Effectiveness of Shaping Technique for Increasing Self Confidence among Minor Autistic Students Banjarmasin, Indonesia

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Abstract

People with autism seem like living in their world, physically they grow normally like children in their age but they have limitations on social relations. The purpose of this study was to describe the self-confidence of minor autistic students before and after counseling with shaping techniques, as well as to determine the effectiveness of shaping technique to help improving the confidence of minor autistic students at Banjarmasin School. This research was quantitative study using an experimental method with a pre-experimental design, using Single Research Subjects. This research was conducted at Banjarmasin, Indonesia. The sample in this study was a student of X Animation class with minor autistic. The research instrument was the treatment material in the form of "Guidelines for Shaping Technique Research to Improve Self-Confidence".

Key words: Shaping technique, self-confidence, autism

INTRODUCTION

In recent years, the world of education in Indonesia has been enriched with the emergence of inclusive concepts in educational settings in an effort to minimize discrimination in educational practice and through inclusive education, it is expected that not only students with special needs, but also other potential students can be educated together with students in general so that there is no gap between them. Inclusive education school not only have students who are classified as non students with special need, but also have students with physical, emotional and economic limitations. Inclusive school generates education for students who are physically, emotionally and economically limited and therefore it is possible for inclusive schools to have disabled students. People with autism are like living in their world[6]. At first glance children with autistic disorders do not seem to have problems. Physically they grow normally like their age in general. However, if examined more deeply, it will be seen that they experience developmental delays (especially in terms of language) and they exhibit 'strange' behavior that is not commonly performed by their age "for example, often wagging hands, moving in circles or often looking at the corner eye "[2]. Because of this limitation, minor autistic students choose to avoid their friends by being alone and do not want to greet their friends

In this study researchers intended to help autistic students grow their confidence in communicating with their friends first. Self-confidence is one aspect of personality in the form of a belief in one's own abilities so that they are not influenced by others and they can act according to their will, happiness, optimism, moderately tolerant, and responsibility[7]. Data obtained from counseling and guidance teachers at Banjarmasin through interviews that minor autistic students have low self-confidence.

RESEARCH METHOD

Current study used a single subject design[3] A single subject experimental design (also called a single case

experimental design) is a design that can be used if the sample is one. Single subject design is usually used in the investigation of the behavior of someone who arises as a result of several interventions and treatments. Basically the subject is applied to the state of no treatment and by alternating treatments, and performances or achievements are measured repeatedly during each phase. Non-treatment conditions are given symbol A and the condition with treatment is given the symbol B [1].

This study used research with a single subject with the subject under study that is mild autistic students with low self-confidence by being given a treatment counseling behavior Shaping technique. In research with a single subject method, the design used is a reversal with A-B-A.

The A-B-A design is a development of the basic A-B design where the baseline phase measurements are repeated twice. The basic procedure is measurement in the baseline phase (A1) then in the intervention condition (B) and measurement again in the baseline phase.

This design can be described as follows:

Baseline (A)   Intervensi (B)   Baseline (A)

Session(time)
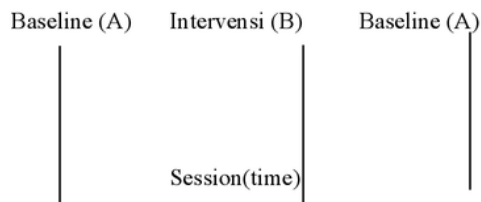
A-B-A Basic Design Procedure [16]

A 1: At first the target behavior is observed indirectly and without being known the student is measured continuously at least 3 and 5 in the baseline condition to a stable condition.
B: treatment with the administration of shaping techniques.
A 2: researching and observing students who have not conducted research is a repetition of the initial conditions of the subject matter in the form of behavioral re-measurement applied to condition A to monitor and evaluate the extent to which interventions can affect the confidence of mild autistic students.

For taking data of students belong to autistic children, researchers use a type of observation research, and interviews.
Table 1: Shows steps of the shaping technique

Component/Steps	Activity
Step 1: Analyzing ABC (*Antecedent, behavior, consequence*)	a. what kind of problem autistic students face b. what kind of technique suitable for autistic students c. what will happen to autistic students after treatment
Step 2: Deciding target of behavior student will achieve	Counselor deciding what is the problem autistic students face, what kind of problem need to be addressed and what is the target need to be achieved by counselee to help autistic students
Step 3: Deciding what kind of positive reinforcement use with counselee	Researcher with counselee decided positive reinforcement use in counseling process, decision about positive reinforcement given should be approved by counselee and researcher
Step 4 : Making the stage of behavior from beginning until the end	researchers together with the counselee make the stages of achievement to be achieved at each stage and what are the consequences if these stages cannot be resolved. In this stage the counselee must be able to greet other students, in the first day at least greet one student, the second day greet two other students, the third day also greet three other students, the fourth day greet four other students and the fifth day the counselee greets five students.
Step 5 : Planning is able o be modified during the program of shaping technique	Modification using the ABA model reversal design. At first the target behavior is measured continuously at baseline (A1) with a certain time period then in the intervention condition (B) after that the measurement in the second baseline condition (A2) is given. At this planning stage counselees are trained

	on how to greet friends first in a good and right way. For example "good morning, good afternoon, hi, etc. while giving a smile to another friend".
Step 6: Deciding time for giving reinforcement in every stage of program	The researcher determines when the time to give positive reinforcement counseling to the counselee and the number of attempts to fail experienced by the counselee. After all stages are passed by the counselee the counselee will get a reward. Although in the counseling process the counselee has experienced a failure, the counselee will still be able to continue to the next stage because when the counselee has tried, even though the counselee will still feel a change in him even if we do not see the changes, maybe the change will only be felt by him because when he failed he had tried to try indirectly what he was trying to imprint on his memory.

For analysis of data from single case experiments, it usually uses graphic that present results. First, evaluations are made regarding design quality. Second, by assuming a fairly valid design, an assessment of the effectiveness of the treatment is made.

RESEARCH RESULT AND DISCUSSION

Based on the results shown in the Baseline 1 phase, the counselee has not been able to perform the expected behavior formation because the researcher only made initial observations of the counselee in an effort to increase the self-confidence of minor autistic students, so the percentage score obtained was 0%.

Baseline stage 2 counselees are able to show an increase in self-confidence. The following will be described the phases of giving treatment by implementing the steps of the shaping technique contained in the guideline sheet, namely as follows:

The counselee in the 1st day of the Baseline phase has not shown the expected target behavior, namely increasing self-confidence. In this first session researchers only built rapports, determined time and contracted counseling. Based on the results of the agreement in the counseling process, the expected behavior formation target consists of 5 kinds of behavioral formation targets. At this first meeting the counselee had not been given intervention or treatment.

The counselee in the Baseline phase 1 day to 2 days the counselee was not able to show the expected behavioral target even though the second session had given a shaping technique in the form of an introduction so that the counselee was able to tell the problem in more detail, what the counselee felt and the hope of the counselee in the counseling process.

In this second phase the counselee has not been given an order to greet students who are classified as students without special needs and have not been given examples of how to greet friends or students without special needs. Automatically there is no frequency, duration and intensity seen. At this stage the counselee changes behavior by 20%.

At the intervention stage 1 (B1) the researcher starts giving treatment to the counselee. The intervention stage (B) is the treatment stage, at the stage of intervention the counselee is given an example as initial treatment.

Intervention phase 1 (B1) day 3 of the counselee was able to show the expected level of behavior formation in the form of being able to greet friends who belonged to students without special needs. The reason the counselee was able to greet other students because in this phase intervention or treatment has been given by the researcher in the form of giving reinforcement and also the reward to the counselee, besides of his own desire to have many friends, not only friends from fellow students with special need but also students without special need.

The Intervention Phase (B) on day 4 of the counselee showed an increase in behavior change because he was able to greet one friend who was classified as a student without special needs. The reason the counselee was able to greet friends who belong to

student without special needs because in this phase the counselee ventured to approach other students. When the counselee greets other students, he saw the student smiling at him so that made him feel happy and finally the counselee wanted to greet other students so that there would be more friends smiles at him again.

In the intervention phase (B) the 5th day the counselee was able to greet 2 students, meaning that the counselee has been able to increase the courage to greet other students. Where initially only 1 person in a day becomes 2 people in a day. So that in this phase the frequency, duration and intensity can be seen.

In the 6th day of intervention (B), the counselee showed an increase in expected behavioral formation, namely not thinking that other students did not care about it, so that in this phase the counselee was able to show 2 behavioral change targets namely being able to greet friends who were students without special needs and not thinking that other students do not care about it, so in this phase the counselee got the same score with day 5, which is getting a score of 4 with a percentage of 40%.

Stage 7 (B) day 7, counselee was able to show the formation of the same behavior as the previous day. In this phase the counselee also showed an increase in the number of greetings namely the counselee who on the 3rd and 4th day was able to greet 1 student, on the 5th day he was able to greet 2 students, on the 6th day he was able to greet 3 students and finally on the day 7 this counselee experienced more improvement than in the previous days, the counselee was able to greet 4 students within 1 day.

Table 2: The results of recapitulation after obtaining intervention 1 (B1) can be seen in the following table:

Day	Shaping behavior target	Maximal Score	Score Obtained	Percentage (%)
3	5	10	2	20
4	5	10	2	20
5	5	10	2	20
6	5	10	4	40
7	5	10	4	40

In the intervention phase (B) it can be concluded that the counselee has been able to increase self-confidence by obtaining a score percentage of 40%, but to test whether the counselee was able to continue to increase self-confidence, the researcher returned to measuring the Baseline 2 (A2) stage.

Stage Baseline 2 (A2) was the stage of measuring the second counselee behavior after being given treatment at the intervention stage (B). In the Baseline 2 stage, observations were carried out again on the 8th day and 9th day.

In the Baseline 2 (A2) phase of the 8th day, the counselee was able to carry out two kinds of expected behavioral targets, namely the formation of behaviors greeting friends who are not students with special needs and do not think that other students do not care. So the score obtained is 4 with a percentage of 40%.

On the 9th day the counselee was still able to greet students without special need and judging from the way of greeting it showed a stable level of previous behavior formation which initially was able to greet 1 student in 1 day to be able to greet 4 people in 1 day and on the 9th day consistently students are able to greet 4 people in 1 day.

The [1]bility to increase confidence in the conditions of Baseline 1 (A1), Intervention 1 (B1), and Baseline 2 (A2), can be seen from the following tables and graphs:

Table 2: The recapitulation of the results of Baseline 1 [1] (A1), Intervention 1 (B1), and Baseline 2 (A2) in the form of a table:

Phase	Day	Behavior Shaping Target	Maximum score	Score obtained	Percentage (%)
Baseline 1 (A1)	1	5	10	0	0
	2	5	10	0	0
Intervention	3	5	10	2	20
	4	5	10	2	20

1 (B1)	5	5	10	2	20
	6	5	10	4	40
	7	5	10	4	40
Baseline 2 (A2)	8	5	10	4	40
	9	5	10	6	60

From the results of data analysis in the form of visual data between conditions can be proven Ha accepted hypothesis that was the influence of self-confidence in minor autistic students in Banjarmasin SMKN 2 after being treated with Shaping Technique. Shaping is a therapeutic technique that carried out by learning new behavior gradually. Counselors can divide the behavior they want to achieve in several units, then study it in small units [11]. Shaping can be defined as the development of a new operant behavior by strengthening the successive approximation of the behavior, and extending the previous approximation to the behavior until the new final target behavior appears[4].

This study using a single subject (also called a single case experimental design) is a design that can be used if the sample size is only one. Basically the subject is applied to the state of no treatment and by alternating treatments, and performances or achievements are measured repeatedly during each phase. Non-treatment conditions are given symbol A and the condition with treatment is given the symbol B [1].

At the first 1-day baseline the counselee did not bring up the expected behavior because the researcher still approached the counselee in order to build rapport and approached the client (attending behavior) which included components of eye contact, body language, and oral language as the initial steps of individual counseling [5].

On the second day the counselee begins to show behavioral changes, namely the counselee begins to dare to tell the researchers, this was in accordance with the steps to build self-confidence, where a counselee took risks by expressing thoughts, feelings, and reactions to certain situations to other people (counselor). And the counselor must respond with acceptance, support, and cooperation and reciprocate the client's openness by expressing thoughts, feelings, and reactions to the situation to the counselee [7].

The counselee's intervention stage was targeting to increase behavior seen from the third day to the seventh day, namely greeting students without special needs, but on the third day the counselee was still given an example.

At the baseline 2 the counselee also targets behavior formation but does not experience improvement, the counselee shows the same behavior formation, seen on the eighth and ninth days. In the A-B-A design after measurement in the intervention condition (B) the measurement in the second baseline condition (A2) is given. The addition of the second baseline condition (A2) is intended as a control for the intervention phase so that it is possible to draw conclusions about the functional relationship between the independent variable and the dependent variable [16].

By giving shaping techniques to minor autistic students to increase their self-confidence, which when referred to with characteristics of high self-confidence that is the belief in self-ability, optimistic, objective, responsible, rational and realistic, autistic children are difficult to form behavior in accordance with the characteristics character of that high confidence. So that for the formation of behavior is only directed to one characteristic of high self-confidence, namely the belief in his abilities, namely by increasing the greeting behavior of without special needs, by being treated through individual counseling using the counseling shaping technique to have confidence in his ability to greet students with or without special needs.

This shaping technique is given so the counselee has life experience in increasing self-confidence.

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