



Journal of Elementary Education (JELEDUC)

Volume 1 (1) 28-33, Juli 2024

ISSN: XXXX-XXXX (Print) / ISSN: XXXX-XXXX (Online)

Doi: xxx

The article is published with Open Access at: <https://jurnal.umla.ac.id/index.php/JELEDUC/index>

## Counseling Guidance Handling Of Hyperactive Children

Viviana Nisful Laili <sup>1</sup>, Faza Ida Nurul Jannah <sup>2</sup>, Avicarizta Zunia Avinda <sup>3</sup>, Ahmad Ipmawan Kharisma<sup>4</sup>

<sup>1,2,3,4</sup> Muhammadiyah University of Lamongan, Lamongan, Indonesia

✉ Corresponding Author: [fazaidanj@gmail.com](mailto:fazaidanj@gmail.com)

### ABSTRACT

The background of the teacher's role in dealing with hyperactive children includes the teacher being a motivator, advisor as well as the teacher being a facilitator for children during learning. Hyperactive children tend not to want to be quiet and always run everywhere, disturbing their friends and others. The purpose of this study examines how the role of the teacher in dealing with hyperactive children. This research uses descriptive qualitative research. The instruments of this research are teacher interviews and student observations. In this study also found several teacher techniques in dealing with hyperactive children, namely (1) by giving assignments to children so that the child has a sense of responsibility. (2) the teacher gives praise to hyperactive children if they complete the tasks given by the teacher. (3) the teacher also provides active activities for hyperactive children. The conclusion of this study is that the teacher has provided maximum counseling guidance to hyperactive children. Suggestions to further researchers can conduct research in other places.

Keywords: Elementary school children; Hyperactivity; Teacher's Role

Received: 04 May 2024

Revised: 31 May 2024

Accepted: 3 June 2024

Published: 15 July 2024

### Citation (APA Style):

Laili, V.N.,dkk. (2024). Counseling Guidance Handling Of Hyperactive Children. *JELEDUC: Journal of Elementary Education* 1(1), 28–33. Doi: xxx.

### INTRODUCTION

The role of the teacher is a role in educational institutions where the teacher becomes a facilitator, as a planner in learning and as a model or example for students (Zein Muh, 2016). A teacher is an educator who has personal or professional qualities in matters related to education, someone who is knowledgeable in knowledge to provide children with learning (Rozie et al., 2019). The role of teachers is very important in the world of education where teachers provide changes to children, starting from the child's attitude, way of thinking, and providing learning that suits the child's needs. Early childhood is a child whose development during this period experiences a period

of very rapid development in the span of human life (Trimantara et al., 2019), so the role of teachers is very important in guiding them by providing appropriate learning to children and guiding their attitudes and behavior. etc. (UNESCO, 2017).

Children's age is a time of rapid development, children are part of our lives who are born with their nature (Fadlan Achmad, Ridwan, Nopriansyah Untung, 2021). In learning, it cannot be separated from the attitude of the children who take part in the learning, as educators we are required to understand any problems that occur in children's development, for example what happens to hyperactive children. Hyperactive children can be shown by the child's attitude, unusual activities or activities such as excessive child restlessness, not being able to sit quietly even though there is a designated seat, preferring to create noise, always moving their fingers, hands or feet (Rozie et al., 2019).

The explanation above, the role of the teacher is very important when children are in the school environment, providing assistance to children while at school and without seeing any differences that occur in their problems, because this is the obligation of a teacher in educating children. This is an example of the role teacher (Maharani Ayu Putri, Wahono, 2017). This is in line with several teacher roles according to Rusman, including (Askhabul, 2017): A teacher is an example, the teacher is an example, meaning that a teacher must be able to master the teaching materials or material that will be delivered to children, and the teacher develops the material that will be taught. the. In this case, it is a determinant of the learning outcomes of children or students.

The teacher is the leader in the class, as a leader in the class, the teacher must be able to manage upsets, or handle a condition in a positive manner because in the classroom one of the environments that must be conditioned. The teacher is a facilitator and someone who provides children's learning, the teacher is a mediator or gives lessons to children. This means that the teacher should master the learning media that will be given to children. And the teacher is a facilitator, where the teacher must be able to provide good learning resources for children, so that the learning provided is useful for the child in the future, for example learning resources from textbooks, magazines, and so on where the learning resources are in accordance with the child's needs. The teacher who determines the final grade or teacher is someone who evaluates children. A teacher is someone who assesses children who have determined what aspects will be assessed to determine whether or not the goals planned by the teacher have been achieved.

Hyperactive children can be dealt with by providing good advice and motivation, giving special attention to children, instilling good morals in children so that children can follow the learning carried out by the teacher, giving attention to hyperactive children and so on (Suci Eka Aisyah, 2022). This explanation is in line with the research we conducted, namely the role of guidance and counseling teachers in dealing with hyperactive children. This research explains the role of teachers in dealing with hyperactive children's behavior, and this research uses qualitative research where this research uses a case study research method. This research explains that the role of teachers in dealing with the attitudes of hyperactive children includes teachers providing motivation to children, accompanying children, and teachers paying special attention to children who are hyperactive during the learning process. Hyperactive children naturally need special attention from a teacher, hyperactive children tend to have an irritable attitude, the duration of the child's focus is not long and have a bad attitude towards their friends or teachers (Prasasti Suci, 2018).

Teachers are role models for children, so the teacher's role has a big influence on children's attitudes and emotions. This is in line with Antasari's opinion, which explains that hyperactivity is a disturbing behavior experienced by children with characteristics of aggressive children, children's restless attitude, and children having difficulty controlling their emotions (Lestari Indriana Gita, 2020). This research focuses on the role of teachers in dealing with hyperactive children, and what teachers' solutions are in dealing with hyperactive children.

## **METHODS**

This research uses a descriptive qualitative method of data triangulation case study that combines various data collection techniques and existing data sources to obtain an overview of the handling of counseling guidance for hyperactive children of students at MI Miftahul Ulum Samben. The research was conducted on Monday, December 11, 2023 at MI Miftahul Ulum Samben. The research subjects were shown to the class teacher and grade 6 students. The data collection instruments were interviews and observations.

## **RESULTS**

From the observations we have obtained that the facts that occur in the field are that there are some hyperactive children in class 6, when the learning process takes place, the child cannot be quiet. The child yells without knowing the cause. Children prefer to play alone rather than participating in learning. Children often disturb their friends who are participating in learning or during recess children also often disturb their friends without cause.

In the second case, there are problems with almost the same attitude, the difference is that in the second case sometimes children still want to follow the learning carried out that day. But not infrequently the child does not want to follow the existing learning. The child in this second case also often plays with the child in the first case. Children often run around in class and shout. From these problems, teachers are required to be able to handle if they are in a situation that occurs like that, how the teacher's role in handling hyperactive children. Teachers give understanding to children, motivation, and assignments to these hyperactive children.

Hyperactive children are children who are different in behavior that is not the same as other friends, from hyperactive behavior can also be detrimental to themselves. Hyperactive children tend to be children who cannot be quiet and often disturb their friends at school (Simatupang Dorlince, 2020). In the thoughts of Arthur D. Anastopoulos and Russel A. Barkley quoted in Tin Suharsimi (2005) in the journal Fia Novita et al. explained that there are symptoms of hyperactive children, namely (Novita Fia, Munawaroh Hidayatu, 2021): Unable to focus on one goal, never completing the tasks given to him. Moderate hyperactivity, the child gives feedback on a problem that is not serious, the child is classified as careless, the child argues when someone is talking next to him or the child sometimes does not want to listen to advice from anyone, the child does not want to queue in any case and the child does not want to give in, for example in terms of games, the child prefers to start first if there is an activity he does not want to be with his friends. Severe hyperactivity, hyperactive children with severe groups, children cannot be quiet in sitting, like pacing or running around, in talking children like to overdo it (shouting).

## **DISCUSSION**

The description above is in line with the cases that occur in the field. Where the first case is a hyperactive child who does not want to be quiet, likes to run around or pacing even though the learning process is taking place in the classroom. This makes it difficult for the teacher during the learning process. In addition, hyperactive children always do not want to participate in learning, like to disturb their friends, and like to be busy themselves. And in the second case it is also in line with the opinion described above, where hyperactive children with severe or acute levels, children will not want to be quiet even if the child is invited to sit together. children prefer to run around if there is in the classroom, and like to shout.

In the above problems the role of the teacher is very important in dealing with hyperactive children, because the teacher is a figure who replaces his parents if the child is at school. The teacher is a figure who sets a good example for children, especially with hyperactive children. Some of the roles of teachers found in the research are teachers being good advisors and motivators, in this case the teacher always gives good advice to hyperactive children. The advice is in accordance with the problems that are happening at that time, slowly then the child can receive advice from his teacher. The key is not yelling at the child when the child makes a mistake.

Teachers as motivators, teachers always motivate hyperactive children so that children want to do good things, teachers also give words of praise to children. From these words the child will feel happy. With the condition of a happy child's heart, the child will more easily accept good advice from his teacher. Giving praise to hyperactive children has a positive impact on the child, the nature of early childhood is a child who likes to be praised even though it is a small thing or a big thing he does as long as it is good (Simatupang Dorlince, 2020).

Furthermore, in the role of dealing with hyperactive children, the teacher as a facilitator, where the teacher is the provider of the learning material that will take place. The teacher provides learning in accordance with what has been planned on the daily learning plan compiled on that day. Before learning begins, as usual the children are invited to line up first, and are led by one of the students. In this case the teacher appointed one of the hyperactive children to be the leader of the line. And in the middle of learning the teacher invites students to play while memorizing what has been learned as an example, on that day learning B. Arabic. and so that learning is not boring, the teacher invites to play hide and seek where students have to look for mufradat paper that has been studied, then the teacher appoints the hyperactive child to find and then the child demonstrates the mufradat. By giving responsibility to hyperactive children, the teacher indirectly plays a role in dealing with hyperactive children. By giving responsibility to the child, the child will not run anywhere during the morning line and when learning is taking place, and the child will not be able to disturb his other friends because he is given this responsibility.

With the assignment, if the hyperactive child is successful, the teacher will give praise to the child such as an example (1) "wow, it turns out that the results you have done are very good" if the child can memorize vocabulary whether it is in Arabic, English or something else then the book of Isa praises him with the sentence (1) "good, You can remember it correctly" however, then when there are children who are in trouble try to give hyperactive children a sense of responsibility to help others then when he succeeds in helping his friend, the book of Isa praises him like "good job, you can help your friend", if not successful then the teacher will continue to motivate the child to keep trying. That way the child will feel happy when praised and when the child is given good motivation, the child will feel appreciated. Then there must be a moment where the hyperactive child runs around and then he falls, the teacher can also praise him with the phrase "wahh my student is very strong when he falls, he doesn't cry, this can make the hyperactive child's heart feel happy and have a positive impact on the child. This is one of the strategies applied by teachers in MI Miftakhul Ulum Samben.

After the completion of learning, the teacher invites children to do ice breaking/activities that aim to break the ice. For example by clapping, singing while moving and so on. By holding these activities, it will make children happy and provide positive energy to children. Teachers also always accompany hyperactive children. In terms of playing, teachers also pay more attention to the child's playing environment. In this case it is very clear that the role of the teacher when dealing with hyperactive children is by being a motivator, advisor, and also as a child facilitator.

Then the teacher's efforts in dealing with hyperactive children are by the way hyperactive children always sit near the teacher, always giving positive words to hyperactive children, and if the

child is sitting quietly then the teacher also gives praise to the hyperactive child. So important is the role of the teacher in dealing with hyperactive children, it will have a positive effect on children in the future, patiently the teacher always advises to motivate children and give good lessons to children. Arends (1997) explains that group members who answer questions / problems are not only focused on capable students or based on group agreement, but all students have the same opportunity to provide answers based on questions posed by the teacher.

Cooperative learning works well and can be applied in all types of classes, including special classes for gifted children, special education classes, and even classes with average intelligence levels, and is especially indispensable in heterogeneous classes with varying levels of ability. Cooperative learning can help make differences into learning materials rather than problems (Huda, 2011).

## **CONCLUSION**

The teacher's role in dealing with hyperactive children is to be a motivator for children, namely for children, advisors and become facilitators for children. Teacher patience in dealing with hyperactive children has a good impact on children. Children will be easier to advise and children will accept advice from the teacher, the next step is that hyperactive children are made leaders. By giving responsibility, the child will feel responsible for what the teacher gives him. This teacher also does not forget to give praise to the child. Teachers are important figures in the world of education, where teachers are inseparable child facilitators. Judging from hyperactive children, the attention or role of the teacher is so important to hyperactive children.

## **REFERENCES**

1. Askhabul, K. (2017). Peran Guru Dan Peserta Didik Dalam Proses Pembelajaran Berbasis Multikultural. *Jurnal Pendidikan Agama Islam*, 3, 69–80.
2. Fadlan Achmad, Ridwan, Nopriansyah Untung, N. (2021). Penerapan Metode TPR (Total Phphysical Respone) Dalam Pembelajaran Bahasa Inggris Anak Usia Dini. *Al Athfaal: Jurnal Ilmiah Pendidikan Anak Usia Dini*, 4(1), 137–151.
3. Imam, G. (2019). Pendidikan Anak Usia Dini: Teori dan Aplikasinya. Seminar Nasional - Jurusan Administrasi Pendidikan Fakultas Ilmu Pendidikan Universitas Negeri Malang, 116–120.
4. Irmaningrum et al., 2023; Muhammadiyah Lamongan Oriza Zativalen et al., 2022
5. Lestari Indriana Gita, K. I. (2020). Gambaran Perilaku Anak Hiperaktif Pada Siswa Kelas 1 SD Negeri II Demak Ijo. *Elementary School*, 7, 225–232.
6. Prasasti Suci, H. W. (2018). Peran Orang Tua Dalam Penanganan Anak Hiperaktif. *Jurnal Ilmiah Konseling*.
7. Suci Eka Aisyah, S. (2022). Peran Guru Dalam Pembelajaran Anak Hiperaktif di PAUD Aqilah Desa Bahung Sibatu -Batu Kec. Sei Dadap Kab. Asahan. *Mimbar Kampus: Jurnal Pendidikan Dan Agama Islam*, 19(2020), 218–226. <https://doi.org/10.17467/mk.v19i2.1014>
8. Sugiyono. (2015). *Metode Penelitian Pendidikan*.
9. Trimantara, H., Mulya, N., & Liyana, U. (2019). Pengembangan Bahasa Anak Usia 4-5 Tahun Mwlalui Alat Permainan Edukatif Puzzle. *Al-Athfaal: Jurnal Ilmiah Pendidikan Anak Usia Dini*, 2(1), 25–34.

10. Zein Muh. (2016). Peran Guru dalam pengembangan Pembelajaran. *Jurnal Inspiratif Pendidikan*, 274–285.