
Analysis of Children with Special Needs with Emotional and Behavioral Disorders at SDN Banyuajuh 2

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DOI : <https://doi.org/10.56480/jln.v5i3.1558>

Received: September 27, 2025

Revised: October 01, 2025

Accepted: October 12, 2025

Abstract

This study aims to analyze the characteristics, challenges, and handling efforts of students with emotional and behavioral disorders in an inclusive elementary school. The research was conducted at SDN Banyuajuh 2 using a qualitative descriptive method through observation, interviews, and documentation. The results show that a sixth-grade student with emotional and behavioral disorders experienced difficulties in controlling emotions, maintaining focus, and building social interactions, while often displaying disruptive behavior during the learning process. Teachers and parents collaborated to provide interventions such as additional reading guidance, motivational support, religious based practices, and intensive supervision in the classroom. The findings conclude that early identification and continuous collaboration between teachers and parents are essential to help students with emotional and behavioral disorders adapt both socially and academically in an inclusive school environment.

Keywords– *Inclusive Education, Emotional And Behavioral Disorders, Special Needs Students.*



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1. Introduction

Inclusive education is an educational institution in which students are united in one school or in the learning process between students with special needs (students who have obstacles in the learning process/disabilities) with normal students. Inclusive education plays an important role for children with special needs because students are accepted in the teaching and learning process even though they have obstacles in the process of understanding the learning material. In addition, children with special needs can also interact socially with normal students, this is very important for them in improving social skills. According to (Saputra 2018) Inclusive Education can be interpreted as education for students who have several obstacles in the learning process such as disorders, have extraordinary intelligence, or have disabilities in body parts combined with normal students.

Inclusive education includes children with special needs, such as those with emotional and behavioral disorders, blindness, physical disabilities, intellectual disabilities, hearing impairments, slow learners, ADHD, and autism. In inclusive schools, many children experience emotional and behavioral disorders. Emotional and behavioral disorders are also known as *tunalaras* (dinalar). Emotional and behavioral disorders can be defined as a condition where an individual cannot properly manage their behavior or emotional state, which can cause the individual to be marginalized and ostracized by society due to their differences (Widiastuti 2020).

Students with special needs have prominent characteristics that are generally related to the level of functional development (Lisinus & Sembiring, 2020). According to (Eka Damayanti Nasution, Yang Gusti Feriyanti, and Zainal Efendi Hasibuan 2025) Children with behavioral and emotional disorders have several characteristics that are different from normal children, including: 1) Unable to learn due to intellectual, sensory or health factors, 2) inability to relate well with friends and teachers, 3) doing an activity or having feelings that should not be in a condition. 4) having mood swings, sometimes having a happy mood,

then angry, then sad, then feeling depressed. 5) individuals with this disorder sometimes have fear of people around them because they have difficulty controlling themselves and are afraid of not being accepted in the environment.

Students who have emotional and behavioral disorders can be identified through several observations of their behavior. According to (Daulay et al. 2023) children with emotional and behavioral disorders can be identified based on their characteristics, namely: 1) lack of focus 2) awkward, daydreaming and difficulty concentrating 3) careless, passive, lack of initiative 4) unwilling to be patient, not persistent in achieving a goal and on average fail to complete tasks 5) often dress untidily. For some people, parents or teachers often still underestimate this, children who behave like that are considered normal because they are still children, this should not be allowed to continue, it must be handled immediately in order to help children who have emotional and behavioral disorders adapt to the surrounding environment.

In inclusive education, children with behavioral and emotional disorders can be assisted with various services to manage their behavior and emotions. According to Subandi (2011), handling children with behavioral and emotional disorders can be done through aspects of Islamic behavior, such as worship and moral behavior. Islamic guidance methods such as habituation, lectures, demonstrations, and Q&A sessions are then implemented. It is hoped that children with behavioral and emotional disorders can control themselves well with friends, teachers, and the community.

Furthermore, according to Travelancya and Ula (2022), teaching children with special needs requires individual strategies tailored to the needs of children with behavioral and emotional disorders. Before developing learning strategies, teachers must have personal data for students identified as children with special needs with behavioral and emotional disorders. This personal data is expected to help teachers provide appropriate treatment for the disorders experienced by these students.

The results of the preliminary study of the observation activities carried out, including observation activities, and also interviews with teachers, which were carried out on September 20 in class VI obtained the following results: 1) in the observation activities obtained the following results: a) There is one sixth grade female student who still has difficulty controlling her emotions, sometimes likes to shout, hit and even cry for no reason. b) difficulty focusing on understanding the learning. c) difficulty in concentrating during the learning process. d) careless, likes to forget after putting her things e) cannot listen to instructions from the teacher during the learning process. f) often disturbs friends during the learning process. g) lacks socialization, rarely has friends. 2) In addition, interviews conducted with teachers obtained the following results: a) In class VI, there is one student with behavioral and emotional disorders, the student is female. b) Parents and teachers know that students have differences with students in general. c) Parents and teachers coordinate with each other regarding the development of students with behavioral and emotional disorders d) Students have difficulty reading. e) Often disturb classmates f) Students with behavioral and emotional disorders get the same learning material as classmates g) Students are more guided and directed by teachers during learning h) Teachers have difficulty in conditioning students' emotions which often change i) Teachers need more time in teaching learning materials to students with behavioral and emotional disorders j) Students have difficulty in socializing with their friends.

Research on the analysis of children with special needs with emotional and behavioral disorders has been conducted by (Yarfin and Suyadi 2020) using qualitative methods. Based on the results of the study, it was found that children with special needs with emotional and behavioral disorders generally like to steal, hurt friends by hitting, have unstable emotions that often change, are rude to teachers. In addition, research was also conducted by (Fronika et al. 2023) using qualitative descriptive methods. The results of the study were that there were 5 components that could be seen from the behavior of a student who identified that he was a child with emotional and behavioral disorders, including: 1) not having a good relationship with friends or with teachers 2) behaving or having

inappropriate feelings 3) always being gloomy 4) always feeling afraid if their goals were never achieved 5) easily offended.

The purpose of this study is to analyze children with special needs who have emotional and behavioral disorders. In this case, it is hoped that teachers can identify as early as possible the characteristics of children with emotional and behavioral disorders. If the symptoms mentioned are present, teachers can take action to address the behavioral and emotional disorders in these children. Thus, it is hoped that the disorders experienced will not worsen. Students with emotional and behavioral disorders must be given appropriate treatment in the learning process so that they can still feel their right to receive an education. It is also hoped that the education provided can help them in dealing with problems in everyday life.

2. Method

The method used in this research is a qualitative method with a descriptive approach. According to (Subandi 2011), qualitative research with a descriptive approach attempts to explain using written or spoken words after using data collection techniques, which are then discussed using existing theories. The purpose of this qualitative research is to describe and analyze students with behavioral and emotional disorders.

The research was conducted in Class 6 of SDN Banyuajuh 2 with the research subjects being Class VI students who have emotional and behavioral disorders. The research instruments included interviews, observation sheets for the behavior of children with special needs, and documentation. The data obtained by the researcher were through information sources and facts found during field observations and documentation studies.

3. Result and Discussion

The data of this research comes from observations and the results of interviews with the homeroom teacher of class VI. Interviews with the homeroom teacher of class VI were conducted on September 20, 2025, the results of

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interviews with teachers include: 1) in class VI there is one student with behavioral and emotional disorders, the student is female. 2) Parents and teachers know that students have differences with students in general. 3) Parents and teachers coordinate with each other regarding the development of students with behavioral and emotional disorders 4) Students have difficulty reading. 5) Often disturb classmates 6) Students with behavioral and emotional disorders get the same learning material as classmates 7) Students are more guided and directed by teachers during learning 8) Teachers have difficulty in conditioning students' emotions which often change 9) Teachers need more time in teaching learning materials to students with behavioral and emotional disorders 10) Students have difficulty in socializing with their friends.

In addition, the results of observations on children with behavioral and emotional disorders obtained the following results: 1) in the observation activity obtained the results a) There is one sixth grade female student who still has difficulty controlling her emotions, sometimes likes to shout, hit and even cry for no reason. b) difficulty focusing on understanding learning. c) difficulty concentrating during the learning process. d) careless, likes to forget after putting her things e) cannot listen to instructions from the teacher during the learning process. f) often disturbs friends during the learning process. g) lacks socialization and rarely has friends.

Understanding Children with Behavioral and Emotional Disorders

Children with behavioral and emotional disorders struggle to control themselves in social interactions. They often behave outside established rules. Teachers, parents, and the community often consider them naughty because they are difficult to control. Children with behavioral and emotional disorders are often referred to as "disabled."

According to (Purba Bagus Sunarya, Irvan, and Dewi 2018) children with emotional and behavioral disorders or usually often referred to as tunalar are children who have difficulties in controlling emotions and behavior, causing

children to have difficulty adjusting to the environment both at school and at home, which can result in children experiencing difficulties in learning.

Furthermore, the definition of children with behavioral and emotional disorders according to (Prasrihamni, Supena, and Intika 2022) is a disorder that causes children to experience aggressive behavior, behavioral disorders such as destructive, unethical, challenging, emotional, and other aggressive actions that can be detrimental. In addition, there are emotional disorders in children which can be defined as a child's emotional condition that experiences drastic changes and shows emotions that are inappropriate, this can interfere with the child's performance in absorbing learning materials at school. Children with speech disorders are caused by several things, according to (Rohmawati 2017) children with behavioral and emotional disorders include several factors, namely biological factors, environmental factors or family, school and community factors.

The following is a description of the potential causes of behavioral and emotional disorders:

a) Biological factors

Children with behavioral and emotional disorders are often found in children born with fetal alcohol syndrome, which exhibits problems with impulse control and interpersonal relationships that can lead to brain damage. Malnutrition can cause behavioral changes due to difficulties with reasoning and thinking. Genetic disorders inherited from parents, such as schizophrenia, can be passed from parent to child.

b) Environmental or family factors

The family is the closest group of people and serves as a forum for children's development. If the family or environment surrounding the child experiences abuse and neglect, or if there is a lack of supervision, interest, and attention, it can lead to emotional and behavioral disorders. Ideally, children born into a harmonious family

with healthy interactions and positive relationships will be able to manage their behavior and emotions effectively.

c) School Factors

Teachers, for example, have a significant influence on a child's emotional and behavioral development. When interactions between teachers and students are positive, students exhibit positive behavioral and mental health. Conversely, challenging times can lead to aggressive behavior and negative emotions.

d) Community factors

Problems such as extreme poverty, malnutrition, and family neglect can lead to emotional and behavioral disorders in children. Adverse environments can make it difficult for children to manage their emotions and behavior. Sometimes children grow up in environments filled with violence and feelings of hopelessness, which can also exacerbate emotional and behavioral disorders in children.

Characteristics of Students with Special Needs with Behavioral and Emotional Disorders

Students with behavioral and emotional disorders generally have different behaviors than other students. At SDN Banyuajuh 2, there is one sixth-grade female student who shows different behavior. The results of observations conducted to observe student behavior show that the student has the characteristics of students who have behavioral and emotional disorders. During the observation, the student showed abnormal behavior among her classmates. Among them are having different feelings, sometimes children show feelings of sadness by crying, being gloomy and even withdrawing from the surrounding environment. The feelings they have are also easily changed, after feeling sad, students with emotional and behavioral disorders feel happy and very motivated, students play a lot with friends, laugh loudly and even have very excessive enthusiasm, because of having excessive enthusiasm students sometimes tease their friends or even hit their friends. Not only that, sometimes students show

unclear feelings of anger towards their friends around them, often mocking, bad-mouthing and hitting their own friends for no clear reason.

Based on observations of the behavior of children with emotional and behavioral disorders, it can be concluded that (Setiawaft 2009) children with emotional and behavioral disorders have different characteristics when learning. This is due to emotional or social immaturity, which causes children to have difficulty behaving while learning. Students' changing behavior is due to their emotional immaturity. Even though they have entered sixth grade, these students are still unable to adapt well, or sometimes cannot obey existing rules.

According to (Susi Saswita et al. 2024), children with emotional and behavioral disorders have difficulties in three types of behavior: happy-gloomy, slow-to-fast emotional, and daydreaming and feeling empty. This is in line with the results of observations with sixth-grade homeroom teachers who stated that students with emotional and behavioral disorders have difficulty socializing with their friends.

Efforts or Treatments Made by Teachers and Parents

Interviews with homeroom teachers revealed that teachers consistently coordinate with parents regarding the development of children with emotional and behavioral disorders at school. Teachers consistently inform parents of what their students are doing during the learning process. Furthermore, parents also inform teachers about their students' progress at home. Parents and teachers then coordinate with each other to provide appropriate services to their children. This positively impacts children's emotional and behavioral development. Although sometimes inappropriate behavior may occur, students gradually gain control over these emotions and behavior.

In addition, teachers in class also provide a lot of motivation to keep students enthusiastic in participating in learning. According to (Myers 2022) children with behavioral and emotional disorders have low learning motivation, this occurs because the child's emotional and behavioral development is hampered. It can be seen from the results of interviews with homeroom teachers

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that children with behavioral and emotional disorders in grade VI still have difficulty reading, while reading is a basic skill in learning. If students have difficulty reading, they will also have difficulty absorbing learning materials. Therefore, learning motivation provided by teachers is very important to support children's enthusiasm in learning. Homeroom teachers during teaching also provide motivation to all sixth grade students, including students with behavioral and emotional disorders.

Students with behavioral and emotional disorders are not separated into classes but are grouped with the general class. This aims to help them adapt to their surroundings. However, teachers provide more support than other students. The hope is that students will develop maturity in controlling their emotions and behavior. The fourth-grade homeroom teacher believes that each child has their own learning process, some slow and some fast. The assessment system for children with behavioral and emotional disorders is only slightly different from that for other children. The sixth-grade homeroom teacher also stated that there has been good development in the children when playing with their friends compared to when they first entered sixth grade. Students have also become somewhat more aware of their surroundings and their friends.

Obstacles in Dealing with Children with Emotional and Behavioral Disorders

From the narrative of the sixth grade homeroom teacher, the obstacles experienced when delivering learning to children with emotional and behavioral disorders are that students have difficulty reading, often disturb classmates, students with behavioral and emotional disorders get the same learning material as their classmates, students are more guided and directed by the teacher during learning, teachers have difficulty in conditioning students' emotions which often change, teachers need more time in teaching learning material to students with behavioral and emotional disorders, and students have difficulty in socializing with their friends.

According to Meilanda (2020), children who have difficulty or experience disorders in controlling their behavior and emotions often violate existing rules

and sometimes even engage in deviant behavior. This is a characteristic of children with special needs. Even though they have received services from their homeroom teacher, children with emotional and behavioral disorders still have difficulty controlling their emotions and behavior.

Not only that, children with emotional and behavioral disorders often lack confidence in making friends or have few friends, they withdraw from their surroundings. According to (Burhaein 2017), the social character of children with emotional and behavioral disorders is characterized by behavioral traits that are not accepted by their surroundings, sometimes breaking rules at home and at school. Their emotional character is characterized by aggressive behavior.

Meanwhile, from the observation results, children tend to have difficulty focusing on understanding learning, have difficulty concentrating during the learning process, are careless, often forget after putting their things down, cannot listen to instructions from the teacher during the learning process, often disturb friends during the learning process, lack socialization and rarely have friends. According to (Yumpi R. 2017) to overcome behavioral disorders in children can be through good learning instructions and behavior management, this can support children in their learning opportunities.

Services Provided by Teachers in Classroom Learning Activities

The sixth grade homeroom teacher provides different services to children with behavioral and emotional disorders. Usually, the teacher provides a lot of support to the child. Usually, the teacher places the child to sit near the teacher so that the child is easy to supervise. This is in line with the opinion of (Permatasari, Ratniarsih, and Sukarnen 2018) Children with emotional and behavioral disorders are placed near the teacher with the aim of motivating the child to study harder and also improve themselves, usually children with behavioral and emotional disorders are less able to focus always imagining their fantasies that attract the attention of other friends, by sitting near the teacher it is hoped that the child can control himself and focus on learning.

In addition, before every lesson begins at school, someone reads the Quran, and before the lesson begins, the teacher usually prays first. This helps students in their behavioral and emotional awareness. According to (Padila¹, Setiawati², Iin Inayah³, Henny Suzana Mediani⁴ 2020) Therapy with the strains of Quranic recitation can be an option for teachers to overcome students with emotional and behavioral disorders. Al-Quran murottal stimulants can be used as a new alternative therapy as a relaxation therapy, Al-Quran stimulants can generate theta waves by 63.11%. Using Audio has been previously studied and proven effective in reducing anxiety levels, and is able to make patients relax.

Because children with behavioral and emotional disorders still have difficulty reading, the sixth-grade homeroom teacher provides additional reading lessons after school. This aims to facilitate the child's reading process. The teacher chooses the time after school so that students can focus more on the teacher because the other students have gone home. This is in line with the opinion (Wally et al. 2023) that for children to be more focused on learning to read, they can use additional media images, tell stories using media images provided themselves, children are also introduced to patterns and forms of writing with the help of these images or can read text with pictures.

4. Conclusion

Based on research results, students with emotional and behavioral disorders (tunalaras) at SDN Banyuajuh 2 show difficulty in self-control, experience drastic emotional changes, impaired concentration, and difficulties in socializing. Teachers face challenges in providing learning because students' emotional states often change, require more time to understand the material, and still have difficulty reading. Efforts undertaken include special mentoring, learning motivation, habituation of worship, additional reading lessons, and intensive coordination between teachers and parents.

This research confirms that managing children with emotional and behavioral disorders requires early identification, adaptive learning strategies, and ongoing collaboration between teachers, parents, and the school community. With

this support, children are expected to be able to manage their emotions, adjust socially, and still receive a proper education in inclusive schools.

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