



## Reducing Tantrum Behavior in Autistic Children Using Time Out Techniques

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### Abstrak:

*This research was carried out at the Batu Bara State Special School with the subject of the study, a class II autistic child who had excessive tantrums. The purpose of this study was to determine whether the Time Out technique can be effective in reducing tantrum behavior in children with autism. This study used the Single Subject Research (SSR) method at SLB Negeri Batu Bara Medan with the A-B-A research procedure consisting of a alkaline condition (A1), an intervention condition (B) and a saline condition (A2). The implementation of this research was carried out as many as 17 times observations. In the A1 condition five times with the child's tantrums decreasing at the first meeting 15 times and stable in the last three meetings 13 times. Followed by the intervention condition (B) with 7 meetings where the child's tantrum behavior also decreased, at the first meeting in the intervention condition 10 times, the second 9 times, third and fourth 8 times and stable in the last three meetings 7 times, as for the child's condition on the A2 baseline, namely at the first meeting 7 times, the second 6 times and stable in the last three meetings with 5 tantrums. Based on these data, the Time Out technique has proven successful in reducing tantrum behavior in children with Class II Autism Spectrum Disorder at SLB Negeri Batu Bara Medan.*

**Keywords:** Autistic Children; Time Out Technique; Tantrum Behavior

### Abstract:

Penelitian ini dilaksanakan di SLB Negeri Batu Bara dengan subjek penelitian yaitu seorang anak Autis kelas II yang memiliki tantrum berlebih. Tujuan dari penelitian ini adalah untuk mengetahui apakah teknik *Time Out* dapat efektif dalam mengurangi perilaku tantrum pada anak Autis. Penelitian ini menggunakan metode (SSR) *Single Subject Riserch* di SLB Negeri Batu Bara Medan dengan prosedur penelitian A-B-A yang terdiri dari kondisi baseline (A1), kondisi Intervensi (B) dan kondisi Baseline (A2). Adapun pelaksanaan penelitian ini dilakukan sebanyak 17 kali pengamatan. Pada kondisi A<sup>1</sup> sebanyak lima kali dengan ketantruman anak yang menurun pada pertemuan pertama sebanyak 15 kali dan stabil pada tiga pertemuan terakhir sebanyak 13 kali. Dilanjutkan pada kondisi intervensi (B) dengan 7 kali pertemuan dimana perilaku tantrum anak juga mengalami penurunan, saat pertemuan pertama pada kondisi Intervensi sebanyak 10 kali, kedua 9 kali ketiga dan keempat 8 kali dan stabil pada tiga pertemuan terakhir sebanyak 7 kali, adapun kondisi anak pada baseline A<sup>2</sup> yaitu pada pertemuan pertama 7 kali kedua 6 kali dan stabil pada tiga pertemuan terakhir dengan 5 kali ketantruman. Berdasarkan data tersebut, maka teknik *Time Out* terbukti berhasil dalam mengurangi perilaku tantrum pada anak dengan gangguan Spektrum Autis kelas II di SLB Negeri Batu Bara Medan.

**Kata Kunci:** Anak Autis; Teknik *Time Out*; Perilaku Tantrum

### Introduction

Autism is a condition in which a person only has attention to himself. Autism is a developmental disorder that makes children unable to define their feelings towards the environment and experiences impaired imagination and repetitive behavior patterns. (Marlina, 2015)

Autism is a condition in which a person only has attention to himself. Autism is a developmental disorder that makes children unable to define their feelings for the environment. In the scope of education for autistic children, if the learning process is not in accordance with the obstacles or disorders experienced, the child will show bad behavior, one of which is tantrums. Tantrums in autistic children are bad attitudes such as crying, screaming, hitting the head, pulling hair and biting which can damage themselves and even

damage and disturb other people around them (Marienzi, 2012)

Overcoming tantrums in autistic children at an early age is very helpful for the development of autistic children in the future if teachers and parents work well together, because at home parents play an important role in educating and teaching children. On the other hand, in schools who play an important role in helping children to grow both physically and psychologically are teachers, because teachers are the main central figure in the learning process at school (Anjani et al., 2019).

At SLB Negeri Batu Bara there is an autistic child who has excessive tantrums, this child has the initials NA who is in grade II SD. The tantrum behavior that is often shown by NA is biting, hitting both himself and the people around him such as friends and even teachers.

Various attempts have been made to be able to overcome tantrums in NA, while the thing that teachers often do when NA experiences tantrum behavior is to give positive reinforcement to NA, but this seems to be ineffective, because the tantrum behavior of NA is very frequent, while the teacher You also need to pay attention to other students in the class. This becomes more difficult because NA in one day can tantrum up to a dozen times. Not infrequently teachers also just let NA with her tantrums until NA is exhausted (Erianny & Marlina, 2017).

Based on the NA conditions, the researcher wants to use the Time Out technique to reduce the tantum behavior in NA. The Time technique is a condition where the teacher moves the child at a certain time from his place when the child experiences a tantrum. This technique can relieve tantrums in children and create a new atmosphere in the learning process, but this technique also has a weakness, namely children can feel neglected during the action (Marlina, 2018). The purpose of this study was to determine the effectiveness of the use of the Time Out technique in reducing tantrums in autistic children.

### Method

The research approach used by the author in this study is a quantitative approach with experimental methods and the type of single subject research (SSR). Single Subject Research (SSR) with a single subject is an experimental design that seeks to record the relationship between the independent variable and the dependent variable on a behavior that appears in a condition.(Marlina, 2021).

### Data source

The subject of this research is a child aged seven (7) years. She is female with the initials NA, where NA is currently in the second grade of elementary school. The data collection technique used in this research is direct observation where the author observes how many times the tantrum bites his own hand, his friend and his teacher's hand from the beginning of learning to returning home using an assessment instrument for biting hands in autistic children.

### Research Settings

The place of research was carried out in a school, namely SLB Negeri Batubara. This research was carried out during class hours starting from 08.00 - 10.00 when children were studying in class until children went home at SLB N Batu Bara Medan. The learning carried out is the same as the learning taught as usual, but the author focuses more on the child's tantrums who like to bite the hands of friends, teachers and their own hands.

### Data Collection Techniques and Instruments

The data collection technique used in the research is direct observation where the author will observe the child's tantrum behavior during the learning process.

The data measuring tools that the author uses in this study are direct data recording, recording events and recording frequencies. The data collected was how many times the tantrums biting their own hands, friends and teachers' hands from the beginning of learning to returning home using an assessment instrument for biting hands in autistic children.

Data collection techniques are the most important step in research to obtain data. The research technique used in this study is direct observation

Recording data in this study through direct observation with the aim of recording data on the dependent variable of the study. The types of recording in this research are direct data recording, incident recording, frequency recording, interval recording and time samples.

### Data analysis technique

The final step taken before drawing conclusions in a study is data analysis. Data analysis is the process of processing data that has been obtained and processed in such a way, so that it can be read and interpreted in the form of special graphics (Marlina, 2021).

The data analysis technique in this study is a visual graph technique, namely by transferring the data into graph form and then the data is analyzed based on the components in each baseline (A1) intervention (B) and baseline phase (A2). The data analysis in this study contains analysis under conditions and analysis between conditions.

### Results and Discussion

This research was conducted in 17 meetings with three stages in data collection, namely: the baseline phase 1 (A1) conducted 5 times. The intervention (B) was carried out for 7 meetings and the baseline phase 2 (A2) was carried out for 5 meetings. This research was conducted in 17 meetings with three stages in data collection, namely: the baseline phase 1 (A1) conducted 5 times. The intervention (B) was conducted 7 times and the baseline phase 2 (A2) was conducted 5 times, where at the first meeting the frequency of the child's tantrums was 15 times; the second meeting 15 times; the third meeting 13 times; the fourth meeting for 13 times; the fifth meeting as many as 13 times.

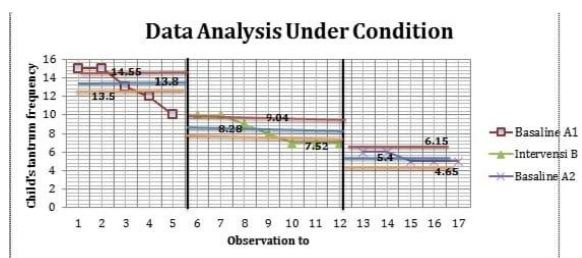
Observation of intervention data (B) was obtained based on observations of tantrums in children with autism. Observations on this condition were carried out 7 times starting from July 11 to 19, 2022. This data was obtained based on the tantrums of children with autism during learning which can be seen that the first meeting of children was at a frequency of 10 times; second meeting 10 times; third meeting 9 times; fourth meeting 8 times; fifth meeting 7 times; the sixth meeting 7 times; and the seventh meeting 7 times.

Baseline 2 (A2) data observations were obtained based on observations of tantrums in children with autism. Observations on this condition were carried out 5 times

starting from July 20 to 26, 2022. This data was obtained based on the tantrums of children with autism during learning which can be seen that at the first meeting the frequency of children's tantrums was 7 times; the second meeting as much as 6 times the third meeting 5 times; fourth 5 times; and fifth 5 times.

### Analysis Under Conditions

Analysis of data under conditions in this study is to analyze changes in data that exist in each condition. The conditions to be analyzed are alkaline (A1), intervention (B) and basal (A2) conditions. The aspects under conditions are as follows; Data Table: This study was conducted for 17 meetings or sessions where in A1 was the baseline phase before the intervention was carried out 5 times, then B was the intervention phase 7 times and in A2 the basal phase was 5 times. At each meeting starting from condition A1 alkaline, condition B Intervention and A2 baseline 2. It can be seen :



Information:

- : Upper limit
- : Maen Level
- : Lower limit

Based on the graph above, it can be seen that the observation in the baseline condition (A1) was stopped at the fifth meeting, from the first meeting there were 15 times the child's tantrums, the second meeting was 15 times, the third meeting decreased to 13 times and the fourth and fifth meetings were 13 times each. . The playing level in this baseline condition is 13.8, thus this research is continued by providing an intervention in the form of a time out technique.

The length of the condition in the intervention phase (B) is 7 meetings with a playing level of 8.3. after the intervention in the form of the use of the Time Out technique, the estimation of the trend towards this phase decreases. After getting the stability of the child's condition on the number of tantrums as much as 7 times, the researchers continued the study in the basalline phase (A2) with a length of condition of 5 meetings with a playing level of 5.4. There is a tendency for the child's tantrums to decrease.

Analysis under conditions in this study is to analyze changes in data that exist in each condition. The conditions to be analyzed are the alkaline condition

(A1), the intervention condition (B) and the alkaline condition (a2). The analysis under conditions consists of 1) the length of the conditions; The length of the condition is the length of the observations made during the research process on each condition, starting from the baseline (A1), the intervention condition (B) and the saline condition (A2). Observations on (A1) were carried out from July 4 – July 8, 2022. Intervention observations (B) were carried out from July 11 to July 19, 2022. And the baseline conditions (A2) were from July 20, 2022 to July 26, 2022.2) Tendency estimation Direction; directional tendency is the result that has been determined based on the data that has been obtained during research observations. This trend estimate shows a change in the track of each session, either increasing, decreasing or decreasing depending on the purpose of each intervention. The trend direction in this study can be seen in the analysis graph under the above conditions, where the direction of the trend in the alkaline condition (A1) decreases, the Intervention condition (B) decreases and the basal condition (A2) decreases. 3) Stability Trends; Stability Tendency (Tread Stability), using a stability variable of 15% of the condition of the baseline A, which is the highest point. If data stability is obtained in the baseline phase, intervention can be given. If the data range is small or the variation is low, then the data can be said to be stable. The trend of stability using the stable criterion of 15% ( 0.15). 4) Trends in Trace Data; Based on the data that has been obtained in each condition, starting from basalline 1 (A1), Intervention (B), and basalline 2 (A2) to the decrease in the child's tantrum condition, we can see the trend of the data which shows that the trend of the trace data on each declining condition.

In the condition of baseline 1 (A1) there was a decrease in behavior which in the first observation the child had a tantrum 15 times then the second meeting remained 15 times, then the third meeting became 13 times and the fourth and fifth meetings were also 13 times. This is evidence that the trace data on the baseline (A1) is decreasing.

During the intervention (B) there was also a decrease in the condition of tantrums in autistic children, this was seen at the sixth meeting, the children only experienced tantrums 10 times, followed by the seventh meeting which was also 10 times and decreased at the eighth meeting, namely 9 times and the ninth meeting as many as 10 times. 8 times while for meetings of ten to twelve children only experienced tantrums 7 times. Then the data trail in this condition decreases

Then in the condition of alkaline 2 (A2) also decreased. Which at the meeting of thirteen children experienced tantrums 7 times then decreased to 6 times and at the next meeting also decreased to 5 times for 3 meetings in a row. So the trend of the trace data in this condition also decreases.

5) Stability range level; The results of the level of stability and range were obtained from the lowest data and the highest data in each condition for balaline 1 (A1), intervention (B) and basalline 2 (A2). The level

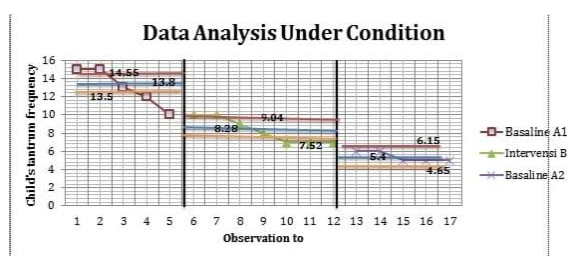
of stability in this study is in the alkaline condition (A1) which is in the range 15 – 13 in the intervention condition (B) which is 10 – 7 and in the basal condition (A2) which is 7 – 5.

6) Level of Change based on the results of the data that has been obtained in each condition, we can see that there has been a change in each condition, to calculate how much the condition has changed, we can determine the size of the first and last data points in each condition. Then the large data minus the small data, then determine the direction of increasing or decreasing the data by giving a sign (+) if it increases, (-) if it decreases and (=) if it does not change. It can be explained that the change in the baseline A1 condition was observed on the first day of 15 and the last day was 13, so the first observation minus the last observation was  $15-13 = 2$ . It means that there was a decrease in the A1 alkaline condition.

At the time of the intervention, the first meeting occurred 10 times in children, while at the last meeting there were 7 times. So  $10 - 7 = 3$ . This means that there has been a decrease of three times in the resistance of the intervention condition (B). while in the baseline condition (A2), the first meeting of the points obtained was 7 times the tantrum and the last point was 5. This means that in the alkaline condition A2 there has been a decrease.

### Analysis Between Conditions

The analysis between conditions in this study can be seen in the graph below:



Information:

- : Upper limit
- : Maen Level
- : Lower limit

In this study, many variables were changed, one variable, namely reducing tantrum behavior in autistic children with the Time Out technique. Then the variables that will be changed in this study are from the baseline condition 1 to the Intervention stage, then from the baseline 2 to the Intervention stage.

In the basalline 1 (A1) condition, the trend toward the tantrum behavior of autistic children at this stage decreased, in the intervention condition (B) the directionality also decreased and in the basalline 2 (A2) condition the condition also decreased. So it can be concluded that the state of tantrums in autistic children after being given the Time Out technique can decrease.

To determine the tendency of stability can be seen from the components of the analysis data in conditions. In the baseline phase 1 (A1), the child has a very high frequency of tantrums while studying, but after being given an intervention using the time-out technique, the child's condition improves and the tantrum decreases.

In determining the change in level between conditions, namely by determining the data points at the last baseline condition with the first intervention data, it can be described as follows: 1) The last data point in the baseline condition (A1) is 13 and the first data point in the intervention condition (B) is 10. 2) The difference between the two is  $10 - 13 = -3$ . This means that the frequency of tantrums in autistic children has decreased by 3. 3) The last data point for the baseline condition (A2) is 5 and the first data point for the intervention condition (B) is 10. 4) The difference between the two is  $5 - 10 = -5$ . This means that the frequency of tantrums in children with autism from the intervention condition to condition (A2) decreased by 5.

The data overlap is determined from the baseline condition 2 (A2) and intervention (B) by determining it as follows: 1) Pay attention to the limit or lower limit on the condition of the A2 baseline. The upper limit is 6.15 and the lower limit is 4.65. 2) Then count the number of data points in the intervention condition (B) and the number of data points in the baseline condition range (A2), which is 2. 3) Next, the number of data points in the intervention condition located in the baseline range (A2) is divided by the number of data points. contained in the intervention condition (B), namely  $2 : 7 \times 100\% = 28\%$

### Discussion

The discussion of the results of this study is about the effectiveness of using the time out technique to reduce tantrum behavior in children with autism with the single subject research method at SLB Negeri Batu Bara Medan.

Autistic children who basically have developmental and imaginative disorders or have their own world (Hasibuan & Marlina, 2020) often experience tantrums. Tantrum conditions in children can be caused by many things, and this tantrum behavior can be in the form of crying, screaming, even hurting yourself and others by biting, kicking and even hurting.

Despite having these conditions, children with autism spectrum disorders still have the right to get education and go to school. While at school, it is not uncommon for autistic children to experience tantrums during class hours, therefore teachers need to overcome the tantrums experienced by these children. There are so many ways to overcome tantrums in children with autism, one of them is by using the Time Out technique. The use of the Time Out technique is a technique where the teacher will move the child from the place of study to an isolated place for a while if the behavior to be eliminated arises.(Erianny & Marlina, 2017).



The Time Out technique in this study will be given to children with autism spectrum disorders who have excessive tantrum behavior. Tantrum is an uncontrolled action from someone that can be in the form of screaming, crying, anger, physical actions such as hitting, biting or scratching.

(Putri, 2021). Tantrum behavior can certainly harm the child and the surroundings, therefore, this kind of behavior must be reduced or even eliminated for the good of the child.

In this study, the alkaline A1 condition was carried out 5 times in the alkaline condition (A1), the child was only observed, without any intervention, while the records obtained from the child's tantrum were still very high, even reaching a dozen times. While the intervention condition (B) was carried out 7 times, in this condition the child would be given an intervention in the form of a Time Out technique to reduce tantrum behavior in children.

After carrying out observations on the condition of basal A1 five times and intervening on condition B seven times, it can be seen that in the condition of basalline A2 that there has been a decrease in the condition of the child's tantrums, this can be seen after the implementation of the condition of basalline A2 for 5 times, has There was a decrease in the ketantryman of children. Based on these results, it can be seen that the tantrum of children with autism in SLB Negeri Batu Bara after receiving intervention using the Time Out technique decreased.

### Conclusion

Based on the results of research conducted at the Batu Bara State Special School on the effectiveness of using the Time Out technique to reduce tantrum behavior in children with autism, which was carried out from July 4 to July 26 at the State Special School of Batu Bara which was carried out in three conditions consisting of basalline 1 (A1), Intervention (B) and basalline 2 (A2) with 17 meetings, it can be concluded that the Time Out technique is effective in reducing tantrum behavior in children with Autism Spectrum Disorder. This was concluded based on the observations in each condition of the A1-B and A2-baseline bases.

Based on the results of research conducted at the Batu Bara State Special School on the effectiveness of using the Time Out technique to reduce tantrum behavior in children with autism, which was carried out from July 4 to July 26 at the State Special School of Batu Bara which was carried out in three conditions consisting of basalline 1 (A1), Intervention (B) and basalline 2 (A2) with 17 meetings, it can be concluded that the Time Out technique is effective in reducing tantrum behavior in children with Autism Spectrum Disorder. This was

concluded based on the observations in each condition of the A1-B and A2-baseline bases.

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### Author Profile

Ranny Astari, born in Tanah Gambus, August 4, 1992. She is the daughter of Mr. Keliwon and Mrs. Rohani. Started formal education at SD 010198 in 1999 and continued at the Middle School level at MTS N 50 and was asked to graduate from MAN 50 in 2010. Not stopping there, Ranny Astari continued his education to higher education at the Muhammadiyah University of North Sumatra at the Faculty of Education majoring in English Education. After completing his study assignment at UMSU, Ranny Astari found his soulmate named Rama Eka Putra, then married and was blessed with two children, Alnaya Humaira and Abditama Asyam. Currently, Ranny is back studying at the Department of Special Education, Padang State University, as a form of dedication to where he works, SLB Negeri Batu Bara Medan.