JKPI: Jurnal Konseling Pendidikan Islam
P–ISSN: 2655-9692
E-ISSN: 2746-5977
Vol.7, No. 1, Januari 2026

THE EFFECT OF *COLLABORATIVE PROJECT PLAY CRAFTING* ON THE SOCIAL INTERACTION SKILLS OF CHILDREN WITH AUTISM IN THE ATHIRAH MAKASSAR INCLUSIVE ELEMENTARY SCHOOL

[*1]Kiki Risky Nanda, [2]Abdul Saman, [3]Parwoto
[*1,2,3]Universitas Negeri Makassar
Email: [*1]kriskynanda@gmail.com, [2] abdulsaman@unm.ac.id, [3]parwoto@unm.ac.id

Abstract
This research aims to develop a valid, reliable, and practical Google Forms-based The Influence of Collaborative Project Play Crafting on the Social Interaction Skills of Children with Autism at Athirah Makassar Inclusive Elementary School. Thesis. Guidance and Counseling Study Program. Graduate Program. Universitas Negeri Makassar (supervised by Abdul Saman and Parwoto). This study aims to determine: (1) the effect of collaborative project play crafting on the social interaction skills of autistic children in inclusive elementary schools, and (2) the changes in the social interaction skills of autistic children before and after participating in the collaborative project play crafting activities. This research uses a quantitative approach with the Single Subject Research (SSR) design A-B-A method. Data collection techniques were carried out through direct observation and portfolio studies, with instruments developed based on the Social Skills Rating System (SSRS) indicators. The data were analyzed using descriptive statistics, both within conditions and between conditions. The results of the study show that: (1) collaborative project play crafting has a significant effect on improving the social interaction skills of autistic children. This is evidenced by the increase in scores during the intervention phase (B) compared to the initial baseline phase (A1), as well as the stability of scores in the final baseline phase (A2), indicating that the intervention effect is lasting; (2) there were significant changes between baseline condition A1, intervention B, and baseline A2. In Baseline A1, children displayed low social skills (average scores of 2.0–2.5), but this increased to 3.5–3.8, in baseline A2, particularly in the areas of cooperation, social initiative, and responses to social stimuli. Therefore, this intervention is effective in improving the social interaction skills of autistic children in an inclusive educational environment**.**
Keywords: Collaborative Project Play Crafting, Social Interaction Skills, Children with Autism, Inclusive Education

Abstrak
Pengaruh *Collaborative Project Play Crafting* terhadap Keterampilan Interaksi Sosial Anak Autis di Sekolah Dasar Inklusi Athirah Makassar. Tesis. Program Studi Bimbingan dan Konseling. Program Pascasarjana. Universitas Negeri Makassar (dibimbing oleh Abdul Saman dan Parwoto). Penelitian ini bertujuan untuk mengetahui: (1) pengaruh *collaborative project play crafting* terhadap keterampilan interaksi sosial anak autis di sekolah dasar inklusi, dan (2) perubahan keterampilan interaksi sosial anak autis

sebelum dan sesudah mengikuti kegiatan *collaborative project play crafting*. Penelitian ini menggunakan pendekatan kuantitatif dengan metode *Single Subject Research* (SSR) desain A-B-A. Teknik pengumpulan data dilakukan melalui observasi langsung dan studi portofolio, dengan instrumen yang dikembangkan berdasarkan indikator *Social Skills Rating System* (SSRS). Data dianalisis menggunakan statistik deskriptif, baik dalam kondisi maupun antar kondisi. Hasil penelitian menunjukkan bahwa: (1) *collaborative project play crafting* memberikan pengaruh yang signifikan terhadap peningkatan keterampilan interaksi sosial anak autis. Hal ini terlihat dari kenaikan skor pada fase intervensi (B) dibanding fase *baseline* awal (A1), serta stabilitas skor pada fase *baseline* akhir (A2), yang menunjukkan bahwa efek intervensi bersifat bertahan; (2) terdapat perubahan nyata antara kondisi *baseline* A1, intervensi B dan *baseline* A2. Pada *Baseline* A1, anak menunjukkan keterampilan sosial rendah (skor rata-rata 2,0–2,5), namun selanjutnya meningkat menjadi 3,5–3,8, pada *baseline* A2, khususnya dalam aspek kerja sama, inisiatif sosial, dan tanggapan terhadap stimulus sosial. Dengan demikian, intervensi ini efektif dalam meningkatkan keterampilan interaksi sosial anak autis dalam lingkungan pendidikan inklusi**.**
Kata kunci: *Collaborative Project Play Crafting*, Keterampilan Interaksi Sosial, Anak Autis, Pendidikan Inklusi

INTRODUCTION

Children with Autism Spectrum Disorder (ASD) frequently experience persistent challenges in communication, social interaction, and adaptive behavior that influence their participation in educational environments. ASD is characterized by deficits in reciprocal social communication, restricted interests, and repetitive patterns of behavior. According to the diagnostic criteria presented in the *Diagnostic and Statistical Manual of Mental Disorders (DSM-5)* by the American Psychiatric Association (2013), children with autism often demonstrate difficulties in establishing reciprocal social relationships, including challenges in interpreting nonverbal cues, maintaining eye contact, understanding social rules, and engaging in shared activities with peers. These difficulties directly affect children's ability to function in classroom settings, particularly in inclusive educational environments where children with diverse abilities learn together.

In inclusive elementary school contexts, children with autism are expected not only to access academic learning but also to participate socially with peers. However, barriers in communication and social responsiveness frequently limit their engagement. Autism symptoms typically emerge between the ages of 12 and 24 months and influence the development of joint attention, imitation, emotional reciprocity, and peer interaction (Khatab et al., 2024). These early developmental differences can lead to long-term challenges if appropriate interventions are not implemented. Therefore, educational strategies that specifically target social interaction and communication development are essential to support meaningful inclusion.

Inclusive education is grounded in the principle that every child has the right to equitable learning opportunities in supportive, safe, and responsive environments. International educational discourse emphasizes that inclusion is not merely physical placement but meaningful participation. For children with autism, meaningful participation requires

adaptive instructional approaches that promote interaction, engagement, and collaboration. Teachers must design learning experiences that intentionally create opportunities for peer interaction, shared tasks, and cooperative learning.

One pedagogical approach that aligns strongly with these goals is collaborative play integrated into creative project-based activities, particularly Collaborative Project Play Crafting. Collaborative play refers to structured play situations in which children work together toward a shared goal. Craft-based collaborative projects combine visual, sensory, motor, and social elements, making them especially suitable for children with autism who often benefit from concrete, hands-on, and visually structured learning experiences. The theoretical foundation for collaborative play can be traced to the sociocultural learning theory proposed by Lev Vygotsky (1978). Through the concept of the Zone of Proximal Development (ZPD), Vygotsky emphasizes that learning occurs most effectively through social interaction with more capable peers or adults. Within collaborative crafting activities, children with autism can participate in scaffolded interaction, allowing them to gradually develop communication skills, cooperation, turn-taking, and emotional expression in supportive contexts.

Collaborative Project Play Crafting creates structured yet flexible environments where social learning can occur naturally. Activities such as building craft models, creating group art projects, assembling visual storytelling boards, or designing shared products require negotiation, communication, and joint attention. These elements are fundamental to social interaction development. Furthermore, such activities reduce social pressure because communication occurs within shared tasks rather than direct conversation alone, which is often challenging for children with autism. Empirical studies support the effectiveness of structured collaborative play. Research by Pamela J. Wolfberg (2003) highlights that guided peer play interventions improve social engagement and friendship development among children with autism. Similarly, Joe L. Frost et al. (2012) emphasize that play-based learning stimulates social-emotional growth, creativity, and cooperative behavior. Craft-based project play also provides multisensory stimulation, which aligns with the learning profiles of children with autism (Gradin, 2006).

Collaborative crafting offers several unique advantages. First, it provides visual structure, which supports comprehension and reduces anxiety. Second, it encourages shared attention toward objects, an important precursor to social communication. Third, it promotes functional language use because children must request materials, explain ideas, and negotiate roles. Fourth, it creates opportunities for peer modeling, which is a powerful mechanism for social learning in inclusive settings. Recent research demonstrates that collaborative play significantly contributes to the development of social interaction, language, and communication skills among children with autism (Gibson et al., 2021; Bei et al., 2024). These findings indicate that play-based collaborative approaches are not merely recreational but pedagogically meaningful. They foster interaction patterns that may not emerge in traditional teacher-centered instruction.

Despite this evidence, the implementation of collaborative creative learning in inclusive classrooms in Indonesia remains limited. Many instructional practices still emphasize academic tasks performed individually, often leaving minimal opportunities for structured peer interaction. This gap highlights the need for practical models that teachers can apply within inclusive classrooms without requiring extensive resources. The Collaborative Project Play Crafting approach offers a promising solution because it integrates play, creativity, collaboration, and curriculum objectives. It enables teachers to design learning experiences that simultaneously address academic goals and social development. Importantly, such approaches align with inclusive education principles that prioritize participation, belonging, and interaction. Evidence from Indonesian contexts also supports collaborative learning strategies. Research conducted in Banten by Ghifary et al. (2018) found that collaborative learning improved social interaction scores, particularly familiarity and empathy, among deaf students. Although the population differs, the findings reinforce the broader principle that structured collaboration supports social skill development in children with diverse needs.

Initial observations conducted at Athirah Inclusive Elementary School in Makassar provide contextual insight into the need for such interventions. A child with autism identified as NKA (10 years old, female) demonstrated noticeable challenges in social interaction. While verbal communication was present, responses were sometimes contextually inappropriate. During play, the child tended to display rough behavior toward peers, suggesting difficulties in regulating interaction patterns. Eye contact had begun to improve, indicating developmental progress, yet social initiative remained limited. This observation reflects a common pattern among children with autism: emerging communication abilities accompanied by persistent challenges in spontaneous social engagement. Without targeted intervention, these difficulties may affect peer relationships, classroom participation, and emotional development. Therefore, structured collaborative activities that naturally stimulate interaction are particularly relevant. Collaborative Project Play Crafting may serve as an effective intervention because it embeds social learning within meaningful activity. Rather than teaching social skills in isolation, this approach situates interaction within authentic collaborative tasks. Children practice sharing materials, negotiating roles, giving feedback, and expressing ideas while engaged in creative production.

Furthermore, the approach aligns with child-centered and humanistic educational principles. It respects individual differences, provides multiple modes of participation, and allows children to contribute according to their strengths. For children with autism, this flexibility is essential because social engagement often varies depending on context, sensory conditions, and task structure. From a theoretical perspective, Collaborative Project Play Crafting integrates sociocultural theory, play theory, and inclusive pedagogy. It reflects the shift from deficit-based perspectives toward strength-based approaches that emphasize participation and capability. Instead of focusing solely on limitations, this model highlights how supportive environments can facilitate interaction development.

Another important dimension is emotional safety. Creative collaborative tasks reduce performance pressure and create shared focus, which helps children with autism engage without fear of social failure. This condition supports gradual development of confidence, self-expression, and peer connection. In addition, collaborative crafting supports executive functioning development, including planning, sequencing, and problem-solving. These cognitive processes are closely linked to social functioning because successful interaction often requires flexibility, perspective-taking, and adaptive responses. Given these theoretical and empirical considerations, investigating the influence of Collaborative Project Play Crafting on social interaction skills is both relevant and necessary. Such research contributes not only to autism intervention literature but also to inclusive education practice in Indonesia.

This study therefore aims to examine the effect of Collaborative Project Play Crafting activities on the social interaction skills of children with autism in inclusive elementary school settings. Specifically, the study explores how collaborative creative activities influence peer engagement, communication patterns, social initiative, and cooperative behavior. The findings are expected to provide practical implications for teachers, counselors, and inclusive education practitioners. By offering an applicable model grounded in classroom realities, this research may help bridge the gap between theory and practice. Moreover, it contributes to the development of inclusive learning strategies that are humanistic, contextual, and responsive to children’s needs. Ultimately, strengthening social interaction among children with autism is not only an educational objective but also a foundation for long-term participation in society. Interventions that promote collaboration, creativity, and meaningful peer interaction are essential in building inclusive environments where all children can learn, connect, and thrive.

METHOD

This study adopts a quantitative approach, which, according to Sugiyono (2020), focuses on the use of numerical data and statistical analysis to test hypotheses and explain phenomena. This approach was chosen to objectively measure the effect of Collaborative Project Play Crafting on the social interaction skills of autistic children at Athirah Inclusive Elementary School in Makassar. The type of research used was Single Subject Research (SSR). Sugiyono (2020) explains that SSR is an ideal experimental design for studying the effect of interventions on individual behavior. The design applied is A-B-A, which allows researchers to observe the subject's behavior through three phases: initial baseline (A1), intervention (B), and final baseline (A2). Phase A1 serves as an initial observation of the subject's social interaction behavior before the intervention. Phase B involves the application of Collaborative Project Play Crafting as an intervention, during which changes in the subjects' behavior are carefully observed. Finally, phase A2 is the cessation of the intervention to evaluate the sustainability of the effects that have been achieved.

The variables in this study are operationally defined to ensure measurement consistency. Social interaction skills refer to the ability of autistic children to interact effectively with

peers, teachers, and others, including aspects of cooperation, empathy, verbal and nonverbal communication, and self-control in various social situations. Meanwhile, Collaborative Project Play Crafting is an intervention technique that involves collaborative play activities in handicraft projects, structured to encourage autistic children to interact, communicate, share, and cooperate with peers in a fun and supportive atmosphere.

The subject of this study was a 10-year-old female student with the initials NKA, who was identified as having social interaction difficulties at Athirah Makassar Inclusive Elementary School. The researcher acted as the data collector and an active instrument in this process. Data collection was carried out using two main techniques. First, direct observation (Moleong, 2017) was carried out systematically during the baseline and intervention phases to record the subject's social interaction behavior in real-time. Second, a portfolio study involved analyzing the child's development records from tasks or activities involving social interaction skills, such as group work results, child reflections, and teacher daily notes. The combination of these two techniques provides a comprehensive picture of the subjects' social interaction skills.

RESULTS AND DISCUSSION

This study employed a quantitative approach using a Single Subject Research (SSR) design with an A-B-A structure, which is widely used to examine behavioral changes resulting from targeted interventions in special education contexts. The A-B-A design consists of three sequential phases: Baseline A1 (initial condition before intervention), Intervention B (treatment phase), and Baseline A2 (post-intervention condition). This design enables researchers to identify functional relationships between intervention and behavioral change by comparing patterns across phases. In this research, the intervention examined was *Collaborative Project Play Crafting (CPPC)*, a structured collaborative creative activity designed to enhance the social interaction skills of children with autism. Data were analyzed using descriptive statistical techniques and visual analysis through graphical representation, which is a standard analytic procedure in SSR studies. The research subject was NKA, a 10-year-old autistic child enrolled at Athirah Makassar Inclusive Elementary School. The focus of measurement included multiple dimensions of social interaction skills, namely cooperation, social initiative, empathy, self-control, direct social interaction, and verbal as well as nonverbal communication.

Table 1: Summary of Within-Condition Analysis.

PHASE	NUMBER OF SESSIONS	AVERAGE SCORE RANGE	TREND DIRECTION	STABILITY	STABILITY LEVEL	LEVEL CHANGE
BASELINE A1	5	2.17 – 2.50	Flat	100% stable	2.25 – 2.40 (low)	+0.33
INTERVENTION B	5	2.50 – 3.67	Increasing	100% stable	2.98 – 3.13	+1.17

					(moderate –high)	
BASELINE A2	5	3.67 – 4.00	Flat (stable high)	100% stable	3.75 – 3.90 (high)	+0.33

In the Baseline A1 phase, which lasted five sessions, initial observations were conducted to determine the subject's social interaction profile prior to the implementation of the CPPC intervention. The findings revealed that the subject's social interaction skills were limited and remained at a low level. The average score ranged between 2.17 and 2.50, indicating minimal engagement across most measured aspects. During the first session, the subject obtained a score of 2.17, reflecting noticeable challenges in cooperation and social initiative. These results suggested that the subject rarely initiated interaction, showed limited responsiveness to peers, and demonstrated impulsive behavioral patterns that affected social participation. Self-control consistently received low scores, reinforcing the observation that the subject experienced difficulty regulating behavior during social situations. Similarly, direct social interaction and verbal-nonverbal communication appeared constrained, indicating that interaction occurred primarily when prompted rather than spontaneously.

Component analysis of Baseline A1 data demonstrated that the length of the condition consisted of five measurements with a flat trend estimate. This pattern indicated the absence of meaningful behavioral change during the baseline period. Stability analysis showed 100% stability, meaning the subject's behavior remained consistent at a low level across sessions. The data path also displayed a flat trajectory, further confirming the lack of improvement without intervention. The stability range fell between 2.25 and 2.40, suggesting that although behavior was consistent, it was consistently limited. The level change observed between the first and last sessions was only 0.33, which is considered minimal within SSR interpretation. This finding indicates that the subject's social interaction skills were stable but underdeveloped prior to intervention, thereby justifying the need for a structured and targeted strategy such as CPPC.

Table 2. Between-Condition Analysis

PHASE COMPARISON	TREND CHANGE	LEVEL CHANGE	DATA OVERLAP	INTERPRETATION
A1 → B	Flat → Increasing	+1.17	0%	Very strong intervention effect
B → A2	Increasing → Stable	+0.33	100%	Intervention effect continued / maintained
A1 → A2	Low stable → High stable	+1.50 (total)	0% (practically)	Significant behavioral change

The implementation of the Collaborative Project Play Crafting intervention represented the central component of this study. CPPC was designed as a sequence of collaborative creative activities that naturally required interaction among students. The intervention

phase began with a preparation stage during Session 1, in which students were introduced to the concept of collaborative crafting, group rules, and expected social behaviors. Inclusive groups were formed to facilitate peer interaction, and key skill targets were identified. This stage was essential for establishing psychological readiness, clarifying expectations, and creating a supportive interaction environment.

The implementation stage took place during Sessions 2 to 4 and involved specific project-based collaborative tasks. Session 2 focused on collage creation, emphasizing cooperation and task distribution. Students were required to share materials, negotiate roles, and coordinate actions, which directly stimulated cooperative behavior. Session 3 involved collaborative drawing activities that encouraged verbal communication, idea sharing, and peer feedback. This activity provided opportunities for the subject to practice initiating conversation and responding to peers within a structured context. Session 4 involved constructing pen holders from recycled materials. This task required patience, sequential planning, and behavioral regulation, thereby targeting self-control and persistence. Each activity was intentionally designed to integrate visual, motor, and social elements that align with the learning characteristics of children with autism.

The closing stage in Session 5 focused on reflection and reinforcement. Students reviewed their project outcomes, discussed group experiences, and received positive reinforcement for demonstrated social behaviors. Reflection activities supported metacognitive awareness of interaction processes, while reinforcement strengthened desired behaviors. This structured sequence ensured that CPPC functioned not merely as a creative activity but as a targeted social skill intervention embedded within meaningful collaborative experiences. During the Intervention B phase, which also lasted five sessions, observations were conducted to evaluate behavioral changes while CPPC was actively implemented. The results demonstrated a clear and consistent improvement in the subject's social interaction skills. Average scores increased from 2.50 at the beginning of the intervention phase to 3.67 by the final session. Improvement was evident across all measured aspects, including cooperation, social initiative, empathy, and self-control. The subject showed increased willingness to share materials, participate in group tasks, initiate communication, and respond to peers' social invitations.

Data component analysis in the intervention phase indicated an increasing trend estimate, which clearly reflected the positive effect of the CPPC intervention. Stability analysis again showed 100% stability, meaning that improvements were consistent rather than sporadic. The data path demonstrated an upward trajectory, confirming progressive behavioral change. The stability range during this phase was between 2.98 and 3.13, indicating that behavior stabilized at a higher level than in the baseline phase. The observed level change from the first to the last intervention session was 1.17, which represents a substantial increase in SSR analysis and supports the effectiveness of the intervention.

The Baseline A2 phase was conducted after the intervention was discontinued in order to assess the maintenance of behavioral changes. This phase also consisted of five sessions. Findings indicated that the subject's social interaction skills remained high and stable, with average scores ranging from 3.67 to 4.00. Importantly, there was no significant decline suggesting regression to Baseline A1 levels. Instead, the subject maintained the interaction patterns acquired during the intervention phase. This outcome indicates that the intervention produced not only immediate improvement but also sustained behavioral change.

Component analysis of Baseline A2 data showed a flat trend estimate at a high level, indicating stabilization rather than decline. Stability again reached 100%, confirming consistent behavior following intervention withdrawal. The data path displayed a flat pattern at an elevated level, reflecting maintenance of skills. The stability range was between 3.75 and 3.90, demonstrating that the subject's interaction skills had reached a stable and higher performance level. The level change between the first and last sessions was 0.33, suggesting minor variation while maintaining overall improvement. Inter-condition analysis provided a comprehensive evaluation of intervention effectiveness across the three phases. The primary variable examined was social interaction skills. Trend direction analysis revealed a clear pattern: a flat trajectory in Baseline A1, an increasing trajectory during Intervention B, and a stable high trajectory in Baseline A2. This pattern indicates a functional relationship between CPPC implementation and behavioral improvement. Stability analysis showed consistent stability across phases, although each phase represented different performance levels.

Level change analysis indicated an increase of 1.17 from Baseline A1 to Intervention B, followed by an additional increase of 0.33 from Intervention B to Baseline A2. Overlap analysis offered strong evidence of intervention effectiveness. Between Baseline A1 and Intervention B, overlap was 0%, meaning no intervention data fell within the baseline range. This finding strongly suggests that behavioral change was attributable to the intervention rather than natural fluctuation. Conversely, the overlap between Intervention B and Baseline A2 reached 100%, indicating that post-intervention data remained within the intervention range. This confirms maintenance of intervention effects. These findings clearly demonstrate that the application of the Collaborative Project Play Crafting technique had a significant impact on improving the social interaction skills of the autistic child at Athirah Makassar Inclusive Elementary School. The results align with existing literature supporting collaborative, play-based, and project-based approaches in inclusive education. During Baseline A1, the subject exhibited low and stable social interaction performance, reflecting typical challenges associated with autism, particularly in cooperation, initiative, empathy, and behavioral regulation.

The substantial improvement observed during the intervention phase supports the theoretical assumption that structured collaborative activities provide natural opportunities for social learning. Through CPPC, the subject engaged in shared tasks that required communication, coordination, and perspective-taking. These interaction

demands facilitated skill development that may not emerge in individual academic tasks. The absence of data overlap between baseline and intervention phases provides strong empirical support for the causal influence of CPPC.

The sustainability of intervention effects observed in Baseline A2 is particularly significant. Maintenance of high scores after intervention withdrawal indicates that acquired skills were internalized rather than temporary. This suggests that CPPC supports meaningful learning processes in which social behaviors become integrated into the child's repertoire. Sustained improvement is a key indicator of intervention effectiveness in SSR research, as it reflects real behavioral change rather than short-term performance effects. However, slight fluctuations and the slower rate of improvement after intervention withdrawal suggest that ongoing reinforcement may be necessary. Continuous opportunities for collaborative interaction, teacher scaffolding, and periodic intervention cycles may help ensure continued development. This interpretation is consistent with the understanding that social skill development in autism is gradual and requires consistent environmental support.

Table 3. Summary of Social Interaction Skills Development

ASPECT	BASELINE A1	INTERVENTION B	BASELINE A2	CHANGE CONCLUSION
COOPERATION	Low	Clearly increased	High stable	Significant development
SOCIAL INITIATIVE	Low	Increased	Stable	Developed
EMPATHY	Low	Increased	High stable	Significant development
SELF-CONTROL	Low	Increased	Stable	Developed
DIRECT INTERACTION	Limited	More active	Stable	Developed
VERBAL & NONVERBAL COMMUNICATION	Limited	Increased	Stable	Developed

Overall, this study provides strong empirical evidence that Collaborative Project Play Crafting is an effective and sustainable strategy for enhancing the social interaction skills of children with autism in inclusive educational settings. The approach supports not only individual skill development but also promotes inclusive classroom dynamics characterized by cooperation, empathy, and shared participation. By embedding social learning within meaningful creative activities, CPPC offers a practical and adaptable model for teachers and practitioners seeking to strengthen inclusive practices.

The findings highlight the importance of designing learning environments that intentionally create interaction opportunities rather than relying solely on academic instruction. Collaborative creative projects serve as a bridge between social development

and curriculum implementation, enabling children with autism to participate meaningfully alongside peers. Consequently, CPPC represents a promising pedagogical strategy that contributes to the broader goal of inclusive education: ensuring that all learners can engage, interact, and thrive within supportive learning communities.

CONCLUSION

This study shows that *Collaborative Project Play Crafting (CPPC)* is an effective and sustainable intervention strategy for improving the social interaction skills of children with autism in inclusive education settings. Through the application of a collaborative play approach in the form of creative activities such as collage making, drawing together, and craft projects, children with autism can learn to interact more actively, take initiative, and respond to social stimuli from their surroundings. Data obtained from a Single Subject Research (SSR) design with an A-B-A model showed a significant increase in social interaction skill scores in the intervention phase compared to the initial phase. Even after the intervention was stopped, these skills remained at a high level, demonstrating the program's success in creating positive and sustainable social behavior change. These findings reinforce the understanding that social interaction can not only be taught, but also grown naturally through approaches that are enjoyable, collaborative, and tailored to the characteristics of children with autism. Therefore, *Collaborative Project Play Crafting* is highly recommended as part of a humanistic, creative, and child-centered inclusive learning strategy. This approach not only supports the individual development of children with autism but also contributes to creating a more inclusive, empathetic, and mutually supportive classroom environment.

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