

ABSTRAK

PERILAKU AGRESIF PADA SISWA TUNAGRAHITA

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Anak berkebutuhan khusus (ABK) mengalami keterlambatan dalam perkembangan fisik dan non-fisik. Salah satu dari ABK yaitu anak penyandang tunagrahita. Perilaku yang sering ditunjukkan oleh anak tunagrahita yaitu perilaku agresif. Perilaku agresif muncul ketika emosinya tinggi sehingga siswa tunagrahita akan melakukan apapun yang akan merugikan dirinya sendiri bahkan lingkungan sekitarnya. Penelitian ini untuk menjelaskan perilaku agresif pada siswa tunagrahita di SLB Yasmin Kabupaten Sumenep.

Desain penelitian yang digunakan yaitu kualitatif dengan pendekatan fenomenologi. Dilaksanakan di SLB Yasmin Kabupaten Sumenep pada bulan Februari 2024 sebanyak 6 informan siswa tunagrahita, 2 informan kunci guru pengajar siswa tunagrahita dan 2 orang tua siswa tunagrahita. Teknik pengumpulan data menggunakan teknik wawancara mendalam. Analisis data yang digunakan yaitu analisis tematik.

Hasil penelitian didapatkan interaksi antar siswa tunagrahita yang bicarannya diulang-ulang dan respon yang tidak jelas, faktor penyebab perilaku agresif ketika emosinya tinggi dan perilaku siswa tunagrahita terhadap lingkungan sekitar dengan melempar barang. Perilaku agresif dapat terkontrol jika orang tua dan guru pengajarnya terlibat dalam hal tersebut untuk memberikan pemahaman kepada anak tunagrahita.

Siswa Tunagrahita dapat mengontrol perilaku agresif dengan adanya hukuman yang membuat jera atas perilakunya. Oleh karena itu perlu adanya program pelatihan dan pembelajaran khusus secara berkelanjutan yang dapat menangani perilaku agresif pada siswa tunagrahita.

Kata kunci: perilaku agresif, interaksi, tunagrahita

ABSTRACT

**AGGRESSIVE BEHAVIOR IN STUDENTS WITH INTELLECTUAL
DISABILITIES**

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Children with special needs (ABK) experience delays in physical and non-physical development. One of the crew members is a child with disabilities. The behavior that is often shown by children with disabilities is aggressive behavior. Aggressive behavior appears when emotions are high so that students with disabilities will do anything that will harm themselves and even the surrounding environment. This study is to explain aggressive behavior in students with disabilities at SLB Yasmin, Sumenep Regency.

The research design used is qualitative with a phenomenological approach. It was held at SLB Yasmin, Sumenep Regency in February 2024 with 6 informants for students with disabilities, 2 key informants for teachers teaching students with disabilities and 2 parents of students with disabilities. The data collection technique uses in-depth interview techniques. The data analysis used is thematic analysts.

The results of the study were obtained from the interaction between students with disabilities whose speech was repeated and unclear responses, factors that caused aggressive behavior when emotions were high and behavior of students with disabilities towards the surrounding environment by throwing objects. Aggressive behavior can be controlled if parents and teachers are involved in this matter to provide understanding to children with disabilities.

Visually impaired students can control aggressive behavior with punishment that deter their behavior. Therefore, there is a need for a special training and learning program on an ongoing basis that can handle aggressive behavior in students with disabilities.

Keywords: *aggressive behavior, interaction, impaired*