

HYPERACTIVE BEHAVIOUR OF CHILDREN WITH MENTAL DISABILITIES AT BC KURNIA SPECIAL SCHOOL KERSAMANAH GARUT WEST JAVA

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ABSTRACT

Hyperactive behaviour shows symptoms of abnormality, that is unique and tendency of inability to focus on certain things. The purposes of this research are to examine: 1) Characteristic of informants, 2) form of hyperactive behaviour of children with disabilities, 3) factors that causing hyperactive behaviour on children with disabilities. The research used qualitative research methodology with descriptive approach. The data resources are primary and secondary data sources. The techniques of data collection were using in-depth interview, observation and documentation study. Validity check used purposive sampling techniques with certain consideration applied, that are namely people who later will facilitate the researcher in exploring the social object or situation that being examined. The results showed that the attention disorder with hyperactivity (ADH) or Attention Deficit and Hyperactivity Disorder (ADHD), conversely called Minimal Brain Dysfunction Syndrome. This syndrome or situation marked by behaviour of the child who has had difficulty staying calm, disrupting other people, cutting off the conversation of the teachers and or peers, furthermore, experiencing the difficulty to understand topics that being taught by the teachers.

Keywords: Hyperactive Behaviour; Children; Mental Disability; BC Kurnia Special School

Introduction

Children with disabilities have obstacles in the aspects of emotions, attitudes, and behaviors in interacting with the surrounding environment. Children with disabilities have specific and complex characteristics, needs and problems. This is marked, among others, by the emergence of hyperactive attitudes and behavior when carrying out daily activities or when interacting with peers, teachers, parents. This causes discomfort, making it difficult for hyperactive children to be accepted by their environment. Emotional and behavioral disorders of children with disabilities, in addition to influencing their attitudes and behavior, also affect their academic abilities and social interactions with friends, teachers and parents. Hyperactive children with disabilities exhibit unique behaviors, so they tend to feel inferior, have difficulty communicating, are slow in understanding new things that are both interaction and learning. Most hyperactive children with disabilities display attitudes and behaviors that endanger themselves and others (friends, teachers, and parents). In the social dimension, they have social limitations, difficulty interacting and socializing with peers, adults and their social environment; even withdrawing from social activities. The emergence of hyperactive behavior

has a different background, including hereditary (genetic), disease factors and accident factors. Hyperactive behavior appears to have good effects on one's own family, family or social environment. This research focuses on how the characteristics of the information, the forms of hyperactive behavior, and the factors causing hyperactive behavior of children with disabilities.

Research Method

This research describes the hyperactive behaviour of children with disabilities toward students at BC Kurnia Special School, Kersamanah, Garut. With a qualitative approach, data and information are obtained from teachers and parents through in-depth interviews and observation.

Result

1. Informants' Characteristics

Handling hyperactive children with disabilities require special competencies, as well as informants of this study who already have the ability and experience. Teachers who deal with hyperactive children with disabilities, all three graduates of Special Education (PLB) and experience in educating children with disabilities have started since 2003. Two teachers have become civil servants (PNS) and 1 honorary employee. The socio-economic of the parents of hyperactive underprivileged students, with elementary and junior high school education, and no knowledge of disability.

2. The type of hyperactive behaviour

Informant students (MS) showed symptoms of behaviour like this where MS can only survive sitting on the bench for less than 20 minutes and easily switch attention if there is another stimulus. Symptoms of impulsivity such as acting without thinking first, difficult to undergo an activity, can not wait in turn. This is found in AZ where when learning takes place in the classroom, AZ can follow the lessons given even though not long. When he cannot take lessons, he does not want to be quiet and directly disturbs classmates or goes out of class. Motor hyperactivity is a form of behavior that is characterized by never being calm, for example many movements carried out such as being controlled by a machine, cannot sit still. This symptom is experienced by all three students (MS, AZ and MN). ADHD accompanied by other disorders, namely forms of behaviour that are accompanied by various disorders such as cognitive disorders, sleep disorders which will result in experiencing difficulty in paying attention to something in detail and experiencing problems in sleep such as a lot of movement when he sleeps.

3. Hyperactive Behaviour Causes factor

Lack of attention from parents because they are too busy, so that hyperactive behavior appears with the aim to get attention from the environment, especially parents. For this cause, it is found in MN children who suffer from autism. According to the teacher, if the teacher is teaching or interacting with an MN then there is a stimulus or a person who distracts the teacher, so he does not pay attention anymore, then the MN will react starting from tugging at his teacher's hand or clothes, pinching, and if he still hasn't turned to him MN will thrashing while throwing what is around him with a target to his teacher or anyone who is around him.

The spending factor in which the over-pampered child often chooses his own way to meet his needs. He will fool his parents to get what he wants. That way will make you do as you wish. spoiled usually the direction given to him is reduced and if at school he will choose

to walk and stand as he pleases instead of listening to the lessons given by the teacher. This symptom was carried out by MS who is the youngest of six siblings and he has a disability while his siblings are not disabled. At home MS lives three of them with his mother and father who are elderly while the physical condition of MS who is growing and having a big tall body makes his parents feel worried and afraid if MS is angry or raging. Therefore, his parents tend to choose ways or approaches that are subtle and tend to spoil MS.

The factor of lack of discipline and supervision makes his behavior tend to be at will and less can be limited. What is done by the child is left alone without the attention of parents, as a result the child does as he pleases elsewhere, both at school and other people will also be difficult to control it. The pleasure orientation factor means that those who have a pleasure-oriented personality will generally have socio-psychological hyperactive features. It must be educated differently from normal age, so that hyperactivity is willing to listen and adjust. He pays more attention to the pleasure that comes from his behaviour than to pay attention to his punishment. For example it might know that he violates the rules and regulations and he will receive punishment, but if it pleases him, he will do so even if he worries about the sentence later. He will do what he pleases and does not care about the rules set by others. This symptom is experienced by AZ where gross and fine motor skills do not have significant obstacles and AZ is able to do the Activity of Daily Living itself and only certain activities that must be assisted or directed by their parents or teachers. But in the learning process inside and outside the classroom, AZ tends to conduct behaviours that interfere with friends who are learning and make the classroom atmosphere not conducive. Sometimes AZ does not obey the reprimands of his friends and even reprimands from his teacher. Especially with sanctions or penalties that will be received due to violations committed.

Conclusion

1. Characteristics of the informants in this research are classroom teachers who have competence in education and experience in educating children with disabilities. While informants parents of three hyperactive students do not have the knowledge and experience of caring for children with hyperactive disabilities, poor social economic conditions and low education.
2. The forms of hyperactive behaviour of children with disabilities at school vary, ranging from harmless behaviour to behaviors that endanger themselves and others.
3. Factors causing hyperactive behaviour of children with disabilities are internal factors and external factors.

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