

# Effect of Disruptive Behaviour on Speech Delay Autism in Children in Kindergarten in Pahang State

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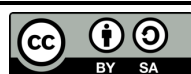
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## ABSTRACT

This study examined the current issues and effects related to the disruptive behavior of autistic speech-delayed children during teaching and learning sessions in kindergartens in Pahang state. This study aims to determine the level of understanding of children with speech delay autism in the teaching and learning process, to know the factors that affect children with speech delay and to identify the teachers' challenges in implementing the teaching and learning process. A total of 100 respondents from teachers of various genders, ages, backgrounds, occupations of teachers whether working in the government sector, private or self-employed, income and districts within the State of Pahang have been involved in this study. To identify the disruptive behavior of autistic children while in kindergarten, whether on the children's abilities, communication, emotions, social and behavior. This study has used the questionnaire method in Google form, observation and references that have been used. The research data is analyzed and displayed in quantitative and qualitative form through tables and charts. From the findings of this study, awareness in Asian countries, including Malaysia, autism has improved and increased by 90 percent compared to previous years. However, a few parents and communities still do not believe their children have autism. Hopefully, with this study, teachers, kindergarten staff and kindergarten supervisors in the State of Pahang can manage and overcome children's autism problems during their teaching and learning in a better and more efficient way to avoid worsening the children's condition.

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## 1. Introduction

Behaviour is the action of a person who does or what an individual says. In addition, this behaviour has been involved with human activities that allow it to be observed, measured, and evaluated. It is closely related to our actions, whether directly or indirectly and consciously or semi-consciously. According to Soon Sang Mok (2009), it can be observed as human behaviour, behaviour that can be observed and described through teacher teaching and learning sessions in kindergarten that occur in stages in his book entitled pedagogy 1: an introduction to pedagogy on page 13.

Behaviour can be classified into two main categories and behaviour we can observe. Among them are passive behaviour and negative behaviour. Passive behaviour is one of the processes in the development of children in a balanced and reasonable way. Because the children will feel delighted and more enthusiastic about doing activities during the teacher's teaching and learning session, such children have a high level of curiosity. They have caused children's creativity to develop by doing activities carried out by teachers in kindergarten.

Meanwhile, negative behaviour can have an impact, causing problems and even disrupting the teaching and learning process in the classroom. This negative behaviour has caused children to engage in disruptive

behaviour that can cause them to be disruptive. It will depend on whether the child's behaviour is excessive or regular.

Mok Song Sang has written about children's approach to playing in his book. Play is a technique and a way to teach to provide space and opportunities for children to do things such as activities with controlled conditions. Teaching and learning in the classroom are based on the principle of learning while playing. At the same time, the opinion found in the teacher's handbook is that learning through play is a planned and structured approach to allowing children to learn in a free, safe, happy, and safer environment.

In addition, disruptive behaviour is defined as constantly disrupting and affecting the objectives of the teacher's teaching and learning sessions in kindergarten. This behaviour will happen outside the classroom, with other friends or in public facilities. Disruptive behaviour includes hyperactivity, making too much noise and laughing out loud. However, this journal characterises the disruptive behaviour of autistic speech delay in kindergartens in the Jerantut District of Pahang.

According to the Early Autism Project (2021), it has been stated that autism is one of the disorders that cause neurodevelopment throughout the child's life. Autism will also profoundly affect children's brain development by influencing children's ability to communicate, interact socially and learn like other children. Autism is sometimes impossible to identify and can only be seen physically. There is also this kind of autism that we will also be able to locate verbally or non-verbally.

Autism is a developmental condition that affects an individual's ability to communicate and interact with others and how they adapt to their environment. People with autism also have restricted and repetitive patterns of behaviour or interests. They usually like to follow a fixed routine, and disruptions often result in disruptive behaviour.

Then, autism is more risk for boys, up to four times more than for girls. According to experts, researchers have identified autism. However, the cause of this disease is still unknown because children with autism can experience various changes in their brains that can affect their way of speaking and behaviour.

Psycholinguistics is a branch of linguistics that discusses speech delays or speech disorders. A speech delay is when children have difficulty expressing their feelings or desires to others. This can be seen in the problem of speaking clearly, and inhibition of communication patterns with others, different from children of his age due to the lack of vocabulary mastery. Several children are not diagnosed with hearing problems or autism but speak slowly. So, speaking delay is included in speech development disorder and expressive language or speech delay.

Speech delay in children with a speech delay is usually caused by watching too often so that it does not stimulate the child to speak and only makes them listen instead of talking. However, in its treatment, speech therapy can be done that involves gross motor skills and balance. Language disorders will significantly affect the process of communication and speaking. A child born in an average family and raised in it is also standard; maybe the child cannot talk even if the child gets good stimulation. Linguistic studies need to be complemented by interdisciplinary studies of linguistics and psychology, commonly called psycholinguistics (Sitompul, 2019).

## **2. Literature Review**

The researcher has studied autistic children in several kindergarten schools in the State of Pahang. The lack of research related to this issue in the past has caused me to be interested in doing this kind of research because, in Pahang State Kindergarten, there are several children with autism and many people in the community, especially teachers who do not know how to detect the behaviour of children who involving the disrupted behaviour of autism speech delay. In addition, the researcher also found that in some kindergartens that the researcher has visited, some children cannot speak normally. Sometimes some still need help understanding what the teacher is teaching during the teaching and learning session in the classroom. Many teachers do not know the effects or disadvantages for children who experience this kind of disruptive behaviour.

Next, children who attend kindergarten are usually four to six years old. However, some kindergartens have children under three or three years old and no children over that age. Many of these children are unable to speak well. Is that whether they are a child of autism or not? That is the task of a teacher to help and what is the effect of the behaviour of children with autistic speech delay in Kindergarten Negeri Pahang. According to Michael Waldman, Sean Nicholson & Nodilov (2006), who once stated in their book, Does Television Cause Autism? In addition, some have also stated that Lo Kanner was one of the psychologists who introduced autism in 1943. According to his observations that people with autism show adverse reactions in communication with others, self-isolation, inflexibility with others, and a way of communicating that is different from ordinary people.

Next, the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) states limited communication and social interaction in various contexts. These symptoms significantly disrupt social, occupational, or other vital aspects of life. Risk factors that can cause autism can come from the environment, the mother's age during pregnancy, birth weight, and valproic acid's influence on the foetus. Schwanz and Johnson once said in their book *Delphie* (2006:05). That some autistic children appear mute and cannot even use sign language to communicate, so the use of signs is not possible. Some of the disorders experienced by both subjects require a specific approach. So, in this research, the intervention is done through the role-play or role-play method. This is because it will involve verbal interaction to improve the speaking ability of autistic children.

### 2.1 Conceptual Framework

This theoretical concept was built to help the researcher conduct a study on children with disruptive behaviour autism speech delay during the teaching and learning of teachers in Pahang State Kindergarten. In this framework, there is a problem statement to the issue of disruptive children's behaviour. Teacher actions must be taken or done during the teacher's teaching and learning session to ensure that children can follow the teacher's teaching session in kindergarten. In addition, how can teachers detect children's behaviour in kindergarten and overcome this problem for children's learning in kindergarten?

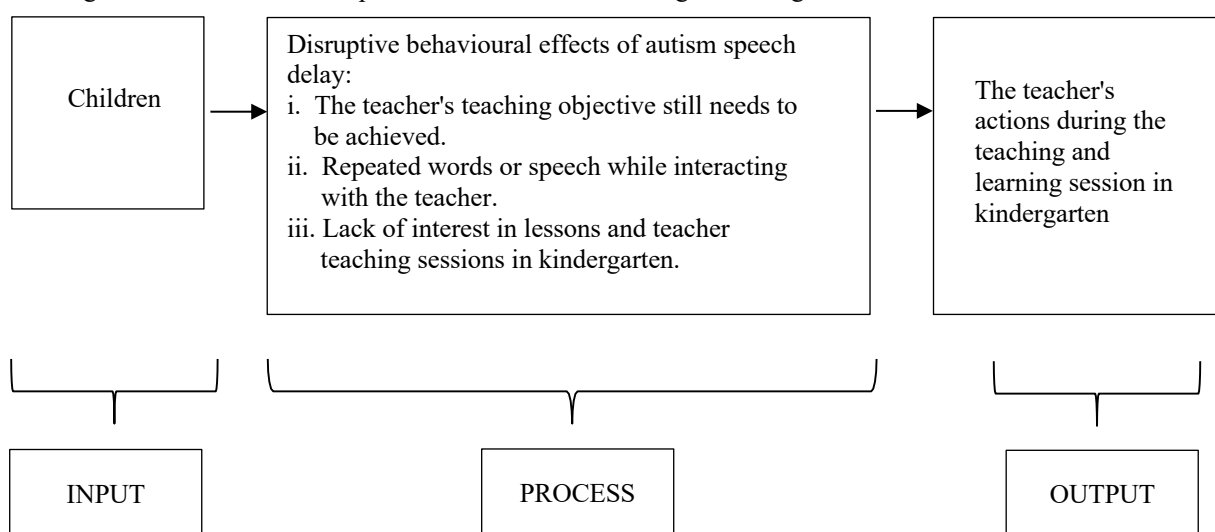


Table 1. Effects Of Disruptive Behaviour on Children's Autism Speech Delay

The statistics for children in Jerantut District were 204.1 thousand in 2017. Meanwhile, a total of 205.7 thousand children who are in the Jerantut District attended kindergarten or preschool in 2018. Through statistics from the Ministry of Education, it has been found that the number of children in kindergartens and preschools has increased in every state in the state of Pahang. Among the population updated by the ministry on 31 July 2020 is a total of 208 131 students. Not only in this study studied the child population. This study has examined how many kindergarten or preschool teachers answered boring questionnaires and whether they answered. On 31 July 2020, the teacher population is also increasing, and job opportunities as teachers are wide open. The population of teachers in each school is more than the number of children in early childhood.

In addition, when the teacher can understand the effects of the disruptive behaviour of autistic speech delay, the teacher will make a plan that is suitable for children who behave like this in carrying out the objectives and create a more effective teaching and learning session to apply the children's interests in learning in kindergarten. In this study, the researcher has used the quantitative method, which is the right choice to obtain and deepen more comprehensive information compared to the study through the qualitative method, which only emphasises interview data. According to Rozmi Ismail (2013), quantitative research is associated with data and numerical accuracy. The investigation is done through experimental methods, and the numerical data collected is analysed with statistical tests.

### 2.2 Statement of Problem

This study was carried out according to the circulation and development of children found in kindergartens, many of whom suffer from the disruptive behaviour problem of autism and speech delay at a very young age. The problems that occur are caused by the lack of attention by parents or teachers in kindergarten. Therefore, this will profoundly affect children who experience such behaviour, as children will be less likely to talk and interact with people, especially teachers in kindergarten.

In addition, many researchers and previous employees only studied the problem of speech delay and how they will run, research, and help children at home. However, this study has given a new breath in a new search to provide exposure to the disruptive behaviour of children with autism speech delay by providing the effects found in Jerantut District kindergartens.

Next, the researcher also found that previous studies could have studied this problem in more detail. People need to discuss this problem more deeply in Malaysia and abroad. Based on the statistics that have stated the percentage rate, it is likely that in the next year, the number of children attending school will increase from year to year.

### *2.3 Input*

The input is a child attending school or a teacher's teaching and learning session at a kindergarten in the State of Pahang. During the teaching session, the teacher will evaluate them according to the level of achievement the children have obtained, either upwards, horizontally, or downwards. If the children's performance improves the teacher's teaching of the children, it is effective, and the teacher will try to find ideas and teaching methods that are even more difficult. Next, in the horizontal children's lesson, the teacher will change the way of teaching in the class according to the level of the child's ability so that they can raise the child's achievement. Meanwhile, if the child's performance drops, the teacher will discover why it can happen to the child because there will be a possibility that the child will face learning, behavioral or other problems.

### *2.4 Process*

In the process, children with teacher problems will also be able to detect why it can happen. Among them, teachers can detect the problem of children with autistic speech delay. In this study, there are three effects of disruptive behavior on autism speech delay, referred to in Diagram 1: Effects of disruptive behavior on children's autism speech delay.

### *2.5 Output*

The teacher's actions during the teaching and learning session in kindergarten. When a child faces a problem, the teacher will act quickly either to inform the child's parents to make the subsequent treatment, the teacher sends the child directly to the hospital or asks the health office to come to make an examination only at the school. That way, we can overcome it earlier.

### *2.6 Advantages of The Study*

#### *i. Teacher*

In 2003, the goals that the Ministry of Education outlined through the curriculum by the Curriculum Development Centre (PPK) provided an approach that can provide the stimulation with the cognitive ability of children, and teachers help children always to be more active and generate critical skills and limited creativity of children. Meanwhile, Borysowich (2005) has stated that teachers can use a practical application approach during teaching to encourage children with speech delay autism to be more interested in learning the lessons taught by the teacher in class.

In addition, the content of the software can meet the needs of autistic children because they have their learning method compared to normal children to process the information that the teacher has delivered. This will result in the objectives taught by the teacher not all being achieved because the teacher only uses one or two learning sessions.

Next, teachers need to repeat the same lesson plan repeatedly since autistic children have a high tendency to forget what they have learned. The children's autism experts have processed in the field of cognitive and psychology. The teacher's learning style in learning, the teacher will begin to concentrate and retain new information from difficult to easy, which has been stated by Dunn, Honigfeld, Doolan, Bostrom, Russo, Schiering, and Suh in 2009.

In general, teachers can use four learning models based on dimensions, strategies and behaviours during the teacher's teaching and learning process session in kindergarten because learning in the classroom requires a strategy that matches the student's learning style. Therefore, this approach also needs to be applied in developing multimedia courseware where the appropriate learning strategy is one of the essential elements to determine the effectiveness of integrating the courseware into teaching and learning in kindergarten.

#### *ii. Kindergarten Supervisor*

Supervisors are the people who are fully responsible for the kindergarten they hold. Because the task of a supervisor is the same as that of a teacher, but it is a heavier responsibility. For example, supervisors need to ensure that teachers' teaching and learning are done as well as possible, considering the welfare of students, teachers and staff working in kindergartens. Through this study, supervisors only supervise. Supervisors can find out how to interest autistic children in learning and know the effects that autism can have, the consequences, how to solve it and so on.

### *iii. Kindergarten Staff*

Recognize the behavior of children with autism during the teaching and learning sessions in progress. In addition, it can help teachers in dealing with this problem that occurs continuously. If the teacher cannot manage the class alone, kindergarten staff, such as teacher assistants, can help control the class. That is not all. Kindergarten staff who are in the kitchen and gardener can help to send children to get treatment. Meanwhile, for nutrition, children with autism need nutritious food so that they will not continue to grow, and their development will be disrupted or stunted. Staff can recognize a healthy lifestyle through nutrition before giving food to children.

### *2.7 Limitations of The Study*

The researcher found a limitation while doing this study: there are no kindergarten teachers nearby to disseminate and research through a questionnaire made. Only a few of my teachers know him, and the area is limited. People in Pahang State, especially Jerantut District, do not know what autism is. Moreover, how to see their children whether they have the disruptive behavior of autism speech delay or not. Teacher learning methods are less effective in teaching and learning in kindergarten for children with autism. In addition, even though the number of teachers in Malaysia is increasing. However, there are only so many teachers in the State of Pahang. The limitation to doing a face-to-face interview is because now it is still the covid 19 season, and most kindergarten teachers or staff need to allow outsiders to do such a thing. If the researcher were to make a questionnaire through a quantitative method, there would also be teachers whom I do not know, and I am wondering how many types of kindergartens there are in the State of Pahang. Because of this, the number of respondents that the researcher got was only a few compared to others. The respondents I got were only 100 people in all the districts in the State of Pahang.

## **3. Method**

Next, in this section, the researcher will briefly explain the research methodology used in this study. The researcher will explain starting from the study design, the study population and sample, the study instrument, the collection process and finally, the data analysis. A systematic analysis has been compressed into books, scientific articles, and other sources related to a specific topic, providing a knowledge base for a studied topic. In addition, for us to identify and study all existing studies on the topic to facilitate our research in this study which is rarely revealed by other researchers when doing research.

Next, this literature review should offer a critical analysis of each current research topic and analysis that our research objectives should guide. This survey also allows an element that consists of a part of the final study of my assignment. Afifuddin (2012), literature is instrumental and very helpful in providing context and meaning in the writing that is being done and through the study of this literature, the researcher can also express explicitly, and the reader knows, why the thing that wants to be researched is a problem that should be researched, both from in terms of the subject to be researched and any environment in terms of the relationship between the research and other relevant research.

### *3.1 Disruptive Behavioural Effects of Autism Speech Delay*

Behaviour that can be affected by children will experience disruptive behaviour problems, and autistic speech delay will be more at risk. More significant children will experience emotional, social, and behavioural problems in kindergarten. In addition, children's ability with this problem will be reduced when the teacher teaches the children in the classroom.

There will be difficulties that affect the ability of children with speech delay autism behaviour to interact with others, especially people their age, especially when the teacher asks children to face their friends in front of the class. In addition, Children with speech delay autism will be unable to communicate using speech or language. They will need more speaking skills, making it easier for teachers to interact using language during teaching.

Children who have the disruptive behaviour of autistic speech delay will cause the teacher's teaching and learning process to be disrupted, and the teacher's teaching objectives will not be achieved. Next, children with speech delay autism understand less in simple vocabulary better, making it difficult for teachers to use more complicated vocabulary when delivering teaching and learning.

Next, children with speech delay autism understand less in simple vocabulary better, making it difficult for teachers to use more complicated vocabulary when delivering teaching and learning. Children with autistic speech delay will cause their interests to be narrow and their interest in learning to decrease in the teacher's teaching in kindergarten. Mancil and Boman (2010), children with autism problems in their communication will not be able to respond to others because children show less dissatisfaction with the people around them.

### *3.2 Reasons for Disruptive Behaviour Autism Speech Delay Children in Kindergarten*

Many reasons make this speech delay happen in children, and this speech delay also has many types according to the child's behaviour. Among them is that children with this behaviour will get less attention from parents or teachers, which causes the child to talk less. In addition, the stimulation of playing through children's educational activities will be less because children have the sense to impress by the stimulation they get. Children do not give said stimulation because they get a problem of injury to the part of the neurological nerve during the birth of a premature child. The child's physique causes weak muscles, a spasmodic tongue, and abnormal mouth structure, and children experience mental problems. At the same time, children have had much exposure to social media broadcasts or television, whether gadgets and computers, while at home or in kindergarten.

The growth and development of children from birth to eight years is a defining time. Because at this time, essential developments such as physical, intellectual, emotional, language and social stimulation must be initiated at home, childcare and other educational services (Suryana, 2016). Meanwhile, according to the National Research Centre for Disease Control and Prevention (2009), the cause of autism is still no cure for developmental disorders in children.

### *3.3 How to Overcome Disruptive Behaviour Speech Delay Children in Kindergarten*

Kindergarten teachers can use a simple method for children with disruptive behaviour and autism speech delay by letting them imitate what we say because they are learning to speak and collect words in memory. Moreover, if we prevent the children from doing so, like imitating our conversation, they will cause their interest in the lesson to be lost, especially when saying the words they hear. In addition, simple tricks can be practised when they are born. Therefore, with the frequency of teachers who like to treat children to chat, it will cause and make children to speak faster.

Next, teachers must allow or expose children to languages other than Malay. Such as Arabic, English, Jawi, Javanese, and many other languages, allow children to learn them in kindergarten. Shella Tanriady, Hartanti and Aniva Kartika (2013) conducted their study on giving social influence on children's communication in oral language to apply techniques in children's learning in kindergarten.

Therefore, as a parent, it is essential to know how to overcome the problems of children with autism. For children with these problems, parents need to find alternative ways to treat them at a faster rate. If it is left, it will be even more harmful. If you get proper treatment, it will help children in their life and learning in the future. In addition, teachers also must play a role in the school. Teachers spend much time with children. Teachers can hold a health program at school to see the health level of children. In addition, children with autism can indirectly detect the presence of the problem.

### *3.4 Research Design*

The study that the researcher uses when collecting data in this study is quantitative and accompanied by a questionnaire. This questionnaire has several sections that the teachers can answer at Pahang State Kindergarten. The approach used in this research is quantitative, involving observation, questionnaire, and document data analysis only. The researcher will use a comprehensive quantitative approach in this study.

### *3.5 Study Instrument*

The method of using this questionnaire is open. This is because, in the questionnaire, the researcher has asked some free questions for the respondents to answer the advantages they will get when they fill out the questionnaire. It has been revealed why it is essential to take care of children who have disruptive behaviour with autism. This speech delays. In addition, through the questionnaire, the respondents will understand more quickly and be clear about the questions.

The questions are asked to fulfill the purpose and objective of my chosen study. The researcher has obtained a high level of trust from the respondents to the questions that have been asked or asked them questions. Moreover, it has a suitable and accurate meaning. Research instruments are all tools, ways, or methods to obtain and collect research data. Based on the research done by the researcher, a questionnaire was used as a research instrument.

### *3.6 Data Collection Procedures*

Records through this questionnaire have been used using Google Forms. This questionnaire aims to provide new knowledge to teachers so they can take faster action in overcoming the disruptive behaviour problem of autistic speech delay during teaching and learning in a kindergarten class. If the researcher does not use this method, it is possible that the researcher will not know that the teacher knows about the child's problem. Respondents are free to answer for as many minutes as they have time. They can respond to the questionnaire.

### 3.7 Data Analysis

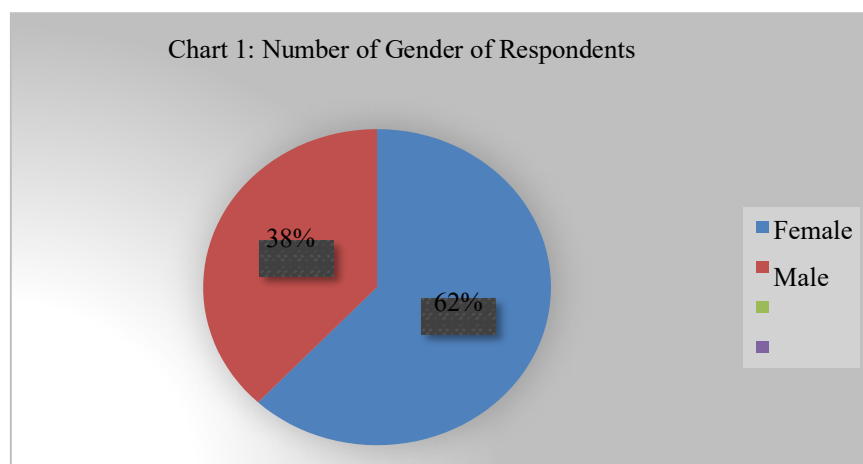
The researcher has used quantitative methods only using and sending through WhatsApp and social sites. Overall, the researcher has elaborated on the research methodology, including study design, population and sample, study instrument, data collection process, and data analysis. As has been stated, the constraints faced by the researcher did not at all discourage the researcher from continuing to distribute questionnaires to achieve the objectives of this research study.

## 4. Results and Discussion

The researcher conducted a study using a questionnaire and distributed it to all kindergarten teachers randomly in this Pahang Negeri Kindergarten. One hundred teachers from various genders, ages, races, occupations, whether working in the government sector, private or self-employed, income and districts within the State of Pahang. As shown in table 1 to table 6 below. The researcher has randomly conducted a study on kindergarten teachers, staff, and supervisors in the State of Pahang through a questionnaire distributed in a Google Form.

Table 1. Number of Gender Respondents

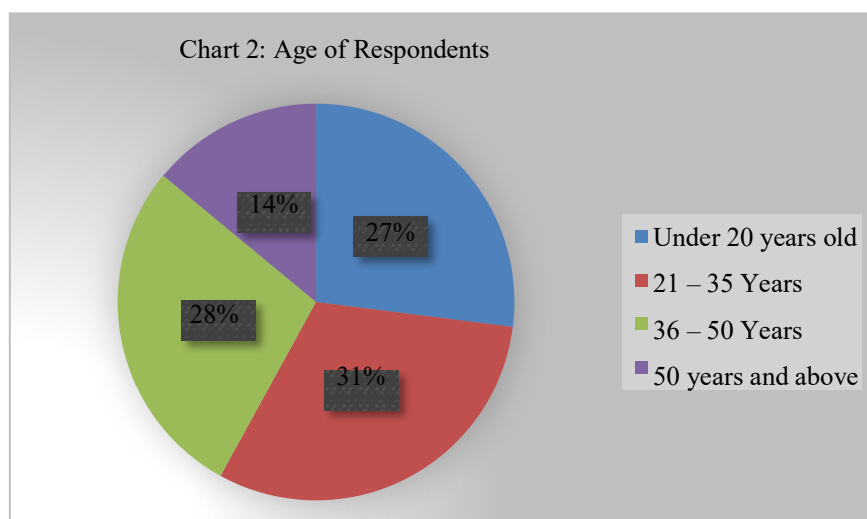
		Gender	
		Frequency N=50	Percent (%)
Valid	Female	31	62%
	Male	19	38%
	Total	50	100%



Based on table 1 and chart 1, the gender that gave the most responses to the questionnaire that had been distributed was female, followed by male. The percentage of women is higher than that of men. Therefore, women can reach 62 percent with a frequency of 31 people. Meanwhile, there are 19 men, and their percentage is 38 percent.

Table 2. Age of Respondents

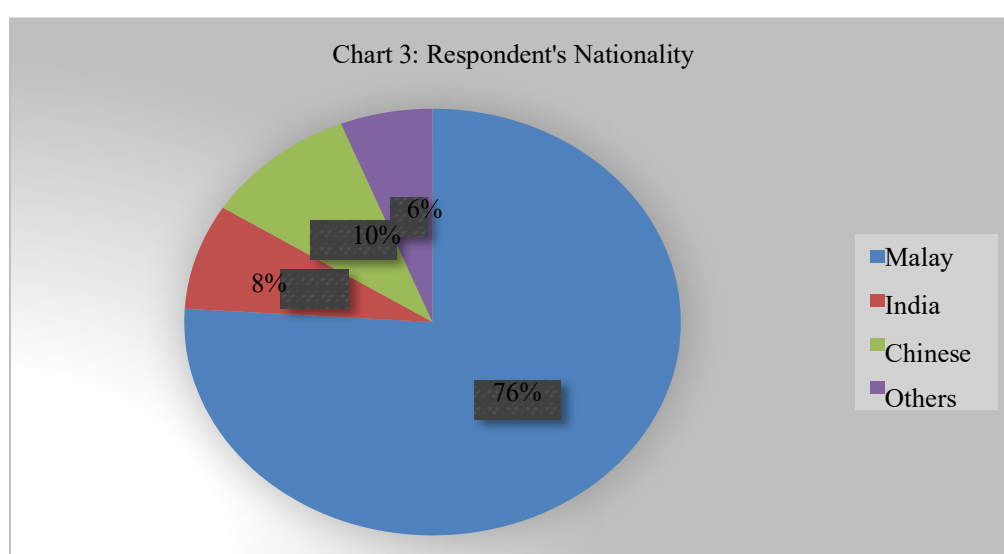
		Age	
		Frequency N=50	Percent (%)
Valid	Under 20 years old	13.5	27%
	21-35 years	15.5	31%
	36-50 Years	14	28%
	50 years and above	7	14%
	Total	50	100%



Next, most respondents answered in the age range of 21 years to 35 years. Because at this age, most people have already found a job as a kindergarten teacher and are likely to have worked successfully. Therefore, the percentage of those aged 21 to 35 is 31 percent. They were followed by age 36 to 50 by 28 percent. Then, under 20 years of age, this study obtained as much as 27 percent. Between the ages of under 20 and 36 years can only be distinguished by 1% of the respondents who answered it.

Table 3. Race of Respondents

		Race	
		Frequency	Percent
		N=50	(%)
Valid	Malay	38	76%
	India	4	8%
	Chinese	5	10%
	Others	3	6%
	Total	50	100%



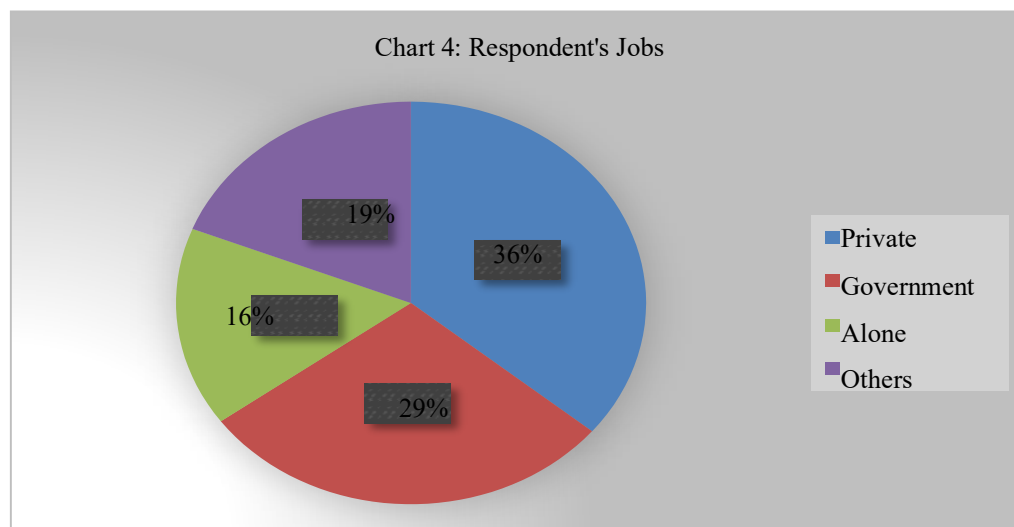
Unsurprisingly, more Malay respondents answered the researcher's questionnaire than other nationalities. In Malaysia, the majority is full of Malays only. However, there were also respondents from different



nationalities who answered. Seventy-six percent of respondents are Malay, 10 percent Chinese, 8 percent Indian and 6 percent other races.

Table 4. Respondents' Jobs

Jobs		Frequency	Percent
		N=50	(%)
Valid	Private	18	36%
	Government	14.5	29%
	Self-employed	8	16%
	Others	9.5	19%
	Total	50	100%



In addition, several jobs have been found through this study. Among them are private, government, self-employed and other jobs that respondents do. What cannot be denied is that there are too many respondents in the State of Pahang who work in the private sector. The percentage that the researcher's private sector obtained was 36 percent. Then, the government sector placed second in the State of Pahang with 29 percent. The self-employed are 16 percent, and other employment sectors are 19 percent.

Table 5. Income of Respondents

Income		Frequency	Percent
		N=50	(%)
Valid	Under RM 1000	14.5	29%
	RM1000-RM3000	22.5	45%
	RM3000-RM5000	7	14%
	RM5000 and above	4	8%
	Total	50	100%

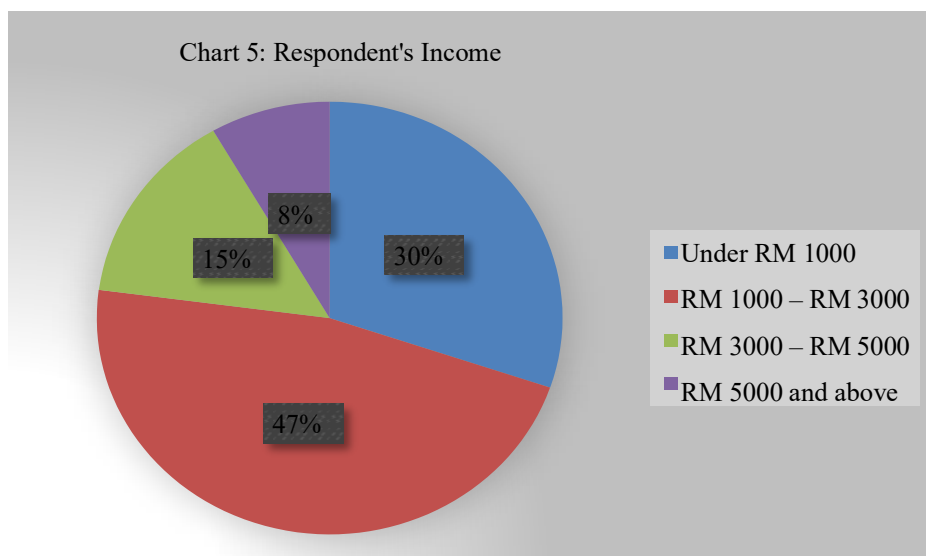


Table 6. Respondent District

District		Frequency	Percent
		N=50	(%)
Valid	Jerantut	13.5	27%
	Bera	2.5	5%
	Cameron Highland	4.5	9%
	Janda Baik	3	6%
	Temerloh	5	10%
	Kuantan	9.5	19%
	Kuala Lipis	3	6%
	Maran	3	6%
	Pekan	0	0%
	Raub	1.5	3%
	Rompin	4.5	9%
	Genting Highland	0	0%
	Bukit Fraser	0	0%
	Total	50	100%

A total of 13 districts that the researcher obtained within the State of Pahang. Pahang is the most extensive state on the peninsula. No wonder if you want to go from one place to another in this district in Pahang State, it takes several hours to get there. Moreover, the researcher could only send comprehensive to some areas of the district concerned. Only districts that are easy to go to and pass by can distribute this questionnaire to respondents.

Among the many districts that the researcher got the percentage in this study. Jerantut District is many respondents found. This is because the researcher comes from the Jerantut district. The closest teacher or respondent can be given to them through social media. The same goes for nearby areas. The percentage obtained in Jerantut district is 27 per cent, Kuantan 19 per cent, Temerloh 10 per cent, and Cameron Highland and Rompi each 9 per cent. Janda baik, Kuala Lipis and Maran by 6 percent. Next, Bera as much as 5 per cent and Raub 3 per cent. In addition, the districts that have no respondents are Pekan, Genting Highland and Bukit Fraser districts, each with only 0 per cent.

Table 7. Effects of Autism Behaviour on Children's Delay in Kindergarten.

No.	Question	Do not agree	Disagree	Neutral	Agreed	Strongly Agree
1.	Children with disruptive behaviour autism speech delay will be at greater risk of experiencing emotional, social, and behavioural problems in kindergarten.	5	10	25	29	31
2.	Children with autistic speech delay will cause the ability to understand the teacher during teaching and learning sessions will be reduced.	6	7	17	38	32
3.	Children with speech delay autism will not be able to communicate using speech or language and will have very limited speaking skills which will make it difficult for teachers to interact using language during teaching.	4	11	18	38	29
4.	There will be difficulties that affect the ability of children with speech delay autism behaviour to interact with others, especially people their own age, especially when the teacher asks children to face their friends in front of the class.	7	8	14	34	37
5.	Children with speech delay autism will use repetitive or stiff language and expressions when interacting.	7	8	20	32	33
6.	Children with speech delay autism will use repetitive or stiff language and expressions when interacting. Children with speech delay autism will often have difficulty communicating verbally, such as through hand movements, eye contact and facial expressions in doing the tasks given.	8	7	20	32	32
7.	This will cause the teacher to only focus on children with speech delay autism and not on other children during the teacher's teaching and learning sessions.	9	10	27	26	28
8.	Children who have the disruptive behaviour of autistic speech delay will cause the teacher's teaching and learning process to be disrupted, and the teacher's teaching objectives will not be achieved.	9	12	23	27	29
9.	Children with speech delay autism do not understand simple vocabulary better which will make it difficult for teachers to use more complicated vocabulary when delivering teaching and learning.	9	8	20	29	34
10.	Children with autistic speech delay will cause their interests to be narrow and their interest in learning to decrease in the teacher's teaching in kindergarten.	11	13	19	25	32

Table 8. Reasons for Children to Be Disruptive Behaviour Autism Speech Delay in Kindergarten.

No.	Question	Do not agree	Disagree	Neutral	Agreed	Strongly Agree
1.	Lack of attention from parents or teachers causes children to speak less.	9	8	20	36	27
2.	Lack of stimulation through educational games.	7	7	18	36	32
3.	Neurological nerve-related injuries during preterm birth.	7	0	24	34	32
4.	Physically weak muscles, spasmodic tongue, abnormal mouth structure and suffering from mental problems.	6	8	24	33	29
5.	Have had a lot of exposure to television, phones, computers, and gadgets either in kindergarten or at home.	6	7	18	34	35

Table 9. Ways to Cope

No.	Question	Do not agree	Disagree	Neutral	Agreed	Strongly Agree
1.	Let the children imitate what we say. Because they are in the period of learning to speak and collect words in memory.	3	7	19	31	40
2.	Preventing children from imitating the conversation will make them lose interest in saying the words they hear.	8	10	18	30	34
3.	A simple technique that can be practiced from birth.	3	3	13	36	45
4.	The frequency with which the teacher treats the children to chat will make them speak quickly.	2	3	12	40	43
5.	Expose children to the use of foreign languages such as Arabic, English, Jawi, Javanese and so on.	5	5	25	25	40

#### 4.1 Intervention Or M-CHAT

Table 10. Will Children Show Interest in Other Children?

Will The Child Show Interest in Other Children?			
		Frequency N=50	Percent (%)
Valid	Play	27	54%
	Get along	8	16%
	Make friends	13.5	27%
	Others	1.5	3%
	Total	50	100%

Meanwhile, in section 4.1 there are several structured questions that respondents need to answer about how teachers can identify the early signs of autism. Among them is that children who have this disruptive behavior would like to repeat their actions such as clapping, turning things over, or throwing things. In addition, children who do not respond to conversations or communicate with them, do not like to socialize, play, and like to sit alone. The study based on table 10 and chart 10 has some respondents who gave answers other than their three interests towards other children. According to the answers of the respondents that have been answered in the questionnaire that has been distributed is that sometimes there are children who like to do things on their own and play games that children like alone without playing together with other friends. In

addition, they will only play, hang out and be friends with friends they like or are interested in. Some children are not interested in making friends and hanging out with other friends and like to observe from a distance without communicating. Children like this lack the development to communicate, socialize and face people.

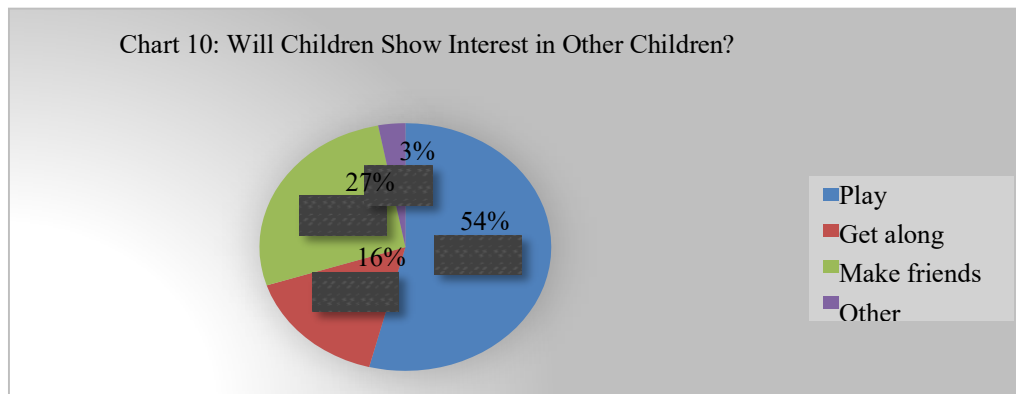
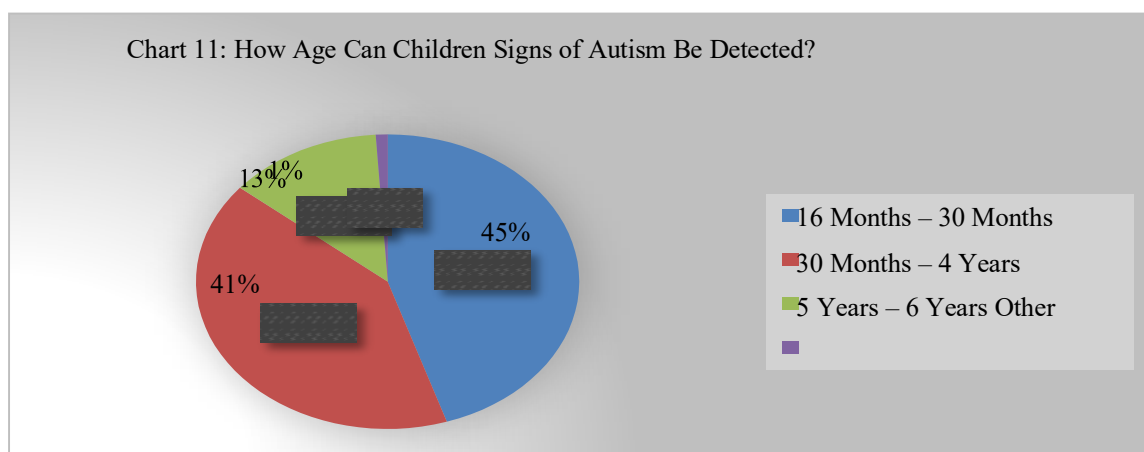


Table 11. How Age Can Children's Signs of Autism Be Detected?

At What Age Can the Signs of Autism Be Detected in Children?			
		Frequency N=50	Percent (%)
Valid	16 Months-30 Months	21.5	45%
	30 Months-4 Years	20.5	41%
	5 Years-6 Years	6.5	13%
	Others	0.5	1%
Total		50	100%



In addition, there are also answers given by respondents in table 11 and figure 11. The answer is the child's age, which can be traced back to primary school. All these are just opinions from respondents that I have collected. Initially, according to the Malaysian Department of Health (KKM), children with autism would first be detected from the time the baby was born again between 18 months and 30 months.

Next, what does M-CHAT (Modified Checklist for Autism in Toddlers) mean? The initial screening determines whether a more thorough autism assessment is needed. However, it does not mean it is believed to be 100% autism if the results are positive. It also requires confirmation from a specialist doctor at a Health Clinic or Hospital.

Table 12. When Making the Mentioned Intervention, What Should the Teacher Emphasize?

When Making the Intervention, What Should the Teacher Emphasize?		Frequency N=50	Percent (%)
Valid	Behaviour	14	29%
	Communication	13.5	27%
	Social	2	4%
	Thoughts	3	6%
	Emotions	9.5	19%
	Language	1	2%
	Speech	5	10%
	Intellect	2	4%
	Total	50	100%

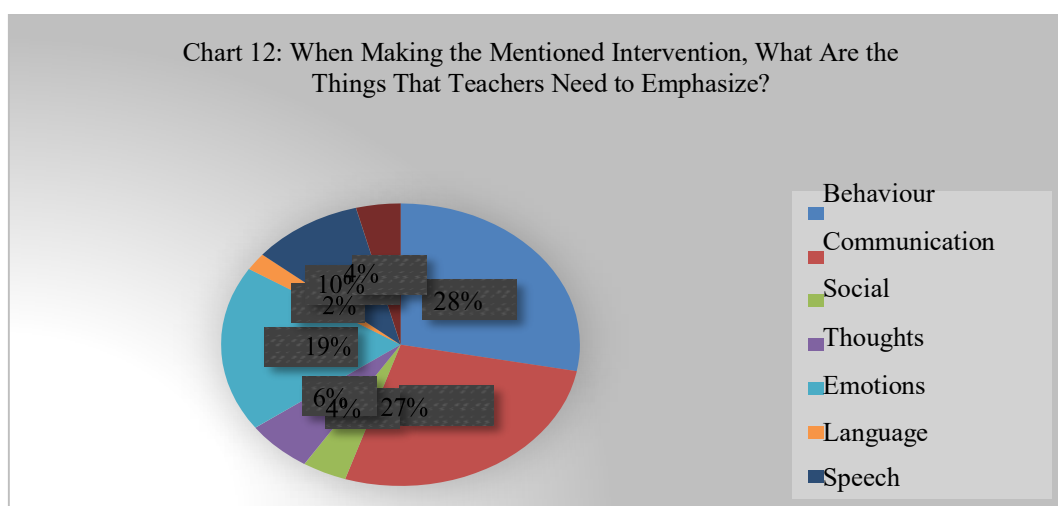
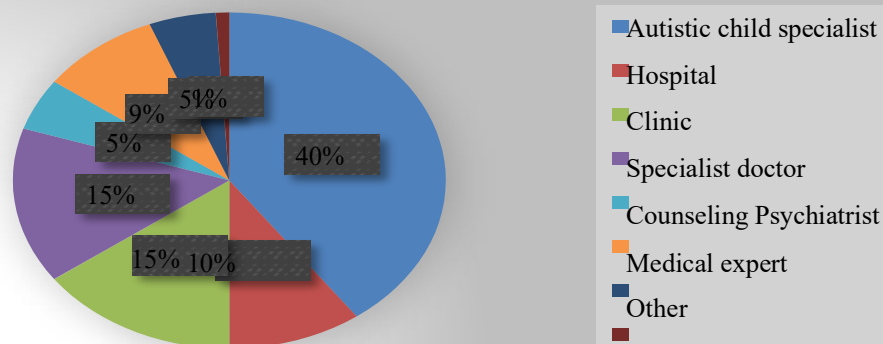


Table 13. Where Do Teachers Need to Do M-Chat Intervention?

Where Do Teachers Need to Make M-CHAT Interventions?		Frequency N=50	Percent (%)
Valid	Autistic child specialist	20	40%
	Hospital	5	10%
	Clinic	7.5	15%
	Specialist doctor	7.5	15%
	Counselling	2.5	5%
	Psychiatrist	4.5	9%
	Medical expert	2.5	5%
	Others	0.5	1%
	Total	50	100%

Chart 13: Where Do Teachers Need to Do M-Chat Interventions?



## 5. Proposal

- One way to discover how many children have autism is in Malaysia, especially in each District of Pahang State. As a teacher, you must always be sensitive to students' conditions and welfare. If there is a problem in question, the teacher needs to act to inform the child's parents that their child has a problem that can lead to the occurrence of autism.
- Give work appropriate to each student's situation, whether there are students with autism or not.
- Please find out about the situation of the students and how they cope with learning in kindergarten.
- Teachers must constantly develop ideas and works that interest students and are exciting during learning.

## 6. Conclusion

As a teacher, it is necessary to be sensitive to the classroom environment if a child likes to behave disruptively with autism speech delay. Because children like this need attention from a teacher in kindergarten. Either the parents have ignored the child at home, or they do not know their children have a disease that needs treatment, such as autism. In addition, teachers who already have problems found in children in kindergarten should quickly take them to M-CHAT treatment to prevent it from happening again. Otherwise, the child will behave until they are adults, and it will not be easy to restore it to normal or to reduce it. At least we can curb the disruptive behavior of children with autistic speech delays earlier. In fact, not only on the teacher but also on the parents because children have been sitting together with their parents since childhood. Parents should know the effects found in children, and when they find something that is expected, it is necessary to make treatment earlier since the child is still a baby.

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