

CHAPTER I

INTRODUCTION

A. Background of the Study

This term paper is based on my experience during my internship at *Anakku* Preschool & Kindergarten on Jl. Dangdeur II no. 2. I did the internship from June 11, 2015 until August 19, 2015. I had a position as a teacher assistant at *Kakaku* Class which had 15 children in the class. Sometimes I also assisted the other class, *Adikku*, when there was not any teacher assistant. As a teacher assistant, I had several responsibilities; supervising and assisting the children who were playing at the Gym or Playground, helping the children in toilet training, writing children's home book, helping the home teacher in learning activities, preparing meals / snacks for the children, tidying up classroom, preparing the materials for the next day, and teaching religion and art.

During the internship, I faced a difficulty in dealing with a 4-year-old boy, Yansen, who had Emotional and Behavioral Disorders (EBD). He often argued with his friends and the teachers. One of the events occurred on Friday, 31th July, 2015. I was helping Ms. Maria in the religion class. When the class started, Yansen did not want to listen to what the teacher said. He just played with the toys in the toy shelf. When Ms. Maria was telling a story about Jesus and singing

songs, he did not sing nor listen to the story. He just moved around the class. Thus, Ms. Maria and I reprimanded him to pay attention to the lesson but he was angry and did not listen to us. I approached him again and gave another warning, but he hit my eye. I tried to put him on my lap to make him calm, and also told him to be quiet and listen to Ms. Maria. Yet, he was trying to get away from my lap and hit my eye again. The boy was considered having Emotional Behavioral Disorders (EBD) because his behaviors indicate so. According to Kostewicz, Ruhl, Kubina Jr (2008), based on the findings of several research studies support this hypothesis (Kauffman & Wong, 1991; Sutherland & Singh, 2004) that, “The behaviors of one population, students with emotional and behavioral disorders (EBD), often present significant challenges for classroom teachers. Based on these behaviors, educators often characterize students with EBD as aggressive, disruptive, or off task. Such behaviors may occur concomitant with, or as a result of, shortfalls in expressive or receptive language functioning” (para. 1).

I would like to discuss the topic, “Handling a 4-Year-Old Boy who had Emotional and Behavioral Disorders (EBD) in *Kakaku* Class at *Anakku* Preschool & Kindergarten” because it is a challenging topic. If this is not solved properly, I will always face some difficulty in handling the student with EBD. Therefore, it is important to find solutions for this problem.

B. Identification of the Problem

1. Why did I experience difficulty in handling the 4-year-old boy with Emotional & Behavioral Disorders?
2. How did the problem influence the environment in the class, me, and the other children?
3. How should I solve the problem?

C. Objective and Benefits of the Study

The goals of the writing of this term paper are to find out the causes and effects and to determine the best solution of the problem. Thus, the problem could be identified clearly.

I believe that the topic discussed in my term paper can be beneficial for both institution (the teachers and the director of *Anakku* Preschool & Kindergarten) and the readers. They can identify the characteristics of the children with EBD, the causes and effects of difficulty in handling children with EBD, and the preventive measures to deal with EBD children. Besides, as a writer, I will get personal pleasure to see that my final project is done and could be useful for the readers.

D. Description of the Institution

According to the Director at *Anakku* Preschool & Kindergarten (Maya Rosa, personal communication, June 6, 2015), *Anakku* Preschool & Kindergarten, which runs in education, is located at Jl. Dangdeur Indah II no.2, Bandung. The school

has been established since 2004 with three teachers and only consisted of Kindy A Class and Kindy B Class. In 2007, *Anakku* Preschool & Kindergarten had a branch in Bandung Super Mall (BSM), where only focused to Preschool. Yet, there were feedbacks from parents regarding the opening of Kindy classes and the parking expenses. Thus, the school at Bandung Super Mall (BSM) was transferred into Patuha area around 2010. However, because of administrative problems, *Anakku* Preschool & Kindergarten located in Patuha was closed in 2011.

Ms. Maya explained that the reason of establishment of *Anakku* Preschool and Kindergarten was from her experience when she lived in the U.S. While she communicated with her family in Indonesia, her sister told her that her children were difficult if they had to go to school. Hearing that, Ms. Maya felt that her children had totally different response as they studied at school in the U.S. Her children were very happy and self-sufficient when they had to go to school. At that time, she realized that the concepts applied in schools in Indonesia and the U.S were different. In Indonesia, the children tend to be reluctant to go to school because their mindset stated that school is boring and monotonous. It is different from the schools in the U.S, the children are happy and have a spirit to go to school because the mindset stated that they come to school to play and meet friends. As a result, she founded a school in Indonesia with a concept that children go to school to play, to be creative, and independent.

Based on the data from the brochure of *Anakku* Preschool and Kindergarten, there are six classes in the school. Specifically, Mommy and Me Class for pupils 6 months until 1,5 years, *Adik Kecilku* Class for pupils 1,5 years until 2 years, *Adikku* Class for pupils 2 years until 3 years, *Kakakku* Class for pupils 3 years

until 4 years, Kindy A Class for pupils 4 years until 5 years, and Kindy B Class for pupils 5 years until 6 years. Moreover, the lessons which are taught are Gross and Fine Motor Skills, Creative Art and Craft, Language and Communication, Music and Movement, Pre-reading and Pre-writing, Early Math, Basic Science and Discovery, and Computer Play.

Kakaku Class that I assisted has cozy setting of teaching. Classroom cleanliness is maintained, the classroom gets good sunlight, and the air is cool and fresh. In addition, the availability of teaching and learning tools, such as color pencil, crayons, papers, storybooks, etc. are quite complete. *Kakaku* Class also has a large room. Therefore, the children will not feel cramped or difficult to move.

I also quoted the Vision and Mission from the guidebook at *Anakku* Preschool & Kindergarten. According to *Anakku* Preschool & Kindergarten, the vision of the school are providing a universal environment, stimulating, creative, safe, and caring for the development of cognitive, social / emotional, language and child's physical. Moreover, the mission of the school is creating children who are creative and independent.

E. Method of the Study

I have gathered some data to analyze the causes, the effects, and the solution for my problem. I start collecting the data from August until October 2015. I find some articles from the Internet, and some theories from books. I also use some of the data from the school, such as brochure and guidebook contained the vision and

mission of the school. I do an interview with the Director of *Anakku* Preschool & Kindergarten for more detailed information. Moreover, I get the data from internship journal.

F. Limitation of the Study

The subject of my research is a 4-year-old-boy who had Emotional and Behavioral Disorders (EBD) in *Kakakku* Class at *Anakku* Preschool & Kindergarten. The research is based on my internship at *Anakku* Preschool & Kindergarten for approximately 28 days, starting on June 11 until August 19, 2015. In *Anakku* Preschool & Kindergarten, I had a position as a teacher assistant in *Kakakku* Class.

G. Organization of the Term Paper

This term paper begins with an Abstract that is the outlined of the contents of this term paper in Indonesian. Then, it is followed by Declaration of Originality, Acknowledgements, and Table of Contents.

The term paper has four chapters in the body. Chapter One is the Introduction, which discussed Background of the Study, Identification of the Problem, Objectives and Benefits of the Study, Description of the Institution, Method of the Study, Limitation of the Study, and Organization of the Term Paper. Chapter Two is Problem Analysis, which discussed the causes and the effects of the problem I faced. Chapter Three is Potential Solutions, which discussed the potential

solutions that I found to solve the problem. Chapter Four is the Conclusion, which stated the best solution that I used with the reasons of the selection of the solutions. Then as a closing, I put the references that I used in the References. Finally, this term paper is ended by the Appendices that contain the flowchart and some documents.

