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Integration of Religious Guidance in the Aba (Applied Behavior Analysis) Method to Form the Independence of Autistic Children

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Abstract

Aggressive behavior in children living in orphanages is an important concern because it can interfere with their socialization process and psychosocial development. Various factors are suspected to influence the emergence of aggressive behavior, including children's perceptions of the rules that apply in orphanages, the level of loneliness experienced, and the level of religiosity of children. This study aims to determine the effect of perceptions of rules, loneliness, and religiosity on children's aggressive behavior at the Tulungagung X Orphanage. The approach used is quantitative with multiple regression methods. The population in this study amounted to 30 orphanage children, with the sampling technique using total sampling. The instruments used are the aggressive behavior scale, the perception of rules scale, the loneliness scale, and the religiosity scale, all of which have been tested for validity and reliability. Data analysis was carried out with the help of Jamovi software. The results showed that simultaneously, the three independent variables had a significant influence on aggressive behavior ($R^2 = 0.404$; $p < 0.001$). Partially, only loneliness has a significant positive effect on aggressive behavior ($p = 0.001$), while perceptions of rules and religiosity have a negative effect on aggressive behavior. These findings indicate the importance of strengthening aspects of religiosity, enforcing orphanage rules and providing preventive social intervention programs to minimize loneliness in order to reduce aggressive behavior of children in orphanages.

Keywords: aggressive behavior, perceived rules, loneliness, religiosity, orphanage children

Introduction

Having a child is a crucial phase in family life, bringing significant changes, both emotionally, socially, and financially. The presence of a child in a family is a great blessing from Allah SWT (Hairunisa 2021) . Every birth is no coincidence, but part of His perfect plan and will. God presents children as a trust that must be cared for, educated, and raised with full responsibility and love. Children are not merely a complement to the happiness of a household, but also a test and a source of reward for parents in this world.

God created humans in the most perfect form, with the ability and potential to think, feel , and make decisions, as well as the potential to develop and live life to the fullest. However, they differ in physical and psychological conditions. One of the distinguishing features of human existence is the presence of special needs. A child is categorized as having special needs if their growth and development are below average compared to children in general. One developmental disorder that often concerns parents is autism.

Autism is a complex developmental disorder whose symptoms are generally seen before the age of 3 years, characterized by difficulties in social interaction, communication (verbal and nonverbal), behavior, mood and emotions, repetitive and stereotyped play activities, strong memory pathways, and an obsessive need to keep everything in order (Delfianti and Penara 2024) . One important aspect in the development of autistic children is independence. Independence refers to a child's ability to carry out daily activities without relying on others. For children with autism, achieving independence is a challenge that must be overcome(Andhy Surya Hapsara 2019) . Children with autism require a special approach to develop important functional skills, such as self-care, the ability to adapt to routines, and interact socially in various contexts.

The development of autistic children in Indonesia has shown significant improvement in recent years. According to data from the Indonesian Ministry of Health, the prevalence of autism in Indonesia has reached 1 in 100 children (Ministry of Health of the Republic of Indonesia 1988). In building independence, both in aspects of worship, social, and other daily activities , children with autism spectrum disorder (ASD) often face various challenges in their social development, communication, and

independence. This condition affects their interactions with their surroundings, including in religious learning and social activities in the community. Therefore, appropriate learning methods are needed to help them develop optimally, both in aspects of daily life and in understanding and practicing religious teachings.

One method that can be applied to autistic children to achieve independence is Applied Behavior Analysis (ABA). Applied Behavior *Analysis* (ABA) teaches communication and social skills to children with autism. The ABA method aims to improve desired behaviors based on the principle of A systematic approach to improving social behavior. ABA methods have been shown to be effective in helping change behavior, develop new skills, and increase independence in children with autism, including in the context of religious learning (Hildawati 2019) .

Research conducted by Ahmad Ma'ruf and Lailatul Maghfiroh revealed that the application of the Applied Behavior Analysis (ABA) method to students with autism in Islamic Religious Education (ISE) learning has a positive impact on changes in student behavior and responses during the learning process. Students become more focused and better able to respond to educators' directions, particularly in the context of ISE (Maghfiroh and Ma'ruf 2017) . Other research also explains that the Applied Behavior Analysis (ABA) approach has a positive effect on increasing the independence of autistic children, as demonstrated by increased independent behavior upon arrival at school and their readiness to participate in classroom learning activities. This study specifically focuses on the effect of the ABA method in the context of behavioral therapy on the independence of autistic children (Anggun Oktavia K, Syamsuddin, and Atmojo 2005) .

Religious guidance for autistic children is also part of the intervention provided by the Al Achsaniiyah Islamic Boarding School for Special Needs in Kudus Regency. One of the methods implemented in religious guidance services is Applied Behavior Analysis (ABA), which aims to train children in obedience, concentration, and independence. This study aims to explore how the integration of religious guidance based on Islamic values with the ABA method can help autistic children in developing independent abilities, such as in terms of worship, social interaction, and daily tasks , as well as analyzing the challenges and successes experienced and their impact on improving the quality of life of autistic children in the Islamic boarding school environment.

Methods

This research is included in the field type with a qualitative method through a case study approach. The selection of qualitative methods aims to understand social phenomena, experiences, or human behavior through descriptive and narrative data collection (John w. Creswell 2014). The primary data sources in this study consisted of three therapists, one religious guide, and one companion (shadow). Data collection techniques were carried out through observation, in-depth interviews and documentation. Observations were carried out by researchers during the process of religious guidance assistance, especially in the implementation of religious guidance with the ABA approach, and were more focused on how the methods and techniques were applied, as well as the dynamics that occurred during the guidance process to capture obstacles and smoothness in the implementation process.

The researchers conducted structured interviews using several pre-prepared questions. The purpose of this study was to gather information from counselors, therapists, or companions regarding the implementation of religious guidance for autistic children using the ABA method. This included the stages provided by the counselors and the strategies used by the counselors to address obstacles during the implementation of ABA religious guidance for autistic children, ensuring the effective implementation of the methods and techniques.

To obtain comprehensive data, the researcher also used documentation techniques to obtain information on the implementation of guidance, especially regarding the instruments or tools used by the guidance counselors for autistic children, as well as photos and video recordings of activities, several achievements of autistic students, and recordings of interview results. Data analysis in this study went through three stages (Miles and Huberman 2007) , namely data reduction, data presentation, and drawing conclusions.

Theoretical Review

Autistic Children

Autism is a developmental disorder commonly found in childhood. Etymologically, the term "autism" comes from the Greek words " auto ," meaning self,

and "ism," referring to a belief or movement. Thus, autism can be defined as a condition in which a person tends to focus on their own world. Terminologically, autism is a disorder that affects behavioral development. Children with this condition typically exhibit characteristics such as delayed language development, difficulties with social interactions, communication barriers, emotional disturbances, and a tendency to engage in repetitive behaviors. These various obstacles need to be addressed promptly with an appropriate and effective approach. (Rita Dwi Pratiwi et al. 2023) .

Independence

Independence is an attitude that is gradually formed through various experiences an individual has during their growth and development. On the path to independence, a person learns to adapt to various social situations, becoming able to think maturely and make appropriate decisions in the face of challenges. According to the Ministry of Education and Culture (Kemdikbud), independence is defined as a child's ability to carry out various activities independently, manage themselves, and make choices and decisions with confidence and responsibility. (Sukiman 2017) .

ABA (Applied Behavior Analysis) method

The ABA (Applied Behavior Analysis) method is a form of therapy developed by Ivar O. Lovaas, a psychologist at the University of California, Los Angeles, United States. This method has been used for decades and was originally developed through the application of B.F. Skinner's Operant Conditioning theory . Lovaas applied this approach to support children with autism spectrum disorders, and since then, ABA has become one of the most widely used behavioral therapy methods to treat this condition.

The ABA method is a scientifically based approach that emphasizes observation, understanding, and behavioral change. This approach uses systematically structured learning principles to increase positive behavior and decrease negative behavior. Techniques used in ABA include reinforcement , extinction , and shaping behavior through specific stages .

Religious Guidance

According to Samsul Munir, religious guidance is a process of providing assistance or guidance to individuals in need, with the goal of helping them escape

unfavorable circumstances and achieve a better state. Religious guidance aims to strengthen a person's spiritual strength by increasing their faith and devotion to God, enabling them to face life's various challenges. These challenges can include family, work, educational, social, or even doubts about religious beliefs. Furthermore, this guidance also helps individuals develop inner peace and balance in their daily lives. (Farihah and) .

Religious guidance is an activity carried out by a person in order to provide assistance to individuals who are experiencing inner conflict or spiritual crisis in their lives. The goal of this guidance is to enable individuals to find solutions to their problems and realize the importance of surrendering to God Almighty. Through this awareness, enthusiasm and hope will grow within individuals to achieve happiness, both in this life and in the future. Furthermore, religious guidance also plays a role in fostering peace of mind and strengthening individuals' mental resilience in facing life's various trials (Yusuf 2021) .

Discussions

Application of the ABA (Applied Behavior Analysis) method in religious guidance for autistic children

The implementation of the ABA (Applied Behavior Analysis) method at the Al Achsaniiyah Kudus Islamic Boarding School begins with an initial assessment to determine the basic abilities of autistic children, such as independence, social interaction, and academic abilities. This assessment serves as an important foundation for developing a therapy program tailored to the individual needs of the student. This statement aligns with Lerner's theory, which states that assessment is the process of gathering as much information as possible about an individual to be used in making considerations and decisions related to that individual (Rahmawan 2020) .

In their treatment, therapists classify autistic children based on their developmental level: basic , intermediate , and advanced . Children at the basic level exhibit fairly severe autism symptoms, such as communication difficulties and repetitive behaviors, requiring intensive guidance and highly structured learning. The intermediate level includes children who are beginning to be able to communicate and

interact on a limited basis and can participate in small group activities with visual support and hands-on practice. Meanwhile, at the advanced level, students have developed adaptive skills and good functional communication skills, enabling them to participate in Islamic boarding school activities more independently. This classification makes it easier for Islamic boarding schools to develop development programs tailored to each child's individual needs and abilities. (Sakti et al. 2021).

During the initial approach, the mentor prioritizes creating a safe, comfortable, and caring atmosphere. This emotional approach aims to reduce students' anxiety when entering a new environment. Providing a sense of security is a crucial foundation for autistic children to interact and participate in further guidance, both in therapy and religious activities. This relates to the principles of the ABA method, which involves the application of scientific analysis to behavior that can be systematically observed, measured, and modified. The approach and delivery of materials to children should be as follows (Pastari, Endriyani, and Martini 2024):

1. Effective warmth based on genuine affection, to maintain long and consistent eye contact.
2. Firmly, the instructions given by the therapist are non-negotiable by the child.
3. Non-violent and without anger or irritation, therapy should not involve physical or emotional actions that are harmful, painful, or dangerous to the individual.
4. Prompt (help, direction) is given to individuals in a firm and gentle way.
5. Appreciating children with effective rewards can increase their motivation. These rewards can include hugs, gifts, pats, and praise.

Next is the second stage, namely implementation; starting with ablution and congregational prayer, then continued with the recitation of Asmaul Husana, memorization of short letters and daily prayers, as well as Koran reading activities where each child comes forward one by one to the teacher (*one on one*) to read the Koran. All of these activities are carried out in stages and structured to adapt to the needs of children with special needs. As for the implementation stage in accordance with the religious guidance method (Prasetya 2014) which includes direct methods applied in individual techniques, such as personal conversations and work visits. The form of implementation is that children come forward one by one to the teacher (*one on one*) to recite the Koran.

In addition to individual techniques, the tutor also applies group techniques that include group discussions, field trips, and group teaching that indicates guidance by demonstration such as reading the Asmaul Husana, memorizing short letters, daily prayers or hadiths, as well as simple field trips such as visiting a pigeon garden as part of the Islamic boarding school facilities that function to help children with special needs to get to know nature and its creator.

The final stage is e-evaluation, where the tutor carries out an assessment regarding the understanding and development of each child with special needs, especially in the autism group, especially in the religious aspect.

The implementation of religious guidance for the independence of autistic children also uses the task analysis method. The use of *task analysis* in the ABA method has yielded positive results in conveying complex religious material. By breaking down activities such as ablution, prayer, or reciting prayers into small, systematic steps, children more easily understand and follow the process. *Prompting techniques* have also proven effective in helping children complete these religious tasks, especially those who struggle with communication and social interaction.

The ABA method uses positive reinforcement consistently to strengthen desired behavior. This statement aligns with Omrod's (2008) statement that reinforcement is the act of following a specific response with a reinforcer. There is no punishment in this therapy, but if a child responds negatively or does not respond at all, they will not receive the desired positive reinforcement (Denok Julianingsih, Indri Dwi Isnaini, and Mira Pradipta Ariyanti 2023) . Children who successfully follow instructions are given rewards, such as warm tea or praise. This reinforcement process aims to build positive associations with good behavior while reducing aggressive or inappropriate behavior. This aligns with the goal of the ABA method, which is to increase desired behavior, maintain it so that it does not disappear or decrease in frequency or intensity. reducing unwanted behavior , development and expansion of a behavior (Maghfiroh and Ma'ruf 2017) .

Evaluation of student development is carried out daily, which is then summarized every six months in the form of a narrative report. The assessment covers seven aspects of ability, namely eye contact, obedience, imitation, receptive and expressive language, independence, socialization, and pre-academics. This evaluation is

an important indicator to measure the success of implementing the ABA method and the effectiveness of religious guidance on child development. Analysis of the data shows that the application of the ABA method can significantly improve the independence skills of autistic children. Children show improvements in compliance with instructions, ability to maintain eye contact, and increased independence in daily activities.

Some obstacles that arise in implementing religious guidance using the ABA method for the independence of autistic children include the child's ability to focus, which is often disrupted by trivial matters. Autistic children sometimes cannot fully participate in lessons because they are easily distracted or experience emotional instability. To overcome this, positive reinforcement strategies such as giving praise or small rewards (e.g., applause) are very helpful. This is a basic technique in ABA, which aims to strengthen positive behaviors in children through consistent reinforcement. Educators must also understand the needs and potential of each child so that the learning approach can be tailored to each individual. Consistency in providing reinforcement, the use of short and clear instructions, and a structured individual program are determining factors for the success of this method.

During guidance, the challenges faced include easily becoming distracted or experiencing emotional instability. To address this, positive reinforcement strategies, such as offering praise or small rewards (e.g., applause), are very helpful. This is a fundamental technique in ABA, aimed at strengthening positive behaviors in children through consistent reinforcement. Counselors must also understand each child's needs and potential to tailor their learning approach to a personalized environment. In addition to providing rewards, it's also important to build a safe and supportive emotional relationship between the child and the teacher. Autistic children tend to be more responsive to those who demonstrate patience and empathy. This aligns with the goal of the ABA method, where warm and positive interactions facilitate the child's learning and development (Maghfiroh and Ma'ruf 2017).

The impact of implementing religious guidance through the ABA (Applied Behavior Analysis) method in forming the independence of autistic children

Overall, the implementation of the ABA method in the context of religious guidance at the Al Achsaniiyah Islamic Boarding School in Kudus has yielded positive results. This demonstrates that the ABA method can be adapted to religious contexts

with effective results, if implemented professionally, consistently, and with empathy, and emphasizes the importance of flexibility in selecting an approach appropriate to the characteristics of children with special needs, in order to achieve the goal of effective and enjoyable religious education.

Religious guidance is routinely implemented through worship activities such as prayer, dhikr, and memorization of short surahs. These activities not only introduce children to spiritual aspects but also serve as a means of establishing daily routines that help them develop independent habits. This aligns with the stated goal of religious guidance, which is to develop spiritual intelligence in individuals, fostering a desire to obey God, sincerity in following all His commands, and fortitude in facing trials (Lubis 2021).

Using the principle of positive reinforcement, children are trained to perform certain activities repeatedly until they are able to do them independently. The ABA method plays a crucial role in supporting this habituation process, although it is not instantaneous. Physical independence is an individual's ability to care for basic physical needs without relying on others. Examples of physical independence in this study include the ability of autistic children to perform ablution without being asked and maintaining personal hygiene. Consistent and structured practice can produce significant changes in a child's behavior and abilities, such as toilet training and the ability to dress themselves. In addition, there is an improvement in the ability to follow instructions, focus on activities, and better social interactions.

This shows that the development of independence not only impacts physical aspects, but also physical, emotional, intellectual, and social aspects. As Havigurst, as quoted by Fatimah (2010), stated, independence consists of several aspects, namely emotional, intellectual, and social (Endriani, Aswansyah, and Sanjaya 2020). Emotionally, the ability to control emotions and not depend on parents for emotional needs helps children deal with stress, conflict, or difficult situations in a more rational and controlled manner. This is demonstrated by children's ability to manage their emotions during religious guidance, such as avoiding tantrums and calmly participating in activities.

Intellectually, this involves the ability to resolve various problems faced, whether in academic, work, or personal contexts, through critical, analytical, and creative

thinking. Among autistic children at the Al Achsaniyyah Islamic Boarding School in Kudus, this can be seen in their ability to memorize daily prayers, short surahs, or hadiths of the Prophet. They can also deduce that when the call to prayer is heard, it is time for prayer and immediately perform ablution.

As for the social aspect, this ability is indicated by independence in interacting with others. In their behavior, they do not depend on or wait for actions from others, but are proactive in building healthy and mutually supportive relationships. Examples of social aspects based on the results of research at the Al Achsaniyyah Islamic Boarding School in Kudus include autistic children being able to wait their turn to recite the Koran with the teacher, being able to sit orderly when reciting the Asmaul Husana, and autistic children kissing the teacher's hand after completing the lesson.

Religious guidance is closely related to the theory of religious character formation, where routine worship plays a role in internalizing positive values such as discipline, responsibility, and patience. Through learning moral teachings in religion, children are taught to differentiate between good and bad behavior, as explained by Mrs. Ima. This demonstrates that religious values can serve as a strong foundation for developing independent and ethical behavior. This principle aligns with one of the principles of religious guidance, the Principle of Fostering Noble Morals (*Akhlakul Karimah*), which emphasizes the importance of transforming bad morals into noble morals (*akhlak karimah*).

In practice, religious guidance not only aims to provide an understanding of good values, but also provides role models or concrete examples that clients can live by. In addition, this process also helps clients maintain good qualities, develop existing moral potential, and perfect bad character traits to become more positive and useful in everyday life.

Support from the surrounding environment is also an important factor in the success of this program. Educators and therapists at the Special Needs Islamic Boarding School actively contribute to creating a supportive and loving atmosphere, which is essential for children with special needs. Their exemplary worship and consistent training contribute to accelerating the process of independence.

Overall, the application of religious guidance and the ABA method forms an effective synergy in shaping the independence of autistic children. Habits carried out in a religious atmosphere not only strengthen independent living skills, but also increase

children's self-confidence and self-esteem. The effectiveness of this approach lies in consistency, patience, and support from a responsive and empathetic environment. This research is expected to be a reference in developing guidance and counseling programs for children with special needs in Islamic boarding schools and other institutions.

Conclusion

Based on the results of research on Religious Guidance through the ABA (Applied Behavior Analysis) Method to Form the Independence of Autistic Children at the Al Achsaniiyah Kudus Special Needs Islamic Boarding School, it can be concluded that the application of the ABA (Applied Behavior Analysis) method in religious guidance has proven effective in forming the independence of autistic children. Through structured stages such as initial assessment, classification of children based on ability and habituation of daily worship. The ABA (Applied Behavior Analysis) method is able to increase obedience, discipline, and children's ability to carry out daily activities independently. The application of reinforcement positive , short and clear instructions, as well as a safe and comfortable emotional approach are the keys to the success of the ABA (Applied Behavior Analysis) method in a religious context.

Religious guidance not only introduces children to spiritual aspects but also serves as a means of character development, such as discipline, responsibility, and patience. Children who were previously highly dependent begin to demonstrate independence in simple matters, such as performing ablution, praying, and dressing themselves. The application of religious guidance through the ABA method has a positive impact on the independence of autistic children, including more stable emotional development, increased intellectual abilities, improved social skills, and more focused physical coordination in line with their religious activities.

The success of the guidance program depends on consistent methods, collaboration between the Islamic boarding school and parents, and an empathetic environment. Overall, the combination of behavioral and spiritual approaches in religious education can have a significant positive impact on fostering independence in autistic children within the Islamic boarding school environment.

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