



## TEACHER STRATEGY IN REDUCING HYPERACTIVE BEHAVIOR OF CHILDREN WITH SPECIAL NEEDS DURING PANDEMIC COVID-19 AT SLBN SUKOHARJO

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### **Abstract**

*The purpose of the teacher's role in reducing the hyperactive behavior of children with special needs. The population and sample in this study were teachers and parents at the SLBN Sukoharjo, Central Java Province totaling 40 people, carried out on February 20, 2021. Data collection techniques were obtained by observation, distributing questionnaires, and interviews. This research is a type of descriptive research using quantitative and qualitative approaches. The data analysis in this study used a descriptive analysis of presentations using Microsoft word 2019. The results showed that in reducing the hyperactive behavior of children with special needs, an active role was carried out between teachers and parents in synergy in the distance learning process during the covid\_19 pandemic. In this study, further research is needed to reduce the hyperactive behavior of children with special needs. In this study, it can be concluded that the teacher's strategy in reducing the hyperactive behavior of children with special needs during the covid\_19 pandemic is through the teacher's role as a motivator, companion, learning designer, learning artist, mediator, motivator, and innovator.*

**Keywords:** *Teacher role, hyperactive behavior, children with special needs*

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### **INTRODUCTION**

Every citizen has the same rights and obligations in any aspect, one of which is in the Education aspect. Without exception in children with special needs pursue their dreams of success through education in both formal and non-formal schools. This is in line with what is stated (Datul Ishmi, 2021) Education is the right of all citizens, in this case, there is a sense that the right to get education for citizens without distinguishing ethnicity, race, religion, skin color let alone physical condition. The implementation of the law then provides outstanding schools to facilitate citizens who need special services in the field of education

To educate children with special needs teachers who play an active role in accompanying, teaching, and educating children with special needs. This is in line with some of the research results, namely (Abdullah, 2013; Iswari, 2007; Sambira & Badiah, 2018; Sijabat, 2018; Thompson, 2017) that children with special needs are children with special characteristics that are different from children in general.

The differences that exist in children with special needs are not a big obstacle to the search for the identity of children with special needs, they have the potential that can be superior to achieve the same potential as children in general. Children with special needs also get the same rights as children in general, including in terms of education, and *accessibility*. Guided by the Law of Republic Indonesia (Pemerintah Republik Indonesia, 2014) amendment to law number 23 of 2002 in article 51 "children with physical and/or mental disabilities are given equal opportunity and *accessibility* to obtain an

outstanding education.". Therefore children with special needs have the same opportunity, there is no difference with normal children.

The achievement of potential is achieved in line with children in general. Thus it is clear that children with special needs have the same rights and obligations as normal children, in general, to achieve their dreams in the world of Education both under any circumstances. Moreover, in pandemics situations, covid\_19 teachers have a very difficult role to provide the teaching and learning process that must maintain health protocol. Efforts to avoid coronavirus one of them by staying away from the crowd, *social distance* (keeping distance), improving the immune system through exercise activities. This is in line with the results of research (Asmuni, 2020) that the Covid-19 pandemic has also impacted people's lives in Indonesia. The complexity of handling this outbreak makes the government implement a very strict policy to break the chain of the spread of Covid-19, one of which is *social distancing*.

Learning interaction is strongly influenced by several components, namely: students, teachers, principals, curriculum, school facilities (libraries), milieu, and several other facilities needed in the learning process so that it will support the quality of learning. Thus, learning activities can bring changes for students, both changes in restraint, behavior, and skills (Saifulloh & Darwis, 2020). Looking at the problem, teachers and parents have an important role to motivate the teaching and learning process in schools. This is as stated from the results of research conducted by (Arifin, 2017; Darmadi, 2015; Erfan, 2017; Iskandar, 2018; Kirom, 2017; Saragih, 2008; Suharso, 2013)the teacher assists in the form of mentoring and teaching to students who have completed all the supporting facilities and infrastructure. From the results of this study, it is implied that in providing teaching and assistance without exception for children with special needs who have hyperactive behavior.

Mentoring in this special class is an effective treatment because the mentoring is carried out by teachers and psychologists individually to students. In addition to this individual assistance, teachers and psychologists also provide treatment by reducing unwanted behavior and developing expected behavior, especially for children with special needs who have hyperactive behavior. Based on the phenomenon in the form of facts, the researchers conducted a scientific study, namely the teacher's strategy in reducing the hyperactive behavior of children with special needs during the covid\_19 pandemic at SLBN Sukoharjo.

## **METHOD**

This research describes a type of descriptive research with quantitative and qualitative approaches. The samples used in this study were teachers and parents of 40 students. This research was conducted on February 20, 2021, at SLBN Sukoharjo Central Java Province, while data collection techniques through observation, questionnaire dissemination, and interviews. Observations were made to observe the learning conducted by teachers during the pandemic covid\_19. The spread of questionnaires conducted *online* can be accessed through the link:

[https://docs.google.com/forms/d/1Q1\\_XMKSRdg6b8qZDXXgTwWo3wI-JrAwu5LnaLSh4FAC/edit](https://docs.google.com/forms/d/1Q1_XMKSRdg6b8qZDXXgTwWo3wI-JrAwu5LnaLSh4FAC/edit).

While the interview is conducted using an open interview and the interview is not closed, the open interview is conducted by way of the researcher interviewing the respondent directly while the closed interview is conducted by contacting the respondent via a mobile phone connection.

## RESULTS AND DISCUSSION

Based on the results of the study found that the teacher's strategy to reduce hyperactive behavior of children with special needs during the pandemic covid\_19 in SLBN Sukoharjo central Java Province consists of: (i) the strategy of teachers and parents consisting of educators, mentors, designers of learning, artists/actors, mediators, motivators and (ii) the benefits of distance learning. The results of descriptive percentage analysis can be described as follows:

### 1. Observation Results

The observations in SLBN Sukoharjo Central Java on 11 February 2021 in this study found several things, namely in the situation of suppressing the spread of the covid 19 disease outbreak teachers in the teaching and learning process conducted online in synergy with parents of students consisting of the role of teachers and parents as motivators, mentors, learning designers, learning artists, mediators, and motivators and innovators. For it at the time of the pandemic the need for synergy cooperation between teachers, parents, and stakeholders to guide, educate, and accompany children with special needs in terms of the teaching and learning process.

### 2. Teacher strategy in reducing hyperactive behavior of children with special needs during covid\_19 at SLBN Sukoharjo

The strategy of greeting teachers reduces the hyperactive behavior of children with special needs the need for the role of parents in accompanying students in the teaching and learning process to have interactions between teachers and parents in accompanying students. The strategy of teachers and parents in reducing hyperactive behavior of children with special needs consists of the role of teachers and parents as motivators, companions, learning designers, learning artists, mediators, and motivators and innovators. Recapitulation of the results of descriptive analysis of fecundity can be seen more clearly in the following table:

Table 1. Recapitulation of descriptive analysis results of teacher strategy frequency

Number	statement	Number of samples	Percentage (%)
1	Strongly agree	12	30.00%
2	Agree	27	67.50%
3	Hesitant	1	2.50%
4	Disagree	0	0%
5	Strongly disagree	0	0%
Total		40	100%

Teacher strategies reduce the hyperactive behavior of children with special needs during the covid\_19 indicated by the role of teachers and parents as motivators, mentors, learning designers,

learning artists, mediators, and motivators and innovators. More than half (67.50%) respondents of teacher strategies in teaching during the pandemic covid\_19 agreed in the learning process by involving parents and teachers in reducing the hyperactive behavior of children with special needs, 30% of them are in the category of strongly agree, respondents are on the statement of hesitation to obtain a percentage value of 2.50%, no respondents are on the statement of disagreement and strongly disagree to obtain a percentage value of 0%. Interestingly, only 2.5% of parents have various employment backgrounds, namely ASN, BUMD, BUMN, army/police, housewives, and private work. The study also found that the majority of parents' work is housewives. Table 1 shows that most of the samples in this study were parents of students with special needs at SLBN Sukoharjo.

### 3. Benefits of teacher strategies in reducing hyperactive behavior of children with special needs

Based on the results of the study, there are three categories of benefits of teacher strategy in reducing hyperactive behavior of children with special needs during the covid\_19 at SLBN Sukoharjo is seen from the enthusiasm of teachers and parents in giving good statements through interviews and filling questionnaires about the role of teachers and parents as motivators, mentors, learning designers, learning artists, mediators, and motivators and innovators: very useful, useful, and limited in benefits, (see table 2).

Table 2. Results of descriptive analysis of the frequency of teacher strategies

Number	statement	Number of samples	Percentage (%)
1	Strongly agree	35	87.50%
2	Agree	5	12.50%
3	Hesitant	0	0.0%
Total		40	100%

Table 2 shows the benefits of fostering teacher strategies in reducing hyperactive behavior of children with special needs during covid\_19 at SLBN Sukoharjo. Teachers and parents at the time of the covid\_19 collaborated in suppressing and reducing the spread of this disease outbreak through teacher strategies in reducing hyperactive behavior of children with special needs during the covid\_19 at SLBN Sukoharjo, by helping them manage their control with relationships, social networks, social, and social, social relationship between teachers and parents with indicators of the role of teachers and parents as motivators, mentors, learning designers, learning artists, mediators, and motivators and innovators.

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education as stipulated in the teacher and lecturer law in Chapter I article 1 (Republik Indonesia, 2005). Teachers are people who have experience and knowledge in their fields, so they should educate and provide the knowledge they have to students so that students become smarter (Mulyana, 2010; Suprihatin, 2015; Wahyuni, 2014). Thus the teacher is someone who has expertise in

the field of education and is responsible for teaching students both individually and classically in the school environment and outside of school.

The teacher's role in reducing the hyperactive behavior of children with special needs that is relevant in learning both in normal learning situations and distance learning systems. teachers as educators, instructors, mentors, coaches, advisors, models and role models, drivers of creativity, actors, emancipators, and evaluators. According to (Hamidaturrohmah & Mulyani, 2020) continuity with home learning. This study aims to analyze the form of distance learning strategies for students with special needs during the Covid-19 pandemic.

In the situation and conditions in the pandemic era, covid\_19 teachers have a role in increasing students' learning interest through distance learning that must be accompanied by parents of students. According to (Jannah et al., 2020) The solution during the COVID-19 pandemic for education is online learning. But the application is not as easy as it seems. Research results (Priyastuti & Suhadi, 2020) suggests that the process learn to teach online can be accessed using online media which is expected to be an effective solution for this as stated by Septian (2017) in (Abdurrahman et al., 2020) the teacher's role is divided into four groups, namely the teacher's role in planning, implementation, assessment, and supervision. The teacher's role in planning is the teacher as an innovator and designer of interactors (teaching designers). The teacher's role in the implementation includes the teacher as manager of interactors, motivator, mentor, initiator, and facilitator (Jariono et al., 2020; Jariono & Subekti, 2020). The teacher's role in the assessment is the teacher as the person who evaluates learning and student learning outcomes. While the role of the teacher in supervision is the teacher as a supervisor who monitors learning activities

Teachers in carrying out learning to children with special needs experience obstacles to the implementation of adaptive physical education program practices, and inadequate infrastructure (Jauhari et al., 2020) The results of the research conducted (Nurul Khotimah, 2020) Education for early childhood provides efforts to stimulate, guide, nurture and provide, learning activities, which will produce children's abilities, and skills. The goal of developing noble character, Building children's creativity, encouraging children's art and talents, and fostering mentality in pandemic home education in prevention and alternative care. So also researches conducted (Rahim et al., 2020) that Seeing the developmental condition of each child with special needs is different from each other, it is necessary to take special care so that the child can become independent and better. This can be seen from the disorder experienced by each child with special needs which has different characters or traits. One of them is an autistic child who has a complex disorder.

## **CONCLUSION**

Based on the results of this research and discussion of this research, it can be concluded that teachers' strategies in reducing hyperactive behavior of children with special needs need cooperation

between teachers and parents consists of teachers and parents as motivators, mentors, learning designers, learning artists, mediators, and motivators and innovators. But in this study is only limited to analyzing the teacher's strategy in reducing hyperactive behavior of children with special needs, for further research will be conducted on other related variables in this study, one of which is social environmental factors, peers, motoric ability, physical activity, and related further research to improve children's learning motivation special needs.

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