



# Improving Hyperactive Student Learning Behavior in Teaching Learning Activities Using Self-Counseling Method in Class VII-B SMPN 3 Surabaya

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## ABSTRACT

Students who exhibit hyperactive behavior can be at high risk such as failing at school, experiencing serious social problems, including difficulty getting along as well as conflict with family members, being hated by siblings, often scolded and punished by caregivers. All of these factors can have an impact on students' social lives and influence the emergence of chaos in student attitudes and behavior. Indicators of student hyperactivity include: 1) difficulty focusing, 2) often not doing assignments, 3) unable to sit quietly, 4) often flicking friends, 5) impulsive, 6) often monopolizing activities in social interaction. The impact of students' hyperactive behavior is: 1) decreased learning achievement, 2) lack of harmony in social relations with peers. Hyperactive behavior is influenced by the pattern of parental care that is authoritarian and unattended. This research aims to improve the behavior of hyperactive students in teaching and learning activities in SMP Negeri 3 Surabaya with the method of self-counseling. The type of research used is qualitative research in the form of case studies of students who behave hyperactively. The techniques used in collecting data are interviews, observation, and documentation analysis. The data obtained were analyzed by qualitative descriptive analysis. The results showed that hyperactive student behavior can be improved by using the self-counseling method in teaching and learning activities. This is indicated by an increase in the activity of students in the first cycle of students who are active at 85.71% and in cycle 2 by 100%. from the initial value (62%) then cycle 1 (75%) and cycle 2 (85%). The action of the first cycle grade average value increased to 79.18 (completeness 52.6%), in the second cycle increased again to 87.87 (completeness 86.8%).

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## 1. INTRODUCTION

National Education as stipulated in Law Number 20 of 2003 concerning the National Education System functions to develop capabilities and establish dignified national character and civilization in order to educate the nation's life, aiming at developing potential students to become human beings who believe and fear God Almighty, having noble character, being healthy, knowledgeable, capable, creative, independent, and being a democratic and responsible citizen. "

Guidance conducted by a Counseling Guidance teacher (BK) must have the ability to educate, train, foster and develop student potential. Therefore, guidance teachers and other subject teachers are jointly responsible to all students in developing their potential including students who have physical and physical abnormalities and attitudes of everyday students.

According to Gottman (1999,43), a person's success in life is not only determined by intellectual intelligence. Emotional intelligence is intelligence other than intellectual intelligence and has a role that is far more important than intellectual intelligence in one's success. A person's success is only 20 percent determined by intellectual intelligence and 80 percent is determined by others including emotional intelligence. Families, schools and communities play an important role in developing emotional intelligence. These three elements must work together and have continuity and harmonization so that the development of intelligence can be carried out optimally. The portion of the development of students' emotional intelligence is best done in the family. Emotional intelligence must be instilled early, and preferably before the child is eight years old or in the span of adolescence. Students' emotional intelligence will develop optimally if in the first five years of a student's life a loving relationship occurs between parents and children. Lack of love for

parents during this period will result in disruption including social emotional disturbances of students.

In everyday life, students often face problems in order to adapt to their environment. Various problems arise because of the lack of alignment of student development, which involves factors: (1) socio-emotional, where students are difficult to relate to other people, unable to follow the rules in full, often raising if their wishes are not followed, it is difficult to focus hyperactive behavior, difficulty in capturing what is received by sensory observation, (2) difficulty in language, (3) gross motor development and fine motor. (4) cognitive, and (5) physical disorders. The problems that often occur in junior high school about the lack of alignment of student development are hyperactive behavior which causes students to be unable to concentrate in the learning process and tend to ask the attention of the teacher.

Students who show behavior hyperactivity can be high risk such as failing at school, experiencing serious social problems, including difficulty getting along and conflict with family members, being hated by siblings, often scolded and punished by caregivers. All of these factors can have an impact on students' social lives and influence the emergence of chaos in student attitudes and behavior. Based on preliminary observations conducted by researchers at SMP Negeri 3 Surabaya, data were obtained that there were students who tended to behave hyperactively. These students have characteristics and behaviors that are not exactly the same but in general both show an attitude of not being able to sit quietly, walk here and there without a clear purpose when learning, unruly often disturbing friends, unable to complete tasks because attention is easily switched from one things to other things, so that it interferes with the learning process in the classroom. These students tend to be rejected and opposed by their friends even the students are labeled as "naughty students" by their classmates. The hyperactive behavior will ultimately have a direct effect on the achievement of the end of learning (student grades). Therefore, this requires comprehensive handling between subject teachers and counseling teachers at SMP Negeri 3 Surabaya.

This study aims to explore more deeply the students' hyperactive behavior and its impact on the education process in SMP Negeri 3 Surabaya. This research is based on theories about students' hyperactive behavior. Referring to the results conducted by Caspi, Ben and Elder that students who have poor temperament on cooking children can have a chance to continue to be brought to adulthood. Therefore, students who show low emotional intelligence behavior must get attention so that students have the opportunity to develop into successful human beings in the future.

Behavioral problems related to emotional intelligence that generally arise in students such as difficulty associating with friends, tend to withdraw from their environment, behave aggressively both verbally and non verbally, and cannot control their emotions which in turn will cause problems more broadly. If students who have

problems are not handled early, then in adults they will have very low emotional intelligence. Therefore, these problems can be handled with intensive guidance to students so that the concerned can develop optimally.

Muliadi (2011) states that hyperactivity refers to the absence of self-control, an example in making decisions or conclusions without thinking about the consequences of being punished or having an accident. Hyperactivity is a thermonology that includes several behavioral abnormalities "including: feelings of anxiety, disturbances of attention, bursting feelings, excessive activity, likes to make noise, stretch and destructive persistence. Tembong (2002,98) states that hyperactive students are affective disorganization, decreased self-control and over-activity in real terms. Students with hyperactive disorders in daily activities (24 hours) are higher than normal students (Ernawati, 2005).

Students who experience hyperactive behavioral disorders consist of three main problems plus other problems, including:

1. lack of attention and easily disturbed, which is the difficulty to focus on the things he is doing, such as often not succeeding in completing tasks, not completing tasks, not listening to instructions from the teacher, unable to concentrate, pay attention to easily diverted by external stimulus, it is difficult to maintain attention to play activities,
2. impulsivity, which is the inability to control his behavior or not think before acting, do something else before one thing is complete, as instructing other people's talk, fail to wait their turn in a playing situation,
3. hyperactivity, the tendency to do motoric and verbal activities such as being unable to sit, sometimes climbing, always moving like being driven by a machine,
4. difficulty in obeying the rules and instructions, he knows the rules and is able to explain but ten minutes later the students are unable to control their behavior, so they repeatedly commit violations
5. the existence of excessive variables in responding to situations, especially school activities.

Tjin (2007) states the characteristics of students who tend to experience hyperactive disorders, if:

1. often cannot sit quietly in his chair in class or in situations where students are expected to sit still,
2. hands move constantly restlessly,
3. often run and ride on the table
4. often have difficulty playing or in fun activities together that require calm,
5. often moving or like being moved by a machine, excessive talking and impulsivity, having difficulty waiting for their turn, and
6. often give answers before the questions are

completed and often instruct others

Social Impact of Hyperactive Behavior on Student Life are :

#### 1. Impact at School

If this hyperactive behavior is not addressed, it will eventually create obstacles to adjusting social behavior to the students' academic abilities and even make it mature. Many hyperactive students exhibit aggressive traits whose behavioral problems are outward, such as fighting and harassment. There is also the problem towards students themselves as the development of fear and depressive behavior (Buitelaar, 2008) Many found hyperactive students who are experiencing difficulty reading, writing, language, and mathematics. Especially for writing hyperactive students have fine motor skills that are generally not as good as ordinary children (Nenny, 2011).

#### 2. Impact at Home

Hyperactive students are usually more anxious and discouraged. In addition, he easily experiences psychomatic disorders (health problems caused by psychological factors) such as headaches or stomach aches. This is related to the low tolerance of frustration, so experiencing disappointment, he is easily emotional. Besides that hyperactive children tend to be stubborn and easily angry if their wishes are not immediately fulfilled. These obstacles make children less able to adjust to their environment. Children are seen as naughty and often experience rejection from both family and friends. Because it is often irritated, parents often treat children less warmly.

According to Bahri (2005,98) parenting is a family that includes the efforts of parents to care for and care for children, influence the development of children, and efforts to control and socialize children. Okvina (2009) states that care includes a variety of activities aimed at making children develop optimally and survive well. Strong attachments make children have the ability to deal with problems or new experiences. The patterns of parenting for the three main categories, namely the pattern of authoritative parenting, authoritarian parenting patterns, and permissive parenting patterns. Parenting to hyperactive children

#### 1. Positive Thinking

Positive thinking is the best thing for children. The best thing is to stimulate good behavior by giving it an award, so that it will increase self-confidence in children. By behaving properly, the situation in the home will also improve.

#### 2. Awards and Punishment

Positive evaluation of children does not mean that they no longer need to be punished. We don't may turn a blind eye to the various wrongdoings he has committed. The important thing is to be consistent and direct punishment given with reasonable and understandable children. It must

be noted that both parents must have similar opinions in this matter. The method of "seclusion and pleasure" means that the child is in an isolated space where he cannot get anything, there are no toys around him, there is no vision, he cannot talk to other people. This method is a punishment to show him that the child's behavior is not suitable in the family.

Sofyan (2009) states that self-counseling is a method of counseling by oneself. Listening with an open heart, asking for clarification, and investigating it can help the majority of people get better. Furthermore, learning how to work with deep emotional wounds can also be mastered if someone learns the right structure. To begin with, all that is needed is human skills to heal deep wounds that may have existed for years. James (1977) states that the purpose of self-counseling is to help clients become more mature and re-do self-actualization so that he can carry out self-actualization by removing all obstacles to his progress. Counseling Process :

#### 1. Important conditions in the counseling process

- a. Psychological contact with clients
- b. Minimize the client's anxiety level
- c. The counselor must appear as he is
- d. Counselors give sincere appreciation
- e. The counselor must be empathetic and understand the client's situation
- f. The counselor is able to change the client's perception

#### 2. The counseling process

- a. In the counseling process the counselor must strive for the client to be free to express his feelings.
- b. The client feels comfortable being with the counselor because the counselor never responds negatively
- c. Clients are encouraged to use as many of my pronouns as possible
- d. Clients are encouraged to see their experiences from a realistic perspective
- e. Clients are encouraged to return to being themselves.

#### 3. Application of the counseling process

- a. Award for individuals
- b. The nature of the relationship in counseling, responsibility in the counseling relationship is placed on the client not on the counselor
- c. The focus of counseling activities is on individual clients not on problems
- d. Emphasize the present principle (here and now)
- e. The counselor does not need to diagnose, the client diagnoses himself
- f. More emphasizing the emotional aspects of the intellectual
- g. Counselors do not need to provide various information to clients.

## 2. METHODS

The Research Place in this classroom action research is SMP Negeri 3 Surabaya, located in Surabaya, where this place is also the place where researchers carry out teaching assignments. The reason researchers chose this place is that researchers are currently one of the teachers who teach at the school making it easier for researchers to carry out this classroom action research. This research was conducted for two (2) months starting September to October 2018.

Research Subjects: 1). Students of class VII B of SMP 3 Surabaya in school year 2018 / 2019. 2). Researcher as a teacher in Counseling Guidance in SMPN 3 Surabaya. The study was conducted in 2 cycles, giving action in the first cycle based on the results of the initial reflection (prasiklus). Based on the initial reflection carried out class action research (PTK) through stages or procedures of planning, implementation of actions, observation and evaluation, and reflection in each cycle 1.

### Cycle 1

Cycle 1 consists of:

- a. Planning, including:
  1. Conditional documentation includes a list of values and observation sheets
  2. Identification of problems, the problem faced in this study is the lack of optimal student learning outcomes.
  3. Make a learning scenario
  4. Make an observation sheet to see the learning process in the class.
  5. Prepare a learning plan.
- b. Action Implementation, provides self-counseling services to hyperactive students in the class
- c. Observations, including:
  - Prepare an observation sheet to monitor student activities during the learning process.
  - Collect data on the average value of hyperactive students in class VII B, as a result of the first cycle
- d. Reflection
 

From the results of the above research, data analysis can be done.

### Cycle 2

Based on the results of reflection on cycle 1 if there is no increase in expected learning behavior and an increase in the average value of students, the second cycle with the steps as follows:

- a. Planning, including:
  1. Identify problems
  2. Action plan.
- b. The planned action is through the self-counseling approach as an effort to improve learning behavior.
- c. Implementation, including:
  1. Prepare the next learning plan.
  2. Evaluating student learning behavior.

3. Collect data on the average value of hyperactive students in class VII B, as a result of the second cycle

d. Observations, including:

1. Review the results of observations in cycle 1
2. Observation must really re-record the results of observations in cycle 1.

e. Reflection

After conducting cycle 1 research and cycle 2, analysis of accurate data is obtained, from the results of research the teacher can implement it for reflection whether the results of the study using the self-counseling method can be applied in service to students.

f. The source of the research data is class 3 students of SMPN 3 Surabaya.

The data obtained are quantitative and qualitative data consisting of:

- a. The results of observation of cycle 1 and cycle 2, were used to determine the increase in student learning behavior. The average score of students after cycle 1 and cycle 2
- b. How to collect data:
- c. The Learning process situation at the time after the action is taken is from observations made by the researcher.

The measure of the success of implementing this classroom action research is that the learning behavior of students in the school changes better and can reach a class average of  $\geq 80$ .

## RESULTS AND DISCUSSION

From cycle 1 to cycle 2 the indicator of success has been achieved with an average daily test score of  $\geq 80$ . The initial conditions of the data are as follows: The lowest value is 51, the highest value is 89, and the average value is 69.18 with a percentage level of 15.79%.

From the observer sheet to changes in student learning behavior, the activity of students in cycle 1 of active students was 85.71% and in cycle 2 was 100%. The results of reflection on the implementation of cycle 2 are as follows courage of students in asking and expressing opinions, student creativity, better understanding of students and more respect for the opinions of their friends in one group which can then be developed to respect the opinions of other groups. Students are more confident and begin to work on problems, both as homework and test questions. And the indicator of success has been achieved ( $\geq 80\%$ ). In cycle 1 the teacher has given special action to hyperactive students by doing self-counseling, however the results of the cycle 1 test have not indicated the success of this study even though there is an increase in the average score of the test results. The action of the first cycle of the average value increased to 79.18 (completeness 52.6%), in the second cycle increased again to 87.87 (completeness 86.8%).

Thus there is an increase in student learning behavior which results in students' understanding of the material provided so that the average value increases. Based on the discussion of the results above, it turns out that the self-counseling method can improve the learning behavior of class VII B students of SMPN 3 Surabaya.

## CONCLUSION

Research shows that students' hyperactive behavior tends to engage in excessive activity, due to their inability to control their body movements. Indicators of behavior are: 1) difficult to focus, 2) often not doing tasks, 3) unable to sit quietly, 4) often flicking friends ears, 5) impulsive, 6) in social interaction often monopolizing activities. The impact of these behaviors is a decrease in learning achievement and social relations with peers. The factor that causes the emergence of this behavior is the pattern of parenting carried out by parents.

To overcome this problem, SMP Negeri 3 Surabaya provides guidance and counseling services to the perpetrators in the form of self-counseling in the form of face to face interviews, parental calls, statements, and guidance book notes. After being given service and guidance, it shows that there is a change that leads to the case to behave in a positive direction. Efforts to deal with hyperactive behavior through the form and technique of self-counseling guidance services by guidance and counseling teachers and cooperation of parents, homerooms and subject teachers in schools to provide guidance and supervision improve student learning behavior and can be seen from the improvement in learning outcomes of class VII students. B SMP Negeri 3 Surabaya.

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