

Reduce Hyperactive Behavior in Early Childhood with Bibliotherapy

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ABSTRACT

The background of this research is the case of a child who disturbs the teacher and his friends at school with hyperactive behavior such as running in class, sitting at the table when the teacher explains the lesson which makes the learning atmosphere disturbed. For this reason, a bibliotherapy method is needed that is given by the counselor to minimize bad behavior to become good. The method used in this research is a qualitative method with a case study approach. The purpose of this study is to get an idea of how the behavior of hyperactive children is, how the solution is and whether bibliotherapy techniques can help change the behavior of hyperactive children. The results of the study prove that one of the causes of the formation of hyperactive behavior in children is the lack of introduction to discipline from parents.

Keywords: *Early Childhood, Bibliotherapy, Hyperactivity*

1. INTRODUCTION

Early childhood is a child who is in the age range of 0-6 years. According to Law Number 20 of 2003 concerning National Early Childhood Education, children are in the age range of 0-6 years. While the National Association in Education for Young Children (NAEYC) early childhood is a child who is in the age range from birth to 8 years. At this time, children are experiencing a process of growth and development from all aspects of their development. Early age is also referred to as a period of sensitivity to all stimuli that come from outside the child, so that it can be called the most decisive period for a child's growth and development. The genetic potential of early childhood is ready to be developed through the provision of stimuli and stimuli. [1] Sujiono believes that children aged 0-8 years have various genetic potentials and are ready to be developed through the provision of various stimuli. So that the development that is formed is largely determined by the development of the initial period. Children develop gradually, where at each stage has different developmental tasks and needs.

Psychologists explain the term early childhood as individuals who have different characteristics that appear from the psychology of children during early

childhood, including group age, imitation age, seeking identity, and creative age. Therefore, the development of children at an early age is a determinant of subsequent development. Development is a progressive and continuous change that occurs continuously in an individual from birth to death. Development is the changes experienced by individuals or organisms towards their level of maturity or maturity that takes place systematically, progressively, and continuously, both physically (physically) and psychologically (spiritually) [2].

This period is a period where children experience very rapid growth and development and cannot be replaced in the future (golden age) [3]. Research in the field of neurology proves that 50% of children's intelligence is formed within the first 4 years. After the child is 8 years old, his brain development reaches 80% and at the age of 18, it reaches 100%. So at this age, proper stimulation is needed in order to grow and develop optimally. The stimulation is given through the family environment, non-formal PAUD such as child care (TPA) or playgroups (KB), and formal PAUD such as kindergarten.

Based on research that has been done by [4] Setiawati on "Improving logical mathematical

intelligence through bibliotherapy for early childhood children in group A at Kober Warna Plus" through tests and observations, the results obtained that the first cycle of 12.5% of children very good development, 37.5% developed as expected, and 50% began to develop and still need to be stimulated, and when the test was carried out in cycle II the child had shown his ability.

Furthermore, research that has been conducted by [5] on "Islamic guidance and counseling with bibliotherapy techniques in the habit of praying for early childhood at Early Childhood Education Inclusion Melati Trisula Sidoarjo" obtained the results that bibliotherapy techniques can be said to be quite successful as evidenced by changes in habits. The client's prayer is like the enthusiasm of the client when asked to pray by his parents and does the prayer without any coercion from his parents.

Bibliotherapy is a therapeutic technique that aims to assist someone who is experiencing emotional turmoil due to the problems they face by providing reading materials with the right topic or according to the situation and conditions experienced by the client. The stories in the book will help the client to dive into his life so that he can decide the most likely way out. Bibliotherapy can help with problems in the study of intellectual aspects, psychosocial, interpersonal, emotional, and behavioral levels.

According to Plato, adults should choose the stories that will be heard by their children, because it will be a determinant in the way of thinking and character of the children later. [6] Bibliotherapy comes from the words *biblion* and *therapeia*, where *biblion* means book or reading material, while *therapeia* means healing. So it can be concluded that bibliotherapy is healing clients through books or reading materials. [7] Books or reading materials serve to divert orientation and provide positive views to arouse awareness to rise up to organize their lives so that they become harmonious again.

[8] Psychologists suggest that there are three types of temperament possessed by children, namely (1) children who are easy to manage, adaptable, love to play, sleep and eat regularly and can adapt to new things; (2) children who are difficult to manage often refuse daily routines, often cry for a long time to finish food and are restless during sleep; and (3) children who take a very long time to adapt, generally seem rather lazy and passive, rarely participate actively and often wait for everything to be handed over to them. Based on the results of research conducted by [9] Nissa on "Analysis of the emotional development of children with special needs hyperactivity and concentration disorders in TK Aisyiyah 33 Surabaya" the emotional development of children affects the condition of children with special needs hyperactivity and concentration disorders (ADHD), so that children are less understand emotions in oneself such as showing excessive expressions of happiness, anger, and disappointment.

ADHD stands for Attention-Deficit/Hyperactivity Disorder, the purpose of ADHD is to describe children, adolescents, and some inattentive adults, easily distracted, abnormally overactive, and impulsive in their

behavior. Hyperactivity is the main symptom of ADHD, where ADHD disorders do not go away with age, but their hyperactive behavior will indirectly decrease. [10] ADHD is a neurobiological "syndrome", not a "disease." Some experts emphasize that the symptoms of hyperactivity are caused by lack of attention, brain damage, education related to behavior. Furthermore, according to Wood, ADHD is a disorder in which the response becomes blocked and experiences a dual function of execution that leads to a lack of self-regulation, a weak ability to regulate behavior for present and future goals, and difficulty adapting socially.

The characteristics of ADHD are (1) activity level that is not appropriate to the situation; (2) eating and sleeping inappropriately; (3) negative stimuli (anxiety, shame, and fear) to the new environment such as situations, people met, places, food, toys and so on; (4) likes to oppose; (5) tireless; (6) emotional; (7) unstable emotions; (8) too sensitive; and (9) unable to concentrate on one thing [11].

This is supported by research from [12] Pasmawati & Anggita on "Plasticine game-based group guidance services for dealing with hyperactive children at PAUD Islam Intan Insani Bengkulu City" argues that children who behave are still difficult to control their behavior, cannot calm down, find it difficult to follow instructions, tend to disturb his friends are the characteristics of hyperactive children. The experience of parents in caring for hyperactive children can be seen in attention deficit disorders in children, obstacles, and challenges of parents in raising children, supporting factors, parents' expectations for children, and the success that has been achieved [13].

The teacher's role is very influential in the learning process of hyperactive children by guiding their students. In guiding hyperactive children, teachers and parents can work together with counselors in analyzing and guiding hyperactive children so that the child's learning process is not disturbed and the desired target is achieved.

2. RESEARCH METHOD

This research is qualitative research with a case study approach. The purpose of this study is to provide a clear picture of the impact of hyperactive children, how to solve them and whether bibliotherapy techniques can help change the behavior of hyperactive children. And the focus of this research is one child who is known to be hyperactive in behavior.

Researchers observed children's behavior during counseling sessions and observed parenting patterns for children (clients). [14] In the counseling session, children are given bibliotherapy techniques to help reduce overactivity or excessive activity and increase children's concentration in doing school assignments. Over Activity referred to in this study is an excessive motor activity or tends to be high in children aged 3-6 years. [15] Children who have high motor skills usually have difficulty concentrating, are restless, and cause confusion during play. In addition, the researchers also

observed the role of mothers and grandfathers in implementing regulations, giving punishments to reduce wrong behavior, and giving rewards to maintain correct behavior, as well as the role of mothers in using discipline techniques to achieve children's moral development under what is expected.

3. RESULTS AND DISCUSSION

The social rules that exist in the family are very important to learn because these rules are one of the first and main contexts of moral socialization for children. [16] Rules can create an individual's understanding of appropriate and inappropriate behavior. In developing children's morals, the punishment given to children is useful for training children's discipline in acting and speaking. The gentle intervention given by the mother can direct the child and attract positive attention from the child. [17] It can remind children of the expectations of the desired behavior and eliminate unwanted behavior.

The situation of the family environment is also a factor in the formation of children's behavior. Disharmonious family situations and unequal parenting between father and mother have an impact on children to behave hyperactively. Parents who give freedom to their children to do activities all day or all the time without any control strengthen the child's behavior to become hyperactive. The relatively lower role of parents contributes to the behavior of hyperactive children. [18] Parents who have negative reactions to children are one of the factors that cause children to become hyperactive, for example, parents who give negative responses when children tell parents about activities that make children proud of what they do. [19] Food is also a factor that can cause children to become hyperactive which can increase excessive motor activity such as foods that contain excessive dyes.

Parents, teachers and the environment can help hyperactive children by conditioning the atmosphere and activities that are suitable for them. Thus, hyperactive children can channel their difficult behavior and problems by focusing their attention better. Hyperactive children usually have above-average intelligence but their parents often do not realize it. Parents are expected to pay attention to their intelligence by channeling and directing their activities to positive things such as their favorite hobbies and hobbies.

Handling and how to educate hyperactive children with normal children is different. Handle and help hyperactive children in the form of assisting with their attention or concentration. One way that counselors can provide is by using bibliotherapy techniques, where children are asked to read illustrated short stories and psychodrama sessions related to the character of children who have a good attitude in learning. When children are reading or listening to fairy tales, they are indirectly doing thoughts related to patterning, analyzing, and summarizing the content of the story.

4. CONCLUSION

Based on the results of the research and exposure above, it can be concluded that factors causing the emergence of hyperactive behavior from children are because parents often let their children's behavior or lack of discipline recognition from parents, all things that children want are obeyed by parents, parents being too overprotective when other people give a negative assessment of the child, and the situation of the family environment that is not harmonious is also the cause of the child's hyperactive behavior.

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