Application of Aversion Techniques in Modifying Aggressive Behaviour Students with Autism in Elementary School

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Abstract: This research aims to describe applying aversion techniques to modify the deviant behaviour of students with autism. This research method is single-subject experimental research with an A-B-A research design. The approach used was quantitative. The subjects were 10-year-old female students with autism who attend SD Inpres Maccini Baru Makassar. The source of the data obtained from observation, interviews, treatment and documentation techniques. The results showed that applying the aversion technique affected decreasing deviant behaviour of students with autism. These results indicated by the application of the aversion techniques in modifying deviant behaviour: 1) Baseline 1 (A1) stable with a percentage of 100%; 2) Intervention (B) stable with a percentage of 57, 75%; 3) Baseline 2 (A2) stable with a percentage of 40%; 4) Analysis between conditions did not occur overlapping data. It concluded that the aversion technique application reduces or even eliminate students' deviant behaviour with autism in grade IV of SD Inpres Maccini Baru Makassar.

Keywords: Aversion Techniques, Behavior Modification, Deviant Behavior,Aggresive Students with Autism

Abstrak: Penelitian ini bertujuan untuk mendeskripsikan penerapan teknik aversi untuk memodifikasi perilaku menyimpang murid autis. Jenis penelitian yang digunakan adalah penelitian eksperimen subjek tunggal (single subjek research) dengan desain penelitian A-B-A. Pendekatan yang digunakan adalah pendekatan kuantitatif. Subjek penelitian ini adalah murid autis perempuan berusia 10 tahun yang bersekolah di SD Inpres Maccini Baru Makassar. Adapun sumber datanya diperoleh dari bentuk observasi wawancara, perlakuan (treatment) dan teknik dokumentasi. Hasil penelitian menunjukkan bahwa intervensi menerapkan teknik aversi berpengaruh terhadap penurunan perilaku menyimpang pada murid autis. Hasil tersebut dibuktikan dengan penerapan teknik aversi dalam memodifikasi perilaku menyimpang : 1) pada baseline 1 (A1) stabil dengan persentase 100 %, 2), intervensi (B) stabil dengan persentase 57, 75 % , 3) baseline 2 (A2) stabil dengan persentase 40 %, 4) analisis antar kondisi tidak terjadi data tumpang tindih. Dapat disimpulkan bahwa penerapan teknik aversi dapat mengurangi perilaku menyimpang murid autis kelas dasar IV di SD Inpres Maccini Baru Makassar.

Kata kunci: Teknik Aversi, Modifikasi Perilaku, Perilaku Menyimpang, Agresif, Murid Autis

INTRODUCTION

Education is an essential key in the life process. Through education, individuals can grow and develop and survive. (Widodo, 2020) states that obtaining optimal education is a right for all humans, except students with special needs (PDBK). PDBK, with all its advantages and disadvantages, needs to be given more attention to education where to get knowledge through the provision of inclusive education services to learn well to help them form educated, independent and confident people. Inclusive education services are here to create education for children with special needs through inclusive education services for children with special needs who can attend regular schools like normal children (Pratiwi, 2016). One of the children with special needs who need special services is a child with autism. (Helt, 2008; Rohman and Fauzijah 2008) suggest that children with autism experienced developmental disorders such as verbal and nonverbal communication barriers, cognitive dysfunction, maladaptive, and lack of social skills, and mismatched responses to stimuli sensory.

The results of initial observations and interviews on 20 - 22 November 2019 at the primary school that provided inclusive education, precisely at SD Inpres Maccini Baru, found an autistic student with ADB who showed non-adaptive behaviour in the deviant or aggressive behaviour category that showed repetitions such as pinching, pushing, shouting, getting angry and destroying objects in the class or the source room.

Dayakisni (2009) suggests that the meaning of aggressive is a form of individual physical and verbal behaviour that aims to hurt an object that targets aggression. Meanwhile, (Masykouri 2005) argues that aggressive behaviour is a form of verbal and physical behaviour by attacking, abusing or fighting other people. Perpetrators sometimes tend to hit often, kick and do other physical things, while verbal behaviour can be in the form of insults, insults, taunts, rebuttals and other harsh words (Dodge, 2003).

There are things behind children with special needs to behave aggressively because biological and environmental factors influence it. The tendency of biological factors, the growth process of children with special needs to experience disorders psychologically, emotionally, intellectually, physically, and socially. Then from environmental factors such as the form of communication between communities, not all of them understand the needs and handling of children with special needs, so they tend to think or instil a stigma about the behaviour of children with special needs that are not appropriate to the behaviour in society in general (Dayakisni, 2009).

Behaviours shown by autistic children can have a lasting impact. It needs appropriate methods for people with autism, including the Floortime method, Applied Behavior Analysis (ABA) or the Lovaas Method, behaviour modification techniques such as modelling techniques, token economy, training Assertiveness, Aversion Procedure, Relaxation Procedure, Self-Management, Social Skills Training. The researchers applied the aversion technique from several behaviour modification procedures because it was considered adequate and had been widely used to reduce deviant behaviour according to the characteristics of the subjects found in the field (Damri, 2018; Hadi, 2005). With the prompt's help (Brucea Javanica) which is crushed and smeared on the student's palm, where this fruit tastes bitter. The research results (Karmila & Iswari, 2017; Putra, 2017) state that the aversion technique is an effective procedure to stabilize self-endurance (the inability to control emotions) by giving punishment and positive reinforcement as motivation so as not to repeat previous actions.

(Anggara & Marlina, 2017) states the aversion stages are, effective way of dealing with and changing deviant behaviours by giving punishment when unwanted behaviour occurs by giving balm. (Poh, Gasiorowska, Rodriguez, Willis, Hargadon, Noelck, & Fas, 2010); (Willis 2017) argues that there are four steps in the aversion technique, namely: assessment, determining what goals to achieve, applying the technique, and finally is a follow-up. 1). In conducting the assessment, counsellors do things that aim to determine what the client will do during the counselling process, 2). It is necessary to determine the objectives of the counselling process. The purpose of counselling is an agreement between

counsellor and client based on information that the counsellor has received and analyzed, 3). Applying techniques, namely determining the best technique to do, is the essence of the counselling process because techniques can also affect the success or failure of a counselling process in carrying out the goals to be achieved, 4). Follow-up is the final stage in the counselling process. Evaluation carried out during the counselling process starts from the beginning to the present, whether there is a client change.

Behaviour modification is a technique applied by educators and psychologists in changing behaviour (Widiasari, 2016). According to (Martin & Pear, 2019), behaviour modification is applying learning principles in changing behaviour. Changing behaviour will be effective if the counsellor has accurate information about the causes of the behaviour, the intensity of the behaviour, and its consequences. According to (Kazdin 2012), behaviour modification's main objectives consist of two, namely increasing or growing adaptive behaviour and reducing or eliminating non-adaptive behaviour.

Apart from that, (Akbar 2017) suggests that behaviour modification, in general, is the goal of changing behaviour through various actions. Based on some of the definitions above, it concludes that behaviour modification is an attempt to apply the learning process principles and the psychological principles of other experimental results on human behaviour.

Furthermore, experimentally to change non-adaptive behaviour, it is necessary to apply non-adaptive habits by weakening and eliminating them if adaptive behaviour needs to generate and confirm (Webb & Sheeran, 2006). The research objectives to be achieved are:

1. To determine the description of the behaviour of autistic students before the application of aversion techniques
2. To determine the description of the behaviour of autistic students during the application of aversion techniques
3. To determine the description of the behaviour of autistic students after the application of aversion techniques

4. To determine the effectiveness of the application of aversion techniques in modifying the deviant behaviour of autistic students

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METHOD

The type of research used is experimental research with a single subject (Single Subject Research / SSR). In a single subject research design, measurements conducted over a certain period. The subjects obtained are not compared with other subjects so that only the same subject is in different conditions (Sunanto, 2005). In this research, there are two conditions, namely the baseline conditions and experimental conditions. The initial state (baseline) interpreted as measurement aspects of the subject's behaviour before treatment, while the measurement period aims to establish a baseline called the baseline phase (Sunanto, 2005). Researchers used an A-B design. It involves between the baseline phase (A) and the intervention phase (B).

The A-B design is the basic design of single-subject research. The variables in this study consisted of two variables, namely the independent variable and the dependent variable. The dependent variable in this study is deviant behaviour. At the same time, the independent variable in this study is the aversion procedure. The subject of this research is one class IV autistic student of SD Inpres Maccini Baru. So the use of the Single Subject Research (SSR) research method aims to obtain data by looking at the impact and testing the effectiveness of a treatment or treatment in the form of the application of aversion techniques in modifying autistic student behaviour Class IV SD Inpres Maccini Baru before treatment (baseline 1 (A1)), at the time of treatment (Intervention (B)) and after treatment (baseline 2 (A2)) and analysis before and after treatment.

RESULT AND DISCUSSION

The results of this study explained in Table 4.1

Table 4.1: Data from Baseline 1 (A1) results of the application of aggressive behaviour modification

Session	Score Maximal	Score	Value
Baseline 1 (A1)			
1	100	100	100
2	100	100	100
3			100
4	100	100	100
	100	100	

Graph 4.1 shows the changes that occurred after aggressive behaviour modification to baseline 1 (A1) conditions. This graph aims to make it easier to analyze data and the process of concluding. The graph is listed as follows:
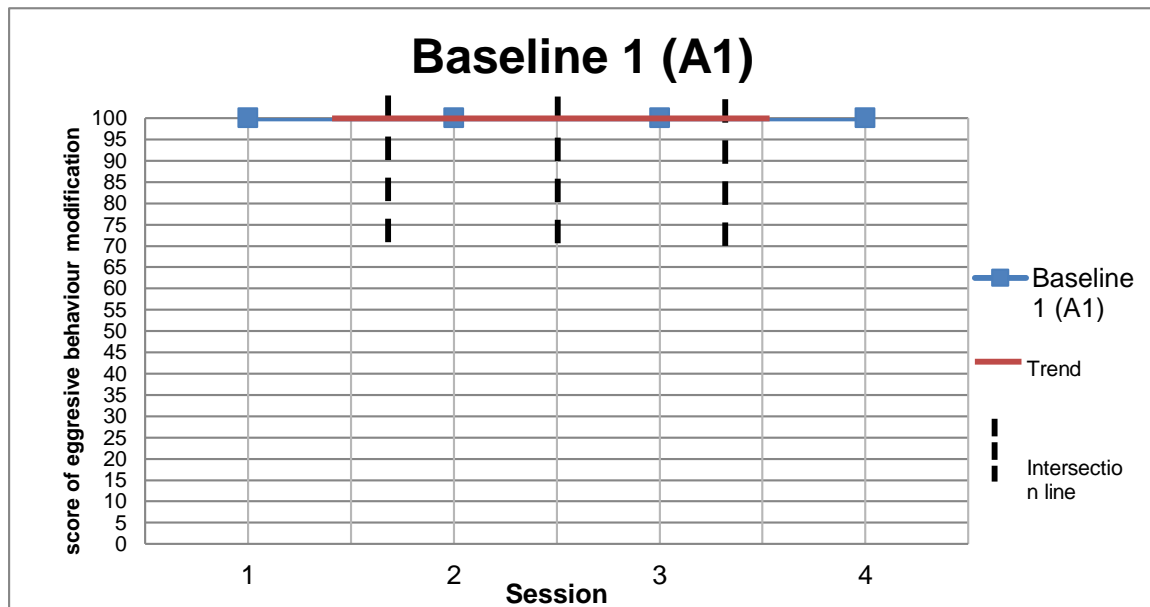
Graph 4.1 The trend towards aggressive behavior modification at Baseline 1 (A1) Conditions

Based on graph 4.1. The estimation of the tendency of deviant behaviour modification at baseline 1 (A1) conditions obtained a horizontal direction, meaning that there was no change in aggressive behaviour modification in this condition. ADB subjects scored 100 or modified ADB subjects' deviant behaviour from the first session to the fourth session Fixed (=).

The application of aversion techniques aims to modify grade IV autistic students' deviant behaviour at SD Inpres Maccini Baru when given treatment (intervention (B)). Analysis in the intervention condition (B) is an analysis to see changes in data in one condition, namely intervention (B). The data on the results of the serial ability in the intervention condition (B) conducted for 6 sessions can be seen in Table 4.2 below:

Table 4.2 Data on the results of aggressive behaviour modification in the intervention condition (B)

Session	Maximal Score	Score	Value
	Intervensi (B)		
5	100	66,6	66,6
6	100	73,3	73,3
7	100	53,3	53,3
8	100	53,3	53,3
9	100	60	60
10	100	40	40

Table 4.2 shows the score and value of the research subjects' observations for six sessions in the intervention condition (B). In sessions 5 to 10 of aggressive behaviour modification, students experience drastic changes (decreases) by obtaining scores ranging from 66.6 to the lowest score of 40 with a maximum score of 100. To see more clearly, the changes in aggressive behaviour modification in the intervention condition (B) can see in Graph 4.2.
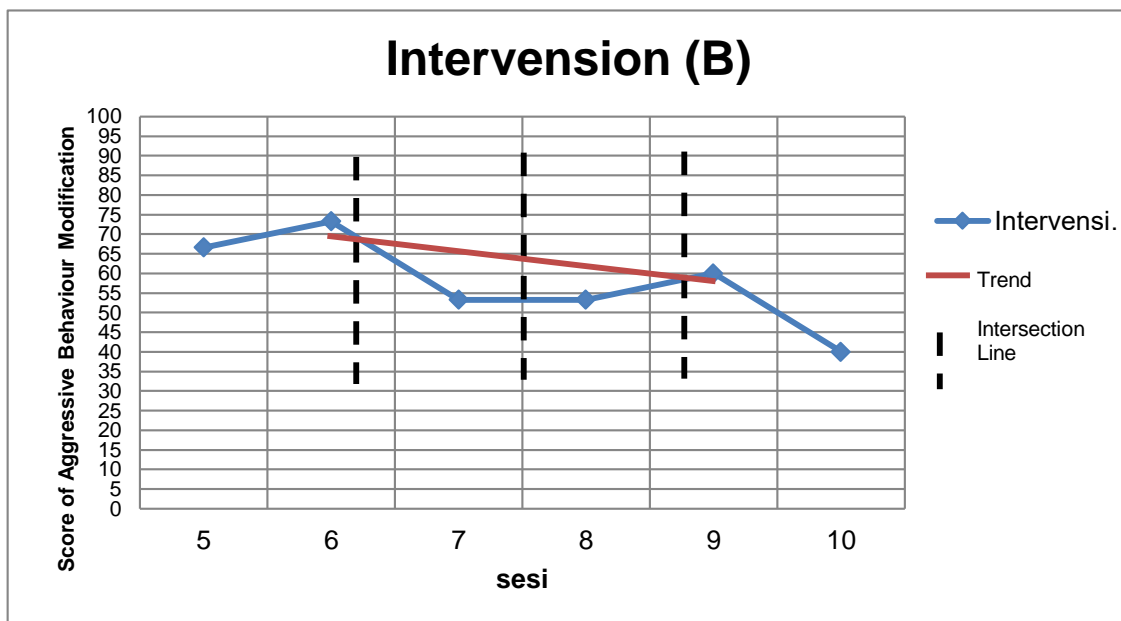
Graph 4.2 The trend towards aggressive behavior modification at Intervention Condition (B)

Based on graph 4.2, the trend towards aggressive behaviour modification in the intervention condition (B) shows a downward trend. The trend means that the aggressive behaviour of the ADB subject changes or decreases after being given treatment by applying the aversion technique. The graph line in session 5-10 shows ADB subjects' changes with values ranging from 73 - 40. This score is better when compared to baseline 1 (A1) conditions because of the effect after treatment as aggressive behaviour modification.

Analysis in Baseline 2 (A2) is an analysis conducted to see changes in data in one condition, namely Baseline 2 (A2). The data on Baseline 2 (A2) results in the following table show the ability to count summation in baseline 2 (A2) conditions for four sessions in table 4:17 below.

Table 4.3 The Data Score in the Hasil Baseline 2 (A2)

Session	Maximal Score	Score	Value
Baseline 2 (A2)			
13	100	46.6	46.6
14	100	40	40
15	100	40	40
16	100	33.6	33.6

The data above can be graphed to see more clearly the changes in aggressive behaviour modification at baseline 2 (A2). The graph is used to analyze the data and make conclusions. The graph is as follows:
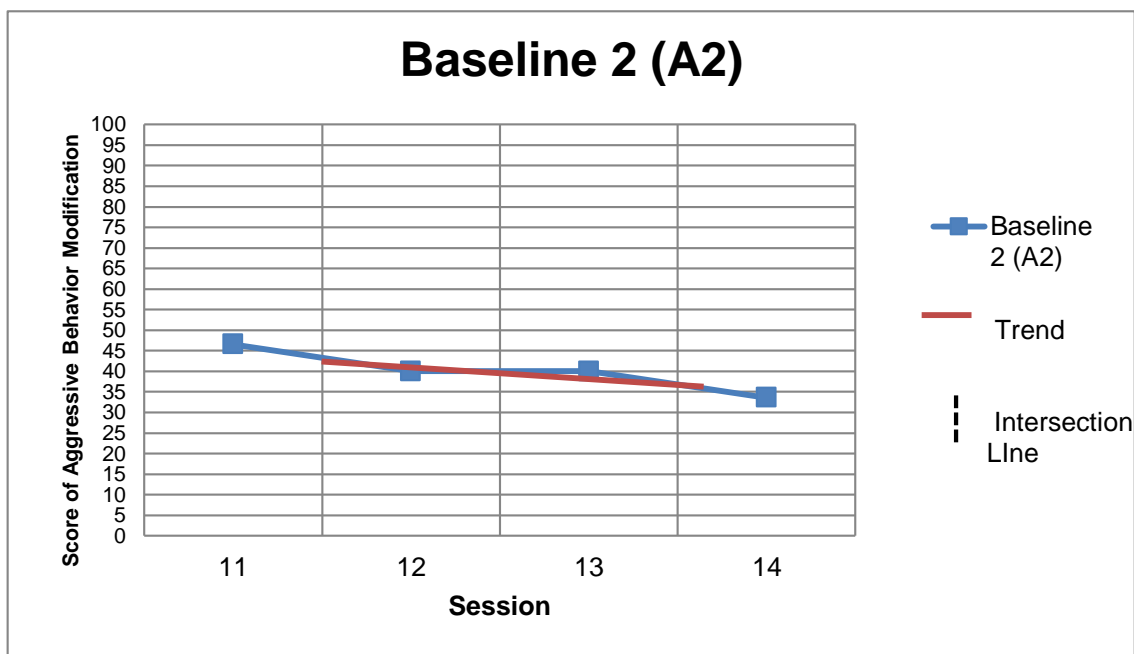
Graph 4.3 The trend towards aggressive behavior modification at Baseline (A2) Conditions

Based on graph 4.8, the estimation of the trend towards the modification of the aggressive behaviour of students at baseline 2 (A2) shows a downward trend, meaning that in this condition, the aggressive behaviour of the ADB subject changes can be seen clearly on the graph line whose direction tends to decrease with the acquisition of values ranging from 46.6 - 33.6.

An overview of the application of aversion techniques in modifying the aggressive behaviour of fourth-grade autistic students at SD Inpres Maccini Baru

Comparison of Condition	A1/B		B/A2	
Change in Trend	———	\	\	\
Direction and Effect	(=)	(-)	(-)	(-)
	Positive		Negative	

Table 4.4 Changes in the Direction of Trends and Their Effects on Aggressive Behavior

The changes between baseline conditions 1 (A1) and intervention (B) show a flat to descending trend. The trend means that the ADB subject changes the aggressive behaviour after applying the aversion technique in the intervention conditions. Meanwhile, the condition between the intervention (B) and baseline 2 (A2) decreases, meaning that the condition is getting better or positive because of the influence of the aversion technique.

The study conducted for one month with 14 or 14 sessions divided into three conditions, namely four sessions for baseline conditions 1 (A1), six sessions for intervention conditions (B), and four sessions for baseline conditions 2 (A2). The result shows that giving intervention can reduce aggressive behaviour. The finding indicated a significant change in aggressive behaviour before and after treatment. Baseline 1 (A1) consists of four sessions because the data obtained is stable and can continue to the intervention. Also, the researcher took four sessions to ensure accurate data collection. The first to fourth sessions have the same value, but the score decreased after the treatment. A significant change in aggressive behaviour indicates this before and after treatment. Baseline 1 (A1) consists of four sessions because the data obtained is stable to continue to the intervention. Besides that, the researcher took four sessions to ensure accurate data collection. The first to fourth sessions have the same value, but getting the value is different.

In intervention (B), the researcher gave treatment by modifying behaviour with the application of the aversion technique with six sessions, modifying the ADB subject's aggressive behaviour in the intervention conditions (B) from the fifth session to the 10th session experiencing changes. The changes occur because of treatment with the application of the aversion technique.

So, the aggressive behaviour of the ADB subject changes. Whereas the baseline condition 2 (A2), the students' scores appeared to have decreased in the eleventh and twelfth sessions and the thirteenth to fourteenth sessions, there were changes (decreased, compared to the intervention, but overall the condition was better when compared to the intervention with baseline 1 (A1). Empirically,

the autistic student depends on the behaviour modification process given in the intervention process. So, the application of the aversion technique can change and reduce the aggressive behaviour of the subject.

The results of research are considered relevant to this research are research conducted by (Khasanah, 2018) which concludes that negative behaviour changes are very effective by applying aversion techniques through aversion techniques showing that there is a result of research that shows changes in subject behaviour that appear in daily activities. - day. The research results (Anggara & Marlina, 2017) suggest that behaviour modification through aversion techniques effectively minimises deviant behaviour in mentally retarded grade VI, at SLB Amal Bhakti

Behaviour modification resulting from implementation can classify into two categories: significant changes, as evidenced by many behaviour changes. The subject starts listening to what their parents have to say without running away. The subject started asking for something without getting angry or crying at first, and the subject had started to lose himself in negative emotions every day. Based on the results of data analysis that has been done and presented visually concerning the A - B - A design for the target behaviour of modifying student deviant behaviour, the application of this aversion technique can be said to have a positive effect on changes in aggressive behaviour of autistic students. Thus empirically, it concludes that the application of the aversion technique can reduce the fourth-grade autistic students of SD Inpres Maccini Baru's aggressive behaviour.

CONCLUSIONS AND SUGGESTIONS

Behaviour is an observable movement consisting of physiological behaviour and cognitive behaviour. Students with special needs (PDBK) need to be equipped with character education, habituation or practical application of behaviour so that children always think positively by understanding positive behaviour (can be done) and negative behaviour (which cannot be done). So, they can be accepted in the community. The results conclude that the aversion technique's method

has positive results because it can help students reduce aggressive behaviour.

The aversion techniques are applied to relieve specific behavioural disturbances, involving associating symptomatic behaviour with a painful stimulus or punishment until the unwanted behaviour is reduced or even eliminated. This study recommends the need for special services that are effective and structured for students with special needs.

Teachers, therapists, academics and observers of students with special needs (PDBK) must be creative and innovative in providing guidance and services for students with special needs (PDBK), especially students experiencing behavioural problems. The possible intervention should be given early, assessment and problem-solving. So, non-adaptive can be transformed into adaptive behaviour and accepted in the community. So they can socialize without bullying and other views. There are no stigma or judges who are not by the rules of the world of education.

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