka Komunikasi* 2, no. 2 (2019): 194–208.

¹⁵ EL Dianasari, R Hernyta, and Muhiri, “Educator Communication Patterns in Communicating with Autistic Children at Sehati Karimun Special School,” *Jurnal Judikhu* 01, no. 01 (2021), <http://www.ejurnal.universitaskarimun.ac.id/index.php/JUDIKHU/article/view/408%0Ahttp://www.ejurnal.universitaskarimun.ac.id/index.php/JUDIKHU/article/download/408/268>.

¹⁶ Imaratul Ulwiyah, “Stimulating Verbal Linguistic Intelligence in Early Childhood Through Song Variations,” *JECIE (Journal of Early Childhood and Inclusive Education)* 6, no. 1 (2022): 16–22.

¹⁷ CW Hoerudin, “Application of Vocabulary Card Media in Improving Indonesian Vocabulary Mastery of 4-5 Year Old Children,” *Plamboyan Edu* 1, no. 2 (2023): 208–219, <https://jurnal.rakeyasantang.ac.id/index.php/plamboyan/article/view/222>; Okarisma Mailani et al., “Language as a Communication Tool in Human Life,” *Kampret Journal* 1, no. 1 (2022): 1–10.

¹⁸ Wuryani Tri Astuti, “Early Childhood Learning Based on Multiple Intelligences at Tunas Harapan Kindergarten, Tambakrejo, Ngaglik, Sleman,” *Journal of Madrasah Education* 1, no. 2 (2016): 257–276, <http://ejournal.uin-suka.ac.id/tarbiyah/index.php/JPM/article/view/1211>.

limited in terms of communication, and cause *autistic students* to tend to be quiet children, because of the difficulty in conveying what is on their minds²⁰. Not only that, this will impact poor letter recognition, vocabulary pronunciation, reading, and even writing skills. These skills are fundamental to developing other abilities²¹.

According to the *Centers for Disease Control and Prevention (CDC)* data, in 2000, 1 in 150 births was diagnosed with *autism*. This birth rate continues to rise, with Indonesia's population reaching 237.5 million in 2018, with an estimated 4 million having *autism*. Meanwhile, the *Indonesian Ministry of Health* diagnosed 2.4 million people with *autism* in 2021. Based on this data, the number of children with *autism* is estimated to increase by 500 each year²². Of the number of children with *autism* in Indonesia, Laksmi, Aristiani, and Sudarsana explained in their research that 40%-50% of children with *autism* experience verbal and nonverbal communication problems. This disorder causes verbal-linguistic intelligence in children with *autism* to be very slow or absent altogether²³. Napitupulu also stated in his research that around 33%-55% of children with *autism* do not develop communication skills. This disorder causes children with *autism* to have minimal verbal abilities. Therefore, children with *autism* have difficulty understanding and responding to verbal instructions²⁴.

Based on this explanation, verbal-linguistic intelligence in *autistic children* needs to be developed through specific therapies. As Rakhmanita stated in her research, language difficulties experienced by *autistic children* can be addressed through stimulation or therapy²⁵. This opinion aligns with the researcher's observations at Muhammadiyah Elementary School 16 Surabaya, one of the favorite schools in Surabaya and offering inclusive classes. Inclusive schools are schools that do not discriminate based on the physical and mental conditions of students²⁶. In their implementation, students with special needs are grouped together and given the same treatment as normal students²⁷.

Muhammadiyah Elementary School 16 Surabaya not only accepts autistic students, but there are also several students with special needs with different disorders such as *Down syndrome*, *ADHD*, and *autism*. This study focuses on students with special needs with *autism* barriers. Some autistic students at Muhammadiyah Elementary School 16 Surabaya appear to experience difficulties in their verbal linguistic aspects. This can be seen in the observation process of autistic students in grade V that they try their best to understand and respond to other people's conversations. The verbal linguistic development of *autistic students* is undeniable due to the efforts of the class teacher and the accompanying teacher (*shadow teacher*) by stimulating them. The forms of stimulation provided by teachers are very diverse,

¹⁹ Muhamad Afandi, *Multiple Intelligences-Based Learning Strategies* (Pekalongan: NEM Publisher, 2021).

²⁰ Siti Nur Amaliyatul Mufidah and Mukhlisin, "Formation of Linguistic Intelligence and Quran Reading Skills of Junior High School Students," *Journal of Islamic Education* 4, no. 1 (2020): 59–78.

²¹ Dani Gunawan, Bachrudin Musthafa, and Dinn Wahyudin, "Development of Verbal Linguistic Intelligence-Based Learning Design to Improve Students' Language Skills," *Jurnal Basicedu* 6, no. 2 (2022): 2979–2993.

²² Lambertina Copersia and Wirda Yulita Putri, "Dawatuna: Journal of Communication and Islamic Broadcasting," *Journal of Communication and Islamic Broadcasting* 4, no. 3 (2024): 1437–1455.

²³ I Gusti Ayu Putu Satya Laksmi, Komang Wiwik Aristiani, and I Dewa Agung Ketut Sudarsana, "The Relationship of Parenting Patterns with Interpersonal Communication in Autistic Children in Denpasar City Autism Service Center," *Promotif: Jurnal Kesehatan Masyarakat* 9, no. 2 (2019): 205–211.

²⁴ Napitupulu, "COMPIC Method to Improve Receptive Language in Autistic Children" (Gadjah Mada University, 2009).

²⁵ Rakhmanita (2020)

²⁶ Nurul Kemala Putri et al., "Social Interaction of Students with Special Needs at Inclusive School, SD Negeri 136, Pekanbaru City," *Nusantara: Journal of Social Sciences* 10, no. 4 (2023): 1822–1629.

²⁷ Hartini Laswandi and Heni Mularsih, "Development of Ergonomic and Anthropometric Learning Chair Facilities for Hyperactive Children in Inclusive Schools," *Muara Journal of Social Sciences, Humanities, and Arts* 5, no. 1 (2021): 145–153.

such as: providing word cards, speech therapy, and giving *rewards* and *punishments* as a form of habituation in discipline.

The explanation above is supported by several research findings published in articles and journals. For example, research by Minasadiyah showed that students' verbal linguistic intelligence can be developed through several methods, including conversation, storytelling, and singing.²⁸ Furthermore, Anggraeni and others also explained that the *snake and leader* game can improve the language skills of autistic children. Teachers provide interventions or influence on autistic students periodically²⁹. Other studies also say that teachers have various ways to improve students' verbal linguistic intelligence in Indonesian subjects, by utilizing letter cards, letter posters, syllable cards and word cards, singing, video learning media, peer tutors, arranging seating, and providing additional study time³⁰.

Based on the above assumptions, teachers certainly have a crucial role in developing verbal-linguistic intelligence in *autistic students*. Although there has been some research on methods and media for improving language skills in *autistic students*, researchers feel there is still room for further research on stimulating the development of verbal-linguistic intelligence in *autistic students*, especially in elementary schools, with the aim of this research being to: describe the form of stimulation of verbal linguistic intelligence development in *autistic students* at Muhammadiyah Elementary School 16 Surabaya, and to describe the obstacles in providing stimulation of verbal linguistic intelligence development in *autistic students* at Muhammadiyah Elementary School 16 Surabaya.

RESEARCH METHODS

This research is a qualitative research with a case study approach to comprehensively reveal facts about the stimulation of verbal linguistic intelligence development in *autistic students* at Muhammadiyah Elementary School 16 Surabaya. Data from all participants were collected through semi-structured interviews using interview guidelines. The guidelines were made in accordance with the main questions, namely how to stimulate the development of verbal linguistic intelligence in *autistic students* at Muhammadiyah Elementary School 16 Surabaya, what are the obstacles in providing stimulation of verbal linguistic intelligence development in *autistic students* at Muhammadiyah Elementary School 16 Surabaya.

In addition, the researcher also conducted open and covert observation techniques, accompanied by documentation to obtain data related to the stimulation of verbal linguistic intelligence development in *autistic students* carried out by teachers at Muhammadiyah Elementary School 16 Surabaya. There are two data sources in this study, namely the primary data source in this study is the inclusion coordinator, and 2 *shadow teachers* at Muhammadiyah Elementary School 16 Surabaya. While the secondary data used includes documents related to the study, such as photographs about the stimulation of verbal linguistic intelligence development in *autistic students* at Muhammadiyah Elementary School 16 Surabaya. The data analysis technique used was the Miles and Huberman model, which consists of several stages, including data condensation, data presentation, drawing conclusions, and verification. To test the validity of the research data, the researcher used Quin Patton's data validity testing technique, namely triangulation³¹. The triangulation used by researchers is source triangulation, method triangulation, and theory triangulation.

²⁸ Minasadiyah et al., (2023)

²⁹ Anggraeni et al., (2021)

³⁰ Effiana Cahya Ningrum, "Teacher Strategies in Improving Verbal Linguistic Intelligence in Indonesian Language Subjects for Grade 1 at SDN Maguwoharjo 1," *Scientific Journal of Language and Literature* 9, no. 2 (2022).

³¹ Michael Quinn Patton, *Qualitative Research & Evaluation Methods Integrating Theory and Practice* (New York: SAGE Publications, 2015).

RESULTS AND DISCUSSION

Stimulating the Development of Verbal Linguistic Intelligence in Autistic Students at Muhammadiyah 16 Elementary School, Surabaya

Students' linguistic verbal intelligence can be done using several methods, namely: conversing, telling stories, and singing. In the conversation method, the teacher creates a topic related to the students' world and then discusses it together. The teacher continues the story using the storytelling method³². Several speakers, including inclusion coordinators and *shadow teachers*, addressed this issue. IA, the inclusion coordinator, explained the following.

"In this school, there are autistic students who have several challenges, such as: cognitive challenges, social skills challenges, communication challenges, sensory perception challenges, behavioral and emotional challenges. The majority of them can communicate with simple vocabulary, but certain words and sentences are difficult to understand. Those who are fluent in speaking tend to like to imitate or even parrot what their teachers/friends say. Furthermore, they have habits that they have memorized regularly, and if they change their daily habits, they will have tantrums. Given these challenges, as the inclusion coordinator, I, of course, direct the inclusion teachers to provide stimulation to their respective students. This stimulation refers to body movements, moving objects, and pronouncing words repeatedly. Furthermore, the inclusion teachers must also provide their own stimulation so that the children they are handling can read and write fluently, although this must be done gradually and with patience, so that the children feel as comfortable and not stressed as possible during the learning process. Because the majority of autistic children tend to be afraid when invited to learn. One way to provide stimulation for autistic children is by telling stories because their imaginations are very broad, so by using a storytelling approach, it will... "It's more engaging. When providing information to children, an inclusive teacher should utilize infrastructure as a medium to ensure the information is well-received by the children. This is expected to lead to changes in behavior and skills across cognitive, affective, and psychomotor domains. "



Figure 1. Educational Game Tools for Autistic Students

In line with what was conveyed by AA as a *shadow teacher* for inclusive class II badminton students, he also made a statement that;

"Here, there are types of autistic children such as *autism spectrum disorder*, *Asperger syndrome*, *childhood disintegrative disorder*. For some of these obstacles, I provide stimulus so that the students I guide are able to read and write. I provide this stimulus through simple grammar, providing interesting learning media, and the repeated application of manipulative activities. Because by doing repetitive learning, children will accelerate something. In addition, if my students are willing to learn even for a short time, I will give praise and trust in the child. The media used to provide children with stimulus are visual and audiovisual media. Visual media such as picture cards (numbers, letters, fruits, and animals) and posters (numbers, letters, and fruits). Meanwhile, audiovisual media such as children's song videos, children's cartoons, sound videos introducing animals, colors, and fruits to children. These media encourage

³² Minasadiyah et al., (2023)

children to be able to pronounce vocabulary correctly, from the videos they watch. In addition to using learning media, I also provide gross and fine motor stimulation. Providing gross motor stimulation is usually done by providing balance and exercise. These activities we... "Use it as bait so that children can express what they feel, such as tiredness or other things, while providing fine motor skills is done by cutting, pasting, and coloring. After the activity, children can be encouraged to tell what they did and what difficulties they encountered, so that through this process, children can also practice their language skills."



Figure 2. Manipulative activities in vocabulary enhancement

The same thing was conveyed by WA as a *shadow teacher* in class V Al-Khawarizmi with the following explanation.

"Inclusive students, especially those with autism, face several challenges, such as difficulty controlling their behavior, emotions, moods, language skills, and delays in reading and writing. Language skills are certainly the main thing that must be trained in them, because whatever they want and feel can only be conveyed through speech. Although, it's not easy. Because during the learning process, there are moods and emotions that must be controlled. To train the language skills of autistic children, I usually take them to see films, introduce and encourage them to imitate animal sounds, provide stimuli such as practicing pronouncing the alphabet. I do this simultaneously to introduce letters as a basis for reading and writing practice, and to train the muscles in the mouth and tongue. Repeating sentences introduces new vocabulary to children so they can easily remember. In addition, I also tell stories with hand puppets, use picture cards, letter cards, and invite them to role-play. I have accompanied an autistic student since he was in 3rd grade, up until he is now in 5th grade. This is something I always do repeatedly. Occasionally, I give him rewards so he doesn't get bored of following the instructions we give. With my efforts, currently this autistic student "The students I accompany are already fluent in reading and are able to communicate well, although not as well as other regular students."



Figure 3. Learning for autistic students



Figure 4. Reading Media

Based on the research results above, it can be concluded that the development of verbal-linguistic intelligence in autistic students at Muhammadiyah 16 Elementary School, Surabaya, is carried out through various integrated learning strategies. Teachers provide language stimuli through body movements, manipulation of concrete objects, and continuous repetition of words, accompanied by gradual and patient guidance to create a comfortable learning atmosphere. Furthermore, storytelling methods are used as a means to optimize the imagination of autistic students, which tends to be high, so that language skills can develop more naturally and communicatively.

The development of verbal-linguistic intelligence is also supported by the use of engaging learning media, both visual and audiovisual. Visual media include picture cards and posters featuring numbers, letters, fruits, and animals, while audiovisual media include children's song videos, educational cartoons, and displays introducing colors, fruits, and animals. In addition, teachers provide gross motor stimulation through balance and exercise activities, and fine motor stimulation through cutting, pasting, and coloring activities. After these activities, students are directed to recount their learning experiences, difficulties encountered, and activities they have undertaken as an effort to practice verbal communication skills. Other strategies include storytelling with hand puppets, role-playing, imitating animal sounds, and pronouncing the names of letters, which not only improve language skills but also help students understand moral messages and develop more effective social interactions.

Obstacles in Providing Stimulation for the Development of Verbal Linguistic Intelligence in Autistic Students at Muhammadiyah 16 Elementary School, Surabaya

The implementation of verbal-linguistic intelligence stimulation for *autistic students* at Muhammadiyah Elementary School 16 Surabaya certainly encountered obstacles, preventing it from going according to plan. According to IA, the inclusion coordinator, she stated the following.

"Of course, providing stimulation to autistic children presents several challenges, such as their moods often fluctuating and the learning process can't last long; they absorb information in approximately 15 minutes. These autistic children have very low motivation, so every teacher accompanying them must be highly motivated and have a variety of media to convey the material."

AA as a *shadow teacher* for inclusive class II badminton students also said the following.

"When providing stimulation to autistic children, of course, I have several obstacles, such as: children get bored easily during learning, usually children only grasp the learning for about 15 minutes."

The same thing was conveyed by WA as a *shadow teacher* for inclusive students in class V-A1 Khawarizmi with the following explanation.

"To provide stimulation to my students, of course I have several related obstacles such as: when writing and reading my students really don't like being seen by other people, they only want to write one sentence, if my instructions are not clear, my students usually throw tantrums easily because they don't understand the information, so the solution I use to overcome this problem is of course I have to provide clear and easy to understand information so that my students don't throw tantrums, besides that if my students are bored of studying, of course I invite them to play but while educating them."

Based on the results of the research above regarding the obstacles in providing stimulation for the development of verbal linguistic intelligence in students with special needs, including the child's *mood* which often changes, in overcoming this the teacher always provides motivation and uses interesting media in delivering the material, the low ability of students in processing the information obtained, in overcoming these obstacles the teacher provides clear and repetitive information, autistic students tend to get bored easily, to overcome this obstacle the teacher provides educational *games* to children and also gives *rewards* when the child succeeds in carrying out instructions correctly to avoid boredom.

Discussion

Verbal-linguistic intelligence is the ability to process words effectively, both orally and in writing³³. This intelligence can be developed through reading, writing, storytelling, and playing games³⁴. The goal of developing this intelligence is for children to be able to communicate well, both verbally and in writing, and to have good language skills to convince others, remember, memorize information, and provide explanations³⁵. Children who have verbal linguistic intelligence are generally able to read and understand what they read, are able to listen well and respond in verbal communication, are able to write and speak effectively and have a wide vocabulary, like poetry or word games³⁶.

This is certainly different from children with *autism*. *Autism* is a significant developmental disorder that affects verbal and nonverbal communication, as well as social interaction, which impacts learning success³⁷. In the field of communication, social interaction, sensory, play, behavior and emotions, *autistic children* show characteristics such as; slow or no language development, children show signs of deafness, difficulty speaking, or speak once and then disappear, inaccurate use of words, wandering without meaning, without stopping, in a language that cannot be understood by people around them, like to imitate, like to pull other people's hands to do what they want, for example when they want to ask for something³⁸.

In developing verbal linguistic intelligence in *autistic children*, cooperation is needed between parents, teachers and the surrounding community to optimize the children's verbal linguistic intelligence³⁹. Based on the research conducted, researchers found that in developing verbal linguistic intelligence in *autistic students*, teachers at Muhammadiyah Elementary School 16 Surabaya applied several techniques supported by the results of previous research, including providing stimuli referring to body movements, moving objects, and saying words repeatedly, to make it easier for students with *autism* to recognize and remember new vocabulary, and can speed up children in understanding information⁴⁰.

³³ Syahriani Putri, Nasaruddin, and Nurhaedah, "The Relationship between Verbal Linguistic Intelligence and Students' Interest in Reading Short Stories in Grade V Students of SDN Rappocini, Rapocini District, Makassar City," *Pinisi Journal of Education* (2023).

³⁴ Nirma Novita, Rukayah, and Satriani, "Relationship Between Verbal Linguistic Intelligence and Reading Comprehension Ability of High Grade Students of SD Inpres 12/79 Jeppe'e, Tanete Riattang Barat District, Bone Regency," *Journal of Educational and Language Research* 2, no. 1 (2022).

³⁵ Usup Usup and Sri Watini, "The Role of School TV in Improving Linguistic Intelligence in Early Childhood," *JHIP (Scientific Journal of Educational Sciences)* 6, no. 6 (2023).

³⁶ Lilis Madyawati, *Language Development Strategies in Children* (Jakarta: Kencana, 2017).

³⁷ Septy Nurfadhillah et al., "Analysis of the Characteristics of Children With Special Needs (Autism) in Inclusive School, SDN Cipondoh 3 Kota," *Bintang: Journal of Education and Science* 3, no. 3 (2021).

³⁸ Puti Artistia et al., "Characteristics and Classification of Children With Special Mental, Emotional and Academic Needs," *Synkron: Journal of Community Service Uika Jaya* 2, no. 1 (2024).

³⁹ Zeryu Kamarastra and I Ketut Atmaja JA, "The Role of Parents in Developing Verbal Linguistic Intelligence of Early Childhood Through Storytelling Method, Department of Non-Formal Education, Faculty of Education, State University of Surabaya, Abstract," *Jurnal + plus unesa* 9, no. 2 (2020): 23–33,

⁴⁰ Emy Sudarwati, Widya Caterine Perdhani, and Nia Budiana, *Introduction to Psycholinguistics* (Malang: Universitas Brawijaya Press, 2017).

Gradual and patient guidance is provided to provide a sense of comfort to children while learning⁴¹. The presentation of stories is based on the vast imagination of autistic children, so a storytelling approach makes learning more engaging⁴². Using interesting learning media, visual learning media consists of picture cards (numbers, letters, fruits, and animals) and posters (numbers, letters, and fruits), while audiovisual media in the form of children's song videos, children's cartoon films, sound slides introducing animals, colors, and fruits to children. This is done to encourage *autistic students* to pronounce vocabulary correctly, based on the videos observed⁴³. Providing gross motor stimulus exercises with balance and sports activities, gross motor stimuli are usually carried out by providing balance and sports. These activities are bait, so that *autistic children* can convey what they feel during the activity⁴⁴. Fine motor exercises and the application of manipulative activities such as cutting, sticking, and coloring.

After the activity, the children are directed to tell what they did and what difficulties they encountered, so that through this process, *autistic children* can practice their language skills⁴⁵. The delivery of learning through storytelling with the help of hand puppets and role-playing allows children to learn the moral message from the fairy tale presented, with the hope of changing behavior and skills in terms of cognitive, affective, and psychomotor⁴⁶. As well as inviting *autistic students* to imitate animal sounds and pronounce the names of letters, this can be used as therapy in training the muscles of the mouth and tongue, as well as to introduce letters as a basis for reading and writing practice⁴⁷.

autistic children at Muhammadiyah 16 Elementary School in Surabaya is that their habits, which they have memorized regularly, can cause tantrums if they are changed from their daily routine. This is reinforced by Suharko Kasran's research entitled "*Autism: A Developing Concept.*" One common characteristic of *autistic children* is persistent behavior and a strong desire to remain in a favorable situation continuously. If someone tries to divert their activities, or when they are in a situation that does not suit their conscience, they will easily throw a tantrum⁴⁸. This study also found that *autistic students* often feel bored in the learning process and have difficulty controlling their emotions.

Boredom often occurs during the learning process, and autistic students struggle to control their emotions. This is in line with research by Pramita and Muliati, which found that boredom in autistic students can arise from difficulty focusing on something. This is due to developmental disorders. Autistic students also often daydream during the learning process.

⁴¹ Abdullah and Rahmawati, "Strategies for Handling Islamic Religious Education Teachers for Children with Special Needs at Keleyan Socah State Elementary School for Special Needs, Bangkalan," *Al-Ibrah: Journal of Islamic Education and Science* 4, no. 2 (2019): 130–152.

⁴² Retno Twistiandayani and Khoiroh Umah, *Speech Therapy and Social Stories in Social Interaction of Autistic Children* (Surabaya: UM Surabaya Publishing, 2019).

⁴³ Ikma Nurohman, "The Use of Flash Card Learning Media in Improving Reading Skills in Autistic Children of Grade VI SDLB at SKh Negeri 02 Lebak" (Sultan Ageng Tirtayasa University, 2018); Munadoroh Septiany, "Improving Speaking Skills by Using Picture Card Media for Autistic Students of Grade III" (Jakarta State University, 2016).

⁴⁴ Anggoroh Dwi Cahyani, "The Effect of Play Dough Therapy on the Social Interaction Skills of Autistic Children Aged 6-10 Years at the Mutiahara Hati Autism Education Foundation, Sidoarjo Regency" (Insan Unggul Surabaya College of Health Sciences, 2017).

⁴⁵ Sunanik Sunanik, "Implementation of Speech Therapy and Sensory Integration Therapy for Children with Late Speech," *Nadwa: Journal of Islamic Education* 7, no. 1 (2013): 19–44.

⁴⁶ Ananda Shelvy Vista Anisa, "Development of Cooperative Puppet Show Games to Stimulate Linguistic Intelligence of Gifted Children at Pelangi Harapan Ajung Inclusive Preschool, Jember Regency" (University of Jember, 2022).

⁴⁷ Hikmawati, Patriantoro, and Syahrani, "Language Acquisition in Autistic Children: A Psycholinguistic Study."

⁴⁸ S. Kasran, "Autism: An Evolving Concept," *Trisakti Medical Journal*. 22, no. 1 (2003).

Furthermore, difficult-to-control emotions in autistic students are caused by obstacles or barriers to interaction⁴⁹. Halimah and others stated that autistic students find it difficult to express their opinions, resulting in one-way communication⁵⁰.

Based on the constraints that have been It is explained that there are several learning strategies for dealing with *autistic children*. According to Jati Rinakri Atmaja, in the learning process for autistic children, there are several steps including learning planning which is made based on the results of the evaluation and made by the class teacher together with the special assistant teacher in the individual learning program (PPI). The implementation of learning is attempted to use cooperative and participatory learning methods, providing momentum for students to become responsible individuals, by combining existing infrastructure including media, diverse environmental resources⁵¹. Yuwono said that the learning strategy for autistic students is to direct *autistic students* to focus on an activity and train students' abilities in carrying out all activities (sensory integration), implementing learning while playing can make it easier for *autistic students* to recognize new objects, carrying out occupational therapy to increase the motor activity of students with special needs, and providing learning materials according to the needs of autistic students⁵².

CONCLUSION

Based on the results and discussion in this research, it can be concluded that providing stimulus for the development of verbal linguistic intelligence in autistic students is done with various techniques, namely providing stimulus referring to body movements, moving objects, and saying words repeatedly, gradual assistance, presenting stories based on imagination, using interesting learning media, visual learning media consisting of picture cards (numbers, letters, fruits, and animals) and posters (numbers, letters, and fruits), while audiovisual media in the form of children's song videos, children's cartoon films, providing gross motor exercises with balance and sports activities, providing fine motor exercises through cutting, pasting, and coloring activities, presenting learning with storytelling assisted by hand puppets, and role playing, and inviting autistic students to imitate animal sounds and pronounce the names of letters. Researchers found that in providing stimulus to develop verbal linguistic intelligence in autistics at Muhammadiyah 16 Elementary School Surabaya, there were obstacles that arose from the students themselves, including their habits that they had memorized regularly, if changed from their daily habits, the child would have tantrums, there was a feeling of boredom that appeared more often in the learning process, and the difficulty of autistic students in controlling their emotions.

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⁴⁹ Pramita & Muliati (2021)

⁵⁰ Halimah et al., (2021)

⁵¹ Jati Rinakri Atmaja, *Education and Guidance for Children with Special Needs* (Bandung: PT Remaja Rosdakarya., 2017).

⁵² Joko Yuwono, "Learning Communication in Autistic Children (Case Study of Learning Communication in Autistic Children in the Area of Individual Learning Strategies at Two EF and BT Therapy Centers in Jakarta)," *JlIP - Scientific Journal of Educational Sciences* 3 (2018): 97–108.

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