JURNAL ASESMEN DAN INTERVENSI ANAK BERKEBUTUHAN KHUSUS

The Use Of Behavior Contract Techniques To Reduce Off-Task Behavior For Children With Emotional And Behavioral Disorders At SLB X

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A B S T R A C T

This study was conducted was found cases of children with emotional barriers who had difficulty completing the assigned tasks because the off-task behavior that appeared was relatively high. The purpose is to find the use of behavior contract techniques in dealing with off-task behavior in children with emotional and behavioral barriers at SLB X. This research is quantitative research with experimental research methods, with a single subject research type. The design of this study is A1-B-A2. The subjects of this study were students with emotional and behavioral barriers. Data collection is carried out by observation methods. The focus of observation is aimed at off-task behavior in the form of leaving the seat. The data obtained are analyzed through descriptive statistical analysis techniques presented in the form of graphs. The components in this study were analyzed using analysis in conditions and analysis between conditions. The results showed that the use of the behavior contract technique was able to reduce the off-task behavior of children with emotional and behavioral barriers at SLB X seeing a decrease in the mean level of each phase. Due to the limited ability of researchers, it is hoped that researchers will further develop the use of this behavior contract technique on other off-task behavior and conduct research with more than one subject using the same or different research.

A R T I C L E I N F O

1. INTRODUCTION

Learning is an activity or a process to acquire knowledge, improve skills, improve behavior, attitudes, and strengthen personality through learning experiences. A good learning process through seeing, observing, understanding something learned. To get good learning results, of course, a good learning process is also needed. For the learning process to take place properly, rules are made in learning activities. But in some cases, not all children are able to learn well, one of which is a child with emotional and behavioral barriers. Children with emotional and behavioral barriers often have difficulty in behaving according to applicable norms or in accordance with children their age. They tend to behave aggressively, impulsively, defiantly, defiantly and enjoy annoying others. When these behaviors occur during the learning process, they are called off-task behaviors. Off-task behavior that is left unchecked will have an impact on poor academic performance. Moreover, it can also affect the learning outcomes of other students because they tend to play and ignore tasks.

Supported by findings in the field, two out of four children with emotional and behavioral barriers, tend to annoy classmates by acting ignorant, hitting tables, refusing to do assigned assignments and often leaving their seats. The number of times children leave their seats appears to be above ten times in eighty minutes. This study tried to use one of the behavior modification techniques in the form of behavior contract techniques assuming this technique was able to clarify tolerance limits through written agreements between teachers and children. This research is supported by the opinion of (Latipun, 2008) which states that the behavior contract technique is an agreement between two or more people who aim to change certain behaviors. Behavior contracts can be used to teach new behaviors, reduce unwanted behavior, or improve expected behavior. This technique is one of the techniques in the behavioral approach developed by B.F. Skinner and Albert Bandura which focuses on giving rewards based on agreement. Off-task behavior that will be studied is the behavior of children leaving their seats during the learning process. Based on the findings of these problems, the author wants to conduct research on behavior contract techniques to reduce off-task behavior in children with emotional and behavioral barriers with the aim of helping reduce off-task behavior for children with emotional and behavioral barriers so that they have a better learning experience.

A similar study has been conducted by who tested the effectiveness of behavioral contract techniques to reduce off-task behavior in grade 5 students at SDN Mojorejo. As a result, behavioral contract techniques can reduce off-task behavior in students (Mukti et al, 2022). Applied behavioral contract techniques to reduce aggressive behavior in students at SMP Negeri 3 Tanete (Saleh et al, 2020). The results showed that contract behavior counseling had an effect in reducing students' aggressive behavior. Applied behavioral contract techniques to reduce off-task behavior in grade VII students of SMP Negeri 2 Gresik (Sintiasari & Nursalim, 2018). The results found that there was a change in students' off-task behavior after being given treatment, namely individual counseling, behavior contract techniques. Tries to apply behavioral contract techniques to reduce undisciplined behavior in students at SMP Negeri 21 Makassar (Bachtiar, 2021). As a result, the behavior contract technique can significantly improve student discipline at SMP Negeri 21 Makassar. Examined the effectiveness of behavioral contract techniques to reduce off-task behavior in grade V students at SD 1 Trirenggo (Sumiarsih, 2019). The results showed that behavioral contracting techniques are effective for reducing off-task behavior. Previous research has shown similar results: behavioral contract techniques can reduce unwanted behavior. But until now there has been

no research on behavioral contract techniques to reduce off-task behavior in students with emotional and behavioral barrier.

The study was conducted after the identification of cases of children who had difficulty completing assigned tasks due to relatively high emotional and behavioral barriers outside of tasks. The aim was to find out how behavioral contraction techniques can be used in managing off-task behavior in children with emotional and behavioral barriers in SLB X. This research is quantitative research using experimental research methods, and the type of research is single issue research. The design of this study was A1-B-A2. The subjects of this study were grade IV students of SLB X, students with emotional and behavioral barriers. Data are collected through observation, and the behavior that occurs is recorded in a summary table. The focus of his observations was on off-duty behavior, i.e. leaving the chair. The data obtained are analyzed using descriptive statistical analysis techniques and presented in the form of graphs. This component of the study was analyzed using in-condition and inter- condition analysis. The results showed that the use of behavioral contract techniques can reduce off-task behavior of children with emotional and behavioral barriers in SLB X, considering the average level reduction in each phase. Because the researcher's abilities are limited, researchers can further develop the application of this behavior contraction technique to behaviors outside of other tasks (e.g. singing, banging on a table) and use the same technique to conduct such research or different research methods.

2. METHODS

This study uses a qualitative approach with the type of Single Subject Research (SSR) research with the experimental design used in this study is A1-B-A2, which is a design that has three phases, where (A1) is baseline-1, (B) is the treatment or intervention phase and (A2) is the repetition of baseline-1 (A1). In this design, treatment is given before and after. All phases were carried out in 4 sessions and were carried out in SLB X with the number of subjects 1 student aged 13 years who was in grade 2 of Elementary School. In this study, the independent variable is the contract behavior technique, and the dependent variable is off-task behavior. The data collection technique carried out in the study is recording events of off-task behavior that appear in baseline-1 (A1), intervention (B) and baseline-2 (A2) conditions using frequency units. An indicator of success is if there is a difference where the average frequency of Baseline-2 off-task behavior is less than the Baseline-1 (A1) value. The instrument validity test is carried out through expert-judgement, namely the assessment of the instrument is carried out by experts from the ranks of Special Education lecturers FIP UPI and teaching staff from SLB X.

3. RESULTS AND DISCUSSION

Before baseline-1 (A-1) was conducted, researchers first found out the initial conditions of subject behavior during classroom learning to get an initial picture of the study. During the observation stage, researchers did not make changes to the setting in the learning process. **Graphic 1.** Behavioural tendencies with baseline. Then the researchers took data for baseline-1 (A1) without making changes to settings and simply observed student behavior during distance learning. Data collection through observation at baseline-1 (A1) is carried out until the data obtained is stable, which is four sessions. Then continued with the application of intervention (B), the subject was given intervention in the form of behavior contract techniques. The total sessions in the intervention phase (B) were four sessions.

Furthermore, to control the presence or absence of relationships between independent variables and dependent variables, observations were made again by releasing the intervention given. The behavior of the subjects was observed for one week before finally taking the data again, this phase is baseline-2 (A2). **Table 1.** Behavioural tendencies with baseline. The baseline-2 (A2) phase is carried out in four sessions. The results of observations in the baseline-1 (A1), intervention (B), and baseline-2 (A2) phases are raw data, meaning that the data has not been processed according to data analysis techniques and analysis. The data obtained is the condition of the subject's off-tasking behavior in each session. Then the data is processed using analysis under conditions and between conditions.


Graphic 1. Behavioural tendencies

Table 1. Recapitulation of Analysis Results Under Conditions.

No	Condition	Baseline-1 (A1)	Intervention (B)	Baseline-2 (A2_
1	Condition length	4	4	4
2	Estimation of directional tendencies	↗	↘	→
3	Stability Trends	Stable (100%)	Variable (50%)	Stable (100%)
4	Data Trace ⚓	↗ (-)	↘ (+)	→ (=)
5	Stability Level and Range	Stable (85,7%-100%)	Variable (85,7%-71,4%)	Stable (42,8%)
6	Level Change	85,7%-100% (-14,3%) Increase	85,7%-71,4% (+14,3%) Decrease	42,8% (=0) Still

Based on the **graphic 2,** there is a decrease in the mean level of off-task behavior of Subject D. This can be seen from the mean level at baseline-2 (A) decreased when compared to the mean level at baseline-1 (A1). Starting from the Baseline-1 (A1) phase has a mean level of 92.85% and the Intervention phase has a mean level of 78.55% so that it is known to decrease the mean level by 14.3%. Furthermore, in the baseline-2 phase (A2) there is a mean level of 42.87%, then a decrease in the mean level from the intervention phase (B) to the baseline-2 phase (A2) by 35.7%.
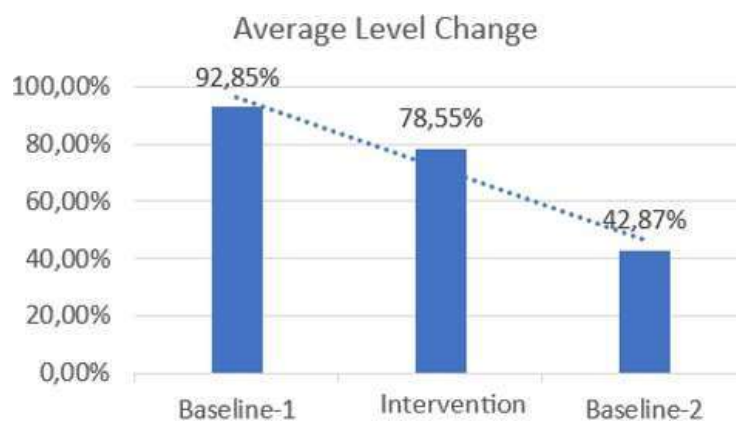
Graphic 2. Average Level Change.

Based on the results of the analysis that has been presented in the form of data, tables, and graphs, there is a decrease in the frequency of off-task behavior with the average (Mean) of off-task behavior on baseline-1 (A1) reaching 92.85%. Then when the intervention phase (B) began to be given, the average frequency of off-task behavior that appeared decreased to 78.55%. At baseline-2 (A2) the average frequency of off-task behavior reappearing decreased to 42.87%. The decrease in off-task behavior occurred due to the intensity of the subjects' regular meetings with researchers. The pattern showed that the behavior contract technique given in the intervention phase (B) was able to reduce off-task behavior in the subjects. This is in line with the results of research from Guntara (2017) and Hady, et al (2018) who apply behavior contract techniques to reduce aggressive behavior in junior secondary level students, the results of which the application of hebavior contract techniques can reduce aggressive behavior in students.

4. CONCLUSION

Based on the results of research that has been conducted, it was found that the results of behavior contract techniques were able to reduce off-task behavior in children with emotional and behavioral barriers in X. Before the intervention, the appearance of the child's off-task behavior was high. Every hour of learning the subject often walks around in class for no apparent reason, often to annoy classmates who are working on assignments. Due to the occurrence of high subject off-task behavior, the tasks assigned by the teacher are often not completed by the subject. After being given the intervention, the appearance of the subject's off-task behavior decreased. The subject becomes more comfortable studying in his place and working on the task to completion. The subject no longer approaches his friend when the learning is not finished. By decreasing the average frequency of off-task behavior subjects, it can be interpreted that the use of behavior contract techniques can reduce 50% of off-task behavior in children with emotional and behavioral barriers in X.

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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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