

SOCIAL BEHAVIOR ANALYSIS OF STUDENTS WITH SPECIAL NEEDS OF HYPERACTIVE TYPE (Case Study at One SDN 247 Sorowako, East Luwu Regency)

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ABSTRACT

Hyperactive children are children who have certain nervous disorders, have difficulty concentrating, and tend to be hyperkinetic (too much movement). This causes hyperactive children to have different learning interests. Therefore, based on this background, this study aims to describe the situation regarding the participants being studied, namely (1) to find out the description of the social behavior of hyperactive students with special needs at SDN 247 Sorowako, East Luwu Regency; (2) to find out the factors that cause the emergence of social behavior of children with special needs hyperactive types, and (3) to find out what efforts are made by teachers in dealing with the social behavior of students with special needs hyperactive types. This type of research is a case study with a qualitative approach. Data collection methods used in this study were observation, interviews and documentation. The information obtained by the researcher came from several participants related to hyperactive children with special needs. Data analysis techniques used in this research are data reduction, data presentation and verification. Based on the results of the research that has been carried out, it shows that there is a participant's perception of hyperactive children with special needs. The teacher said that hyperactive children find it difficult to focus their attention. Children with special needs hyperactive types have different learning interests from other students. Therefore, the teacher's perception appears regarding the interest in learning of children with special needs hyperactive types. The teacher's perception of the interest in learning of children with special needs hyperactive type is AF, namely avoiding thinking activities so they have no interest in learning in terms of academics. For this reason, special handling and attention is needed from others to foster interest in learning. AF has a special interest in non-academic matters and must be accompanied and directed again so that the child can also excel.

Key words: Social Behavior, Children with special needs, Hyperactivity

INTRODUCTION

Government policy in providing education for children with special needs through the Law of the Republic of Indonesia Number 20 of 2003 that the State provides full guarantees for children with special needs to obtain quality education services, Regulation of the Minister of Education Number 70 of 2009 concerning inclusive education for students who have abnormalities and have the potential for special intelligence or talent.

Special services for children with Attention Deficit Hyperactivity Disorder (ADHD) are urgently needed to be able to overcome and reduce the symptoms of hyperactivity ADHD children are often found in everyday life in school-age children to teenagers, even if not treated immediately it will affect a person's future. Children with these disorders require special services in meeting the needs of self-control related to reducing hyperactivity, increasing attention [1].

Storage of this hyperactive student behavior should not be allowed. Hyperactive behavior that appears if left unchecked will interfere with the self-development of students

themselves, especially in developing their potential at the elementary school education level. This hyperactive behavior needs to be treated appropriately.

The results of research [2] show that inclusive education carried out by regular schools in carrying out open and disability-friendly educational activities opens opportunities for children with special needs such as ADHD conditions which cause disturbances and obstacles for children in carrying out their daily functions, such as interacting with friends, readiness in learning. Further research results from [3] revealed that the forms of hyperactivity in ADHD children are unfocused, unable to stay still, defiant, destructive, tireless, impatient and nosy, and have low intellectual abilities.

Hyperactive children are children who have certain nervous disorders, have difficulty concentrating, and tend to be hyperkinetic (too much movement). Hyperactivity is very synonymous with many Movements [4].

The characteristics of hyperactive children are unfocused, defiant, destructive (ultimate destroyers), tireless, without a clear goal, not a good patient and nosy. Hyperactive children have advantages in addition to the disadvantages. Of course, parents are expected to pay more attention to hyperactive children. It does not mean that other children are exaggerating, but they must educate in a different way than usual [5].

The characteristics of hyperactive children are disrupting class situations, low concentration power, impulsivity, low motor coordination, and easy to switch attention. From the results of the interview, the teacher said that it was very difficult to guide children with special needs in a classical class. So that additional tutoring for students with special needs is carried out outside of class hours. In the process of forming and/or changing behavior, it is influenced by extrinsic factors in behavior, namely the pampering factor and the lack of discipline and supervision [6]. As a social being, an individual from birth to throughout his life is always in contact with other individuals or in other words perform interpersonal relations. In interpersonal relations, it is characterized by certain activities, both activities that are generated based on instinct alone or through certain learning processes.

Based on research that has studied hyperactive students, where hyperactive children are children who have deficiencies because they have physical, mental and social disabilities. However, children with special needs have the same rights as other normal children in all aspects of life. Likewise in terms of education, they also have the right to go to school to receive teaching and education. So the focus in this study is on the analysis of the social behavior of students with special needs hyperactive types (a case study at one SDN 247 Sorowako, East Luwu Regency). The purpose of previous research that is relevant in this study is that it can be used as a comparison material to strengthen the results of research that will be carried out at SDN 247 Sorowako later. Therefore, previous research with research to be carried out by researchers is different from previous research because it has differences in the research area, research objects and different research titles.

Based on the pre-observation of approximately six months at SD 247 Sorowako Kec Nuha, East Luwu Regency, the researchers conducted during the learning process. There are students with special needs who experience different social behavior from other friends. The student has the characteristics of hyperactive behavior. AF (subject) who sat alone in the front row with his friend and he couldn't last long in concentration following the lesson. When all students were instructed to read together, AF (subject) was silent and did not read, while when he was given an assignment, he just walked and disturbed his friend who was doing the assignment. AF (subject) is less enthusiastic in doing questions if he is not accompanied by a teacher, even when accompanied by a teacher he still doesn't want to do his job he just runs to disturb his friends, so that AF's academic ability in class is low. Evidenced by his lowest grades below the class average. The assignments given to AF are different from the

assignments of other students. This is because AF ability is still lower than other students. His writing, reading and arithmetic skills are still very low.

In addition, the negative behavior of AF in class is also seen most prominently. When the teacher and all the students sang the song, AF just shook his head and banged on the table. In addition, AF also often shouts to himself when the teacher is explaining the lessons in class. Based on interviews conducted by researchers with AF's friends in class, AF often disturbs his friends during learning and takes his friends' belongings such as pencils, books and erasers. Therefore, as children grow, their needs will be different, especially the life needs of children who have certain disorders or children with special needs, one of which is hyperactivity or often referred to as hyperactivity. Hyperactivity is indeed synonymous with the number of movements and the way of thinking is different from normal children, normal children will tend to obey the control of other people according to their hearts, while hyperactive children always do what they want without being controlled at all. Hyperactive children tend to move a lot and do not want to stay still.

Children who experience this disorder will certainly be the center of attention if they join other normal children because they will tend to move more and sometimes the child will interrupt or be disturbed by other friends. With these problems, of course, there is a need for appropriate treatment to deal with or deal with the development of children who experience hyperactivity.

METHOD

This type of research is a case study with an approach in research this is qualitative which is seen from the point of view of education by using examines the analysis of the social behavior of students with special needs hyperactive types (a case study at one of the SDN 247 Sorowako, East Luwu Regency).

The type of research used by the researcher is a qualitative type. Study qualitative research is a research approach that reveals the situation certain social aspects by describing reality correctly, shaped by words based on relevant data analysis data collection techniques obtained from natural situations.

Thus, qualitative research is not only an effort describe the data but the description is the result of collecting data that shohih required qualitative, namely in-depth interviews, observation participation, document study, and by conducting triangulation designed to obtain information about the social behavior of hyperactive students with special needs at SDN 247 Sorowako, East Luwu Regency.

a. Data collection technique

1. Observation, namely data collection techniques by observing directly the research target (subject) by looking at events and behavior in a reasonable and detailed manner.
2. Interview, which is a planned direct meeting between
3. interviewer and interviewee to exchange ideas for
4. provide or receive certain information needed in research.
5. Documentation, is a record of events that have passed
6. in the form of writing, pictures, or works, monumental from someone.

b. Research Instruments

1. Observation, the things that were observed were how to deal with hyperactive children, the researcher recorded all the things that were needed and happened

during the implementation of the action. This observation sheet takes place as a guideline by the researcher so that when making more focused observations, it is measured so that the results of the data obtained are easy to process.

2. Interview, the interview technique conducted by the researcher is a structured interview. Interviews were conducted related to the social behavior of students with special needs hyperactive types in the school.
3. Documentation, which serves to provide a more realistic picture of research activities.

c. Data analysis technique

1. Data reduction, the data obtained is written in the form of reports or detailed data. Reports compiled based on the data obtained are reduced, summarized, selected the main things, focused on the things that are important.
2. Presentation of data, carried out in various forms such as tables, graphs and the like. More than that, data presentation can be done in the form of brief descriptions, charts, relationships between categories and the like.
3. Verification, draw conclusions and verification. Conclusions in qualitative research are new findings that have never existed before. Findings can be in the form of a description or description of an object that is actually still unclear or dark so that after research it becomes clear, it can be a causal or interactive relationship, hypothesis or theory.

FINDINGS AND DISCUSSIONS

1. Overview of the Social Behavior of Students with Special Needs Hyperactive Type at SDN 247 Sorowako, East Luwu Regency

Based on the results of researchers' observations about the social behavior of AF, it can be seen that, AF always shows an attitude of not being able to focus on something, can't concentrate, often shakes his legs and hands, goes in and out of class, often plays with objects around him, likes to tease friends, often forgets. , sometimes has difficulty understanding verbal and written commands, looks like he doesn't hear when spoken to and can't control his emotions when his friends are teased. Apart from that, AF is also not interested in the lessons in the classroom, it can be seen when the researcher saw firsthand the learning process of AF in the classroom. AF always complains when given an assignment, doesn't feel comfortable in class, disturbs other students, looks lazy during lessons, and doesn't pay attention when given an explanation.

This is supported by the results of interviews conducted by principals, teachers and friends of AF at school on June 22, 24 and July 18, 2022 which stated that AF could not focus on anything, often forgot, was careless, nosy, went in and out class, his attention is easily distracted, avoids thinking activities, cannot complete assignments, does not listen when spoken to and does not follow orders given.

a. Family environment

Based on the pre-observation of the AF family On June 25, 20022 at the AF house at 15.30 WITA. When the researcher arrived at AF's house to conduct an interview with AF's parents, AF was eating while his parents and his brother were cleaning the yard.

Negative behavior shown by AF When in the family environment, AF always disturbs his brother and often cries if his mother, father and brother don't pay attention to direct parenting by AF's mother so that the full responsibility of caring for at home is the responsibility of AF's mother and AF's father is busy working so that often seeks attention by disturbing his brother. This matter was also pointed out by AF's mother, it was very difficult

to regulate, she didn't want to be silent if she didn't play on her sister's cellphone, she was disturbed, she was angry, her sister was crying, then she was the one disturbing people," (25/06/2022).

Meanwhile, AF's positive behavior when he was in the family environment was that AF had understood respect for parents before leaving for school. This was also stated by Ms. AF when the researcher conducted the interview. If you want to go to school, kiss your hand first before leaving (wwcr/26/06/2022).

Another positive behavior shown by AF is that AF has an independent attitude which is shown when eating and wearing clothes and AF has also understood cooperation and responsibility, this is shown by AF's behavior that wants to help with household work, for example sweeping. This is shown in the results of interviews conducted by researchers.

"Take it yourself when you eat, wear your own clothes, too. Usually help out at home. But when you want to come, "(wwcr/25/06/2022).

Based on the observations, the behavior shown by AF is negative social behavior, which is often denied the advice of parents and often annoys his brother, while the positive behavior shown by AF is being independent, respectful and able to work together.

b. School Environment

Based on observations at school on July 12, 2022 at 9.15 am in class VI (six) while in class and the second lesson begins, AF sits in the back seat, this time AF sits separately with his friends. At the beginning of the lesson, AF sits quietly, listen and pay attention when the teacher explains the material. The lesson lasts approximately 15 minutes AF starts to leave the place and the way from one friend to another. after AF was reprimanded he returned to his seat and did the tasks given by the teacher, the tasks given by the teacher, the coloring task was given by the teacher. But AF assik redraws the image you want to color.

The positive behavior shown by AF when he was at school was his fondness for drawing lessons. This behavior is aimed at learning skills. AF is very enthusiastic about completing the drawing task given. This is shown from the results of interviews of researchers with teachers

"When it comes to art lessons, let alone being asked to draw the most enthusiastic. because the lesson he likes the most is drawing", (wwcr /24/06/2022)

Meanwhile, AF's negative behavior is shown when he wants to lend something to his friend. If his friend doesn't want to lend it, he ends up fighting. Likewise, when AF is tired of working, he hits the table and breaks his friend's things.

This is evidenced by the results of interviews with researchers with teachers. "If you want to borrow something from a friend, but you are not given a loan, you will fight again with your friend," (wwcr/24/06/2022)

Based on observations during the study of positive behavior, AF while at school was very excited when art lessons took place, especially when drawing. While the negative behavior of AF is seen when AF wants to borrow goods, AF forces friends and ends up fighting, the same thing if AF feels tired of doing AF tasks, hitting the table or shouting and disturbing his friend.

c. Community Environment

Based on the results of observations in the AF community on June 25, 2022 at AF's house at 15.30 WITA, when the researcher finished interviewing AF's parents. The researcher conducted interviews with AF's neighbors to find out how the environment around AF was. AF's neighbor, because according to Mrs. AF, the neighbor she trusts and shares stories with is the house neighbor, namely DW. This was stated by Mrs. AF.

"Rudy's mother in front of the house likes to accompany the story that from Singah school, there is a story about what to do at school. Let him give the picture too." (wwcr/25/06/2022).

In AF's neighborhood there are some children who have impolite behavior, for example smoking, talking dirty. This is reinforced by the results of interviews with AF's neighbor, Mrs. WD.

"Always also want to see young people here smoking and talking dirty, if that night there was also AF playing nearby, but not participating in smoking (wwcr/25/06/2022).

Based on the observations of researchers, positive behavior of AF is able to open up to its feelings towards others. Meanwhile, negative behavior of AF is not being able to socialize with other people.

2. Factors that cause the emergence of social behavior of children with special needs

Hyperactive Type at SDN 247 Sorowako, East Luwu Regency

AF is a hyperactive child who has behavioral disorders and disturbances in paying attention (concentration) such as when in class, showing excessive behavior, such as moving legs, running and doing certain movements repeatedly. In focusing concentration, AF often has difficulty maintaining attention for a long time, so it will be difficult to retain the information conveyed by the teacher. Thus, with this disorder, hyperactive children will certainly experience delays in participating in activities due to the child's low academic concentration.

Based on the results of the researchers' observations about AF with special needs, the hyperactive type, there are several conclusions that can be used as the cause of this disorder, namely cultural and psychosocial factors which include:

- a. pampering
- b. Lack of discipline and supervision
- c. Fun orientation

The factors that cause the emergence of AF social behavior are influenced by two factors: Internal factors and external factors, this is proven as follows:

a. Internal factors

Internal factors are influenced by psychological factors shown by AF, namely feeling lazy, wanting to be noticed by many people and wanting to cover up shortcomings. This can be seen from the results of observations and interviews conducted.

1) Feeling lazy

Lazy AF is influenced by many tasks given so that AF can't focus on one thing. This is shown by the results of observations made on June 25, 2022. When the teacher gives assignments by doing ten number of questions in science lessons, plus the homework given by the teacher.

AF's laziness is also influenced by interest in learning AF which is only interested in one subject, namely drawing. While the teacher demands AF to master all subjects. Laziness is also caused by the lack of emotional attachment with this team, which is influenced by the absence of close friends or AF's closest friends while studying or playing, this is because AF often disturbs his friends during lessons and when his friends are cool to play. So that AF feels lazy to do something.

2) Want to be noticed

AF's lack of attention from parents who rarely come home to pay attention to AF, causes AF to often seek attention by disturbing his brother. this is also influenced by the lack of attention from the AF class teacher, because the AF teacher is not able to give special attention to AF. This is because there is no special teacher in the AF school. the lack of

attention is influenced by the absence of a learning curriculum for children with special needs in AF schools.

3) Want to cover the shortcomings

The feeling of inferiority over the inability of AF to do this task was influenced by the ability of his friends to complete the task, while AF was unable to complete the task like his other friends. A lot of ridicule from his friends makes AF feel left out, so AF learns and plays alone. Because AF often gets ridicule from friends around the house, AF feels inferior. Therefore, AF is only open to one person, this is shown from the results interview with neighbor AF.

b. External Factors

1) Family environment

Social behavior carried out by AF at home certainly has causative factors in AF's social life. The state of AF's social status, including a family environment that is biased towards fulfilling the child's wishes, has spoiled behavior. This spoiled behavior often makes students hyperactive. In addition, less attention from parents monitoring children's development can lead to hyperactive behavior in children, one of the reasons is that parents who do not monitor their children's development can cause hyperactive behavior. Hyperactive behavior of children is one of the causes of parents who are less attentive. As illustrated during the interview with Mrs. AF as follows: "I'm sorry for the lack of attention to children because I am also busy working outside the home, the lack of attention and care for parents to children can lead to hyperactive behavior.

2) School Environment

The causal factor that influences behavior is in the school environment where the school environment is also the cause of student behavior problems.

Based on the results of interviews with classroom teachers (DI): "The difficulty is that there is no separate curriculum for learning children with special needs, we show it as a school that has inclusive services", the researcher pays attention to the relationship between teachers and students who are less familiar, which causes less attention to him. between students with special needs and other students who are less familiar, because normal students will make their own play groups. The school climate also greatly affects children's behavior because of competition between friends.

3) Community Environment

The community environment is also greatly influenced by behavior. In AF's neighborhood, there are how many youths have impolite behavior, for example, they often smoke and talk dirty. This is reinforced by the results of interviews with AF's neighbors, namely Mrs. DW: "Always also look at the children. At his age he smokes and talks dirty. At night there are noodles there too, AF joins but doesn't participate in smoking, yes", (wwcr/25/06/2022).

3. Efforts Made by Teachers in Handling Students with Needs Special for Hyperactive Type at SDN 247 Sorowako, East Luwu Regency

Based on the results of the researcher's interview with the AF teacher, the efforts made by the teacher in dealing with AF are, approaching, giving specific assignments. Apart from that, the teacher also regularly communicates with AF's parents, the teacher also helps AF in finding his strengths and developing his talents. Apart from that, every command that the teacher gives to Af is accompanied by reasons so that AF can easily understand it.

In the learning process the teacher also often sits side by side with AF so that it is easy for AF to complete the tasks given by the teacher, apart from that, the teacher also often invites AF to do interesting activities with the aim of providing meaningful or positive activity to AF so that AF is able to balance their peers and do not interfere with the learning process in the classroom.

Efforts or efforts made by teachers in overcoming AF in schools are seating arrangements made by Mrs. DI in terms of the results of observations, interviews, and documentation. The seating arrangement by Mrs. DI is the sitting formation in the classroom and 2) The placement of the AF sitting position.

Based on the results of interviews with Mrs. DI and AF, it is known that the seats are in the classroom. At the time of the last observation on June 24, 2022, AF sat in the front row near the window and door to the AF class always sitting alone with an empty seat next to him. The distance between the other tables is slightly more tenuous than the distance between the other students' tables.

It is known that usually Ibu DI places AF to sit in front close to the teacher's desk. However, now the AF is placed behind itself. If it gets difficult to adjust, Mother DI will move the AF sitting in the front.

Furthermore, Ibu DI said that AF always sat alone with the excuse that he would not disturb other students in following the lesson. The delivery of the material by DI was seen from the results of observations, interviews and documentation. The researcher emphasized on: 1) the method of delivering the material, 2) warnings or rules in class and 3) the eye contact that DI made with AF.

DISCUSSION

In accordance with the formulation of the problem, namely regarding the behavior of hyperactive children at SDN 247 Sorowako, East Luwu Regency, the researcher will explain and explain the data thoroughly and in detail regarding the social behavior of hyperactive children at SDN 247 Sorowako, East Luwu Regency.

AF is a hyperactive child who has behavioral disorders and disturbances in paying attention (concentration) such as when in class, showing excessive behavior, such as moving legs, running, shouting in class and doing certain movements repeatedly. In focusing concentration, AF often has difficulty maintaining attention for a long time, so it will be difficult to retain the information conveyed by the teacher. Thus, with this disorder, hyperactive children will certainly experience delays in participating in activities due to the child's low academic concentration.

Based on the results of researchers' observations about the social behavior of AF, it can be seen that, AF always shows an attitude of not being able to focus on something, can't concentrate, often shakes his legs and hands, goes in and out of class, often plays with objects around him, likes to tease friends, often forgets, sometimes has difficulty understanding verbal and written commands, looks like he doesn't hear when spoken to and can't control his emotions when his friends are teased. Apart from that, AF is also not interested in the lessons in the classroom, it can be seen when the researcher saw firsthand the learning process of AF in the classroom. AF always complains when given an assignment, doesn't feel comfortable in class, disturbs other students, looks lazy during lessons, and doesn't pay attention when given an explanation.

This is supported by the results of interviews conducted by principals, teachers and friends of AF at school which stated that AF could not focus on anything, often forgot, was careless, nosy, went in and out of class, was easily distracted, avoided thinking activities, cannot complete assignments, does not listen when spoken to and does not follow orders given.

Another opinion found by Ritzer (1992:84) social behavior is individual behavior that takes place in relation to environmental factors that cause changes in behavior.

While the positive behavior shown by AF is being independent, this is shown from the behavior of AF who wants to help with household chores, for example washing dishes AF is also able to change his own clothes, this is obtained from the results of interviews conducted by researchers.

Behavior that proves that there is a learning process by AF in the form of changes in behavior with some exercises given by parents/guardians. (of exercise) and the law of effect (law of effect) this law explains the mastery of behavior and it increases if there is training. While the law of consequence explains that the strength or weakness of the response stimulus relationship depends on the consequences of the behavior. The child who does an act then gets welcome, he tends to repeat his actions.

the efforts made by the teacher on hyperactive students are: 1) accommodation, 2) instructions, and 3) intervention. Efforts that can be expected to help hyperactive students develop their potential like other students

CONCLUSION

Based on the results of research on the social behavior of hyperactive children at SDN 247 Sorowako, East Luwu Regency, it can be concluded that, AF is a hyperactive child who has behavioral disorders and disorders in paying attention (concentration) as when in class, showing excessive behavior, such as move the legs, run and perform certain movements repeatedly. In focusing concentration, AF often has difficulty maintaining attention for a long time, so it will be difficult to retain the information conveyed by the teacher. Thus, with this disorder, hyperactive children will certainly experience delays in participating in activities due to the child's low academic concentration.

Based on the results of researchers' observations about AF with special needs hyperactive types, there are several conclusions that can be used as the cause of this disorder, namely due to cultural and psychosocial factors which include pampering, lack of discipline and supervision as well as orientation from pleasure. Efforts or efforts made by teachers in overcoming AF in schools are:

1. In the form of classical guidance
2. In the form of individual or counseling
3. Using effective sentences, namely when giving instructions delivered in a short, dense, clear and meaningful way.

In dealing with behavior at SDN 247 Sorowako, East Luwu Regency. As for the efforts made by DI, he stated that: "Many efforts have been made when dealing with AF behavior such as by using gifts and praise, creating a happy learning atmosphere, involving AF in the learning process, media that AF likes to attract his attention so that he do not disturb his friends who are studying. In addition, the teacher also invites him to communicate and provide an approach.

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