

The Effect of Aversion Techniques on the Self-Control of Children with Multiple Disabilities

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ABSTRACT

Students with multiple disabilities at SLB A YKAB Surakarta exhibit self-control challenges during eating activities. This study aims to determine the effect of aversion techniques on the self-control of children with multiple disabilities. The research employs a quantitative approach utilizing the Single Subject Research (SSR) experimental method. Data collection was conducted with one child with multiple disabilities, utilizing observation and frequency measurement techniques within an A-B research design, comprising a baseline phase (A) and an intervention phase (B). Data analysis in this study involved visual analysis to assess conditions and comparisons between conditions. Based on the frequency data acquired for self-control, a notable decrease in frequency was observed. Specifically, the results during the baseline phase (A) were as follows: first meeting 20, second meeting 17, and third meeting 18. In contrast, the results during the intervention phase (B) were as follows: first meeting 13, second meeting 12, third meeting 9, fourth meeting 10, and fifth meeting 8. Therefore, it can be concluded that aversion techniques have a significant effect on the self-control of children with multiple disabilities.

Keywords: Aversion Technique, Self-Control, Children with Multiple Disabilities

INTRODUCTION

Education in Indonesia, as stipulated by Law No. 20 of 2003, is defined as a conscious and planned effort to create an atmosphere conducive to learning processes that enable students to actively develop their potential. This encompasses the cultivation of religious and spiritual strength, self-control, personality, intelligence, noble character, and the skills necessary for individual, societal, national, and state development. For students with special needs, education encompasses both academic and non-academic competencies. In addition to these abilities, students with special needs are also provided with essential skills.

In the context of learning activities at school, self-control is crucial for students with special needs, enabling them to manage deficiencies and maladaptive behaviors that they may exhibit. Self-control is the ability to structure, guide, regulate, and direct behaviors in ways that lead to positive outcomes (Ghufron & Risnawita, 2017). It is a vital potential that can be employed in daily activities and is essential for addressing challenges in the surrounding environment. Developing self-control is particularly important for students with special needs, including those with multiple disabilities.

Multiple disabilities refer to a condition where a child suffers from two or more disorders affecting physical, sensory, mental, social, and emotional aspects. Achieving optimal developmental outcomes for these children necessitates specialized educational and medical services (Hasanah & Retnowati, 2019). The combinations of disabilities among children with multiple disabilities can vary significantly, including those with visual impairments, autism, and intellectual disabilities. Observations conducted at SLB A YKAB Surakarta revealed that fifth-grade students with multiple disabilities exhibit difficulties in their daily behaviors. Specifically, these learners demonstrate maladaptive behaviors, which pose challenges, particularly during eating activities.

The prevalent issue among children with multiple disabilities at SLB A YKAB Surakarta pertains to self-control, especially during meals. During these activities, teachers assist students in carrying out the necessary steps. However, learners often struggle to follow the eating procedures correctly. For instance, when presented with cakes such as *pukis*, students tend to consume the entire item without moderation. In contrast, during meals featuring heavier foods like rice and side dishes, students may insert large portions into their mouths if the food is not adequately cut. This results in slow chewing, and if they have not finished, they may repeatedly place food back into their mouths until they are overstuffed. Additionally, students often exhibit laughter without apparent cause and occasionally drink tap water during meals. In outdoor learning situations, if learners are unwilling to participate, they may resort to squatting, limping, or lying on the floor.

To address these challenges, the author proposes a solution aimed at redirecting maladaptive behaviors towards more positive outcomes by implementing aversion techniques. The aversion technique is designed to reduce or eliminate specific behavioral disorders through the application of unpleasant or painful stimuli, which inhibit unwanted behaviors (Corey, 2005). By employing such techniques, the expectation is to minimize maladaptive behaviors in the daily activities of children with multiple disabilities, particularly during eating activities.

METHOD

This study employs a quantitative approach utilizing an experimental research design based on the Single Subject Research (SSR) methodology, which focuses on individuals as research subjects. The experimental research aims to determine the extent of the influence exerted by a treatment administered repeatedly over a specified period (Yuwono, 2015). The research design utilized is an A-B format. The study was conducted at SLB A YKAB Surakarta within a defined timeframe to ensure the collection of reliable data.

The subjects of this study were female students in the fifth grade at SLB A YKAB Surakarta. Data collection involved observation techniques and the measurement of the frequency of self-control among the subjects. Observational activities were conducted to gather data supporting the events relevant to the research. Meanwhile, frequency measurements were calculated during the baseline phase (A), prior to the intervention, and subsequently during the intervention phase (B), which involved the application of self-control aversion techniques during eating activities.

RESULT

In this study, the researchers employed an experimental method utilizing the Single Subject Research (SSR) design with an A-B framework. The data presented herein are

derived from the researchers' observations concerning the frequency of self-control in the activities of children with multiple disabilities. The research commenced on April 29, 2024, and concluded on May 16, 2024. Below are the results of the research conducted.

Baseline Phase (A)

The data for the baseline phase (A) were obtained by calculating the frequency of self-control during eating activities prior to the implementation of the intervention on the students. The results of the frequency calculations for self-control during these eating activities are presented in the following table:

Table 1. Baseline phase results (A)

Date	Observation	Frequency
29 April 2024	1	20
30 April 2024	2	17
2 May 2024	3	18

Based on the table above, the observational data regarding the frequency of self-control in blind children during the baseline phase (A) indicate the lowest frequency on April 30, 2024, with a count of 17 occurrences.

Intervention Phase (B)

The intervention, or treatment, administered by the researchers involved five meetings or sessions with the subjects. The provision of this intervention occurred during eating activities whenever maladaptive behaviors were observed. The following table presents the data collected during the intervention or treatment phase for children with multiple disabilities:

Table 2. Intervention phase results (B)

Date	Observation	Frequency
7 May 2024	4	13
8 May 2024	5	12
14 May 2024	6	9
15 May 2024	7	10
16 May 2024	8	8

Based on the table detailing the frequency of self-control during eating activities among children with multiple disabilities, it is evident that observations in the baseline phase (A) were conducted over three meeting sessions, while the intervention phase (B) comprised five meeting sessions to assess the effect of aversion techniques on eating behaviors. The

frequency of self-control during eating activities, calculated for each session in both the baseline (A) and intervention (B) phases, is illustrated in the following graph:

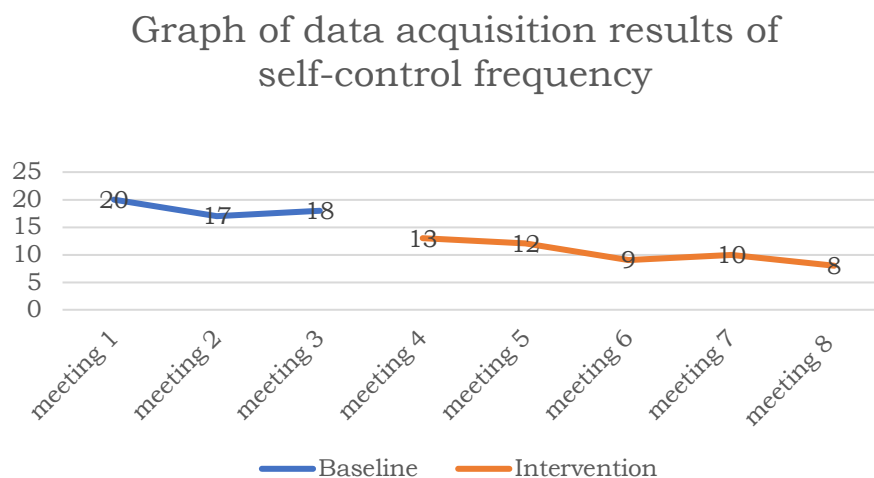


Figure 1. Results of self-control frequency data acquisition

Self-control, defined as the ability of individuals to guide, regulate, and direct their thoughts and actions towards positive outcomes (Waluwandja & Dami, 2018), is essential for fostering constructive behaviors. Individuals with low self-control may engage in negative actions and thoughts. For children, especially those entering school, self-control is critical as it enables them to make informed choices and manage their behaviors (Rahmawati et al., 2021). However, students with special needs, particularly those with multiple disabilities at SLB A YKAB Surakarta, often face challenges in self-control.

Eating activities represent a fundamental life skill that all individuals, including children with special needs, should acquire. Gitardiana and Nawawi (2017) emphasize the importance of life skills in daily activities for children with special needs, including those who are blind, deaf, or physically disabled, and especially for those with multiple disabilities. In the context of eating activities, the self-control exhibited by children with multiple disabilities is notably low. This is evidenced by their behaviors, such as rapidly inserting and chewing food, stuffing their mouths until full, which can lead to nausea and vomiting, particularly in blind children. To address these issues, this research provides interventions utilizing aversion techniques.

This study employs a Single Subject Research (SSR) design with an A-B research model. In the baseline condition, blind children do not receive any interventions; the researcher conducts observational activities over three sessions. Following the observation or baseline phase (A), the intervention phase (B) is implemented. To mitigate maladaptive behaviors, researchers apply aversion techniques during the intervention phase, which is conducted over five sessions.

Data analysis indicates a significant effect of aversion techniques on the self-control of children with multiple disabilities during eating activities, as evidenced by a reduction in frequency of maladaptive behaviors during the intervention phase (B). Aversion techniques aim to control behavior through two primary mechanisms: first, by inhibiting or reducing undesirable behaviors, and second, by introducing a stimulus that is unpleasant or painful (Ula & Pratiwi, 2020). The results of the study reveal a clear effect of aversion techniques

on self-control during eating activities, demonstrated by a decrease in the frequency of maladaptive incidents recorded before and after the intervention for children with multiple disabilities.

CONCLUSION

Based on the research conducted and the subsequent data analysis performed by the researchers, it can be concluded that aversion techniques significantly influence the self-control of children with multiple disabilities at SLB A YKAB Surakarta. Blind children at this institution experience notable self-control challenges during eating activities. The aversion technique is applied to these children whenever maladaptive behaviors arise during such activities. This effect is evident in the frequency results observed during the baseline phase (A) and the intervention phase (B), which demonstrate a noticeable change and a decrease in the frequency of maladaptive behaviors. Overall, the findings of this study indicate a clear impact of the intervention employing aversion techniques on the self-control of children with multiple disabilities at SLB A YKAB Surakarta.

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