

Effectiveness of Positive Reinforcement Techniques for Increasing Concentration in Communication When Interacting with ADHD Children in SLB X Bontang City

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ABSTRACT

This research is motivated by observing a child with ADHD who experiences difficulties with concentration during communication when interacting. The aim of this research is to improve concentration in communication during seated interactions for children with ADHD at SLB X in Bontang City. This research employs an experimental design in the form of single-subject research with an A-B-A design. The research subject is a child with ADHD who exhibits hyperactive symptoms and is unable to concentrate during communication. The data collection technique used in this study involves measuring the duration to assess how long the child can maintain concentration in two-way communication over a 30-minute learning or interaction period. Data analysis employs visual graph techniques. The results indicate that positive reinforcement techniques can enhance concentration during communication for children with ADHD at SLB X in Bontang City, as evidenced by the data analysis results in both the condition and between conditions."

Keywords: Reinforcement Techniques, Focus Communication, ADHD.

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INTRODUCTION

Education is a relationship between teachers and students when learning, education runs smoothly if seen from the achievement of learning objectives. The achievement of learning goals can be seen from the child's developing abilities. Basic education is the beginning of implementation at the educational level and various basic skills are instilled as a basis for mastering subsequent skills (Marlina, 2015). One of the factors that influences the learning process is the child's problematic behavior when studying. According to (Hasanah et al., 2018). Problematic behavior is a behavior that occurs frequently, lasts longer and is stronger and is a typical behavior that occurs.

Meanwhile, according to (Stephen V, 2014) Behavior is a person's response to stimuli which has two forms of response, namely active and passive response, what is meant by active response is a response that can be directly observed and this action is included in real action, while Passives occur within humans and are not directly observed by others, such as thoughts, responses, inner attitudes, and knowledge. In general, children who experience behavioral disorders have the same level of intelligence as normal children, but because of this disorder they show achievements that are below their actual abilities (Marlina, 2011).

Hyperactivity is a disorder caused by abnormal development of the brain, making the child's growth unusual or abnormal, different from other children. Initially the disorder occurs at toddler age and can only be ascertained when the child enters school or when the child is 4 to 5 years old (Kusumaningtyas, 2010). Hyperactive behavior is divided into several parts, one of which is that children are unable to concentrate in discussions or speak in two directions. This behavior is a condition or attitude where students cannot sit properly and calmly and have concentration that is easily disturbed during the learning process.

ADHD children with the term Attention Deficit Hyperactive Disorder show symptoms such as attention deficit disorder, excessive or hyperactive behavior, and difficulty controlling themselves (Marlina & Kusumastuti, 2019). ADHD children have imperfectly developed behavior that appears in both children and adults. behavior which means a lack of ability to pay attention, control movement, and also excessive activity (Yolanda et al., 2019). The problems of ADHD children include: often moving their hands and squirming, liking to run and climbing, very difficult to carry out activities calmly, moving frequently and uncontrollably, talking excessively, often leaving their seat. (Marlina, 2008)

Based on the results of the hyperactive behavior assessment, it can be seen that the child is unable to concentrate in communication when interacting with other people, the child moves more actively than other children, the child often runs here and there and holds objects around him, often moves his legs and squirms, likes to annoy his friends, such as; rolling pencils at his friends, always saying unimportant things repeatedly such as; interrupting the teacher's conversation, not stopping asking the teacher questions that are not related to learning, children like to interrupt the queue. ADHD children can also be called hyperactive. ADHD and hyperactivity are behaviors that arise in children. The behavior in question includes difficulty in concentrating and controlling oneself or can also be called hyperactivity (Yuliantutie, 2019).

If left alone, it will have an impact on the child's academics, which can be seen in the resistance to sitting while studying. When the learning was taking place, it was seen that the way the teacher behaved when the child was unable to concentrate when asked to communicate, the teacher only reprimanded him. There are many ways that previous research has carried out to increase concentration in communication when interacting with ADHD children, one of which is research conducted by (Novie, 2016) regarding positive reinforcement where the results of this research say that the influence of positive reinforcement can increase concentration in ADHD children.

Positive reinforcement techniques consist of providing pleasant consequences when the expected behavior appears with the aim of ensuring that the behavior is repeated consistently (Maftuhah & Noviekayati, 2020). The advantage of using positive reinforcement is that it can increase the level of self-confidence and encourage more enthusiasm in children so that their achievements are even better (Solina et al., 2020)

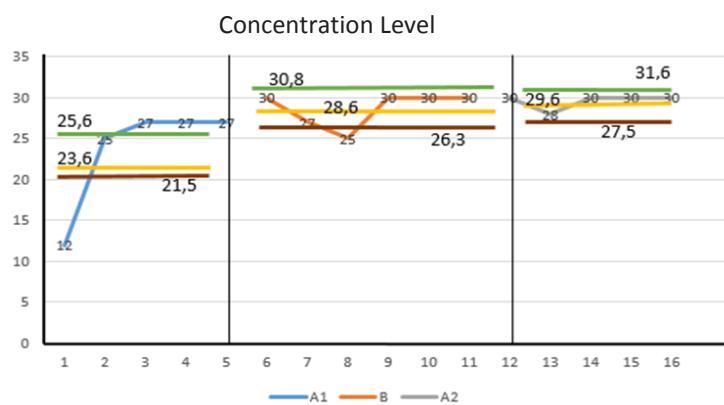
METHOD

The research subjects were determined based on the identification tool for children with ADHD, unable to concentrate in two-way communication in their seats and having difficulty concentrating using this type of research experiment in the form of

Single Subject Research (SSR). This research used an A-B-A design. This design is an integral part of behavior (behavior analysis). SSR refers to a research design developed to document changes in the behavior of individual subjects (Pratama et al., n.d.). The dependent variable in this research is concentration in communication when interacting. What is meant by concentration in communication when interacting is how long the child concentrates in communication during 10 minutes of interaction.

The independent variable is positive reinforcement techniques. The positive reinforcement technique is carried out first by creating comfortable conditions and circumstances in the room and reading a prayer before starting learning, then explaining to the child about the use of positive reinforcement in the form of reward stickers, then the researcher tells the child that he will give reward stickers which will be attached to the sticker board if the child able to concentrate on communication within 10 minutes of interaction, on several occasions the children and researchers counted how many stickers they had received.

The subject of this research, RR, is a 10 year old male ADHD child who attends SLB sitting still and even running out of the house because of that, his parents often locked the door so that RR wouldn't leave the house and children around RR's age didn't want to be friends with RR because they were afraid because RR was being mean to his friends and also couldn't play in seatle.



Graphics in Conditions and Data Graphic Design Skills Description:

- : Baseline (A1)
- : Baseline (B)
- : Baseline (A2)
- : Highest Limit
- : Lowest Limit
- : Mean level
- : Barrier

FINDING AND DISCUSSION

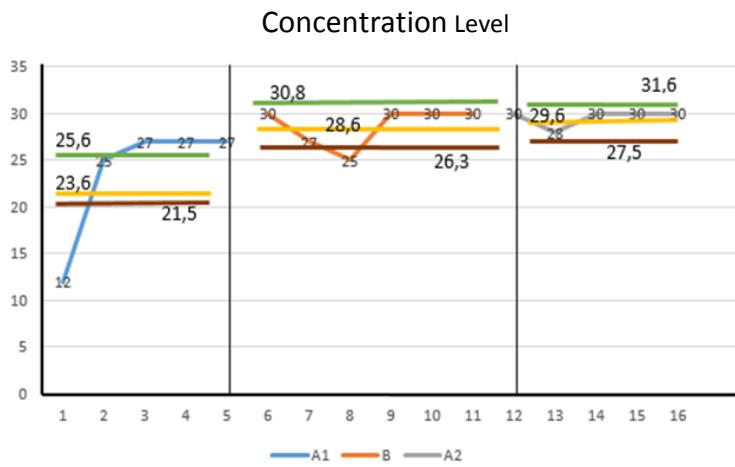
This research was conducted in 16 meetings (Figure 1) where the baseline condition (A1) was carried out in five meetings, the intervention condition (B) was carried out in six meetings, and the second baseline condition (A2) was carried out in five meetings. The following are the results of comparative data between baseline (A1), intervention (B), and baseline (A2) conditions.

Based on Figure 1 above, it can be seen that RR's initial sitting endurance ability is still low, as seen from the mean level of 23.6 over five meetings. With a tendency for low stable sitting endurance, seen from the first meeting conducted by the research, RR's sitting endurance was very low and on the second day RR's communication concentration was still low and from the third to fifth meeting RR's sitting endurance slowly began to stabilize. At home, RR's parents are also very overwhelmed in caring for RR because it is difficult for them to talk both ways and RR often runs out of the house, tends to be restless, lazy and unable to concentrate fully and often asks unimportant questions and is impatient in doing things.

Furthermore, after seeing RR's condition, the researchers applied positive reinforcement to increase RR's sitting endurance which was carried out over six meetings with a mean level of 28.6, with a stable upward trend, and Stable data trace. This positive reinforcement is pleasant reinforcement after the desired behavior is demonstrated, so that the desired behavior tends to be repeated and persists in the future. (Rinaldi, 2020). And the results of this study show that positive reinforcement techniques can increase communication concentration in ADHD children according to the data that has been analyzed. The steps in using Positive Reinforcement are to first tell the child the function of the reward sticker and explain that the child will get a reward sticker and stick it on the reward sticker board if the child is able to concentrate on communication for 2 minutes in 10 minutes of interaction. Positive reinforcement techniques are events that make behavior repeatable because it is liked. (Wati, 2020).

Applying positive reinforcement, sitting resistance RR increases by the ratio or difference in the mean level between A1-B-A2. The comparison of the mean levels from A1 to B is 5 with an increasing trend and the comparison of the mean levels from B to A2 is 3 with an increasing trend. From condition A1 at the beginning of the research, RR was very unable to concentrate on communication when interacting, often ran outside the house, couldn't concentrate and was very impatient in doing something or receiving something and after applying positive reinforcement to RR, RR's ability to concentrate in communication slowly slowed down. started to increase and he was starting to be able to endure sitting in his seat, while in phase B2 RR's sitting endurance increased further followed by his concentration starting to take longer, his level of patience began to increase, even his concentration was longer.

Likewise, the results of research conducted (Lasni, 2017) explained that positive reinforcement techniques on hyperactive behavior in ADHD children in special schools stated that the results of the research were that there was an influence of positive reinforcement techniques on the hyperactive behavior of ADHD children. Based on the explanation above, if positive reinforcement techniques can be implemented it will be able to reduce and increase sitting resistance in ADHD children.



Graphics 2 Analysis in Data Conditions Graphic Design Skills

- : Baseline (A1)
- : Baseline (B)
- : Baseline (A2)
- : Highest Limit
- : Lowest Limit
- : Mean level
- : Barrier

Based on Figure 2 above, it can be seen that the initial ability to concentrate in RR communication is still low, as seen from the mean level of 23.6 over five meetings. With a tendency for low stable sitting endurance, the baseline condition (A1) on the first day of the child's sitting endurance was 12 minutes, on the second day it was 25 minutes, on the third day it was 27 minutes, on the fifth day four it was 27 minutes, and on the fifth day the child's sitting endurance was 27 minutes. In condition A1, the mean level is 23.6, the upper limit in condition (A1) is 25.625 while the lower limit is 21.575, the percentage is 20%.

Next, intervention (B) was carried out after the data on baseline (A1) was stable. The intervention given was a positive reinforcement technique using reward stickers with pictures of animals, round in shape with a diameter of 10 cm. Before providing the intervention, the researcher explained about reward stickers to the children. Award stickers are given to children if the child is able to concentrate in communication when interacting for 2 minutes. In intervention condition (B) which was carried out for 6 meetings, the intervention was carried out using positive reinforcement techniques, on the sixth day the ability to concentrate in communication was 30 minutes, on the seventh day 27 minutes, eighth day 25, ninth to eleventh day ability to concentrate in communication RR 30 minutes. The mean level in the intervention condition is 28.6, the upper limit is 30.85 while the lower limit is 26.36, the percentage is 83%, the estimated trend in this condition is increasing.

When the intervention data is stable then it continues to the baseline condition (A2). The length of the condition in this second baseline (A2) is five meetings starting from the twelfth meeting. The child's communication concentration ability is 30 minutes, the thirteenth day is 28, the fourteenth to the sixteenth day. child 30 minutes, and the mean level in the A2 baseline condition was 29.6, the upper limit was 23.6 and the lower limit was 21.575. The percentage is 100%, the percentage of directional stability trend in this second baseline has increased.

From condition A1 at the beginning of the research, RR was very unable to concentrate in communicating when interacting or receiving lessons in class, often ran around outside the house, couldn't concentrate and was very impatient in doing something or receiving something and after applying positive reinforcement to RR his ability slowed down. RR's communication concentration began to increase and she was starting to be able to stay sitting in her seat, while in phase B2 RR's ability to communicate increased, followed by her concentration starting to take longer, her level of patience starting to increase, even her concentration was longer.

CONCLUSION

Based on the results of research conducted at SLB From the overall data analysis, data analysis within conditions and between conditions shows an increase in concentration abilities in communicating with ADHD children through positive reinforcement techniques. The results of this data show that the reinforcement technique is positive. Effective in improving concentration skills in communicating in ADHD children at SLB X Bontang City.

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