

Role-Playing Therapy in Handling Hyperactive Children

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ABSTRACT: *This study aims to determine the results of the attitude of hyperactive children through the method of role-playing in the classroom. Children with hyperactivity disorder are very annoying to their friends in class. This hyperactive child's behaviour is complicated to regulate, primarily when learning occurs. This hyperactive child often causes trouble, disturbs his friends, paces in class, rarely does assignments, is spoiled, and screams as he likes. The method used is qualitative research with observation techniques, interview techniques, and documentation. The subjects studied were several students who behaved hyperactively in a class with many 20 students from group B. This research took place at RA Masyitoh VII Pandean, Paiton District, Probolinggo Regency. The research begins with the planning stage, implementation of research in the field, and research reports. This study indicates that the behaviour of hyperactive students often annoys other friends, do not want to be regulated, often go back and forth in class, usually leave class when learning begins, rarely do assignments, and are spoiled. Teach children to learn while playing in class. Because playing is a child's world, every child is happy to do this activity. One of the play activities that children often do is role-playing.*

Penelitian ini bertujuan untuk mengetahui hasil dari sikap anak hiperaktif melalui metode bermain peran di kelas. Anak dengan gangguan hiperaktif ini sangat mengganggu temannya di kelas. Perilaku anak hiperaktif ini sangatlah sulit diatur, apalagi ketika pembelajaran berlangsung. Anak hiperaktif ini sering berbuat onar, sering mengganggu temannya, mondar-mandir di kelas, jarang mengerjakan tugas dan manja, serta berteriak semaunya. Metode yang digunakan adalah penelitian kualitatif dengan teknik observasi, teknik wawancara, dan dokumentasi. Subjek yang diteliti adalah beberapa siswa yang berperilaku hiperaktif di kelas dengan sejumlah siswa 20 dari kelompok B. Penelitian ini bertempat di RA Masyitoh VII Pandean Kecamatan Paiton Kabupaten Probolinggo. Penelitian diawali dengan tahapan perencanaan, pelaksanaan penelitian di lapangan dan laporan penelitian. Hasil penelitian ini menunjukkan bahwasanya perilaku siswa hiperaktif sering mengganggu teman yang lain, tidak mau diatur, tak jarang mondar-mandir dikelas, seringkali keluar kelas saat pembelajaran dimulai, jarang mengerjakan tugas dan manja. Ajarkan anak belajar sambil bermain di kelas. Karena bermain memang merupakan dunia anak dan setiap anak senang jika melakukan aktivitas ini. Salah satu kegiatan bermain yg sering dilakukan oleh anak adalah bermain peran.

Keywords: *Role-Playing Therapy, Hyperactive Child.*

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I. INTRODUCTION

The importance of education is not only to be voiced and broadcast, but it needs tangible steps in life. Early education must be instilled in them. One of the government policies in the education sector that supports lifelong education is the recognition of *Pendidikan Anak Usia Dini* (PAUD). The concept of lifelong education is a guide in elevating human dignity (Hayati, 2019). The nation's children must not be left behind with other countries in the world. Therefore, early education must be instilled in them.

Every child from an early age needs to get a good education so that the potential that exists in him can develop very rapidly and grow into a human being who has a strong personality and has a variety of practical abilities and skills (Ananda, 2017);(Anwar, 2021). Early childhood is often called the golden age phase because, at this time, the various abilities of children grow and develop very rapidly (Kholil, Bali, & Fatimah, 2021). Not all children experience average growth and development; every child experiences many obstacles or problems. One of them is often called a child with special needs.

The term special needs are intended for children who are considered to have abnormalities or deviations from other typical children's conditions. Children with special needs are children who have differences from other children or children of their age who require special treatment in connection with the growth and development of children, especially in terms of the need for health services, special education, and social welfare (Rozie, Safitri, & Haryani, 2019);(Oktavia et al., 2019). One of the behaviours of children with special needs is hyperactive children. Hyperactive children have poor communication skills, are very active in behaviour, have learning disabilities, and are very slow in capturing learning in class (Putri & Widiastuti, 2019).

Children with hyperactivity disorder are significantly controlled by their feelings so that children react quickly. And the movements are carried out continuously without getting tired, so the child it very difficult to focus (Wakhaj & Rofiah, 2018). In the classroom, children with hyperactivity disorder often behave by shouting, walking or running, and disturbing other friends. It will interfere with the teaching and learning process and negatively influence other students. The optimality of teaching and learning activities is not achieved. Behavioural disorders like this need to be treated as early as possible to avoid the possibility that they will lead to more severe effects in adulthood (Bali & Arifa, 2022). Based on this explanation, in the learning process in the classroom, students with hyperactive behaviour need a learning innovation that can help them achieve the learning goals themselves, especially learning with role-playing therapy because learning methods for early childhood must be able to attract their attention and concentration when learning takes place.

To improve concentration and memory and the concentration of a child's attention in learning in the classroom is also influenced by the teacher's skills in providing learning to children. Given that education in the school is learning while playing, a teacher must have mature skills and exciting learning methods for children, especially those with hyperactivity disorders (Fadillah & Simatupang, 2021). The skills that must be possessed by teachers in the teaching and learning process are learning strategies,

learning models, teaching media, and learning methods (Wahid, Bali, & Maimuna, 2021).

From a psychological perspective, hyperactive children can be interpreted as a behaviour disorder of someone who is challenging to adapt to the people around him and tends to be detrimental to himself and others (Maharani et al., 2019). Mostly, children with hyperactive behaviour show the main symptoms: excessive activity, inability to stay still, always wanting to move, inability to focus their attention, and impulsivity, which causes children to have learning difficulties and have difficulty interacting with other children (Rahman, Wahid, Afandi, Bali, & Hakim, 2019). Especially for children with special needs need special assistance and treatment to balance their academic abilities with other children who do not have special needs.

To overcome these problems, an alternative learning method is needed to motivate the learning outcomes of children with special needs, namely students with hyperactive behaviour. A teacher must prioritize student activity in learning activities (Tohet et al., 2021) and be able to provide facilities to hone reasoning and thinking skills with various exciting activities in class. Because student learning activity is a crucial essential element in the success of the learning process (Kanza, Lesmono, & Widodo, 2020). One alternative way of learning is to apply knowledge using the role-playing therapy method.

Playing this role is not a game without meaning at all. Still, this role-playing method has a very positive impact on the growth and development of children, especially children who have hyperactivity disorders (Rumilasari, 2016). One of them is building children's social skills, growing children's confidence in dealing with problems, etc. Through this role-play therapy displayed attractively, children will be interested in learning while playing in class. So that the concentration of children's attention can be diverted. This method of role-playing while learning is very suitable to be applied to early childhood education in the learning process, especially for children who are super hyperactive in class (Bali, Najiburrahman, et al., 2021). Using this method is also a dynamic way for children to learn and provide freedom of action because hyperactive children often act as they please in class.

The role-playing method has been applied in PAUD institutions for a long time, but there are still teachers who are not optimal in implementing this method in the classroom. All of this can be seen from the preparation of the teachers in designing and preparing activities that have not attracted the attention and concentration of children in playing the game (Ilsa & Nurhafizah, 2020). A teacher must be creative and innovative when engaging in early childhood education and must provide exciting and engaging learning media for children. The media used in learning for early childhood is a tool to achieve developmental competence and expected growth following the themes and sub-themes that have been set (Bali, Jailani, Romaodhoni, & Ratnawati, 2021a). Where the media can optimize the empowerment of all children's senses during role-playing, especially for hyperactive children, through the play method, children will learn to communicate, recognize and express their emotions, especially playing is considered the most effective way to express themselves without being judged (Mariskha & Umaroh, 2019).

Roleplay therapy indirectly changes a child's experience by creating the pleasant impression they desire and gives children the opportunity to assess their abilities positively. For children, playing aims for recreation, fun, and making friends. Play is

considered a component of healthy growth, where children can develop emotions, language, social competence, and self-esteem (Hormansyah & Karmiyati, 2020). Without playing, children will feel bored and hyperactive; they cannot do more than play activities. This is the way teachers treat hyperactive children, namely game therapy. Hyperactive children are children who have disturbances in behaviour and emotions which can be seen from the characteristics inherent in them, namely moving too much and not wanting to stay still, fighting, often harassing and disturbing, and some children do not even like to interact with other people and like to be alone (Anggraeni & Putro, 2021).

The researcher researched the role-play therapy method in dealing with hyperactive children based on this background. This research is expected to develop the behaviour of hyperactive children with various techniques and strategies in the learning process in the classroom through the role-playing method in early childhood education (Ikhwan, 2017). This method is also expected to reduce the behaviour of hyperactive children so that children can grow and develop optimally and the learning process in the classroom goes well (Susilowati et al., 2018).

Based on previous research on role-playing, it is fascinating to apply this method in the classroom because it adds innovations to learning and changes the concentration level in hyperactive children through the role-playing method (Kholilah & Solichatun, 2018). While the results of research conducted by Amalia showed that Play Therapy could be an alternative to improve various children's abilities and help deal with children's problems, especially hyperactive children (Amalia, 2018).

The possible cause of this problem is when the teacher explains learning too fast and ignores how hyperactive children learn. In addition, the teacher's lack of attention and guidance for hyperactive students in class, often spoiled by their parents at home and the lack of parental love and attention to their children, causes children to behave defiantly, which is characterized by hyperactive children. A teacher must know in advance how the attitudes and behaviour of students so that the process of growth and development of children grows optimally and the learning process in class takes place well (Bali, Hasanah, & Nurhayati, 2020). Teachers must also provide exciting and engaging learning methods in the classroom. An interesting method for hyperactive children is the role-play method. By using this method, children can learn while playing in class, and by using this method, children will also be more happy and interested in learning.

Based on field observations that researchers have carried out, it was found that one of the students who had problems or problems in their development was a hyperactive student in the class. This child's behaviour is disturbing to his friends and often causes trouble in class. The teacher who explained in front was not listened to at all. Instead, he walked around the classroom screaming. Students who experience hyperactive behaviour in the school often make trouble, often disturb their friends, often leave class, often walk around in class, and if given an assignment, they often ignore it. In dealing with the behaviour of hyperactive children in the class, it must also be done gradually and focus on the disturbances that will be reduced and eliminated in the child. Hyperactive children also have to get special attention, whether it's from the teacher or the child's parents, because of their attitude that likes to be careless, indifferent, like disturbing their friends when studying, sometimes also want to destroy toys in class make trouble.

Based on the description above, this study aims to determine children's growth and development with hyperactive behaviour through role-playing methods in the class. It is hoped that after this research, students' hyperactive behaviour will decrease by applying the role-playing method so that students focus and concentrate on an attractive and fun learning process.

II. METHOD

Hyperactive students have the same rights as other students, namely to get an education to meet the future. In this study, the research subjects or participants were students who behaved hyperactively in class with 20 students from group B. Informants in this study were peers, parents, and teachers.

The research approach used is a qualitative research approach with a case study type that focuses on one issue, which will later produce a detailed description of a case in written data or verbal statements. The technique used is observation technique, interview technique, and documentation. The subjects studied were several students who behaved hyperactively in a class with many 20 students from group B. This research took place at RA Masyitoh VII Pandean, Paiton District, Probolinggo Regency. The study begins with the planning stages, implementation of research in the field, and research reports. Qualitative research aims to make facts or phenomena easy to understand and allow, according to the model, to generate new hypotheses. Observation activities include role-playing activities carried out by children and hyperactive children. The documentation technique in this study uses a mobile device to record videos of children's role-playing activities (Ikhwan, 2021).

This research was conducted for one month. The implementation will start on October 7, 2021, until November 6, 2021. The location of this research is RA Masyitoh VII Pandean Paiton Probolinggo.

III. RESULT AND DISCUSSION

Role-playing is very beneficial not only for hyperactive children but all early childhood. Where children can imitate or pretend to be someone by using objects around them. Role-playing is an experience that is very important to support and enhance child development, supporting the acquisition of cognitive, social, emotional, and language knowledge and skills (Viranda & Istiningtyas, 2019). By playing a role, children build the ability to deal with experiences by making the right situation, interacting with friends and their social environment, adding new vocabulary, and being developed to prepare for future situations.

This role-playing is very suitable for children whose development is less stable or also called children with special needs, and one of them is a child who behaves hyperactively. Through the role-playing method, children with special needs are invited to be brave, for example, daring to play characters that are different from their characters in their daily lives, daring to try new things that have never been played by them, and learning to solve personal problems with the help of social groups or their peers, learning to solve personal problems to express opinions independently (Maspuroh & Nurhasanah, 2020).

In early childhood education institutions, the role-playing method in dealing with hyperactive children is not played every day. Still, this role-playing method is carried out when an appropriate theme is to be played. There are several steps in role-playing, among others: first, a teacher must prepare in advance what theme the children will play in class, especially for hyperactive children. Prepare game methods as attractive as possible and make hyperactive children happy and focused when playing the game so that the concentration of children's attention can be diverted to the game. Second, before implementing the role-playing begins, students must first follow the exercises from the teacher. This exercise is designed to help students develop their imaginations, form cohesiveness in groups, and interact with peers. Third, the teacher gives instructions to all students by explaining how to role-play and select participants at random. Fourth, the teacher tells the roles that the children will play.

This role-playing learning method accelerates knowledge acquisition, improves skills and attitudes, increases self-confidence, improves communication, and provides an opportunity to observe the increase in specific knowledge and skills.

Mostly, children with hyperactive behaviour show that the main symptoms they experience are excessive activity, cannot stay still, always wanting to move, cannot focus their attention, and show impulsivity which causes children to have learning difficulties and difficulty interacting with other children in the class (Bali & Rozhana, 2022). Hyperactive children experience delays or difficulties in development. When children his age begin to communicate, hyperactive children often cannot. When children start talking, it is often too late, and their ability to learn how to focus, take care of themselves, and get along with other friends can cause learning difficulties.

In the classroom, a teacher is difficult to teach in such a situation because the teacher must focus on all students, not only on a hyperactive child. The teacher needs a companion so that the class becomes calm. Educating hyperactive children, the way is different from educating normal children. One way is to apply discipline to the child without punishing him excessively if the child makes a mistake (Mingkala, 2021). Hyperactive children have difficulty paying attention to the teacher and listening to the teacher's explanation. The nature of opposing hyperactive children is more difficult to advise than non-hyperactive children. For example, when he is playing up and downstairs, and we ask him to stop, he will either remain silent or get angry by continuing to play (Bali, Jailani, Romaodhoni, & Ratnawati, 2021). He often takes his friend's toys by robbing him and doesn't like waiting for his turn to play.

Several sources have explained the factors that cause hyperactive children. The cause of hyperactive child disorder is caused by cultural and psychological factors, which include: *first*, pampering. Indulgence can also be equated with treating a child too sweetly, letting it go, and so on (Putra, 2018). Children who are too pampered often choose their way to fulfil their needs. *Second*, lack of discipline and supervision. Children who lack discipline or control will do as they please because their behaviour is less restricted. The *third* is pleasure orientation. Children with fun-oriented personalities will generally have socio-psychological hyperactive characteristics and must be educated to listen or adapt.

The following are some of the main characteristics of hyperactive children: *first*, hyperactive children who talk without stopping and cannot sit still. While many children are naturally active, children with symptoms of attentional hyperactivity are always on the move. *Second*, constantly restless and squirming. The *third*, Quiet or

dreamer, sits at his desk and stares into space. *Fourth*, Inattention and neglect, and impulsiveness (Bali, Kumalasani, & Yunilasari, 2022). In dealing with hyperactive children through a role-playing approach, children are often unable to do their jobs. Children quickly shift their attention from one activity to another. The most prominent characteristics of hyperactive children are (a) silent behaviour for no more than five minutes, (b) leaving class, (c) often pacing in class, (d) disturbing friends who are studying, and (e) sometimes crawling on a friend's bench. Hyperactive children have symptoms of inattention while studying, are always restless, and cannot sit still.

Based on an interview with one of the teachers regarding hyperactive children, most parents do not know what hyperactive children are but rather know their children who cannot sit still and sit still. Children will always move around the classroom. When learning begins, hyperactive children sometimes sit at the table and shout, and it's just that an educator needs extra patience to handle this hyperactive child.

A teacher must have different ways of dealing with hyperactive children in their class. But the difference in dealing with hyperactive children is not a problem for an educator; in fact, the problem becomes a motivation to do better. Several teachers view hyperactive children as unique, this different view makes teachers treat hyperactive children also differently, and one of them handles learning through role-playing methods in the class. The role-playing method can provide a new atmosphere for students in the learning process carried out in an atmosphere of play without being excessive.

Through the role-playing learning method, children are also trained to express their thoughts, hopes, and aspirations according to their imagination within the boundaries of stories or characters (Amri, 2017). From the results of interviews and observations of researchers and classroom teachers about understanding hyperactive children, some teachers already know and understand the characteristics of hyperactive children, so they no longer have difficulties in the growth and development of hyperactive children. Based on field observations, the teacher discriminated against hyperactive children by playing roles in the classroom so that the children were disturbed and looked happy when playing in class. The facts on the ground show that teachers are very professional and disciplined in dealing with hyperactive children without reducing their focus on other children.

IV. CONCLUSION

Based on the results and discussion obtained in a one-month study at RA Masyitoh VII Pandean Paiton, it can be concluded that the role-playing method in dealing with hyperactive children is very effective in developing children's development behaviour, not only for those with hyperactivity disorders. Because in this role-playing method, children are trained to focus, the ability to interact with friends and their social environment, the ability to add new vocabulary, and so on. Over time, the behaviour of hyperactive children decreased slightly due to the efforts made by teachers with various methods. All the teachers in the class also exchanged opinions and expressed their views about hyperactive children in their class. Obstacles faced by teachers of hyperactive children are unpleasant treatment by children, such as being hit, throwing toys, being pulled, being scolded, etc. The super-hyperactive treatment of their students did not make the teachers careless in educating them, but all the teachers

were very patient. The treatment of their students becomes a motivation to be even better in educating and guiding students in the future.

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