



*Social behavior of children with tunagrahita in physical education learning*

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***Abstract***

This research on the social behavior of students with tunagrahita in physical education learning departs from the ignorance of the social behavior of children with special needs which is influenced by various factors. Therefore, the purpose of this research is to find out the social behavior shown by children with disabilities in physical education learning. The research method used is descriptive qualitative with a non-participatory observation approach. The population in this study were children with tunagrahita in SLB Hanjuang Jaya. The sample was selected purposively selected as many as four children with tunagrahita. The analysis technique used is reduce data, display data, verify, and interpret the meeting. The result showed that the most children with tunagrahita, especially those in the mild category, showed social behavior as a result of habituation. Whereas children with moderate category can show some social behavior when learning physical education.

**Keywords:** social behavior, children with disabilities, adaptive physical education.

***INTRODUCTION***

In daily life, everyone cannot be separated from social behavior. For students, social behavior is one of the important aspects for the development of their social life. Social behavior is an individual's way of acting or behaving caused by interaction with other individuals or the surrounding environment (Rini et al., 2021). This includes individual behavior when thinking, feeling, and acting in social situations (Harefa, 2022). Social behavior can be influenced by external social environments such as school environment, peers, society, and social situations; as well as internal factors such as attitudes, personalities, motivations, and ways of learning (Nurfirdaus & Sutisna, 2021).

Supporting the development of students' social behavior, physical education is one of the important parts of the curriculum in various educational institutions, including for children with special needs (Gandasari, 2023). The importance of physical education learning here can be a forum for students with disabilities to be able to improve physical and social skills. The disabled children referred to here are a group of children who have mental retardation in the scope of intelligence, they can also be said to be children with intellectual disabilities or intellectual

barriers so that they do not achieve development at optimal levels (Devita & Desmayanasari, 2021). The importance of developing social behavior, especially for children with disabilities, can affect their ability to interact and also adapt in the social environment (Tiara Indriarti et al., 2022).

Apart from physical and mental development, children with disabilities often face difficulties in interacting as well as behavioral adjustments that arise when with people around them due to their slow growth (Muarif, 2023). In different cases, children with special needs will also be taught differently. Therefore, social behavior in physical education learning here is an important aspect to be researched because it can improve the development of social behavior, as well as their involvement in motor activities, as well as interaction with peers (Shintiyana, 2020). The indicators of social behavior in this study are tolerance, empathy, responsibility, cooperation, socializing, communication and interaction manners, and also discipline.

Based on the background of the problems that have been described above, it can be seen that there is a deep connection between physical education and social behavior that cannot be separated from the lives of students with disabilities. Another thing that supports this research is that there are not many studies that discuss the relationship between the social behavior of children with disabilities and physical education learning.

## ***METHODS***

The research method carried out in this study is qualitative descriptive research, which is research produced from data that can be observed and presented after going through an analysis of the circumstances in the phenomenon (Ardiansyah et al., 2023). The approach used is in the form of non-participatory observation where the author is not involved in the situation directly but observes directly from a distance the participants and the context involved in this study (Jack R. Fraenkel, Norman E. Wallen, 2011).

The population in this study is students with disabilities at SLB Hanjuang Jaya, with a purposively selected sample of four children with disabilities. The data collection technique used is by using data triangulation in the form of interviews, documentation, and observation (Wiyanda Vera Nurfajriani, Muhammad Wahyu Ilhami, Arivan Mahendra, Rusdy Abdulloh Sirodj, 2024). The instrument used in this study is a structured interview, where a list of questions as well as indicators of social behavior has previously been determined and approved through a process *Expert judgement* or the consent of experts. The data analysis techniques used are by reducing data, displaying data, verifying data, and interpreting findings (Fadli, 2021).

## RESULTS AND DISCUSSION

The data from this study is data from interviews with two teachers and four students, of which three of the students are people with mild disabilities (C), and one student is a person with moderate disabilities (C1). The results of the research are analyzed using deductive theory (*theory driven*), meaning that the data obtained is analyzed by using theory to conclude the data obtained as a result of the research.

Based on the social behavior indicators that have been set previously, most children with disabilities are able to show social behavior when carrying out the physical education learning process. The following is a table of the observed conclusions of the child's behavior.

Name	Classification	Conclusion
Ag, class vi	Mild Disability (C)	Overall, Ag's social behavior in learning can be seen in a tolerant attitude, being able to be responsible, cooperating, responding in empathy, socializing, good interaction and communication, knowing the basic rules of manners, and also discipline.
D, class xi	Mild Disability (C)	Overall, social behavior D in physical education learning is seen to practice tolerant, responsible, cooperative behavior, social response, good interaction and communication, and knowing the basic rules of manners, and discipline.
Am, kels xii	Mild Disability (C)	Overall, Am's social behavior is seen to practice tolerant, empathetic, responsible behavior, being able to work together when learning takes place, socializing, good interaction and communication responses, good manners, and discipline in physical education learning based on the indicators that have been set.
I, class xii	Moderately disabled (C1)	Overall, behavior I in physical education learning can show social behavior, some polite behaviors, as well as communication and interaction, as well as responsibility even though in practice it is not as fluent as his peers.

In children with disabilities, tolerant attitudes can be introduced through daily life that is considered effective in fostering tolerant attitudes, such as the learning methods used (Sunandar et al., 2025). Tolerant attitudes in children with disabilities are shown when they are able to play with children of different abilities, and help their friends who are slow or have little movement. Empathy is divided into verbal and nonverbal. In children with disabilities, empathy can take place if the atmosphere created can support (Rahmi & Junaidi, 2022). Empathy in disabled children here is mostly seen in the form of non-verbal empathy, namely in the expressions shown. Related to an example of a responsible attitude towards children with disabilities, it can be seen that when their friends who are not straight in line, they will play the role of friends who help to bring order so that the garden can return to the line. This behavior is based on the orders of their teachers in daily life which over time they get used to doing without being ordered. This is in line with the research that has been conducted on the attitude of responsibility of people with

disabilities which can be developed through activities or behaviors that can encourage interaction between the environment so that this character education can be pursued (Fadiana et al., 2021).

The daily social response is shown when they chat with their friends in between learning, most of the children with disabilities can blend in with their friends. In line with previous research that has been carried out which notes that children's social behavior can grow through the role of parents, teachers and the environment in their daily lives (Hopeman et al., 2023). Regarding manners, the attitude shown by children with disabilities is that when greeting the teacher before the lesson starts, the language style and the speech style used will be different when this student talks to the teacher or to his friends. Furthermore, some of these children are able to say and know the basic rules of manners such as saying thank you, apologizing even though sometimes you have to be reminded first, and occasionally saying the word please. Previous research noted that children with disabilities with mild category children can know the basic rules of manners and know the use of these sentences through the adaptation process carried out (Widyatnyana & Rasna, 2024).

The responses shown in interacting as well as communicating with children with disabilities are also shown in verbal and nonverbal forms, this is in line with previous research on social interaction of children with disabilities who tend to be more active in using verbal language in situations that are considered comfortable, non-verbal communication is considered sufficient and can describe their emotional responses such as attraction or dislike, understanding or confusion, and others (Fauziyah et al., 2024). Lastly, regarding disciplinary behavior, most children with disabilities are able to show behavior that arises from the habituation carried out by teachers towards children that later they will get used to doing something without having to be ordered first. Research shows that every child, including children with special needs, will naturally follow or imitate the behavior shown by their teacher (Fitri Sahla, 2024).

Based on the discussion that has been described, the social behavior of children with disabilities can be created or seen based on the role of habituation carried out in daily learning life. This is also in line with the social learning theory or also known as the social cognitive theory put forward by Bandura which states that every individual learns through interaction and association in his social environment. This theory also states that each individual learns not only through their own experiences but also through the interactions they have with others or the results they get based on the behavior they do (Warini et al., 2023).

## **CONCLUSION**

Basically, children with disabilities have similar efforts or encouragement to other children in terms of behavior in their daily lives. However, because children with disabilities are children with cognitive difficulties, this can hinder their efforts in behaving in the social environment. In this case, children with disabilities, especially those in the mild category, are able to show social behavior efforts in physical education learning showing tolerant attitudes, empathy, responsibility, cooperation, socializing, good manners, communicating and interacting, as well as discipline. Meanwhile, in children with moderate disabilities, they can show social behavior even though they are not as fluent as children with mild disabilities. Some things about the social behavior of children with disabilities are being seen in responsible behavior as well as responses in communicating and interacting. At first, in applying or teaching this behavior, the teacher will rule or direct what must be done every day. Over time this behavior is finally acquired with established habits.

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