



# Emotional Description of Autism Children in Sidoarjo

Adiabah Suhailiyyah Alhasiib<sup>1</sup>, Lely Ika Mariyati<sup>2\*</sup>, Widyastuti<sup>3</sup>, Jalilova Lola Jalilovna<sup>3</sup>

\*Corresponding Author Email: [ikalely@umsida.ac.id](mailto:ikalely@umsida.ac.id)

<sup>1,2,3</sup>Faculty of Psychology and Education, Universitas Muhammadiyah Sidoarjo, Indonesia

<sup>4</sup>Associate Professor of English Literature Department, Bukhara State Department, Uzbekistan

**Abstract.** This research purposely to find out the emotion description of children with autism in inclusive school at Sidoarjo. Based on the fact that there is an increase in students with special needs (ABK) attending education in inclusive schools in Sidoarjo, namely at Muhammadiyah 2 Elementary School. The research method used is qualitative with a descriptive approach. The data used is based on the result of observations of children for 2 weeks at school as well as the result of interviews with parents and teachers as additional data. The subjects of this study were two students diagnosed with autism who were in 4th and 5th grade at SD Muhammadiyah 2 Tulangan. The findings in this research is the two subjects expressed their emotions in several forms of behavior, both positive and negative emotions, but it was not consistent with the stage of emotional development of children in their age. Positive emotions that appear are expressed in the form of joy and affection, while negative emotions are expressed in the form of anger and shame. To bring up this emotion, it will need the factor that can affect both subjects such as age factor, parenting factor, and therapy factor. Support from parents, class teachers and shadow teachers in the process of emotional development in autistic children as imitation learning media.

**Keywords:** Autism, Children, Emotional Description

## 1 Introduction

Education is one of the important factors in the development process of a nation, the existence of good quality teachers and students can help the development process of a nation. The word education actually comes from the Greek language, namely "*Paedagogie*" which means a guidance given to children. [1]. Whereas in English education is termed "*Education*" which means development. [2]. So education is a policy that is carried out to be able to develop a science, therefore in developing it a system is needed to be more directed. The current education system in Indonesia is called the National Education System (SPN), which is an education system that can lead to the progress and development of the nation and can answer the challenges of the times. Based on article 1 paragraph 4 of Law No. 20 of 2003 concerning the national education system, that "Students are members of society who seek to develop themselves through the educational process at certain levels and types of education". The purpose of education in Law No. 20 of 2003 concerning the National Education System which states that "National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty,

have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens". [3].

In the regulation of the Minister of Education and Culture of the Republic of Indonesia No. 14 of 2008 concerning the acceptance of new students in kindergarten, elementary school, junior high school, senior high school, vocational high school or other equivalent forms in Chapter 3 PPDB Procedures Article 6 that (1) Requirements for prospective new students in grade 1 (one) elementary school or other equivalent forms must be: a. 7 (seven) years old or b. at least 6 (six) years old on July 1 of the current year. Students who are in primary school or the equivalent aged 6-11 years old [4]. Meanwhile, according to Erick Erickson's theory of developmental stages, this age is included in middle and late childhood or is in stage IV, namely active work vs low self-esteem. During this stage, students can compare their abilities with their peers. [5].

In middle and late childhood, they begin to develop their understanding and regulation of their emotions. According to Thompson and Goodvin's theory, there are several important developmental processes that can occur, such as the following: increasing understanding of emotions, increasing understanding that in a situation we can experience more than one emotion, increasing the tendency to be more aware of events that cause emotional reactions, increasing the ability to suppress or express negative emotional reactions, using self-initiative strategies to redirect feelings, and the capacity to empathize genuinely. However, some of these developmental processes do not occur much in children with special needs [5]. In fact, there are several deficiencies that individuals have in each development process. Those who are born with some of these deficiencies have actually been entrusted by God to us so that we can take care of and develop according to their conditions. According to Heward, children with special needs are children who have several special characteristics and are different from other children, where there are inabilities in terms of emotional, mental, and physical. [6].

One of the behavioral disorders that children with special needs have is autism, where the disorders they have occur in the cognitive, emotional, behavioral, and social parts. Hewetson argues that initially heredity and biological factors were seen as the cause of autism. While scientists still do not know exactly what is wrong with the brains of autistic individuals, a new cause is believed to be neurobiological rather than interpersonal disorders. The *World Health Organization's International Classification of Diseases* (WHO ICD) argues that before the age of three there are several abnormalities or disorders in the development of autistic children, such as abnormalities in the areas of social interaction, communication, and repetitive behavior due to a disorder in the human central nervous system. [7]. Meanwhile, according to Ginanjar, autism is a disorder that inhibits the development process in communication, behavior, socialization skills, sensory, and learning. [8].

Erickson's theory explains that some social-emotional tasks are important so that they are placed in the developmental framework, besides that Erickson argues that humans experience the progress and setbacks that every child experiences. [9]. While the Ecological theory developed by Urie Bronfenbrenner focuses on the social context, where the child lives and the people around him can affect the child's development process. [9]. Emotions are intense feelings shown by a person over an event or event. According to Mera's opinion, emotional development is determined by the child's ability to have insight into managing and expressing emotions properly, such as bringing up images of positive emotions and negative emotions. [4]. emotion is a combination of several feelings that dominate [10].

Based on this explanation, it can be concluded that children's emotional development can be influenced by the environment, family, and customs in their place of residence, so that expressing their emotions can affect children's behavior in progress and setbacks in their own lives. Therefore, autistic children need some support from their surroundings such as support in the learning process. Now in Indonesia, education for children with special needs has improved with the support of the government, which is written in Article 31 paragraph (3) of the 1945 Constitution which reads: "The government seeks and organizes a national education system, in order to educate the nation's life, which is regulated by law". One of these education systems is by establishing educational institutions for children with special needs, namely special schools (SLB) and inclusive schools. Inclusion schools are regular schools where the majority of students are normal children, but the school accepts students from children with special needs as well. The Directorate of Special Education believes that an inclusive school is an educational service system for children with special needs so that they can learn together with other students of the same age at the nearest regular school to their place of residence.

One of the inclusive schools in Sidoarjo is SD Muhammadiyah 2 Tulangan. Although inclusive schools are similar to regular schools in that they provide an education service system that is in accordance with the curriculum and methods in general, these schools still provide an education service system that suits the needs of students with special needs, such as the existence of shadow teachers in each class and learning to interact with non-regular students (ABK), peers and other people in the surrounding environment. SD Muhammadiyah 2 Tulangan has several applications regarding the learning process in inclusive schools, namely since the Covid-19 pandemic, children with special needs have received services from schools in the form of home visits (shadow teachers visit students' homes) and the learning process and play therapy carried out by shadow teachers. Post-pandemic (new normal era) the learning process is carried out as before at school and students with special needs have now been involved in participating in various kinds of Olympic competitions. Data regarding autistic children at SD Muhammadiyah 2 Tulangan is that there are around 6 autistic children: 3 in grade 3, 1 in grade 4, 1 in grade 5, and 1 in grade 6. They all have a level of autistic disorder from low to moderate. Previously, the researcher had conducted an initial interview with one of the shadow teachers at SD Muhammadiyah 2 Tulangan regarding the description of emotions in autistic students. The results of the initial interview to one of the shadow teachers explained that autistic children have disorders in the process of emotional development so that it is difficult to control their emotions, such as when conducting the learning process, where the shadow teacher must follow the emotions that are being felt by his students, causing the subject hours to be reduced. So there are several important points in the process of emotional development in autistic children that can be studied more deeply in order to be useful for parents and teachers. The existence of theories regarding emotional development can help teachers in carrying out the teaching and learning process.

Based on the above background, the researcher wants to dig deeper into the description of emotions in autistic children and factors that influence the development of emotions in autistic children, so the focus of this study is on how the description of emotions in autistic children at SD Muhammadiyah 2 Tulangan. The purpose of this study was to determine the description of emotions in autistic children at SD Muhammadiyah 2 Tulangan. This research has two benefits, namely theoretical and practical. The theoretical benefits in this study can be a broader source of knowledge in the field of Psychology, especially in Clinical Psychology

regarding the description of emotional development in children with special needs, and can provide new knowledge for the general public to find out the process of emotional development in children with special needs. While the practical benefits have 3 benefits, namely for teachers, this research is expected to help teachers in developing knowledge about emotional development in autistic children, for SD Muhammadiyah 2 Tulangan it can be useful in providing services to students with special needs during the teaching-learning process, for parents it is expected to help in increasing knowledge about the emotional picture of autistic children and knowing the emotional development of children to process for the better, and for further researchers it is hoped that this research can become a source of reference for further research, especially in the field of Psychology and provide broader knowledge about the description of emotions in autistic children.

## 2 Methods

The type of research used in conducting this research is qualitative research. This qualitative research model is often referred to as a naturalistic research method because the research is conducted in natural conditions (*natural settings*), and because the data collected and analyzed are more qualitative. [11]. In this study using an approach, namely a descriptive approach. A descriptive approach is research where the researcher is directly involved in the field as an observer to observe the phenomenon and record it so that there is no manipulation of variables [12]. [12]. The subjects of this study were 2 autistic children and emotions, autistic children are disorders in the cognitive, emotional, behavioral, social areas, including the inability to interact with people around them. [7]. Meanwhile, emotion is a combination of several feelings that dominate and can arise into several characteristics such as fear, shame, anger, jealousy, joy, grief or sadness, curiosity, and compassion [10]. [10]. Determination of the subject of this study was determined by *purposive sampling* technique, which is a sampling technique with certain considerations. [11]. The following are the characteristics of the subjects of this study: children with special needs with disorders in the form of autism, male or female, aged 9 years-12 years or at the level of elementary school children in grades 4 to grade 6, and attending SD Muhammadiyah 2 Tulangan.

The data collection techniques used by researchers are observation of the description of emotions and factors that influence emotional development to the two subjects for 2 weeks and semi-structured interviews with shadow teachers, parents and peers for 9 times. Checking the validity of data using data triangulation, namely by combining data from various different data sources in order to find the truth of certain informants through various methods and sources of data acquisition, researchers use data sources in the form of documents from interviews and observation results, as well as the existence of theoretical triangulation, namely by using various different theories to interpret data. [12]. The data analysis technique uses data reduction, namely recording and summarizing the important things studied according to the theme, presenting data in the form of text and tables to clarify the research results, and research conclusions in the form of new findings that have not existed before. [11].

## 3 Results And Discussion

### 3.1 Research results

The results in this study show that both subjects have been able to bring up several different kinds of behavior based on aspects of emotional images.

**Table 1.** Subject Identity Matrix

<b>Research Subjects</b>	<b>Initials</b>	<b>Gender</b>	<b>Age</b>	<b>School</b>	<b>Class</b>
Subject 1	F.I	Male	11 years old	5 SD Muhammadiyah	2 Tulangan
Subject 2	E.R	Male	10 years old	4 SD Muhammadiyah	2 Tulangan

The subjects in this study are students from one of the inclusive schools in Sidoarjo. The two subjects came from different classes, namely subject 1 from grade 5 who is 11 years old and subject 2 from grade 4 who is 10 years old. Each subject is of the same gender, namely male. While the emotional description of the two subjects is based on the results of observations and interviews, as follows:

**Table 2.** Aspects of Positive Emotion Overview

<b>Aspect</b>	<b>Subject I</b>	<b>Subject II</b>
A sense of excitement	Subject I can show his joy in several behaviors that appear, namely, laughing by himself with his eyes looking up, chatting with himself then smiling, clapping his own hands, dancing by himself with laughter, saying the word "Yeay", holding his friend's hand and swinging it, running around the room with laughter, and laughing when cooking or watching cooking videos.	Subject II has been able to express his happy feelings with the emergence of several behaviors, namely: smiling to himself when chatting with himself, laughing after singing, saying "Yeay" after mumbling to himself, singing songs in an advertisement by repeating it many times and shouting, playing with the shadow teacher then laughing, repeating hand movements and saying "Welcome", waving his hands with laughter, clapping with a smile when observing his friends, spinning around with laughter, shouting "Yeay" when the shadow teacher takes him a food box, and running around the classroom or field.

Curiosity	Subject I can express his curiosity with several behaviors that appear, namely, when there are new people around him sometimes he is curious by paying attention to the person, when he finds out that there are items that look unfamiliar to him he will hold the object and look at it carefully without asking anyone, able to respond to the calls of other shadow teachers, pay attention to other teachers when they are watering the field until they turn their bodies by frowning, looking towards the origin of the noise, looking at his friends who are reciting the Koran, pulling the shadow teacher's hand and pointing to something then when the shadow teacher answers he just nods his head.	Subject II has been able to express his curiosity by: being able to understand some commands from the shadow teacher and class teacher, approaching the observer then looking at and holding the watch being worn by the observer, counting the trophies in the trophy room, being able to answer the shadow teacher's and observer's questions with one word or with gestures, pulling the shadow teacher's hand and pointing in the direction he wants to know, nodding his head when the shadow teacher calls him, going around the corner of the classroom by paying attention to some displays, when he sees garbage subject II immediately picks up and throws it away, can say "Thank you" when someone gives him something, and is able to follow the writing given by the shadow teacher to write back.
Compassion	Subject I can show his affection based on the results of observations with several behaviors that he displayed, namely by hugging the shadow teacher, holding the shadow teacher's hand, stroking the cheeks and head of the shadow teacher when pretending to cry because he had been hit by the subject, but subject I could not express his affection verbally.	Subject II has been able to show his affection, in the form of: hugging the shadow teacher or male teacher, asking to sit on the shadow teacher's lap, and leaning his body against the class teacher or male teacher, but subject II has not been able to express his affection verbally.

---

**Table 3:** Aspects of Negative Emotions

<b>Aspect</b>	<b>Subject I</b>	<b>Subject II</b>
Shame	Subject I has been able to describe shyness with the behaviors of: looking away, moving, avoiding new people, scratching the head, holding the back of the neck, blinking faster, and bowing the head when his friends give appreciation.	Subject II has been able to express several behaviors that show his embarrassment, such as laying his body on the floor when the class teacher is explaining, looking at the observer then looking away and smiling, changing places when another shadow teacher comes over, and laying his body down when he is

---

		queuing for his turn to recite the Quran among his friends.
Fear	Subject I can show his fear with the emergence of several behaviors, namely, covering both ears, staying away from noisy places by moving places, covering his mouth, crying to shout, muttering and prohibiting his shadow teacher when leaving him, and being afraid when listening to the sound of chickens and even the word "Chicken" if he hears it, he can immediately run by covering both ears then shouting "Don't".	Subject II has been able to express his feelings of fear with several behaviors that he has displayed, such as: looking for a comfortable place for himself when the class conditions are crowded, and covering his ears with his hands when he feels something noisy. The behavior of fear raised by the subject is still rarely seen, but the subject has been able to understand if he feels fear immediately seeks comfort and safety.
Anger	Subject I can show his anger with several behaviors that he displays, including mumbling, hitting the table, hitting the shadow teacher then yelling, pushing his friend when he feels pushed, hitting his friend because he feels noisy, and getting angry because he is not in a good mood when going to school.	Subject II can show his anger with several behaviors, namely: hitting himself and the shadow teacher, yelling when he feels that no one understands him, picking up items around him then throwing them, saying "Yowes" loudly when he doesn't like something, and scratching the shadow teacher.
Jealousy	Subject I has not been able to bring out his jealousy.	Subject II has not been able to bring out his jealousy.
Condolences	Subject I can show his grief with the appearance of several behaviors, namely, crying, bowing his head with a sad face, and muttering to himself then shouting for his father and saying "Go home" with tears.	Subject II rarely showed his sadness, it was only seen occasionally, namely: hitting himself when crying, glassy eyes by turning his face, and crying by screaming and hitting the banister.

---

Based on the results of the description above, it can be concluded that the two subjects have been able to express their emotions both positive and negative. The emotions that are raised also vary from positive emotions to negative emotions, with different time durations and different qualities. In the table above, a description of positive emotions can be seen in 1) A sense of joy, such as: the subject smiles to himself when he is chatting with himself, when singing the subject laughs to himself with his eyes looking up, says "Yeay" after muttering to himself and when the shadow teacher takes him the food box, holds his friend's hand by

swinging it, sings songs on an advertisement by repeating it many times and shouting, plays with the shadow teacher then laughs, repeats hand movements and says "Welcome", waves his hands with laughter, claps with a smile when observing his friends, and laughs when cooking with parents and watching cooking videos. 2) Curiosity, such as: When there are new people around him sometimes he is curious by paying attention to the person, when he knows there is an item that looks unfamiliar to him he holds the object and looks at it carefully without asking anyone, able to respond to other shadow teachers' calls, pay attention to other teachers when they are watering the field until they turn their bodies by frowning, look in the direction of the origin of the noise, look at his friends who are reciting the Koran, pull the shadow teacher's hand and point to something then when the shadow teacher answers he just nods his head, able to understand some commands from the shadow teacher and his class teacher, approached the observer and looked at and held the watch that the observer was wearing, noticed the trophy room then pulled the shadow teacher's hand and pointed to the trophy then the shadow teacher told him and he counted the trophies, was able to answer the shadow teacher's and observer's questions with one word or with gestures, pulled the shadow teacher's hand and pointed towards the gazebo during recess, nodded his head when the shadow teacher called him, went around the corner of the classroom by paying attention to some displays, when he saw garbage the subject immediately picked it up and threw it away, could say "Thank you" when someone gave him something, and was able to follow the writing given by the shadow teacher to write back. 3) Affection, the subject has been able to show his feelings but only to the people closest to him, such as his parents, siblings, shadow teachers, and peers (ABK), the behaviors he shows are: the subject hugs the shadow teacher, holds the shadow teacher's hand, strokes the cheeks and head of the shadow teacher when pretending to cry because he has been hit by the subject, asks to sit on the shadow teacher's lap, and leans his body against the class teacher or male teacher.

While the description of negative emotions in 1) Shyness, namely: turning his face and changing places when there are other teachers or people he doesn't recognize approaching him, blinking faster and lowering his head when his friends give appreciation, as well as behavior that illustrates his shyness during the teaching-learning process in class and reciting in the hall in the form of laying his body on the floor. 2) Fear, namely: covering his ears with his hands when listening to loud or noisy sounds, changing places when the classroom atmosphere is crowded, covering his mouth with his hands when the shadow teacher opens his mask to be replaced with a new one, crying and screaming when changing classes temporarily because he feels uncomfortable with a different classroom atmosphere, muttering and forbidding his shadow teacher when leaving him, and being afraid when listening to the sound of chickens and even the word "Chicken" if he hears it, he can immediately run by covering both ears and then shouting "Don't". 3) Anger, namely: hitting himself and the shadow teacher during a tantrum then screaming, hitting the table when he has not succeeded in writing the writing that is being dictated by the shadow teacher, muttering and screaming when no one understands him, pushing his friend when he feels pushed, and hitting his friend because he feels noisy, picking up items around him then throwing them, saying "Yowes" loudly when he does not like to be told to change clothes, and scratching the shadow teacher when he feels the temperature in the classroom is hot then the shadow teacher does not allow him to leave the classroom. 4) Jealousy, the subject has not been able to understand this feeling and has not been able to express it. 5) Grief, the subject has been able to express his feelings by hitting himself when crying, glassy eyes by turning his face away, and a sad expression then shouting and hitting the banister, crying when forbidden by the shadow teacher, bowing his head with a sad face after being reminded by the shadow teacher because he hit his friend, and muttering to himself then shouting for his father and saying "Go home" by crying during class hours after dhuhur.



Some aspects of the emotional description that have been raised by the subject have influencing factors, which are as follows:

**Table 4.** Factors Affecting Emotional Development

<b>Factors Affecting Emotional Development</b>	<b>Subject I</b>	<b>Subject II</b>
Parenting	The lack of parental role in overseeing the subject's emotional development, due to the mother who is busy working out of town and more often only with the subject's father and grandmother when at home.	Parenting parents in developing the subject's emotions by often giving direct examples to the subject such as hugging, the subject as a form of affection from his parents, counting groceries for his curiosity.
Age	11 years old	10 years old
Interaction with peers	The subject is able to interact with his peers (ABK), but the subject is not yet willing to interact with his classmates intensely.	The subject has not been able to interact with his peers.
Therapy	No longer doing therapy	Still doing therapy

Based on the results of the description above, it can be concluded that to describe the sense of emotion possessed by autistic children there are several factors that influence it. One of the influencing factors is the closest environment, namely the family, because the subject spends more time at home than when studying at school, as well as other factors, namely age and therapy factors. As explained by Astuti that there are several factors that influence emotional development in children, namely parenting, gender, age, and interaction with peers. [13].

The first factor is parenting, the two subjects get different parenting both from their parents and the environment at home so that it causes the emergence of different emotions in terms of quality. The parenting applied by the family to subject 1 is to teach the subject about emotions but the support from parents only comes from the father, because subject 1's mother works out of town which causes a lack of time with subject 2. Whereas the parenting applied by subject 2 is to introduce several kinds of emotions through daily activities, such as the two parents who directly model the behavioral forms of some of these emotions so that the subject tends to imitate, there is a deeper approach between the subject and parents because subject 2's mother does not work so she has more time with the subject to help the subject's emotional development, and his parents and brother help the subject to be able to control his emotions so that subject 2 tends to express his positive emotions more often. This is in accordance with Baumrind's opinion that there is a *parenting* pattern called *parental* control, where parents take on a full role by holding the child's control to teach how to control behavior based on their emotions. [14].

The second factor is age, both subjects experience a setback in the general emotional development process at their age. The description of emotions raised by subject 1 with an age of 11 years, has been able to bring up his emotions through several behaviors but has not been able to understand the causes of the emotions he raises, especially in negative emotions and

subject 1 has not been able to control his emotions. Meanwhile, subject 2 with an age of 10 years, has been able to bring up his emotions and more often brings up his positive emotions, but to express his negative emotions subject 2 still needs help from the closest person in expressing them. This is in accordance with the opinion of Suriadi and Yuliani that children at the age of 9-10 have been able to control their negative emotions, namely what can make them feel sad, afraid, and angry, so that children can adapt well emotionally. [4] Also, in the theory of emotional development in children aged 7-8 years where they already understand about shame and pride in something, and children can express the emotions they feel. [4]. This second factor is related to the third factor, namely interaction with peers, if the two subjects have been able to express emotions in accordance with the stage of development at their age, the way the two subjects will find it easier to interact with their peers.

The third factor is interaction with peers, subject 1 has been able to interact with others but not with everyone, such as only interacting with peers (ABK) when in the Quran class and at recess, while for subject 2 has not been able to interact with others and only wants to interact with the shadow teacher. The last factor is therapy, both subjects follow therapy but there are differences, namely time. Subject 1 attended therapy only until kindergarten and subject 2 is still attending therapy until now, so there are differences in emotional development where subject 1 is still unable to express his emotions by means of communication or verbal and subject 2 has been able to express his emotions through questions or simple expressions with one to two words.

## 4 Discussion

Children with autistic disorders according to Hallahan are children who have extreme withdrawal behavior from their social environment, as well as impairments in communication and limited behavior, where this disorder will appear before the child is 3 years old. [7]. Barriers in autistic children, namely disorders in the field of verbal and nonverbal communication, disorders in the field of social interaction, disorders in the field of behavior and play, disorders in the field of feelings and emotions and disorders in sensory perception. [15]. Children with autistic disorders certainly affect their growth and development process, especially in emotional development. Emotion itself comes from Latin, namely *movere* which means moving or as an urge to take an action [16]. [16]. Emotion can be interpreted as an atmosphere of upheaval in the process of self-adjustment that comes from within the individual. [17]. In addition, emotions are also a reflection of individual character in taking action, especially when facing a problem. [18]. Meanwhile, according to Hurlock, there are several kinds of characteristics in children's emotions, namely in the form of shyness, fear, anger, jealousy, joy, grief, curiosity, and affection [16]. [16]. Fredrickson in the theory of positive emotions explains that emotions are a form of organismic response to the environment with several levels of behavior. [19].

Emotional development in middle and late childhood is the peak period of emotionality, that is, high emotional development. At this time, emotional development shows a very strong sensitive and reactive nature to various events or social situations. Children will easily explode emotions more due to things that are concrete. Emotions are negative and temperamental (irritable / angry or easily sad / moody), the way children vent emotions is also more expressive gestures such as not wanting to talk or criticize the cause of their emotions. [16]. Some of these characteristics can definitely appear in normal children, but in autistic children not all of these characteristics they can appear and even understand. Theeb argues that

children with autistic disorders suffer from difficulty expressing feelings and expressing feelings in an exaggerated or unpredictable way. [20].

Based on the results of direct observation of the two subjects for 2 weeks, where the first week was conducted on subject 1 who was in grade 5 and the second week was conducted on subject 2 who was in grade 4, and supported by interviews with *significant others* namely shadow teachers, parents, and peers for 6 weeks. So with that it was found that there was a description of emotions in autistic children that in general they were able to describe their emotions both positively and negatively, but there were some who were not in accordance with the emotional development stages of children in general at the same age.

The positive emotions displayed by the two subjects are: A sense of joy, according to Kusumawati, there are several forms of behavior that children show when they feel happy, namely by cheering, clapping, smiling, laughing, etc. [10]. Another behavior that appears is saying "hooray" when the child is given a prize for doing the task. [21]. Subject 1 often showed his excitement caused by his interest in cooking, playing balloons and tug-of-war, being invited by his friends to play together, etc. This emotion is raised with a shorter duration of time and is fickle. This is clarified by the results of interviews with shadow teachers, parents and peers of the subject that there are several behaviors of joy that subject 1 often shows with causes that can be known by the people around him, but occasionally there are behaviors of joy that cannot be understood the cause. Meanwhile, subject 2 often shows his joy even though it is more often without a clear cause with a short duration of time and often changes, such as laughing alone then running and muttering with a smile then clapping his hands, etc. This is clarified by the results of interviews with shadow teachers, parents and peers of the subject that subject 2 brings out his joy based on his mood and because of his interest in food or likes to snack, but subject 2 more often brings out a sense of joy without a known cause.

Curiosity, according to Hurlock's opinion that curiosity is an expression of emotions about children's curiosity about new things and emotions expressed by children by finding out the cause-and-effect of something they encounter. [10] as well as by raising children's curiosity about interest in several new things around them [16]. Subject 1 raises his curiosity only by behavior not verbally with a frequent and repetitive duration of time, such as paying attention to a situation or holding an item he has just seen, it is done repeatedly until someone around him gives an explanation to him. This is clarified by the results of interviews with shadow teachers, parents and peers of the subject that subject 1 has not been able to express his curiosity verbally through even simple questions, but the curiosity that is raised can be seen from memories that are often repeated even though subject 1 still needs help by providing explanations that are easy for him to understand. Whereas subject 2 raises his curiosity behaviorally and verbally but with simple questions and this emotion is often shown, such as subject 2 pointing towards objects whose names are unknown or by saying "this, this" repeatedly and following the explanations given by the people around him. This is clarified by the results of interviews with shadow teachers, parents and peers of the subject that subject 2 is able to ask simple questions to raise his curiosity because his parents always practice directly if the subject wants to know then he must dare to ask, but when at school this is only occasionally raised.

Feelings of affection, Kusumawati argues that the feelings of affection expressed by children must take various forms, for example verbally with words of affection or giving a compliment, while if through actions it can be by giving gifts or by giving a hug to something they love. [10]. Subject 1 shows his affection through behavior that cannot be verbal with a rare duration and is only shown to parents, shadow teachers, and peers, such as holding the hands of shadow teachers or peers and hugging them. This is clarified by the results of interviews with the shadow teacher, parents and peers of the subject that subject 1 has been able to express his

affection through several behaviors he has displayed, because subject 1 has been lazy in communicating with people around him. Meanwhile, subject 2 also shows his affection behaviorally, not verbally with a frequent duration and is shown only to parents, shadow teachers, and other male teachers, such as hugging and sitting on laps. This is clarified by the results of interviews with shadow teachers, parents and peers of the subject that subject 2 has been able to express his affection through some of these behaviors but only to people he knows.

The negative emotions displayed by the two subjects are: Shyness according to Hurlock is a withdrawal from people around him who are not recognized or have never been met, by avoiding people who are not recognized. [16]. Subject 1 often raises his shyness due to his lack of socializing with other people around him, so that when he meets other people subject 1 always avoids. This negative emotion is often raised by the subject, this is clarified by the results of interviews with parents, shadow teachers, and peers that subject 1 rarely leaves the house to interact with people around him, causing him to easily feel embarrassed to adapt to new people he meets and new places he visits. There is an opinion from Rosyada that in children shyness is a natural thing, but it is not good if it continues because children can find it difficult to interact with the surrounding environment or with new people. [16]. Whereas subject 2 brought up his shyness only a few times and more often brought up behaviors that should have been at the age of children already understanding that this was part of shyness. This emotion appears with a temporary duration. This is clarified by the results of interviews with parents, shadow teachers, and peers that subject 2 feels shy when he has to interact with other people around him, especially to those whose gender is different from himself, and does not feel shy when he is in a new place.

Fear according to Hurlock is a feeling of threat due to the presence of several objects that can cause harm. [16] and avoid the danger of an object [22] and fear of the dark, separation, solitude, etc. [10]. Subject 1 often raises his fear because of loud or noisy sounds, being in a new place, and when listening to the word "Chicken". This emotion appears with a duration that is quite often shown, approximately 5 minutes. This is clarified by the results of interviews with parents, shadow teachers, and peers that subject 1 often feels afraid when listening to loud noises because his ears hurt. While subject 2 raises his fear by closing both ears and moving places, this emotion appears rarely. This is clarified by the results of interviews with parents, shadow teachers, and peers that subject 2 can occasionally bring up his fear when he is in a crowded place that causes him discomfort.

Anger according to Ladubasari is a feeling that arises when children want to get attention or in order to fulfill their desires. [22] can be shown by the behavior of hitting, biting, spitting, [10]kicking, frowning, sharp eyes on the object of anger, enlarged nostrils and pulling the lips back so that the teeth are visible. [21]. Subject 1 raises his anger through actions and has not been able to convey verbally, with a duration of about 5-10 minutes and is fickle. This is clarified by the results of interviews with parents, shadow teachers, and peers that subject 1 when angry the cause is due to a bad mood, and the subject tends to cause hitting behavior and when other people ask about the cause he just keeps quiet. Meanwhile, subject 2 raises his anger through actions and verbal but in a simple manner, with a duration of about 5 minutes and is temporary. This is clarified by the results of interviews with parents, shadow teachers, and peers that the cause of subject 2's anger is a bad mood and the form of verbal delivery through simple words such as "Yowes" "He'em" and when questioned can only explain with one word.

Jealousy, according to Ladubasari, is a feeling that arises when a child is deprived of affection or a threat arises in his or her affection. [22] such as when the child gets affection at home while at school the teacher cannot give fair attention. [10]. The two subjects have not been able to bring up this feeling, because the two subjects have not been able to understand jealousy

and the two subjects have received enough attention when they are at home or at school. As explained by Rosyada that what often happens to children is when they have a younger sibling, this feeling arises as a form of expression from him when he feels that the affection he has from his parents will change or be shared with his younger sibling. In addition, this feeling can also be raised by children when at school they feel less in getting affection from their teachers while at home they always get this. [16].

Grief according to Hurlock is a feeling expressed because of an emotional misery, usually due to the loss of someone or something he loves. [16] as well as when children feel hurt or fallen. [10]. Subject 1 brought up his grief through actions and not verbally, with a time that was rarely shown with a duration of about 10 minutes. This is clarified by the results of interviews with parents, shadow teachers, and peers that subject 1 when sad tends to be silent then shed tears and when asked about the cause subject 1 can only shout. Meanwhile, subject 2 raises his grief only by action, has not been able to convey the cause verbally, with a time that is rarely shown with a duration of 5 minutes and is temporary. This is clarified by the results of interviews with parents, shadow teachers, and peers that subject 2 feels sad when he is not noticed or his wishes are not followed and the form that appears is only through actions. These behaviors are in accordance with Hapsari's opinion that parental treatment that tends to be harsh and lack of attention to children can cause children to be less able to express the positive emotions they feel, so that it triggers children to express more negative emotions. [14].

Some of the emotional descriptions described above are in accordance with the characteristics of children's emotions according to Elizabeth B. Hurlock that there are 4 kinds of emotional characteristics, namely: emotions that often appear, emotions that have a temporary nature and emotions that can be known to cause. [16]. Meanwhile, according to Dwi, there are several other characteristics of emotions, namely: emotions that occur are usually relatively shorter (briefly) and easily changeable, emotions are relatively stronger and intense, emotions appear repeatedly, and there are changes in the form of children's emotional expressions. [1]. Other characteristics of children's emotions are: emotions that last shorter and end suddenly, emotions look stronger, emotions are temporary, emotions occur more often, and emotions can be clearly known based on the behavior that appears. [18]. Pekrun explained that there are 4 kinds of emotions that often arise during classroom learning, namely, enjoyment, anger, boredom, and anxiety. [23].

In addition, the description of emotions in both subjects is influenced by several factors, namely age factors, parenting factors, and therapy factors, as explained by Astuti's opinion that there are several factors that can affect emotional development, namely parenting, gender, age, and interaction with peers. [13]. The most influential factors are parenting factors and therapeutic factors. The parenting factor is a description used by parents in nurturing, caring for, caring for, maintaining, and educating children [24]. [24]. Parents are the first institution for children who can be an example for how children can explore their emotions. [25]. Therapeutic factors can help children express their emotions because children show their feelings verbally. [26].

In the parenting factor, subject 1 spent more time at home only with his grandmother and grandfather so that there was a lack of approach between parents so that the lack of application of parental parenting to children needed by subject 1 and caused the lack of openness of subject 1 in conveying his emotions. Whereas subject 2's parenting pattern is parents who tend to pay more attention, fulfill all their needs and desires, and the closeness of the family to him so that subject 2 is more free to express all his emotions. Parenting is one of the social supports that parents can provide to children, besides that children also need social support from

people around them. [27]. The existence of support by involving parents makes children learn how to respond to emotions by showing appropriate and appropriate behavior [27]. [28].

This is in accordance with Hurlock's theory which says that parenting is divided into 3, namely 1) *authoritarian parenting* (authoritarian) where parents fully regulate the behavior of children and must follow the wishes of parents, so that children do not have the freedom to determine their own will and decisions. 2) *authoritative* (democratic) parenting where parents give full attention to the child by fulfilling everything the child needs and the child has freedom in his activities, so that the child can learn by himself to be able to understand about the wishes and expectations of parents to him. 3) *permissive* parenting, where children's freedom is greatly loosened by parents, there is no guidance to children and even children tend to be less attentive, so that children can learn many things because they are in full control of themselves. [29].

The therapy factor, subject 1 only attended therapy from the age of 2 until before entering elementary school so that in his development he still needed help, especially in terms of communication so that the shadow teacher helped subject 1 to be able to express his emotions in verbal form while at school. While subject 2 is still following therapy until now, the therapies followed are behavior therapy, speech therapy, and play therapy. This makes the subject more developed in expressing his emotions by conveying verbally even though only with simple questions and a brief explanation when someone else asks subject 2 about what reasons are the causes of the emotions he raises and more in the form of behavior. In accordance with Afriany's opinion that play therapy can be used as a medium to stimulate children's social and emotional aspects. [30].

The limitation in this study is the minimum number of research subjects used because based on data at school that there are 6 students with autistic disorders.

## 5 Conclusions

Based on the results of the research and discussion, it can be concluded that the description of emotions in autistic children can be raised by both subjects, but not in accordance with the emotional development stage of children their age. This can be seen based on the results of observations and interviews regarding several different types of behavior that arise from shyness, fear, anger, jealousy, joy, grief, curiosity, and compassion. The positive emotional images that are often raised by the subject are a sense of joy and curiosity, while the negative emotional images that are often raised are anger and shame, and there are emotional images that the subject has not been able to raise, namely jealousy. To be able to bring up some of these emotional images, there are factors that can affect the subject, namely age, parenting, and therapy factors. In the age factor, currently the two subjects are in the process of emotional development in the preschool phase (4-6 years), so that in communicating the two subjects still need to learn and develop again to be able to convey their emotional images. In the parenting factor, the two subjects get different parenting, namely in subject 1 the lack of involvement of the parents' role in parenting while subject 2 has received the role of parenting from both parents.

The difference in parenting makes a different picture of the emotions of the two subjects, subject 2 can describe his emotions with actions and verbally even though only with simple words and subject 1 more often describes his emotions with actions. Whereas in the therapy factor, both subjects follow therapy but there are differences, namely subject 1 only follows therapy until kindergarten and subject 2 follows therapy until now. For parents, this research is expected to increase knowledge about the description of emotions in autistic

children, and for schools to add insight in order to provide facilities for children with special needs in the teaching and learning process, such as the existence of shadow teachers in the classroom so that shadow teachers can help to develop the needs of these children according to their stage of development.

## Acknowledgments

I would like to express my gratitude for the completion of this article as a form of final project. Therefore, my gratitude goes to my two subjects, namely 4th and 5th grade students at SD Muhammadiyah 2 Tulangan who have been willing to be subjects in this study, as well as shadow teachers and parents of subjects who have helped me in completing the data needed, to my parents and my younger siblings who have always provided motivation and helped in fulfilling all my needs, to my two closest people who never get tired of providing support in the form of both time and energy spent to help me in everything up to this point, to my friends in the Class of 2018 Psychology who have been willing to fight together from the beginning of becoming a student until they can finally graduate together, and especially to myself who has been willing to struggle in completing this research.

## References

- [1]M. Hamdan and D. R. Juwita, "Educational Psychology as a Basis for Learning," *El-Wahdah J. Educ.*, vol. 1, no. 1, pp. 71-88, 2020.
- [2]E. Parawangsa, D. A. Dewi, and Y. F. Furnamasari, "The Nature of Civic Education in Elementary Schools," *J. Educ. Tambusai*, vol. 5, no. 3, pp. 8050-8054, 2021, [Online]. Available: <https://www.jptam.org/index.php/jptam/article/view/2297>
- [3]I. W. C. Sujana, "Functions and Objectives of Indonesian Education," *Adi Widya J. Educ. Basic*, vol. 4, no. 1, p. 29, 2019, doi: 10.25078/aw.v4i1.927.
- [4]M. P. Dewi, N. S, and I. Irdamurni, "Language, Emotional, and Social Development of Elementary School-Age Children," *J. Ilm. Educ. Basic*, vol. 7, no. 1, p. 1, 2020, doi: 10.30659/pendas.7.1.1-11.
- [5]M. Rahardjo, *Case Studies in Qualitative Research: Concepts and Procedures*, vol. 4, no. 2. 2017. doi: 10.52266/el-muhbib.v4i2.562.
- [6]A. Setyawan, "The Effect of Psychological Development of Children with Special Needs in SLB Negeri Keleyan No. 8 Socah Bangkalan," *Pap. Knowl. . Towar. a Media Hist. Doc.*, no. 8, pp. 420-430, 2014.
- [7]D. R. Desiningrum, *Psychology of Children with Special Needs*.
- [8]Z. Abidin, I. Fatonah, and L. Septiyana, "Patterns of Potential Development of Emotional and Spiritual Intelligence of Children with Autism," *AWLADY J. Educ. Children*, vol. 5, no. 2, p. 95, 2019, doi: 10.24235/awlad.v5i2.4179.
- [9]B. B. Binarani, D. Zahara, and D. A. Setiawan, "Assessment of socio-emotional development in children with special needs," *Pros. Semin. Nas. and Call Pap. Mhs.*, no. April, pp. 71-77, 2021.
- [10]M. D. Kusumawati, "Understanding Emotions, Children's Emotional Patterns, the Impact of Children's Emotions Due to Divorce (2020)," *J. Edukasi Nonform.*, vol. 1, no. 2, pp. 61-69, 2020.
- [11]Sugiyono, *Quantitative*, *Qualitative and R&D Research Methods*, vol. 2, no. 3. 2016.
- [12] I. et al Wekke Suardi, *Social Research Methods*. 2019.
- [13]A. R. Rulidha and L. I. Mariyati, "An overview of the emotional maturity of kindergarten B students who have high cognitive maturity in Sidoarjo," *Cognicia*, vol. 7, no. 4, pp. 446-464, 2019, doi: 10.22219/cognicia.v7i4.10114.
- [14]I. Hasiana, "The Role of Family in Controlling Emotional Behavior in 5-6 Year Old Children," pp. 24-33.

- [15]C. Kota, S. Nurfadhillah, E. N. Syariah, M. Mahromiyati, and S. Nurkamilah, "Special (Autism) in Sdn Inclusive School," vol. 3, pp. 459-465.
- [16]N. Rosyada, "The stages of development," *J. Chem. Inf. Model*, vol. 53, no. 9, pp. 1689-1699, 2017.
- [17] and I. Henni Marsari, Neviyarni, "Emotional Development of Elementary School-Age Children," *J. Educ. Tambusai*, vol. 5, no. 1, pp. 1816-1822, 2021, [Online]. Available: <https://jptam.org/index.php/jptam/article/view/1182>
- [18] E. Tusyana, R. Trengginas, and . S., "Analysis of Social-Emotional Development Achievements of Primary Age Students," *Inventa*, vol. 3, no. 1, pp. 18-26, 2019, doi: 10.36456/inventa.3.1.a1804.
- [19] I. Chaidi and A. Drigas, "Autism, expression, and understanding of emotions: Literature review," *Int. J. online Biomed. Eng.*, vol. 16, no. 2, pp. 94-111, 2020, doi: 10.3991/ijoe.v16i02.11991.
- [20]H. Habeeb and A. A. U. Atia, "Understanding Emotions In Children With Autism Spectrum Disorder," vol. 6, no. 5, pp. 9307-9320, 2022.
- [21]S. Sukatin, N. Chofifah, T. Turiyana, M. R. Paradise, M. Azkia, and S. N. Ummah, "Analysis of Early Childhood Emotional Development," *Golden Age J. Ilm. Early Childhood Growth and Development*, vol. 5, no. 2, pp. 77-90, 2020, doi: 10.14421/jga.2020.52-05.
- [22]E. Ladubasari, "Elementary school children," *Semin. Nas. FKIP UMC*, pp. 1-6, 2020, [Online]. Available: [https://www.academia.edu/40664619/PERKEMBANGAN\\_EMOSI\\_PADA\\_ANAK\\_SEKOLAH\\_D\\_ASAAR?from=cover\\_page](https://www.academia.edu/40664619/PERKEMBANGAN_EMOSI_PADA_ANAK_SEKOLAH_D_ASAAR?from=cover_page)
- [23]S. Sunawan, S. Y. Ahmad Yani, C. T. Anna, T. I. Kencana, - Mulawarman, and A. Sofyan, "The Impact of Self-Efficacy on Cognitive Load in Mathematics Learning with Academic Emotion as a Mediator," *J. Psychol.*, vol. 44, no. 1, p. 28, 2017, doi: 10.22146/jpsi.22742.
- [24]R. Firdausi and N. Ulfa, "Parenting Patterns on Children's Emotional Development at Madrasah Ibtidaiyah Nahdlatul Ulama Bululawang," *MUBTADI J. Educ. Ibtidaiyah*, vol. 3, no. 2, pp. 133-145, 2022, doi: 10.19105/mubtadi.v3i2.5155.
- [25]I. Ilham, "Emotional and Social Development in Elementary School-Age Children," *eL-Muhbib J. Thinkers. and Researchers. Educ. Elementary*, vol. 4, no. 2, pp. 162-180, 2020, doi: 10.52266/el-muhbib.v4i2.562.
- [26]S. A. Fauziyyah, I. Ildil, and Y. E. Putri, "Art Therapy as a Channel for Children's Emotions," *SCHOLID Indones. J. Sch. Couns.*, vol. 5, no. 3, p. 109, 2020, doi: 10.23916/08972011.
- [27]S. V. Peristiano and S. Lestari, "Improving Social Support of Parents with Schizophrenic Children through Solution Focused Therapy," *J. Psychol.*, vol. 45, no. 1, pp. 15-26, 2018, doi: 10.22146/jpsi.18114.
- [28]F. M. Mangunsong and C. Wahyuni, "Parental Involvement on Social Skills of Students with Special Needs in Inclusive Elementary Schools," *J. Psychol.*, vol. 45, no. 3, p. 167, 2018, doi: 10.22146/jpsi.32341.
- [29]P. P. Sari, Sumardi, and S. Mulyadi, "Toward Early Childhood Emotional Development, " *J. PAUD Agapedia*, vol. 4, no. 1, pp. 157-170, 2020.
- [30]T. Play, U. Aspek, E. Anak, A. Di, K. Bungo, and P. Jambi, "JASIORA," vol. 4, no. 1, pp. 1-6, 2020.



**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

