

Identification of Behavior of Children with Disabilities at The Age of 5-6 Years in Lestari PAUD

Aam Amalia^{1*}, Nedi Kurnaedi², Havid Surya³

Faculty of Teacher Training and Education, Bina Bangsa University, Serang, Indonesia

Corresponding Email: *aamamalia290189@gmail.com

Abstract

This research aims to identify the behavior of children with disabilities in PAUD Lestari with a qualitative approach using case studies. Children with developmental disabilities are children with emotional and behavioral disorders that affect their social interactions and psychological development. Qualitative methods were chosen to explore in depth the phenomena that occurred, with data collection techniques through observation, interviews and documentation. The results of the research show that children with disabilities in PAUD Lestari tend to experience three types of dominant behavior, namely withdrawal from social relationships, aggressive and defiant behavior, and a tendency to experience anxiety. Withdrawal from social interactions makes it difficult for children to adapt and build harmonious relationships with peers and teachers. Meanwhile, aggressive and defiant behavior appears in the form of disobedience, resistance to authority, and physical actions such as hitting or breaking things. In addition, the anxiety experienced by children with hearing impairments influences their inability to manage emotions and stress. It is hoped that these findings can become the basis for developing more appropriate intervention programs to help children with hearing impairments in PAUD to develop optimally.

Keywords: hearing impairment, behavior, PAUD

INTRODUCTION

Early childhood, especially ages 5-6 years, is a crucial phase in a child's social, emotional and behavioral development. At this stage, children begin to show maturity in social interactions, self-control, and adjustment to a more structured environment, such as formal education at school. However, for some children who experience emotional and behavioral disorders—known as children with developmental disabilities—this phase of development is often filled with challenges. This condition of maladjustment is not just a momentary disorder, but often reflects a behavioral pattern that is repetitive, maladaptive, and disrupts the child's social and academic functioning, especially in a more structured environment such as school (Mathur, 2007). Children with hearing impairment generally show difficulties in adjusting emotionally and socially, which has an impact on their behavior at home, school and the surrounding environment (Santrock, 2021).

Tunalaras, in the context of education and psychology, refers to children who experience problems in managing emotions, which results in maladaptive behavior. These children may show patterns of aggressive behavior, disobedience, social isolation, and difficulty in managing their emotions healthily. At the age of 5-6 years, when children are generally developing social skills and emotional regulation, children with hearing impairments often have difficulty participating in social activities in a way that conforms to accepted norms (Mathur, 2007). This makes identifying behavioral impairments at an early age very important to understand their developmental needs and provide appropriate intervention.

Children with hearing impairments exhibit a wide spectrum of behavior that differs from the developmental norms expected in children their age. The behavior displayed may include physical or verbal aggression, uncontrolled impulsivity, or even extreme withdrawal from social interactions. In the midst of increasingly complex social demands at the age of 5-6 years,

children with hearing impairments often face difficulties in adapting to the rules and expectations of their surrounding environment. They not only have difficulty interacting with peers, but also responding to guidance and rules given by authorities, such as parents and teachers (Merrell, 2013). This condition can trigger a negative response from the environment, which actually strengthens the maladaptive behavior, creating a vicious cycle that is difficult to break.

Identification of the behavior of children with developmental disabilities at the age of 5-6 years aims to detect early behavior patterns that are different from the child's developmental norms. With early identification, it is hoped that a clearer picture of the emotional and behavioral disorders experienced by children can be obtained, so that intervention strategies can be prepared appropriately and comprehensively. This research is important because it is at this early age that the golden age of child development occurs, where a supportive environment greatly influences the child's psychosocial development in the future (Cooper *et al.*, 2020).

However, the process of identifying the behavior of children with developmental disabilities is not simple. Children aged 5-6 years are still in a dynamic phase of development, where their behavior often changes and is difficult to predict. On the one hand, there are children who may show impulsive and aggressive behavior as part of a normal response to frustration, but on the other hand, there are also those who show a consistent and persistent pattern of behavior, which indicates the presence of a more serious disorder. Therefore, a holistic approach is needed in this identification process, which involves various aspects such as direct observation of behavior, interviews with parents and teachers, as well as the use of appropriate assessment tools to detect behavioral disorders (Schaefer & Millman, 2018).

In Indonesia, children with hearing impairments are often not well identified, especially in formal education environments. An education system that is still focused on academic aspects often fails to pay attention to children's emotional and social needs. This has the impact of neglecting children with behavioral disorders, who are then labeled as "naughty" or "undisciplined" without any effort to understand the emotional conditions underlying this behavior. This situation is not only detrimental to children, but can also create stigma that has the potential to affect children's self-image in the future (Santrock, 2021).

This research attempts to contribute to a deeper understanding of the behavior of children with hearing impairments aged 5-6 years, with a focus on an accurate and comprehensive identification process. This research starts from the premise that every child has potential that can be developed optimally, as long as they get the right support. Thus, a deep understanding of the characteristics of disabled behavior, the importance of early identification, as well as effective methods in identifying this behavior are very crucial in supporting the development of disabled children so that they are able to adapt and develop in their social, emotional and academic aspects.

Based on the results of observations and interviews with one of the teachers at PAUD Lestari Cilegon, information was obtained that there were three ABK students with a type of hearing impairment. It is known that students often withdraw from their other friends and show disruptive behavior, so that their other friends do not feel comfortable when they are together.

The focus of the problem in this research will discuss the identification of the behavior of children with special needs with type E (tural impairment) among students at PAUD Lestari Cilegon. The formulation of the problem in this research is: what is the process and results of identifying behavior in students with hearing impairments at PAUD Lestari Cilegon? This

research has the aim of: knowing and describing in detail the process and results of identifying behavior in students with hearing impairments at PAUD Lestari Cilegon. The benefits obtained in this research can be in the form of theoretical benefits and practical benefits received by teachers, school principals, students with hearing impairments, and subsequent researchers.

METHOD

This research uses a qualitative approach with a case study method. This research seeks to find out and investigate an event or phenomenon in a real life context regarding the behavior displayed by students with disabilities at PAUD Lestari Cilegon. This research was carried out from May to June 2024. The subjects of this research were three students with disabilities at PAUD Lestari Cilegon.

The methods used are observation, interviews and documentation. The research instruments used were observation guidelines, interview guidelines, documentation guidelines and field notes. Testing the credibility of the data used in this research was a triangulation technique. The triangulation techniques used in this research are source triangulation and engineering triangulation.

Data analysis uses an interactive model from Miles & Huberman (1994), which consists of data collection, data reduction, data presentation, and drawing conclusions or verification.

1. Data collection

Researchers collect various information needed in research

2. Data reduction

The data obtained by researchers is still complex so it needs to be reduced by summarizing, sorting out the main things, reducing or discarding irrelevant data and focusing on things related to the research.

3. Presentation of data

Data presentation is carried out to facilitate understanding of what is happening, planning further work based on what has been understood.

4. Drawing conclusions and verifying.

The conclusions made are answers to the problem formulation and questions that have been expressed by the researcher.

RESULTS AND DISCUSSION

Description of Research Results and Discussion

This research was carried out during school activities. During this research activity, data or findings were obtained regarding the behaviors of students with hearing impairments. The research results were obtained through observation, interviews and documentation.

Children with hearing impairments tend to withdraw from social relationships

Withdrawing from social relationships is often one of the main characteristics of children who experience emotional and behavioral disorders, including children with hearing impairments. According to several developmental theories, such as attachment theory proposed by John Bowlby, the early relationship between a child and caregiver is very influential in shaping patterns of social relationships throughout the child's life. Children who have insecure attachments tend to show difficulties in establishing and maintaining social relationships, including withdrawing from social interactions due to distrust of others (Bretherton, 1992). In

children with hearing impairments, this problem can be further exacerbated by traumatic experiences, lack of emotional support, or past neglect.

This withdrawal can also be related to emotional regulation problems that are often experienced by children with hearing impairments. They may have difficulty managing negative emotions, such as anger, disappointment, or fear, and thus prefer to avoid social interactions that are perceived as a threat to their emotional well-being. Withdrawing from social relationships can also be understood as a defense mechanism to protect themselves from feelings of discomfort or low self-esteem that they may feel when they are in a social group (Achenbach & Edelbrock, 1986).

Children with hearing impairments behave aggressively and defiantly

Aggressive and defiant behavior is a common manifestation that is often found in children with emotional and behavioral disorders. In children with hearing impairments, this behavior can be understood within the framework of the frustration-aggression theory which states that aggressive behavior arises as a result of the frustration that individuals continually experience in an effort to achieve desired goals (Dollard *et al.*, 1939). In this case, children with hearing impairments may feel trapped in a situation that they cannot control or overcome, so they express this frustration through aggressive or defiant behavior.

Apart from that, defiant behavior can also be associated with oppositional defiant disorder (ODD), which is often associated with children who have difficulty regulating emotions and tend to challenge existing authority or rules (American Psychiatric Association, 2013). This aggressive and defiant behavior may also be the result of an unsupportive environment or previous traumatic experiences. For example, children with developmental disabilities who are raised in a less harmonious family environment or who experience physical and emotional violence may imitate aggressive behavior that they see or experience.

Children with hearing impairments tend to experience anxiety

The tendency of children with hearing impairments to experience anxiety is a symptom that is often related to their inability to deal with environmental pressures and the emotional challenges around them. Based on Barlow's (2002) anxiety theory, anxiety arises as a result of the interaction between biological and psychological factors which cause a person to feel excessive threat to certain situations. In children with hearing impairments, this anxiety may be exacerbated by their inability to understand or control the situations around them.

The anxiety experienced by children with hearing impairments can also be related to their experiences in the school or family environment. At school, they may feel stressed by academic demands or difficult social interactions. This anxiety can make them even more withdrawn, while reinforcing unhealthy avoidance behavior patterns. In the family environment, children with hearing impairments may feel unsafe or threatened if they are raised in an emotionally unstable environment or in a family with a high level of conflict.

Physiologically, anxiety in children with hearing impairments can be expressed in the form of physical symptoms such as difficulty sleeping, eating disorders, headaches, or even panic attacks. These excessive feelings of anxiety can have an impact on children's general well-being, hinder their social-emotional development, and reduce academic performance.

CONCLUSION

Based on the results of research previously described regarding the behavior of children with hearing impairments at PAUD Lestari Cilegon, it can be concluded as follows.

1. Children with hearing impairments tend to withdraw from social relationships with other peers.
2. Children with hearing impairments behave aggressively and are defiant. Aggressive behavior that appears is verbal and non-verbal.
3. Children with hearing impairments tend to experience anxiety because they cannot control themselves in the school environment and the existing academic demands.

REFERENCES

- Achenbach, T. M., & Edelbrock, C. S. (1986). *Manual for the Child Behavior Checklist and Revised Child Behavior Profile*. University of Vermont, Department of Psychiatry.
- American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.). American Psychiatric Publishing.
- Barlow, D. H. (2002). *Anxiety and Its Disorders: The Nature and Treatment of Anxiety and Panic* (2nd ed.). Guilford Press.
- Bretherton, I. (2013). The origins of attachment theory: John Bowlby and Mary Ainsworth. In *Attachment theory* (pp. 45-84). Routledge.
- Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). *Applied Behavior Analysis* (3rd ed.). Pearson.
- Dollard, J., Doob, L. W., Miller, N. E., Mowrer, O. H., & Sears, R. R. (1939). *Frustration and Aggression*. Yale University Press.
- Merrell, K. W. (2013). *Behavioral, Social, and Emotional Assessment of Children and Adolescents* (5th ed.). Routledge.
- Miles, M. B. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*. Thousand Oaks.
- Santrock, J. W. (2021). *Life-Span Development* (18th ed.). McGraw-Hill Education.
- Schaefer, C. E., & Millman, H. L. (2018). *Play Therapy Techniques* (3rd ed.). Rowman & Littlefield.
- Mathur, S. R. (2007). Understanding Emotional and Behavioral Disorders: Are We Paying the Cost of Borderline Ethics?. *Education and Treatment of Children*, 30(4), 11-26.