

The Implementation of the Behavioral Remedial Program at Homeschooling: A Case Study at Homeschooling Kak Seto in Indonesia

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Abstract

This study aimed to describe the implementation of the behavioral remedial program at Homeschooling Kak Seto in Indonesia. This research was conducted at Homeschooling Kak Seto, which is located at Jl. Raya Perigi Lama No. 3A Perigi, Pondok Aren, South Tangerang City-Banten, Indonesia with the informants including the head of special education, tutors, and parents of students. The research method used is descriptive method with a qualitative approach in order to be able to collect, compile and analyze the results. Data collection technique consisted interviews, observation and documentation. The steps of this research went through the orientation, exploration, and member check stages. Techniques for processing and analyzing data in this study were data reduction, data presentation, and drawing conclusion. The data validity technique in this research is credibility, transferability, dependability, and confirmability. Based on the results of the study, it was concluded that the application of the behavior remedial program to changes in the social skills of learning citizens with special needs at Homeschooling Kak Seto was in accordance with the theory of behavior modification, namely through the process of antecedent, behavior, and consequence.

Keywords: Behavior Modification, Behavioral Remedial Program, Homeschooling Kak Seto, Indonesia

INTRODUCTION

Every child has the same right to get an education and every child may get a proper education for themselves, without having the limitations and shortcomings of children with special needs. Children with Special Needs are children who are significantly different from other children, physically, psychologically, cognitively, or socially hampered in achieving goals/needs in and to their fullest potential such as speech disorders, physical disabilities, mental retardation, and emotional disturbances..

The service provided by Homeschooling Kak Seto to serve children with special needs so that they can learn is to create a behavior improvement program. The behavioral improvement program used by homeschooling Kak Seto uses a behavior modification approach. The usual modification approach is given to bring up or strengthen a weak behavior, reduce excessive behavior, bring up a new behavior, and eliminate immobile behavior (Martin & Pear, 2015). The characteristics of learning residents with special needs

who take part in the improvement program at Kak Seto's homeschooling have different characteristics, such as having Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorder (ASD), communication, social, anxiety, and other behaviors.

For children with special needs, providing learning in the form of remedial behavior is important because remedial means treating, curing, correcting, or making it better. Mukhtar and Rusmini (2001) explain that remedial is a learning system that is carried out based on a comprehensive diagnosis, which intended to find deficiencies experienced by students in learning. From this, can be concluded that behavioral remedial is a learning system that is carried out based on a comprehensive thorough diagnosis, intended to find deficiencies in responding to an individual's reaction to stimuli that come from outside or from within himself. Remedial behavior is carried out in the form of behavior modification to students.

Behavior modification is a way of changing behavior by using learning principles. Perform function analysis of the ABC formula: (1) Antecedent, is everything that triggers or causes the behavior in question. This antecedent relates to a certain situation (if alone, when with friends, at a certain time, in a certain place, while doing certain activities, and so on); (2) Behavior is everything about the behavior in question. This behavior is seen in terms of frequency, intensity, and duration; (3) Consequences are the consequences obtained after the behavior that becomes the problem. For example: getting praise or attention, feeling calmer, free from tasks, and so on (Purwanta, 2015).

From the results of interviews and observations of preliminary studies, problems that are often found are the lack of attention and concentration of learning residents in participating in Teaching and Learning Activities. Parents pay less attention to their children at home because they are busy at work. The daily rigidity of residents learns to improve behavior in communicating and behaving so that residents learn it is difficult to develop themselves.

METHOD

This research was conducted at the Homeschooling Kak Seto location at Jl. Raya Perigi Lama No. 3A Perigi, Pondok Aren, South Tangerang City, Banten, Indonesia. The samples of respondents who will be a source of information are heads of special education, tutors, and parents and guardians of behavioral remedial programs. The research method used is a descriptive method with a qualitative approach to collect, compile and analyze the results of the research discussed. The data retrieved in this study is primary data (obtained from interviews, observations, and documentation with the head of specialist education tutors, parents, and residents studying behavioral remedial programs at Kak Seto's Homeschooling). While the data collection technique used qualitative techniques with tools of the data

collection including interview guidelines, observation guidelines, and documentation guidelines. The interview technique used in qualitative research is in-depth interviews. The reason the researchers conduct observations is to present a realistic picture of behavior or events, answer the questions, help understand human behavior, and for evaluation, name to measure certain aspects and provide feedback on these measurements. In this research, documentation studied is used to obtain data or notes related to the implementation of reading activities such as photos, recordings of activities, documents, diaries, and so on. The data obtained were analyzed descriptively qualitatively to describe the tendency of each research focus.

RESULTS AND DISCUSSION

The implementation of the behavioral remedial program consists of several processes, namely the antecedent process, the behavior process, and the consequence process. The following is an explanation of the interview results obtained in the process of implementing behavioral remedial:

a. Antecedent Process

An antecedent process is anything that triggers or causes the behavior in question. The antecedent is a condition that makes citizens learn to comply with all behavioral remedial program regulations by making learning contracts. According to Silberman (2010), the learning contract is a method developed to identify the various needs of students in learning and activities that will be done by students to meet these needs. Learning contracts are made, so that citizens learn to follow the rules that are made, so that their maladaptive behavior can be reduced. For example, in the learning process, students are prohibited from going in and out of the classroom or running in the classroom. Residents of learning are prohibited from playing cellphones and must pay attention to the teacher when explaining lessons. The antecedent is carried out with the teacher/tutor when carrying out learning activities, to produce the latest baseline from the current situation.

From the results of interviews with teachers/tutors in the antecedent (stimulus) process, the tutor provides a stimulus by making a learning contract that is mutually agreed with parents and students regarding behavior. Learning contracts are made so that citizens learn to follow the rules that are made so that their maladaptive behavior can be reduced. For example, in the learning process students are prohibited from going in and out of class or running around in class, students are prohibited from playing with cell phones and must pay attention to the tutor when the tutor explains the lesson. The learning contract made refers to the Individual Education Program (IEP) design. The IEP design for students with disabilities helps educators/teachers to ensure that the student is making progress in school. The IEP

design focuses more on the main stress points of what students learn from a specific period (Loreman, T., et. al, 2005). The IEP draft was developed referring to the following steps: (1) Formation of a committee/ team; (2) meeting of the members of the drafting team; (3) Identification of students' abilities and limitations (need-assessment), as the basis for preparing curriculum for these students; (4) Preparation of curriculum based on the conditions, limitations, needs, and environment of students with special needs; (5) Placement decisions whether students are placed in general/inclusion/special schools/other institutions; (6) The process of developing curriculum which is explained in individual teaching programs; (7) IEP program management.

From the results of interviews in making the first IEP design, we will identify the problems that are currently needed to support students in the learning process. After knowing the problem, the researcher and psychologist made an IEP for students. Then the researcher was directed to choose a counseling schedule with the teacher/tutor.

b. Behavior Process

In the behaviorism learning theory paradigm, there is an element of reward and punishment in education. Rewards and punishments in learning are applied to provide a stimulus in the form of personal encouragement from a student to be motivated to complete the assigned task in the context of the personal formation of students. Rewards can interpret as actions taken to reinforce approved behavior. A reward is a form of action taken to provide an award to strengthen the behavior that is approved and the desire of the expected form of the goal. reward learning is applied to encourage and stimulate students to trigger motivation to improve their abilities in developing personality potential. Unlike the word punishment, if the reward is a form of positive reinforcement; then punishment is a form of negative reinforcement, both of which are indeed applied as a goal to foster motivation. The purpose of punishment is to make someone feels uncomfortable (Kosim, 2008). Punishment is the last act of violation that a student has repeatedly committed. After being notified and confirmed and given a warning, the last action is an action in the form of punishment.

This behavior is seen in terms of frequency, intensity, and duration. The behavior here is a behavior that appears to be seen in students when given a stimulus. Changes in student behavior, for example, as guided by Ms. X, students were able to make simply written conversations without being given verbal assistance three times. Verbal assistance here the frequency will be reduced or added according to the success of students making simple conversations. Meanwhile, the students who were guided by Ms. Y, before joining the remedial program, the behavior of the students did not keep their bodies clean. In the first month of participating in the behavioral remedial program, a checklist was made for students

to always brush their teeth, wash their hair and clean their feet. Each meeting has at least one achievement target. Namely, students can keep their feet clean, with punishment for making conversations with other people three times. What is calculated here is the amount of punishment, the more students can carry out the checklist/target, the less punishment will be given. This means there is an increase in students maintaining the cleanliness of their bodies. Meanwhile, the changes in students who were guided by Ms. X were able to make simply written conversations without being given verbal assistance three times (Leinbach & Suwarno, 1985). From the results of interviews conducted by researchers in determining short-term and long-term targets, the teacher together with the head of special education and psychologists carried out case conference activities by observing students and recording all behaviors that appeared in students. After that, the teacher together with the head of special education and psychologists determine the most urgent maladaptive behavior to be reduced from its frequency and intensity. After that, the psychologist will make short-term goals and long-term goals that students must achieve.

The method used in the behavioral remedial program is the ABA (Applied Behavior Analysis) method, the ABA method is a teaching/intervention process that applies behavior through an analysis process. Practically therapeutic activities are developed, combined, and modified with various therapeutic media and other methods of growth and development to achieve maximum results. The method used is adjusted to the student's condition. The other methods used in behavioral remedial programs such as verbal prompting are providing verbal assistance, physical prompting providing physical assistance, and gesture prompting using gestures. For example: to train fine motor skills using methods with activities that hone fine motor skills such as tearing paper, cutting, squeezing sand, and grinding. Examples of these activities in Figure 1 and Figure 2.



Figure 1. Student Activities 1



Figure 2. Student activities 2

In the process of behavior (attitudes that appear) from the results of interviews conducted by researchers with tutors, namely Ms. X and Ms. Y. Changes in behavior

experienced by students who were guided by Ms. X, before joining the remedial program, the behavior of students did not keep their bodies clean. In the first month of participating in the behavioral remedial program, a checklist was made for students to always brush their teeth, wash their hair and clean their feet. Each meeting has at least an achievement, namely, students can keep their feet clean, with punishment for making conversations with other people three times. What is calculated here is the amount of punishment, the more students can carry out the checklist/target, and less punishment will be given. This means there is an increase in students maintaining the cleanliness of their bodies. Meanwhile, the changes in students who were guided by Ms. Y were able to make simply written conversations without being given verbal assistance three times.

c. Consequence Process

For example: getting praise or attention, feeling calmer, free from tasks, and so on. The consequences in this study are what students will get in the form of rewards and punishments. According to Anita (2011), a Reward can be interpreted as reinforcement on the behavior of students. Reinforcement is the use of consequences to reinforce behavior. This means that a behavior that is carried out by students and is considered appropriate is then followed by reinforcement, furthermore it will be done again by the child. In giving rewards if students succeed in achieving the targets of the IEP design. Rewards can be in the form of praise, giving favorite items (reading books), and providing preferred activities (listening to music). The reward can have a considerable influence on the souls of students to do positive and progressive actions. Besides that, it can also be an incentive for other students to follow other children to get praise from their tutors. However, it is undeniable that this method also has weaknesses including it can have a negative impact if the tutor does it not professionally, so it may cause students to feel that they are higher than their friends. If students do not want to follow the directions and instructions of the tutor or students cannot be cooperative, they will be given punishment. In simple terms, according to Anita (2011) punishment is a process that weakens or suppresses behavior. Thus, a behavior that is followed by a punishment tends to be weakened and will not be repeated by students. In the concept of behavior change, either reward or punishment must be following the agreement, so that students stay focused when participating in behavioral remedial programs. The Figure 3 is an example of giving praise rewards to students.



Figure 3. Giving Rewards to Students

In the consequence process (punishment and reward), from the results of interviews conducted by researchers with tutors and heads of special education in the field, rewards are given to students when they show progress or progress when students follow the rules in the learning process. Rewards are also related to learning contracts, which are related to the targets to be achieved between tutors and students. If students can cooperatively work with tutors to participate in learning well, it is conducive until students show progress from the agreement; they can be rewarded, to appreciate the students' willingness to learn together. The form of reward is in the form of favorite items such as reading books or providing activities that students like such as listening to music or can be in the form of words of praise such as "Ok, you are great!". Then, punishment is given if students cannot carry out the learning contract agreement that was made at the beginning of learning.

CONCLUSION

The implementation of the behavioral improvement program for changes in the social skills of learning residents with special needs at Kak Seto's Homeschooling, Tangerang Selatan is in accordance with behavior modification theory using the ABC formula (antecedent, behavior and consequent), the antecedent process is the provision of a stimulus to see everything that triggers or causes the behaviors in question, the behavioral processing, namely all things regarding the behaviors in question in terms of frequency, intensity and duration to find long-term and short-term targets, the last one is the consequence process is the procedure of giving rewards and punishments to citizens learning to offer gifts can in the form of praise and punishment prizes can be in the form of confiscation of preferred items such as cellphones or gadgets that can hinder the results of the behavioral improvement program.

The implementation of the behavior improvement program is improved in several ways so that the plans that have been made can run optimally. Remedial behaviors tutors in providing remedial behavior guidance to learning residents. Improve again, tutors must be able to know the character of each learning community so that the implementation of remedial

behavior programs runs optimally. For parents, students must expected to be consistent in implementing behavior improvement programs and all designs of Individual Learning Programs at home provided by tutors so that results can be achieved.

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