



Educational Service Strategies for the Communication Methods of Children with Autism

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ABSTRACT

This study is grounded in the importance of communication as a fundamental aspect of learning and social interaction, particularly for children with autism who often face significant communication challenges. The purpose of this research is to identify and analyze the effectiveness of educational service strategies in supporting the communication development of children with autism at Yayasan Cinta Ananda. This study employs a qualitative descriptive approach. Data were collected through interviews, observations, and documentation involving teachers who directly engage with children on the autism spectrum. The analysis was conducted by organizing, reducing, and interpreting data to identify patterns and key themes related to communication strategies and their implementation in the learning process. The findings reveal that adaptive and individualized strategies are effectively applied, supported by the use of visual aids and the active role of teachers as facilitators. These strategies contribute to improved communication skills, increased interaction, and greater confidence among students. However, limitations such as varying student abilities, limited resources, and the need for continuous teacher development were also identified. In conclusion, educational service strategies at Yayasan Cinta Ananda are effective in enhancing communication skills among children with autism, although continuous improvement is required to address existing challenges.

Keywords: Communication Skills; Autism; Qualitative Research; Special Education

1. Introduction

Communication is a fundamental foundation of human social life, including in the field of education. For children on the autism spectrum, communication skills often present significant challenges that require special attention (Li, 2022). Limited communication not only restricts their ability to express needs or emotions, but also hinders the learning process, social interaction, and overall personal development (Gangmei, 2024). This condition calls for educational services that are specifically designed to bridge these barriers. Special Schools

(*Sekolah Luar Biasa / SLB*), as educational institutions dedicated to serving children with special needs, play an important role in providing service strategies that are not only educational but also therapeutic and communicative (Minneri et al., 2024). SLB Cinta Ananda, as one of the schools that caters to children with special needs, including autism, represents a relevant setting to examine the extent to which the implemented educational service strategies are able to support and develop the communication methods of autistic children within the institution.

Children on the autism spectrum (Autism Spectrum Disorder/ASD) generally experience various challenges in communication, both in verbal forms such as speaking and expressing opinions, and in nonverbal forms such as facial expressions, body movements, and eye contact. These difficulties not only affect their ability to express thoughts and feelings, but also impact their ability to understand messages conveyed by others (Kenila et al., 2022). Communication impairments are one of the core characteristics of individuals with autism and often become a significant challenge in their learning processes as well as in their social interactions within school and family environments. Therefore, it is essential to design educational strategies and communication approaches that are tailored to their unique characteristics and needs, so that their social and academic development can be facilitated optimally. Special Schools (*Sekolah Luar Biasa / SLB*) play a crucial role in providing educational services that are specifically designed to meet the needs of children with autism (Sharaby, 2024). These services include the development of adaptive learning and communication strategies, such as the use of visual media, body language, and individualized teaching methods aimed at supporting the gradual and effective development of children's communication skills. With appropriate approaches, SLBs become inclusive and responsive environments to the unique challenges faced by children with autism (Lee, 2020).

The main problem faced by children on the autism spectrum is the limitation in communication, both verbal and nonverbal, which directly affects their ability to engage in social interactions, absorb learning materials, and express their needs and feelings. These barriers pose significant challenges that must be addressed seriously, particularly by educational institutions such as Special Schools (*Sekolah Luar Biasa / SLB*). In this context, SLBs are required to design and implement educational service strategies that not only support the learning process but also effectively facilitate the development of children's communication skills (Suhanto & Dwihadiah, 2024). SLB Cinta Ananda, as one of the educational institutions serving children with special needs, including autism, represents a concrete example of such efforts. However, the extent to which the educational service strategies implemented in this school are able to meet the communication needs of children with autism remains a question that requires further in-depth investigation (Sharma, 2024).

A study conducted by (X. Liu & Sun, 2024) focused on the effectiveness of using visual media in the form of sequential picture cards to develop social communication skills in children with autism at SLB Cinta Ananda. Using a quantitative experimental approach, the study specifically measured improvements in communication skills before and after the implementation of the media. The results indicated a significant improvement, as shown by a p-value of 0.004. This study demonstrates that concrete and engaging visual media can help children with autism understand communication sequences and

express their needs or feelings. In contrast, the present study adopts a broader and more contextual focus by examining educational service strategies comprehensively in supporting communication among children with autism at SLB Cinta Ananda. Rather than limiting itself to a single medium or therapeutic method, this research explores various educational, communicative, and therapeutic approaches implemented by the school to support children on the autism spectrum. Furthermore, this study employs a descriptive qualitative approach, allowing for a deeper exploration of the context of implementation, challenges encountered in the field, and the adaptation of strategies based on the individual characteristics of each child.

A study conducted by (O’Keeffe & McNally, 2021) focused on the effectiveness of the *Picture Exchange Communication System* (PECS) in developing the communication skills of children with autism. The study employed a quantitative pre-experimental approach using a one-group pretest–posttest design to compare the communication ability scores of autistic children before and after the intervention. The results indicated that the use of PECS was moderately effective, with an average gain of 62.29% in the experimental group. This study confirms that PECS, as a visual support tool, can help children with autism convey messages in a more structured manner and enhance two-way communication. In contrast, this study aims to explore and analyze educational service strategies in a comprehensive manner, not limited to a single medium or communication method. Using a descriptive qualitative approach, it examines in depth the context of implementing various educational, communicative, and therapeutic strategies at SLB Cinta Ananda in supporting the development of communication skills among children on the autism spectrum. The focus is not only on the effectiveness of specific media, but also on the complexity of educational services—how teachers, the environment, the curriculum, and individualized approaches contribute to shaping the communication experiences of children with autism.

The similarity between this study and previous research lies in the shared goal of enhancing communication skills as a key aspect of education for children with autism (Güleç-Aslan, 2020). However, the novelty of this study is reflected in its broader scope, deeper contextual analysis, and emphasis on the strategic role of educational institutions in designing responsive and adaptive approaches to meet children’s needs. Therefore, this study has the potential to provide more comprehensive conceptual and practical contributions to the development of educational services in special schools. A study conducted by (Heslop & Mophosho, 2021) highlighted how communication strategies used by teachers at SLB D YPAC Bandung were applied to motivate children with autism in their learning process. Using a descriptive qualitative approach, the study emphasized the use of the VKAT method (Visual, Kinesthetic, Auditory, Tactile) in instruction as a means of fostering student motivation. The primary focus of that research was on motivation and behavioral change through interpersonal communication between teachers and students. Meanwhile, although this study also employs a qualitative approach, it focuses more broadly on educational service strategies in developing communication skills among children with autism, rather than solely on learning motivation (Shchetkova, 2024). This research explores a wider range of educational and communicative strategies implemented at SLB Cinta Ananda and evaluates how these approaches support both verbal and nonverbal communication within an educational context.

According to (Yasir & Khudhair, 2021), learning strategies are general plans or patterns systematically designed to organize instructional materials, learning activities, and the use of media in order to achieve learning objectives effectively and efficiently. In the context of educational services for children with autism, these strategies are tailored to individual needs, developmental characteristics, and communication barriers, making the approaches more targeted, structured, and adaptive to the child's abilities. Based on the learning strategy theory mentioned above, the researcher argues that the implementation of effective educational service strategies for children with autism must be systematically designed, individualized, and adaptive. Such strategies should not only organize instructional materials and learning activities but also take into account the developmental characteristics and communication barriers of the children. Therefore, the approaches applied are expected to provide optimal support in enhancing the communication skills of children with autism through targeted, structured services that are tailored to each individual's needs.

The selection of SLB Cinta Ananda as the research site is based on its relevance and institutional characteristics in providing educational facilities for children with special needs, particularly those on the autism spectrum. This school is known to implement educational service programs that incorporate educational, communicative, and therapeutic approaches oriented toward the development of children's communication skills. It is also recognized for actively applying learning strategies tailored to the individual characteristics of each child, including the use of visual media, individualized learning methods, and adaptive approaches to communication barriers. Furthermore, SLB Cinta Ananda represents a practical example of an educational institution striving to address the communication challenges faced by children with autism in a contextual and holistic manner. The school is also relatively accessible to the researcher and demonstrates openness to educational research activities, thereby enabling more optimal data collection. Thus, selecting this institution as the research site is expected to provide an in-depth understanding of the effectiveness of educational service strategies in supporting the communication abilities of children with autism within a special school environment. Based on the problem statements described earlier, the researcher is motivated to conduct a study entitled "*Educational Service Strategies for the Communication Methods of Children with Autism at SLB Cinta Ananda.*" This study aims to identify the forms of educational service strategies implemented at the school and to evaluate their effectiveness in supporting the development of communication skills in children with autism. The findings of this research are expected to make a meaningful contribution to the development of more adaptive and inclusive educational service systems, particularly in addressing the needs of children with special needs, especially those on the autism spectrum.

The purpose of this study is to examine and understand the effectiveness of educational service strategies implemented at SLB Cinta Ananda in supporting the development of communication skills in children on the autism spectrum. These communication skills include verbal aspects, such as speaking and expressing opinions, as well as nonverbal aspects, such as facial expressions, body movements, and eye contact. In addition, this study aims to determine the extent to which the strategies employed are able to address the communication needs of children with autism in accordance with their characteristics and the challenges they face in their environment, particularly within educational

settings. Furthermore, this study seeks to analyze how educational service strategies—educative, therapeutic, and communicative in nature—can support the learning process, enhance social interaction skills, and promote the overall personal development of children. By exploring the practices implemented at SLB Cinta Ananda, the findings of this research are expected to contribute to the advancement of more inclusive and adaptive educational approaches for children with autism in Indonesia, as well as to serve as a reference for other educational institutions in designing similar services.

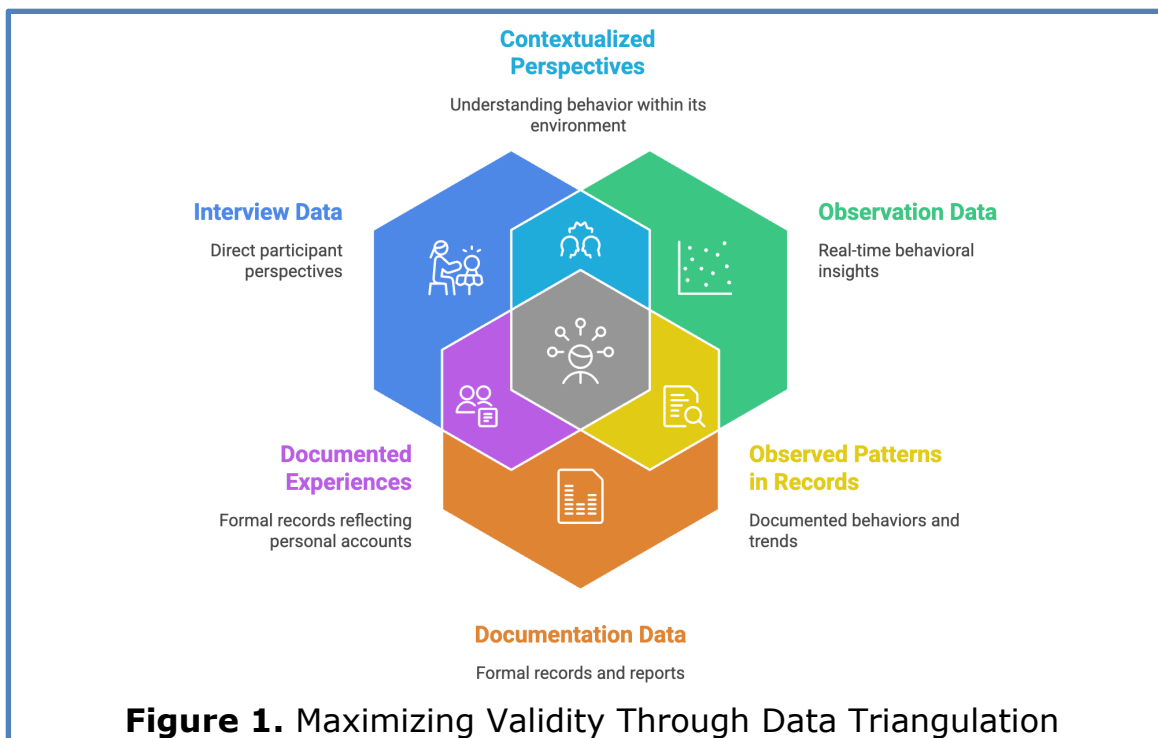
2. Methods

This study employs a qualitative approach, which means that it generates findings that cannot be obtained through statistical methods or quantification techniques. Rather than focusing on numerical data, qualitative research emphasizes understanding phenomena from the perspectives of the participants. The data collected are typically descriptive in nature, allowing the researcher to explore meanings, experiences, and interpretations in a more holistic and in-depth manner (Cervantes, 2021). The findings of qualitative research may take the form of detailed descriptions of spoken language, written texts, or observed behaviors of individuals, groups, communities, or organizations within specific contexts (Stankova et al., 2021). Through this approach, the researcher is able to capture the complexity of real-life situations and gain deeper insights into social interactions, patterns, and underlying meanings that shape the subject being studied.

The subjects of this study consist of teachers at Yayasan Cinta Ananda, located in Karangduak Village, Sumenep. Interviews were conducted with several teachers to obtain in-depth information regarding the educational service strategies applied in teaching children with autism. These participants were selected because of their direct involvement in the learning process and their experience in handling children with special needs, particularly those on the autism spectrum. In addition, observations were carried out during classroom learning activities to capture real situations and interactions between teachers and students (Silva & Bissaco, 2022). The researcher observed the teaching process while also conducting interviews with one of the teachers who specifically teaches children with autism. Documentation techniques were also employed to support the research data, including recording relevant activities and collecting supporting materials related to the implementation of educational services.

The data collection techniques in this study were carried out through interviews, observations, and documentation. Interviews were conducted with teachers at Yayasan Cinta Ananda to obtain in-depth information regarding the educational service strategies applied in teaching children with autism. The interviews were semi-structured, allowing the researcher to explore key topics while also providing flexibility for participants to share their experiences, perspectives, and challenges in implementing communication-based learning strategies (Badran et al., 2024). In addition, observations were conducted during the learning process to capture real interactions between teachers and students in the classroom setting. This technique enabled the researcher to directly examine how communication strategies were applied in practice (Paparella & Freeman, 2021). Documentation was also used to support the data, including collecting records, photos, and other relevant materials related to

teaching activities and educational services. These three techniques complement each other, ensuring the validity and depth of the data obtained in this study.



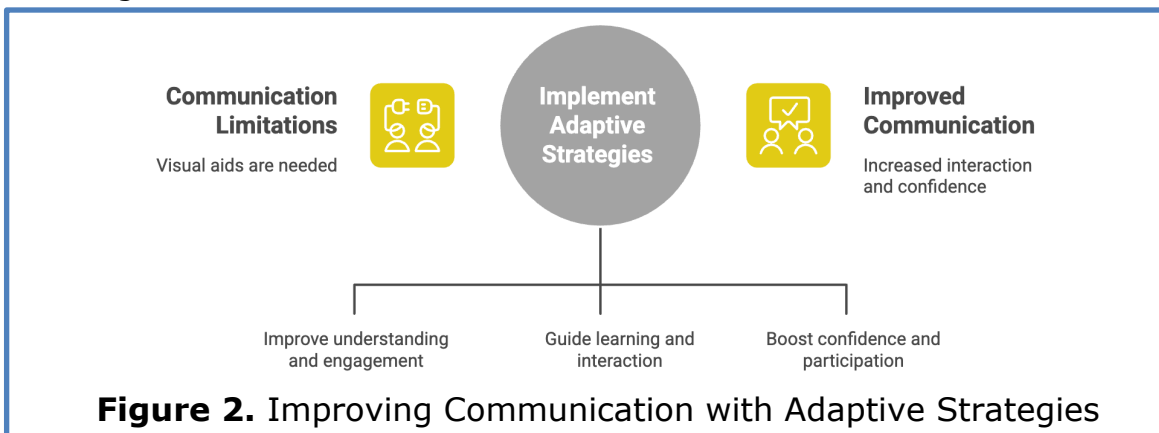
The data analysis in this study was conducted using a qualitative descriptive approach, which involves organizing, interpreting, and drawing meaning from the collected data. The researcher first compiled the data obtained from interviews, observations, and documentation at Yayasan Cinta Ananda. The data were then reduced by selecting relevant information, focusing on key themes related to educational service strategies and communication development in children with autism. This process allowed the researcher to simplify complex data into meaningful categories without losing the essential context. Furthermore, the data were presented in the form of descriptive narratives to provide a clear and systematic understanding of the findings. The researcher then drew conclusions by identifying patterns, relationships, and recurring themes within the data (Zhang, 2024). To ensure the validity of the findings, data triangulation was applied by comparing information obtained from different sources and techniques, such as interviews, observations, and documentation. Through this analytical process, the study was able to generate comprehensive insights into the effectiveness of educational service strategies in supporting the communication skills of children with autism.

3. Findings and Discussion

3.1 Findings

Communication limitations are one of the main challenges faced by children on the autism spectrum. These barriers include difficulties in understanding messages, expressing needs, and building effective social interactions. Therefore, specialized approaches in educational services are required to bridge these limitations in a systematic and structured manner. One effort that can be implemented is the use of adaptive learning strategies tailored to the individual needs of each child. These strategies not only focus on delivering learning

materials but also integrate visual media, body language, and other communicative approaches to make the learning process more accessible and meaningful for children with autism.



The figure above illustrates that the implementation of adaptive strategies is key to addressing communication limitations in children with autism. Through the use of visual supports and appropriate approaches, children can better understand information, increase engagement in learning, and build more effective interactions with their surroundings. These strategies also assist teachers in guiding the learning process in a more effective and structured way. The outcomes of these strategies are reflected in the improvement of children’s communication skills, both verbal and nonverbal. Children become more confident, are able to participate actively in learning activities, and show progress in social interaction. However, the implementation of these strategies still requires continuous support from teachers, the school environment, and adequate resources.

Adaptive strategies are applied at Yayasan Cinta Ananda

The findings of this study indicate that adaptive strategies are consistently applied at Yayasan Cinta Ananda as part of the educational services for children with autism. These strategies are specifically designed to accommodate the diverse characteristics and communication needs of each child, recognizing that no single approach can be applied universally. As a result, the learning process becomes more flexible and responsive to the unique conditions of each student. Teachers play a crucial role in implementing these strategies by adjusting their instructional approaches based on individual abilities, emotional conditions, and levels of understanding. This careful consideration ensures that learning activities are more accessible, engaging, and meaningful for children with autism. Through such adaptive practices, students are better supported in developing their communication skills and participating more actively in the learning environment.

Adaptive strategies are reflected in the use of varied teaching methods, such as visual supports, simple instructions, and repetitive learning activities. These approaches help children better process information and gradually develop their communication skills. Teachers also simplify language and provide step-by-step guidance so that students can follow the learning process effectively and with greater confidence. In addition, the implementation of adaptive strategies is closely related to individualized learning programs. Each child is treated uniquely, with teaching plans tailored to their specific needs and

developmental progress. This individualized approach allows teachers to monitor students more closely and adjust strategies when necessary to achieve optimal learning outcomes.

The supportive learning environment also plays an important role in the success of these strategies. Classrooms are designed to be structured, comfortable, and responsive, enabling children to feel safe and more willing to participate in communication activities. Such an environment encourages interaction and helps reduce anxiety often experienced by children with autism. Furthermore, adaptive strategies contribute to improving both verbal and nonverbal communication skills. Children begin to show progress in expressing their needs, responding to instructions, and engaging in simple social interactions. This gradual development indicates that the strategies applied are effective in supporting communication growth.

These findings are strengthened by interview results, where one teacher stated, *"We cannot use the same method for every child. Each student has different needs, so we adjust our teaching strategies according to their abilities and responses."* This highlights the importance of flexibility and responsiveness in implementing adaptive strategies. Another important aspect is the consistency of strategy implementation. Teachers continuously apply and refine these approaches in daily learning activities, ensuring that children receive repeated exposure and reinforcement. This consistency is essential for helping children with autism build understanding and develop stable communication patterns. Overall, the application of adaptive strategies at Yayasan Cinta Ananda demonstrates a comprehensive effort to support the communication development of children with autism. Through structured, individualized, and flexible approaches, these strategies provide meaningful learning experiences and contribute positively to the children's social and academic growth.

Visual aids improve communication

The findings of this study show that the use of visual aids plays a significant role in improving communication skills among children with autism. At Yayasan Cinta Ananda, visual supports are widely integrated into daily learning activities to help students better understand instructions and express their needs. These aids function as concrete representations, allowing children to grasp information that might otherwise be difficult to understand through verbal explanation alone. Through the consistent use of visual media, learning becomes more structured, predictable, and accessible for students with autism. Visual aids help reduce confusion and enhance comprehension, enabling children to respond more effectively during classroom interactions. As a result, students are better supported in developing both receptive and expressive communication skills, leading to more meaningful participation in the learning process.

Visual aids such as picture cards, symbols, and illustrated materials are frequently used by teachers to facilitate communication. These tools help children recognize objects, actions, and routines, enabling them to connect visual information with meaning. As a result, students are more able to follow instructions and engage in classroom interactions. In addition, visual supports contribute to reducing anxiety and confusion among children with autism. Since many students experience difficulties in processing verbal information, visual cues provide clarity and predictability in the learning process. This creates a more structured and supportive environment that encourages communication.

The consistent use of visual aids also supports the development of both receptive and expressive communication skills. Children gradually learn to interpret visual messages and respond appropriately, while also using visual tools to express their own thoughts and needs. This dual function makes visual aids highly effective in communication development. Moreover, teachers combine visual aids with other strategies such as gestures and verbal reinforcement to strengthen understanding. This multimodal approach ensures that children receive information through multiple channels, increasing the likelihood of comprehension and response.

These findings are supported by interview results, where one teacher stated, "We use pictures and visual cards every day because the children understand better when they can see something. It helps them communicate what they want even if they cannot speak clearly." This highlights the practical importance of visual aids in classroom communication. Furthermore, visual aids encourage active participation in learning activities. Students become more confident in responding to instructions and initiating communication when they are supported by clear and familiar visual cues. This increased engagement contributes positively to their overall learning experience. Overall, the use of visual aids at Yayasan Cinta Ananda proves to be an effective strategy in enhancing communication skills among children with autism. Through consistent application and integration with other teaching methods, visual supports help create a more inclusive, structured, and communicative learning environment.

Teachers act as key facilitators

The findings of this study indicate that teachers act as key facilitators in supporting the communication development of children with autism. At Yayasan Cinta Ananda, teachers are not only responsible for delivering instructional material but also play an essential role in guiding, assisting, and shaping students' communication experiences within the learning environment. Their role extends beyond teaching, as they actively support students in understanding and practicing both verbal and nonverbal communication. Through their facilitative role, teachers provide structured guidance, model appropriate communication behaviors, and create opportunities for students to interact meaningfully. They also adapt their approaches based on each child's abilities and responses, ensuring that communication support is personalized and effective. As a result, students are better able to develop confidence, engage in social interactions, and gradually improve their communication skills.

Teachers facilitate communication by providing clear instructions, modeling appropriate language use, and encouraging students to respond actively during classroom activities. They adjust their communication styles to match the abilities of each child, ensuring that messages are conveyed in ways that are understandable and accessible. In addition, teachers act as mediators between students and their environment. They help children interpret social cues, understand interactions, and respond appropriately in various situations. This role is particularly important for children with autism, who often face challenges in social communication.

The facilitative role of teachers is also evident in their efforts to create a supportive and inclusive classroom atmosphere. By fostering a sense of safety and acceptance, teachers encourage students to express themselves without fear or hesitation, which is crucial for communication development. Furthermore,

teachers continuously observe and evaluate students' progress to determine the effectiveness of the strategies used. Based on these observations, they make necessary adjustments to ensure that each child receives appropriate support. This ongoing process highlights the dynamic nature of the teacher's role as a facilitator.

These findings are supported by interview results, where one teacher stated, "Our role is not just to teach, but to guide them in how to communicate. We help them step by step until they can express themselves better." This emphasizes the importance of teachers as active facilitators in the communication process. Moreover, teachers collaborate with other educators and, in some cases, parents to ensure consistency in communication strategies. This collaboration helps reinforce learning and provides children with a more stable and supportive environment across different settings. Overall, the role of teachers as key facilitators at Yayasan Cinta Ananda is crucial in enhancing the communication skills of children with autism. Through guidance, adaptation, and continuous support, teachers significantly contribute to the development of students' verbal and nonverbal communication abilities.

Interaction and confidence increase

The findings of this study indicate that interaction and confidence among children with autism show noticeable improvement through the implementation of appropriate educational service strategies. At Yayasan Cinta Ananda, students are gradually encouraged to participate in classroom activities, communicate with teachers, and engage with peers in a supportive learning environment. These structured and consistent efforts help create opportunities for children to practice communication in meaningful ways. As a result, students begin to show increased willingness to interact and express themselves, both verbally and nonverbally. Their growing confidence is reflected in their ability to respond to instructions, initiate simple communication, and take part in social interactions with greater ease. This improvement highlights the importance of supportive educational strategies in fostering not only communication skills but also self-confidence among children with autism.

The increase in interaction can be seen in students' willingness to respond to instructions, initiate simple communication, and participate in group or individual learning tasks. This development reflects the effectiveness of strategies that emphasize structured communication and consistent guidance from teachers. In addition, the learning environment plays a crucial role in fostering confidence among students. A safe, structured, and supportive atmosphere allows children to express themselves without fear of making mistakes. As a result, students become more open to engaging in communication activities. Confidence among children with autism also grows as they experience repeated success in communication. When students are able to express their needs and are understood by others, they develop a sense of achievement that motivates them to communicate more frequently. Furthermore, the integration of visual aids, gestures, and individualized approaches contributes to increased interaction. These strategies help reduce communication barriers, making it easier for students to connect with others and actively participate in the learning process.

These findings are supported by interview results, where one teacher stated, "*At first, many students were hesitant to speak or interact, but over time*

they become more confident and start to communicate more with us and their friends. This highlights the positive impact of consistent communication support on students' confidence. The increase in interaction is also evident in peer relationships. Students begin to show interest in engaging with classmates, even if only through simple gestures or short verbal responses. This development is an important step toward building social communication skills. Overall, the improvement in interaction and confidence at Yayasan Cinta Ananda demonstrates the effectiveness of the implemented educational strategies. Through continuous support and adaptive approaches, children with autism are able to develop greater confidence and participate more actively in social and learning environments.

Limitations still exist

The findings of this study reveal that, despite the implementation of various adaptive strategies, several limitations still exist in supporting the communication development of children with autism. At Yayasan Cinta Ananda, these challenges are evident in the diversity of students' abilities, which often require different approaches and levels of support. This variation makes it difficult to apply a single strategy effectively across all students, as each child demonstrates unique communication needs and learning responses. As a result, teachers must continuously adjust and modify their instructional approaches to suit individual conditions. This process can be demanding in terms of time, energy, and resources, especially when combined with limited teaching aids and support facilities. Nevertheless, these limitations highlight the importance of developing more flexible, resourceful, and sustainable educational strategies to better accommodate the diverse needs of children with autism.

One of the main limitations is the difference in individual communication abilities among children with autism. Some students are able to respond to instructions and communicate more effectively, while others still struggle with basic forms of interaction. This gap requires teachers to continuously adapt their methods, which can be time-consuming and demanding. In addition, limited learning resources and teaching aids can hinder the optimal implementation of communication strategies. Although visual aids and other tools are used, the availability and variety of these resources are sometimes insufficient to meet the diverse needs of all students. This limitation affects the consistency and effectiveness of instructional practices.

Another challenge lies in the need for continuous professional development for teachers. Handling children with autism requires specialized skills and knowledge, particularly in communication strategies. Without ongoing training and support, teachers may face difficulties in implementing the most effective approaches. Furthermore, environmental factors also influence the effectiveness of communication strategies. Distractions in the classroom, limited space, or inconsistent routines can affect students' focus and engagement, thereby reducing the effectiveness of communication-based learning activities.

These findings are supported by interview results, where one teacher stated, *"We try our best to support the children, but sometimes we face challenges such as limited tools and different abilities among students, which make it difficult to apply the same strategy for everyone."* This statement reflects the real conditions faced by teachers in the field. Despite these limitations, teachers continue to make efforts to overcome challenges by

adjusting strategies and maximizing available resources. They demonstrate flexibility and creativity in ensuring that students still receive meaningful learning experiences, even under constrained conditions. Overall, while limitations still exist at Yayasan Cinta Ananda, the commitment of teachers and the implementation of adaptive strategies contribute positively to the communication development of children with autism. Addressing these challenges requires ongoing support, improved resources, and continuous training to enhance the effectiveness of educational services.

3.2 Discussion

The findings of this study indicate that adaptive strategies are consistently implemented at Yayasan Cinta Ananda as an essential part of educational services for children with autism. These strategies are designed to accommodate the diverse characteristics and communication needs of each child, making the learning process more flexible, structured, and responsive. Teachers play a central role by adjusting instructional approaches based on individual abilities, emotional conditions, and levels of understanding. The use of varied methods, such as visual supports, simplified language, repetitive activities, and individualized learning programs, enables students to better comprehend information and gradually develop both verbal and nonverbal communication skills. Supported by a structured and comfortable learning environment, these adaptive strategies also contribute to increased student participation, confidence, and social interaction, demonstrating their effectiveness in fostering communication development. These findings are in line with the theory proposed by (Alhassan et al., 2024), which states that learning strategies must be systematically designed to organize instructional materials, activities, and media in order to achieve learning objectives effectively and efficiently. In the context of children with autism, such strategies need to be individualized and adaptive to address developmental characteristics and communication barriers. The implementation of adaptive strategies at Yayasan Cinta Ananda reflects this principle, as teachers continuously adjust their methods to suit students' needs, ensuring that the learning process remains meaningful and supportive of communication development.

The discussion of this study highlights that the use of visual aids significantly enhances communication skills among children with autism at Yayasan Cinta Ananda. Visual supports such as picture cards, symbols, and illustrated materials function as concrete tools that help bridge the gap between abstract language and students' understanding. Their consistent use makes the learning process more structured, predictable, and accessible, allowing children to better comprehend instructions and express their needs. In addition, visual aids help reduce anxiety and confusion, which are common challenges for children with autism, thereby encouraging more active participation and interaction in classroom activities. The integration of visual media with gestures and verbal reinforcement further strengthens comprehension, making communication more effective and meaningful. These findings are supported by the theory of (Westerveld et al., 2021), who emphasize that visual-based communication systems, such as the Picture Exchange Communication System (PECS), are effective in helping children with autism develop functional communication skills. Their framework suggests that visual representations enable children to initiate communication and understand messages more clearly, particularly when verbal abilities are limited. In line with this perspective,

the use of visual aids at Yayasan Cinta Ananda demonstrates how visual supports can serve as an essential component in creating a more inclusive and communicative learning environment.

The discussion of this study shows that teachers function as key facilitators in supporting the communication development of children with autism at Yayasan Cinta Ananda. Their role goes beyond delivering instructional content, as they actively guide, model, and shape students' communication experiences through structured and adaptive approaches. By adjusting communication styles, providing clear instructions, and encouraging interaction, teachers help students understand and practice both verbal and nonverbal communication. In addition, their role as mediators enables children to interpret social cues and respond appropriately in various situations. The creation of a supportive and inclusive classroom environment further strengthens students' confidence, allowing them to engage more actively in communication and social interaction. These findings are in line with the perspective of (L. Liu et al., 2021), who emphasizes the importance of social interaction and guidance in cognitive and language development. According to Vygotsky's theory, learning occurs effectively when individuals receive support from more knowledgeable others, such as teachers, through guided interaction within the *Zone of Proximal Development*. In this context, the facilitative role of teachers at Yayasan Cinta Ananda reflects this principle, as they provide continuous support and scaffolding that enable children with autism to gradually develop their communication abilities.

The discussion of this study indicates that interaction and confidence among children with autism have improved significantly through the implementation of structured and adaptive educational service strategies at Yayasan Cinta Ananda. These improvements are reflected in students' increasing willingness to participate in classroom activities, respond to instructions, and engage in simple communication with teachers and peers. A supportive and structured learning environment plays a crucial role in fostering this development, as it provides children with a sense of safety and reduces anxiety. Repeated opportunities to communicate successfully also contribute to building confidence, encouraging students to express themselves more frequently and actively. The integration of visual aids, gestures, and individualized approaches further supports interaction by minimizing communication barriers and making learning experiences more accessible. These findings are consistent with the theory proposed by (Safi et al., 2022), which emphasizes the role of self-efficacy in shaping individuals' behavior and motivation. According to Bandura, confidence develops through successful experiences and positive reinforcement, which encourage individuals to engage more actively in tasks. In the context of this study, the gradual improvement in interaction and confidence among students at Yayasan Cinta Ananda reflects the impact of consistent support and successful communication experiences. These factors strengthen students' belief in their abilities, leading to increased participation and more effective social interaction.

The discussion of this study reveals that, although adaptive strategies have been implemented at Yayasan Cinta Ananda, several limitations still affect the optimal development of communication skills among children with autism. These limitations are primarily related to the diversity of students' abilities, which requires different approaches and levels of support, making it difficult to apply a single strategy effectively. In addition, constraints such as limited learning

resources, insufficient teaching aids, and environmental factors can reduce the effectiveness of communication-based learning. The need for continuous teacher training also becomes an important challenge, as specialized skills are required to handle the complexity of communication barriers in children with autism. Despite these obstacles, teachers continue to demonstrate flexibility and creativity in adapting strategies to ensure that students still receive meaningful learning experiences. These findings are in line with the perspective of (Hampton et al., 2020), who emphasize that educational services for children with special needs must consider individual differences and systemic constraints, including resources, teacher competence, and environmental support. Their framework highlights that effective intervention requires ongoing adaptation and collaboration to address diverse student needs. In this context, the challenges identified at Yayasan Cinta Ananda reflect the broader reality of special education settings, where limitations must be continuously managed through flexible strategies, professional development, and improved institutional support.

4. Conclusion

Based on the five key findings, this study concludes that the implementation of educational service strategies at Yayasan Cinta Ananda plays an important role in supporting the communication development of children with autism. Adaptive and individualized approaches allow learning to be more responsive to each child's unique needs and characteristics. The use of visual aids, combined with structured and consistent teaching practices, helps students better understand information and express their thoughts more effectively. In addition, the role of teachers as key facilitators significantly contributes to the success of these strategies. Through guidance, modeling, and continuous support, teachers create a learning environment that encourages interaction and builds students' confidence. As a result, children become more willing to participate in classroom activities, engage in social interactions, and gradually improve both their verbal and nonverbal communication skills. However, the study also finds that several limitations still exist, such as the diversity of students' abilities, limited learning resources, and the need for ongoing teacher training. These challenges indicate that, although the implemented strategies are effective, further improvements are necessary to optimize their impact. Therefore, continuous support, better resource provision, and professional development for teachers are essential to enhance the quality of educational services for children with autism.

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