

**PENGEMBANGAN STRATEGI INTERVENSI  
BERBASIS *JOINT ATTENTION* DAN *IMITATION*  
UNTUK MENINGKATKAN KEMAMPUAN KOMUNIKASI  
ANAK DENGAN GANGGUAN SPEKTRUM AUTISME**

**DISERTASI**

Diajukan Untuk Memenuhi Sebagian Dari Syarat Memperoleh  
Gelar Doktor Ilmu Pendidikan Dalam Bidang Pendidikan Khusus



Promovenda

**RAHMAHTRISILVIA**

1402281

**PROGRAM STUDI PENDIDIKAN KHUSUS  
FAKULTAS ILMU PENDIDIKAN  
UNIVERSITAS PENDIDIKAN INDONESIA  
2022**

**PENGEMBANGAN STRATEGI INTERVENSI  
BERBASIS *JOINT ATTENTION* DAN *IMITATION*  
UNTUK MENINGKATKAN KEMAMPUAN KOMUNIKASI  
ANAK DENGAN GANGGUAN SPEKTRUM AUTISME**

Oleh  
Rahmahtrisilvia

S.Pd. IKIP Padang, 1999

M.Pd. UPI Bandung, 2007

Sebuah Disertasi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Doktor Pendidikan (Dr.) pada Program Studi Pendidikan Khusus

© Rahmahtrisilvia2022

Universitas Pendidikan Indonesia

Januari 2022

**Hak Cipta dilindungi undang-undang.**

Disertasi ini tidak boleh diperbanyak seluruhnya atau sebagian,  
dengan dicetak ulang, difoto kopi, atau cara lainnya tanpa ijin dari penulis.

Rahmahtrisilvia, 2022

**PENGEMBANGAN STRATEGI INTERVENSI BERBASIS *JOINT ATTENTION* DAN *IMITATION* UNTUK  
MENINGKATKAN KEMAMPUAN KOMUNIKASI ANAK DENGAN GANGGUAN SPEKTRUM AUTISME**

Universitas Pendidikan Indonesia | [repository.upi.edu](https://repository.upi.edu) | [perpustakaan.upi.edu](https://perpustakaan.upi.edu)

**HALAMAN PENGESAHAN DISERTASI**

**PENGEMBANGAN STRATEGI INTERVENSI  
BERBASIS *JOINT ATTENTION* DAN *IMITATION*  
UNTUK MENINGKATKAN KEMAMPUAN KOMUNIKASI  
ANAK DENGAN GANGGUAN SPEKTRUM AUTISME**

Rahmahtrisilvia  
1402281

Disetujui dan disahkan oleh panitia disertasi:

Promotor



Dr. Sunardi, M.Pd  
NIP. 19600201 198703 1 002

Ko-Promotor



Prof Dr. Endang Rochyadi, M.Pd  
NIP 19560818 198503 1 002

Anggota



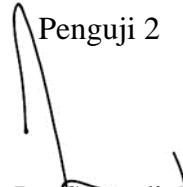
Dr. Imas Diana Aprilia, M.Pd  
NIP 19700417 199402 2 001

Penguji 1



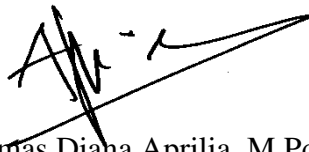
Drs. Endang Rusyani, M.Pd.  
NIP. 19570510 198503 1 003

Penguji 2



Prof. Dr. Sunardi, M.Sc.  
195409161977031001

Mengetahui,  
Ketua Program Studi Pendidikan Khusus  
Fakultas Ilmu Pendidikan  
Universitas Pendidikan Indonesia



Dr. Imas Diana Aprilia, M.Pd  
NIP 19700417 199402 2 001

## PERNYATAAN

Dengan ini saya menyatakan bahwa disertasi dengan judul “Pengembangan Strategi Intervensi Berbasis *Joint attention* dan *Imitation* Untuk Meningkatkan Kemampuan Komunikasi Anak dengan Gangguan Spektrum Autisme” ini beserta seluruh isinya adalah benar-benar karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung resiko/sanksi apabila dikemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

Bandung, Januari 2022

Rahmahtrisivia

## ABSTRAK

### **Pengembangan Strategi Intervensi Berbasis *Joint attention* dan *Imitation* Untuk Meningkatkan Kemampuan Komunikasi Anak Dengan Gangguan Spektrum Autisme**

**Rahmahtrisilvia**

**1402281**

*Joint attention* dan *imitation* adalah keterampilan prasyarat penting bagi anak dengan gangguan spektrum Autisme (GSA) dalam pengembangan komunikasi. Tujuan penelitian ini adalah merumuskan strategi intervensi dan memperoleh strategi berbasis *joint attention* dan *imitation* dalam meningkatkan kemampuan komunikasi anak dengan GSA. Penelitian dilakukan dengan menggunakan R&D dengan melakukan adaptasi 3 langkah dalam proses pelaksanaannya dengan alat pengumpul data wawancara, observasi, dokumentasi dan kuisioner. Partisipan dalam penelitian ini melibatkan guru dan anak dengan GSA yang mengalami defisit komunikasi. Kondisi di lapangan menunjukkan bahwa intervensi belum seutuhnya mengacu kepada kebutuhan individu serta pemisahan penguasaan intervensi *joint attention* dan komunikasi menjadi bagian yang terpisah. Penelitian ini didasarkan pada pandangan teori belajar social dimana belajar merupakan proses peniruan yang melibatkan kognitif, perilaku dan lingkungan, dalam pelaksanaannya melalui empat proses yaitu atensi, retensi, reproduksi dan motivasi. Ke empat proses ini menjadi bagian yang utuh dalam proses intervensi komunikasi di mana penguasaan *joint attention* dan *imitation* menjadi tahapan prerequisite yang harus dikuasai. Selanjutnya *joint attention* dan *imitation* menjadi jembatan yang harus ada dalam intervensi komunikasi yang dilaksanakan melalui empat proses belajar. Strategi ini diberi nama strategi intervensi JAIM-KOM dalam meningkatkan kemampuan komunikasi. Temuan dari penelitian ini menunjukkan bahwa strategi ini secara signifikan dapat meningkatkan kemampuan komunikasi anak dengan GSA. Strategi intervensi ini dikembangkan melalui dua tahapan, yaitu tahap pelatihan guru dan implementasi kepada anak dengan GSA yang setiap tahapannya memiliki cakupan proses yang berbeda satu sama lainnya. Diseminasi pengembangan strategi ini telah dilakukan di sekolah yang telah menerima pelatihan dan dapat disosialisasikan ke lingkungan yang lebih luas kembali.

Kata Kunci : Intervensi, GSA, *Joint attention*, Imitasi, Komunikasi.

## ABSTRACT

### **Development Of *Joint attention* And *Imitation* Based Intervention Strategies To Improve Communication Skills For Children With Autism Spectrum Disorders**

**Rahmahtrisilvia**

**1402281**

Joint attention and imitation are important prerequisite skills for children with autism spectrum disorder (ASD) in developing communication. The purpose of this study was to formulate intervention strategies and obtain strategies based on joint attention and imitation to improve communication skills of children with ASD. The research was conducted using R&D by adapting 3 steps in the implementation process with data collection tools such as interviews, observations, documentation and questionnaires. Participants in this study involved teachers and children with ASD who had communication deficits. Conditions in the field indicate that the intervention has not fully referred to individual needs and the separation of mastery of joint attention and communication interventions into separate parts. This research is based on the view of social learning theory where learning is an imitation process that involves cognitive, behaviour and environment, in its implementation through four processes, namely attention, retention, reproduction and motivation. These four processes become an integral part of the communication intervention process where mastery of joint attention and imitation is a prerequisite stage that must be mastered. Furthermore, joint attention and imitation become a mandatory bridge in communication interventions carried out through four learning processes. This strategy is called the JAIM-KOM intervention strategy in improving communication skills. The findings of this study indicate that this strategy can significantly improve the communication skills of children with ASD. This intervention strategy was developed in two stages, namely teacher training and implementation for children with ASD, each of which has a different scope of process. Dissemination of the strategy's development has been carried out in schools that have received training and can be socialized to a wider environment.

Keywords : Intervention, ASD, *Joint attention*, *Imitation*, Communication.

## DAFTAR ISI

HALAMAN PENGESAHAN DISERTASI .....	ii
KATA PENGANTAR .....	iii
UCAPAN TERIMAKASIH.....	iv
ABSTRAK.....	vii
DAFTAR ISI.....	ix
DAFTAR TABEL.....	xi
DAFTAR BAGAN .....	xiii
DAFTAR GRAFIK.....	xiv
DAFTAR GAMBAR .....	xvi
DAFTAR LAMPIRAN.....	xvii
<b>BAB I PENDAHULUAN</b>	
1.1 Latar Belakang .....	1
1.2 Rumusan Masalah Penelitian .....	11
1.3 Tujuan Penelitian.....	12
1.4 Manfaat Penelitian.....	12
1.5 Struktur Organisasi Disertasi.....	13
<b>BAB II KAJIAN PUSTAKA</b>	
2. 1 Gangguan Spektrum Autis (GSA).....	15
2.2 Teori terkait pemerolehan komunikasi.....	28
2..3 Joint Attention dan Imitasi .....	35
2.4 Komunikasi Pada Anak dengan GSA .....	45
2.5 Kaitan JAIM pada komunikasi GSA.....	52
2.6 Kerangka Berfikir.....	56
<b>BAB III METODE PENELITIAN</b>	
3.1 Desain Penelitian .....	75
3.2 Partisipan dan Tempat Penelitian .....	83
3.3 Variabel Penelitian, Pengumpulan Data.....	86
3.4 Instrumen Penelitian.....	89
3.5 Prosedur Penelitian.....	100
3.6 Analisis Data .....	101
<b>BAB IV TEMUAN DAN PEMBAHASAN</b>	

4.1 Temuan.....	106
4.2 Pembahasan.....	224
<b>BAB V SIMPULAN, IMPLIKASI, REKOMENDASI</b>	
5.1 Simpulan .....	248
5.2 Implikasi.....	249
5.3 Rekomendasi .....	251
DAFTAR PUSTAKA .....	253
LAMPIRAN .....	275



## DAFTAR TABEL

Tabel 2. 1 Faktor penyebab GSA Menurut Hisle-Gorman et. al. (2018).....	17
Tabel 2. 2 Perbandingan Perkembangan Bahasa, Komunikasi Pada Anak dengan Perkembangan Tipikal dengan Anak dengan GSA.....	50
Tabel 3. 1 Tahapan Penelitian.....	81
Tabel 3. 2 Daftar Partisipan Guru .....	83
Tabel 3. 3 Daftar Partisipan Anak dengan GSA .....	84
Tabel 3. 4 Daftar Validator Draft Strategi Intervensi .....	85
Tabel 3. 5 Kisi-kisi Penelitian.....	90
Tabel 3. 6 Indikator Kemampuan Joint attention.....	98
Tabel 3. 7 Indikator Kemampuan Imitasi .....	98
Tabel 3. 8 Skor dan Keterangan Pada Lembar Validasi .....	101
Tabel 3. 9 Kriteria Penilaian Validasi Strategi Intervensi JAIM-KOM.....	102
Tabel 3. 10 Level Reliabilitas .....	103
Tabel 3. 11 Kriteria Statistik Inter-rater Reliability Observer .....	105
Tabel 4. 1 Kebutuhan Strategi Berdasarkan Hasil Asesmen anak dengan GSA.....	123
Tabel 4. 2 Analisis Kebutuhan Tahap Atensi .....	134
Tabel 4. 3 Analisis Kebutuhan Tahap Retensi.....	135
Tabel 4. 4 Analisis Kebutuhan Tahap Reproduksi.....	137
Tabel 4. 5 Analisis Kebutuhan Tahap Motivasi.....	139
Tabel 4. 6 Profil Asesmen Kemampuan Anak dengan GSA .....	141
Tabel 4. 7 Profil Strategi Intervensi Komunikasi, JA dan Imitasi .....	143
Tabel 4. 8 Penilaian Komponen Strategi Intervensi JAIM-KOM.....	187
Tabel 4. 9 Hasil Uji Validitas .....	188
Tabel 4. 10 R Wilcoxon Signed Ranks Test .....	200
Tabel 4. 11 Hasil Uji Statistik Wilcoxon .....	200
Tabel 4. 12 Wilcoxon Signed Ranks Test.....	201
Tabel 4. 13 Hasil Uji Statistik Wilcoxon .....	202
Tabel 4. 14 Penguasaan Kemampuan Guru Pelaksanaan Strategi Intervensi .....	203
Tabel 4. 15 Rangkuman Visual dalam Kondisi Kemampuan Komunikasi ABV .....	207
Tabel 4. 16 Rangkuman Analisis Visual Antar Kondisi Komunikasi ABV .....	208
Tabel 4. 17 Rangkuman Visual dalam Kondisi Komunikasi MK .....	211
Tabel 4. 18 Rangkuman Analisis Visual Antar Kondisi Komunikasi MK .....	212
Tabel 4. 19 Perhitungan Reliability Kemampuan Komunikasi ABV .....	214
Tabel 4. 20 Perhitungan Two Way Anova Kemampuan Komunikasi ABV .....	215

Tabel 4. 21 Kriteria Statistik Inter-rater Reliability Observer .....	215
Tabel 4. 22 Perhitungan Reliability Kemampuan Komunikasi MK.....	216
Tabel 4. 23 Perhitungan Two Way Anova Kemampuan Komunikasi MK .....	217
Tabel 4. 24 Perhitungan Reliability Kemampuan Komunikasi Reseptif ABV .....	217
Tabel 4. 25 Perhitungan Two Way Anova Komunikasi Reseptif ABV.....	218
Tabel 4. 26 Perhitungan Reliability Kemampuan Komunikasi Reseptif MK.....	219
Tabel 4. 27 Perhitungan Two Way Anova Komunikasi Reseptif MK.....	220
Tabel 4. 28 Perhitungan Reliability Kemampuan Komunikasi Ekspresif ABV .....	220
Tabel 4. 29 Perhitungan Two Way Anova Komunikasi Ekspresif ABV .....	221
Tabel 4. 30 Perhitungan Reliability Kemampuan Komunikasi Ekspresif MK .....	222
Tabel 4. 31 Perhitungan Two Way Anova Komunikasi Ekspresif MK .....	223

## DAFTAR BAGAN

Bagan 2. 1 Perubahan klasifikasi DSM IV ke DSM V .....	16
Bagan 2. 2 Karakteristik GSA dari DSM IV ke DSM V .....	19
Bagan 2. 3 Kriteria GSA berdasarkan DSM V .....	20
Bagan 2. 4 Strategi Intervensi JAIM-KOM .....	74
Bagan 3. 1 Proses penyusunan draft strategi intervensi komunikasi .....	79
Bagan 3. 2 Proses pengembangan dan validasi.....	80
Bagan 3. 3 Diagram penelitian tahap tiga .....	81
Bagan 3. 4 Prosedur Penelitian .....	100
Bagan 4. 1 Strategi Intervensi .....	151

## DAFTAR GRAFIK

Grafik 4. 1 Hasil Asesmen Responding Joint attention .....	108
Grafik 4. 2 Asesmen Initiating Joint attention .....	109
Grafik 4. 3 Asesmen Imitasi motorik kasar .....	110
Grafik 4. 4 Hasil Asesmen Imitasi Motorik Dengan Objek.....	110
Grafik 4. 5 Hasil Asesmen Imitasi Motorik Halus.....	111
Grafik 4. 6 Hasil Asesmen Imitasi Motorik Mulut .....	112
Grafik 4. 7 Hasil Asesmen Imitasi Huruf Vocal .....	112
Grafik 4. 8 Hasil Asesmen Imitasi Kata .....	113
Grafik 4. 9 Hasil Asesmen Perintah Sederhana .....	114
Grafik 4. 10 Hasil Asesmen Identifikasi Anggota Tubuh.....	115
Grafik 4. 11 Hasil Asesmen Identifikasi Benda.....	115
Grafik 4. 12 Hasil Asesmen Identifikasi Anggota Keluarga.....	116
Grafik 4. 13 Hasil Asesmen Identifikasi Benda-Benda Di Lingkungan.....	116
Grafik 4. 14 Hasil Asesmen Label Benda.....	117
Grafik 4. 15 Hasil Asesmen Label Anggota Tubuh.....	118
Grafik 4. 16 Hasil Asesmen Label Benda-Benda Yang Ada Dilingkungan .....	118
Grafik 4. 17 Hasil Asesmen Label Keluarga .....	119
Grafik 4. 18 Hasil Uji Reliabilitas Seluruh Variabel .....	189
Grafik 4. 19 Kemampuan Pra dan Pasca Intervensi Guru 1 .....	191
Grafik 4. 20 Kemampuan Pra dan Pasca Intervensi Guru 2 .....	191
Grafik 4. 21 Kemampuan Pra dan Pasca Intervensi Guru 3 .....	192
Grafik 4. 22 Kemampuan Pra dan Pasca Intervensi Guru 4 .....	192
Grafik 4. 23 Kemampuan Pra dan Pasca Intervensi Guru 5 .....	193
Grafik 4. 24 Kemampuan Pra dan Pasca Intervensi Guru 6 .....	193
Grafik 4. 27 Pasca Intervensi Responding Joint attention .....	196
Grafik 4. 28 Pasca Intervensi Initiating Joint attention.....	196
Grafik 4. 29 Pasca Intervensi Imitasi Motorik Kasar.....	197
Grafik 4. 30 Pasca Intervensi Imitasi Motorik Dengan Objek.....	197
Grafik 4. 31 Pasca Intervensi Imitasi Motorik Halus.....	198
Grafik 4. 32 Pasca Intervensi Imitasi Motorik Mulut .....	198
Grafik 4. 33 Pasca Intervensi Imitasi Huruf Vocal .....	198

Grafik 4. 34 Pasca Intervensi Imitasi Kata .....	199
Grafik 4. 35 Analisis visual kemampuan komunikasi Ara .....	206
Grafik 4. 36 Analisis Visual Kemampuan Komunikasi MK .....	210

## DAFTAR GAMBAR

Gambar 4. 1 Lembaran Penilaian DTT .....**Error! Bookmark not defined.**

## DAFTAR LAMPIRAN

LAMPIRAN I .....	276
A. Kisi-kisi Penelitian.....	277
B. Instrumen Penelitian .....	285
LAMPIRAN II.....	321
LAMPIRAN III .....	328
A. Data Pra dan Pasca Intervensi Guru .....	329
B. Data Pra Intervensi Komunikasi Anak dengan GSA.....	335
C. Data Pasca Intervensi Komunikasi Anak dengan GSA .....	357
D. Analisis Data Kuantitatif (SSR).....	377
E. Penilaian Efektifitas Inter-rater Reliability Observer.....	400
LAMPIRAN IV .....	404
A. Strategi Intervensi JAIM-KOM.....	405
B. Buku Panduan Strategi Intervensi JAIM-KOM .....	443
LAMPIRAN V.....	504
A. Surat Keterangan Pelaksanaan Penelitian .....	505
B. Dokumentasi Kegiatan .....	506

## DAFTAR PUSTAKA

- Abdullah, Y. (2015). *Komunikasi Sebuah Introduksi*. Yogyakarta: Deepublish.
- Adamson, L. B., Bakeman, R., Deckner, D. F., & Ronski, M. (2009). Joint engagement and the emergence of language in children with autism and Down syndrome. *Journal of Autism and Developmental Disorders*, 39, 84–96.
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (5th ed.)*. American: American Journal of Psychiatry.
- American Psychological Association. (2015). *APA Dictionary of Psychology 2nd Edition*. USA: American Psychological Association.
- Anagnostou, E., Jones, N., Huerta, M., Halladay, A. K., Wang, P., Scahill, L. ..., & Dawson, G. (2015). Measuring social communication behaviors as a treatment endpoint in individuals with autism spectrum disorder. *Autism*, 19(5), 622-636.
- Aylott, J. (2000). Autism in adulthood: the concepts of identity and difference. *British Journal of Nursing (Mark Allen Publishing)*, 9(13), 851–858.
- Baio, J., Wiggins, L., Christensen, D. L., Maenner, M. J., Daniels, J., Warren, Z., . . . Dowling, N. F. (2018). Prevalence of Autism Spectrum Disorder Among Children Aged 8 Years — Autism and Developmental Disabilities Monitoring Network, 11 Sites, United States, 2014. *MMWR Surveillance Summaries*, 67(6): 1-23.
- Bakeman, R., & Adamson, L. B. (1984). Coordinating attention to people and objects in mother-infant and peer-infant interaction. *Child Development*, 1278–1289.
- Baldwin, D. A. (1991). Infants' contribution to the achievement of joint reference. *Child development*, 62(5), 875-890.



- Baldwin, D. A. (1995). Understanding the link between *joint attention* and language. *Joint attention: Its origins and role in development*, 131, 158.
- Baldwin, D. A., & Moses, L. J. (2001). Links between social understanding and early word learning: Challenges to current accounts. *Social Development*, 10(3), 309-329.
- Bandura, A. (1976). *Social Learning Theory. 1st Edn.* Upper Saddle River: Prentice-Hall.
- Bandura, A. (1977). *Social learning theory.* Upper Saddle, NJ: Prentice-Hall.
- Bandura, A. (1985). *Social Foundations of Thought and Action: a Social Cognitive Theory.* Englewood Cliffs, NJ: Prentice Hall.
- Baron-Cohen, S., Jolliffe, T., Mortimore, C., & Robertson, M. (1997). Another advanced test of theory of mind: Evidence from very high functioning adults with autism or Asperger syndrome. *Journal of Child psychology and Psychiatry*, 38(7), 813-822.
- Bates, E. (1976). *Language and context: The acquisition of pragmatics.* In Academic Press.
- Bates, E., Camaioni, L., & Volterra, V. (1975). *The acquisition of performatives prior to speech.* In *Merrill-Palmer Quarterly*. Merrill-Palmer Quarterly.
- Bates, J. F. (1976). Masticatory function—a review of the literature: III. Masticatory performance and efficiency. *Journal of Oral Rehabilitation*, 3(1), 57–6.
- Bauminger-Zviely, N. (2013). Social cognitive and emotional competence. Dalam Bauminger-Zviely, *Social and academic abilities in HF-ASD* (hal. 31–58). New York: Guilford Press.
- Bayat, M. (2017). *Teaching Exceptional Children: Foundations and Best Practices in Inclusive Early Childhood Education Classrooms.* New York: Taylor & Francis.

- Begeer, S., Gevers, C., Clifford, P., Verhoeve, M., Kat, K., Hoddenbach, E., & Boer, F. (2010). Theory of Mind Training in Children with Autism: A Randomized Controlled Trial. *Journal of autism and developmental disorders*, 41(8), 997-1006.
- Berenguer, C., Miranda, A., Colomer, C., Baixauli, I., & Roselló, B. (2018). Contribution of Theory of Mind, Executive Functioning, and Pragmatics to Socialization Behaviors of Children with High-Functioning Autism. *Journal of Autism and Developmental Disorders*, 48(2), 430-441.
- Berkson, William, & Wetterten, J. (2003). *Psikologi Belajar dan Filsafat Ilmu Kel Popper (Terjemahan Ali Noer Zaman)*. Yogyakarta: Qalam.
- Beurkens, N. (2007). Little steps—big changes. Dalam S. G. Gutstein, *The relationship development intervention (RDI) program and education* (hal. 9–51). Houston, TX: Connections Center.
- Bhinney, M. (2015). Struktur dan Proses Memori. 16(2), 74–88.
- Black, D. W., & Grant, J. E. (2014). *DSM-5™ Guidebook : The Essential Companion to the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition*. London: American Psychiatric Association.
- Bogdashina, O. (2003). *Sensory Perceptual Issues in Autism and Asperger Syndrome: Different Sensory Experiences – Different Perceptual Worlds*. London: Jessica Kingsley Publishers.
- Bogdashina, O. (2005). *Communication Issues in Autism and Asperger Syndrome: Do We Speak the Same Language?* London: Jessica Kingsley.
- Bolick, T. (2008). “It takes a community”: Social capital, autism spectrum disorders, and the real world. *Topics in Language Disorders*, 28(4), 375-387.
- Borich, G. D. (1994). *Observation skills for effective teaching*. New York.
- Brereton, A. (2011). Core features of autism: social skills. *Act Now*, 1-3.

- Bristol, M. M., Cohen, D. J., Costello, E. J., Denckla, M., Eckberg, T. J., Kallen, R., . . . Spence, M. A. (1996). State of the science in autism: Report to the National Institutes of Health. *Journal of autism and developmental disorders*, 26(2), 121-154.
- Bruinsma, Y., Koegel, R. L., & Koegel, L. K. (2004). *Joint attention* and children with autism: A review of the literature. *Mental Retardation and Developmental Disabilities Research Reviews*, 10, 169–175.
- Bukatko, D., & Daehler, M. W. (2004). *Child Development.: A Thematic Approach. 4th Edition*. USA: Houghton Mifflin Company.
- Buten, H. (2007). *Through the Glass Wall: A Therapist's Lifelong Journey to Reach the Children of Autism*. Bantam.
- Byrne, R. W., & Russon, A. E. (1998). Learning by imitation: a hierarchical approach. *Behavioral and Brain Sciences*, 21(5), 667, 684–721.
- Cacioppo, J. T., & Freberg, L. A. (2019). *Discovering Psychology: The Science Of Mind*. Boston: Cengage.
- Cangara, H. (2006). *Pengantar Ilmu Komunikasi*. Jakarta: PT. Raja Grafindo.
- Carbone, V. J. (2003). The establishing operation and teaching verbal behavior. *The Analysis of verbal behavior*, 29(1), 45-49.
- Carlson, N. R., Buskist, W., Enzle, M. E., Heth, C. D., & Alder, G. (2002). *Psychology: The science of behaviour*.
- Carpenter, M., Nagell, K., Tomasello, M., Butterworth, G., & Moore, C. (1998). Social cognition, *joint attention*, and communicative competence from 9 to 15 months of age. *Monographs of the society for research in child development*, i-174.
- Carpenter, M., Pennington, B. E., & Rogers, S. J. (2002). Interrelations among social-cognitive skills in young children with autism. *Journal of Autism & Developmental Disorders*, 32, 91–106.

- Carr, E. G., & Durand, V. M. (1985). Reducing behavior problems through functional communication training. *Journal of applied behavior analysis*, 18(2), 111-126.
- Cederlund, M., Hagberg, B., Billstedt, E., Gillberg, I. C., & Gillberg, C. (2008). Asperger syndrome and autism: A comparative longitudinal follow-up study more than 5 years after original diagnosis. *Journal of autism and developmental disorders*, 38(1), 7.
- Charman, T., & Stone, W. (2006). Treatment of responding to and initiating *joint attention*. Social and communication development in autism spectrum disorders. *Early Identification, Diagnosis, and Intervention*, 117-142.
- Charman, T., Baron-Cohen, S., Swettenham, J., Baird, G. D., & Cox, A. (2003). Predicting language outcome in infants with autism and pervasive developmental disorder. *International Journal of Language & Communication Disorders*, 38(3), 265-285.
- Charman, T., Swettenham, J., Baron-Cohen, S., Cox, A., Baird, G., & Drew, A. (1997). Infants with autism: An investigation of empathy, pretend play, *joint attention* and imitation. *Developmental Psychology*, 33, 781–789.
- Chawarska, K., Klin, A., Paul, R., Macari, S., & Volkmar, F. (2009). A prospective study of toddlers with ASD: Short-term diagnostic and cognitive outcomes. *Journal of Child Psychology and Psychiatry*, 50(10), 1235-1245.
- Chawarska, K., Macari, S., & Schic, F. (2012). Context modulates attention to social scenes in toddlers with autism. *Journal of Child Psychology and Psychiatry*, 53, 903–913.
- Cintaka, R., & Djuwita, E. (2019). Penerapan prompting untuk meningkatkan frekuensi kontak mata pada anak dengan global developmental delay. *Jurnal Ilmiah Psikologi Terapan*, 7(2), 199-210.
- Clifford, S., Hudry, K., Brown, L., Pasco, G., & Charman, T. (2010). The modified-classroom observation schedule to measure intentional communication (M-

- COSMIC): evaluation of reliability and validity. *Research in Autism Spectrum Disorders*, 4(3), 509-525.
- Colombi, C., Liebal, K., Tomasello, M., Young, G., Warneken, F., & Rogers, S. (2009). Examining correlates of cooperation in autism: Imitation, *joint attention*, and understanding intentions. *Autism*, 13(2), 143-163.
- Cotugno, A. (2009). Social competence and social skills training and intervention for children with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 39(9), 1268–1277.
- Creswell, J. W. (2013). *Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Yogyakarta: Pustaka Pelajar.
- Daw, K. (2013). *Development of Joint attention Skills in Young Children with Autism Spectrum Disorder and Intervention Considerations for Early Childhood Speech Language Pathologists*. Southern Illinois University Carbondale.
- Dawson, G., Hill, D., Spencer, A., Galpert, L., & Watson, L. (1990). Affective exchanges between young autistic children and their mothers. *Journal of Abnormal Child Psychology*, 18, 335–34.
- Dawson, G., Rogers, S., Munson, J., Smith, M., Winter, J., Greenson, J., . . . Varley, J. (2010). Randomized, controlled trial of an intervention for toddlers with autism: the Early Start Denver Model. *Pediatrics*, 125(1), e17-e23.
- Daymut, J. A. (2009). *Joint attention Skills and the Child with Autism. Super Duper Publication*, (196), 1-3.
- Desrochers, S., Morissette, P., Ricard, M., Moore, C., & Dunham, P. (1995). *Joint attention: Its origins and role in development. Two Perspectives on Pointing in Infancy*, 85-101.
- Djohar, A. (2003). *Pengembangan Kurikulum Berbasis Kompetensi Sekolah Menengah Kejuruan (Desertasi S3 Prodi PK SP2)*. Bandung: UPI.

- Drasgow, E., & Halle, J. W. (1995). Teaching social communication to young children with severe disabilities. *Topics in Early Childhood Special Education*, 15(2), 164-186.
- Duncan, D. K., & Vaughan, A. H. (1984). Rotation, convection, and magnetic activity in lower main-sequence stars. *The Astrophysical Journal*, 279, 763–7.
- Eliyasni, R., Rahmatina, & Habibi. (2020). *Perkembangan Belajar Peserta Didi*. Malang: Literasi Nusantara.
- Esposito, G., Del Carmen Rostagno, M., Venuti, P., Haltigan, J. D., & Messinger, D. S. (2014). Brief report: Atypical expression of distress during the separation phase of the strange situation procedure in infant siblings at high risk for ASD. *Journal of autism and developmental disorders*, 44(4), 975-980.
- Fadhallah. (2021). *Wawancara*. Jakarta: UNJ Press.
- Fein, D., Barton, M., Eigsti, I. M., Kelley, E., Naigles, L., Schultz, R. T., . . . Tyson, K. (2013). Optimal outcome in individuals with a history of autism. *Journal of child psychology and psychiatry*, 54(2), 195-205.
- Ferster, C. B., & Skinner, B. F. (1957). *Schedules of reinforcement*. Appleton-Century-Crofts.
- Fiese, B. H. (1990). Playful relationships: A contextual analysis of mother-toddler interaction and symbolic play. *Child development*, 61(5), 1648-1656.
- Freeman, S. F., Gulsrud, A., & Kasari, C. (2015). Brief report: Linking early *joint attention* and play abilities to later reports of friendships for children with ASD. *Journal of autism and developmental disorders*, 45(7), 2259-2266.
- Fridolina, E. P. (2019). *Pemberian Promting dan Social Reinforcement Terhadap Kemampuan Bantu Diri Makan Pada Anak Penyandang Autisme*. Semarang: Doctoral dissertation Universitas Negeri Semarang.

- Frith, U. (2003). *Autism: Explaining the enigma*. US: Blackwell Publishing.
- Gattis, M., Winstanley, A., Sperotto, R., Putnick, D. L., & Bornstein, M. H. (2020). Foundations of attention sharing: Orienting and responding to attention in term and preterm 5-month-old infants. *Infant Behavior and Development*, 61, 101466.
- Ginanjari, A. S. (2007). Memahami spektrum autistik secara holistik. *Makara Human Behavior Studies in Asia*, 11(2), 86-99.
- Goldstein, S., & Ozonoff, S. (2018). *Assessment of Autism Spectrum Disorder. 2nd Edition*. New York: The Guilford Press.
- Golonka, A. (2016). *A Comparison of a Discrete Trial Teaching Procedure and an Incidental Teaching Procedure to Help Children with Developmental Disorders Acquire Sight Word Reading Skills*. University of Southern Maine: All Theses & Dissertations. 333.
- Gopnik, A., & Meltzoff, A. N. (1994). *Minds, bodies, and persons: Young children's understanding of the self and others as reflected in imitation and theory of mind research*.
- Gray, C. A., & Garand, J. D. (1993). Social stories: Improving responses of students with autism with accurate social information. *Focus on Autistic Behavior*, 8(1), 1-10.
- Grzadzinski, R., Huerta, M., & Lord, C. (2013). DSM-5 and autism spectrum disorders (ASDs): an opportunity for identifying ASD subtypes. *Molecular autism*, 4(1), 1-6.
- Hall, C. S., & Lindzey, G. (1981). *Introduction of Theories of Personality*. Canada: John Wiley and Sons.
- Halliday, M. A. (1975). *Learning how to mean. In Foundations of language development*. Academic Press.

- Hammel, A. M., & Hourigan, R. M. (2013). *Teaching music to students with autism*. New York: Oxford.
- Handojo. (2003). *Autisma*. Jakarta: PT. Bhuana Ilmu Populer.
- Happé, F. G. (1994). An advanced test of theory of mind: Understanding of story characters' thoughts and feelings by able autistic, mentally handicapped, and normal children and adults. *Journal of Autism and Developmental Disorders*, , 24(2), 129.
- Hasan, M., Tahrim, T., Fuadi, A., Mawaddah, I. A., Khasanah, U., Jayanti, D., . . . Rodliyah, I. (2021). *Teori-Teori Belajar*. Klaten: Tahta Media Group.
- Hattie, J. (2003). *Teacher make a difference: What is the research evidence?*
- Heflin, J., & Alaimo, D. F. (2007). *Students with autism spectrum disorders: Effective instructional practices*. New Jersey: Pearson/Merrill Prentice Hall.
- Heimann, M., Laberg, K. E., & Nordøen, B. (2006). Imitative interaction increases social interest and elicited imitation in non-verbal children with autism. *Infant and Child Development: An International Journal of Research and Practice*, 15(3), 297-309.
- Hepburn, S. L., & Stone, W. L. (2006). Longitudinal research on motor imitation in autism. In S. J. Rogers & J. H. G. Williams (Eds.), *Imitation and the social mind. Autism and typical development*, 310–329.
- Hermawan, S., & Amirullah. (2021). *Metode Penelitian Bisnis : Pendekatan Kuantitatif & Kualitatif*. Malang: Media Nusa Creative.
- Heward, W. L., Albert-Morgan, S. R., & Konrad, M. (2019). *Exceptional Children: An Introduction to Special Education*. India: Pearson Education.
- Hidayah, S. (2020). PENTINGKAH PENGGUNAAN TEORI BELAJAR BEHAVIORISTIK DALAM PEMBELAJARAN MATEMATIKA? *RUANG KETIK MAHASISWA: Kumpulan Esai Karya Mahasiswa* , 94.



- Hinton, P. R., McMurray, I., & Brownlow, C. (2014). *SPSS Explained Second edition*. New York: Routledge.
- Hisle-Gorman, E., Susi, A., Stokes, T., Gorman, G., Erdie-Lalena, C., & Nylund, C. M. (2018). Prenatal, perinatal, and neonatal risk factors of autism spectrum disorder. *Pediatric research*, 84(2), 190-198.
- Holtrop, M., & Niedzwiecki, A. (2021). *Understanding Autism: Scientific evidence, natural strategies and practical steps to achieve a healthy and thriving life*. Netherlands: Dr. Rath Research Institute.
- Howe, Y. J., Palumbo, M. L., & Neumeyer, A. (2016). Medical Evaluation of Patients With Autism Spectrum Disorder. Dalam C. J. McDougle, *Autism Spectrum Disorder* (hal. 67-84). USA: Oxford University Press.
- Howlin, P., Baron-Cohen, S., & Hadwin, J. (1999). *Teaching children with autism to mind-read: A practical guide for teachers and parents*. Chichester: J. Wiley & Sons.
- Howlin, P., Goode, S., Hutton, J., & Rutter, M. (2004). Adult outcome for children with autism. *Journal of Child Psychology and Psychiatry and Allied Disciplines*.
- Huebner, R. A., & Lane, S. J. (2001). Neuropsychological findings, etiology, and implications for autism. *Autism: A Sensorimotor Approach to Management*, 61–99.
- Hurley, S. E., & Chater, N. E. (2005). *Perspectives on imitation: From neuroscience to social science: Vol. 2: Imitation, human development, and culture*. MIT press.
- Hurley, S., & Chater, N. (2005). *Perspectives on Imitation from Neuroscience to Social Science. Vol. I : Mechanism of Imitation and Imitation in Animal*. USA: The MIT Press.
- Ingersoll, B. (2008). The social role of imitation in autism: Implications for the treatment of imitation deficits. *Infants & Young Children*, 21(2), 107-119.

- Ingersoll, B. (2010). Brief report: Pilot randomized controlled trial of reciprocal imitation training for teaching elicited and spontaneous imitation to children with autism. *Journal of autism and developmental disorders*, 40(9), 1154-1160.
- Ingersoll, B., & Schreibman, L. (2006). Teaching reciprocal imitation skills to young children with autism using a naturalistic behavioral approach: Effects on language, pretend play, and *joint attention*. *Journal of autism and developmental disorders*, 36(4), 487.
- Ismail, I. (2020). *Evaluasi Pembelajaran*. Makassar: Cendekia Publisher.
- Jones, E. A., & Carr, E. G. (2004). *Joint attention* in children with autism: Theory and intervention. *Focus on autism and other developmental disabilities*, 19(1), 13-26.
- Kasari, C., Paparella, T., Freeman, S., & Jahromi, L. B. (2008). Language outcome in autism: Randomized comparison of *joint attention* and play interventions. *Journal of Consulting and Clinical Psychology*, 76, 125–137.
- Keen, D., & Rodger, S. (2012). *Working with Parents of a Newly Diagnosed Child with an Autism Spectrum Disorder: A Guide for Professionals*. London: Jessica Kingsley.
- Klang, N., Rowland, C., Fried-Oken, M., Steiner, S., Granlund, M., & Adolfsson, M. (2016). The content of goals in individual educational programs for students with complex communication needs. *Augmentative and Alternative Communication*, 32(1), 41-48.
- Landa, R. J., Holman, K. C., O'Neill, A. H., & Stuart, E. A. (2011). Intervention targeting development of socially synchronous engagement in toddlers with autism spectrum disorder: A randomized controlled trial. *Journal of Child Psychology and Psychiatry*, 52(1), 13-21.

- Larasari, P. A., Bachtiar, I. G., & Jaya, I. (2021). Meningkatkan Kemampuan Bahasa Ekspresif pada Anak dengan Autisme Melalui Media Lotto Bergambar. *Jurnal Penelitian Pendidikan Khusus*, 9(1), 105-112.
- Lindgren, S., & Doobay, A. (2011). *Evidence-Based Interventions for Autism Spectrum Disorders*. Iowa: The University of Iowa.
- Littlejohn, S. W., Foss, K. A., & Oetzel, J. G. (2017). *Theories of Human Communication. 11th Edition*. USA: Waveland Press.
- Livingston, L. A., Colvert, E., Social Relationships Study Team, Bolton, P., & Happé, F. (2019). Good social skills despite poor theory of mind: exploring compensation in autism spectrum disorder. *Journal of Child Psychology and Psychiatry*, 60(1), 102-110.
- Lord, C., & Jones, R. M. (2012). Annual Research Review: Re-thinking the classification of autism spectrum disorders. *Journal of Child Psychology and Psychiatry*, 53(5), 490-509.
- Lovaas, O. I. (1987). Behavioral treatment and normal educational and intellectual functioning in young autistic children. *Journal of consulting and clinical psychology*, 55(1), 3.
- Lovaas, O. I., Freitag, L., Nelson, K., & Whalen, C. (1967). The establishment of imitation and its use for the establishment of complex behavior in schizophrenic children. *Behaviour Research and Therapy*, 5, 171–181.
- Luyster, R. J., Kadlec, M. B., Carter, A., & Tager-Flusberg, H. (2008). Language assessment and development in toddlers with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 38(8):1426–1438.
- Makmun, A. S. (2003). *Psikologi Pendidikan*. Bandung: Rosda Karya Remaja.
- Mar'atullatifah, Y. (2017). *Program Bantu Pembelajaran Multimedia Berbasis Tik Pada Anak Penderita Autisme Di Slb Negeri Semarang*. Semarang: Doctoral dissertation, Universitas Negeri Semarang.

- Marhamah. (2019). Pola Komunikasi anak autis : studi etnografi komunikasi pada keterampilan interaksi anak autis di Sekolah Cinta Mandiri Lhokseumawe. *Jurnal Al-Bayan*, 25(1), 1–34.
- Martin, G., & Pear, J. J. (2015). *Behavior modification: What it is and how to do it*. New York: Psychology Press.
- Masganti. (2017). *Psikologi Perkembangan Anak Usia Dini Edisi Pertama*. Depok: Kencana.
- Mathersul, D., McDonald, S., & Rushby, J. A. (2013). Understanding advanced theory of mind and empathy in high-functioning adults with autism spectrum disorder. *Journal of Clinical and Experimental Neuropsychology*, 35, 655–668.
- Meindl, J. N., & Cannella-Malone, H. I. (2011). Initiating and responding to *joint attention* bids in children with autism: A review of the literature. *Research in developmental disabilities*, 32(5), 1441-1454.
- Meltzoff, A. N., & Moore, M. K. (1977). Imitation of facial and manual gestures by human neonates. *Science*, 198(4312), 75-78.
- Miltenberger, R. G. (2012). *Behavior modification: Principles and procedures*. Belmont, CA: Wadsworth.
- Moody, E., & McIntosh, D. (2006). Imitation in autism findings and controversies. Dalam S. Rogers, & J. Williams, *Imitation and the social mind: Autism and typical development*. Guilford Press.
- Mowrer, O. (1960). *Learning theory and behavior*.
- Mukhopadhyay, T. R. (2000). *Beyond the Silence: My Life, the World and Autism*. London: The National Autistic Society.
- Mundy, P. (1995). *Joint attention* and social-emotional approach behavior in children with autism. *Development and Psychopathology*, 7(1), 63-82.

- Mundy, P. C. (2016). *Autism and Joint attention Development, Neuroscience, and Clinical Fundamentals*. USA: The Guilford Press.
- Mundy, P., & Gomes, A. (1998). Individual differences in *joint attention* skill development in the second year. *Infant behavior and development*, 21(3), 469-482.
- Mundy, P., & Newell, L. (2007). Attention, *joint attention*, and social cognition. *Current directions in psychological science*, 16(5), 269-274.
- Mundy, P., Sigman, M., Ungerer, J., & Sherman, T. (1986). Defining the social deficits of autism: The contribution of non-verbal communication measures. *Journal of child psychology and psychiatry*, 27(5), 657-669.
- Nata, A. (2014). *Perspektif Islam tentang strategi pembelajaran*. Jakarta: Kencana.
- National Autism Center. (2009). *National standards report*. Randolph (MA): National Autism Center.
- Nurdin, I., & Hartati, S. (2019). *Metodologi Penelitian Sosial*. Surabaya: Media Sahabat Cendekia.
- Octavia, S. A. (2021). *Profesionalisme Guru Dalam Memahami Perkembangan Peserta Didik*. Sleman: Deepublish.
- Olson, M. H., & Hergenhahn, B. R. (2016). *An Introduction to Theories of Learning. 9th Edition*. New York: Routledge.
- Osgood, C. E. (1962). Studies on the generality of affective meaning systems. *American Psychologist*, 17(1), 10.
- Otto, B. (2015). *Perkembangan Bahasa Anak Usia Dini*. Jakarta: Prenadamedia Group.
- Paul, R., Chawarska, K., Cicchetti, D., & Volkmar, F. (2008). Language outcomes of toddlers with autism spectrum disorders: A two year follow-up. *Autism Research*, 1(2), 97-107.

- Paul, R., Fuerst, Y., Ramsay, G., Chawarska, K., & Klin, A. (2011). Out of the mouths of babes: Vocal production in infant siblings of children with ASD. *Journal of Child Psychology and Psychiatry*, 52(5), 588–598.
- Pennington, B. F., & Ozonoff, S. (1996). Executive functions and developmental psychopathology. *Journal of child psychology and psychiatry*, 37(1), 51-87.
- Perra, O. (2008). Imitation and „theory of mind“ competencies in discrimination of autism from other neurodevelopmental disorders. *Research in Autism Spectrum Disorders*, 2, 456–468.
- Peterson, C. C., Wellman, H. M., & Slaughter, V. (2012). The mind behind the message: Advancing theory-of-mind scales for typically developing children, and those with deafness, autism, or Asperger syndrome. *Child Development*, 83, 469–485.
- Piaget, J. (1926). *The Language and Thought of the Child*. Routledge and Kegan Paul.
- Prizant, B. M., & Duchan, J. F. (1981). The functions of immediate echolalia in autistic children. *Journal of Speech and Hearing Disorders*, 46(3), 241.
- Probst, P., & Leppert, T. (2008). Brief report: Outcomes of a teacher training program for autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 38(9), 1791–1796.
- Qiong, O. U. (2017). A brief introduction to perception. *Studies in Literature and Language*, 15(4), 18-28.
- Rapisa, D. R. (2021). *Sistem Komunikasi Anak Dengan Hambatan Pendengaran*. YOgyakarta: Deepublish.
- Ray, M. (2013). *ommunication Exchanges: An examination of communication in individuals with non-verbal autism within self-contained classrooms*. Canada: University of Victoria (Canada).
- Reber, S. (1995). *Dictionary of Psychology. Second edition*. Penguin Books.

- Reeve, C. E., & Carr, E. G. (2000). Prevention of severe behavior problems in children with developmental disorders. *Journal of Positive Behavior Interventions*, 2(3), 144-160.
- Reichle, J. E., & Wacker, D. P. (1993). *Communicative alternatives to challenging behavior: Integrating functional assessment and intervention strategies*. USA: Paul H Brookes Publishing Co.
- Rogers, A. D. (1999). The Biology of *Lophelia pertusa* (Linnaeus 1758) and Other Deep-Water Reef-Forming Corals and Impacts from Human Activities. *International review of hydrobiology*, 84(4), 315-406.
- Rogers, S. J., & Dawson, G. (2010). *Early Start Denver Model for young children with autism: Promoting language, learning, and engagement*. New York: Guilford Press.
- Rogers, S. J., & Pennington, B. F. (1991). A theoretical approach to the deficits in infantile autism. *Development and psychopathology*, 3(2), 137-162.
- Rogers, S., & Williams, J. H. (2006). Imitation in autism findings, controversies. Dalam Rogers, & J. H. Williams, *Imitation and the social mind* (hal. 277–303). New York, NY: Guilford Press.
- Roll-Pettersson, L. (2008). Teacher's perceived efficacy and the inclusion of a pupil with dyslexia or mild mental retardation: findings from Sweden. *Education and Training in Developmental Disabilities*, 43 (2), 174–85.
- Rozga, A., Hutman, T., Young, G. S., Rogers, S. J., Ozonoff, S., Dapretto, M., & Sigman, M. (2011). Behavioral profiles of affected and unaffected siblings of children with autism: Contribution of measures of mother–infant interaction and nonverbal communication. *Journal of autism and developmental disorders*, 41(3), 287-301.
- Rustam. (2016). *Psikologi Perkembangan*. Pontianak: Pustaka Rumah Aloy.

- Sabiely, L. M., & Cannella-Malone, H. I. (2014). Comparison of prompting strategies on the acquisition of daily living skill. *Education and Training in Autism and Developmental Disabilities*, 145-152.
- Sam, A. (2016). *Discrete Trial Training (DTT). EBP Brief Packet*. National Professional Development Center on Autism Spectrum Disorders. Carolina: FPG Child Development Institute. University of North Carolina.
- Sarason, B. R. (2004). Modeling . Dalam A. J. Christensen, R. Martin, & J. M. Smyth, *Encyclopedia of Health Psychology* (hal. 170). New York: Plenum Publishers.
- Sardiman, A. (2014). *Interaksi & Motivasi Belajar Mengajar*. Jakarta: Rajagrafindo.
- Scaife, M., & Bruner, J. S. (1975). The capacity for joint visual attention in the infant. *Nature*, 253(5489), 265-266.
- Scheeren, A. M., Koot, H. M., & Begeer, S. (2012). Social interaction style of children and adolescents with high-functioning autism spectrum disorder. *Journal of autism and developmental disorders*, 42(10), 2046-2055.
- Scheuermann, B., Webber, J., Boulot, A., & Goodwin, M. (2003). Problems with personnel preparation in autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities*, 18(3), 197–206.
- Scott, S. J. (2017). *Music Education for Children with Autism Spectrum Disorder*. Canada: Oxford University Press.
- Sealey, L. A., Hughes, B., Sriskanda, A., Guesta, J., Gibson, L. A., Johnson-Williams, . . . O'Bagasra. (2016). Environmental factors in the development of autism spectrum disorders. *Environment International*, 88, 288-298.
- Sendorpf, J. B., & Baudonniere, P. M. (1993). Self-awareness and other-awareness: Mirror self-recognition and synchronic imitation among unfamiliar peers. *Developmental Psychology*, 29, 88-95.



- Sevlever, M., & Gillis, J. M. (2010). An examination of the state of imitation research in children with autism: Issues of definition and methodology. *Research in developmental disabilities, 31*(5), 976-984.
- Shire, S. Y., Goods, K., Shih, W., Distefano, C., Kaiser, A., Wright, C., . . . Kasari, C. (2015). Parents' adoption of social communication intervention strategies: Families including children with autism spectrum disorder who are minimally verbal. *Journal of autism and developmental disorders, 45*(6), 1712-1724.
- Sigman, M., & Kasari, C. (1995). *Joint attention* across contexts in normal and autistic children. *Joint attention: Its origins and role in development, 189-203*.
- Sigman, M., Ruskin, E., Arbelle, S., Corona, R., Dissanayake, C., Espinosa, M., . . . Robinson, B. F. (1999). Continuity and change in the social competence of children with autism, Down syndrome, and developmental delays. *Monographs of the society for research in child development, i-139*.
- Simpson, R. (2003). Policy-related research issues and perspectives. *Focus on Autism and Other Developmental Disabilities, 18*(3), 192–196.
- Skaalvik, E., & Skaalvik, S. (2007). Dimensions of teacher self-efficacy and relations with strain factor, perceived collective teacher efficacy, and teacher burnout. *Journal of Educational Psychology, 99* (3), 611–25.
- Snyder, A. W. (1996). *Breaking mindset.* Keynote address 'The Mind's New Science.' *Cognitive Science Miniconferences*. Macquarie University.
- Sowden, H., Perkins, M., & Clegg, J. (2008). *The co-development of speech and gesture in children with autism. Clinical Linguistics and Phonetics*.
- Stacey, R. (2003). Learning as an activity of interdependent people. *The learning organization*.
- Sternberg, R. J., & Williams, W. M. (2009). *Educational psychology*. Merrill: Pennsylvania State University.

- Stokes, T. F., & Baer, D. M. (1977). An implicit technology of generalization 1. *Journal of applied behavior analysis*, 10(2), 349-367.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, CV.
- Sukinah, S. (2005). Penatalaksanaan Perilaku Anak Autisme dengan Metode Applied Behavioral Analysis. *JPK (Jurnal Pendidikan Khusus)*, 1(2).
- Sunanto, J., Takeuchi, K., & Nakata, H. (2005). *Pengantar Penelitian dengan Subjek Tunggal*. Japan: University of Tsukuba.
- Susetyo, B. (2015). *Prosedur Penyusunan Dan Analisis Tes Untuk Penilaian Hasil Belajar Kognitif*. Bandung: Refika Aditama.
- Sutisno, A. N. (2019). *Telaah Filsafat Pendidikan*. Yogyakarta: K-Media.
- Syriopoulou-Delli, C. K., Cassimos, D. C., Tripsianis, G. I., & Polychronopoulou, S. A. (2012). Teachers' perceptions regarding the management of children with autism spectrum disorders. *Journal of autism and developmental disorders*, 42(5), 755-768.
- Szatmari, P., Bartolucci, G., & Bremner, R. (1989). Asperger's syndrome and autism: Comparison of early history and outcome. *Developmental Medicine & Child Neurology*, 31(6), 709-720.
- Tager-Flusberg, H., Paul, R., & Lord, C. (2005). *Language and Communication in Autism*. In *Handbook of Autism and Pervasive Developmental Disorders*.
- Taheri, A., & Perry, A. (2012). Exploring the proposed DSM-5 criteria in a clinical sample. *Journal of autism and developmental disorders*, 42(9), 1810-1817.
- Tarmansyah. (2009). Pelaksanaan Pendidikan Inklusif di SD Negeri 03 Alai Padang Utara Kota Padang. (Studi Pelaksanaan Pendidikan di Sekolah Ujicoba Sistem Pendidikan Inklusif). *Pedagogi Jurnal Ilmiah Ilmu Pendidikan*. Vol. IX, No.1.

- Thomas, G., Morgan, K., & Harris, K. (2016). Albert Bandura: Observational Learning in Coaching. Dalam L. Nelson, R. Groom, & P. Potrac, *Learning in Sports Coaching: Theory and Application*. New York: Routledge.
- Thrun, S., & Pratt, L. (1998). *Learning to Learn*. New York: Springer Science+Business Media.
- Tomasello, M., & Farrar, M. J. (1986). *Joint attention* and early language. *Child development*, 1454-1463.
- Tomasello, M., & Todd, J. (1983). *Joint attention* and lexical acquisition style. *First language*, 4(12), 197-211.
- Toth, K., Munson, J., Meltzoff, A. N., & Dawson, G. (2006). Early predictors of communication development in young children with autism spectrum disorder: *Joint attention*, imitation, and toy play. *Journal of autism and developmental disorders*, 36(8), 993-1000.
- Ulvund, S. E., & Smith, L. (1996). The predictive validity of nonverbal communicative skills in infants with perinatal hazards. *Infant Behavior and Development*, 19(4), 441-449.
- Vanvuchelen, M., Roeyers, H., & De Weerd, W. (2007). Nature of motor imitation problems in school-aged males with autism: How congruent are the error types? *Developmental Medicine and Child Neurology*, 49, 6–12.
- Vivanti, G. I. (2013). Imitation in autism spectrum disorders: From research to treatment. Dalam S. Riva, Bulgheroni, & M. Zappella, *Neurobiology, diagnosis and treatment in autism. An Update* (hal. 161–165). Mountrouge, France: John Libbey Eurotext.
- Vivanti, G., Fanning, P. A., Hocking, D. R., Sievers, S., & Dissanayake, C. (2017). Social attention, *joint attention* and sustained attention in autism Spectrum disorder and Williams syndrome: convergences and divergences. *Journal of autism and developmental disorders*, 47(6), 1866-1877.

- Vivanti, G., Paynter, J., Duncan, E., Fothergill, H., Dissanayake, C., Rogers, S. J., & Victorian ASELCC Team. (2014). Effectiveness and feasibility of the Early Start Denver Model implemented in a group-based community childcare setting. *Journal of autism and developmental disorders*, 44(12), 3140-3153.
- Vivanti, G., Prior, M., Williams, K., & Dissanayake, C. (2014). Predictors of outcomes in autism early intervention: why don't we know more? *Frontiers in pediatrics*, 2, 58.
- Volkmar, F. R., & Wiesner, L. A. (2021). *A Practical Guide to Autism: What Every Parent, Family Member, and Teacher Needs to Know. 2nd Edition*. USA: Wiley.
- Volkmar, F. R., & Wiesner, L. A. (2021). *A Practical Guide to Autism: What Every Parent, Family Member, and Teacher Needs to Know. 2nd Edition*. USA: John Wiley & Sons.
- Wahyuni, M., & Aryani, N. (2020). *Teori Belajar dan Implikasinya dalam Pembelajaran*. Tasikmalaya: Edu Publisher.
- Wetherby, A. M., & Prizant, B. M. (2002). *Communication and symbolic behavior scales: Developmental profile*. US: Paul H Brookes Publishing.
- Wetherby, A. M., & Prizant, B. M. (2002). *Communication and symbolic behavior scales: Developmental profile*. Paul H Brookes Publishing Co.
- Whalen, C., & Schreibman, L. (2003). *Joint attention* training for children with autism using behavior modification procedure. *Journal of Child Psychology and Psychiatry*, 44, 456–468.
- Williams, D. (2003). *Exposure Anxiety – The Invisible Cage: An Exploration of Self-Protection Responses in the Autism Spectrum and Beyond*. Jessica Kingsley Publishers.

- Williams, J., Whiten, A., & Singh, T. (2004). A systematic review of action imitation in autistic spectrum disorder. *Journal of Autism and Developmental Disorders*, 34, 285–299.
- Yanto, M., & Syaripah, S. (2016). Penerapan Teori Sosial Dalam Menumbuhkan Akhlak Anak Kelas I Madrasah Ibtidaiyah Negeri 1 Rejang Lebong. *TERAMPIL: Jurnal Pendidikan dan Pembelajaran Dasar*, 4(2), 65-85.
- Yoder, P. J., & McDuffie, A. S. (2006). Treatment of Responding to and Initiating *Joint attention*. Dalam T. Charman, & W. Stone, *Social & communication development in autism spectrum disorders: Early identification, diagnosis, & intervention* (hal. 117-142). New York: The Guilford Press.
- Zaki, R. (2017). Validation of Instrument Measuring Continuous Variable, *Advances in Statistical Methodologies and Their Application to Real Problems. Intech open Science*, 217-237.