

## Personal and Social Development of Children with Mental Impairments with Emotional Disorders

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### Abstract

This study aims to find out how personal and social development of children with mental impairments. Also, this study is a case study research which using the qualitative descriptive methods in the elaboration of research results. Then, the data analyzed in this study were sourced from journals, dissertations, and related scientific articles. Based on the research that has been carried out, the results show that there are several causes of emotional and behavioral disorders in children and several classifications such as psychiatric classification, classification according to DSM and behavioristic classification. Hence, to develop the personal and social of children with mental impairments with emotional disorder should have and get the special education from the special teachers. There is some approach that should teacher used in helping children to develop their personal and social emotional. They should approach them in a preventive, repressive and curative manner

**Keywords:** Emotional and Behavioral Disorders, Impaired, Children with Special Needs

### INTRODUCTION

Basically, as a living thing man is created in the most perfect form, which has reason, emotions and feelings. But in essence, there are some human beings who cannot control their emotions and behavior. The lack of flexibility in controlling these emotions and behaviors when viewed from an educational perspective is classified as a child with special needs who is categorized as impaired. Usually, children who are born as hearing impairments cannot control their emotions properly.

According to Nursaptini and Widodo A (2020), usually children who are classified as children with special needs are synonymous with not so good behavior and even ordinary people think that survivors of the blind are considered bad children. Hence Ariffiani (2017) stated that children with disabilities from several syntheses stated that children with emotional disturbance, behavior disorder,

hyperactivity and problems in peer relationships, aged between 6-17 years with the characteristics that the child has emotional disturbances or obstacles and different behaviors so that they are less able to adjust well to the family, school, and community environment but can still be taught to behave socially acceptable and personally pleasing.

This knowledge that layman's knowledge of children with emotional and behavioral disorders makes it a separate focus on the world of education to educate the public about the disorder. Basically, children with emotional and behavioral disorders are referred to as impaired or also known as emotionally handicapped or behavioral disorder.

Later, it became known that usually children with this emotional and behavioral disorder will show symptoms such as not being able to follow lessons (not due to intellectual or sensory factors), not being

able to behave both towards other children and teachers, not being able to put emotions or feelings in time, in general they will be in an unhappy state and even children with this emotional and behavioral disorder sometimes have fears in connect with people or schools.

According to Burhaein (2017) the cause of the occurrence of completeness in a person can be caused by several factors. The factor can be qualified into two qualifications, namely internal and external. According to Burhaein (2017), what is included in the internal factors is the condition of the individual himself, such as physical and psychic conditions and hereditary factors. Meanwhile, what is included in external factors that can trigger the occurrence of completeness in a person is the environment, such as the community environment, schools and families.

Thus, to educate and foster children with disabilities, educators must be able and have special strategies in approaching. Children with disabilities themselves according to Padila, et al (2020) are children with emotional disorders that cause children to have difficulty in adapting, and controlling their emotions. Thus, in facing and fostering children with disabilities to be able to become good individuals, educators must have special knowledge in educating these children.

Based on this, educators have an important role in educating the wider community about children with special needs with emotional and behavioral disorders. In addition, the characteristics and factors causing the onset of emotional and behavioral disorders in children should also be explained in detail. This is of course to increase the sensitivity of the wider community to children with special needs

and what treatment can be given to these children.

One of the ways that an educator is able and can do in dealing with children with excessive emotional disorders or what is known as tunalaras is to do self-and social development in these children. Basically, self-development and personal development is not only given to children with special needs. Children who are included in normal children must receive the formal education of self-and personal guidance. This is because the guidance provided can help children in controlling their emotions in the general public and being able to study things that are appropriate and inappropriate to do.

Self-development and personal self-development are an effort that an educator can make in order to build a mutual relationship between the child and his environment and cultivate a personality foundation to develop the child more optimally. The purpose of self-and personal coaching that educators give to children with excessive emotional disturbances is to unwind and develop the child's knowledge more deeply. This is done so that the child has the ability to cultivate himself as a better person. In addition, the guidance given to children also aims to increase the child's creativity to build his living environment and be able to develop himself as a good member of the nation and state society.

Thus, self-cultivation and personal development are very important to be given to each child, especially children with special needs and excess emotions. The guidance given to children with special needs is of course related to how children can later be well received in the social environment where they are located.

The rejection that is often felt by children with excessive emotional disorders or impairments is due to their adaptive behavior. According to Mahabbati A (2012) children with disabilities have varied problems in adaptability in the home, school, and community environment. Adaptability does not grow naturally in children with disabilities, unlike normal children in general. Adaptive behavior can be said to be a behavior that can be a bridge in adjusting to the social environment. Adaptive behavior includes the ability to help oneself and skills in accessing facilities in its environment both physical facilities and social facilities.

Departing from these existing facts, in this article the researcher will describe children with special needs with emotional and behavioral disorders in terms of characteristics, causal factors and classification of children with emotional and behavioral disorders.

### **Methodology**

This research is a case study research using qualitative descriptive methods, using data obtained from articles, journals, and academic papers related to the theme to be analyzed. The study will focus on children with special needs with emotional and behavioral disorders. Then the technique in data collection used is with the technique of reading notes or what is known as note taking, and will be further analyzed using case studies collaborated with the matching method.

In general, quality research is a study that focuses on an interpretation of a phenomenon that cannot be measured numerically. The purpose of the quality research itself is to discuss a phenomenon that is found in detail and in more detail.

The method of quality research that

researchers do is to use case studies. Where, this case study is a type of research that can answer several problems or objects of research related to the branch of social sciences. In addition, case studies can also be said to be one of the qualitative research methods that focus on understanding and human behavior that is seen and reviewed based on differences in values, beliefs and values that exist in society.

Case studies themselves can emphasize case analysis by using a small number of events in a research design. Case studies are also a research method that focuses on the phenomenon of life experiences in a tangible nature.

In addition, the qualitative research method using case studies will generally take a simple phenomenon encountered in the surrounding environment. The result of the case study itself is to provide data presentation with empirical evidence in the form of a specific case in depth which is generally used to test a theory. The form of data collection that researchers use in this case study is from the results of observations and is supported by other supporting documents.

The observation made in this study itself is to make direct observations of the objects that the researcher is researching. From several kinds of observation methods, in this study researchers used non-participant observations. Where the researcher is not directly involved in the life of the person being observed, and separately serves as an observer, observation in this case is a structured observation, because the observed aspects of the activity are relevant to the problem and the purpose of the study by first determining in general what behavior you

want to observe so that the selected problem can be solved.

So, in the case study research that the researcher conducted, the researcher focused on the phenomenon of self-and personal development in children with excessive emotional disorders.

This research will focus on self-development and personal development in children with excessive emotional disorders. Coaching comes from the Arabic word "bana" which means to cultivate, build, establish. In terms of coaching is a process, action, how to foster, effort, action and activity that is carried out efficiently and successfully in order to obtain better results (Binaria, 2017).

Djuju Sudjana in Selly Sylviyanah (2012: 195) mentioned that the coaching function, both supervision and supervision, can be done by approaching directly and indirectly. A direct approach occurs if the coach conducts coaching through face-to-face with the fostered party or with the implementation of the program.

### **Result and Discussion**

Children with emotional and behavioral disorders usually have their own characteristics in various ways. Usually these differences in characteristics will arise as a form of consequence of the disturbances they carry. According to Badriah L, et al (2020), it is stated that children with emotional and behavioral disorders will develop into children who are identified as children with emotional and behavioral disorders will grow up to be children with personalities that do not reflect the form of maturity and are difficult to blend into the community environment.

This is because in the matter of social

relations and organizations in children with disabilities is very concerning because basically children with disabilities can be said to be bad children do not know the rules. Various behaviors are demonstrated by carrying out contradictions in social discourse in the general public, such as the example of committing theft, rioting the environment and acting aggressively towards others

Hence, according to Luxvina N (2018) the character of the barrel-impaired child is temperamental, unruly and prone to extreme actions. His actions endangered not only himself but also others around him. Violent acts of children with disabilities can be realized in various forms of verbal and non-verbal actions.

In addition, Abdullah (2013) also states that in general, children with disabilities are not able to control their emotions and social behavior; has a behavior that is inconsistent with his peers. Thus, children with disabilities often get rejection from the surrounding community and in the educational environment. In fact, according to Nursani (2017) temperamental behavior of children with disabilities is when they are unable to control their emotions, then sometimes they will be aggressive if they have felt disturbed. The aggressive form shown by the child with disabilities is that it can be both physical and non-physical. As for physical aggressive behavior or direct actions such as hitting friends, kicking, throwing, and committing vandalism, which eventually makes the child will be excluded. As a result, children who feel excluded will seek attention again by taking even more extreme actions to get the attention of those around them

When viewed definitively, children with emotional and behavioral disorders are

children who have difficulty in adjusting themselves and behave inconsistently with the norms that apply in the age group environment and society in general, thus harming themselves and others, and therefore need special educational services for the welfare of themselves and their environment.

The causes of uncontrolled emotions in children with disabilities can be caused by certain factors, such as factors from the individual and factors from the surrounding environment that can trigger drastic changes in the child's emotions. According to Mahabbati (2010), people who are in a social order that has never been in contact with children with emotional disorders such as children with disabilities, usually assume that the emotional disorder child is something that is able to harm other children if they are included in a formal educational environment.

So, it can be said that the community has not been able to accept children with excessive emotional disorders to be in a normal educational environment or an educational environment that is labeled as an inclusion school.

In general, a very toxic feature in children with disabilities is the unstable form of emotions and inability to express their emotions appropriately, and the inability to control themselves. One of the causes of the unsuccessfulness of children with disabilities in controlling themselves is because children do not perfectly go through the phases of their development. Experts believe that the emotional maturity of children with disabilities is determined by and from the results of the child's interaction with their environment, which can be seen from how the child is able to express every of the feelings they feel.

Despite of it, Ariffiani (2017) states that children with disabilities will basically exhibit different social behaviors depending on how the conditions of the environment in which the child grows and develops. The severity of the behavior of the child with emotional disorders is depends on how the environment that forms the child. There are some children who are already able to adapt to the existing rules and are able to communicate well. Therefore, it takes the active role of educational institutions and social institutions to help children achieve proper and proper social development.

Based on this, of course, it has many consequences on these students who has the emotional disorder. Thus, in fostering the self and personality of children with disabilities, special treatment is needed with special education and special teachers who are also competent in dealing with these children with these disabilities. This is of course because children with disabilities are one of the children with special needs who at this time often accept and get discriminatory behaviors, one of which is discrimination in educational matters. The result is that many of the children with disabilities have not received formal education (Nursaptini & Widodo, 2020).

As explained by Mahabbati A (2012), children with excessive emotional disorders sometimes get rejection from the environment in which they are located. This is due to the adaptive behavior shown by these children. As for what is included in the form of adaptive behavior of children with disabilities that often causes them to be rejected in the social environment in which they are located, such as children with disabilities tend to be careless, immersive

or rushed, move a lot or hyperactive and are not so able to take advantage of existing facilities.

In addition, basically children with special needed (emotionally disorder) will find it difficult to put their focus on something, which causes the child to have difficulty hearing and following the instructions given by the teacher. In addition to difficulties in receiving instructions, children with emotional disorder also have difficulty in conveying their ideas, asking questions and difficulties in following directions.

According to this, of course society need to aware with the characteristic of the children with mental impressment and emotional disorders. It was aimed to help the society knows how to act with this special child. Even though they do not know how to teach them properly, at least they can notice and can control the situation which not trigger the unstable emotional from those children.

Children with emotional and behavioral disorders have complex characteristics and often their behavioral characteristics are also carried out by children of other peers, such as moving a lot, disturbing friends, resisting behavior, and sometimes solitary behavior. According to Heward & Orlansky; (1998), Sunardi; (1996), Mahabbati; (2006) states that a child can be identified as having emotional and behavioral barriers if it has some characteristics that are shown over a long period of time.

Such characteristics as; inability to learn that is not caused by intellectual factors, sensory or health factors, inability to build or maintain satisfaction in establishing relationships with peers and educators, inappropriate types of behaviors or

feelings that are under normal circumstances, easily carried away by mood (unstable emotions), unhappiness, or depression, as well as a tendency to develop physical symptoms or fears associated with personal or school problems.

Furthermore, Hallahan & Kauffman (1988) also stated how the characteristics possessed by a child who cravings for behavioral and emotional disorders that are not like ordinary children, including as children with this disorder have intelligence below normal (about 90) and some above bright normal, the existence of Conduct disorder (behavioral disorders) are the most common problems indicated by children with emotional or behavioral disorders, as well as the presence of immature (immature or childish) and withdrawn behaviors. They experience social alienation, have only a few friends, rarely play with children their age, and lack the social skills needed to have fun.

Notice about the characteristic and the classification of this children's, teacher should know how to develop their personal and social as well. It was because, children with mental disorder will have a problem to control their self. So that's why they need personal and social development treatment from school, teacher and the environment.

According to Awwad (2015) the guidance needed is the right guidance from parents and the surrounding environment because it can turn deviant behavior into positive behavior by managing emotions and training their social abilities. This is also supported by an article conducted by Exwan, et al (2014) which shows that the results of this PKKM are to train karawitan and dance

for deaf children at SLB E prayuwana as therapy to reduce the emergence of children with impairments and emotional disorders characters.

Based on the explanation and criteria above, an educator and parent must identify the child to find out whether the child has an emotional disorder or not. Mahabbati (2006) stated that identification is intended as an effort by a person (parents, teachers, or other educational personnel) to find out whether a child has abnormalities in his growth / development compared to other children his age (normal children).

Then further Worell & Nelson (1981) states that the identification of children with emotional and behavioral disorders is carried out to find behaviors that are problems of the child and his environment, environmental factors that influence the appearance of emotional and behavioral disorders, and other factors that will influence behavior change. The cause of emotional disturbances in children is due to; "heredity (genetic), neurological, biochemical factors or a combination of these factors", where biological factors can occur when the child experiences a state of malnutrition, has a disease, psychotics, and trauma or dysfunction in the brain.

Next is the family factor which influences the rules, discipline, and personality exemplified or instilled from parents greatly affect the emotional development and behavior of the child. School factors are influenced when a child gets a negative response from teachers and classmates when experiencing difficulties and lack of skills at school without realizing that the child is entangled in negative interactions.

In addition, cultural factors also contribute to emotional disorders experienced by a child. This is because some cultures can influence the emotional development and behavior of children, for example, acts of violence exposed by the media (television, film, or the internet), drug abuse that should be a medical and sedative drug, a lifestyle that leads to the disorientation of sexuality, demands in religion, and victims of nuclear accidents and wars.

After identifying and knowing the causes of the occurrence of emotional barrier disorder in a child, then some experts also classify the types of emotional barriers experienced by a person. Among them are; Psychiatric classification. Which is a classification in several levels. That is, the light rate and the weight level.

Behavioral deviations that are classified as mild deviations usually have the characteristics of emotional conflict and anxiety but still have a relationship with the real world. Then the level of weight, which includes Psychosis, is characterized by behavioral deviations from normal behavior patterns in thinking, speaking and acting, Schizophrenia, and autism.

Classification according to the DSM, which includes; Intellectual and Developmental Disorders characterized by the occurrence of Organic Mental Disorders are disorders caused by brain dysfunction or damage to brain cell tissue. In addition, there are also behavioral disorders characterized by Attention Deficit Hyperactive Disorders (ADHD) or children's inability to concentrate attention; hyperactivity; and impulsive.

Then the last part of the classification according to the DSM is the

presence of an emotional disorder characterized by Anxiety Disorders which are anxiety disorders characterized by excessive fear, anxiety and anxiety that make a person uncomfortable facing his tasks in daily life. Behavioristic classification characterized by the presence of Conduct disorders, Socialized aggression, Withdrawal, and Immaturity.

After knowing the classification and characteristics of the deaf child, the step that a teacher must take is to foster the social and self-behavior of the disabled child. This is very much needed because basically children with disabilities are children who are very difficult to control their emotions.

In order for a child with disabilities to be accepted by the society in which he is located, the child with the emotional disorder must be able to correct and restrain his emotions. The way that a teacher can do to help children in controlling their emotions is to approach them in a preventive, repressive and curative manner.

So that children with emotional disorders must be fostered by paying attention to three important aspects, namely values, morals and religion. The purpose of self-development and social development given to children with disabilities is to foster psychological problems that arise in them such as maladaptive disorders, behavioral disorders and emotions. In addition, the coaching carried out also aims to foster the academic field which is carried out through an academic approach and foster their ethics by drawing closer to God.

The forms of activities that can be done and given to children with emotional disturbance are by giving special attention

through the religious field such as affiliating the Qur'an education group, doing role play, doing meditation such as yoga and also vocational.

### **Conclusion**

Based on the description and explanation above, it is known that children who are identified as children with emotional and behavioral disorders are children who cannot control their emotions properly and precisely, and cannot handle their emotional situation properly. Basically, children with emotional disorders will be difficult to accept by the social environment in which they are located, so children with emotional disorders need and are obliged to be given coaching both personally and socially.

In addition, it is also known that there are several classifications of children with emotional and behavioral disorders, namely based on psychiatric, DSM and behavioristic. Therefore, a special handler is needed to be able to help children with emotional disorders to be able to control their emotions. Thus, educators must provide self-and personal coaching to children with these emotional disorders. The things that can be done are to provide guidance to children with emotional disorders by paying attention and focusing on values, norms and religion. One way that can be done is by facilitating the children to be spiritually closer to God.

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