

Psychoeducational Intervention in Early Childhood Education: Analysis for Children with Disruptive Behavior

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ABSTRACT

Disruptive behavior or disruptive behavior is one of the problems that arise in the educational environment, which usually occurs in children. If this behavior is not immediately handled properly, it will certainly become a big obstacle and issue in the educating and learning measure. Problematic conduct is the behavior of children who tend to interfere and have the potential to disturb others as a manifestation of their problems. This behavior is repeated which can interfere with social interaction between children and the learning process in class. That way, troublesome conduct contrarily affects youngsters and their current circumstance Various efforts can be made by Early Childhood Education (ECE) teachers to overcome disruptive behavior in children, one of which is through psychoeducational interventions. This article will analyze psychoeducational interventions in early childhood education for children with disruptive behavior, using a literature study. The data were analyzed by content analysis technique consisting of three steps, namely the determination of the research design or model, the search for primary data or primary data and the search for contextual knowledge. The results of the literature analysis that have been carried out show that psychoeducational interventions in early childhood education are appropriate to minimize disruptive behavior in children. This is because the basis of psychoeducational interventions is on the strength and focus on the present and the present by teaching someone how to deal with a problem so as to reduce stress related to the problem and prevent the problem from recurring. This intervention not only provides important information related to individual/group problems in dealing with the problem situation, but can also be applied in various age groups and education levels. So that psychoeducational interventions in early childhood education are suitable and effective to minimize disruptive behavior in children. Matters related to these problems are discussed further.

Keywords: *Psychoeducational Interventions; Early Childhood Education; Disruptive Behavior*

1. INTRODUCTION

Education is the main factor that will determine the success of children. Taher (2014) argues that instruction is a course of changing the mentalities and conduct of people or gatherings, as a work to develop people by educating and preparing. Schooling is an arranged exertion during the time spent coaching learning for people to form and develop into human beings with noble character [1]. Early childhood education is an instruction focused on youngsters from birth to the age of six who need encouragement to help their development with the goal that they are prepared to enter further schooling [2]. Early childhood is a child who is in a phase of growth

and development both physically, psychologically, socially and spiritually. Every child is expected to grow and develop maturely and optimally in various aspects of life, since adolescence is a significant stage in the advancement of each individual as the basis for personal progress. However, there are various things that hinder the optimization of this growth. These developmental barriers can come from within or from outside the child. One of the disorders found in children is disruptive behavior.

Disruptive behavior or disruptive behavior is one of the problems that arise in the educational environment, if the behavior is not immediately handled properly it will

certainly become a big obstacle and problem in the teaching and learning process [3]. According to Achenbach [4] disruptive behavior is the behavior of children who tend to interfere and have the potential to interfere with other people as their manifestations and problems. Various negative impacts are caused if children develop disruptive behavior at an early age. Flick and Hoffman [5] mention several factors that cause children to behave disruptively, including emotional factors which include temperamental personality, anger, opposition, assertiveness, frustration, anxiety, fear, boredom, overstimulation, need for attention, jealousy and low self-esteem. self. Physiological factors that include poor nutrition, hunger, fatigue, disease and allergies. It can be concluded that both factors are inside components or elements that come from inside the person.

In Indonesia, research on disruptive behavior in early childhood has not been widely carried out. Longitudinal research from [6] produced findings about behavioral and emotional problems from preschool age to middle childhood, the result is that there is a tendency if children at an early age tend to be argumentative, rebel against parents, tend to be aggressive towards animals or humans, or commit acts of theft and destruction, it tends to strengthen the possibility of experiencing conduct disorder. The results of a study conducted by [7] regarding the detection of emotional disturbances and disruptive behavior in preschool age children, the result is that 12.4% of children show symptoms of disruptive behavior and 2.7% show symptoms of emotional disorders in classroom settings from a total population of 402 children. The emergence of disruptive behavior affects the learning measure and the working of others in the homeroom, such as friends and teachers. Cases of disruptive behavior also reduce the opportunity for children to be involved in community activities. Furthermore, research conducted by [8] at ECE Magelang and the results show that 35%-56% of children in each class have disruptive behavior. This identifies if this disruptive behavior is not reluctant to be handled early on, then the intensity of the behavior actually increases from year to year.

Based on several studies, disruptive behavior disorders can be caused by clinical diagnosis in early childhood [9]. Children with clinical disorders like this certainly require different handling from the environment, especially in education. The next problem is how to organize education as per the problems and needs faced by these early childhood children (Tirtayani, 2012), because each child has its own uniqueness and differences. For this reason, appropriate interventions are needed to achieve this level of understanding, one of which is through psychoeducation. Psychoeducation according to [11] is an intervention that is useful for providing knowledge/understanding, as well as therapeutic strategies that are useful for improving the quality of life of individuals. Wals [12] also explains that psychoeducation is related to teaching someone how to

deal with a problem so that it can reduce stress related to the problem and prevent the problem from recurring. Psychoeducation emphasizes more on the learning process, education, self-awareness and self-understanding where cognitive has a larger proportion than the effective component [13]. Therefore, psychoeducational interventions in early childhood education are considered appropriate to minimize disruptive behavior in children.

2. RESEARCH METHODS

The research method used in this study uses a descriptive study with a literature study technique. Danial and Warsiah [14] suggest that literature study is research led by scientists by gathering various books, magazines identified with research issues and goals. This method is done fully intent on uncovering different speculations that are pertinent to the issues being confronted/explored as reference material in the conversation of exploration results. [15] also stated that the study of literature aims to solve problems or research or studies by tracing the sources of writings that have been previously written. In data collection, researchers collect data and information related to research or studies through supporting data which is carried out by reviewing a few diaries, books and archives (both printed and electronic) just as different wellsprings of information and data considered applicable to the exploration or study. The data were analyzed by content analysis techniques. [16] argue that content investigation is an examination strategy to make deductions that can be reproduced and substantial information by considering the specific circumstance. The content analysis technique consists of three steps, namely the determination of the research design or model, the search for basic data or primary data and the search for contextual knowledge so that the research is not carried out in a vacuum, but seems to be related to other factors.

3. RESULTS AND DISCUSSION

3.1 *The concept of ECE in Indonesia*

ECE is a level of education consisting of various ECE institutions that exist in formal and non-formal channels. According to [17], ECE institutions are in formal channels such as Kindergarten (K) and Islamic Kindergarten (IK). While ECE institutions on non-formal channels such as PosECE, Child Care Parks (CCP), Play Groups (PG), and Similar ECE Units (SEU). Most of these ECE institutions are established and run by the community through various community organizations and private foundations managed by the community.

The term ECE began to be widely known in Indonesia around 2000 which was marked by the establishment of the ECE Directorate. However, the concept of ECE actually existed before that, in fact it has been known since the royal era known as the Cantrik system and in the Dutch era it was called Europese Lagere School (ELS) and Froebelschool. Since the Japanese era

switched to the Nippon system which is the kindergarten that is known today. The term Kindergarten was first introduced by Ki Hajar Dewantoro through the Taman Siswa organization marked by the establishment of Taman Indria in Kotagede, Yogyakarta on July 3, 1922, which provided educational services for children under the age of seven [18].

As according to the 2006 RPP on ECE (Early Childhood Education), article 1 says that:

Early Childhood Education is one of the training endeavors proposed to youngsters from birth to the age of six which is helped out through the arrangement of instructive improvements, to help physical and otherworldly development so that kids have preparation to enter further schooling.

Furthermore, the function of ECE (Early Childhood Education) is as stated in article 2 of the RPP ECE which states that:

ECE functions to foster, grow and develop all the potential of early childhood optimally, so that basic behavior and abilities are formed in accordance with the stage advancement to have availability to enter further schooling in order to achieve national education goals.

ECE is basically carried out as preparation before taking basic education which aims to develop its potential. So that in its implementation it must refer to the conditions, needs and interests of children. Of course, parents and educators must really pay attention to that in carrying out early childhood care, a deep understanding of the pattern of child development should be followed.

3.2. Disruptive Behavior

3.2.1. Definition of Disruptive Behavior

Matthys and Lochman in [19] mention that disruptive behavior is inappropriate behavior or inappropriate behavior. Usually, disruptive behavior is often shown by children in daily activities and is disruptive in nature. According to Achenbach [4] disruptive behavior is the behavior of children who tend to interfere and have the potential to interfere with other people as their manifestations and problems. Disruptive behavior in children is an action against or destructive to children [20]. In line with that, disruptive behavior is characterized as apparent conduct that happens in the study hall that upsets the instructor as well as different understudies, for instance declining to partake or coordinate in class exercises, disregarding the privileges of others, not focusing on examples, making clamor and leaving the seat without consent [21]. It may very well be inferred that problematic conduct is tedious conduct that can interfere with social interaction between children and the learning process in the classroom.

3.2.2. Disruptive Behavior Traits

Disruptive behavior disorders are characterized by behaviors such as excessive whining or crying, tantrums, demanding more attention, disobedience, damage to goods, lying, stealing, taking actions that endanger themselves and others in children [22]. According to [23] general characteristics of disruptive behavior problems are indicated by intense physical activity, disturbing playmates, fighting and fighting behavior. In general, this behavior is easy to find in various children's environments and communities such as at school, at home and in the play environment. While the special characteristics are characterized by aggressive behavior, destructive behavior, breaking rules and anti-social behavior that causes adverse impacts for the child and other people in the environment such as homes, schools and places of worship.

3.2.3. Causes of Disruptive Behavior

Various factors can trigger the emergence of disruptive behavior symptoms in children. Among others, genetic/biological factors, parenting factors, parental marital dysfunction factors, sibling conflicts, community environmental factors and factors from the school environment including the way the teacher teaches and the child's association with his friends [24]. Flick and Hoffman [5] mentions several factors that cause disruptive behavior in children, including emotional factors which include temperamental personality, anger, resistance, assertiveness, frustration, anxiety, fear, boredom, overstimulation, need for attention, jealousy and anxiety. Physiological factors that include poor nutrition, hunger, fatigue, disease and allergies.

[25] the factors that contribute to the emergence of disruptive behavior are disability, socio-economic background, experiences of violence that have been experienced, stress caused by caregiving and job demands, learning environment and inadequate information. In general, the factors that cause behavioral problems can be partitioned into two, specifically inner and outer variables. Inside factors will be factors that come from the child himself, such as the presence of a disability, while outside factors will be factors that come from the environment, for example socio-economic background, experiences of violence that have been experienced by children, stress caused by parenting and job demands, learning environment and information provided. Inadequate. It can be concluded that the factors causing disruptive behavior are internal and external factors.

3.2.4. Impact of Disruptive Behavior

Disruptive behavior has a cotrarily affects kids and their current circumstance. The adverse consequence is that children cannot socialize with other people, interaction of

instructing and learning exercises in the study hall becomes not helpful, meddles with the learning exercises, all things considered, threatens the safety of themselves and others including teachers and friends (Tirtayani, 2018). In addition, if disruptive behavior is immediately addressed, it will hamper learning activities in the classroom, poor performance in completing assignments and children's learning outcomes will be low Chen & Ma in [27].

3.3. Psychoeducational Intervention

3.3.1. Definition of Psychoeducation

Psychoeducation according to [11] is an intervention that is useful for providing knowledge/understanding, as well as therapeutic strategies that are useful for improving the quality of life of individuals. Wals [12] also explains that psychoeducation is related to teaching someone how to deal with a problem so that it can reduce stress related to the problem and prevent the problem from recurring. Meanwhile, according to [28] psychoeducation is the arrangement of data as training to people about data identified with famous brain science or certain data that is used to influence individual psychosocial well-being. Psychoeducation emphasizes more on the learning process, education, self-awareness and self-understanding where cognitive has a larger proportion than the effective component [13]. It can be concluded that psychoeducation is a type of instruction or preparation for somebody with a mental issue that expects to handle treatment and recovery.

3.3.2. Purpose of Psychoeducation

Psychoeducation aims to process treatment and rehabilitation. Psychoeducation aims to increase individual knowledge [29], how psychoeducation can overcome and prevent emotional disorders with effective coping strategies [30]. According to [31] psychoeducational medications are relied upon to expand the accomplishment of individual information about the infection, encourage how to train methods with an end goal to assist them with securing people by knowing conduct indications and supporting people.

3.3.3. Psychoeducational Model

There are three other psychoeducational models [30]:

3.3.3.1. Model Skill Deficit or Life Skills

Skills deficit model is a system that expresses that an individual will show or show helpless dominance of social abilities since he doesn't have certain particular reactions in his collection of reactions, or really has them yet neglect to utilize or apply them appropriately. So the type of mediation that should be possible is to show straightforwardly the sort or type of the necessary abilities.

3.3.3.2. Developmental Task model

Developmental tasks are errands that emerge at or around a specific period in an individual's life, whenever accomplished effectively will prompt joy and achievement in accomplishing the following undertakings, but if they fail it will bring unhappiness to the person concerned, rejection by society and quality in achieving tasks. next task.

The concept of developmental tasks has two benefits for organizers of psychoeducational programs. First, it helps to find and formulate psychoeducational goals. Second, showing the right time to provide psychoeducation.

3.3.3.3. Model Variety Help

The variety of assistance model is a term to distinguish types of psychoeducation based on certain areas of life or certain aspects of development that are the focus or psychoeducational material. The three areas of psychoeducation in question are the personal-social field, the academic field and the career field.

3.3.3.4. Psychoeducation Focus

[32] stated that the focus of psychoeducation is as follows:

- a. Educate participants about life's challenges.
- b. Helping members foster wellsprings of help and social help in managing life's difficulties.
- c. Foster adapting abilities to confront life's difficulties.
- d. Foster enthusiastic help.
- e. Lessen the sense of stigma of the participants.
- f. Change the attitudes and beliefs of participants towards a disorder (disorder).
- g. Identify and explore feelings about an issue.
- h. Develop problem solving skills. Develop crisis-intervention skills.

3.4. Psychoeducational Interventions in Early Childhood Education for Children with Disruptive Behavior

Children with clinical disorders such as disruptive behavior certainly require different handling from the environment, especially in education. Education is an arranged exertion during the time spent coaching and learning for people to form and develop into individuals with honorable person [1]. In Law Number 20 of 2003 concerning the Public Schooling Framework it is expressed that: public instruction capacities to foster abilities and shape the person and civilization of a noble country with regards to teaching the country's life, targeting fostering the capability of understudies to become individuals who accept and dread God All-powerful. All-powerful, honorable, sound, proficient, fit, imaginative, autonomous and turn into a popularity based and dependable resident. Schooling is held as a course of

developing and engaging understudies that endures forever.

Early childhood education is an instruction focused on youngsters from birth to the age of six who need encouragement to help their development and improvement with the goal that they are prepared to enter further training [2]. Education is completely left to the teacher or school [33], this is of course the teacher or school helping children in handling disruptive behavior at school. The following issue is the way to sort out schooling as per the issues and needs looked by these youth youngsters (Tirtayani, 2018), because each child has its own uniqueness and differences. For this reason, appropriate interventions are needed to achieve this level of understanding, one of which is through psychoeducation. Therefore, the role of Guidance and Counseling is very much needed through counselors / GC teachers in schools. Although not the only determinant of the birth of creative people, teachers who act as teachers and student mentors are responsible for developing the creativity of these students, proliferating through independent classroom learning or through collaborative activities with related parties [33]. Counseling services in schools are one of the elements responsible for shaping student attitudes.

Psychoeducation is a type of instruction or preparation for somebody with a mental issue that expects to handle treatment and restoration. The focal point of the objective in psychoeducation is to create and build self-acknowledgement of something that is being experienced [34]. Psychoeducation can be done through training with methods of exploration, assessment, discussion, role playing and demonstration [35]. Therefore, psychoeducational interventions in early childhood education are considered appropriate to minimize disruptive behavior in children. Because the basis of psychoeducational interventions is on the strength and focus on the present and the present [36]. This intervention not only provides important information related to individual/group problems in dealing with the problem situation, but can also be applied in various age groups and education levels. In addition, due to its flexible model, which combines information related to specific disorders and tools to cope with certain situations, psychoeducation has the potential to be applied to areas that are not related to various forms of disorders and various life challenges [36].

Psychoeducation is one form of intervention designed to increase knowledge about the disease and the symptoms it causes so as to reduce negative sigma in patients. Psychoeducation is usually related to the clinical field, carried out by providing information and in the form of education related to a person's psychological state so that it can improve welfare. Psychoeducation is sometimes defined as education, namely the provision of information services to individuals about various psychological knowledge and skills that are useful for dealing with various life problems. [37] stated that

information services basically try to meet the individual's lack of necessary information. With the existence of information services, individuals can develop independence, understanding and mastery of the information needed with the goal that people can comprehend and acknowledge themselves and their current circumstance in a positive and dynamic way [38].

3.4.1 Preparation Stage

The preparation stage aims to explore the problems experienced by children. After getting the child's data, the next step is to make a contract and prepare a conducive tool and place. This activity is promotive and preventive as training did as per existing themes. At this stage, the activities that must be carried out are arranged with the aim of making preparation and planning more effective.

3.4.2. Implementation Stage

The implementation of psychoeducation therapy is carried out in groups. The division of groups in accordance with the time contract that has been agreed in advance with group members. The steps for the activities are as follows:

- a. The orientation phase, which is the basic phase of the counselor's therapy with group members to initiate and build a trusting relationship and facilitate the course of psychoeducational interventions for group members.
- b. The working phase is the core phase of the entire therapeutic communication process. In this phase the counselor and group members work together to deal with the problems faced by each group member. This work phase is related to the activity plan that will be done by the counselor to group members.
- c. The termination phase is divided into three, namely evaluation, follow-up and contract.
 - 1) Evaluation
 - a) Summarizing the results of each session's discussion.
 - b) Asking the feelings of group members after completing the activity.
 - c) Provide positive feedback on the cooperation and ability of group members to convey what they feel.
 - 2) Follow Up

Encourage group members to convey and discuss with other group members about matters related to disruptive behavior discussed in each session.
 - 3) Contract
 - a) Presenting the next topic.
 - b) Agree on a time and place for the next.

3.4.3. Evaluation Stage

The evaluation stage is an activity that performs an analysis to decide the degree of progress of execution contrasted with the arrangement. The group members (ECE students accompanied by their parents) explained the results of the activities of each session. In this

activity, according to the purpose of analyzing psychoeducational interventions in early childhood education for children with disruptive behavior to minimize disruptive behavior in ECE.

The psychoeducational intervention provided is a place to minimize disruptive behavior in ECE. This is because the basis of psychoeducational interventions is on the strength and focus on the present and the present by teaching someone how to deal with a problem so as to reduce stress related to the problem and prevent the problem from recurring. This intervention not only provides important information related to individual/group problems in dealing with the problem situation, but can also be applied in various age groups and education levels. So that psychoeducational interventions in early childhood education are suitable and effective to minimize disruptive behavior in children.

4. CONCLUSION

From the literature analysis that has been carried out, it shows that psychoeducational interventions in early childhood education are appropriate to minimize disruptive behavior in children. This is because the basis of psychoeducational interventions is on the strength and focus on the present and the present by teaching someone how to deal with a problem so as to reduce stress related to the problem and prevent the problem from recurring. This intervention not only provides important information related to individual/group problems in dealing with the problem situation, but can also be applied in various age groups and education levels. So that psychoeducational interventions in early childhood education are suitable and effective to minimize disruptive behavior in children. Matters related to these problems are discussed further.

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