

Teacher Management In Overcoming Students With Emotional Disorders At SLB N Bireuen

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ABSTRACT

The purpose of this research isto find out how teachers manage to deal with students who experience emotional disturbances in Bireuen State SLB. This study was designed using a qualitative approach. The samples used in this study were four Bireuen State SLB teacher respondents. In collecting this data using interview and observation methods. The results of this study indicate that the teacher's way of dealing with students who experience emotional disturbances is by conducting an assessment of appropriate and problematic social behavior in individual students. The teacher must be able to recognize the characteristics of each child, because the characteristics of different children also require different methods and approaches used in the process of mentoring learning activities to achieve learning objectives properly.

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INTRODUCTION

According to Dr. H. Amka. M, si (Pratiwi, 2020), understanding education is business somebody For develop personality in accordance with values Which apply in public And culture. However simply put civilization something public, process formation That going on or going on in inside. That's why education No know limit, education going on throughout life And can done Where just, When just, as well as capable carry out process education (education lifetime life) (Suhartono, 2017), (Mù et al., 2017), (Sulthon, 2017), (Nurhaizan, 2022)

Every inhabitant country entitled get education Which Good And worthy, including child need special. as explained in Constitution Number 20 Year 2003 about System Education National, Chapter 5(2) beeps "Resident disabled physique, emotional, mental, intellectual, and/or social entitled obtain education special". Board Country organize service education for child Which need education special that is exists education outside normal (ABK) or education inclusion in school. Child need special own Lots type disturbance, Wrong only one disturbance emotion And behavior.

Child in need Special Which experience disturbance emotion And behavior own characteristics Which The same with child on generally, like: behavior No obey, fight, vandalism, words dirty And obscene, control, behavior rough And lonely. (Setiawati & Nai'mah, 2020), (Desiningrum, 2016). Because characteristics the so difficult For identify child with disturbance emotion And behavior, Because characteristics almost The same with child on generally so that often happen error in gift service education, for example. in a manner general (Utina, 2003).

Child in need Special often discriminated against or separated from person other, including child with disturbance emotion And behavior (Dermawan, 2018). Besides treatment discriminatory, children with disturbance emotion And behavior even difficult accept education. A number of school regular No Want to accept they as student Because Teacher in school the No own training Which adequate For teach child need special. Obtain education outside normal become difficult Because SLB Far from place his stay, so that Lots Teacher education outside normal Which No get training Which worthy.

In relation with problem child Which need accompaniment special, especially child Which experience disturbance emotion And behavior, so needed help government For give service education to child need special Which experience disturbance emotion And behavior in all level education start from education base until education tall. . in system learning, facility Which support support And role Teacher Which very important For motivating And build leadership - And For children Which suffer disturbance behavior (Oktariani, 2021), (Puspasari et al., 2016), (Migang & Mahardhika, 2018).

Matter This in line with Chapter 133 Implementation Regulation Government Number 17 Year 2010 about Administration Education, Which state that Government give chance to child need special, including child Which experience disturbance emotion And behavior, For get chance education Which The same. benefit accepted. than student normal. Topic Which will studied focus on understanding, characteristics, confusion, approach For face it, And model delivery pedagogical Which help child need special, especially disturbance emotion And behavior, For Study And develop creativity.

METHODS

This study was designed using a qualitative approach. The first thing to do in collecting qualitative data is to prepare informants, in-depth interview guidelines, writing tools such as notebooks, documentation tools or by using a camera. The selected informants are communicative and willing to provide information.

RESULT AND DISCUSSION

Data collection from this study took place on Thursday, 27 October 2022 at the Bireuen State SLB. At the time this research was conducted, it was seen that the interaction between the teacher and the students was very good, the teaching teacher was very patient with various kinds of learning methods.

Based on the research results, it can be concluded several things. First, children with special needs, especially those with emotional and behavioral disorders, namely children who experience difficulties in adjusting themselves both in terms of emotions and behavior, such as behaving that is not in accordance with their age group (like bossing, saying harsh words, fighting etc.). Second, the characteristics of children with behavioral and emotional disorders, namely intelligence and learning achievement, social and emotional characteristics. aggressive, acting-out behavior (externalizing), immature and withdrawn behavior (internalizing). Third, several factors cause emotional and behavioral disturbances, namely biological factors, environmental factors, family factors, school factors, and community factors. Fourth, Several approaches can be taken in an effort to overcome the problems of children with emotional and behavioral disorders, namely the biomedical approach, the psychodynamic approach, the behavioral approach, the educational approach, and the ecological approach. Fifth, models of education services for children with special needs can be grouped into three models, namely the form of segregation of education services; forms of integrated/integrated education services, and inclusive education.

CONCLUSION

From the results of research regarding this study it was concluded that the teacher's way of dealing with students who experience emotional disturbances is by conducting an assessment of appropriate and problematic social behavior in individual students. The teacher must be able to recognize the characteristics of each child, because the characteristics of different children also require different methods and approaches used in the process of mentoring learning activities to achieve learning objectives properly.

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