

The Effect of Floor Time Method on Aggressive Behavior of Deaf Children

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ABSTRACT

This study aims to determine the effect of the Floor Time method on aggressive behavior in deaf children. The research was conducted at SLB YRTRW Surakarta from April to May 2024, using a quantitative research approach with an experimental design of Single Subject Research (SSR) with an A-B design. The baseline phase was conducted over 3 sessions and the intervention phase was conducted over 5 sessions. The subjects of this study were first-grade deaf students, and data were collected through observation and recording of the frequency of behaviors. The collected data were analyzed using descriptive statistics, illustrated with graphs. Based on the frequency data of aggressive behavior recordings, there was a decrease in each phase. The baseline phase showed an average of 12.6, while the intervention phase reached an average of 10, and the stability level indicated figures above 85%, which means the data were stable and showed the influence of the method used. Thus, it can be concluded that the Floor Time method has an effect on reducing aggressive behavior in deaf children.

Keywords: Deaf Children, Aggressive Behaviour, Floor Time Method

INTRODUCTION

Education has a very important role for every individual, because with education a person can provide broad understanding information, increase their knowledge and skills. In the National Education System Law No. 20 of 2003 Article 5 paragraphs (1) and (2) which reads "Every citizen has the same right to obtain a quality education" and "citizens who have physical, emotional, mental, intellectual, and/or social abnormalities have the right to receive special education". One of the Children with Special Needs (ABK) who has the right to obtain proper education is deaf children. Deaf children are children who experience disorders in one or more of their ear organs, including the outer, middle, and inner ear organs, causing these organs to be unable to function properly (Andi Suaeni, 2020)

Deafness owned by a child can be a social and emotional problem, this often arises because deaf children have difficulty in retrieving or understanding existing information, lack of ability to understand and or how to express emotions in an inappropriate way can result in aggressive behavior appearing in deaf children. This tendency to show aggressive behavior can occur due to impaired cognitive, social, and emotional skills, so that the possibility of hiding aggressive behavior in themselves is small (Sudmand et al., 2020). Aggressive behavior is behavior aimed at hurting or injuring other people or objects, either through words or physical actions, which can cause hostility (Lestari Ningrum & Harmanto, 2021). It can be said that aggressive behavior can be said if it is carried out consciously or

intentionally with the aim of hurting and or harming others, and it cannot be said that the behavior is aggressive behavior if it is done accidentally.

Based on the results of observations made by researchers in class 1 SLB YRTRW Surakarta, researchers found problems found in one of the deaf students who had non-verbal aggressive behavior, namely hitting. Non-verbal aggressive behavior is the behavior of attacking or injuring with actions such as hitting, pushing, sticking and the like (R., 2019). This aggressive behavior arises when the teaching and learning process takes place and causes the class situation to be not conducive, the teacher has tried to minimize this behavior by allowing separate seating to avoid the student hitting his friend, because this behavior usually arises when the student learns and is aligned with other students during learning.

Special attention to this aggressive behavior is needed to minimize unwanted behavior, one of the efforts or methods that can help reduce aggressive behavior is by using the Floor Time method. Another opinion also suggests that the floor time method is a method of building interactions with children in a fun way based on the child's own interests in order to connect emotions, behavior and words without coercion, and children have an active role in their development (Pradini, 2016). Aggressive behavior can cause harm and have a negative impact on oneself and others, so the right method is needed to reduce this behavior and encourage researchers to conduct research using the floor time method with the aim of reducing aggressive behavior of deaf children.

Floor time in this study is with the subject's favorite activity, namely coloring. There were no restrictions or rules for the subjects when doing activities with researchers or teachers. The goal is to encourage their freedom of expression through play to create a natural environment that supports children in achieving appropriate language development and social skills (Matheson, 2016). This method was originally developed by Dr. Stanley Greenspan and Weider and was developed for children with Autism Spectrum Disorder (ASD), but as it evolved this approach was used in many children with other developmental disorders (Maisyarah et al., 2019). The main principle of floor time is to utilize every opportunity to interact by adjusting the approach according to the child's stage of emotional development.

METHOD

This research is a quantitative study with a Single Subject Research (SSR) approach, and uses the A-B research design or known as single subject research without reversal, where the research subject is only carried out in two phases, namely the baseline phase and the intervention phase (Sunanto, 2005). The research was conducted within a specified time until obtaining definitive data. The place in this study is at SLB YRTRW Surakarta with the research subject male students who are in grade 1 and have aggressive behavior, The data collection techniques and instruments are carried out by direct observation or observation, as well as using behavior frequency measurements, which are carried out at the time before and at the time of intervention which aims to find out how much aggressive behavior the subject does during learning, and is carried out for 30 minutes using a stopwatch.

RESULT

The results of research on the application of the floor time method to reduce aggressive behavior of deaf children are described with each phase as follows:

1. Baseline Phase (A)

The baseline phase is the initial stage to determine the subject's initial behavior before the intervention is given, the measurement of recording the frequency of behavior is carried out for 30 minutes starting from the first learning starts. The following results are obtained from the behavior observed in the subject with details in the following table:

Table 1. Baseline phase results (A)

Date	Observation	Time	Frequency of observed behavior
2 May 2024	1	07.30 – 08.00	12
7 May 2024	2	07.30 – 08.00	13
8 May 2024	3	07.30 – 08.00	13

Based on the table above, it is known that the frequency of aggressive behavior shown by the subject tends to be stable from the first to the third day, where the highest frequency of aggressive behavior is 13 times. The most dominant or frequent aggressive behavior carried out by the subject is hitting, which of course if the intensity is getting higher, greatly disrupts learning activities in the classroom.

2. Intervention Phase (B)

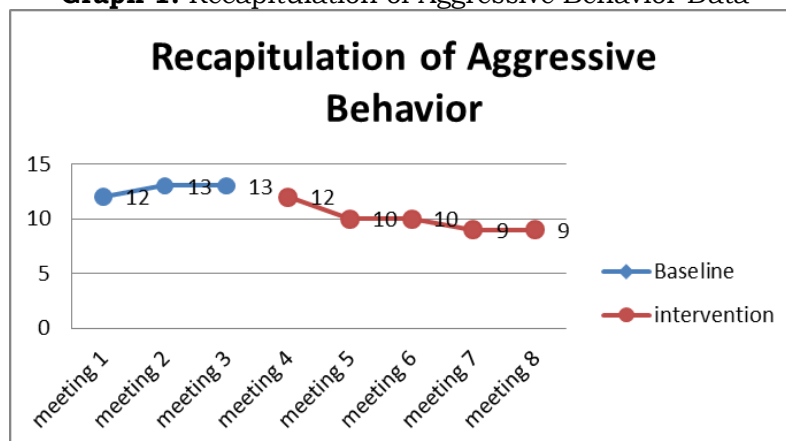
In the intervention phase, treatment will be given in the form of the floor time method in accordance with the activities that the subject is interested in or likes, the activity is coloring. The researcher will give 30 minutes before the learning takes place so that when the learning starts, the researcher will start counting the number of times the frequency of behavior performed by the subject. The provision of this intervention was carried out for 5 meetings. The following details of the data obtained are described in the following table:

Table 2. Intervention phase results (B)

Date	Intervention to	Time	Frequency of observed behavior
14 May 2024	1	07.00 – 07.30	12
16 May 2024	2	07.00 – 07.30	10
17 May 2024	3	07.00 – 07.30	10
21 May 2024	4	07.00 – 07.30	9
22 May 2024	5	07.00 – 07.30	9

Based on the data in the table above, it is known that the subject's aggressive behavior tends to decrease to stable, compared to the baseline phase, as indicated by the acquisition of the frequency of aggressive behavior 9 times on the fifth day meeting, and shows the trend line on the graph continues to decrease after being given the floor time method, which means that the aggressive behavior of deaf children is reduced stably, which is observed during learning. More details of the decline in aggressive behavior can be seen from the recapitulation of data from the baseline phase (A) to the intervention phase (B) on the following graph:

Graph 1. Recapitulation of Aggressive Behavior Data



Aggressive behavior is behavior that leads to activities that aim to harm others either physically, verbally, or psychologically (Syahputra et al., 2023). This aggressive behavior can occur to anyone including deaf children, someone who has aggressive behavior can harm the surrounding people as a result of the impact of behavior caused by him. Sourced from the discovery of cases in the field during observation, showing one of the students who has aggressive behavior such as hitting, kicking and also pushing. In an effort to reduce this aggressive behavior, the researcher used the floor time method. There is an effect of applying the floor time method, one of which is to improve communication skills and also functional children's emotions in their daily lives (Purnomo, 2023). The provision of floor time interventions is carried out with activities that children enjoy, namely coloring.

After data analysis, the results After data analysis, the results of the research conducted show a decrease in aggressive behavior in deaf children, thus proving an influence after being given an intervention in the form of a floor time method. This is also supported by previous research conducted by (Salmawati, 2020) with the title "The Effect of the Floor Time Approach in Reducing Aggressive Behavior Deviations in Class III Autistic Students at SLB Negeri 1 Jenepento" showing a change in aggressive behavior of hitting and kicking which decreased, as well as a positive change after being given the floor time approach. This is reinforced by the acquisition of an average in the baseline phase (A) of 12.6 then the results of the data in the intervention phase show that the average frequency of aggressive behavior has decreased by 10 and a stability level of 85% which indicates the influence of the application of the floor time method on the aggressive behavior of deaf children.

CONCLUSION

Based on the results of the research, data analysis and discussion that has been described, the aggressive behavior of deaf children decreased after being given the floor time method. This can be seen from the acquisition of frequency data and graphs that decrease. The provision of interventions provided is carried out with activities that are favored by children, namely coloring. With the intervention of the floor time method, it can be seen that the aggressive behavior of deaf children is reduced stably, this is evidenced by the number of mean levels, which has decreased in each phase.

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