

# PROSES SUBMISSION SAMPAI DENGAN PUBLISHED

## ARTIKEL :

### THE EFFECT OF APPLIED BEHAVIOR ANALYSIS (ABA) ON THE GROSS MOTOR DEVELOPMENT OF AUTISTIC CHILDREN

#### JURNAL INTERNASIONAL BEREPUTASI SCOPUS Q 3

#### OPEN ACCESS MACEDONIAN JOURNAL OF MEDICAL SCIENCES (OAMJMS)

### 1. Proses Submission

The screenshot displays the author dashboard for the Open Access Macedonian Journal of Medical Sciences (OAMJMS). The page title is "Open Access Macedonian Journal of Medical Sciences (OAMJMS)" and the article title is "5754 / Badi'ah et al. / The Effect of Applied Behavior Analysis on the Gross Motor Development of Autistic Children". The dashboard is divided into two main sections: "Workflow" and "Publication". Under "Workflow", there are four sub-sections: "Submission", "Review", "Copyediting", and "Production". The "Submission" sub-section is active, showing a table of "Submission Files". The table has one entry: "35548 abadijah, 4 Atik Badi'ah.docx" with a date of "January 20, 2021" and a file type of "Manuscript Main Text". There is a "Download All Files" button below the table. The dashboard also includes a "Library" button and a "Back to Submissions" link. The browser address bar shows the URL "oamjms.eu/index.php/mjms/authorDashboard/submission/5754". The Windows taskbar at the bottom shows the date and time as "05/04/2023 6:27".

Submission ID	File Name	Date	File Type
35548	abadijah, 4 Atik Badi'ah.docx	January 20, 2021	Manuscript Main Text

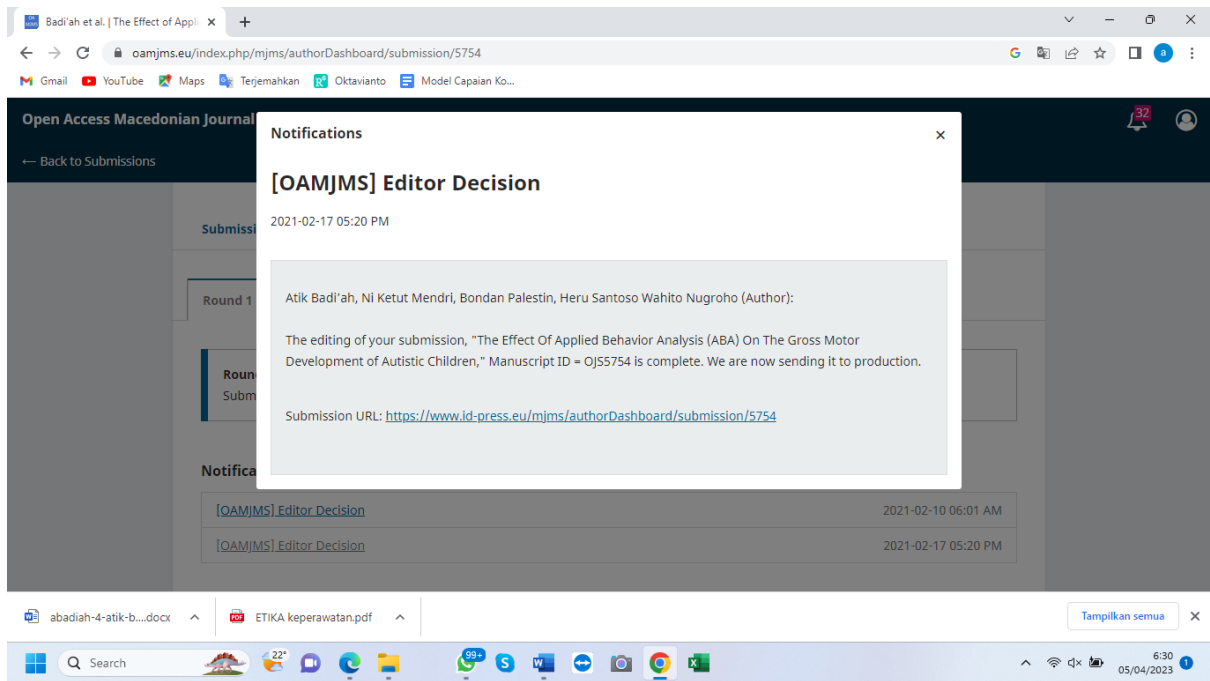
Microsoft Word window showing a document titled 'abadiah-4-atik-badiah (1).docx'. The document content includes a title 'The Effect Of Applied Behavior Analysis (ABA) On The Gross Motor Development of Autistic Children', an abstract, and a table of contents. The table of contents lists sections such as Introduction, Research Method, Results, Discussion, and Conclusion, with corresponding page numbers. The document is displayed in a standard word processing layout with a ribbon at the top and a taskbar at the bottom.

A second Microsoft Word window showing a document titled 'abadiah-4-atik-badiah (1).docx'. This document appears to be a continuation or a different version of the first document, containing detailed text, tables, and a list of references. The text discusses the methodology and findings of a study on the effect of Applied Behavior Analysis (ABA) on the gross motor development of autistic children. It includes a table of results and a list of references at the bottom. The document is displayed in a standard word processing layout with a ribbon at the top and a taskbar at the bottom.

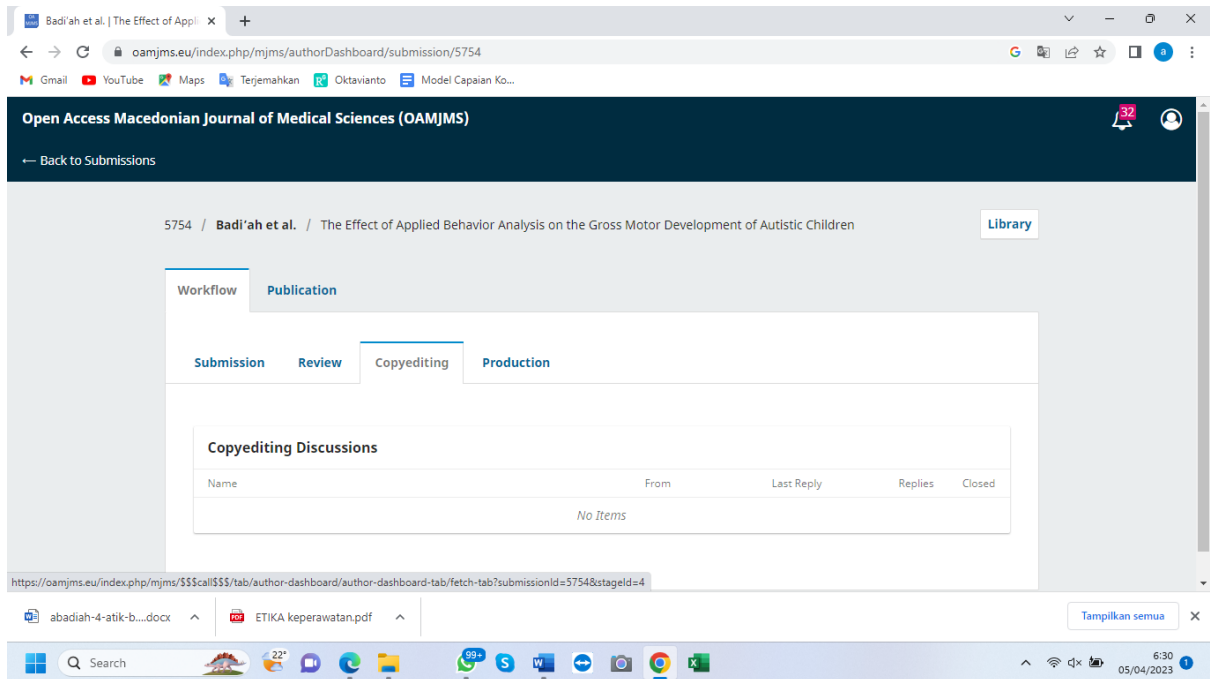
## 2. Proses Review

The screenshot shows the author dashboard for the Open Access Macedonian Journal of Medical Sciences (OAMJMS). The page title is "Open Access Macedonian Journal of Medical Sciences (OAMJMS)" and the URL is "oamjms.eu/index.php/mjms/authorDashboard/submission/5754". The dashboard is divided into sections: "Submission", "Review", "Copyediting", and "Production". Under the "Review" section, there is a "Round 1" status box that says "Round 1 Status: Submission accepted." Below this, there is a "Notifications" section with two entries: "[OAMJMS] Editor Decision" dated "2021-02-10 06:01 AM" and another "[OAMJMS] Editor Decision" dated "2021-02-17 05:20 PM". The browser's taskbar at the bottom shows the date as 05/04/2023 and the time as 6:28.

This screenshot shows the same author dashboard as above, but with a notification modal open. The modal title is "[OAMJMS] Editor Decision" and it contains the following text: "2021-02-10 06:01 AM", "Atik Badi'ah, Ni Ketut Mendri, Bondan Palestin, Heru Santoso Wahito Nugroho (Author):", "We have reached a decision regarding your submission to Open Access Macedonian Journal of Medical Sciences, 'The Effect Of Applied Behavior Analysis (ABA) On The Gross Motor Development of Autistic Children', Manuscript ID = OJ5754.", "Our decision is to: Accept your manuscript for publication in OAMJMS.", and "SciRev (<https://scirev.org/>) offers you the possibility to share your experience with the scientific review process with your colleagues (left search engine) and to select an efficient journal for submitting your manuscripts (right search engine). Because we would like to increase the quality of the review process, please register and submit your experience with the review process of your article published in Open Access Macedonian Journal of Medical Sciences in the SciRev (<https://scirev.org/questionnaire/macedonian-journal-of-medical-sciences/>).". The browser's taskbar at the bottom shows the date as 05/04/2023 and the time as 6:29.



### 3. Proses Copyediting



## 4. Proses Production

The screenshot shows the author dashboard for the submission 5754, titled "The Effect of Applied Behavior Analysis on the Gross Motor Development of Autistic Children". The dashboard is in the "Production" stage, with tabs for "Submission", "Review", "Copyediting", and "Production". A "Production Discussions" table is visible, showing a message from the admin regarding a proofreading request.

Name	From	Last Reply	Replies	Closed
<a href="#">[OAMJMS] Proofreading Request (Author)</a>	admin	-	0	<input type="checkbox"/>

Additional information visible in the screenshot includes the journal name "Open Access Macedonian Journal of Medical Sciences (OAMJMS)", a "Back to Submissions" link, and a "Library" button. The browser address bar shows the URL "oamjms.eu/index.php/mjms/authorDashboard/submission/5754".

This screenshot shows the same author dashboard as above, but with more discussion messages in the "Production Discussions" table. The messages include a galleyproof and copyright form request from the author and a notification that the article has been published.

Name	From	Last Reply	Replies	Closed
<a href="#">[OAMJMS] Proofreading Request (Author)</a>	admin	-	0	<input type="checkbox"/>
<a href="#">Galleyproof and Copyright form</a>	abadiah	-	0	<input type="checkbox"/>
<a href="#">[OAMJMS] Your Article was Published</a>	admin	-	0	<input type="checkbox"/>

The dashboard also shows the journal name, "Back to Submissions" link, and "Library" button. The browser address bar and taskbar are also visible, showing the time as 6:32 on 05/04/2023.

Bad'ah et al. | The Effect of Appli x +

oamjms.eu/index.php/mjms/authorDashboard/submission/5754

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Open Access Macedonian Journal of Medical Sciences

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### [OAMJMS] Proofreading Request (Author)

**Participants**

Teodora Fildishevska (tfildishevska)  
Atik Badi'ah (abadiah)

**Messages**

Note	From
Dear Atik Badi'ah:  Your submission "The Effect Of Applied Behavior Analysis (ABA) On The Gross Motor Development of Autistic Children" to Open Access Macedonian Journal of Medical Sciences now needs to be proofread by following these steps. 1. Click on the Submission URL below. 2. Log into the journal and view PROOFING INSTRUCTIONS 3. Click on VIEW PROOF in Layout and proof the galley in the one or more formats used. 4. Enter corrections (typographical and format) in Proofreading Corrections	admin 2021-02-17 05:20 PM

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ormats used.

4. Enter corrections (typographical and format) in Proofreading Corrections using "[Mark up text with edits](#)" or "[Use annotation and drawing markup tools to add comments in PDFs](#)".
5. Save corrected Galley Proof with the addition "Corrected" to the file name (i.e., OAMJMS-8A-3gp0.pdf should be saved as OAMJMS-8A-3gp0-Corrected.pdf).
6. Click on the link "Add Discussion", define Subject "Corrected Galley Proof", write text in the field Message, Upload File in the field Attached Files.
7. Complete and sign **Copyright Form**, upload in the field Attached Files, and complete the message with clicking "OK".

Submission URL: <https://www.id-press.eu/mjms/authorDashboard/submission/5754>  
Username: {\$authorUsername}

Prof. Dr Mirko Spiroski  
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48,1000 Skopje  
mspiroski@id-press.eu

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Browser window showing a submission page for "Open Access Macedonian Journal". The page title is "Galleyproof and Copyright form". The participants listed are Ksenija Bogoeva-Kostovska (ksenija), Format Sinjore (format), Teodora Fildishevska (tfildishevska), and Atik Badi'ah (abadiah). The messages section shows a note from abadiah dated 2021-02-25 01:50 AM, stating: "Dear editor, We sent our revision and copyright, thank you in advance. Best regards Dr. Atik Badi'ah". The taskbar shows files "abadiah-4-atik-b...docx" and "ETIKA keperawatan.pdf".

Browser window showing the same submission page. The messages section now includes two attachments: "abadiah, 5754-Manuscript Main Text-36781-1-18-20210217\_Atik Badi'ah.pdf" and "abadiah, 5754-Copyright Form-36782-1-18-20210217\_Atik Badi'ah TTD.pdf". An "Add Message" button is visible at the bottom of the messages section. The taskbar shows the same files as the previous screenshot.



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Scientific Foundation SPIROSKI, Skopje, Republic of Macedonia  
Open Access Macedonian Journal of Medical Sciences. 2021 Feb 05; 9(T4):1-6.  
https://doi.org/10.3888/omjms.2021.9T4.001  
eISSN: 1857-8655  
Category: T4 - Thematic Issue "Contribution of Nurses on Sustainable Development Goals (SDGs)"  
Section: Pediatrics

**The Effect of Applied Behavior Analysis on the Gross Motor Development of Autistic Children**

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**Abstract**  
**BACKGROUND:** Autistic children have abilities and characteristics that are different from each other, so different ways of interacting the environment autistic children individuals. The development of autistic children both physically, emotionally, intellectually, and psychosocially has a problem that results in the inhibition of children reaching a level of gross motor development that is appropriate to their age. Stimulation applied behavior analysis (ABA) in children with autism includes gross motor, fine motor, intellectual, social, language, informational, and practical supports. An autistic child will feel that he is loved and wanted if more and more people in the family environment love and care for him. Based on this preliminary study, implementing special autistic schools in the provinces of DIY and Pontorogo, East Java, to 16 parents who have autistic children, the majority of parents (93%) think that by entering autistic children into a special school (SLB) in accordance with its limitations mean that their efforts can be said to be enough. Not all parents realize that stimulating and accompanying children with special needs can maximize gross motor development.  
**AIM:** This study aims to assess the effect of stimulation ABA on the gross motor development of children with autism.  
**METHODS:** Quasi-experiment "Pre-Post Control Group Design" was used in this study. The first observation is to determine the gross motor development of an autistic child before being given stimulation ABA and the second observation after being given the ABA stimulation. Samples were recruited using a purposive sampling technique with the criteria of parents of autistic children aged 6-12 years in special schools of the provinces of Yogyakarta and Pontorogo. Data analysis was done using paired t-test and Wilcoxon sign significance level was set at  $p < 0.05$ .

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**Introduction**

Autism is a developmental disorder caused by organic damage to the brain. In general, autism children have difficulty in communicating both verbal and non-verbal, when they want something the way to do is to pull their person's hand to get attention. Attitudes such as withdrawal, children cannot establish communication, talk alone, sing alone, cry for no reason, spinning for no reason, can even cause resentment of people around him. Autism children have abilities and characteristics that are different from each other, so different ways of interacting with themselves and the environment and making autism children as unique individuals [1].

Until now, no definitive cause of autism can be found, so prevention and treatment methods have not yet been developed. At first, autism was seen as a disorder caused by psychological factors, namely, parenting patterns that are not emotionally warm. In the early 1970s, research on the characteristics of autism children succeeded in determining the diagnostic criteria which were subsequently used in the Diagnostic and Statistical Manual of Mental Disorder. Autism is defined as developmental with three main characteristics, namely, disruption in social interaction, disruption in communication, and limited interests or ability of imagination [1].

In the United States, currently, there is a comparison gross motor development between normal children with autistic children 150:1, in the UK 100:1, while in Indonesia, there are no data on autistic children because there has never been an official survey. Although different from normal children, children with autism still have basic rights as normal children. Autistic children need to play, learn, and socialize gross motor developmental in the community in their environment [1].

The development of autism children physically, emotionally, intellectually, and psychosocially has problem so that the result of inhibition of children reaching level of development in accordance with their age. The emergence of various developmental

**RESULTS:** There is a difference between pre-test and post-test in the experimental group ( $p$ -value: 0.001). In the control group, pre-test and post-test with  $p$  (sig) 0.004 < 0.05 then  $H_0$  is accepted and  $H_a$  is rejected, meaning there is a difference between pre-test and post-test in the control group ( $p < 0.05$ ).  
**CONCLUSION:** There is an effect of stimulation ABA on the gross motor development of autistic children in autistic schools with  $p$  (sig) < 0.05 means that  $H_0$  is accepted and  $H_a$  is rejected.

Open Access Maced J Med Sci. 2021 Feb 05; 9(T4):1-6.



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T4 - Thematic Issue "Contribution of Nurses on Sustainable Development Goals (SDGs)" Pediatrics

obstacles in children with autism is phenomenon that needs to be addressed further so that sufferers can still live well and optimize the slightest ability possessed. This is important because despite its various limitations, every human being has the same right to grow, develop, be accepted, and carry out certain roles in society [2].

To achieve maximum results, every educational process always requires the cooperation between the school and parents. Education in principle must actually start from home and education will fail without parental participation. One of the main requirements that must be met by parents in seeking good cooperation with the school so that the educational process takes place optimally is to give full attention to the development of the child as a person, and not just attention to what is achieved by children. Similarly, the education of children with autism. Between parents and other family members with educational institutions must be able to work well together [2].

This is consistent with the exposure in various literatures that the effectiveness of various programs for handling and improving the ability of life of children and adolescents who have special needs will greatly depend on the participation and full support of parents, families, and communities. The knowledge and skills acquired, for example, gross motor development by children at school will be more endured and well mastered if parents can also practice it at home and

Based on the results of a preliminary study conducted by the author by interviewing seven autistic schools in DIY Province (SLB Autism Samara Bunda, SLB Autism Dian Amanah, SLB Autism Fajar Nugraha, SLB Autism Citra Mulia Mandiri, SLB Autism Bina Anggita, SLB Negeri Pembina Yogyakarta, and the Autism Service Center (PLA) in Sentolo) and the autistic school/children with special needs (ABK) Baitul Qur'an Ponorogo East Java to 16 parents who have autistic children obtained the results of most parents (93%) assume that by including children autism to autism special school (SLB) in accordance with its limitations means their efforts can be said to be sufficient. The rest is the school that is responsible for educating and teaching various life skills to their children. They do not yet understand that the lack of attention and support from parents will make the results of the educational process at school not optimal. Not all ABA realize that having children with special needs in accompanying the gross motor development can maximize the gross motor development.

Based on the description above, it is necessary to conduct research on "The Effect of Applied Behavior Analysis (ABA) on the gross motor development of autistic children."

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environment, because most of the lives of children with autism in the family, so the most widely accepted education for children with autism is in the family.

Parents must understand their nature and role as parents in raising children, equip themselves with knowledge about proper knowledge about the education that children go through, and knowledge about child development, so it is not wrong in applying a form of educational pattern, especially in the formation of personality children in accordance with the purpose of education that is to educate the nation.

Autism children can be maximized by utilizing the rest of their abilities. Autism children also need to get special treatment by involving parents in accompanying them while at home. Applied behavior analysis (ABA) in children with autism includes providing emotional, social, informational, and practical support and gross motor development for the autism child. An autism child will feel that he is loved and wanted if more and more people in the family environment love and care for him. This ABA is to understand and follow verbal instructions, respond to the words of others, describe an object, imitate the words and movements of others, and teach reading and writing. The importance of stimulation for parents and families who have children with autism so that parents and families can accompany and stimulate gross motor development of children with autism during care and assistance at home [3].

This type of research is a quasi-experimental pre-post control group design. The design of this study can be described as follows:

Pretest	Intervention	Post test
O <sub>1</sub>	X	O <sub>2</sub>
O <sub>0</sub>	-	O <sub>0</sub>

**Information**

- O<sub>1</sub>: Pre-test gross motor development of autistic children in the experimental
- X: Intervention with applied behavior analysis (ABA)
- O<sub>2</sub>: Post-test gross motor development of autistic children in the experiment
- O<sub>0</sub>: Pre-test gross motor development of autistic children in the control
- O<sub>0</sub>: Post-test gross motor development of autistic children in the control.

The study was conducted in July–September 2019 (duration of intervention for 3 months). Research sites in eight autistic schools, in the province of DIY seven autistic schools (SLB Samara Bunda Autism, Dian Amanah Autism SLB, Fajar Nugraha Autism SLB, Citra Mulia Mandiri Autism SLB, Autism Bina Anggita SLB, Yogyakarta Public Assistance SLB, and Autism Service Center [PLA] in Sentolo), and one in the autism

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school/children with special needs/ABK Baitul Qur'ani Ponorogo, East Java. The population is 148 parents with autism children of school age (6–12 years old) in seven autistic schools in DIY province (SLB, Samara, Mother of Autism, SLB, Dian Amanah, SLB, Fajar Nugraha, SLB, Citra Mulia Mandiri, SLB, Autism, Bina Anggita, Yogyakarta Public Assistance SLB, and the Autism Service Center (PLA) in Sentolo) and the Baitul Qur'ani Ponorogo, East Java.

The samples in this study were 92 couples of parents with autism in schools in DIY Province (SLB Samara, Mother of Autism, SLB Dian Amanah, SLB Fajar Nugraha Autism, SLB Citra Mulia Mandiri, SLB Autism Bina Anggita, SLB Yogyakarta Specialist Country, and Autism Service Center (PLA) in Sentolo) and the Baitul Qur'ani Ponorogo, East Java, school of autism/children with special needs, taken by purposive sampling technique. Determine the experiment given a pre-test, and ABA then do a post-test using the same observation sheet as the pre-test. Determine the control group is given a pre-test, then post-test is done using the same observation sheet as the pre-test. The gross motor development before and after ABA. Provision of intervention or applied behavior analysis/ABA (X) in the experimental group. Examination data were analyzed descriptive and analytic with the help of the SPSS™ for Windows version 16.0 program using Wilcoxon test with a

**Characteristics of children and parents in eight autism schools**

**Table 2: Characteristics of autism children and parents of autism children in autism schools (n=92)**

Characteristics of respondents	Experiment group		Control group	
	Frequency (f)	Percentage	Frequency (f)	Percentage
Age of child (year)				
6-8	11	23.9	14	30.4
9-10	6	13.0	8	17.4
>10-12	29	63.0	24	52.2
Gender of children				
Man	35	76.1	32	69.6
Women	11	23.9	14	30.4
Class				
Kindergarten	7	15.2	10	21.7
Primary school	39	84.8	36	78.3
Age of parent (year)				
20-30	5	10.9	1	2.2
31-40	31	67.4	26	56.5
41-50	9	19.6	5	10.9
51-60	1	2.2	2	4.3
Parental education				
Primary school	4	8.7	4	8.7
Junior high	19	41.3	10	21.7
Senior high	24	52.2	21	45.7
Bachelor	5	11.4	9	19.6
Postgraduate	0	0	2	4.3
Parental job				
Government employees	8	17.4	11	23.9
Private employees	14	30.3	20	43.3
Homemaker	14	30.4	15	32.6
None/Every day (SD)				

**The gross motor development before and after ABA is given to autism children in the autism school**

significance level of 0.05.

**Results**

**Research location and number of autism children in eight autism schools**

From Table 1, it can be seen that in the experimental group, the highest number of autism children from the Autism Service Center (PLA) was 11 children (23.9%) and those with the least SLB Dian Amanah and Baitul Qur'an were 3 children (6.5%).

Whereas in the control group, the highest number of autism children from Citra Mulia Mandiri SLB and Autism Service Centers (PLA) was 10 children (21.7%) and the lowest was Baitul Qur'an with 3 children (6.5%).

**Table 1: Research location and number of autism children in eight autism schools (n=92)**

Research location	Experiment group		Control group	
	Frequency (f)	Percentage	Frequency (f)	Percentage
SLB Fajar Nugraha	4	8.7	4	8.7
SLB Hegar Pembina	6	13.0	6	13.0
SLB Bina Anggita	5	10.9	5	10.9
SLB Citra Mulia Mandiri	10	21.7	10	21.7
Pusat Layanan Autisn (PLA)	11	23.9	10	21.7
SLB Samara Bunda	4	8.7	4	8.7
SLB Dian Amanah	3	6.5	4	8.7
SLB Baitul Qur'an	3	6.5	3	6.5
Total	46	100	46	100

**Table 3: Gross motor development before and after applied behavior analysis is given to autism children in autism schools**

Category of gross motor development	Experiment group		Control group	
	Pre-test	Post-test	Pre-test	Post-test
Good	0 (0)	43 (93.5)	0 (0)	0 (0)
Enough	30 (76.1)	3 (6.5)	16 (34.8)	17 (37.0)
Less	11 (23.9)	0 (0)	30 (65.2)	29 (63.0)
Total	46 (100)	46 (100)	46 (100)	46 (100)

**Normality test**

The normality test was test using Shapiro-Wilk because  $n < 50$ , with  $p$  (sig.)  $> 0.05$  means was normal distribution and  $p$  (sig.)  $< 0.05$  was not normal distribution.

In Table 4, pre-test experiment with  $p$  (sig.)  $0.001 < 0.05$  and post-test  $p$  (sig.)  $0.000 < 0.05$ , not normal distribution so that the parametric test of t-test is used, namely, Wilcoxon. In the control, pre-test with  $p$  (sig.)  $0.000 < 0.05$  had abnormal distribution, post-test with  $p$  (sig.)  $0.000 < 0.05$  had abnormal distribution non-parametric test of t-test which was used Wilcoxon.

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T4 - Thematic Issue "Contribution of Nurses on Sustainable Development Goals (SDGs)" Pediatrics

**Table 4: Test the normality of the experimental pre-and post-test control in children with autism in the autism school**

Variable	Group	p	The results
Gross motor development	Pre-Experiment	0.002	Abnormal
	Control	0.000	Abnormal
Post-Experiment	Pre-Experiment	0.003	Abnormal
	Control	0.000	Abnormal

**Bivariate test**

In Table 5, it can be seen that in the experiment pre-post with p (sig.) 0.001 <0.05 then Ha is accepted and Ho is rejected. In the control, pre-post with p (sig.) 0.004 <0.05 then Ha is accepted and Ho is rejected

**Table 5: Test results of the differences between pre- and post-test in the experiment and control in autism children in autism school**

Variable	Group	p
Gross motor development	Experiment	0.001
	Pre-test	
Control	Pre-test	0.004
	Post-test	

**Gross motor development after ABA in autism children in the autism school**

The majority of autism children (43, 93%) in the experiment have good gross motor development after the implementation of ABA. The control group, as many as 29 children (63.0%) were categorized to have less gross development score. At the time of the post-test, autism children still have difficulty in interacting and communicating with peers and other people. This is due to many factors that affect autistic children in the gross-motor development of autistic children's [5]. Interventions for children with autism in children/mild autism in the form of stimulations so that children show a response in this case ABA assistance are parenting. Actually, before children are included in the therapy program that is being followed,

and will facilitate communication, because it can help interaction between teachers and students clearly and pleasantly and students can with easy to understand material to improve gross motor development taught by the teacher so that learning objectives will be achieved and assistance is done by parents at home so that children can socialize and interact and stimulation to gross motor with peers and other people [5].

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**Discussion**

**Gross motor development before ABA in autism in autism schools**

The gross motor development of autism children in the experimental before ABA was given to most categories of only 35 children with autism (76.1%). In the control group, before most were less as many as 30 children with autism (65.2%). At the time of pre-test, children with autism are difficult in socializing with peers, difficult to interact, and difficult to communicate. Children with autism have a level of intelligence that varies from low to genius. Autistic children who have normal intelligence are generally of low achievement in school. This is caused by the acquisition of information and understanding of language and ability in language development to experience fewer obstacles when compared to other normal children. Autistic children lack understanding verbal information. This makes it difficult for children to accept material that is abstract, so ABA is needed to facilitate understanding of a concept in children with autism so that children will easily communicate with parents and peers [4].

ABA is an activity carried out so that parents direct and assist children in socializing and interacting and communicating with others. According to AQS Nanjar [1], data analysis results obtained in the study that there is a significant influence on the use of media AQ4 learning for children with special needs. Media in this included in the therapy program that is being followed, parents should accompany children with autism at home without stopping so that children do not drown in their own world. Do not leave the child alone and with rigid interests and activities, for example, turning on and turning on lights, being amazed at watching the fan spinning and other insignificant activities. Always try to have someone accompany your child while not sleeping. Invite children to communicate both ways both verbal and non-verbal. Do not let the child be preoccupied with television or other games that are unidirectional and damage eye contact. At the beginning, do not expect your child to respond to the communication invitation given to him. Most of the responses of indifferent children, do not understand that communication is addressed to him or even if conscious they may respond negatively like crying out loud because they feel disturbed so that children can socialize and interact and communicate with peers and other people [6].

Children who are in a relationship interacting with their families in a healthy manner (attentive and affectionate with their parents) can facilitate children's gross motor development. Conversely, if the relationship between children and parents is not healthy, the language development is also not good. The neighborhood also influences the development of children's gross motor, where the village environment with close family conditions and socialization with the environment is still good, so the contact of children with children the same age is still intensive enough so

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of the same age encourages children's gross motor development [7].

Family socioeconomic status of several studies stated that children from poor families will experience gross motor development delays compared to children from families whose economic level is better. This condition is caused due to lack of learning opportunities in children from poor families [8]. Adequate family income will support the growth and gross motor development of children, because parents can provide all the needs of children both primary and secondary, for example, providing games to improve gross motor development [7].

Poverty is associated with damage to nerve structure and function, including smaller white and cortical gray matter and the hippocampus, amygdala related to cognitive abilities [1]. Families with low socioeconomic status have a tendency to limited knowledge, time, and low quality in accompanying and accompanying children to play and communication activities to provide stimulation of play to improve gross motor development that should be needed by a child in growth and gross motor development [1].

a child who have not yet reached a new level. This will trigger the brain to learn, analyze, understand, and give the right response to the stimulus [1]. Argues that giving stimulus should be done every time there is an opportunity to interact with children. The more frequent and regular stimuli received, the stronger the relationship between these brain cells [8].

Conclusion

Gross motor development in the experiment before ABA in autism children in the autism school is categories as sufficient and the control group category is lacking. Gross motor development in the experiment after ABA in children with autism in the autistic school category is good and the control category is lacking.

There is effect ABA on the gross motor development of autism children in autism schools with  $p(\text{sig}) < 0.05$  means that  $H_a$  is accepted and  $H_0$  is rejected.

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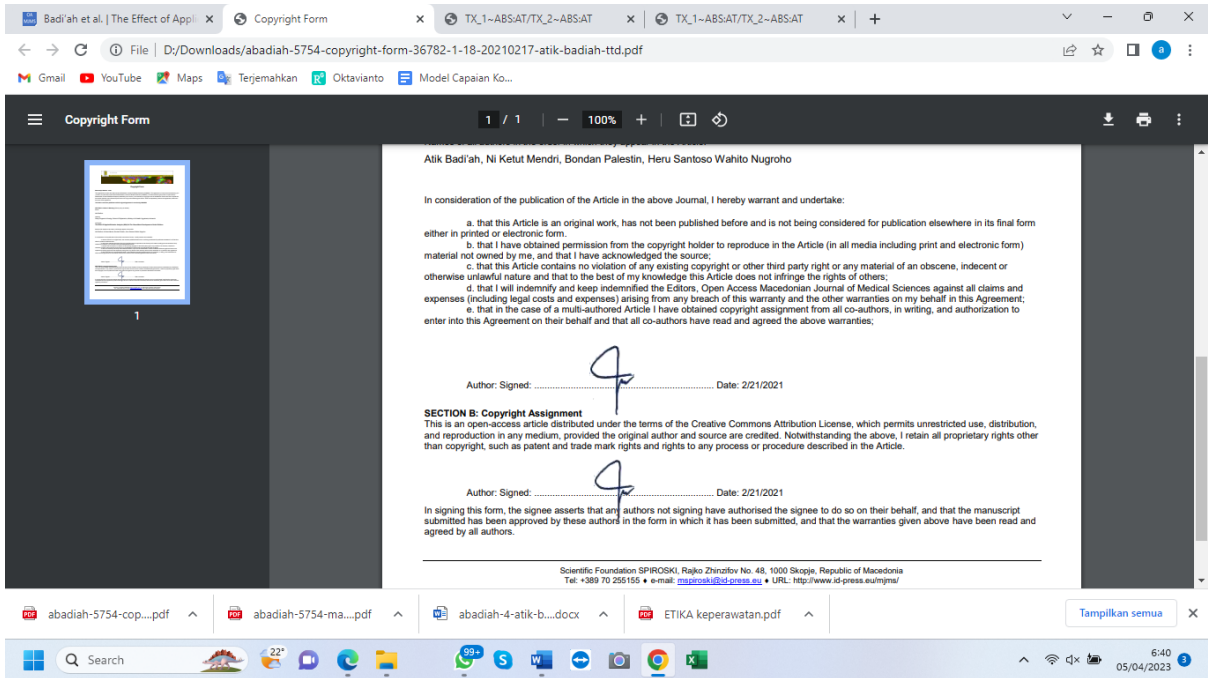
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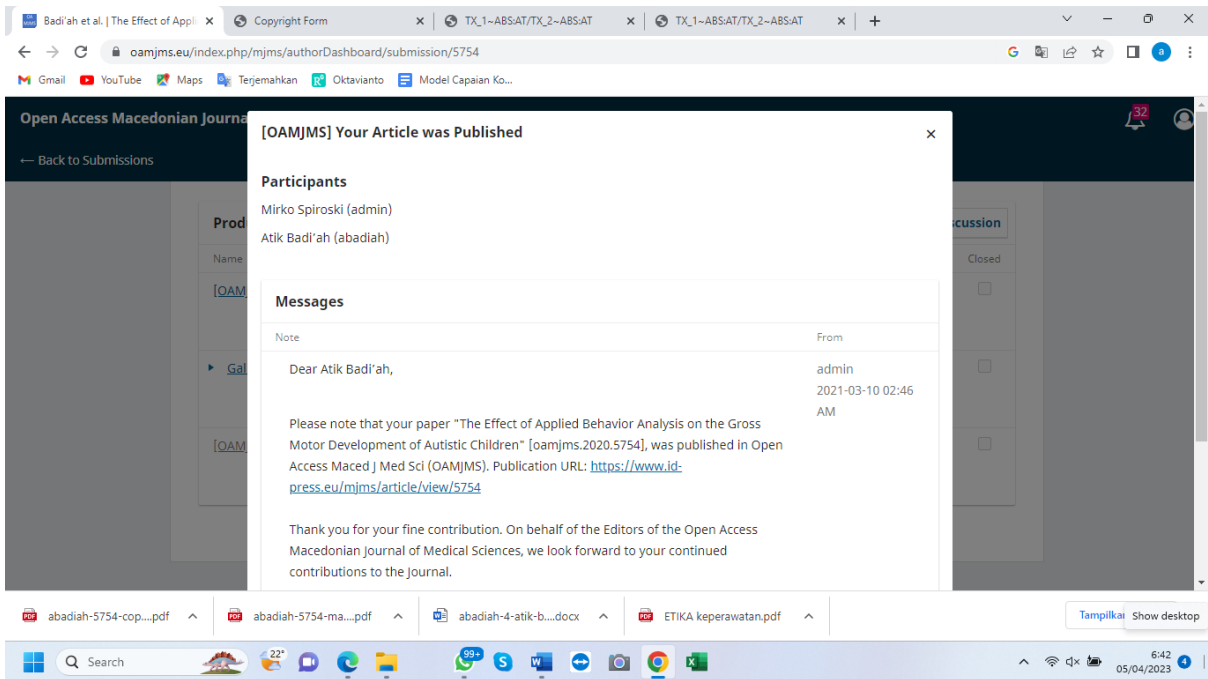
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- Mirko Spiroski (admin)
- Atik Badi'ah (abadijah)

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