

# Application of Individual Consumer Method with Self Management Techniques to Reduce Interaction Problems Social on Children Mentally Retarded in SMPLB Mawar Putih Jakarta

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**Abstract:** *Social interaction is a reciprocal relationship that can occur if a person initiates and responds to initiation submitted by others. Applied Behavior Analysis (ABA) method is a method that teaches the main focus is reward and punishment that always must be obeyed, without mastery of the ability of the child will be difficult to teach other behavioral activities. It can be interpreted globally, as the ability of the individual intelligence to be below average, so that it is weak in adaptive behavior and is formed during the period of growth because it affects the social, cognitive and mental performance of the child's mentally retarded. This research uses single-case-experiment type with A-B-A design. Subjects used in the study include: children with problems mentally retarded, maximum limit IQ is 69 (Scale Weschler / Binet), and a maximum age range 18 years. Measurement behavior using recording method in the form of recording interval with 60 second interval. The results showed that there was a change in mean social behavior interaction problem. At the baseline stage (A1), the mean social interaction behavior problem is 53.15%. At the intervention stage, the mean social interaction behavior problem is 16.83%. Then after the intervention was stopped, the researchers performed baseline repetition (A2) and obtained mean social interaction behavior problem of 30.93%. Based on the results of the study, ABA type behavior modification program is quite effective in modifying the problem of learning readiness behavior. However, the results obtained are not maximized because the mean changes in social interaction behavior problems at the intervention stage tend to be unstable.*

**Keywords:** social interaction, applied behavior analysis

## 1. Introduction

Progress is a series of progressive changes. Success in achieving a stage of development will determine success in the next stage of development (Hurlock, 2004).

The process of growth and development that is passed by each child is certainly not the same and have their own uniqueness. There are among them in the process of growth and development experienced disturbances, both at the time still in the womb, birth process and or at the time of birth. The disorder can be a disturbance in the stage of physical development, language disorder, emotional disturbance and motor sensory disturbance, so to achieve optimal development required handling or special intervention. Disorders that occur in children is very diverse. One of the developmental disorders that is currently the main concern is the disorder of the Mentally retarded.

Mentally retarded is a term used to refer to a child or person who has below average intellectual ability or can also be referred to as mental retardation. Mentally retarded is characterized by the limitations of intelligence and incompetence in social interaction so as to make children with mental retardation is difficult to follow the education program as in normal children. (Aqila Smart, 2010).

According to Marnat (2010), Mentally retarded is a heterogeneous and nonspecific disorder that occurs during the early stages of development (from birth to 18 years of age).

Mentally retarded children like other children, need love, need attention, and of course need soft caress from both parents so that they can develop optimally, especially in terms of social interaction.

Social interaction is basically a reciprocal relationship, in which one must respond to the social behavior of others so that it can be said an interaction has occurred (Starin& Shores, 2007).

According to Thibaut and Kelley (2000), social interaction is an interplay of each other when two or more people are present together, they create a result of each other or communicate with each other. So in the case of interaction, everyone's actions aim to influence other individuals.

Differences in social and communicative abilities of children with mental retardation when compared with peers will be clearly visible. Children with mental retardation are unable to create relationships and interactions in a proper way because they do not understand social skills. Lack of motivation in interaction and impediments in social skills also impede learning opportunities through interaction with peers and inhibit friendship (Licciardello, et al, 2008).

In addition, because it is unable to show socially acceptable behavior, children with problems mental retardation may feel social rejection from peers (Mazurik-Charles & Stefanou, 2010).

One of the most effective approaches in teaching various skills to children with mental retardation is Applied Behavior Analysis (ABA), which is the study of the

systematic relationship between behavior with the environment, antecedent (events that occur before behavior) and consequences (events after the emergence of behavior) (Bondy & Frost, 2001).

Problems about the social interaction of children with mental retardation are found in self-A which is a 9-year-old boy. In general he has difficulty in social interaction with fellow peers, along with the therapist in the place he studied and his neighbors in his home environment. She tends to be alone, not interested in engaging in activities with therapy, such as lunch during breaks, during class therapy, as well as activities involving physical activities. But sometimes he can follow what the therapist says, such as doing what his therapist asks to take something or put things in places that have been determined. A also often yells, laughs suddenly, and walks around the classroom while studying in class. While doing a game in class, A often leaves the game and is aloof. And by the time A is asked to play along again, A refuses because he thinks the others just interrupt the game only.

Based on the above description, the researcher is interested to conduct research entitled "Application of ABA (Applied Behavior Analysis) Method to decrease the problem of social interaction ability in children with mental retardation in SMPLB MAWAR PUTIH, Jakarta".

## 2. Literature Review

### Social Interaction

According to Kamps, et al (2002) social interaction as a reciprocal social behavior that appear as a result of a series responses.

According to Rea (2009) the definition of social interaction is explained in more detail that social initiation and response can arise in the form of behavior withdrawing hands, gaze, smiling, giving toys, inviting play, touching, speaking, alternating in play, and others.

Social interactions can be described as attention-seeking behavior, greeting, conveying requests, giving praise, helping, arranging games and sharing / working together (Jung, 2003).

Thus, it can be concluded that social interaction is a reciprocal relationship that can occur if a person initiates and responds to initiation conveyed by others.

According SoerjonoSukanto (2001), a social interaction would not be possible if it does not meet two conditions, namely: the existence of social contacts and the existence of communication.

Social contact can take place in three forms (SoerjonoSoekanto) as follows: between individual, between individual with a group of people or vice versa, and Between a group of people with other human groups.

In communication there is a possibility of various interpretations of the behavior of others. A smile, for

example, can be interpreted as hospitality, friendliness or even cynicism and a desire to show victory.

Sardiman (2007), forms of social interaction can be divided into several types, among others: the existence of cooperation, able to adapt to the environment, able to socialize with the environment, there are competing behavior, have elements of contradiction, and also the behavior of controvertion.

The types of social interaction are divided into 3, among others: interaction between individuals and individuals, interaction between groups and groups, and, interaction between individuals and groups (Sardiman, 2007).

Sardiman (2007), social interaction has characteristics that not all actions are interactions. The nature of interaction lies in the awareness of directing action on others. There must be mutual orientation between the parties concerned, regardless of the content of their actions: love or hate, loyalty or betrayal, intent to harm or help.

Vide Bonner, in the continuity of social interaction, even in its simplest form, it turns out to be a complex process, but we can distinguish some basic factors, singly or in combination: imitation factor, suggestion factor, identification factor, and sympathy factors.

### *Applied Behavior Analysis*

The ABA method (Applied Behavior Analysis) is an effective method of delivering material that aims to increase or decrease certain behaviors, improve quality, stop inappropriate behavior, and teach new behaviors and train children's independence (Handojo, 2003).

Handojo (2004), Applied Behavior Analysis method is used to improve the positive behavior. The focus of the method of Applied Behavior Analysis in handling lies in providing positive reinforcement every time the child responds to the instruction so that positive behavior in the child becomes a good habit.

Handoyo (2008) ABA is a very representative therapy for the special child's handling, because it has a measurable, targeted and systematic principles are also widely taught variations that can improve the communication skills, social and fine motor and rough.

So it can be concluded that Applied Behavior Analysis (ABA) method is a method that teaches the main focus is reward and punishment that always must be obeyed, without mastery of the ability of the child will be difficult to teach other behavioral activities.

The purpose of the ABA (Applied Behavior Analysis) method is to provide positive reinforcement every time the child responds correctly and in accordance with the instructions given. A behavior when given the right reward will be more often done and vice versa if a behavior is not rewarded then the behavior will be stopped. It is also to help each learner develop skills that will enable him to be independent and successful perhaps in the long run.

The application of the ABA method is S-J-T-T-S BRIEF-EXACTLY-SAMPLES-SAME. An instruction should be self-explanatory (the volume needs to be adjusted to a child's response), but do not yell or scream.

The basic technique of implementing the ABA method chosen for this study is the discrete trial training that begins with the instruction ending in return. Three times of instruction with a grace period of 3-5 seconds on the 1st and 2nd instructions. If no response anymore then made a prompt.

In PPDGJ III (1993), mentally disable is a state of mental development that is stalled or incomplete, which is mainly characterized by the existence of hendaya skills during development, thus affecting all levels of intelligence is cognitive, language, motor and social skills. Mental retardation can occur with or without mental disorders or other physical disorders, however, the mentally retarded person may experience all the mental disorders and the prevalence of other mental disorders by at least three to fourfold in the population.

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This opinion was added by Soemantri (2007) that mental or mental retardation is a condition in which individual intelligence is constrained so as not to reach the optimum stage of development. Based on the above description, mentally disable can be interpreted globally, as the ability of the individual intelligence is below average so weak in adaptive behavior and formed during the period of growth because it affects the social performance, cognitive and mental function of mentally disable children.

The characteristics of mentally disable are; children experience delays in psychomotor, language and cognitive matters, resulting in difficulty in performing daily activities and requiring others to help children with mental impairment. Marnat (2010), mentally disable is divided into two categories, among others: non-organic (familial) and organic mentally disable.

Today Applied Behavior Analysis method has become a trend in the handling of children who have mental retardation. As in a study conducted by Foxx (2008) explains that the intervention of Applied Behavior Analysis (ABA) is beneficial to the intellectual, verbal and social function of children with special needs.

Then also reinforced by the results of a study from Eikeset, et al (2007) which explains that positive results have been reported in daily life skills, academic and social skills by using behavior modification.

### *Framework of thinking*

Krech and Crutchfield (in Rachmat, 2004), social interaction is the starting point of a social event. Gillin and Gillin (in Kolopaking et al., 2003), social interaction is the relationship between individuals, between human groups, as well as between individuals and groups of people.

Contact between people can be regarded as an interpersonal communication activity, the relationships of some people that occur among them can be said as group communication, contact with the media whether newspapers, television and others can be said as a process of mass communication. This means that contact can happen either with humans or objects (Rachmat, 2004).

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Children with mentally disable show delays or deficits in terms of frequency quality, type of interaction and social relationships with other individuals (McConnel, 2002).

The study found that children with mentally disable spent less time interacting than their peers, had lower quality interactions while playing with peers, and spent more time doing activities aimlessly or even not doing any activity. This study also showed that children with mentally disable tend to keep a physical distance away from their peers.

In this case, the researcher found a 9-year-old boy who in general he had difficulty in social interaction with fellow peers, along with the therapist in the place he studied and his neighborhood neighbors. She tends to be alone, not interested in engaging in joint activities at the therapy venue, such as lunch during breaks, during class therapy, and activities involving physical activities.

Related to these problems, one of the alternatives that can be used to improve social interaction ability is through ABA method (applied behavior analysis) ABA method is a way of approach and delivery of material to children with special needs, such as autism and mentally disable conducted with a firm, without violence, promptness and appreciation of children with effective rewards.

Based on the above background, ABA method is a method that has programs that can be arranged to reduce the problem of social interaction in children with special needs, especially mentally disable.

### **3. Research Methods**

The study used a single-case experiment type, a study that looked at behavioral changes in a single subject. The study used a lot of statistical analysis. To know the effect of experimental variables is done through continuous observation of the behavior of single subjects before and after treatment (Shaughnessy, Zechmeister, & Zechmeister, 2003).

In a single-case experiment, there are several research designs that can be used. In this study, the design used was A-B-A design, which is a research design consisting of two baseline phases so it is possible to know the causal relationship between the dependent variable and the independent variable (Sunanto, Takeuchi, & Nakata, 2005).

A-B-A design implementation procedure is the researcher to observe continuously at the baseline phase (A1) with a certain period of time before the intervention is given. After the data obtained at the baseline phase (A1), then the researchers intervene and during the intervention phase (B) the behavior of subjects re-observed. Then, when the intervention is stopped, a second baseline phase (A2) is conducted, where the researcher re-observes the behavior of the subjects (Cozby, 2008).

Sugiyono (2006: 2) variable is a symptom that became the focus of researchers to be observed. Variables as attributes of a group of people or objects that have variations between each other in the group.

Variables of research there are two kinds, namely independent variables (independent variable) and dependent variable (dependent variable). The independent variable is the variable that causes the occurrence or change of dependent variable (bound). While the dependent variable is the variable that is influenced or the result, because of the independent variables (Sugiyono, 2006: 3). Variables that will be involved in the research are:

- 1) Dependent variable or dependent variable: social interaction.
- 2) Independent variable or independent variable: token economy

Based on the above description, the hypothesis is formulated as follows:

Alternative Hypothesis (Ha) "There is a decrease in the problem of social interaction behavior in mentally disable child, in GriyaPermataHati therapy center, in Jakarta with application of applied behavior analysis method".

Kerlinger (2004: 51) operational definition attaches itself to a construct or variable by attaching activities or actions necessary to measure the constructs or variables. Operational definition

- 1) Applied Behavior Analysis is a method that teaches discipline where the curriculum has been modified from daily activities and carried out consistently to improve the behavior significantly.
- 2) Social interaction is a reciprocal relationship that can occur if a person initiates and responds to initiation conveyed by others and exerts influence to others.ons in research are:

The study used a single subject, called a single case. Cases are selected according to the specific interests and objectives outlined in the research objectives. The technique of selecting subjects using purposive sampling technique, where the sample is taken with a specific purpose and purpose. The subjects were selected as samples because the researcher assumed that the subjects had the information needed for the study. Researchers only take individuals who

are judged to have the information they need and are willing to share the information (Kumar, 2005).

Data collection methods used include: interviews, observation, and psychological tests.

According to Martin & Pear (2009) in behavior modification research, there are four stages that need to be done, namely: screening stage, baseline stage, treatment stage, and follow up stages.

The success criteria of the research program in the form of applied behavior analysis is if there is a decrease in the mean percentage of social interaction behavior problems at the treatment stage and the second baseline (A2) when compared with the mean percentage at the first baseline stage (A1). Interviews with parents and teachers during follow-up are also considered in determining the success of the program.

#### **4. Research Result**

Based on recommendations from the GriyaPermataHati Therapy Center on A that tend to be difficult to interact with others. Therefore Chief Therapist refers A to CP to obtain psychological examination, in order to improve the attitude of social interaction that is in self A. This is seen from the behavior A tend to be alone, not interested to engage in joint activities at the therapy, such as lunch during breaks, during classroom therapy, as well as activities involving physical activity.

To complete the information on problem A, autoancnesa is done on A, then alloanamna is done to Mrs. Kandung R, R therapist, R B, R and R Class.

In general, A does not refuse to do the tests given by the researcher. He is willing to do Good enough intelligence tests and Dragon tests cooperatively. A has an intelligence level of 53 (mentally retarded, with Binet scale). He is incapable of understanding and analyzing the problems that occureveryday. He was not able to express his opinion well. With the potential of his intelligence, he is less able to learn and adapt to the experiences of everyday life. He is a sensitive person and tends to be emotional. Emotions, feelings, and sensitivities are still unstable. He is a plain and immature person. He is less able to express his feelings. There is a problem in ego, stability, self-confidence and self-motivation. A close to mother. This is evidenced by communication with a deep mother, a strong feeling with the mother, a deep fantasy to the mother and a deep relationship with the mother. The satisfaction of the father's role is neutral but unsure.

In this study, the intervention was carried out for ten days using behavior modification that was applied behavior analysis. During the intervention phase, the researcher recurs the recording interval to determine whether there is a difference in the percentage data of online games addiction behavior during the intervention stage when compared to the baseline stage (A1). After the intervention is stopped, the researcher will keep a record at the baseline stage (A2) to

determine the effect of intervention on social interaction behavior problems.

The follow-up phase was performed approximately three days after the study, is during routine therapy. In the follow-up phase, the researchers conducted interviews with teachers and parents to determine the progress experienced A after no intervention. However, A still shows the behavior of a sudden laugh, screaming spontaneously and walking around the classroom. A has a lot of understanding of the simple instructions given, A is basically a quiet child, so the behavior of aloofness is also still visible, although not too severe as before intervention.

## COVER

This research was conducted to see the result of the implementation of ABA method in modifying social interaction behavior problem during the learning activity in class. Based on the result of data processing showed a decrease mean behavioral problem of social interaction in child with mentally disable experienced A at step intervention (B) equal to 16,83%. The most common social interaction behavior issues at the baseline stage (A1), the intervention stage (B), and the baseline stage (A2) are the behavior of a sudden laugh in the class.

After the baseline (A2) repetition, the mean social interaction behavior problem has increased compared to the intervention stage, which is 30.93%, but is still below the mean social interaction behavior problem at the baseline stage (A1). This suggests that the ABA method is quite effective in addressing the problem of social interaction behavior during classroom learning activities.

In a study conducted by Abdurahman, M., et al (2003), when the intensive management program was applied to special needs children aged less than 10 years, it gave 89% success rate (47% achieved mainstreaming and 42% with different levels of integration).

Although the ABA method can reduce the problem of social interaction behavior, but as discussed earlier, the mean social interaction behavior problem at the intervention stage is 16.83% and at the baseline stage (A2) increases again by 30.93%.

Based on the data obtained and the results of the discussion, it can be concluded that the application of ABA method is quite effective in modifying the problem of social interaction behavior. However, the results obtained are not maximized because the mean changes in social interaction behavior problems at the intervention stage tend to be unstable. Then after the repetition of baseline (A2) mean behavior of social interaction of students have increased indicating that the decrease of social interaction behavior problem that happened at step intervention (B) did not last long.

After conducting research, then perform data and conclude the data obtained, the researchers put forward some suggestions as follows:

1) Continue with this method in everyday life, parents and therapists become teachers for role models

- 2) Give praise, hugs, even "toss", to motivate his behavior becomes more interactive
- 3) Involve friends to test focus and concentration is maintained or not

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