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## Consideration Model And Its Influence On The Social Skills Of Children With Emotional And Behavioural Barriers

Nandi Warnandi<sup>1</sup>, Dea Yulida<sup>2\*</sup>, Neni Satriani<sup>3</sup>, J Juhanaini<sup>4</sup>, S Sunardi<sup>5</sup>

Universitas Pendidikan Indonesia, Indonesia

Correspondence: E-mail: [nandiwarnandi@upi.edu](mailto:nandiwarnandi@upi.edu)

### ABSTRACT

Children with emotional and behavioural barriers are children who have obstacles to connecting with other people. Conditions in the field showed that children with emotional and behavioural barriers have low social skills. This problem is indicated by behaviour that is not in accordance with applicable rules, norms, and even laws. This research aims to determine the influence of the consideration model on the skills of children with emotional and behavioural barriers. This type of research is experimental. The design used is One Group Pre-Test Post-Test. The sample used in this research consisted of six students. Data collection was carried out using systematic observation instruments regarding social skills. Data analysis used non-parametric statistical techniques with the Wilcoxon test. The conclusion of this research is that the consideration learning model is influential in improving the social skills of children with emotional and behavioural barriers. It is hoped that the consideration model can be used by teachers in learning social skills for children with emotional and behavioural barriers.

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## 1. INTRODUCTION

Education is an effort made to prepare students to be more prepared, stable, and able to play an active and positive role in facing real life in the future. Education can be said to be the entire process in which an individual learns to become a human being who he or she should be or is normative in the situation he is in so that in the educational process he can develop abilities, attitudes, and behaviors that are valuable in society. Children with emotional and behavioral barriers are children who experience obstacles in placing; the behavior shown tends to be inconsistent with applicable rules and norms. Children with emotional and behavioral barriers have difficulty establishing relationships with other people. This is in line with the opinion expressed by Hallahan et al (2012) who state that "children and youths with emotional or behavioral disorders aren't typically good at making friends".

Part E Special School is a school intended for children with emotional and behavioral barriers. The students' position at this school is temporary because, when the specified rehabilitation time is up, the child is sent back to their parents or guardians. Findings in the field based on observations found students' low social abilities. Basically, students still show an indifferent attitude when a friend needs help, don't care about the situation around them, often make fun of friends, and there is also no two-way communication between students during and outside of learning. Children with emotional and behavioral barriers experience difficulties adjusting to school; this can last into adulthood and result in emotional problems. Hallahan and Kauffman explained that children with emotional and behavioral barriers are generally unable to make friends because they always fail to build relationships with other people. Failure to establish relationships with other people is caused by dissatisfaction with elements of the social environment (Delphie, 2009). Another factor is his lack of mature social development, which results in deviant behavior and leads to rejection of him by the environment. The problems that occur are very important for an intervention to be carried out to improve social skills for individuals, including children with emotional and behavioral barriers, especially since the social skills of children with emotional and behavioral barriers are low. Apart from that, it is suspected that the conventional learning methods that have been used—lectures or simply giving assignments—are not appropriate in training to improve the social skills of children with emotional and behavioral barriers.

Currently, a lot of research has been carried out to improve the social skills of children with social and emotional barriers, including the implementation of the BCCT (Beyond Centers And Circle Times) Learning Model and the Consideration Learning Model in the Khalifah Baciro Kindergarten, Yogyakarta City (Hasanah & Latif, 2019), Differences in Social Behavior of Students whose Learning Uses the Value Clarification and Consideration Model by Paying Attention to Self-Concept in Class XI PPKn Learning at SMKN 2 Bandar Lampung (Silastuti, 2016), Application of Consideration Type Attitude Learning Strategy in Islamic Religious Education Subjects (Yani & Sofiani, 2023), Development of social interactions in improving social emotional abilities through Congklak games in children aged 5-6 years (Nurhayati, 2020), and Increasing Social and Emotional Development Through Providing Play Therapy at Preschool Age (Sakina, 2020), but to date there has been no research regarding the use of the consideration model and its effect on the social skills of children with emotional and behavioral barriers.

But to date, there has been no research regarding the use of the consideration model and its effect on the social skills of children with emotional and behavioral barriers. One alternative that is thought to help improve social skills is the consideration model, namely a model that emphasizes morality, namely living together in harmony with others. This model

was coined by a humanist named Paul McPhail's. The goal is for students to become human beings who care about others. A fundamental need for humans is to get along harmoniously with other people so that humans can live side by side peacefully and can be accepted as part of society when students live real life in their environment. The purpose of the consideration model is to help shape student behavior to become mature and carry out relationships while developing problem-solving abilities (Rahmadani, 2005). The results of research on the influence of this consideration model can be a solution for improving the social skills of children with emotional and behavioral barriers.

## 2. METHODS

The method used in this research is experimentation. This method is used because the researcher wants to know the extent of the causal relationship between two factors, namely the independent variable (a variable that influences through treatment) and the dependent variable (an influenced variable) that was deliberately created. In this study, researchers wanted to find out whether the consideration model could improve the social skills of children with emotional and behavioural barriers. The design used is a one-group pre-test. Post-test design, namely, one experimental group has its dependent variable measured (pre-test), then given a stimulus (treatment), and the dependent variable measured again (post-test), without any comparison group. So, in this design, the test is carried out twice: before the experiment (O1), which is called the pre-test, and after the experiment (O2), which is called the post-test. **Figure 1.** explains how the research process took place. The research process includes preparation, implementation, and evaluation stages.



To obtain information regarding the use of the consideration model and its influence on the social skills of children with emotional and behavioural barriers using an experiment with a one-group pre-test and post-test design. With a pre-test, it can be known more accurately because it can be compared with the situation before treatment, and the post-test provides information on whether there have been changes after treatment.

## 3. RESULTS AND DISCUSSION

### 3.1. Student Demographic

The sample in this study consisted of students with emotional and behavioural barriers. Students with emotional and behavioural barriers have complex characteristics that are often shared by other children. Characteristics include disobedient behaviour, fighting, vandalism, uttering dirty and indecent words, liking to command, insolent behaviour, and liking to be oneself (Widiastuti, 2020). This research was conducted on six students in class VI. The instrument used is observation, which is limited to the social skills aspect of establishing relationships with other people and the behavioural aspects of establishing relationships with oneself.

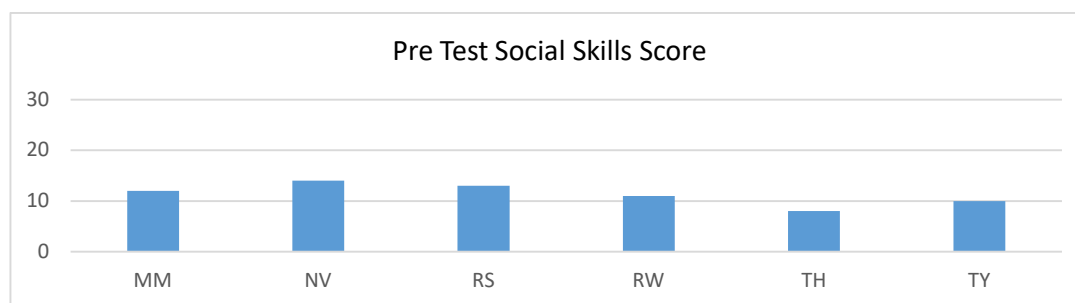
### 3.1. Analysis of Research Data

Students with social and emotional barriers have obstacles to interacting socially with their environment (Mirnawati, 2020; Badriah, 2020). Barriers to behaviour in establishing relationships with other people and behaviour related to themselves are examples of social and emotional barriers for children. After conducting research on social skills in children with emotional and behavioural barriers through a consideration model designed in a RPP (Learning Implementation Plan) over 5 meetings, so research results were obtained regarding the social skills of children with emotional and behavioural barriers through pre-test and post-test data. **Table 1.** Social Skills Scores of Children with Emotional and Behavioural Barriers Before Being Given the Consideration Data on pre-test scores on social skills of children with emotional and behavioural barriers before being given consideration for learning can be seen in the following table: Model (Pre-Test)

**Table 1.** Social Skills Scores of Children with Emotional and Behavioural Barriers Before Being Given the Consideration Model (Pre-Test)

No	Research Sample	Skill Score		Total
		Social Skills Relating to Others	Self-Related Social Skills	
1	MM	8	4	12
2	NV	10	4	14
3	RS	10	3	13
4	RW	9	2	11
5	TH	6	2	8
6	TY	6	4	10

**Table 1.** shows the pre-test scores of the six research samples. The first sample with the initials MM received a total score of 12 out of a maximum score of 30. The second sample with the initials NV got a score of 14 out of a maximum score of 30. The third sample with the initials RS got a score of 13 out of a maximum score of 30. The fourth sample with the initials RW got a score of 11 out of a maximum score of 30. The fifth sample with the initials TH got the lowest score, namely 8 out of a maximum score of 30. Meanwhile **Figure 1.** the sample with the initials TY got a score of 10 out of a maximum score of 30.



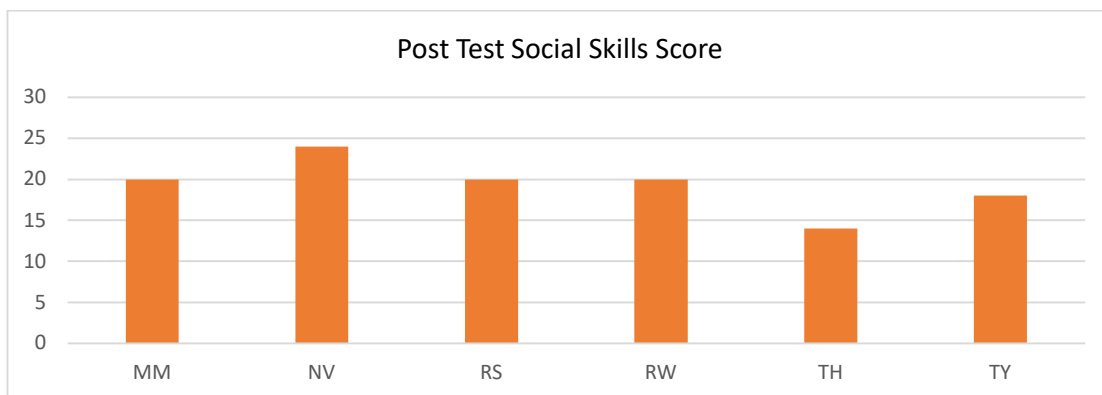
**Figure 1.** Pre-Test Scores of Children with Emotional and Behavioural Barriers.

After being given consideration for learning for five meetings, a post-test was then carried out. Post-test score data on the social skills of children with emotional and behavioural barriers after being treated in the form of a consideration learning model can be seen in the table. **Table 2.** Social Skills Scores of Children with Emotional and Behavioural Barriers After Being Given Consideration Learning (Post-Test)

**Table 2.** Social Skills Scores of Children with Emotional and Behavioural Barriers After Being Given Consideration Learning (Post-Test)

No	Research Sample	Skill Score		Total
		Social Skills Relating to Others	Self-Related Social Skills	
1	MM	15	5	20
2	NV	18	6	24
3	RS	15	5	20
4	RW	14	6	20
5	TH	10	4	14
6	TY	13	5	18

Table 2. shows the pre-test scores. After being given treatment in the form of consideration learning, the first sample with the initials MM got a total score of 20 out of a maximum score of 30. The second sample with the initials NV got a total score of 24 out of a maximum score of 30. The third sample with the initials RS got a post-test score of 20 out of a maximum total of 30. The fourth sample with the initials RW received a total post-test score of 20 out of a maximum total score of 30. The fifth sample with the initials TH got a total score of 14 out of a maximum score of 30. Meanwhile, the sixth sample, namely TY, got a score of 18 out of a maximum score of 18. The pre-test scores are presented in a **Figure 2.** In the post-test score, the highest score was obtained, namely NV with a score of 24, and the lowest score, TH, obtained a score of 14. So through the explanation that has been given, it can be said that there is an increase in social skills in children with emotional and behavioural barriers.



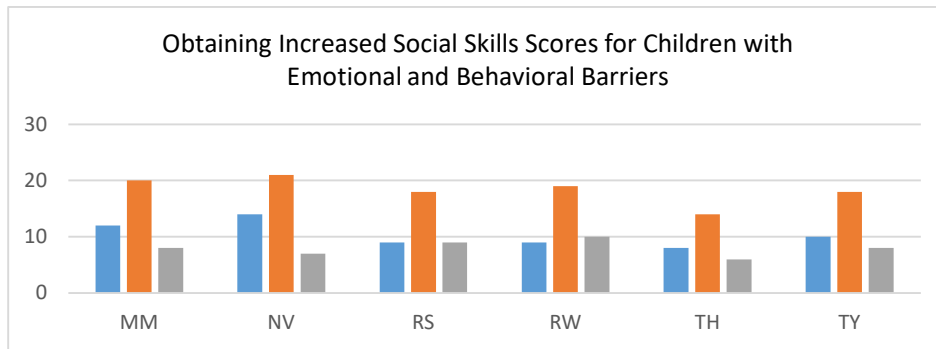
**Figure 2.** Post-Test Scores of Children with Emotional and Behavioural Barriers.

**Table 3.** explains the pre-test and post-test scores on the social skills of children with emotional and behavioural barriers. Each student has improved.

**Table 3.** Recapitulation of Pre Test and Post Test Scores

No	Research Sample	Skill Score		Enhancement
		Pre-Test Score	Post-Test Score	
1	MM	12	20	8
2	NV	14	24	10
3	RS	13	20	7
4	RW	11	20	9
5	TH	8	14	6
6	TY	10	18	8
Average		11,3	19,33	8

Based on the table above, there was an increase in scores in the research sample that was treated with a learning model considering the social skills of children with emotional and behavioural barriers. The pre-test results have an average score of 11.3 and the post-test results have an average score of 19.33, an increase in the average score of 8. **Figure 3.** can make it easier to see the difference in social skills scores obtained by children with emotional and behavioural barriers before and after being given consideration.



**Figure 3.** Obtaining Increased Social Skills Scores for Children with Emotional and Behavioural Barriers

The data obtained will be processed in this research using the Wilcoxon test. The data processing technique in this research uses the non-parametric Wilcoxon statistical test. The Wilcoxon test is a statistical method used to test the differences between two paired data with the same number of data samples (Rizqita & Susetyo, 2023). **Table 4.** are the results of data processing using the Wilcoxon test to measure the improvement in social skills of children with emotional and behavioural barriers.

No	Research Sample	Skor			Rank	Mark	
		Pre Test	Post Test	Different		+	-
1	MM	12	20	8	3,5	3,5	0
2	NV	14	24	10	6	6	0
3	RS	13	20	7	2	2	0
4	RW	11	20	9	5	5	0
5	TH	8	14	6	1	1	0
6	TY	10	18	8	3,5	3,5	0
Total						21	0

The hypothesis proposed in this research is;  $H_1$  The consideration model has an influence on improving the social skills of children with emotional and behavioural barriers.  $H_0$  The consideration model has no effect on improving the social skills of children with emotional and behavioural barriers. Based on the calculation results of the Wilcoxon test results, which can be seen in Table 4.4, there is no negative difference, so all subjects were given a positive sign. From the calculation results, it is obtained that  $J_{count} = 0$ , and based on the critical value of the Wilcoxon test at a significance level of 0.05 with a total of  $n = 6$ , the table obtained is  $J_{table} = 0$ , then  $H_0$  is rejected because  $0 \leq 0$ . Thus, the hypothesis proposed in this study is accepted. This shows that "the consideration model has an influence on improving the social skills of children with emotional and behavioural barriers".

#### 4. CONCLUSION

The social skills of children with emotional and behavioural barriers before being given consideration for model treatment are in the low category; this is evidenced by the child's behaviour, which makes it difficult to build relationships with other people. When borrowing things belonging to friends, children tend to be less polite, as well as when returning them. For example, a son returned it by throwing it and without saying thank you. When solving problems, children tend to choose to solve them by fighting, lacking discipline, and not obeying existing rules. Children's social skills after being given consideration and model treatment show positive progress in establishing relationships with other people and with themselves. This is proven when children start to greet or call friends with good nicknames, borrow, and return stationery in a polite manner, and say thank you when returning items. When in a study group, children also arrive on time, use school attributes completely, and are responsible for the tasks given by the teacher.

#### 5. ACKNOWLEDGMENT

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#### 6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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