



# The Meanings and Uses of Symbols as Response to Social Environmental Stimuli by Individuals with Asperger's (Phenomenology Study: London School Beyond Academy)

Chrisdina<sup>1\*</sup>

<sup>1</sup>STIKOM London School of Public Relations, Jl. KH Mas Mansyur Kav. 35, Jakarta, Indonesia.

## *Author's contribution*

*The sole author designed, analysed, interpreted and prepared the manuscript.*

## *Article Information*

DOI: 10.9734/AJESS/2019/v5i330147

### Editor(s):

(1) Dr. Vlasta Hus, Associate Professor, Department of Elementary Teacher Education, Faculty of Education, University of Maribor, Koroška cesta 160, 2000 Maribor, Slovenia.

### Reviewers:

(1) María de Lourdes Cárcamo-Solís, University of Guanajuato, Mexico.  
(2) Gaurav Sankalp, Uttar Pradesh Rajarshi Tandon Open University Prayagraj, India.  
Complete Peer review History: <http://www.sdiarticle4.com/review-history/52011>

**Original Research Article**

**Received 07 August 2019**  
**Accepted 14 October 2019**  
**Published 23 October 2019**

## **ABSTRACT**

The number of individuals with special needs in Indonesia is increasing. This certainly cannot be separated from the government's attention that issued various policies in support of their existence. One of the categories included in individuals with special needs is those who categorized as Asperger's. The obstacle that occurs in Asperger is the difficulty in understanding the social interactions that occur around it. The use of symbols as a medium for communication sometimes leads to ambiguity of meaning when interpreted by individuals with Asperger's and it is also possible that errors occur in the use of symbols. Using Mead's ideas which consist of three important elements- Mind, Self, and Society- this research reveals that the environment has a role as a stimulus when individuals with Asperger's try to interpret and use symbols in a communication process.

The study was conducted at London School Beyond Academy Course (LSBA) and Skills Training Institute, a learning place that accepts students with special needs within the autistic category and learning difficulties who have completed high school or equivalent. In the Autistic category, there are 8 Asperger students who are all male between the ages of 19-24. After going through the

\*Corresponding author: Email: [chrisdina@lspr.edu](mailto:chrisdina@lspr.edu);

consent process, the number of Asperger students reduced to 5. Other informants are from teachers and parents who are part of the students' environment and providing stimulus to the students.

Based on the characteristics and objectives of the research, this study uses a phenomenology study that has the freedom to actively participate and pay attention to the daily activities of Asperger students in interacting socially with the environment. Through this research, three important things were found to cause failure and success things in interpreting symbols when interacting with Asperger student; (1) gestures, (2) memories (pas experienced), (3) society. In conclusion, the environment in Asperger students not only functions on the meaning of symbols, but also contributes to meaning.

*Keywords: Symbolic interactionism; mead; asperger; society; stimuli.*

## 1. INTRODUCTION

The growth of individuals with special needs in Indonesia is estimated to increase continuously. That increase numbers were proliferated in various provinces with different amounts. Exact data on the number of individuals with special needs are still being mapped out by the government through the Central Statistics Agency, with the support of various non-governmental organizations that pay attention and have the same concern on the issues. Mapping the number and distribution has been done through the number of students in Special Schools (SLB) throughout Indonesia.

The amount displayed through the following data constitutes the entire category of disability students registered at SLB. Division of groups in SLB includes; (1) Blind, (2) Deaf, (3) Intellectual Disability or mental retardation, (4) Physical Disability, (5) Emotional or Learning Difficulties. Based on the available data it appears that the number of students with disabilities is quite high and evenly distributed in almost all regions of Indonesia. According to another data released by the Central Statistics Agency in 2017, the number of children with special needs in Indonesia reached 1.6 million (<https://www.quipper.com/>) [1].

According to the Ministry of Women Empowerment and Children Protection's data, the growth of autistic individuals in several countries continues to increase, which indicates that the prevalence of autism in the world is increasing. Before 2000, the prevalence of autism is 2-5 to 15-2 - per 1,000 births, 1-2 per 1,000 world population. The ASA (Autism Society of America) data for the year of 2000 showed the prevalence number of 60 per 10,000 births, with a total of 1: 250 population. Meanwhile, the 2001 CDC (Centers for Disease Conventions and

Prevention, USA) data showed the autism prevalence in 1 out of 150 residents, while in some USA / UK areas were 100 residents. In 2012, the CDC data showed that a number of 1:88 children had autism, and in 2014 there was an increase of 30% which means 1.5% or 1:68 children in the USA had autism (<https://www.kemenpppa.go.id/>) [2].

The growth in the number of autistic individuals in Indonesia refers to the Incidence and Prevalence of ASD (Autism Spectrum Disorder), where there are 2 new cases per 100 population per year and 10 cases per 1000 population (BMJ, 1997) The population of Indonesia reached 237.5 million with a population growth rate of 1.14% (BPS, 2010) So the estimated ASD sufferers in Indonesia are 2.4 million people with an increase of 500 people/year (<https://www.kemenpppa.go.id/>) [3]. According to another source, Nahar (Director of Child Rehabilitation at the Ministry of Social Affairs) explained the data revealed is estimated to reach 12,800 children in 2015. The number of autistic individuals to date is still considered inaccurate because the data obtained have not been fully recorded. For example, when the population census was conducted there was no health category in the survey's format which has to be filled. The total obtained number is collected from various inclusive schools, hospitals, therapy centers, and autism care communities.

Aside from the uncertain number, another problem that arises is the lack of understanding about the characteristics and how to handle it appropriately. This condition makes autistic individuals often experience problems when they are in the social environment. Normal physical appearance makes the environment difficult to see the differences that exist in autistic individuals. So it is not uncommon for them to be considered as individuals who behave strangely

and disturbing the environment, and consequently, they cannot obtain rights as the other citizens. As expressed by Lusi, an autistic individual parent via CNN Indonesia, she once found that in a school there were protests conducted by parents of students without difficulties. At that time the demand was to choose students without difficulties or autistic students but luckily the school was able to handle the problem [4].

**Table 1. Students with disabilities by province (2017)**

Province	Total Students
Riau	21.200 students
Jambi	17.400 students
Riau Islands	14.900 students
Central Java	6.700 students
East Nusa Tenggara	6.100 students
East Java	5.900 students
Aceh	5.400 students
Maluku	4.400 students
West Papua	3.900 students
Bali	3.400 students
DKI Jakarta	3.200 students
Sulawesi Utara	3.900 students
West Java	2.800 students
West Sulawesi	2.800 students
Gorontalo	2.500 students
Papua	2.100 students
Lampung	2.100 students
Bangka Belitung	2.000 students
South Kalimantan	1.800 students
West Sumatera	1.800 students
South Sumatera	1.600 students
North Sumatera	1.500 students
West Nusa Tenggara	1.500 students
DI Yogyakarta	1.300 students
North Maluku	1.300 students
Central Kalimantan	1.300 students
Southeast Sulawesi	1.200 students
East Kalimantan	1.100 students
Bengkulu	962 students
North Kalimantan	909 students
Banten	903 students
Central Sulawesi	791 students
South Sulawesi	614 students
West Kalimantan	442 students

Source: <https://lokadata.beritagar.id/chart/preview/sisw-a-penyandang-disabilitas-berdasarkan-provinsi-1520847488> [5].

The main difficulty is the cause of various problems- which arise in the uneven communication process, both in conveying and

receiving messages. The inhibition of the communication process that arises, showing as if an autistic individual cannot reflect the world outside himself and in no way react to the stimuli sent by the surrounding environment. According to Prisca, a psychologist who works with autistic adolescents says that every autistic individual who has a good level of intelligence understands the environment but often cannot place himself as part of that environment. This makes it difficult for them to understand the concept of empathy which is the basis of understanding social norms (interview. 2017).

Based on the explanation above, it appears that the difficulty in communicating with Autistic individuals refers to a fundamental problem. It seems that there is a process that does not work perfectly when autistic individuals interact, both in giving and receiving messages. Various cases that emerge show that the importance of finding solutions and seeing how the communication process in autistic individuals occurs. This condition can certainly be explored more deeply from the standpoint of communication science which specifically looks at how the message is captured and the reaction that appears toward a message.

Individuals as part of an environment are not passive objects that only follow the flowing process, but also carry out a series of processes to be able to understand and interpret what happens. The environment becomes an arena to study various situations when communication activities take place. The amount of experience in interacting makes it easier for individuals to be part of the chosen social group.

The ability to adapt in understanding symbols properly does not occur in some categories of individuals with special needs. The most prominent difficulties happen in autistic individuals, who have barriers to socializing and communicating well. Having certain characteristics, one of which is the rigidity in interpreting symbols and messages makes the difficulty of interacting even greater and harder to change in a short time.

Autism is a pervasive developmental disorder in the field of cognitive, language, behavior, communication and social interaction (Cohen & Bolton, 1993) [6]. Attention Deficit Hyperactivity Disorder or commonly called ADHD is a concentration disorder accompanied by hyperactivity (Tiel. 2010, p.13) [7]. This condition

makes it difficult for the person to concentrate for a long time. While Asperger, in general, can be described, among others, by seeing the difficulty of children with special needs in interacting with others, often rigid in social situations, with the possibility of not making eye contact when talking to someone, looks careless and rigid, and very talented in certain fields (Marganingtyas, 2014) [8]. One of the most interesting categories of the three categories in special needs (autism, Asperger, mentally disabled) is Asperger.

The ability to socialize in Asperger individuals is far better than other autistic individuals. This is because their intelligence levels are usually above average values. Asperger individuals tend to be smarter and understand a lot of things in detail since the toddler's age. For example, they have been able to read at three years old, interested in history, or things beyond the reach of age in general. At the beginning this often makes the parents feel proud, but over time the Asperger individuals experience difficulties in socializing. This kind of difficulty often leads to misunderstandings when interacting.

Based on direct observations, the researcher found a different phenomenon in a Vocational Training Institute (LPK) in Central Jakarta. At that LPK, students with special needs are grouped into three categories: Autism, Asperger, and Mentally Disabled. Students with special needs do activities and interact daily with employees and teachers. The learning environment subtly forces each student to interact with the environment which looks comfortable. Sometimes when there are misunderstandings once or twice, there are elements in the LPK trying to correct or explain the purpose of ongoing communication. In the researchers' view, the process of forming the same symbol and meaning can be seen through Mead's point of view. Mead saw the process of exchanging symbols in the study of mind, self, society. Through Mead's perspective, it can be understood how important the use and meaning of symbols because there is an exchange of rules, ideas, and values from a group. Each individual will be able to behave in a social environment through symbols and become part of the symbol- that becomes a collective agreement. As written in a journal: Mead explains that all objects hold a representative or symbolic value. Images of any completed act are symbolically constructed whether it is in our memory as history or something we perceive to occur in the future". (USC Upstate

Undergraduate Research Journal. Vol.1. Spring. 2008) [9]. In Mead's view, all objects play an important role to represent something so they can form the same meaning. The formation of meaning through certain symbols will be stored as part of individual memory, where when needed then a collection of meanings will appear and trigger an action.

Based on the researchers' initial assumptions, it can be seen from Mead's outline that explaining that symbolic interaction is based on behaviorism thinking, where an action is not a reaction from the stimulus received by individuals but how the meaning of a symbol is produced. Another foundation is the thought of pragmatism which explains reality in the meaning of social objects based on their usefulness. So the symbolic interactions that occur in Asperger individuals look different.

Misunderstanding (missed communication) and uncommon ways of communicating indicate that there is a different process between the Asperger and normal individuals in interacting. Early findings obtained by researchers indicate that this phenomenon leads to the inability of people with Asperger to understand the meaning of symbols that are exchanged when communicating. This is considered as important and interesting to study, particularly in the process of how people with Asperger go through the "Me" process in Mead's theory- both among themselves and in other social settings and change "I" to "Me".

Based on the phenomenon that occurs where people with Asperger often fail because they do not have the proficiency to understand and communicate, resulting in communication errors (missed communication). LSBA as a social environment consisting of various elements such as teachers, staff, and parents are thought to be stimuli in the use of symbols and how they interpret. Through this research, we want to find out how the meaning and use of symbols by Asperger students, as well as what is done by LSBA as a social environment which considered as the stimuli. Another thing that is interesting for researchers is discovering the process of interaction that occurs in the Asperger group.

The results of the study will show that the Symbolic Interaction theory proposed by Mead can be applied to individuals with special needs, namely Asperger individuals. In addition, it will cause an understanding of the environment that

their role as a stimulus to Asperger individuals is highly needed. Hopefully in Indonesia the acceptance individual with Asperger will be moving to better condition. One of good sample is Vercidia in UK, a job hunter company which helping Autistic person. Through [www.vercidia.com](http://www.vercidia.com) [10] they provide an explanation about how is the uniqueness person with Autism including how to deal with them. This kind of institution is one of prove that society is playing a very important role for they development, especially how to deal with interaction activities. Australia also put Asperger issue as an important thing. According to [www.abc.nel.au](http://www.abc.nel.au) [11] there are two companies already stared employ individual with Asperger. One is DXC Technology, formerly Hewlett Packard. At the beginning they facing difficulties especially how to deal with anxiety condition. With studying how deal with them and how to interact is improving the condition among person with Asperger and society. The other is ANZ, one of the biggest bank in Australia. They started with nine autistic employees, four for Cyber Security and five for test analysts.

## 2. METHODOLOGY

Symbolic Interaction has characteristics that can be seen from a variety of perspectives, such as the history of the occurrence of a symbol in culture, symbols in the media, and symbols that occur in daily life. Considering that, the researcher assumes that the interpretive research paradigm is appropriate in this study. Interpretive characteristics as expressed by T.C Reeves and J. G. Hedberg in Liliweri (2018) [12] emphasize the need to place research analysis in context, because it relates to how to understand the world from individual subjective experiences, thus reinforcing the determination of the paradigm in this study.

Interpretive researchers want to learn things that are meaningful or relevant to the people they learn and how they live their daily lives (Neuman, 2013) [13]. Particularly refers to the traditions of interpretive philosophical, some opinions reveal that it includes Phenomenology, Ethnomethodology, and Hermeneutics. Referring to the phenomenon seen by the researcher, the Phenomenology tradition is considered appropriate and can provide the answers to the research objectives.

Phenomenology is a research strategy in which researchers identify the nature of human

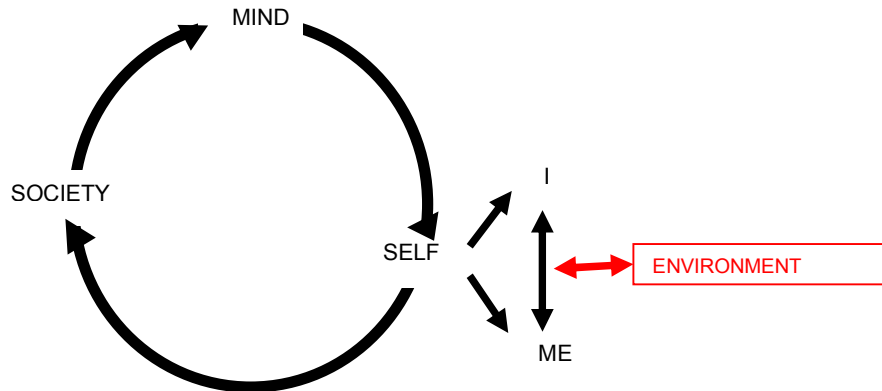
experience about a phenomenon. Understanding the experiences of human life makes the philosophy of phenomenology a research method whose procedures require researchers to study a number of subjects by being directly involved and a relatively long time to develop patterns and relationships of meaning (Creswell, 2010) [14]. Hegel in Moustakas (1994) [15] said that "phenomenology referred to knowledge as it appears to consciousness, the science of describing what one perceives, senses, and knows in one's immediate awareness and experience".

This research refers to Social Phenomenology developed by Alfred Schutz. Three propositions that become references have been carried out by researchers as revealed by Schutz in Ronda, The first is Postulates of Logical Consistency, the researcher provides a variety of valid data as the basis of the phenomenon under study. In the background, a thesis to be proven and a state of the art that has become a novelty has been raised. Second, Subjective Arguments, namely researcher put themselves subjectively by following the activities of Asperger students at LSBA in the process of interacting with various elements in it. The purpose of this study also does not provide space for the researcher to behave objectively during the research process. Third, the Proof of Adequacy, namely in this study the social construction formed by researchers that the environment are stimuli to the meaning and use of symbols by Asperger students in LSBA in accordance with social relativity [16].

### 2.1 Data Source

In this research, conduct with five students of LSBA as a main informant. All data was gained by interview and did active observation inside the class and during their socialization among the students. During the interview researcher found many that of LSBA students actually understand their condition and difficulties in interaction. Those students also can answer the researcher question with clear answer, even though sometimes they lack of focus and have to be reminded.

Variety of habits and different schedule of activities for each student makes the researcher collect data through several ways, (1) asking for assistance from the teaching assistant in recording events according to predetermined categories, (2) direct observation in class, (3)



**Picture. 1. Mead symbolic interaction Cycle**

*Source: Processed by researchers (2018)*

interview parents via email and WhatsApp application, (4) group discussion forums for teachers, (5) in-depth interviews. The variety of data sources helps researchers complete the whole image so that it is able to obtain a complete picture and facilitate analysis.

### 3. RESULTS AND DISCUSSION

#### 3.1 London School Beyond Academy

A skills training institute and courses located in Central Jakarta that specifically accepts autistic and mentally disabled individuals who have successfully completed high school and equivalent. The selection process goes through several stages, which are academic tests, psychological tests, and interviews. The test results are used to determine the class format in accordance with the ability to interact with each student. Learning outcomes will be given to parents at the end of each semester.

The uniqueness of LSBA is the layout majority are open rooms, while the room is equipped with glass windows. These conditions make staff free to invite students to interact and condition students not to be alone. In addition, LSBA also provides a variety of practical learning through activities such as simple entrepreneurship, musical drama, summer camp. In daily life LSBA consists of students, instructors, teaching assistants, staff, and parents.

#### 3.2 Relationship of LSBA Asperger Students to the Learning Environment

In the teaching process, it appears that symbols play an important role in delivering teaching material. The form of symbols is not only limited

to the pictures used, but also to the words that are considered as keywords. Giving keywords does not function as a cheat sheet, but a reminder of what needs to be done or understood. The existence of symbols as a medium of communication in learning cannot be fully implemented properly. The ambiguity of the meaning of symbols in different contexts seems difficult to understand. Like when doing photography assignments, Asperger students and his instructors walk in a parking area where signs are prohibited. Immediately the student stopped and explained to the instructor that it was a prohibited sign, meaning they had to take a roundabout route. In that condition, the instructor explained that the sign was only for motorized vehicles because it was located on the road and would be different if it was in a building.

In the interaction process that supposes to be a process of exchanging messages seems to be hampered, like there is a process that was interrupted. Liliwari in his book explained that interaction is the process of connecting the sender of the message with the recipient of the message, and the concept of interaction is a keyword to understand the communication process, because communication is a "bridge" to connect two or more people through sending and receiving messages and making the message meaningful (2011) [17]. Referring to the condition of the instructor when interacting with Asperger students, the function is not only the recipient of the message but also the sender of the message. This condition occurs when the teacher tries to understand what message the Asperger student wishes to convey and puts himself in the student's position. The interaction process that occurs becomes unique and

unusual, besides that, it requires a longer time when understanding the messages exchanged.

The instructor position who is considered superior by Asperger students makes it easy to accept an explanation when a misunderstanding of meaning occurs. Denotative understanding of certain vocabulary makes the meaning that is captured literally. In this phase, the teacher's role emerges to provide assistance to unite the denotative meaning with the context when the message is given. Asperger's teachers and students then together look for connotative meanings that are formed.

In the interaction process, Asperger students placed the teacher in the confirmation position, which is to consider them as important and to accept their existence. This position will certainly be beneficial for teachers in acting as stimuli. The closed and rigid nature of Asperger students can be more flexible and open. The teacher gives the impression of understanding how students feel. This makes students more open. Researchers see that there are three things that occur in the process of interaction between Asperger students and teachers. These three things as expressed by DeVito namely; (1) Communicate your feeling, (2) be patient and understanding, (3) demonstrate your own comfort (2015) [18].

### **3.3 Asperger Student Interaction and Communication Process with Staff**

Interactions that occur between Asperger students and education personnel appear to have differences when compared with teachers or friends. The existence of educational staff is an educated staff that supports daily teaching and learning activities which include psychologists, academics, marketing, security, and hygiene. An understanding of the work area in LSBA can be well comprehended by Asperger students, seen from the way they develop interactions with education staff as supporting elements in daily life. Communication that occurs only at the level of finding information related to teaching and learning activities only.

### **3.4 Asperger Student Interaction and Communication Process with Peers**

The opportunity to interact with peers is usually done in the classroom when lessons take place and outside the classroom during break time. The reasons for interacting are also very diverse

and can vary. In the observations made by the researcher, it was seen that when starting a conversation the expressions that appeared remained flat and showed no particular interest. At the beginning of the conversation, there are no open sentences or small talk as an introduction to a conversation. The expressions on the topic of conversation tend to be straightforward and don't have any explanation.

Based on the observations of researchers, there are differences that appear among the three elements determined namely the process of interaction with teachers, educational staff, and peers. The process of interaction with friends is a condition that shows a sense of comfort in Asperger students. The ability to tolerate when obstacles arise can be said to be quite large, so misunderstanding rarely occurs. The patience that does not occur in the other two processes appears to emerge and does not cause problems.

When difficulties arise in understanding something, the initiative to elaborate sentences or answers as an explanation happens by itself. In this case, it appears that the function of friends as stimuli when communicating can run as it should, which is by capturing through intonation and facial expressions. It is interesting because the researchers see that there is no difference in intonation and facial expressions both when interacting with teachers, education staff and friends, but the reactions that occur are very different.

### **3.5 Asperger Students Communication Problems that Arise in LSBA**

Mead revealed the flow of a symbol formation and the meaning is starting from the Mind which will turn into a Self with a combination of I and Me in it. The mind is formed from the Society which has the role of providing various kinds of agreements on a symbol. The formation in the mind is very much influenced by the environment as a person grows up and starts to recognize various symbols in communication. The process also occurs in Asperger students at LSBA, the majority of whom are very close to both of their parents.

In understanding the using and interpreting symbols before forming a Mind, there should be a Social Act stage. Asperger students are only able to understand precisely the gestures received from their immediate environment,

especially those that form a variety of symbols and norms in their thinking as a child, which makes a failure in the Social Act phase. The difficulty faced by Asperger students in Mind as a social process is when they have to decide what action to take if the captured symbol has a different meaning.

### **3.6 Asperger Students Self Awareness in LSBA**

In Mead's perspective, it was stated that to achieve an agreement in interacting would require the same understanding of meaning. Understanding is a process of self when there is a dialectic between past experiences that functions as a 'library' in a person's memory and the environment when interactions occur. In Asperger students, there is an oddity when the combination of past experiences and changing environments when interacting or in different contexts. The success of individuals at this stage should be able to produce significant appropriate gestures and significant communication. Significant gestures arise when understanding the meaning of symbols can be understood correctly, so that it will help form significant communication when individuals can reciprocally interact.

Copying patterns from the most influential family members makes the formation of a significant gesture does not work properly. The characteristics formed in Asperger students become invalid because they often do not reflect their true nature. Characteristics that do not appear make significant communication obstructed and often fail to be mutually agreed upon. In Mead's thinking, Self is a part of social behavior based on various past experiences of a person. This understanding is complemented by the appearance of I and Me. In Asperger students at LSBA both of these important elements also appear, but are not perfect as in other normal individuals.

As a spontaneous process that occurs in an interaction, I in Asperger students look quite strong and dominant while Me, who should have a strong role, does not succeed in influencing the reactions that arise. The social control function is not visible, so a good mutual agreement between the sender of the message and the recipient does not occur. Borrowing Freud's thoughts, it is seen in the Id stages that are formed from problematic basic instincts because the influence of past experience is too dominant. The instincts

of Asperger students become dominant and cannot melt when the Id changes to Ego. Both of them actually appear together so that the behavior that appears is an oddity in interacting.

At the Me stage, each individual will take or begin to understand their respective roles in an interaction. The difficulty of Asperger students in understanding Me makes the main cause in the failure of interaction caused by ambiguity in connecting past experiences with the context of events when interactions occur. I, which is the main source for starting a meaning, is too strong, causing confusion when it must be completed by Me.

### **3.7 Society**

The environmental function has a role that brings together a diverse understanding of Asperger students. The environment that contains the elements that underlie an understanding of a social concept also shapes emotional states that arise in the self so that it should influence the reflection that occurs when they want to understand or form a message. "Society" itself represents all its members within a universal unit, the social reality of the general experience of a community, and a sociological reality (or a sociological concept). The multidimensional reality of these mediations thus stands as the reality of society as it is developed in Mead's conception and is easily realized in its synthetic expression through all the dimensions of experience that symbols give access to society, reaching even the in-depth reality of the self (as, for example, its own internal feelings) (Cote. 2015) [19].

The obstacle that often appears from the environment is when Asperger students have to meet with pseudo behavior that requires them to make strategies in response to these conditions. Irregularities in the style of communication arise and often cause confusion for the other person. The confusion that arises is when trying to interpret something but the selection of vocabulary, expressions, and gestures get mixed with obsession and understanding of a symbol. At the Society stage, it can be seen that Asperger students need a particular environment as stimuli that serve to provide information on the symbol that is received. Dependence on the environment as a determining factor is very high, especially when they are close to one of their environment members such as teachers, education staff, and friends.



### **3.8 Gestures, Memory (Past Experiences) and Society**

This research was conducted through observations on the process of interaction of Asperger students in LSBA through observations inside and outside the classroom, instructor interviews, education personnel, parents, and students, as well as observations on the environment in the form of artifacts such as the shape of the room. At the end of the research process, three important things were found to be the cause of failure and success in communication. The first is the gesture that becomes the first impression that is captured by both the sender and the recipient. Through gestures, other reactions will emerge that follow. Second is a memory from the past that is very attached to the minds of Asperger students and is difficult to merge with other information when communicating. The third is the Society, which is translated by researchers as an LSBA environment that consists of teachers, education staff, and classmates.

### **4. CONCLUSION**

One characteristic that appears in individual Aspergers is the difficulty in expressing emotions that arise. The difficulty in replying to a message exchanged while communicating is caused by the dominance of I which is too strong. The environment that plays a role as stimuli becomes a complement in the process of interpreting the meaning of a symbol. As a result, Asperger students can be helped to interact better. LSBA as a social environment for Asperger students is divided into teachers, staff, parents, and students who have their respective roles. Each section of the LSBA strives to provide Asperger students with easy understanding in order to be able to combine past experiences and the context that is happening in the conversation.

The use of verbal and non-verbal communication becomes a combination that is often done to facilitate the understanding of Asperger students. The form of visual explanation becomes a choice that really helps the environment to be effective stimuli. LSBA as an environment that acts as stimuli for Asperger students seems to provide a variety of ways to be able to develop the ability to combine stages I and Me appropriately. Based on the observations of researchers it can be concluded that Asperger individuals start the conversation based on the particular obsession they have. The topic is the beginning of the

process of interaction that feels comfortable for them. Another pattern that occurs is to listen first to the conversation that is happening, then they will enter with sentences that tend to be in the form of question sentences. This happens when curiosity arises on the topic of the conversation that is happening.

An environment that forms an agreement in understanding symbols, its function is still ongoing at the meaning stage. So researchers added environmental factors to the process I and Me when it occurs in Asperger individuals who have received treatment from the environment. Asperger students at LSBA will continue to need help from the environment to be stimuli in understanding the symbols they receive when there is confusion.

### **ACKNOWLEDGEMENTS**

This research is a form of researcher's dedication to Asperger individuals who are entitled to gain more understanding of the environment. Thanks to the parents of LSBA students who have allowed their sons to be resource persons who provide a lot of new information and understanding to the authors. This research can also be completed because of the support and openness of LSBA as a research locus.

### **COMPETING INTERESTS**

Author has declared that no competing interests exist.

### **REFERENCES**

1. Available:www.quiper.com
2. Available:www.kemenpppa.go.id
3. Available:www.kemenpppa.go.id
4. Available:www.cnn.co.id
5. Available:https://lokadata.beritagar.id/chart/preview/siswa-penyandang-disabilitas-berdasarkan-provinsi-1520847488
6. Cohen SB, Bolton, Autism: The Fact. Oxford University Press. 1993;10.
7. Tiel Julia MV, Anakku Terlambat Bicara. Gramedia. 2010;13.
8. Marangintyas, P. Autis Tipe Asperger. Available:www.scrib.com. 2014;8.
9. USC. Upstate Undegraduate Research Journal. Spring. 2008;1.
10. Available:www.vercidia.com
11. Available:www.abc.nel.au

12. Liliweri Alo. Paradigma Penelitian Ilmu Sosial. Pustaka Pelajar. Yogyakarta. 2018;56.
13. Neuman. Metodologi Penelitian Sosial. Pearson. 2013;116.
14. Creswell, John. W. *Research Design*, Pendekatan Kualitatif, Kuantitatif, dan Mixed. Edisi Ketiga. Yogyakarta. Pustaka Pelajar. 2010;21.
15. Moustakas, Clark. *Phenomenological Research Methods*. London. SAGE Publications. 1994;22.
16. Ronda Mirza. Tafsir Kontemporer Ilmu Komunikasi. Indigo Media. Tangerang. 2018;137.
17. Liliweri Alo. Komunikasi Serba Ada Serba Makna. Kencana Prenada media Grup. Jakarta. 2011;64.
18. DeVito Joseph A. *Human Communication The Basic Course*. 13<sup>th</sup> Edition. Pearson Edition. New Jersey. 2015;40.
19. Cote Jean Francois. *George Herbert Mead's Concept of Society*. Paradigm Publisher. USA. 2015;71.

© 2019 Chrisdina; This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

*Peer-review history:*  
*The peer review history for this paper can be accessed here:*  
<http://www.sdiarticle4.com/review-history/52011>