



## Reducing the Negative Behavior of Children with Oppositional Defiant Disorder by Providing Reinforcement Techniques at SLBN 1 Ampek Angkek

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### Abstrak

Penelitian ini dilakukan berdasarkan permasalahan yang ditemukan di SLB N 1 Ampek Angkek. Hasil permasalahan yang ditemukan adalah adanya seorang anak yang teridentifikasi oppositional defiant disorder (ODD) yang memiliki perilaku negatif yaitu memukul teman. Tujuan dari penelitian ini ialah untuk mengetahui apakah perilaku memukul teman pada anak oppositional defiant disorder (ODD) dapat berkurang dengan pemberian teknik reinforcement. Pendekatan yang digunakan dalam penelitian ini adalah pendekatan Single Subject Research (SSR). Desain yang digunakan adalah A-B-A1. Data yang diperoleh dianalisis melalui statistik deskriptif dan ditampilkan dalam bentuk tabel dan grafik polygon. Komponen-komponen yang dianalisis meliputi analisis dalam kondisi dan analisis antar kondisi. Berdasarkan hasil penelitian menunjukkan adanya penurunan frekuensi perilaku negatif khususnya perilaku memukul teman pada subjek. Berdasarkan data yang diperoleh, perilaku memukul teman pada anak oppositional defiant disorder (ODD) dapat berkurang dengan pemberian teknik reinforcement, serta didukung tingkat overlap yang rendah. Pada hasil analisis antarkondisi baseline-I dengan intervensi presentase overlap sebesar 30 % dan menurun pada analisis antarkondisi intervensi dengan baseline-II yaitu 0%. Secara keseluruhan perilaku memukul teman pada anak oppositional defiant disorder (ODD) di SLB N 1 Ampek Angkek dapat berkurang dengan pemberian teknik reinforcement.

**Kata Kunci:** teknik reinforcement, perilaku negatif, anak oppositional defiant disorder

### Abstract

This research was conducted based on the problems found at SLB N 1 Ampek Angkek. The result of the problem found was that there was a child identified as oppositional defiant disorder (ODD) who had negative behavior, namely hitting friends. The aim of this research is to find out whether the behavior of hitting friends in children with oppositional defiant disorder (ODD) can be reduced by providing reinforcement techniques. The approach used in this research is the Single Subject Research (SSR) approach. The design used is A-B-A1. The data obtained was analyzed through descriptive statistics and displayed in the form of tables and polygon graphs. The components analyzed include analysis within conditions and analysis between conditions. Based on the research results, it shows that there is a decrease in the frequency of negative behavior, especially the behavior of hitting friends in the subject. Based on the data obtained, the behavior of hitting friends in children with oppositional defiant disorder (ODD) can be reduced by providing reinforcement techniques, and supported by a low level of overlap. In the results of the analysis between baseline-I conditions and intervention, the overlap percentage was 30% and decreased in the analysis between intervention conditions and baseline-II, namely 0%. Overall, the behavior of hitting friends in oppositional defiant disorder (ODD) children at SLB N 1 Ampek Angkek can be reduced by providing reinforcement techniques.

**Keywords:** reinforcement techniques, negative behavior, children with oppositional defiant disorder

## Introduction

Behavioral problems in children are often known as behavioral disorders, behavior problems, or attitude problems, conduct problems (Vanzin & Mauri, 2019). According to Skinner in (Kiki Melita Andriani et al., 2022), behavior is an individual's response to stimuli, namely stimuli from the external environment. Behavior occurs through a process in which a stimulus influences an organism, and the organism responds. By detailing the concept of behavior as explained above, it can be concluded that behavior includes individual actions or responses that are triggered by external stimuli or stimuli. One of these behavioral problems is Oppositional Defiant Disorder (ODD).

ODD is a disorder that appears in childhood and is characterized by an inability to control oneself, disobedient attitudes, challenging behavior, and social disturbances in their environment (Ridha, 2020). An ODD diagnosis is only given if the oppositional behavior significantly hinders the individual's academic processes, social interactions, and adaptive abilities. a group of behavioral disorders that disrupt the lives around them. This disorder is commonly found in children and adolescents, recognized as a pattern of disobedient, hostile, and defiant behavior towards adults.

Children and teenagers who experience ODD tend to be rebellious, stubborn, argue with adults, and refuse to obey rules. They have angry outbursts and difficulty controlling emotions. Individuals with ODD exhibit a constant pattern of anger and aggressive verbal behavior, usually directed at adults and other authorities (Gresham, 2015).

Oppositional Defiant Disorder (ODD) can appear as a single symptom or as part of a general oppositional character disorder. This disorder can occur from infancy to adolescence. If the onset of ODD occurs early, the prognosis is less favorable, and

subsequent development can lead to Conduct Disorder (CD) (del Barrio, 2013).

Based on the results of cases that researchers found in the field, there was a child with the initials "AA", one of the students at SLB N 1 Ampek Angkek. AAs often face significant challenges in their social and daily interactions. The disorder experienced by AA is characterized by very defiant and provocative behavior towards adults and even fellow children. AAs tend to refuse to follow rules, often insist on arguing, and can be very angry or short-tempered. AA also loses his temper very easily and ends up hitting his peers. So teachers at AA schools often find it difficult to maintain and deal with AA. However, it's important to remember that AA also has tremendous potential if it has the right support. Next, an assessment was carried out using a modification of the DSM-IV assessment instrument and based on the results of the assessments carried out three times, it was found that AA had Oppositional Defiant Disorder (ODD).

Of the several behaviors that interfere with AA's interactions in daily life, there is one behavior that must be addressed immediately, namely the behavior of hitting friends. This is because hitting a friend is very detrimental to other people and oneself. Hitting behavior can have serious consequences for other people and AA themselves. Hitting can cause serious physical injury. A hard blow can damage bones, muscles, skin and internal organs. Then, hitting friends is not an effective way to resolve conflicts. This only makes the situation worse and does not help in finding a good solution. It is best to resolve conflicts through good communication, empathy and constructive problem solving (Asyifa, 2017).

There are several ways that can be done to help reduce the behavior of hitting friends in children, one of which is by providing intervention. In this study, researchers are interested in using

reinforcement techniques as an intervention tool for ODD children. Reinforcement techniques are techniques that focus on providing positive or negative consequences to influence the frequency of certain behaviors. The application of reinforcement techniques in the context of ODD intervention can help reduce negative symptoms and increase adaptive behavior in children who experience this disorder (N.Y Zainun, 2018).

According to (Krisnawardhani & Noviekayati, 2021) reinforcement refers to all forms of response, whether in the form of words or nonverbal actions, which are part of modifying teacher behavior towards students. The purpose of reinforcement is to provide information or feedback to students regarding their actions, either as encouragement or correction.

Thus, researchers want to see whether the frequency and intensity of negative behavior in children with ODD can decrease by providing reinforcement techniques, considering that reinforcement techniques have been widely used with children and adolescents but have never been used for children with oppositional defiant disorder (ODD). Therefore, researchers are interested in using reinforcement techniques to reduce negative behavior in children with oppositional defiant disorder with the title "Reducing Negative Behavior in Children with Oppositional Defiant Disorder by Providing Reinforcement Techniques at SLB N 1 Ampek Angkek".

## Method

The research method used in this research is Single Subject Research (SSR), which is better known as single subject research. SSR is an experiment with individual participants, involving one or more people (Yuwono, 2015).

This research adopted an A-B-A design. This design has the advantage of providing strong evidence of the positive impact of the treatment given to the target. This aims to act as a control for the

intervention conditions, so that confidence in drawing conclusions about the existence of a functional relationship between the independent variable and the dependent variable becomes stronger (Yuwono, 2015).

Participants in this research are one subject, in accordance with the single subject research approach used. The selection of research subjects was based on the results of the assessment, and the selected subject was a student from class VII at SLB N 1 Ampek Angkek. This subject is male and 16 years old.

Research variables are attributes, traits, or values found in people, objects, or activities, which have certain variations and are determined by researchers to be tested, then the results are analyzed (Yuwono, 2015).

In the context of experimental research, there are variables that are changed or independent variables (X) as well as variables whose impact is measured or dependent variables (Y).

Because the focus of this research is to reduce the behavior of hitting friends, this research was conducted at the school, namely SLB N 1 Ampek Angkek which is located at Jalan Tigo Surau Lambah IV Angkat, Lambah, Kec. Candung, Agam Regency, West Sumatra.

The data collection techniques used by the author in this research are: Observation, interviews, and documentation. The data collection tool used is recording events (counting frequencies). According to (Yuwono, 2015) recording events (frequency) is a simple and efficient method, carried out by marking (tally) on a sheet that has been prepared every time an event or behavior occurs during the specified observation period.

Sahida & Hadi, (2016) state the steps for providing reinforcement techniques as follows:

1. Collect information about problems through ABC analysis.
  - a. Antecedent (trigger of behavior)

- b. Behavior (behavior in question, frequency, intensity, duration)
  - c. Consequence (the result obtained from the behavior),
2. Choose the target behavior you want to reduce.
  3. Establish initial behavioral baseline data.
  4. Determine the right reinforcement.
  5. Establish a schedule for providing reinforcement.
  6. Implementation of positive reinforcement.

The type of positive reinforcement used is token reinforcement. In intervention activities using token reinforcement, the following steps will be taken:

1. The researcher made an agreement with the child, namely "If the child succeeds in reducing the behavior of hitting friends, the child will be given a gift of his favorite item, namely a jacket."
2. The researcher explains to the child when the child can get a prize and the conditions for getting a prize such as "X will get a prize if within an undetermined time period the behavior of hitting X's friends decreases."
3. Then the researcher adjusts the reward by paying attention to whether the targeted behavior decreases or not.

According to Noeng Muhadjir's opinion in (Muslimah, 2021) that data analysis techniques are efforts to obtain and replace in a structured manner data from interviews, observations, etc. so that researchers can understand ongoing research cases and can provide further findings. So, in an effort to increase understanding, analysis must be continued by searching for meaning. The data obtained will be analyzed using visual graphic analysis consisting of analysis within conditions and analysis between conditions.

## Results and Discussion

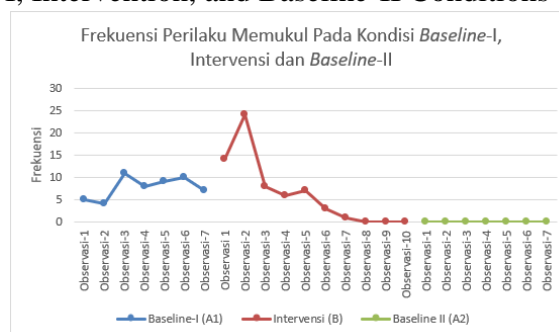
In this research, data analysis was carried out using descriptive statistics by utilizing graphic analysis, where the data is based on individual information. Data analysis through descriptive statistics includes two main components, namely analysis within conditions and analysis between conditions. Within-condition analysis aims to understand changes in data within a condition, such as a baseline condition or an intervention condition. Aspects that are considered in the analysis in conditions include the length of the condition, direction of trend, level of stability, rate of change, data trace, and range. On the other hand, inter-condition analysis aims to compare one condition with another condition, such as baseline-I with intervention or intervention with baseline-II. Some aspects that are considered in inter-condition analysis include the number of variables changed, changes in the direction of trends and their effects, changes in stability, changes in level, and data overlap.

Based on data from observations during the research described above, visual presentations using tables and graphs were used to understand changes in overall conditions, starting from baseline-I, intervention, to baseline-II. Details of data changes in each condition can be identified through Table 5 and Graph 4 below:

Table 1. Comparison of the Frequency of Occurrence of Hitting Behavior in Baseline-I, Intervention and Baseline-II Conditions

Baseline-I (A1)							Intervensi (B)							Baseline-II (A2)														
5	4	11	8	9	10	7	14	24	8	6	7	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Graph 1. Comparison of the Frequency of Occurrence of Hitting Behavior in Baseline-I, Intervention, and Baseline-II Conditions



In the table and graph, it can be seen that the frequency of hitting behavior in children with Oppositional Defiant Disorder (ODD) at SLB N 1 Ampek Angkek is different in each condition. In the baseline-I condition, which was carried out for seven sessions, the frequency of hitting behavior reached 54 times, with the peak frequency occurring in the third session (11 times) and the lowest frequency in the second session (4 times). During the intervention condition, with observations for 10 sessions, the frequency of hitting behavior increased to 63 times, with the highest frequency occurring in the second session (24 times) and not appearing in the eighth, ninth, and tenth sessions. Meanwhile at baseline-II, it was noted that hitting behavior did not appear during the seven observation sessions.

Based on the results of the observations above, it can be concluded that after being given intervention using reinforcement techniques, negative behavior, especially hitting behavior, in the subject has disappeared. This shows that reinforcement techniques are effective in reducing or eliminating negative behavior, especially hitting behavior, in subjects.

Further analysis of the results of this research will be explained using analysis within conditions and analysis between conditions. Based on the previous explanation, analysis in conditions includes several components that will be evaluated, such as condition length, direction tendency, stability, data trace, stability level and range, and level changes. It is known that the length of the conditions for baseline-I is 7 sessions, intervention is 10 sessions, and baseline-II is 7 sessions. The directional trend in the baseline-I phase showed an increase, in the intervention phase it showed a decrease, and in the baseline-II phase it showed stability (disappeared). The stability of the trend in the baseline-I phase produces instability (variable), in the intervention phase it also produces instability (variable), and in the baseline-II phase it shows stability (disappears). Trace data in the baseline-I phase shows an increase, in the intervention

phase shows a decrease, and in the baseline-II phase shows stability (disappears). The level of stability and range in the baseline-I phase was variable (4–11), in the intervention phase variable (0–24), and in the baseline-II phase was stable (0). Meanwhile changes in levels in the baseline phase-I = -7 (worsened), intervention phase = +14 (improved), and baseline phase-II = 0 (stable).

In addition to within-condition analysis, between-condition analysis also includes several components, including the number of variables, changes in direction and their effects, changes in stability, changes in level, and percentage overlap. Interconditional analysis is a form of analysis that compares one condition with another condition. In this study, inter-condition analysis was carried out by comparing the baseline-I (A1) condition with the intervention condition, and the intervention condition with the baseline-II condition (A2). The change in direction and effect in A1 shows an upward direction, while in B it shows a downward direction, producing a positive effect. This indicates that the subject's hitting behavior can be reduced after applying reinforcement techniques. Meanwhile, in condition B with A2, the direction changed from decreasing to horizontal with a positive effect, indicating that the subject's hitting behavior decreased and then disappeared in condition A2.

The change in stability from A1 to B is from unstable (variable) to unstable (variable). Meanwhile, the change in stability between conditions B and A2 is from unstable (variable) to stable. Analysis of changes in level between conditions A1 and B shows an increase in the frequency of hitting behavior from 7 times to 14 times, resulting in a change of -7, while between conditions B and A2 it is 0. The results of the percentage overlap analysis show that there is a data overlap of 30% in conditions A1 and B, but there is no overlap between conditions B and A2.

The overall research results showed that negative behavior, especially hitting behavior, in the subjects reached a peak in

the second session of the intervention phase and decreased in subsequent sessions. This phenomenon is reflected in the decreasing frequency of subject hitting behavior, especially seen in the results of observations from the 8th session of the intervention phase to the 7th Baseline-II phase with a behavior frequency of 0. The decrease in subject hitting behavior was caused by the reinforcement applied by the researcher, so that children They are trained to control their behavior when they are angry or emotional.

Reinforcement techniques, as a form of treatment to reduce hitting behavior, also produce other positive changes in the subject. These changes include the subject's ability to maintain emotional stability and increase vocabulary mastery. It was also seen that the subject was able to resolve conflict situations without using physical action, as seen in the baseline-II phase when two of the subject's friends had an argument, where the subject gave advice without taking action to hit. This shows that the positive values instilled during the intervention have penetrated into the subject and can reappear without intervention.

Apart from these changes, the research data also shows that the presentation overlap (overlapping data) between the baseline-I condition and the intervention condition was 30%, while between the intervention condition and baseline-II it was 0%. This indicates that reinforcement techniques have a positive influence in reducing the subject's hitting behavior, along with reducing the frequency of this behavior after implementing the intervention. It can be concluded that the smaller the overlap percentage, the better the effect of the intervention on the target behavior.

Even though during the research the subject's hitting behavior was successful in decreasing after implementing reinforcement technique intervention, it cannot be guaranteed that this behavior will not reappear in the future. This is because the research only focused on controlling the causes of hitting behavior in the school environment, while the factors causing the

behavior that came from imitation of parental behavior were not controlled during the research.

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