

# Management of children special needs with emotional and behavioral disorders through education services

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## ABSTRACT

This study aims to identify and analyze the characteristics, types of disorders, factors that cause disturbances, methods that can be used to help control emotions in children with special needs, and types of educational services that are appropriate for children with special needs with emotional and behavioral disorders. The background of this research is that there are many incidents that occur in schools, it is certain that there are some children who have disabilities or children with special needs. There have been many incidents where children with special needs receive less attention and are discriminated against normal (discriminatory) students in order to obtain a proper education. The method used was data collection from children with special needs where the research was conducted coupled with competent literature references with descriptive nature. From this research, the data obtained were analyzed in a qualitative descriptive manner, so that qualitative descriptive variations could be seen. So that children with special needs with emotional and behavioral disorders can accurately find out the characteristics which consist of learning achievement, intelligence, social, immature emotions, withdrawal behavior and service models. Education which includes segressive, integrated, inclusive education services

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## INTRODUCTION

Education is change process or transformation of human potential towards better, stronger and more perfect. So, educational process will run all the time and can be done anywhere, anytime by and with anyone and able to carry out educational activities (life-long education) (Arriani, 2017; Fridayanthie, 2016a; Murniarti & Anastasia, 2016; Rahayu, 2015).

Every citizen has right education without exception, including children with special with special needs. This stated in Law Number 20 of 2003 concerning the National Education System article 5

paragraph (2) which reads citizens who have physical, emotional, mental, intellectual and/or social disabilities have right to receive special education. From the mandate of this law government has prepared educational facilities for children with special needs, those with emotional and behavioral disorders. Emotional and behavioral disorders exist in children with special needs have characteristics dominant and stand out from negative side rather than positive. Behaviors often carried out are often disturbing and detrimental to other children such as fighting behavior, destructive behavior, likes to be alone, and dirty words likes to command and often behaves insolently without manners and ethics. Characteristics are complex and often similar to emotional and behavioral disorders are difficult to detect and analyze so that errors often occur in provision of educational services that are appropriate to characteristics of children with special needs, (Indonesia & Barat, 2019; Persada & Efendi, 2018; Wati, 2014). Because of this negative behavior, many schools refuse them to get proper education in regular schools, for various reasons one of which is unavailability of qualified and qualified teaching staff to guide them. And even if there are schools that want to accept these children, they must be far away from their homes so many children with special needs cannot get education they want.

Everywhere, children with special needs from year to year there will always be and appear. For this reason, the government is obliged to facilitate these educational services in accordance with Law Number 20 of 2003 facilities are not only in urban areas but must be comprehensive to level of rural areas. The facilities provided are not only at elementary level but also at intermediate level, so the program or teaching and learning activities for children with special needs can be continued. Children with special need's child is really prepared.

Educational services required by children with special needs are stated in Law number 20 of 2003 and also supported by Government regulation number 17 of 2010 as form of implementing the law especially article 133 concerning education providers in the regulation it's explained that children with special need is given opportunity to get an education like any other normal child regardless of the side with special needs. It's necessary to study characteristics of children with special needs, factors that cause disturbances in children with special need, right approach used to overcome these special needs, as well as the right educational service model to help these children with special needs in learning and developing talent and creativity.

## METHOD

Research method used was to collect data from various sources of reference and relevant source in the form of literature studies on children with special needs with descriptive emotional and behavioural disorders. Data obtained in next stage were analysed descriptively qualitative, so that qualitative descriptive variations could be seen. So that children with special needs with emotional and behavioral disorders can accurately know the characteristics and models of educational services.

## FINDINGS AND DISCUSSION

### 1. Analyze characteristics of emotional and behavioural disorders

#### Understanding emotional and behavioural disorders

Emotional and behavioural disorders are often referred as emotional and behavioral disorders is a condition that is carried out by student or child who has emotions and behaviors that are different from the norm of other children in general terms of age, ethnicity or culture influences educational performance differently in areas such as self-care, social relations, personal adjustment, academic progress, classroom behaviour or adjustment to work (Anggriana & Trisnani, 2016; Fridayanthie, 2016b; Noviandari & Huda, 2018). Emotional and behavioural disorders are divided into two, there are external disturbance (external behavior) and internal disturbance (internalizing behavior). External disturbances are disturbances arise from outside influences on person and usually have direct and indirect impacts such as stealing, lying, aggressive behaviour which usually make person lose control. While internal disturbances are disorders that originate from oneself and usually have impact on child being anxious, depressed, insecure or lacking in confidence. Both types have an equality bad effect on failure to learn at school (Hallahan & Kauffman, 1988; Eggen & Kauchak, 1997).

Oktaviana & Wimbari (2014) explained that behaviour disorder is a disorder characterized by pattern of dissocial, aggressive or opposing behaviour which are repetitive and persistent. Behaviour carried out by the child with special needs for surrounding environment both in the community and

school, is serious mistake because at an age that is not appropriate, child with special needs has rebellious nature and delinquency at age above. Even if delinquency is temporary, child with special needs can still repaired but if it's permanent and done repeatedly it will have very troubling impact on the community because other children will follow it. Behaviour that occurs in children with special needs is major consideration, in addition to the level of development of child, emotional and behavioural disorders that accompany child must be monitored. If this happens, child with special needs will always experience difficulties in adapting to community and school environment because it's not in accordance with customs or rules apply in society to children of their age, impact that is caused is not only detrimental to themselves, it will harm the family, community environment and his school, and therefore requires special education services for the welfare of himself and his environment (<http://www.ditplb.or.id>, 2006).

#### Characteristics of children with emotional and behavioural disorders

Children with special needs are said to experience emotional and behavioural disorders if they have one of the characters for a long and continuous period of time, ability to think about attending education not because of their intelligence, health or body organs, ability to communicate and establish good cooperation with friends peers and teachers and educators at school, feelings below normal standards, too easily influenced by outside influences and conditions that cause fear and depression syndromes that give rise to personal or environmental problems society and school.

Furthermore, Hallahan & Kauffman (1988) explained characteristics of children with behavioral and emotional disorders, there are intelligence and learning achievement, where children with this order have an average intelligence below normal, behaviour that isn't reasonable and does not have high achievement more than other children, even tends to be bully or destroyer of other children. Then, social and emotional characteristics is aggressive, acting-out behavior (externalizing). Conduct disorder (behavior disorder) is problem most often shown by children with emotional or behavioral disorders (Awwad, 2015; Aziz, 2014).

Behaviors that appear in children who experience emotional and behavioral disorders occur when frequency generated is higher than normal children, as long as the frequency is normal or below, child is not experiencing disorder.

#### Immature, withdrawal behavior (internalizing)

Children with emotional and behavioral disorders show immaturity or in other words are still childish for their age, usually these children will isolate themselves or even be shunned by other friends, rarely play with children of the same age and lack the achievements or social skills needed to adapt with the surrounding environment. There are some children who even experience regression, returning to the initial stage of development (children's thinking), and will develop with the help or attention of others.

Children with emotional and behavioral disorders in their social status will rejected a lot in life, this is related to negative and deviant characteristics shown in daily life and interactions with behavior that cannot be controlled, speaking loudly, dirty and obscene, bossy and want to win alone or to be respected, always violating society being involved in being member of gang, blackmailing, bullying, stealing and likes to play truant. Besides that, striking personality disorders also often appear, feeling inferior, lazy, depressed, and like to be alone.

There are five components inhibit emotional and behavioral disorders in children with special needs including: learning ability or low intelligence not due to intelligence and health, adaptation to having good relationships with friends and teachers is not owned, incompatibility between behavior and feelings that are owned, are always in state of depression or depression both physically and mentally, fear arises when problems arise both in the environment and school, Bower (1981).

## 2. Types of emotional disorders in children with special needs

Types of emotional disturbances in children with special needs include:

### a) Difficulty Communicating

In children with special needs this factor first thing appears is difficulty communicating, this difficulty can be seen from the child's birth to adulthood, the speech they say will be difficult to understand and speak origin and is difficult for others to understand.

#### b) Learning Difficulties

The ability to think in children with special needs with emotional disorders is very low, this is caused by brain capacity of children with special needs, most of which are less than capacity limit of human brain so the impact is also psychological and thinking ability of children with special needs is also disturbed.

#### c) Be Proud

The dominant and prominent disturbance in children with special needs is indifferent attitude, arrogant and likes to boast of their strengths and potential by bullying other children and acting outside the boundaries of reasonableness such as thuggery behavior towards their friends.

#### d) Experiencing Physical Abnormalities

In children with special needs, many physical abnormalities are seen in different body organs from normal people of the same age. So, the disturbance appears by itself.

#### e) High Emotional Level

Besides being proud, dominant factor in children with special needs is high emotional level and even tends to be temperamental.

#### f) High Sensitivity

In this condition, children with special needs generally do not understand what the other person is talking about and even have high level of sensitivity if something happens to this child with special needs.

#### g) Hurt himself

In this condition, emotional disturbances in children with special needs are the most dangerous, because children who are under stress are often depressed or even injure themselves without knowing the cause. They do this without realizing that they have hurt themselves, even without fear of dangerous actions that threaten their safety or themselves.

### 3. Factors Causing Emotional and Behavioral Disorders

Emotional and behavioral disorders of children with special needs are influenced by several factors, there are biology, family, school and community environment. Biological factors in children with special needs appear to be influenced by child's parents, it could be due to the influence in one of the two parents consuming alcohol so it damages child's brain tissue while still in the womb, apart from that economic factors also affect child development, in families where completely deprived, development of children will be different from families who are sufficient from an economic standpoint so the development of children becomes malnourished or stunted. And other possibilities that result in disorders of children with special needs with emotional and behavioral disorders are genetic.

Dominant factor in child's development is the family, because family makes child feel comfortable, safe and the first experience that child has feelings and attitudes towards social behavior. Several aspects affect growth of children with special needs with emotional and behavioral disorders, including: (a). Quality family of children with special needs, (b). Wrong parenting style in educating children with special needs, (c). Parents who cannot meet needs of their families, (d). Unfair parental behavior, (e) Socioeconomic status, (f). Parents' expectations of children with special needs who are beyond their means, (g). The corporal punishment received by children with special needs is not in accordance with the mistakes, age and capacity of the children with special needs. On the other hand, healthy interactions such as warmth and responsiveness, discipline consistent with role models, and behavior that expects rewards can greatly increase positive behavior in children.

The third factor that influences children's development after family is school environment, because with proper upbringing from teacher deviations of children with special needs will decrease or even disappear, so teacher and school environment play an important role. Some negative things from school and environment affect the development of children with special needs with emotional and behavioral disorders: (a). Lack of teacher personality, (b). Rigid and impartial school rules and regulations, (c). Implementation of discipline and rules that are not in favor of children with special

needs, (d). Unfair teacher behavior in applying punishment to children with special needs, (e). Children with special needs are required to excel beyond their abilities. On the other hand, positive and productive teacher-child interactions can enhance children's learning and appropriate school behavior and provide support when children are experiencing difficult times.

The fourth factor that affects children with special needs with emotional and behavioral disorders is the community environment. Very crucial problem faced by society from an economic point of view is poverty, if it occurs in families of children with special needs with emotional and behavioral disorders then it will trigger children with these disorders to grow up with food shortages or malnutrition and influence of the environment in family will be less plays a role in preventing the growth of children with special needs with emotional and behavioral disorders from growing into normal human beings and becoming healthy adults.

#### 4. Methods used to help children with special needs with emotional and behavioral disorders

Children with special needs with emotional and behavioral disorders can be overcome in several ways or approaches.

##### a) Psychodynamic approach

This approach used to overcome emotional disorders that occur in children with special needs with emotional disturbances where this approach used in psychological side of the children's soul with special needs. This is done to reduce the psychological burden of children with special needs on the environment accompanied by problem solving and finding solutions, so children with special needs grow and develop normally. This approach is used by experts, psychologists and teachers as counselling guidance

##### b) Behavioral approach

This approach aims to change the behavior arises from these children with special needs with behaviors become obstacles removed and changed into behaviors that make children with special needs grow properly and normally to become real children. The roles mentioned above are very important there is parents, the community environment and the school environment because these conditions relate and interact directly with children with special needs. In other words, interaction of the environment with children and pressure in society must be minimized by collaborative effort between family, friends, school and community environment.

#### 5. Types of characteristics and educational services for children with special needs with emotional and behavioral disorders

##### a) Characteristics of children with special needs

(a) Find child's emotional triggers. Know the difficult occur in children and help to overcome them. As an example: will the child get angry while playing games on the phone when told to take out the trash? The approach that can be taken is to give understanding to children dispose of garbage with a smile. does the child experience high stress when getting school assignments in difficult subjects? The approach that can be taken is to help complete the task is a fun way. with observations and approaches to solving difficulties in children with special needs

##### (b) Find relaxing activity

Give fun activities for children with special needs. For examples when the child is angry, teach the child to control their emotions and behavior. If the child has not found a fun activity then find another fun activity, for example:invite children to play or give activities that refresh the mind, when having difficulties invite children to try solve their problem in a fun way

##### (c) Become more patient and understanding

In dealing children with special needs special attention should be gave to them, giving more understanding such as focusing on children when they need help, being good listener, provide solutions if children have difficulties. It is important to show empathy for children with special needs so that they can step up and act positively

##### (d) Provide an assistance when needed



If necessary, you can ask for help from other people if you have difficulty handling the behavior of children with special needs. Of course, communication between parents and children with special needs must be well established in relation to knowing the child's development. The network of these communities will help contribute so that parents who have children with special needs will be better able to control themselves so as to be able to control their children's emotions.

b) Educational services for children with emotional and behavioral disorders

(a) Segregation Education Services

This education service prioritizes provision of special and separate education for normal children and children with special needs. For children with emotional and behavioral disorders, their studies need to be separated from other children because their delinquency is quite severe or detrimental to their peers. (Agustin, 2017; Arriani, 2017; Fridayanthie, 2016a; Indonesia & Barat, 2019; Nugroho & Mareza, 2016; Persada & Efendi, 2018; Wathoni, 2013). In order to complete learning opportunities for children with special needs, one of which is children with emotional and behavioral disorders, the government organizes education for children with special needs at special elementary schools (SDLB), apart from education staff consisting of school principals, teachers are also equipped with experts related to These schools include general practitioners, specialist doctors, physiotherapists, psychologists. The curriculum used in this school also adjusts to the specificity of these students.

(b) Integrated or Integrated Education Services

The form of integrated/integrated education services is an education system that provides opportunities for children with special needs with emotional and behavioral disorders to learn together with ordinary (normal) children in public schools (Khusus et al., 2015; Noviandari & Huda, 2018; Nuraini, 2013). This educational service is actually appropriate for children with special needs with emotional and behavioral disorders, which becomes a problem if the child is in an area far from urban areas where these educational services are located.

(c) Inclusive Education

This educational service for children with special needs who are in rural areas or far from places where integrated education services are the right choice, it's just that this education service must be maximized if there are children with special needs. This shows that inclusive education actually does not discriminate between the homogeneity of some students who are a minority or the majority, but based on the equalization of academic and non-academic abilities. Several things actually cause inclusive education to be recommended for education with special needs with emotional and behavioral disorders, namely inclusive education wants to recruit all types of students, inclusive education avoids all negative aspects such as labeling, inclusive education always does checks and balances. This education states that children who are at risk of being disliked and even experiencing environmental rejection (Farell, 2008) are typical of children with special needs with emotional and behavioral disorders.

## CONCLUSION

From the results of the above study it can be concluded that children with special needs with emotional and behavioral disorders are defined as children who experience difficulties in adjusting both in the family, environment, and school in the norms of good behavior in the age group and society in general. Characteristics of children with behavioral and emotional disorders, namely intelligence and learning achievement, social and emotional characteristics. aggressive, acting-out behavior (externalizing), and immature, withdrawal behavior (internalizing). Some things that cause emotional and behavioral disorders are biology, family, the surrounding environment and school. The approach used in the problems of children with special needs is a psychodynamic approach, and a behavioral approach among other approaches. Meanwhile, education services between segression, integration and inclusiveness in this study are inclusive which are seen as more appropriate because apart from being located in areas far from urban areas, they are more targeted.

The suggestions conveyed that proper education services are urgently needed for children with special needs in the area are further enhanced and become a priority for the government to prioritize the factors needed in dealing with children with special needs.

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