The Effect of Social Development-Based Ecological Counseling to
Improve Social Skills of Autistic Children in
Al-Basri Pesawaran Kindergarten

Section A-Research paper

THE EFFECT OF SOCIAL DEVELOPMENT-BASED ECOLOGICAL COUNSELING TO IMPROVE SOCIAL SKILLS OF AUTISTIC CHILDREN IN AL-BASRI PESAWARAN KINDERGARTEN

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Abstract

Counseling is a therapeutic guidance process that helps individuals overcome personal, social, and emotional problems. Its main goal is to help people develop abilities and skills to overcome problems and achieve better life goals. In this case ecological counseling based on social development, social development is the development of the level of relationships between people in connection with the increasing needs of human life. Ecological counseling based on social development in this study is intended to improve social skills in autistic children at Al-Basri Pesawaran Kindergarten, with social skills indicators, namely: communication difficulties consisting of verbal and nonverbal communication and expression difficulties which include: shock, fear, anger, disgust, sadness and joy. This study used a pre-treatment and post-treatment research assessment design to test the effectiveness of ecological counseling based on social development in improving social skills of autistic children at Al-Basri Pesawaran Kindergarten. The population of this study were all autistic children who attended Al-Basri Pesawaran Kindergarten. The sample of this study was selected by purposive sampling, namely autistic children who experience difficulties in social skills. The research sample consisted of 10 people consisting of 5 teachers and 5 parents who have autistic children. The results of this research conducted and from the analysis of pre-counseling and post-counseling questionnaires submitted to teachers and parents, it is known that there is an increase in the ability of autistic students to social interaction skills and communication skills for students at Al-Basri Pesawaran Kindergarten. Based on these results it can be concluded that there is a positive effect of social development-based ecological counseling in improving the social skills of autistic children at Al-Basri Kindergarten, Pesawaran.

Keywords: Ecological Counseling, Social Development, Social Skills, Autistic Children.

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1. Introduction

Counseling is a therapeutic guidance process that helps individuals overcome personal social and emotional problems. The main goal is to help people develop abilities and skills to cope and achieve better life goals. Guidance and counseling as part of education participates in providing services for children with special needs in inclusive education settings. Guidance and counseling is a pedagogical effort to facilitate individual development from what it is to what it should be in accordance with its potential (Kartadinata, 2011). Through guidance and counseling, it is expected that all children will be able to develop optimally, whether they are in the category of children with special needs or students in general (Hikmawati, 2016).

In providing services to children with special needs, collaboration from various parties is needed so that the results achieved can be optimal. As done by counselors in Czechoslovakia, which can also be applied in various countries, the role of school counselors in dealing with children with special needs is not limited to providing services for students with special needs, but must have the ability to collaborate with colleagues, in this case teachers of children with special needs and class teachers (Habib, 2014). The ecological approach is not limited to the school environment, but in the family environment and social groups. Counselees in ecological guidance and counseling are individuals, families, and social groups. This approach also opens opportunities for guidance and counseling to expand the range of work and the target population of services (Kartadinata, 2011: 89; Muhyatun, 2019).

Guidance contains a variety of techniques that are more pedagogical in nature to facilitate the development of counselees in an effort to develop healthy long-term behaviors and develop a developmental environment that opens wide access to counselees, clearly students to gain success in learning (Kartadinata, 2011). Various techniques are used in guidance, the development of children with special needs (Austis) requires an adequate developmental environment, to achieve this, one way that guidance and counseling teachers can do is to collaborate with parents, so that a conducive developmental environment is not only at school (Muhyatun, 2019).

This approach was first introduced by Urie Bronfonbrenner, a psychologist who developed the theory of human ecology. This theory emphasizes that individuals are inseparable from their social and physical environment and that changes to one part of the system can have an impact on other parts. Bronfenbrenner developed the concept of the "ecological circle" which describes how individuals are involved in various levels of the system, ranging from the immediate environment to the wider environment. Children are a huge investment for families and nations. Our children are the next generation of the family and at the same time the successor of the nation. How happy are parents who see their children succeed, both in education in the family, in society, and in their careers (Suyanto, 2005; Lestari, 2018).

Various obstacles to child development that are dominant can be seen in various child behaviors, as stated in Bunu's research (2012) which includes: 1) social problems including; selfishness, pretentious behavior, fighting and aggression, 2) emotional problems such as anxiety, shyness, unwillingness to make friends, awkwardness, and fear, 3) moral problems such as; difficulty understanding what people say and 'slow' in understanding explanations, and 5) language problems such as; speech development that is below the level of development of children of the same age, speaking quickly so that it is difficult to understand and has a relatively small vocabulary compared to their peers.

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Gresham (1987) also revealed that conceptualized social competence as being composed of three subdomains: (a) adaptive behavior, (b) social skills, (c) peer acceptance. The general features of the contruct of adaptive behavior are widely agreed upon; however, there is widespread disagreement upon the emphasis each of these features are to receive in the assesment of adaptive behavior". Spence (2003) also states that The ability to perform these important behavioral social skills is a necessary but insufficient determinant of competent social functioning. Which is actually, the ability of social skills is an important thing to pay attention to even though it is not enough to only see it from social functioning. Information from a study illustrates that about 50% of children referred to the special education department at school, because they are identified as having poor social skills and tend to be rejected by their peers (Shapiro, 2001). The data illustrates that children's social skills become more prominent than difficulties in school subjects. Hundreds of studies have shown that rejection by peers during childhood is one of the factors that contribute to poor academic performance, emotional problems, and increased risk of juvenile delinquency.

In addition, the trigger of low social skills in children is believed to be one of the conditions and situations in children who experience circumstances or are in an abnormal environment, such as traumatic events in the environment where children live, which can hinder individual development as children. According to Lochman and Dodge in Spence (2003:86), "...deficit in interpersonal problem solving are associated with several form of child psychopathology including conduct disorder and depression". Deficiencies in solving interpersonal problems will form children with disordered behavior and depression. These poor environmental conditions are not expected by the child, if it is allowed to drag on, it can have a negative impact on the development or psychological condition of the child. Various developmental obstacles as mentioned above certainly require assistance so that children can develop optimally. This effort can be done through coaching both in formal and non-formal education channels. One form of early childhood education in formal education channels is kindergarten, which takes a role in coaching to facilitate and stimulate optimal child development. Kindergarten aims to help students develop various potentials, both physical and psychological, one of which is the social-emotional aspects of children (Härkönen, 2001).

2. Method

This study used a pre-treatment and post-treatment research assessment design to test the effectiveness of ecological counseling based on social development in improving social skills of autistic children at Al-Basri Pesawaran Kindergarten. The population of this study were all autistic children who attended Al-Basri Pesawaran Kindergarten. The sample of this study was selected by purposive sampling, namely autistic children who experience difficulties in social skills. The research sample consists of 10 people consisting of 5 teachers and 5 parents who have autistic children. Children in the experimental group will receive social development-based ecological counseling during the study period. The intervention will be conducted by a counselor who has been trained in social skills of autistic children. Counseling sessions will be conducted individually and focus on developing social skills, including the ability to communicate, play and interact with peers.

Data analysis was conducted using descriptive and inferential statistical methods. Data from the initial social skills test results will be compared with the final social skills test results after the

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intervention. Demographic and child background data will be analyzed descriptively to provide an overview of the research sample. In addition, data from the initial social skills test results will be analyzed descriptively to see the initial social skills level of children with autism. Data from observation notes will be analyzed descriptively to see the development of children's social skills over time. Changes in social skills will be recorded and described to identify the progress that occurred during the intervention. The results of the analysis will be interpreted to determine whether ecological counseling based on social development is effective in improving the social skills of children with autism at Al-Basri Pesawaran Kindergarten. Significant findings will be discussed and implications in the context of autistic children education will be noted.

3. Result And Discussion

1. Analysis of Research Data

The subjects in this study were 5 parents who have autistic children and 5 teachers who teach or assist the autistic children at Al-Basri Pesawaran Kindergarten. Description of each subject in detail as follows:

Table 1 Data of Research Respondents

No	Parents			Teachers			Students	
	Initial	Gender	Age	Initial	Gender	Age	Initial	Class
1	AR	Male	37	RS	Female	45	SW	B
2	SU	Male	29	SJ	Female	27	RH	B
3	HS	Male	31	SH	Female	28	RB	B
4	SP	Female	33	TR	Female	46	MA	A
5	SZ	Female	33	ED	Female	39	AR	C

Based on questionnaires conducted on parents and GPK, data on the development of social skills of autistic children were obtained. As in this study, the social skills measured are social interaction and communication of autistic students. The summary of the results of the data obtained includes the following:

a. Social Skills
The assessment of the social skills of students with autism was conducted during pre-counseling and post-counseling to see the effectiveness of the counseling. The results are presented in the following table:

Table 2 Social Skills Pre-Counseling Teacher Questionnaire Results

Student	Question Item				
	1	2	3	4	5
SW	2	2	1	2	1
RH	2	3	2	2	1
RB	3	2	2	3	2
MA	2	2	1	2	1
AR	1	2	2	1	2

Description
1 = Has not yet appeared
2 = Has begun to appear
3 = Has mastered

Source: processed by researchers (2023)
Of the five students who became research subjects, it is known that in the pre-counseling assessment of social skills with

teacher assessment, it is known that of the 5 questions asked, there are several questions that are known to indicate that social skills have not emerged in the

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majority of autistic students at school. This shows that so far the students have not had qualified social skills in getting along with their friends.

After assessing the teachers, a pre-counseling assessment of social skills was conducted on the parents or guardians of the students, the results of which can be seen in the table below.

Table 3 Social Skills Pre-Counseling Parent Questionnaire Results

Student	Question Item					Description
	1	2	3	4	5	1 = Has not yet appeared
SW	3	1	2	2	2	2 = Has begun to appear
RH	2	3	2	2	1	3 = Has mastered
RB	2	3	2	2	2	
MA	2	2	2	2	1	
AR	1	2	2	2	2	

Source: Processed by Researchers (2023)

The results of pre-counseling research on social skills in parents or guardians of students shown above show that the majority of students have begun to emerge their social skills but still need to be improved and there are still several items that show that students do not have good social skills with their environment. Based on this, it is important to take counseling action to improve social skills in autistic students so that they have a good ability to interact with their environment.

After several treatments or counseling actions to students with autism, the teachers and parents were assessed again after the counseling and the impact on improving social interaction skills. The results are shown in the following table.

Table 4 Social Skills Post-Counseling Teacher Questionnaire Results

Siswa	Butir pertanyaan					Description
	1	2	3	4	5	1 = Has not yet appeared
SW	2	3	2	2	1	2 = Has begun to appear
RH	3	3	2	3	2	3 = Has mastered
RB	3	3	3	3	3	
MA	2	3	2	2	2	
AR	2	2	2	2	2	

Source: Processed by Researchers (2023)

The results of the treatment carried out on students are measured from questionnaires submitted for teachers and parents or guardians of students. based on the questionnaire given to the teacher after counseling for social skills, there was a lot of improvement in all students who were used as treatment subjects in this study. In the student with the initials SW of the 5 questions asked at the pre-counseling of social skills, only 3 items received a score of 2 or social skills had begun to emerge and two questions scored 1 or did not yet have social skills. However, after the counseling, there were three assessments that showed that SW had started to have social skills, 1 item SW had mastered social skills and one item SW did not yet have social skills.

However, when examined from all 5 students who were used as subjects and this study, there was a significant improvement from pre-counseling and post-counseling from the results of the teacher questionnaire.

Table 5 Social Skills Post-Counseling Parent Questionnaire Results

Student	Question Item					Description
	1	2	3	4	5	1 = Has not yet appeared
SW	3	2	2	3	2	2 = Has begun to appear
RH	2	3	3	2	1	3 = Has mastered
RB	2	3	3	2	2	
MA	2	3	2	3	2	
AR	2	3	2	3	2	

Source: Processed by Researchers (2023)
Meanwhile, in the pre-counseling questionnaire of parents of autistic students with social skills, there were still four students who had a score of 1 on one of the question items indicating that the student did not yet have social skills, but in the questionnaire to parents after counseling it was known that only one student, RH, had a score of 1 on the fifth question item. Overall, the results of the pre-counseling and post-counseling parent questionnaires showed a significant improvement in the social skills of autistic students.

b. Communication Skills
On communication skills, the teacher and parent questionnaire data can be seen in the table presented as follows.

Table 6 Pre-Counseling Teacher Questionnaire Results Communication Skills

Student	Question Item					Description
	1	2	3	4	5	1 = Has not yet appeared
SW	1	2	1	2	1	2 = Has begun to appear
RH	2	1	2	2	1	3 = Has mastered
RB	2	2	2	1	2	
MA	2	1	1	2	1	
AR	1	2	1	1	2	

Source: Processed by Researchers (2023)
The results of the pre-counseling teacher questionnaire for communication skills show that most students still do not have communication skills. Even from all students according to the teacher, none of them have mastered communication skills.

This then becomes a strong basis for conducting treatment for students with autism.
Furthermore, the questionnaire was submitted to parents to find out the communication skills of the students. The results are presented in the table below.

Table 7 Pre-Counseling Parent Questionnaire Results Communication Skills

Student	Question Item					Description
	1	2	3	4	5	1 = Has not yet appeared
SW	3	1	2	1	2	2 = Has begun to appear
RH	2	3	1	2	1	3 = Has mastered
RB	3	2	2	1	2	
MA	1	2	1	2	1	
AR	1	2	2	2	2	

Source: Processed by Researchers (2023)
From the results of the questionnaire distributed to parents during pre-counseling to find out the communication skills of students with autism, it is known that there are several questions on three students who

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are informed that they have mastered communication skills. However, the results of the parent questionnaire illustrate that the majority of students do not have good communication skills because the majority

are still given a score of 2 or have begun to appear but have not mastered.

Based on these results, the counseling treatment was carried out and obtained the following results.

Table 8 Results of Post-Counseling Teacher Questionnaire Communication Skills

Student	Question Item					Description
	1	2	3	4	5	1 = Has not yet appeared
SW	2	2	2	2	1	2 = Has begun to appear
RH	3	2	2	2	1	3 = Has mastered
RB	3	3	2	2	3	
MA	2	2	1	2	1	
AR	2	3	2	1	2	

Source: Processed by Researchers (2023)
Based on the results of the post-counseling teacher questionnaire for communication skills, it is known that the scores given recorded an increase in all students observed. This is reflected in the scoring where in the post-counseling questionnaire

the majority score is 2 which indicates that students have started to have communication skills compared to the pre-counseling score given is balanced between scores 1 and 2 which illustrates that the average student does not yet have communication skills.

Table 9 Results of the Post-Counseling Communication Skills Parent Questionnaire

Student	Question Item					Description
	1	2	3	4	5	1 = Has not yet appeared
SW	3	2	2	2	2	2 = Has begun to appear
RH	2	3	2	2	1	3 = Has mastered
RB	3	3	2	2	3	
MA	2	3	2	2	2	
AR	2	2	3	3	2	

Source: Processed by Researchers (2023)
In the questionnaires of the parents of the counseling and counseling markets, there was also a significant increase where in the counseling parents also still answered or gave a lot of scores 1 on a number of question items while in the post-counseling questionnaire for communication skills the majority of parents gave a score of 2 which means that communication skills have begun to emerge in autistic children. in the post-counseling questionnaire it was also observed that a number of question items received a score of 3 which means that students have mastered communication skills.

2. Ecological Counseling

Counseling is a therapeutic guidance process that helps individuals overcome personal, social, and emotional problems. Its main goal is to help people develop abilities and skills to cope with problems and achieve better life goals. Counseling can be done on an individual, group, or family basis, depending on the type of problem faced by the client. Counseling can help individuals increase self-confidence, overcome emotional problems, and improve the ability to solve problems. Counseling can also help individuals deal with changes in their lives and develop

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strategies to deal with problems that may be faced by the future, ecological counseling is a therapeutic approach that emphasizes the relationship between individuals and their social and physical environment. This approach was first introduced by Urie Bronfenhrenner, a psychologist who developed the theory of human ecology. This theory emphasizes that individuals can be separated from their social and physical environment and that changes to one part of the system can have an impact on other parts. Bronfenbrenner developed the concept of the "ecological circle" which describes how individuals are involved in various levels of the system, ranging from their immediate environment to the wider environment. The theory emphasizes that the individual is inseparable from his or her social and physical environment and that changes to one part of the system can have an impact on the other parts. In Bronfenbrenner's ecological counseling, the individual is seen as part of a larger system and the counselor will help the client understand how his or her social and physical systems affect the problem. Bronfenbrenner developed the concept of the "ecological circle" which describes how individuals are involved in various levels of the system, ranging from their immediate environment to the larger environment. The ecological circle consists of five levels, namely: microsystem, mesosystem, exosystem, macrosystem, and chronosystem. The microsystem is the immediate environment that influences the individual, such as family, friends, and school.

The four levels are: the closest environment that affects the individual such as family, friends and school.

a. Mesosystem: is the interaction between two or more parts of the microsystem, such as the interaction between family and school.

b. Ecosystem: is the wider environment that affects the individual, such as society, economy and politics.

c. Macrosystem: is the higher structure that encompasses all levels of the system, such as the values and norms of a society.

3. Social Skills

Social skills are knowledge of human behavior, the ability to understand the feelings, attitudes, motivations of others about what they say and do and the ability to communicate clearly and effectively and the ability to build effective and cooperative relationships.(Devins David, 2004:1) According to Osland, (2000:372) social skills are expertise in maintaining relationships by building networks based on the ability to find common ground and build good relationships. Cartledge and Milburn (2009) cite several definitions of social skills including: according to Combs and Slaby, social skills are the ability to interact with others in social contexts in specific ways that are acceptable to the environment and at the same time can benefit individuals or are mutually beneficial or benefit others (Bornstein, 1977).

According to Walker, social skills encompass abilities and characteristics that provide adequate functioning in society. While White's view is that the following skills are characteristic of children which include: getting and maintaining adult attention in a way that is acceptable in society, utilizing adults as resource persons, expressing affection and hostility to adults and peers, leading and following peers, competing with peers, showing pride in one's achievements, showing pride in one's own achievements, and showing pride in one's peers (Bornstein, 1977).

Similar opinion according to Yukl, social skills are also referred to as personality skills. Social skills are knowledge of human behavior and personal inter-dimensional processes, the ability to understand other people's feelings, attitudes, motivations about what they say and do and the ability to communicate

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clearly and effectively and the ability to build effective and cooperative relationships. Social skills can increase mobility especially when one has formal qualifications for their expertise. (Gary, Yukl, 2002: 276). According to Devins in Sujiono (2004:1) Social skills as an ability to assess what is happening in a social situation; the skill to feel and correctly interpret the actions and needs of children in the playgroup; the ability to imagine a variety of possible actions and choose the most appropriate one (Keller & carison, 1974).

Social skills according to Jarolimek (1977:208), include: (1) Living and Working together; taking tums; respecting the rights of others; being socially sensitive (2) Learning self control and self direction; (3) Sharing ideas and experience with others. From the above opinion, it can be concluded that social skills contain aspects of skills to live and work together, skills to control themselves and others, skills to interact with each other, exchange thoughts and experiences so as to create a pleasant atmosphere for each member of the group (Curtis, 1997).

Some of the thoughts mentioned above, it can be concluded that in order for children's social skills to develop properly, the things that need to be sought are: (1) individual interaction in a group, this can be done if individuals in the group have been equipped with skills such as how to speak, listen, give help and so on, and (2) the atmosphere in a group. The atmosphere in the group should give the impression to all members that they are considered equal, for this reason it is important to accept and respect each other's opinions, accept differences and be able to control themselves (Van Hassel et al., 1978*)*.

There are several conditions that affect the level of children's social skills, including children's temperament and social cognitive abilities. Temperament is a mood that is persistent and typical of the person concerned; for example, moody, angry,

jolly and so on. (Sarlito Wirawan, 1976: 82). In addition, Rubin, Bukowski and Parker explained several findings including: (1) Kagan and Bates' research shows that children who have a difficult temperament and tend to be easily psychologically injured, will usually be afraid or shy in the face of new social stimuli, while children who are friendly and open are more responsive to social environments. (2) research conducted by Rubin, Coplan, Foz and Calkins which says the ability to regulate emotions also affects children's social skills (Curtis, 1997).

Social skills are defined as a complex set of behaviors that enable an individual to engage in reciprocal positive social interaction relationships that are mutually beneficial (Cortugno, 2009:30). While other opinions state that social skills are a person's ability to think and behave effectively with others in social situations (Omrod, 2002: 14). The example of the involvement of this cognitive function is when individuals interact and read the feelings or thoughts of other individuals and make conclusions from the social clues that are around them.Combs and Slaby in Cartledge and Milburn define that social skills as an ability to interact with other people in existing social contexts in a variety of certain ways that can be appreciated and socially accepted and also provide benefits for themselves, others or both (Canney & Byrne, 2006).

Another opinion states that social skills are knowledge of human behavior and interpersonal processes, the ability to understand the feelings, attitudes, motivations of others about what is said and done and the ability to communicate clearly and effectively as well as the ability to build effective and cooperative relationships (Joyce, 2002; Hargie, 2006).

From the above definition, it can be concluded that social skills are behaviors that are shown to respond to existing situations, aiming to establish relationships with others appropriately and it is hoped

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that the relationship/interaction will benefit each individual. Social skills also involve a person's ability to think so that he is able to see social clues around him or understand the feelings of other individuals. Social skills themselves have a broad scope and are related to practical ways that individuals must do in socializing with the people around them (Hargie, 2006).

4. Types of Social Skills
The following are the kinds of social skills:
a. Difficulty Communicating
Etymologically, communication comes from Latin, namely "cum" or a preposition meaning "with" or together with and the word "umus" or a number word meaning "one". The two words form a noun, namely "Communio", this Communio in English is referred to as Comnion which means togetherness, unity, joint fellowship, association or relationship. Therefore, to communicate requires effort and work, so the word is formed into the verb Communicare so that its meaning becomes "sharing something with someone exchanging, conversing, making friends, exchanging ideas, telling something to someone, having a relationship participating or informing". According to Agus (2003), Communication is defined as notification, talk, conversation, exchange of thoughts or relationships. This communication can also be divided into several forms, the division of communication in terms of delivery is oral and written communication, from several sources now adding electronic communication (Rowntree, 1994).
b. Verbal Communication
Verbal communication is communication that uses words, whether oral or written or a form of communication that uses words, both in the form of conversation and writing (spoken language). This communication is most widely used in human relationships. Through words, they express their feelings, emotions, thoughts, ideas, or intentions, convey facts, data, and

information and explain them, exchange feelings and thoughts, argue with each other, and fight. In verbal communication, language plays an important role. Verbal communication contains denotative meaning. The medium that is often used is language. Because, language is able to translate one's thoughts to others. The definition of oral communication is a form of communication by speaking words verbally and directly to the interlocutor. Usually oral communication can be done in conditions of personalities or individuals who communicate face to face. For example, when communicating face-to-face, besides that this oral communication can also be done through a tool in the form of a computer that has been equipped with a remote conference facility (computer teleconference) or face-to-face through closed circuit television (closed circuit television/cctv) (Belle, 1989).
c. Non-Verbal Communication
Nonverbal communication is communication in which the message is packaged in a form without words. In real life, nonverbal communication is much more widely used than verbal communication. In communicating almost automatically nonverbal communication is used. Therefore, nonverbal communication is permanent and always there. Nonverbal communication is more honest in expressing what you want to express because it is spontaneous. Nonverbal can also be interpreted as human actions that are intentionally sent and interpreted as intended and have the potential for feedback (feed back) from the recipient. In another sense, any form of communication without the use of verbal symbols such as words, either in the form of conversation or writing. Non-verbal communication can be in the form of symbols such as gestures, colors, facial expressions etc. (Hargie, 2006).
d. Difficulty Expressing
Here are the difficulties in communicating:
1). Shocked

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Changes in the eyebrows to the forehead are the eyelids up, there are long wrinkles on the forehead, changes that occur in the eyes to the eyelids are wide open eyes with eyeballs looking up and often up to the rainbow membrane, characterized by the widening of the lower eyelid is the mouth open there is no stretching tension.

2).　　Fear

Changes in the eyebrows up and down simultaneously tend to be flat instead of curved there are short wrinkles horizontal and upright.

3).　　Angry

Changes in the eyebrows to the forehead are the eyebrows pulled down and in, looking prominent to the front there are strong upright wrinkles sometimes curved on the forehead right at the eyes.

4).　　Disgust

Changes in the eyebrows to the forehead are the eyebrows down but not together, there may be folds on the forehead and nose, upright and horizontal wrinkles in the middle and next to the nose.

5).　　Sad

Changes in the eyebrows up to the forehead are the eyebrows pulled together, the inner corner up and the outer corner down or parallel or the eyebrows pulled down in the middle and slightly up to the inner corner, a flat or sideways curve appears on the forehead and an upright wrinkle in the middle or shows a clump of muscle contraction above the eyebrows.

6).　　Excited

There are no significant changes in the eyebrows to the forehead. Changes in the eyes up to the eyelids are that the eyes may be neutral or the lower lids may be pushed by the lower face, the lower lids forming a pocket and causing the eyes to narrow with the final part forming "crow's feet" reaching the outer corner of the eye (Rowntree, 1994).

5.　　Autism

The term autism was first coined by Leo Kanner (1943) a psychologist from John Hopkins University. He used the term autistic who socially did not want to get along and was absorbed in the routines, children who had to struggle to master spoken language but often kept high intellectual talent. Autistic symptoms are caused by several factors, namely genetics, infection with the rubella virus or galovirus while in the womb, food factors such as foods containing gluten and casein, metabolic disorders that cause abnormalities in the limbic system, conditions of mothers who smoke during pregnancy, and pollution against heavy metals, especially lead (Rowntree, 1994).

Autism comes from the word autos which means self and ism which means school. Autism means an understanding that is interested only in one's own world. Autism is thought to be the result of brain nerve damage that can arise due to several factors, including: genetic and environmental factors. (Sari ID 2009) Autism is a developmental disorder that includes extensive and severe areas of communication, interaction, and behavior. The cause is a disorder in the development of the central nervous system that causes disruption of brain function. Autism can occur in anyone, without any difference in socioeconomic status, education, ethnic group, or nation (Indiarti MT, 2007).

Autism is a very complex developmental disorder in children, starting to appear before the age of 3 years. This condition causes them to be unable to communicate or express their desires, resulting in disruption of behavior and relationships with others. The prevalence of autistic children has increased significantly in recent years. Autism can occur in all children from different social levels and cultures. Survey results taken from several countries show that 2-4 children per 10,000 children are likely to have autism with a ratio of 3:1 for boys and girls. In other words, boys are more prone to autism than girls (Wijayakusuma, 2004). According to the Global Prevalence of Autism and Other

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Section A-Research paper

Pervasive Developmental Disorders, the average incidence of autistic disorder in Southeast Asia, especially Indonesia, is 11.7/10,000 children (Elsabbagh, et al, 2012; Supriyanto, 2007).

Based on the explanation above regarding the object of autistic children in this study, which amounted to 5 with the division of 2 classes. From class A there were 2 children and in class B there were 3 children at Al-Basri Pesawaran Kindergarten.

4. Conclusion

Based on the results of research conducted and from the analysis of pre-counseling and post-counseling questionnaires submitted to teachers and parents, it is known that there is an increase in the ability of autistic students to social skills and communication skills for students at Al-Basri Pesawaran Kindergarten. Based on these results it can be concluded that there is a positive effect of social development-based ecological counseling in improving the social skills of autistic children at Al-Basri Kindergarten, Pesawaran.

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Section A-Research paper

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