

# *EduInovasi: Journal of Basic Educational Studies*

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## **The Implementation of Love Sensory Stimulation Method in Teaching Autistic Students**

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### **ABSTRACT**

*This research aimed to find depth insight into the implementation of love sensory in teaching English to autistic students and subsequently the impact of its implementation on their learning achievement. The research subjects are students who have problems understanding instructions, interacting, and communicating. The data collected in this research is qualitative and was collected through observation and interviews. There are some findings found such as the behavior of autistic students that is seen in the teaching and learning process such as difficulty in understanding instructions and interacting, and ignoring their learning environment are specific symptoms of Autistic Syndrome Disorder. The symptoms shown by autistic students are the cause of failure in the learning process. However, the implementation of love sensory stimulation can change the behavior of autistic students. This method can help autistic students adapt and learn together with normal students. So, autistic students' progress in learning and have achieved their learning goals. The expectation is to provide contributions to parties in need, including teachers who teach autistic students, parents, and future researchers. Based on the findings can be concluded that autistic students can develop in their learning process and interact in their social environment if they are guided in the right way.*

**Keywords:** English Learning, Autistic Students, Love Sensory Stimulation

### **ABSTRAK**

Penelitian ini bertujuan untuk mengetahui secara mendalam penerapan sensori cinta dalam pengajaran bahasa Inggris pada siswa autis dan dampak penerapannya terhadap prestasi belajar mereka. Subyek penelitiannya adalah siswa yang mempunyai permasalahan dalam memahami instruksi, berinteraksi, dan berkomunikasi. Data yang dikumpulkan dalam penelitian ini bersifat kualitatif dan dikumpulkan melalui observasi dan wawancara. Ada beberapa temuan yang ditemukan seperti perilaku siswa autis yang terlihat dalam proses belajar mengajar seperti kesulitan dalam memahami instruksi dan berinteraksi, serta mengabaikan lingkungan belajar merupakan gejala spesifik dari Autistic Syndrome Disorder. Gejala-gejala yang ditunjukkan siswa autis menjadi penyebab kegagalan dalam proses pembelajaran. Namun penerapan stimulasi sensorik cinta dapat mengubah perilaku siswa autis. Metode ini dapat membantu siswa autis beradaptasi dan belajar bersama dengan siswa normal. Jadi, siswa autis mengalami kemajuan dalam belajar dan telah mencapai tujuan belajarnya. Harapannya dapat memberikan kontribusi kepada pihak-pihak yang

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membutuhkan, antara lain guru yang mengajar siswa autis, orang tua, dan peneliti masa depan. Berdasarkan temuan yang diperoleh dapat disimpulkan bahwa siswa autis dapat berkembang dalam proses belajarnya dan berinteraksi dengan lingkungan sosialnya apabila dibimbing dengan cara yang benar.

**Kata Kunci:** Pembelajaran Bahasa Inggris, Siswa Autistik, Stimulasi Sensori Cinta

## **BACKGROUND**

Recently, the number of children with autism spectrum disorder entering elementary schools has increased. Students with Autism Spectrum Disorder is students who have a neurodevelopmental disorder that has an impact on their behavior and it is carried from birth. Almost all children who suffer from autism spectrum disorder have problems understanding instructions, interacting, and communicating (Christine et al, 2022). Symptoms of autism can be identified by making repeated and long observations, in a study described that there is a close link between autistic symptoms, emotions, and behavior (Tsai et al., 2020).

In English learning, every autistic student has difficulty focusing on the teacher's instructions, communication, and interaction. A big problem faced by the teacher is the failure in the learning process because of autistic students behavior. So, the researcher as a teacher tried hard to solve this problem by implementing love sensory stimulation in teaching. It changed autistic students' behavior, they have developed and adapted to the learning process. This approach is also applied by class teachers who teach autistic students. A phenomenon that occurred made the researcher interested in discovering more in-depth information about how implementation influences the behaviors and development of autistic students in learning processes.

Love is a strong feeling of affection and concern. It arises from kinship or close friendship and is considered an attitude, or a set of love attitudes, with corresponding descriptions, and behaviors. In education, these actions and feelings are experienced by teachers and students (Karandashev, 2019). The psychological concept of love is defined as comfort, happiness, and fulfillment of needs. In this context, love stimulation is actions conducted by an individual to others by showing body gestures, facial expressions, positive words, and touch. An individual who gets these stimulations can feel happy and comfortable, have feelings of longing, and always want to be close to the figure who performs these actions (Persaud, 2013).

Love stimulation for children can be done through five things, they are physical touch, positive words, togetherness, serving them, and giving gifts. When the parents or companions conduct these actions, it can impact children's development. The children not only gain mental well-being but also have intellectual stimulation, which can then help them in the learning process (Gary, 2016).

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Autistic students often have different sensory preferences and may respond intensely to their environment. The involvement of parents and teachers in understanding the sensory needs of autistic students is significant for building an effective learning approach. One of them is the sensory love simulation approach, which combines elements of a sensory approach with a love and empathy-based approach. According to (Carr, 2015), By considering the sensory needs of autistic students and incorporating elements of gentleness, this approach creates a more supportive learning environment and stimulates students' social, cognitive, and emotional development

Autistic children can develop well if they are treated properly. Autistic students often show strange behaviors in class environments, and therefore, there is a need for a teaching strategy that can support their success in learning (You, 2023). A phenomenon that occurs in this situation makes the researcher interested in finding out more in-depth information about autistic students, especially their learning processes.

Based on the level of need, students with autism are classified into three levels. Among them is the first level, at this level, autistic children can still communicate well but have difficulty interacting. At this level, autistic children need to be supported by their parents and environment. Second level, autistic children have difficulty understanding instructions, they cannot communicate and interact well in their environment. At this level, parents, and supervisors, especially teachers, need to work together intensively and consistently to help them by providing stimulation that trains their cognitive and motor skills. Third Level, autistic children need expert assistance to help them adapt, interact, and learn. Insights, suggestions, and references from sources and experts need to be used as guidance by parents and teachers to help them learn, adapt to their environment, and develop (Aksoy, 2018).

Autistic students are currently a strategic issue to be discussed and observed, especially in education. They have problems with cognitive development, social interaction, and concentration in the learning process. Some obstacles occur in English learning, for example, learning achievement fails, class conditions are not conducive, and normal students feel disturbed. School programs and learning activities should be conducted despite problems in the learning process. Teachers should be consistent in improving the quality of education and students' learning objectives. Teachers need to make extra efforts to achieve them, thinking critically and adding insight about autistic students.

In the English learning process, every autistic student shows different behaviors and they hard to focus on instructions delivered by the teacher. They are moving a lot, ignore the instructions, try hard to stop the teaching and learning activity, and hurt themselves or others, all of them are symptoms of the autism spectrum (Nolan et al., 2022). A big problem faced by teachers is the

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failures in the learning process. These are serious problems, and the researcher as a teacher tried hard to find insight related the autistic students.

In the first previous research the learning development of autistic students is influenced by a close relationship between teachers and autistic students, teachers build good interpersonal communication with autistic students. Communication is carried out by teachers through verbal and non-verbal communication such as giving positive words, showing empathy, greeting, supporting autistic students in learning, and smiling (Himmah et al., 2022). Furthermore, the second previous research explored that autistic students who received psychological support from teachers tend to have good learning motivation. Teachers give autistic students the freedom to learn, they are allowed to learn using the media they like, for example, playing and watching, sometimes teachers also take their autistic students to study in the forest. This action taken by the teacher is the teacher's effort to provide a sense of security and comfort to autistic students so that the learning process runs well (Friedman et al., 2022). So, it is in line with this research which described the implementation of the love sensory stimulation approach which influenced the behaviors and learning process of autistic students. The gap is that the approach taken in this research understands the emotional approach more deeply in the context of love in education and its scope is regular schools or non-inclusive schools.

This case study research aimed to describe in detail how implementing the Love Sensory method could influence the learning process and development of autistic students in certain school environments. It is hoped that the results contribute to inclusive education practitioners and provide deep information on the implementation of love sensory stimulation.

## **METHOD**

This research is qualitative with a case study approach. The method was chosen because it allows the researcher to thoroughly explore and understand the behavior of autistic students and how the implementation of love sensory stimulation influences their behavior and learning development. The subjects in this research are two students with autism spectrum disorder (ASD) or autistic students. They are young learners from various classes, their initial is MG from class 3A and ML from class 3B who have problems understanding the instructions, interacting, communicating, and adapting to the learning process with normal students. The number of students from class 3A is 32, dominated by students with normal conditions. While the number of students from class 3B is 21, almost all are also dominated by students with normal conditions. The location of this research is at the Sivaliputta Kubu Raya Elementary School, Kubu Raya. The researcher chose this setting because as an English teacher at the school, the researcher had the opportunity to conduct observations for a

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long time. The researcher could interact directly with subjects, and observe their behavior in detail, and completely.

Data collection techniques in this research used observation interviews, and documentation. Then, tools for data collection are field notes, data checklists, interview guidelines, and the table of assessment behaviors. This research has been conducted for 3 semesters, the researcher who is the teacher who teaches autistic students directly had a big opportunity to observe their behavior in the long term, in detail and completely. Teachers and school principals were the participants who were interviewed to find out how the implementation of love sensory stimulation in teaching autistic students has an impact on autistic students behavior and development.

## **FINDING AND DISCUSSIONS**

The behaviors of autistic students who are the subjects of this research vary. They showed some strange behaviors in the learning process. In-depth information was obtained by the researcher from class teachers and principals through interviews. MG and ML are reported as autistic students who are difficult to be controlled by the teachers. In the learning process MG and ML could not follow the teacher's instructions well, these autistic students were unable to pay attention when the teacher delivered the material in front of the class. Their behaviors influenced badly the learning activity.

### **a. First Subject**

The first subject was MG, she is an autistic student in 3rd Class. In the beginning, MG showed strange behaviors from other students. To confirm this irregularity, the researcher made observations, the researcher inputs the information obtained through field notes, interviews, and documents.

The information obtained by the researcher in the 2022 - 2023 academic year. The researcher found that when the teacher explained the material MG was asleep, to make the time effective the teacher tried to continue the teaching process and finished. After delivering the materials teacher walked to MG's chair and asked her to get up, the teacher held her shoulder and said "MG, let's get up! it's time for study, you can take a nap again after school!" This sentence was delivered by the teacher with a low and slow intonation, the teacher tried to look into her eyes sincerely. This incident often occurred during the learning process. At another meeting when it happened again, the teacher did the same thing. The teacher asked MG to get up and offered her some cake or snack as a reward if she did what the teacher instructed.

In the next meetings, MG often ate during the learning process, when the teacher asked her to stop, she did not respond and continued to

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finish her food, her facial expression looked like does not hear any instructions from the teacher. When had lunch, MG always dropped lunch box equipment, and it happened continuously. Besides that, the behavior showed MG, often talked to herself while doing activities that were not related to learning. For example, scribbled on her notebook, poured the water on her notebook, and so on. It happened when the teacher delivered material or asked students to do learning activities.

These incidents happened repeatedly and they were recorded by the researcher in the first semester. When the teacher tried to ask MG to communicate, the interaction carried out by the teacher was to ask her where she wanted to go. Teacher: "Can you sit for a while until the lesson is finished?" MG did not give any response. she just walked and sat in the corner of the school, sometimes when she left class, MG carried a notebook, pencil, or her lunch box. She spent her time writing, drawing, and eating. The behavior of each autistic student has also been described by the researcher through a behavior assessment table for autistic students.

The assessment criteria for all the tables are as follows:

A = Pay attention to the teacher's instruction

B = Interact with teachers and friends

C = Accuracy in answering teacher questions

D = Confidence in learning activities

The following is the behavior assessment table for the first subject.

The behavioral assessment of autistic students as the First Subject in this study was 0% which means that there are no results achieved in the learning process. The result of point A is 0, MG never paid attention to the teacher's explanation and each instruction. When the teacher delivered material and gave instructions to students to do something MG would only do something that she wanted to do, for example, sleep, scribble in her book, or go out of the class. The result of Point B is 0, which explains that there was no interaction between MG, the teacher, and her friends in the class When the teacher or friend talked to MG, she never gave a response. She often looked away when talked to by other people. The result of point C is 0 described that MG also never gave the right answer when the other asked her a question. She only talked about things that she only wanted to talk about. She did not seem to hear and understand every question the teacher asked. The score for assessing self-confidence at point A is also 0, this shows that MG has no self-confidence. MG always refuses when asked to be involved in learning activities, especially speaking, singing, or reading. When these learning activities are carried out, MG sometimes cries or leaves the class to avoid it. The table below shows how autistic students behave in the learning process.

**Table 1:** Observation Table of Autistic Students' Behavior

No	Name of Student	Student Score				Total of Score	Percent (%)
		A	B	C	D		
1	MG	0	0	0	0	0	0%
Total						0	
Maximum Score						20	
Percent						0%	

Other data was also obtained by the researcher from interviews with the class teacher who taught MG and the principal of Sivaliputta Elementary School. The class teacher reported that MG has different behaviors in the class. MG had problems receiving instructions, socializing, and concentrating. MG always did different activities from other students even though the instructions given by the teacher were very clear.

Based on the interviews with the class teacher, when the teacher delivered material and gave instructions MG never gave any responses. MG was never involved in all the learning activities in the class. When her classmates did the assignments, she only did what she wanted to do, for example scribbling in her book or destroying the assignment sheet given by the teacher.

Meanwhile, the information obtained by researchers from the principal was Mr. KS. The principal had data registration and information data when MG registered at Sivaliputta Elementary School and an assessment was carried out during the registration process. In the registration process, the principal acted as the selector of prospective students who entered the school and asked a question to MG and it was answered well. The principal also reported MG did not show anything strange behaviors when interacting. Mr. K explained that at that time MG was able to interact well because when registering MG was not in a crowd. After MG joined the school and took part in the learning process, the symptoms appeared and Mr. K often found MG sitting alone outside the classroom during the learning process and when Mr. K gave instructions to return to class MG did not give any response.

b. Second Subject

The second subject was an autistic student with initial ML, she was from class 3B. ML showed strange behaviors in the learning process like tantrums, crying a lot, and being unable to follow the instructions which made the class situation uncondusive. If ML had a tantrum, no one at school could calm her down. The action taken by the teacher when ML had a tantrum was to call her mom and ask her to come to school. ML is a sensitive autistic student, when giving instructions, the teacher must be

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careful to protect her feelings. ML is one of the autistic students who have slow motor development. It can be seen from the way she writes, that if normal students in that class only need a short time to write one sentence, then MG takes a long time to finish writing. This gap often caused problems, if ML realized that she was lagging her friends then ML had tantrums. She tried to stop the learning process by shouting in front of the class as loudly as possible.

An incident occurred in the first semester. It was noted by the researcher when the teacher explained the materials entitled School Things. When the teacher explained, the teacher wrote new vocabulary related to school things in English and its meaning on the whiteboard, then asked students to write them on their notebooks. It only takes a short time to complete it, most students take 5 - 10 minutes to finish it while ML needs more than 30 minutes. In this situation, the teacher was unable to wait for ML to finish her writing. So, the teacher gave her instructions to continue it at home and she could borrow her friend's notebook so the teacher could continue the learning process.

This condition triggered ML to have tantrums and cry a lot for a long time. ML hurt her classmates and teacher, to solve this problem the teacher tried to ask ML to communicate and told her again that she could finish her writing at home, ML did not need to worry about it. The teacher said: "If you don't want to borrow your friend's notebook, I will take a photo of the notes on the whiteboard and send it to your parents via WA. ML ignore all the advice and instructions given by the teacher. she kept crying until school ended.

In the learning process, ML could not interact well with her friends. ML never paid attention to everyone who talked to her. When had communication, ML only focused on what she wanted to do. ML often drew and looked at the picture on the cover of a book or lay on her desk. One of her classmates asked her to participate in the learning activity but it made her cry a lot, scream, and damage tools in the class. ML has a hypersensitivity in the learning process where she responds excessively to certain interactions.

In field notes of the first semester of the 2021-2022 academic year. The teacher instructed the students to practice conversation, then asked students to create groups and one group consisted of 3 students. All the students chose their members of the group except ML, she did not understand what is the teachers' instructions. The learning activity of the group had started and each student had a group except ML. ML just sat quietly at his desk, she likes did not hear anything and focused on the picture on the cover of her book. The teacher saw this condition and tried to help ML find her group but finally, ML cried and tantrum again.

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Learning activities by groups had started, but ML did not care about everything, she did not participate in every single task so her friends complained and told the teacher that ML did not participate in speaking practice, she did not care about everything. The teacher and her groupmates got ML to practice in their group, the instructions given by the teacher were: Let us practice speaking ML! Your friends cannot practice without you (while embracing)". ML did not give any response; she did not seem to hear any instructions. Her groupmates saw this incident and felt annoyed and said to ML: Okay ML, let us practice without you. Ma'am, please help us to replace ML in our group conversation." Unexpectedly this statement made ML give an exaggerated response. She had tantrums again, she cried loudly, broke things in the class, and tried to stop the learning process.

The researcher also described the behavior of the second subject in the behavior assessment table for autistic students. Based on the table below, the learning achievement of the second subject also failed. The result observations on the behavior of the second subject in the learning process is 5%. The result of point A is 1, which describes that the second subject's attention to the teacher's explanation and instructions is low. ML only paid attention to the teacher once when the teacher delivered the material and instructions. at Point B the result is 0, which explains that she never wanted to interact with the class. When studying in groups ML was always alone. In the other meetings when all students were allowed to play together with their classmates, ML was one of the students who chose to sleep at his desk. Then, at points C and D, the assessment result is 0. This explains that ML never answers questions correctly, when asked questions ML always gives inappropriate answers, apart from that, ML also has no self-confidence, ML always refuses when asked to do something in front of the class, for example, read text. Below, the researcher adds a table assessing normal student behavior related to the second subject.

**Table 2:** Observation Table of Autistics' Behavior

No	Name of Student	Student Score				Total of Score	Percent (%)
		A	B	C	D		
1	ML	1	0	0	0	1	5%
Total						1	
Maximum Score						20	
Percent						5%	

The implementation of the love sensory stimulation method for autistic students is an action carried out by teachers at school, especially in teaching English to autistic students. The actions related to the Love sensory stimulation method implemented by teachers were small things

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that built emotional closeness to autistic students and autistic students' trust in teachers. The actions that refer to the love sensory stimulation approach carried out by the teacher are the teacher showed empathy. For example, by giving them help, listening to their complaint, and validating their feelings.

As before, after finding significant development in autistic students. The researcher observed autistic students' behavior through observation table autistic students. The development of the second subject, ML. Lately, ML never screamed, tantrums, and cried a lot during the learning process. When the teacher delivered the material, ML listened well even while lying his head on the table. ML became disciplined, she did every task the teacher gave her even though it took a long time because she had problems with her motor skills. When the teacher asked a question ML always gave the right answer. ML also laughed when the teacher told all the students' funny stories during the learning process. One of the most striking developments showed like the first subject, ML always used English with everyone too.

The following is a behavior assessment table for the first subject after implementation love sensory stimulation in the learning process.

**Table 3:** Observation Progress of First Subject Behavior

No	Name of Student	Student Score				Total of Score	Percent (%)
		A	B	C	D		
1	MG	3	3	5	5	16	80%
Total						16	
Maximum Score						20	
Percent						80%	

Furthermore, is ML development, which researchers elaborated through a behavior assessment table for autistic students.

**Table 4:** Observation Table of First Subject Behavior

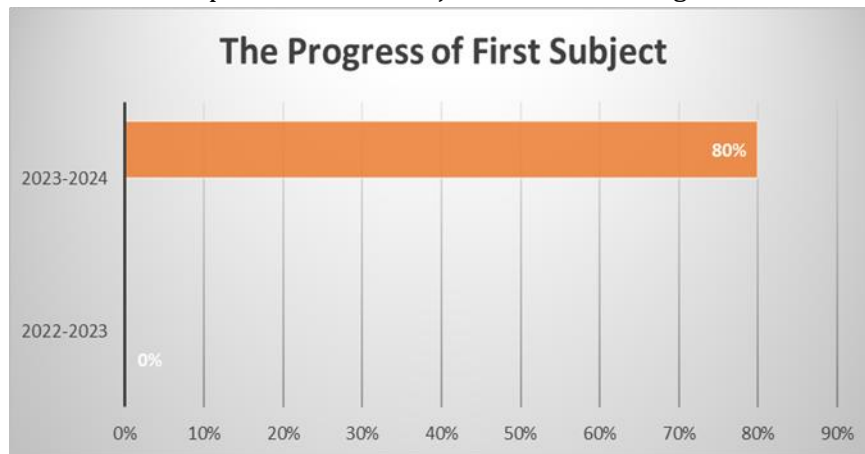
No	Nama Siswa	Student Score				Total of Score	Percent (%)
		A	B	C	D		
1	ML	3	3	5	5	16	80%
Total						16	
Maximum Score						20	
Percent						80%	

Based on the observation table of the first and second subjects showed that the behavior assessment of autistic students is 80%. This result illustrated the change in behavior of autistic students when they

were taught with love. Their achievements in learning even exceed the average scores of normal students. Autistic students pay attention to the teacher's explanations well, participate in learning activities, and interact in their learning environment. The development of the two autistic students is described more clearly by the researcher through the progress chart below.

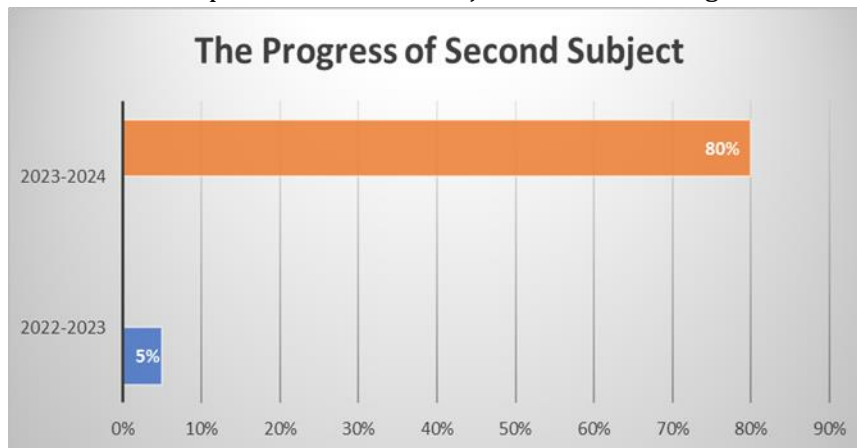
In the first chart, it is depicted that in the 2022-2023 school year, the percentage of behavioral assessment of the first subject in the learning process is 0%, then in the 2023-2024 school year the percentage of behavioral assessment of the second subject is 80%.

**Chart 1:** Development of First Subject in The Learning Process



In the second chart, it is depicted that in the 2022-2023 school year, the percentage of behavioral assessment of the first subject in the learning process is 0%, then in the 2023-2024 school year the percentage of behavioral assessment of the second subject is 80%.

**Chart 2:** Development of Second Subject in The Learning Process



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At the beginning of the observation, they could not understand any instructions and hard to interact with others. They failed to achieve the learning objective. The implementation of love sensory made them have significant development in the learning process. The autistic student's behaviors changed for the better and each exercise and test was completed well and then got good scores. Treating autistic students with love assisted them in their cognitive development. Affectionate interactions often involve activities such as talking, reading stories, or playing together, all of which can stimulate language development, understanding of concepts, and other cognitive skills.

The charts above clearly illustrate that there are significant changes in the behavior of autistic students in the learning process. At first, autistic students were unable to provide any response when given instructions, ignored their school environment, and chose to avoid teachers and classmates. Then, they show progress through achieving achievements in learning. Teaching with love carried out by the teacher can also help autistic students reduce their anxiety so that it is easier to focus on learning. Autistic students who feel loved tend to be more open to communicating with other people, especially teachers, so this is used by teachers to approach and understand how to teach them based on their needs. This condition is one of the factors why autistic students who are treated with compassion tend to make progress and develop well.

In evaluating the results of this research, the researcher needs to explain the relationship between the findings and theoretical studies obtained in the literature. The findings related to the behaviors of autistic students include that autistic students have difficulty in social interaction, they cannot understand the meaning of other people's facial expressions, and they cannot participate in conversations held by several people. When autistic students feel uncomfortable, the response of autistic students is to avoid, scream, cry, or hurt others. They have problems in cognitive development and difficulties in socializing, communicating, and interacting. As stated by MacDonal (2013) the behaviors found in the learning process were symptoms of autism or Autism Spectrum Disorder and they occurred because of structural and functional differences in the brain areas of autistic students.

The statement of Tsai et al (2020) in line with the finding that Autistic students' inability to respond to instructions or not pay attention to what the teacher says is because they have difficulty understanding and responding to social signals given by other people. It is related to disturbances in the processing of social information in their brains. Abnormalities in brain areas involved in understanding and responding to facial expressions, body language, and voice intonation. Autistic students may have difficulty understanding the thoughts, feelings, and beliefs of others. This can hinder their ability to pay attention and respond to instructions or messages conveyed by

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others, because they may not understand the intent or purpose of what the other person is communicating.

Another explanation regarding the causes of autistic students not responding when teachers give instructions is that autistic students experience disturbances in the executive function of their brain, which includes the ability to process, remember, and respond to information appropriately. Impairments in executive functioning can cause difficulty in following instructions, planning, and executing appropriate actions, and adapting to changing situations or new demands.

Autistic students showed symptoms because they had problems adapting to changes in routine or unusual situations and this condition has occurred in autistic students MG and ML. For example, the rules in the learning process that they must follow. The inability to predict or anticipate these changes can trigger anxiety or emotional turmoil leading to tantrum-like behavior. Apart from changes in routine, environmental stimuli can also trigger autistic students to show symptoms of tantrums, for example when they receive loud noises, bright lights, or uncomfortable textures. As Qizi (2020) said the discomfort caused by these sensory stimuli can cause stress or distraction that triggers an uncontrollable emotional response. They experience limitations in understanding social rules or accepted norms of behavior. They may not understand concepts such as sharing, waiting their turn, or adapting to others' needs, leading to interpersonal conflict and frustration. Then, autistic students who have symptoms of hurting other people or hurting themselves are autistic students who have limitations in executive function which includes the ability to control behavior so that it impacts their emotions in responding to something.

Developmental disorders that occur in autistic students are closely related to the behavior shown by autistic students, so behavior found in the learning process, for example, shouting, crying a lot, hurting others and themselves, and falling asleep in class are behaviors that cannot be controlled by autistic students. They conducted this behavior without awareness, which is reinforced by Tsai et al (2020) in the literature which stated that the behavior of autistic students is formed because of the pervasive developmental disorders they have.

The researcher observed the behavior of autistic students by comparing their behavior with normal students. In these observations, the researcher assessed the behavior of autistic students and normal students. This was done by the researcher by adapting the theory mentioned by Barbara (2018) that to identify the behavior of autistic students and obtain more in-depth information, the researcher could collaborate autistic students into groups of normal students. This is one of the right actions to make observation and identification easier.

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Furthermore, the assessment criteria in the observations made by the researcher through the attitude assessment table were also adapted based on MacDonal's (2016) theory which stated that the most specific typical behavior of autistic students is their attention to something, the way they interact, their communication, and the feeling of security. These aspects were developed by the researcher into assessment aspects of autistic students' behavior in the learning process, such as autistic students' attention to the teacher's instructions, autistic students' interactions in class, accuracy in answering, and their self-confidence. In the literature, MacDonal also said that identifying the behavior of autistic students required repeated observations. By referring to this theory, the researcher made the maximum score for assessing the behavior of autistic students 5. This score was obtained by the researcher based on the number of repeated observations, the observations were conducted by the researcher 5 times and the score in each meeting was 1 so, the range of the assessment was 1-5.

The researcher emphasized that this assessment was made not to describe students' abilities or to classify students only based on one class. Each student has their skill and abilities, and the behavior assessment table was created by the researcher to make the information in this research more clearly elaborated. Based on the observation table of autistic students behaviors showed that autistic students could not follow the learning process at all or failed in the learning process. It happens because of the condition of the autistic students.

Further discussion is the implementation of love sensory stimulation in teaching autistic students. Psychological concepts and inclusive educational pedagogy have been supported by the teacher at Sivaliputta Elementary School. Efforts to apply love sensory in teaching autistic students are teachers' efforts to provide teaching that suits the student's needs. This follows what Armstrong (2020) said autistic students need a good emotional relationship between teachers and autistic students. Good relationships create a sense of security for autistic students and then this feeling makes them believe that they can be safe and free to do many in that environment.

There are many things that the teacher did to autistic students to create good relationships, including the teacher listened to them, appreciating every effort they made in learning, and understanding their condition so that the teacher did not easily intimidate them for every mistake they made, and the teacher always showed empathy for their needs. These actions are the implementation of love sensory in teaching autistic students. In implementing this love, the teacher always consistently creates the belief that the sincere actions that have been taken will have a positive impact on autistic students. It is reinforced by the statement of Karandshev (2019), Shih (2022), and You (2023) who stated that the closeness or emotional closeness created by teachers

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towards their students is an act of love in teaching and this can have a positive influence on the learning development of autistic students.

The sensory love stimulation approach in teaching is considered relevant to the concept in the context of autistic students the concept proposed by Dingfang (2024) and Froiland (2012) also stated that is very difficult for autistic students to build and maintain healthy and meaningful social relationships. They may feel anxious or unsafe in a new place, such as school. The important role of teachers as a practitioner in the school environment is to build good emotional bonds with autistic students by implementing love sensory stimulation.

To stimulate autistic students to feel happy and comfortable, the implementation of love is a relevant action in this issue. Teaching with love and affection by the teacher can stimulate chemical reactions that flow to the brains of autistic students and then make them feel happy, enthusiastic, and even feel that they are great students. This is under what Victoria (2023) said that there are hormones that flow to the human brain when they feel happy. This hormone is what makes them always enthusiastic about doing anything, especially studying.

The stimulation received by autistic students occurred through all of their senses. The eyes, ears, touch, and feelings of autistic students are the main media in transferring the application of sensory love. Sensory stimulation actions with love given to autistic students are part of therapy for autistic students to help them develop. In the literature, Atwel et al (2019) said that training to stimulate children is an effort to improve their cognitive development, this stimulation can be done through all the senses they have so it can make them develop in their learning process.

Based on the findings obtained by the researcher, can be described that this research is in line with previous research, including first, Darsini (2015) who said that there needs to be a lot of interaction in teaching autistic students to make them develop. Secondly, Himmah et al (2022) said that there is a positive influence on the learning development of autistic students from a good interpersonal relationship between teachers and autistic students in inclusive schools. Third, Friedman et al (2022) explained that providing comfort to autistic students can increase their enthusiasm for learning, that's because the school concept created in this research is a forest school. Where teachers try to provide freedom and provide comfort to autistic students.

Based on the previous research, there is a significant development when autistic students have intense two-way interaction, good interpersonal closeness, and a sense of comfort that can increase the development of autistic students in adapting to their environment and developing in their learning. So, it is in line with this research which described the implementation of the love sensory stimulation approach which influenced the behaviors and learning

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process of autistic students. The gap is that the approach taken in this research understands the emotional approach more deeply in the context of love in education and its scope is regular schools or non-inclusive schools.

This phenomenon occurred in autistic students at Sivaliputta Elementary School. The autistic student's behavior in the learning process which became an obstacle in achieving learning goals experienced development after the teacher implemented love sensory in teaching. It means that some stimuli and reactions occur in their bodies and brains and then have an impact on their emotions and psychology so these happy feelings make them enthusiastic about learning and adapting to the school environment with normal students. However, the researcher would like to add that the limitation of this research is that this research was only carried out on a small scale, especially within the scope of Sivaliputta Elementary School so it cannot be generalized to a wider scope or other learning environments.

## **CONCLUSION**

This research aims to study and observe the behavior of autistic students in the learning process and the impact of the teacher's application of the love sensory method on their development in learning. Based on data collection and analysis through observation, interviews, data checklists, and triangulation, this research reached the following conclusions.

Autistic students can adapt to a learning environment with normal students, understand instructions, and interact well. Autistic students also feel more comfortable and accepted, so they exhibit less behavior that hinders the learning process. During the teaching and learning process, autistic students who are taught with a loving approach show increased engagement and focus. By using a loving, tactile approach, teachers appreciate and encourage autistic students in all their efforts, providing motivation and recognition with positive words. They also pay greater attention to students so that they are more interested in learning in class.

Autistic students taught with love also showed improvements in basic academic skills such as reading and writing in addition to increased social interaction and engagement. It suggests that a compassionate approach impacts academic and social achievement. This research found that teaching autistic students in elementary school with sensory love had a positive effect on their behavior and their overall development. Teaching with love allows autistic students to develop socially and academically because it creates an inclusive and supportive learning environment. The results of this research The condition of autistic students can develop if they are taught and treated in the right way. To understand that their behavior in the learning process which causes failure in achieving lesson objectives is beyond their awareness. By understanding this condition, teachers will be more aware that changing their

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behavior is the teacher's effort to help them learn and develop like normal students.

This research found that teaching autistic students in elementary school with sensory love had a positive effect on their behavior and overall development. This method allows autistic students to develop socially and academically because it creates an inclusive and supportive learning environment. The results of this research also show how important it is for teachers to be educated to use a compassionate approach and provide sufficient support for autistic students in elementary schools.

According to this research, elementary schools should consider using a compassionate approach as part of their inclusive teaching strategy. To create a positive learning environment for all students, including students with autism, teachers and school employees must be encouraged to use an approach that prioritizes empathy, support, and individual attention.

The development of autistic students in the English learning process can be seen after the implementation of love sensory. Autistic students achieve many things in the learning process, including improving their behaviors, social skills, and learning objectives. Teaching with love carried out by the teacher helped autistic students to control their emotions. Autistic students who had difficulty understanding instruction, interaction, and communication could adapt to a normal environment and students. Autistic students had confidence in doing things in learning activities, for example, doing assignments or practicing speaking, reading, and listening. And then they become bolder in expressing their opinions.

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