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## Effect of Adaptive Athletic on Sublimation Non-Verbal Aggressive Behavior in Problems Emotion and Behavior

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### ABSTRACTS

This study aims to determine the effect of adaptive athletics on the sublimation of non-verbal aggressive behavior in children with emotional and behavioral disorders at special school Bhina Putera Surakarta. This research is an experimental study using the Single Subject Research (SSR) approach. The research design used is the A-B-A 'design. The research subject is a child with emotional and behavioral disorder in sixth grade at special school Bhina Putera. Collecting data by conducting observation on students using non-verbal aggressive behavior instruments. Then the data obtained were analyzed through descriptive statistics and displayed in graphs and tables. The components analyzed in this study were the analysis in conditions and between conditions. The results showed that there was a positive influence on the sublimation of children's non-verbal aggressive behavior after being intervened with adaptive athletics. The positive effect is indicated by a decrease in the mean level of the three phases. Starting from the baseline-1 phase (A1) with a mean level of 95,3%, the intervention phase (B) of 77,4%, and the baseline-2 phase (A2) of 52,7%. Then, the magnitude of the effect of intervention using adaptive athletics can be seen from the percentage overlap. The smaller the overlap percentage, the better the intervention effect. The result of overlap percentage is 11.1%. Thus, adaptive athletics influenced the sublimation of children's non-verbal aggressive behavior in special school Bhina Putera by 88.9%.

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## 1. INTRODUCTION

Every individual in a society is expected to conform to certain standards of behavior. Every child without exception is expected to be able to develop and learn in accordance with the prevailing norms in the surrounding environment. Behavioral norms change as children grow and develop through various stages in their lives. A society provides norms of behavior for various stages of development and for a more specific environment. For example, in general, children are expected to be calm, orderly, cooperative, and attentive when studying at school. Children are also expected to love, help, and obey their parents at home. For children whose behavior is not consistent with society's expectations, they tend to be seen as having problems or are considered a form of deviation. In some cases, children who deviate from the norms that apply in society are called children with emotional and behavioral barriers.

Rahmadi, et al., (2016) children with emotional and behavioral disorders have complex characteristics and often their behavior characteristics are also carried out by other children of the same age, such as moving a lot, disturbing playmates, fighting behavior, and sometimes aloof behavior. Children with emotional and behavioral barriers are barriers with characteristics where the child's behavior is able to affect his life and the lives of others in a destructive effect.

Social emotional barriers essentially refer to a condition in which an individual's emotional and/or social behavioral responses are very different from male/female norms that are generally accepted according to age, ethnicity, or culture that affect performance differently. The understanding conveyed focuses on the behavior of children with emotional and behavioral barriers that deviate from the rules and norms that apply in their environment. As for the opinion that children with various types of emotional and behavioral problems will cause disturbances for themselves and the surrounding environment.

Based on the description above regarding the symptoms of emotional and behavioral disorders, this research can be focused on aggressive behavior as a deviant behavior. The definition of aggressive refers to behavior that is intended to make the object experience danger or pain. Aggression can also be any form of desire (drive-motivation) that is directed at the goal of hurting or injuring someone. Aggression can be done verbally or physically. Behavior that inadvertently causes harm or pain is not aggressive. Damage to goods and other destructive behavior is also included in the definition of aggressive.

Aggressive behavior is divided into two, namely verbal aggressiveness and non-verbal (physical) aggression. Non-verbal aggressive behavior is aggressive behavior that is carried out without using verbal or in this case physically. Non-verbal aggressive behavior in the form of physical, active and passive, direct and indirect. Aggressive behavior is a behavior that must be changed within the individual. This is due to the destructive nature of aggressive behavior. Therefore, one of the efforts used in this study is the implementation of adaptive athletic sports which is applied to children with emotional and behavioral barriers who have non-verbal aggressive behavior. Based on the description above, this is in line with the findings in the field that there are children with emotional and behavioral barriers who have a high frequency of non-verbal aggressive behavior.

The intervention method that will be given is Adaptive Athletics. Athletics which consists of walking, running, throwing and jumping is said to be the oldest sport and is also referred to as the "mother or mother" of all sports and is often called the Mother of sports. The reason is because athletic movements have been reflected in the life of early humans, remembering that they unconsciously did walking, running, jumping and throwing in an effort to maintain and develop their lives, even they used them to save themselves from disturbances in their

environment. Athletics is also a means for physical education in an effort to improve biomotor abilities, such as strength, endurance, speed, agility, coordination and so on. It is also for research scientists. While adaptive athletics refers to athletic activities that are modified or adapted to the abilities and needs of children.

Modification in physical education is one of the teacher's efforts so that learning can reflect Development Appropriate Practice (DAP), meaning that the teaching assignments given must pay attention to changes in children's abilities and can encourage these changes. It can be concluded that the implementation of physical education learning aims to develop children's abilities or aims to provide changes in children so that they are in the right state.

## 2. METHODS

This study was conducted to determine the effect of adaptive athletics on non-verbal aggressive behavior in children with emotional and behavioral barriers. In research activities, research methods are very much needed. This is because the use of research methods aims for the research to obtain problem solving from a problem being studied in order to achieve the expected goals. Research methods can be interpreted as a scientific way to obtain data with certain goals and uses.

Based on the formulation of the problem that has been stated above, the method used in this study is an experimental quantitative research method. In experimental quantitative research there is no treatment, whereas in naturalistic research there is no treatment. Thus, the experimental research method can be interpreted as a research method used to find the effect of certain treatments on others under controlled conditions. this method is validation or testing, namely testing the effect of one or more variables on other variables. Variables that have an influence are grouped as independent variables and the affected variables are grouped as dependent variables.

The experimental approach used in this study is the Single Subject Research (SSR) approach. This research is a method for a single subject to a certain behavior. Single Subject Research (SSR) refers to research that is deliberately developed to examine changes in individual behavior. The research method used is experimental quantitative research with a single subject experimental design (Single Subject Research). Single Subject Research (SSR) or better known as single subject research is an experimental research method carried out on a single subject or more with the aim of knowing the magnitude of the effect of the treatment or intervention given repeatedly on the behavior that you want to change within a certain time.

The single-subject research design used in this study is A1-B-A2, which is a study conducted to see how much influence a given treatment has on the subject or research conducted by comparing the baseline conditions before and after the intervention.

The A-B-A design has three stages, collecting data before carrying out an intervention called baseline-1 (A1), while getting the intervention (B) and baseline-2 (A2). Baseline-2 (A2) is the non-verbal aggressive behavior of students after the intervention is given. A-1 is the initial condition of students' aggressive behavior in the learning process. Researchers conducted observations carried out continuously without giving any treatment. B is the stage of intervention or treatment. At this stage children are given special treatment using the implementation of athletic sports as a sublimation of non-verbal aggressive behavior of children with emotional and behavioral barriers. A-2 is the condition of students after being given an intervention. The percentage results obtained are used as a measure of success and evaluation of the interventions carried out.

In essence, the A-B-A design consists of stages of conditions A1 (baseline), B (intervention), and A2 (baseline 2). In this study A1 is the non-verbal aggressive behavior of children before being given adaptive athletics. This can be measured with research instruments. Observations and data collection are carried out repeatedly to ensure the data that has been obtained and see the child's initial abilities for sure, and carried out in a natural atmosphere, which is not made up. B (treatment or intervention) is given in the form of providing adaptive athletics. A2, namely re-observation of non-verbal aggressive behavior after the intervention process is carried out. This will be an evaluation of the extent to which the implementation has affected the research subject.

### 3. RESULTS AND DISCUSSION

The findings in this study are adaptive athletics is a fun sport because it is presented in the form of games and various challenges. Through fun adaptive athletic sports activities, children are able to reduce levels of stress, frustration, and stabilize their emotions. Sublimation of non-verbal aggressive behavior in children can be done through the provision of adaptive athletics before class begins. This is because children are able to divert stress which is usually done with physical activity in the form of non-verbal aggressive behavior, switching to fun adaptive athletic sports activities.

Based on the results of the analysis of data processing that has been carried out and presented, it shows that there is a sublimation of non-verbal aggressive behavior in children in the baseline-1 phase (A-1), the intervention phase (B), and also the baseline-2 phase (A-2). The mean level in the baseline-1 phase (A-1) was 95.3%, the intervention phase was 77.4%, and the baseline-2 (A-2) was 52.7%.

Based on the study of the theory of non-verbal aggressive behavior owned by mentally retarded students or children with emotional and behavioral barriers, it is caused by several factors including internal conditions in this case namely stress, emotion, and frustration. Non-verbal aggressive behavior is a destructive behavior that must be intervened in order not to interfere with the process of children's learning activities, especially at school.

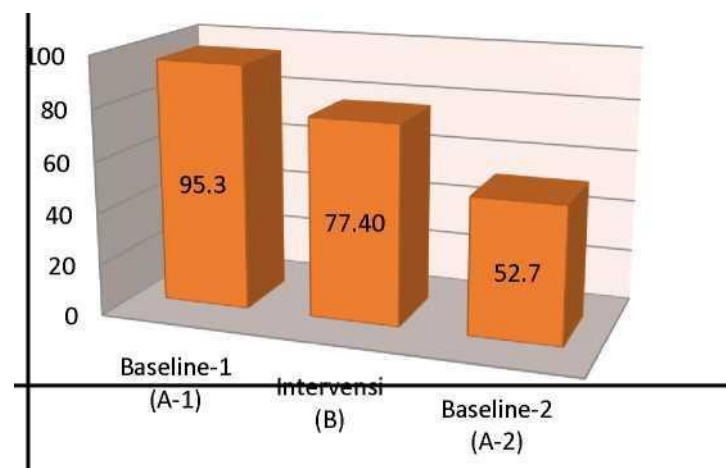
Based on observations at Bhina Putera SLB Surakarta, there are sixth graders who have non-verbal aggressive behavior or physical aggressiveness. This is due to the stress, emotional and frustration of children in class which is manifested in the form of physical activity in the form of non-verbal aggressive behavior. In accordance with the behavioristic learning theory which states that changes in behavior can be observed. Behaviorism theory concentrates on the study of real behavior that can be researched and measured (Deni, 2012). In this case, the observed and measured behavior is the non-verbal aggressive behavior of the child. Strengthened by this opinion, it can be stated that non-verbal aggressive behavior is a change in behavior that can be observed so that it can be studied quantitatively.

This problem makes researchers assume that students need an intervention using adaptive athletics which is expected to be able to eliminate the factors that cause non-verbal aggressive behavior in children. The elements of fun and freshness are expected to have a positive impact on students. So that the expected final goal is that the child is able to control negative mental, emotional, and spiritual conditions that have the potential to interfere with daily activities. According to Brinkhoff in (Risal, 2013) the results of the study prove that adolescents who are involved in physical activity have more resilience and are able to cope with stressors from their environment. Thus, it is increasingly clear that physical activity is very important for humans. According to this opinion, it can be concluded that physical activity and sports activities will have a positive impact on a person's emotions.

Giving adaptive athletics as a fun method is expected to be able to divert the stress of children's physical activity which was initially manifested in the form of non-verbal aggressive behavior, shifted to adaptive athletic physical activity, resulting in a decrease in non-verbal aggressive behavior until the loss of the behavior.

This study used the Single Subject Research (SSR) method with an A-B-A' design. This study was conducted in 15 sessions consisting of three phases, namely baseline-1 (A1), intervention (B) was carried out in nine sessions and baseline-2 (A-A). 2) conducted in three sessions. Researchers observed student behavior during learning activities to support research.

The mean level obtained during the intervention phase (B) is smaller than the baseline-1 phase (A-1), and the baseline-2 phase (A-2) is smaller than the intervention phase. As for when displayed in the form of a diagram, as follows:



**Gambar 1.** Grafik Mean Level.

Based on the bar chart, it can be seen that there is a sublimation of students' non-verbal aggressive behavior before and after the intervention is given. Then, the results of the comparison of the average frequency of each instrument item show that the behavior of damaging other people's goods, telling others to hit someone, telling others to hit an object, and not doing the given task gets a significant decrease. Where the average frequency of behavior in the intervention phase is less than the baseline-1 phase, and the average baseline frequency 2 is less than the intervention phase. In addition, the results of the overlapping data also show a small percentage of overlap, which is only 11.1%. Thus, adaptive athletics affects the sublimation of non-verbal aggressive behavior in children with emotional and behavioral barriers at the special school Bhina Putera Surakarta by 88.9%.

#### 4. CONCLUSION

Based on the results of the study, it can be concluded that the provision of adaptive athletics to sublimation of non-verbal aggressive behavior in children with emotional and behavioral barriers has a positive impact on research subjects towards increasing the desired target language ability.

Based on the results of research and data analysis, it can be concluded that adaptive athletics has an effect on increasing sublimation of non-verbal aggressive behavior in children with emotional and behavioral barriers in third grade at special school Bhina Putera Surakarta. This effect can be seen from the increase in the mean level in each phase, starting from the

baseline-1 phase (A1) with a mean level of 95.3%, the intervention phase (B) of 77.4% and the baseline-2 phase (A2) of 52.7 %. Then, the magnitude of the influence of the intervention using adaptive athletics can be seen from the percentage of overlap. The smaller the percentage of overlap, the better the effect of the intervention. The result of the overlap percentage is 11.1 percent. Thus, adaptive athletics affects the sublimation of non-verbal aggressive behavior in children with emotional and behavioral barriers in special school Bhina Putera Surakarta by 88.9%.

Thus, the provision of adaptive athletics can sublimate non-verbal aggressive behavior in children with emotional and behavioral barriers in the sixth grade of the special school E Bhina Putera Surakarta.

## 5. 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.

## 6. REFERENCES

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