

CHAPTER I

INTRODUCTION

A. Background of the Study

From July 22 until August 31, 2015, I did an internship in PG-TK Santo Yusup 2 as an assistant teacher. My internship was from Monday to Friday; from 6:45 a.m. to 2:00 p.m. My tasks were helping two homeroom teachers in every class, preparing the lessons, making lesson plans, managing the children, and also becoming a substitute teacher if the homeroom teacher was absent. I had to assist the children in all class levels in PG, TK-A, and TK-B. However, most of the time I was appointed to assist the PG class, especially PG *Ceria 2*, which consisted of 21 children aged 2.5 until 3 years old.

During my internship, I observed that there was a 3-year-old boy who behaved aggressively with others. Salters-Pedneault (2014) explains that “[a]ggression refers to any behavior that is hostile, destructive, and/or violent. Generally, aggressive behavior has the potential to inflict injury or damage to the target person or object” (para. 1). According to Bee (1981), “[c]hildren also show aggression. They hit each other and their parents, call each other names, snatch toys from each other, and generally try to do damage to each other’s bodies and

feelings” (p. 350). Likewise, on the ninth day of my internship the boy grabbed toys from others very rudely. He also hit and pushed other children (August 3, 2015). Henley (1998) mentions that in the early childhood, at ages two and three, children have strong wills, are self-centered, self-focused, and cannot play cooperatively with other children (p. 12). In addition, Bee (1981) states that “In a 2- or 3-year-old, a physical attack is the most common form of aggression” (p. 351). Similarly, on the fourteenth day of my internship the boy hit, pushed, and kicked other children during the free-play time (August 10, 2015). On the contrary, on the fifteenth day he yelled at others (August 11, 2015), on the eighteenth day he even spat on classmates (August 14, 2015), and on the twenty-fifth day he pinched his friends (August 26, 2015).

The boy’s behavior did not change until the last day of my internship. It was hard for me to cope with his aggression because he always ignored what the teachers were saying. Although he knew that it was wrong, he still did it repeatedly. I decide to choose this problem to be my topic, so I could identify the causes, effects, and also discover the solutions for my problem.

B. Identification of the Problem

The problem that I am going to analyze in this term paper is formulated in the following questions:

1. Why did the 3-year-old boy behave aggressively to others?
2. How did the problem affect me and other children in the class?
3. How should the problem be solved?

C. Objectives and Benefits of the Study

The study is conducted to find out the causes, effects, and solutions of the problem with a 3-year-old boy who behaved aggressively. Thus, the study is beneficial for me because, as the writer of the term paper, I will know how to solve the problem. If I face the same problem in the future, I will be able to handle it. I hope this term paper will give benefit and knowledge for everyone reading this. For PG-TK Santo Yusup 2, the institution where I did my internship, I hope this term paper can provide insight for every teacher who faces challenges in teaching aggressive children.

D. Description of the Institution

Santo Yusup 2 School was established in 1934. At first, Santo Yusup 2 School was a Catholic school for boys, named *St. Berchmans*. In 1956 the school was managed by Netherland government for Dutch children who were still staying in Bandung. Then, in 1958 the school's management was given to *Yasasan Salib Suci* (*The Beauty of Everlasting, 85 Tahun Penyelenggara Pendidikan Yayasan Salib Suci*, n.d., p. 28).

Santo Yusup 2 Kindergarten was founded in 1934, but approved officially by the management of *Yasasan Salib Suci* later in 1968. The school was built from the idea of Mrs. M. Kartadilaga and was supported by Pastor Reichert, OSC and Pastor J. A. van Duynhoven, OSC (*The Beauty of Everlasting, 85 Tahun Penyelenggara Pendidikan Yayasan Salib Suci*, n.d., pp. 28-29).

PG-TK Santo Yusup 2 has some visions and missions. The visions are, first, creating tough and clever children; and second, making a priority which is based on faith and love. The missions are guiding the children to improve their ability to view, analyze, and to find their talent and interest; building positive behaviors, such as cooperation, tolerance, responsibility, and respect to others; discovering the meaning of discipline and self esteem; and increasing their motivation, initiative, and sensitivity to their surroundings (Triwiguna, 2014).

The visions and missions guide Santo Yusup 2 School to put a great concern on shaping and educating the children's characteristics since early childhood. Because of the school's belief that every child is unique, they develop and appreciate all the children's skills, talents, and creativities (Penyelenggara Pendidikan Yayasan Salib Suci – Bandung, n.d.; *The Beauty of Everlasting*, 85 Tahun Penyelenggara Pendidikan Yayasan Salib Suci, n.d., p. 29).

Santo Yusup 2 School follows the national curriculum, with an attractive and integrative learning method by using a scientific approach (school's profile, n.d.). The learning systems they use are classical 'playing', grouping, and also outdoor and indoor activities. Every classroom is supported with many kinds of centers. Through these centers, the children will develop social-emotional skills, independence, religious values, language competence, cognition, creativity, and motor skills (Penyelenggara Pendidikan Yayasan Salib Suci – Bandung, n.d.; school's profile, n.d.)

E. Method of the Study

The sources of this term paper are from the field research I did during my internship as an assistant teacher in PG-TK Santo Yusup 2 from July 22 until August 31, 2015. The data of the field research was collected and written in the internship journal that I made every day when doing the internship. In order to support the analysis of the data, library research was also done by collecting theories from both printed and electronic sources.

F. Limitation of the Study

The subject of the study is myself when having to deal with a 3-year-old boy who behaved aggressively in PG *Ceria 2* at Santo Yusup 2 School. The boy is the main subject of my study research. The study is based on my experiences during my internship period from July 22 to August 31, 2015.

G. Organization of the Term Paper

This term paper starts with the Abstract, Declaration of Originality, Acknowledgements, and Table of Contents. The term paper consists of four chapters. The first chapter is Introduction. Chapter I discusses 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. The second chapter is Problem Analysis. This chapter analyzes the causes and effects of the problem as a topic in this term

paper. The third chapter is Potential Solutions, which explains three possible solutions of the problem, with positive and negative effects of each solution. The fourth chapter is the Conclusion. In this chapter, the best solution to solve the problem is stated. The term paper ends with the References, which list the resources of the data that is used in this term paper, and the Appendices, which consist of flowchart, school's brochure, reference book, profile, and visions and missions, along with some entries of my internship journal, examples of classroom rules, reward charts, and reward bracelets.

