

**EFEKTIVITAS KEGIATAN BERCERITA SEBAGAI TERAPI BERMAIN
TERHADAP PENINGKATAN KEMAMPUAN BERBAHASA PADA ANAK
DENGAN GANGGUAN SPEKTRUM AUTISME**



SKRIPSI

diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar
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**PROGRAM STUDI KEPERAWATAN
FAKULTAS PENDIDIKAN OLAAHRAGA DAN KESEHATAN
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2025**

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Sebuah skripsi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
Sarjana Keperawatan pada Fakultas Pendidikan Olahraga dan Kesehatan

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ABSTRAK

EFEKTIVITAS KEGIATAN BERCERITA SEBAGAI TERAPI BERMAIN TERHADAP PENINGKATAN KEMAMPUAN BERBAHASA PADA ANAK DENGAN GANGGUAN SPEKTRUM AUTISME

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Pendahuluan: Anak dengan Gangguan Spektrum Autisme (GSA) umumnya mengalami keterlambatan bahasa yang memengaruhi komunikasi verbal dan interaksi sosial. Hambatan ini berdampak jangka panjang pada kualitas hidup dan kemampuan beradaptasi mereka. Salah satu pendekatan terapi yang dapat mendukung peningkatan kemampuan berbahasa adalah terapi bermain, khususnya melalui kegiatan bercerita. **Tujuan:** Mengidentifikasi efektivitas kegiatan bercerita sebagai terapi bermain terhadap peningkatan kemampuan berbahasa pada anak dengan GSA. **Metode Penelitian:** Menggunakan desain kuasi-eksperimen *pretest-posttest*. Subjek terdiri dari 30 anak autisme usia 6–14 tahun, dibagi dalam kelompok intervensi dan kontrol, masing-masing 15 anak. Intervensi berupa bercerita dilakukan 12 kali (4 sesi/hari), masing-masing 10–15 menit per anak, menggunakan buku cerita bergambar bertema fabel. Pengukuran menggunakan subskala bahasa dari *Autism Treatment Evaluation Checklist* (ATEC) yang mencakup 14 item. **Hasil dan pembahasan:** Hasil *Paired Sample T-test* menunjukkan peningkatan skor kemampuan berbahasa ($p < 0,05$) di tiap kelompok. Saat *pretest*, 16 anak tergolong berkemampuan bahasa kurang, sementara pada *posttest*, 19 anak masuk kategori cukup. Ini membuktikan bahwa bercerita efektif sebagai terapi bermain untuk merangsang dan meningkatkan aspek bahasa anak autisme. Namun, hasil *Independent Sample T-test* menunjukkan tidak ada perbedaan signifikan antar kelompok pada *posttest* ($p = 0,29$), sehingga tidak terdapat perbedaan berarti antara kelompok intervensi dan kontrol. Selain manfaat terapeutik, kegiatan bercerita juga menciptakan suasana belajar yang menyenangkan, interaktif, dan membangun keterlibatan emosional anak. **Simpulan:** Kegiatan ini dapat direkomendasikan sebagai salah satu intervensi yang dapat diterapkan oleh tenaga kesehatan, pendidik, maupun orang tua dalam mendukung perkembangan bahasa anak dengan autisme.

Kata kunci: Autisme, Bercerita, Kemampuan Berbahasa, Terapi Bermain

ABSTRACT

THE EFFECTIVENESS OF STORYTELLING ACTIVITIES AS PLAY THERAPY IN ENHANCING LANGUAGE SKILLS IN CHILDREN WITH AUTISM SPECTRUM DISORDER

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Introduction: Children with Autism Spectrum Disorder (ASD) commonly experience language delays that affect verbal communication and social interaction. These barriers have a long-term impact on their quality of life and adaptability. One therapeutic approach that can support the improvement of language skills is play therapy, particularly through storytelling activities. **Objective:** To identify the effectiveness of storytelling as play therapy in improving language skills in children with GSA. **Research Method:** Using a pretest-posttest quasi-experiment design. Subjects consisted of 30 children with autism aged 6-14 years, divided into intervention and control groups, each with 15 children. Intervention in the form of storytelling was conducted 12 times (4 session/day), 10-15 minutes each per child, using fable-themed picture storybooks. The measurement used the language subscale of the Autism Treatment Evaluation Checklist (ATEC) which includes 14 items. **Results and Discussion:** Paired Sample T-test results showed an increase in language proficiency scores ($p < 0.05$) in each group. At pretest, 16 children were classified as having poor language skills, while at posttest, 19 children were categorized as sufficient. This proves that storytelling is effective as a play therapy to stimulate and improve the language aspects of children with autism. However, the Independent Sample T-test showed no significant difference between groups at posttest ($p = 0.29$), so there was no significant difference between the intervention and control groups. In addition to the therapeutic benefits, storytelling activities also create a fun, interactive learning atmosphere and build children's emotional engagement. **Conclusion:** This activity can be recommended as one of the interventions that can be implemented by health workers, educators, and parents in supporting the language development of children with autism.

Keywords: Autism, Language Skills, Play Therapy, Storytelling

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