



Strategies to Overcome Children's Tantrums Based on Martin Heidegger's Existentialist Perspective In Primary School

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Strategi Mengatasi Tantrum Anak Berdasarkan Perspektif Eksistensialisme Martin Heidegger di Sekolah Dasar

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ABSTRACT

Abstract: The development of negative emotions is a problem that manifests in children with tantrums, such as excessive anger. Tantrums can be pathological, so early identification can help teachers handle them in order to prevent long-term negative effects. The study in this paper aims to identify strategies to overcome tantrums in children based on the existentialist philosophy of Martin Heidegger in terms of building responsibility within themselves through four aspects. The use of the research method is qualitative with a case study approach. The data analysis is the triangulation of data acquisition techniques, which includes observation, interviews, and documents. Observations were conducted on one tantrum-prone child in the second grade. Interviews were conducted with the second-grade and the guidance counselor teachers to determine the appropriate strategies. The research results indicate the findings of several ways of the second-grade teacher strategies and the guidance counselor teacher in overcoming tantrum-prone children at school. Firstly, individual support is required. Secondly, opportunity is given for tantrum-prone children to express their emotions in a conducive environment. Thirdly, opportunity is provided to children to foster their self-awareness to cultivate tolerance among peers. Fourthly, the opportunity is intended for children to express the circumstances that make their tantrums up. Fifthly, the opportunity is addressed to provide rewards in the form of verbal reinforcement when tantrum-prone children exhibit positive behavior. Sixthly, the opportunity refers to providing a humanistic approach, redirecting the child's emotions in a conducive environment, and providing a sense of safety and security by hugging the children when they are in high levels of emotional distress during tantrums. The research conclusion is that strategies for overcoming tantrum-prone children consist of six methods, including opportunities to provide individual support, express their emotions and circumstances, provide children's self-awareness building, give rewards, and conduct a humanistic approach.

Keywords: children tantrums, existentialism, primary students

Abstrak: Perkembangan emosi negatif merupakan suatu masalah yang menjadi gejala yang dialami anak tantrum seperti kemarahan yang melampaui. Tantrum bisa bersifat patologis maka identifikasi dini tantrum dapat membantu guru dalam mengendalikan tantrum agar tercegah efek negatif jangka Panjang. Tujuan penelitian untuk mengidentifikasi strategi mengatasi tantrum pada anak menurut pandangan filsafat eksistensialisme Martin Heidegger dalam menumbuhkan tanggung jawab didalam kediriannya melalui 4 aspek. Penggunaan metode penelitian adalah kualitatif dengan studi kasus sebagai pendekatannya. Adapun analisis datanya berupa triangulasi teknik perolehan data, yang menggunakan data observasi, wawancara dan dokumen. Observasi dilakukan pada 1 anak tantrum dikelas II. Wawancara dengan guru kelas II dan guru BK untuk mengetahui strategi yang digunakan. Hasil dari penelitian adalah temuan dari beberapa cara atau strategi guru kelas II dan guru BK dalam mengatasi anak tantrum disekolah. *Pertama*, pendampingan secara individual. *Kedua*, memberikan kesempatan untuk anak tantrum meluapkan emosinya ditempat yang kondusif. *Ketiga*, penumbuhan kedirian anak guna menumbuhkan sikap toleransi antar sesama. *Keempat*, pemberian kesempatan anak untuk mengungkapkan keadaan yang membuat anak tantrum marah. *Kelima*, pemberian penghargaan berupa penguatan verbal ketika anak tantrum telah melakukan hal-hal positif. Keenam, pemberian pendekatan yang humanis, pengalihan emosi anak ditempat yang kondusif serta



memberikan kesan aman dengan guru memeluknya dikala anak tantrum mengalami emosi yang tinggi. Kesimpulan penelitian yaitu strategi mengatasi anak tantrum terdiri dari enam cara diantaranya pendampingan secara individual, memberi kesempatan meluapkan emosi dan mengungkapkan keadaan, menumbuhkan kedirian anak, pemberian *reward* dan pendekatan humanis.

Kata Kunci: anak tantrum, eksistensialisme, siswa SD

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INTRODUCTION

Each child has unique characteristics and is different from other children. The variety of children is not only visible physically, such as differences in skin color, height, nose shape, or hair type, but also seen from their character, personality, and intelligence that are different from other children (Nur Amini & Naimah, 2020). Understanding the uniqueness of each child has a very important role in the context of education. This is because the characteristics of each child become a guideline to identify and develop their potential, and overcome weaknesses that may exist in the child. Soetjiningsih argues that the uniqueness found in children is due to various heredity and environment, development and acquisition of different developmental skills (Arifin, 2019; Nur dkk., 2019). The diversity of children's skills results in various problems that can be an obstacle in their development process. Rudimentary coaching in aspects such as religious and moral values, social-emotional, linguistic, cognitive, and physical values can hinder the next stage of development in children (Arif & Dewi, 2022).

Among several developments. There is a social emotional value this is closely related to emotional development which is a child problem that becomes a common symptom of antrum children such as anger that goes beyond, the desire to destroy oneself and objects around him, inability to manifest his will, worry that is so strong as to block correlation to the environment. He also often shows a reluctance to comb through layers of local social conditions and is really sensitive, complicated to deal with hurt feelings and his attitude is predominantly negative and gloomy (Safriati dkk., 2022). This habit has characteristics such as throwing tantrums so that it often occurs when children know that their requests through this method are fulfilled what they want. The intensity of children when throwing tantrums, so great is the tendency to use the act again when communicating, complaining or expending pent-up energy and emotions. Research has shown that boys need more attention than girls to become independent, because boys' forebrains, which recognize key stimuli for personal management, develop more slowly than girls brains. These factors show that boys are more dominant in responding physically and emotionally, while girls tend to make more verbal mistakes when children are angry (Nurhayati dkk., 2020). Tantrum children make people around them as a medium to vent their emotions. They may feel restless, reluctant, anxious, mistaken, hostile, upset and unenergized. In fact, when children throw tantrums, they are convinced, often the opposite happens, children are increasingly violent, shouting, throwing, maybe even using dirty words. Then according to (Van Den Akker dkk., 2022) Many parents react inappropriately when a child throws a tantrum because they believe it is a bad thing. As such, they miss out on one of the best opportunities to teach



their child how to control their emotions, including anger, frustration, fear, and distraction as well as how to act appropriately so they don't harm themselves or others.

Related to this, Hayes states that tantrums are uncontrollable emotional outbursts that babies usually experience before the age of 15 months and can last up to 6 years (Riana, 2015). Tantrums or temperamental behavior are the result of emotional barriers to inaccurate parenting. Tantrum reactions thrown by children when they want something and stop when they get what they want. This behavior is a type of manipulative tantrum based on the child's behavior that becomes abnormal when the observation results are made. The fundamental problem becomes substantial when studying children's behavior, which is to determine that this behavior depends on motivation and supporting aspects as triggers for this behavior in young children, leading to the development of solutions related to the treatment of manipulative tantrums. Make it easier for children not to repeat again (Yulia dkk., 2021). Tantrums can be pathological, especially when family dynamics are disrupted. In family relationships, tantrums can be a family problem. Early detection of abnormal tantrums and interventions aimed at supporting parents to manage tantrums can be preventive measures to have a long-term impact on harm (Andriyanto, S. S., ed., 2022).

Educational style also affects a child's anger problem. Free and dictatorial educational styles can foster the number of tantrums in a child. Parental self-success has also been shown to be linked to behaviors seen in children who experience tantrums. Training for parents and teachers is needed to stem tantrums and manage them effectively. The relationship between parent and child also affects the occurrence of tantrums. The child's tantrum also has an impact on teachers, parents, and caregivers. Teachers, parents and guardians are sometimes upset when faced with a child's tantrum (Fithriyah, Zulfa Zahra & Yunias Setiawati, 2021). Teachers often notice that children who tantrum are bullied in class, break things, and even injure themselves (M. Jannah & Nurjannah, 2022). In essence, temper tantrums do not always have a negative impact on child development. Child growth and development experts consider that temper tantrums are relatively normal behavior and are part of the process of physical, cognitive, and emotional development of children. Some positive things that can be seen from temper tantrum behavior are that children want to show their freedom, and express their pleasure, besides that children also want to express their opinions, express their anger, and frustration to make adults and parents understand if children are confused, hungry, tired or sick (Fawziyah & Erfiana, 2022).

Some children have tantrums because they hear really loud noises or other small things. Things that teachers and parents need to pay attention to children, analyze why unwanted behaviors such as tantrums occur during classroom learning and outside of learning time. Parents play an important role in the upbringing and education of children. Although it is denied that his son is not like in general. Parents should guide their children at home and help them learn in school (Rouzi dkk., 2020). The growth and development of angry children also requires physical and mental support, because teachers can be key figures in education at school. This is in line with what was said by (Humaira, M, 2019). He states that there are actions to avoid, such as coercing, arguing, giving moral advice to keep the child quiet. Giving gifts or promises of gifts to keep children quiet is also an action that should be avoided. This is because it will teach the child to use tantrums as a tool to achieve his desires or get rewards the most important thing to avoid is to force the child to be silent with harsh words or use corporal punishment and violence such as pinching, hitting, pinching, locking in the bathroom, tying, and the like. This is equivalent to teaching children to use violence as a way of dealing with problems (Faisal & Simatupang, 2021).

Therefore, Martin Heidegger through the philosophical view of existentialism directs that each person to be himself, live his personality. In this school more attention is given to the subject, not the object, which is clearly different from phenomenology which increasingly emphasizes the correlation



between the subject and his insight and charity, and through the philosophy of language which tends to focus on the object. The recognition of human existence as an existential subject resides in a spontaneous and subjective consciousness that cannot be locked in through any mechanism or generalization. Therefore, existentialists firmly believe that validity is a subjective life experience that logically refutes any kind of neutrality and human individuality. The core according to existentialism is the situation or existence of human beings. Therefore, existence can be understood to be human existence in the world, so only humans exist. The Indonesian philosopher N. Drijarkara warns us to distinguish between existence and form. His view is that every object exists, or rather exists, but not all objects exist. Only humans exist. To be human or human existence is to exist. The stream focuses on individual experiences. Existentialism gives the personality a way to think about life, what it means to me, what is right for me. In general, existentialism prioritizes innovative alternatives, the subjectivity of human experience, and the concrete functions of human existence, rather than human nature or the rational design of reality. Existentialism has several ideas and proposal for the world of Education (Rohmah, 2019; Romadhon dkk., 2023).

The idea of the relationship in the world of education between philosophy and pedagogy is described as follows: First, philosophy means analysis, which is among the means used by educational professionals to solve educational problems and develop educational plans or principles. Second, the task of philosophy is to share the purpose (guidance) so that pedagogical principles are widely elaborated in accordance with the views of certain schools of philosophy related to the facts of life. Thirdly, the philosophy of Education has the task of guiding and leading for the development of pedagogical theories (concepts) in pedagogical training. The correlation between Education and the philosophy of education as so substantial. Because the philosophy of education is the foundation and foundation of the education system. The educational philosophy serves as a guide to enhance efforts, prioritize development and lay firm foundational concepts to sustain the Education system (Qolbi & Hamami, 2021).

To maintain a good education system, a measurable and directed conceptual system is needed in order to accommodate children better, this is in line with this study which examines teacher strategies that are part of the education system in dealing with children, especially tantrums. Based on this as for the relevant research: First, Research that shows that after reading Surat Al-Fatihah, children's emotions become more stable and calm. In addition, it also increases the concentration of learning and intellectual abilities of children. Children are also able to interact better, become more independent, more cheerful, and cry less often. They also showed a more positive attitude, and their immune systems got better. This study was conducted under the title "Tantrum Behavior Modification through Play and Time-Out Method in Early Childhood." (Wulan & Musyarapah, 2022). Second, research that examines the analysis of theoretical studies that show that by doing behavior modification, tantrum behavior in early childhood can be reduced. This happens because the application of behavior modification through approaches, techniques, and methods that suit the needs of children, create a feeling of security and comfort for them, and help them manage emotions so that tantrum behavior can be overcome. Through behavior modification, children with temper tantrums can experience good growth and development, being able to understand, manage, and express emotions well, so they can socialize, communicate, and explore their surroundings (Imtikhani Nurfadilah, 2021). Third, research that found that educators at the Natural Bamboo Item School use communication strategies to deal with temper tantrums of children with special needs. This communication strategy consists of three components, namely (1) recognition of communication targets, (2) use of communication media, and (3) evaluation of the purpose of communication messages. Educators use instructional techniques as part of this communication strategy to reduce temper tantrums (Fajriyah, 2022).



Fourth, Research that describes or highlights the efforts of educators in preventing and providing tantrum behavior therapy in early childhood. Especially in the village and at the beginning of the school year, children in RA Al-Muslim Japah tend to have high egos, which is reflected in whining behavior, anger, and even excessive emotions. The implementation of guidance and counseling in RA Al-Muslim aims to prevent tantrum behavior with a focus on specific materials and methods. In the material, attention is paid to the practice of patience, good and correct behavior, behavior to be avoided, and the inculcation of aqidah in students. Methods used include lectures, group counseling, individual counseling, and film screenings. There are two characteristics that indicate a child experiencing tantrums in RA Al-Muslim, namely crying and shouting, as well as crying and performing dangerous behaviors such as throwing things (Irhamni, 2022).

In the four previous studies, this study has something in common, namely discussing tantrum children with all their typologies while the novelty in this study lies in exploring the strategies used by teachers to tantrum children seen from the philosophy of existentialism according to Martin Heidegger in elementary school. So the question of this study is "How is the teacher's strategy in overcoming tantrums in children according to the philosophical view of Martin Heidegger existentialism in elementary schools so that the purpose of this study is "Identifying teacher strategies in overcoming tantrums in children according to the philosophical view of Martin Heidegger existentialism in elementary schools".

According to the observations of researchers when at school there are several things that affect children experiencing tantrums, namely First, the child in the family environment is socially less optimal due to the busy career of his parents, Second, The difficulty of children expressing their emotions so that sometimes it can be explosive, Third, the desire to be noticed by teachers when at school so that sometimes it throws tantrums. In line with these conditions, researchers are interested in elaborating on handling strategies for tantrums which later class teachers and Guidance Teacher Counseling who always understand the child's condition provide suitable strategies when tantrums experience emotions that are difficult to control, then researchers relate to existential philosophical thinking according to Heidegger to provide awareness of the responsibility of children who experience tantrums so as not to explode.

METHODS

The research method used in this study is a qualitative approach that focuses on handling children who experience tantrums. This research is a type of in-depth case study and studies problems related to the topics studied at Al-Fahd Islamic elementary school (Fadhillah, 2021). The purpose of this study is to identify strategies to overcome tantrums in children according to Martin Heidegger's existentialism philosophical view in cultivating responsibility within himself through 4 aspects, namely: self-sensitivity, self-understanding of the environment, self-disclosure through words, and self-disclosure through actions. Furthermore, the data in this study is divided into two types, namely primary and secondary data. Primary data is obtained through informants who are very important individuals and have a major role in collecting data in this study. These informants have in-depth knowledge and actively participate in the activities that occur in the classroom (Ritonga dkk., 2021). Secondary data in this study were obtained through media sources or indirectly, such as notebooks, evidence documents, or publicly available archives.

In more detail, researchers need to gather information by making visits to study centers in libraries, archive centers, or through reading books relevant to the research topic (Zuchri., 2022). People involved or informants in this study include: (1) Class II teachers, (2) Guidance teacher counseling, (3), Tantrum children. This is in line with the objectives of the three data collection techniques used in this study, namely: First, the researchers' observations are realized directly by

recording information in Al-Fahd Islamic elementary school. Then observe how the behavior pattern of tantrum children. As for the students who became observations, there was 1 child from the class who had a tantrum. Through direct observation, data from various situations and conditions are obtained through all aspects in this case in order to get a broad point of view. In line with this, researchers are trying to be able to study through this research in more depth. Second, data collection through structured interviews was carried out together with grade II teachers and guidance teacher counseling of Al-Fahd Islamic elementary school. The class teacher was interviewed to find out about the strategy of handling tantrums in grade II at Al-Fahd Islamic elementary school, then Guidance Teacher Counseling were interviewed to find out about special handling of tantrum children. The profile of the researcher informant is presented through the table below:

Table 1. Informants in Research

No	Name/Coding	Status	Gender
1	NA	Homeroom Teacher	Woman
2	M	Guidance Teacher Counseling	Woman
3	AU	Student	Woman

Third, Documents are used as additional data sources that can complement previously obtained information. This document includes various forms, such as books, photographs, and relevant data related to the focus of research (Fadhillah, 2021). In accordance with using the data collection techniques described above, researchers formulate several indicators about tantrums and the philosophy of existentialism to see the compatibility between theory and the field, this is an indicator in the achievement or non-achievement of these indicators, in this case the researcher presents a table as follows:

Table 2. Child Tantrums Indicator and Existentialism Philosophy Indicator

No	Tantrum Indicator	Martin Heidegger Concept of Existentialism	Martin Heidegger Existentialism Indicators
1	Screaming/Screaming	Self-Sensitivity	Sensitivity is expressed in the form of feelings: happy, disappointed or afraid and angry
2	Crying loudly	Self-understanding of the environment	Self-reaction to the environment experienced
3	Hitting objects and people around	Self-disclosure through words	Self-reaction through verbal according to the circumstances experienced
4	Slamming objects around	Self-disclosure through action	Overflow from environmental circumstances resulting in action
5	Uncontrollably angry		

After formulating the indicators of tantrums and indicators of existentialism philosophy according to Martin Heidegger above, it can also be formulated or derived as the main reference in making an interview instrument, which is as follows:

Table 3. Interview Instrument with Grade II Teacher of Al-Fahd Islamic Elementary School

No	Question
1	How does the teacher deal with the tantrum child's sensitivity to him?
2	How do teachers deal with tantrum self-reactions to the environment they are experiencing?
3	How does the teacher deal with the reaction of tantrums verbally according to the circumstances experienced?

- 4 What does the teacher do to tantrums in carrying out actions in the form of venting anger they experience?

Table 4. Interview Instrument with Guidance Teacher Counseling of SD Islam Al-Fahd

No	Question
1	How does the guidance teacher counseling act to deal with the condition of sensitivity of tantrum children to themselves?
2	How guidance teacher counseling deal with tantrums children's reactions to the environment experienced?
3	How do guidance teacher counseling deal with tantrums verbally according to the circumstances?
4	What does guidance teacher counseling do in dealing with tantrums when they act in the form of venting their anger?

Then, researchers will present results and discussions related to the handling of tantrum by grade II teachers and guidance teacher counseling according to the perspective of Martin Heidegger existentialism philosophy. So that researchers will display data derived from class II teacher interviews, guidance teacher counseling interviews and documentation results from what researchers have done at Al-Fahd Islamic elementary school. Relevant to this, the analysis technique that researchers use is data triangulation. The process consists of three stages, namely data reduction, data presentation, and data verification or conclusion. The first stage, data reduction is carried out on information or data that has been collected, by selecting information or data that is relevant to the theme and object of research. The second stage, the presentation of data is carried out by describing the information or data that has been collected, so as to produce conclusions related to the formulation of the problem that has been determined. The third stage, verification or conclusion of data. In this stage, content analysis methods are used to interpret and infer the data found. After the data is analyzed, conclusions are made that are in accordance with the research objectives (Irfan dkk., 2022).

RESULTS AND DISCUSSION

RESULT

By digging up information at Al-Fahd Islamic elementary school regarding tantrum children, researcher present the results using qualitative methods. Qualitative research methods aim to describe analytical data narratively. The results are as follows:

1. Self-Sensitivity

Montessori calls self-sensitivity a sensitive phase that a person goes through. Montessori says that over time a child develops a sensitivity to certain elements that forces them to focus on certain aspects of their environment (Montessori, t.t.). Through interviews with teachers that:

Tantrums have a high sensitivity and sometimes it is difficult to express what they feel. This sensitivity includes irritability because they cannot do the assignments given by the teacher in class even when playing with their friends. This anger can be experienced by screaming and throwing things around him, therefore the teacher gives more supervision to the child so that the anger experienced by the child does not endanger his friends at school. In line with this, to foster self-sensitivity in the emotional overflow of tantrum children, teachers take several approaches, one of which is mentoring. This is effective because it can detect the symptoms of tantrums that will later overflow and cause anger that is not only worrying for tantrum children but also their friends in the class (NA, komunikasi pribadi, 7 November 2022, t.t.).



Furthermore, guidance teacher counseling in handling the sensitivity condition of tantrum children are by providing opportunities for tantrum children to be able to vent their emotions. In this case, the guidance teacher counseling becomes the second facilitator in conducive to tantrums when the child has experienced emotional overflow in class so that the guidance teacher counseling is more about emotional transfer and then provides humanist approaches for children to tell what makes the tantrum child angry in class. After hearing what makes the tantrum child angry, the atmosphere has subsided, then the guidance teacher counseling gives explanations about the bad effects when the person is angry and gives advice for children to be more able to control their anger, this is expected so that children can be aware of themselves or provide awareness about themselves to express sensitivity to the environment around them, in this case classes in particular and schools in general (*M, komunikasi pribadi, 8 November 2022*), t.t.).

2. Self-Understanding of the Environment

According to Anas Sudjono, understanding is the competence of individuals to interpret something after it is known and thought. As a different pronunciation. Understanding is grasping something and being able to discern from a different perspective (Hamidulloh, 2019). Through this concept, self-understanding in the environment is that children are able to understand about things that must be known regarding their self-respect for the environment. Because of this, researchers through teacher interviews stated that: The teacher provides an understanding that the school environment has a lot of diversity or various kinds of traits and characters of their friends in the class, therefore it is different from the environment at home. This differentiation is acceptable to tantrums. However, when implementing learning, sometimes tantrum children experience conditions that are less able to adjust, which sometimes shows active activities so that in learning the tantrum child feels difficult and then vents his anger and the learning environment is less conducive.

In essence, the child is a child who is difficult to get along with his friends, this causes when in a crowded environment, such as in the classroom environment during learning or outside the classroom when children go out to rest. In their treatment, tantrums must be considered personally about the character they have, resulting in being closed to the surrounding environment. This can be seen when there is incompatibility with friends or when learning when the results of their work are not satisfactory according to tantrum children (*NA, komunikasi pribadi, 7 November 2022*), t.t.). The BK teacher in dealing with tantrum children when in the environment is to raise awareness to tantrum children that they are not only themselves but also their friends. Therefore we must have an attitude of tolerance, mutual respect and even not be hostile to each other. In line with this, this understanding is carried out continuously so that children unconsciously arise self-awareness about environmental conditions that are part of their lives. Habituation to a supportive environment is so important for tantrum children, especially school. Which in this case becomes a habit instilled by teachers at school so that the level of tantrum in children with tantrums decreases. So that the child has the same emotional stability as other children (*M, komunikasi pribadi, 8 November 2022*), t.t.).

3. Self-Disclosure Through Words

Self-disclosure is the step of figuring out how we communicate with people in the current environment and spreading the word, reports that match past reactions about the past that can explain our reactions (Thomas, 2022). Self-action through verbal is a thought where the thought can be a motor action or verbal action through words. Verbal self-disclosure by tantrums has an obstacle, in line with the researchers' interviews with teachers:

One of the obstacles for teachers in dealing with tantrums is explosive emotions and difficult to approach. So in such conditions the teacher gives a certain time for children to have the opportunity



to vent their emotions. So that it subsides and then the child is spoken to slowly about what causes the anger he is experiencing. Teachers also use stories to help deal with the tantrum angry behavior and then encourage with advice on how to manage emotions. With this storytelling technique, children feel comfortable and able to accept advice taken from the stories of several famous characters (NA, *komunikasi pribadi*, 7 November 2022, t.t.).

In line with the way guidance teacher counseling deal with tantrums verbally with the circumstances they experience that to be able to give soothing words, of course, provide opportunities for children to vent their emotions in a quiet place far from the crowds of their friends, this is considered effective, because besides that it also minimizes embarrassment when seen by their friends which results in not easing the tantrum condition experienced by the child. The reward system is an interesting thing for children, none other than tantrums. After growing self-awareness in tantrum children, every thing that experiences changes in development well, guidance teacher counseling also provide rewards, rewards are not only concrete gifts but can also be things that are not concrete, in this case verbal rewards. For example, when he has shown good behavior, you could say smart and so on. Then reflect on what the tantrum child has done at school and what positive things the tantrum child has done (M, *komunikasi pribadi*, 8 November 2022), t.t.).

4. Self-Disclosure Through Action

According to Morton view, self-disclosure means sharing the views and information that others feel. Self-disclosure is information about self, thought, feeling, personality, personality or closeness to another person and connecting with him or her (Devito. (t.t.), t.t.). The thing that becomes thought will then become an action behavior. Action behavior is closely related to motor. Based on teacher interviews regarding teacher prefective actions in dealing with tantrum applied are:

The first handling of the teacher, by taking a humanist approach considering that the tantrum child will be difficult to be acted on by the teacher further if the child experiences high emotions. High emotions or overflowing emotions can be in the form of shouting, crying, anger uncontrollably can even do the act of hitting objects or people around and slamming objects around him. Second, is to keep away objects that can be the target of his emotions such as bags and so on. Third, distance yourself from their friends so that tantrums feel calmer because of the crowds in class or this inconduciveness can cause tantrums to have emotional conditions that can provoke them to increase (NA, *komunikasi pribadi*, 7 November 2022, t.t.).

Meanwhile, guidance teacher counseling in overcoming tantrums who have committed actions are when outside the classroom with emotional diversion through appointment to places to play or certain stimuli such as verbal reinforcement while being taken to a conducive place such as guidance counseling room or office space for a while to relieve their emotions. Then giving a calm hug to the tantrum child, this can lower his emotions to perform aggressive actions such as uncontrollable anger and so on. Another alternative approach is to cultivate communication to express what he does and does not want, to understand his feelings and desires (M, *komunikasi pribadi*, 8 November 2022), t.t.).

DISCUSSION

Tantrum are explosive manifestations of uncontrollable emotions. Children who experience tantrums show very intense emotional outbursts, including anger, aggressive attacks, crying, shouting, and the act of hitting the ground or objects using the feet and hands (Ari Setyawan, 2019; Ulfah & Hayati, t.t.). Tantrums are destructive behaviors that function as a form of emotional release, which can manifest physically (such as hitting, biting, pushing), verbal (such as crying, yelling, whining), or by repeated nagging (Jiu dkk., 2021; Lestari dkk., 2021). According to Hasan, tantrums generally occur in children who are considered more difficult and have several characteristics as follows: (1)



Irregular patterns of sleeping, eating, and defecating, (2) Difficulty liking new situations, foods, and people, (3) Difficulty adapting to changes, (4) More often experiencing negative moods, (5) Easily provoked, irritable, and easily irritated, (6) Irritability (Riana, 2015; Rosonah, 2018).

Hames explains that tantrum are events when a child experiences strong emotional outbursts and loses self-control (Foehl, 2020; Mulraney dkk., 2016). Tantrums are practical manifestations of emotional states perceived by a child internally such as disorder, confusion, and instability (Brunzell dkk., 2019; Hirsch dkk., 2018). By age group, tantrums are divided into four categories:

First, at the age of less than 3 years, children tend to show tantrums by crying, biting, hitting, kicking, screaming, shouting, arching their backs, throwing themselves on the floor, clapping their hands, holding their breath, banging their heads, and throwing objects. At the age of 3-4 years, tantrums in children usually include behaviors such as stomping feet, yelling, hitting, slamming doors, reproach, and crying. At the age of 3-4 years, children usually show tantrums through behaviors such as stomping feet, yelling, hitting, slamming doors, reproaching, and crying. At age 5 and older, this form of tantrum in children becomes more common and includes the behaviors mentioned earlier, and may include cursing, cursing, hitting, taunting yourself, committing intentional attacks, and threatening (Anantasari, 2019; W. Jannah, 2019).

Based on information regarding tantrums that the condition can be reduced as the child gets older. With increasing age, self-awareness also grows to have responsibilities in line with the view of existentialism. Martin Heidegger said that the only thing that really exists is human existence. The existence of personal objects, while human existence occurs in the midst of the world around him (Lytje & Dyregrov, 2022; Mulraney dkk., 2016). In the context of human existence, the concept of *desein* refers to the existence of human beings in a place. To be able to occupy or occupy a place, man must transcend himself and be in the middle of everything that exists. Humans are also referred to as planning creatures. The existence of humans in the world means that they have the ability to make room for objects around them, interacting with other objects and people. They are able to socialize and communicate with various individuals .

Martin Heidegger view states that man does not create his own existence, but is thrown into existence. Although humans do not have complete control over how they exist in this world and can even feel displaced in their existence, they still have responsibility for their existence (Aenulguri, Radea Yuli A. Hambali, 2023; Lytje & Dyregrov, 2022). Man needs to be aware of the possibilities in his life, but in reality man does not have complete control over himself. This is a fact of human existence born from a crashed state called *Gowerfenheid* (Hakim, & Beni Ahmad Saebani, 2020; Imanuel Eko Anggun Sugiyono, 2023).

Sensitivity is expressed in feelings and emotions, the most important of which is fear. This background anxiety is a common experience that can suddenly make us feel lonely. Being surrounded by the emptiness of life where we feel that our whole life is meaningless (Oti-Boadi dkk., 2020). That is why in everyday life people exist, not the truth. But precisely because of this, people have the opportunity to escape from an unreal existence, encounter artificial life. He didn't condense his life into one being. Work that follows your heart is the true way of life. This is self-discovery. Here people get a real understanding and thoughts about people and the world (Hakim, & Beni Ahmad Saebani, 2020).

In line with the philosophical philosophy of existentialism according to Martin Heidegger here the researcher formulated 4 results of discussion: First, about self-sensitivity. Second, self-understanding of the environment. Third, Self-disclosure through words. Fourth, Self-disclosure through action. From the four aspects of Martin Heidegger view, the approach strategy carried out by grade II teachers and Guidance Teacher Counseling with the object of one child in class in tantrum conditions.



First, self-sensitivity is built by grade II teachers by mentoring. With this assistance, it is one step to detect tantrum symptoms before experiencing overflowing emotions. Then the Guidance Teacher Counseling in overcoming the self-sensitivity experienced by tantrum children is by giving tantrum children the opportunity to vent their emotions. Then slowly given a humanist approach by providing an explanation of self-awareness in controlling his emotions. From this statement there are 2 theories that are relevant and as a comparison, namely: (1) mentoring theory, this theory is relevant to the role of grade II teachers in building children's self-sensitivity. Assistance is carried out by grade II teachers with the aim of detecting tantrum symptoms before children experience overflowing emotions. This theory can be compared with the theories of developmental psychology, in particular Vygotsky's theory of the proximal zone of development. According to Vygotsky, children can reach a higher level of development with the help of adults or more skilled peers. In this context, grade II teachers act as chaperones who assist children in developing their self-sensitivity through observation, interaction, and guidance (Ariyati, 2015). (2) the theory of humanist approach is relevant to the role of guidance teacher counseling in overcoming self-sensitivity experienced by tantrums. Guidance teacher counseling provide opportunities for tantrums to vent their emotions, and then adopt a humanist approach by providing an explanation of self-awareness in controlling emotions. Relevant and comparable theories are humanistic psychological theories, especially Carl Rogers theory of personality therapy. Rogers emphasized the importance of self-awareness, positive appreciation, and the development of personal potential. In this context, the humanist approach used by guidance teacher counseling aims to help children develop self-awareness and emotional control skills (Park dkk., 2020; Tusyana dkk., 2019).

The theory of mentoring and the theory of humanist approach are mutually relevant and comparable in the context of developing the self-sensitivity of children who experience tantrums. The mentoring of grade II teachers draws on Vygotsky's theory of proximal zones of development, while the humanist approach of guidance teacher counseling reflects the principles of Carl Rogers humanistic personality theory. Both aim to help children develop self-sensitivity, manage emotions, and develop their personal potential (DeMink-Carthew dkk., 2020; Mertens dkk., 2022).

Second, self-understanding of the environment fostered by grade II teachers by explaining the diversity or circumstances of the school environment that are different from the home environment. So that slowly children are able to adjust to the environment. guidance teacher counseling cultivate self-understanding in the environment for tantrum children by cultivating an attitude of tolerance. Through this attitude of tolerance so that children do not have hostility, appreciate differences in diversity and are able to make tantrums more accepting of environmental conditions, which in this case is the school environment. From this statement, the relevant theories and comparisons are: (1) the theory of self-understanding is relevant to the role of grade II teachers in fostering children's self-understanding of the different environments between school and home. Grade II teachers explain the diversity or difference between the school environment and the home environment to the children. A relevant theory is the theory of cognitive development, especially the concept of self-understanding put forward by Jean Piaget. According to Piaget theory, children develop an understanding of themselves and the world around them through interaction with the environment. In this case, the grade II teacher facilitates the process of self-understanding of children by explaining the differences between school and home environments, so that they can slowly adjust to different school environments (Dewi dkk., 2020; Endah Kusumaningrum, 2021). (2) tolerance theory is relevant to the role of guidance teacher counseling in fostering tantrum children's self-understanding of the school environment. guidance teacher counseling foster tolerance in tantrums so that they can appreciate differences in diversity and accept the state of the school environment. Relevant theories are social learning theories, specifically Albert Bandura theory of social learning. This theory emphasizes that individuals learn through



observation and interaction with their social environment. In this context, guidance teacher counseling act as models that show tolerance, so that tantrums can learn and imitate these attitudes to be able to accept diversity in the school environment (Hafiz, 2020).

Self-understanding theory and tolerance theory are interrelated and as a comparison in the context of fostering children self-understanding of the school environment. Theories of self-understanding, such as Piaget theory of cognitive development, emphasize the importance of a child self-understanding of different environments. Meanwhile, tolerance theories, such as Bandura's social learning theory, emphasize the importance of developing attitudes of tolerance and respect for differences in the social environment. Both play a role in helping tantrums accept and adapt to a diverse school environment (O'Connor dkk., 2018; Williams dkk., 2019).

Third, self-disclosure through words made by grade II teachers to tantrums is to apply the method of telling stories, giving advice in suggesting to reduce the child's tantrum. This is the child feels comfortable and able to receive what is the message from the class teacher. Furthermore, guidance teacher counseling use reward formulations by using verbal reinforcement in overcoming the tantrum child. on the other hand, guidance teacher counseling also reflect on tantrum children with what they have done during school or positive things that tantrum children have done. From this statement, the relevant theories and comparisons are: (1) the theory of self-disclosure through words is relevant to the role of grade II teachers in helping children tantrum through storytelling methods and providing suggestive advice. The relevant theories are the theories of social psychology and communication. One example is the self-disclosure theory of Irwin Altman and Dalmas Taylor, which states that individuals tend to express themselves through words as a way to gain self-understanding, overcome problems, and gain social support. In this context, grade II teachers apply storytelling methods and provide advice that can help tantrums feel comfortable and accept the message conveyed (Nadia & Delliana, 2020; Nursaptini & Widodo, 2020). (2) reinforcement theory is relevant to the role of BK teachers in overcoming tantrums. guidance teacher counseling use reward formulations using verbal reinforcement, such as giving praise or positive recognition, as a way to manage tantrum behavior and stimulate desired behavior change. Relevant theories are learning theories, specifically the reinforcement theory of B.F. Skinner. Reinforcement theory emphasizes that reinforced behaviors are more likely to be re-exhibited. In this case, guidance teacher counseling apply verbal reinforcement as a form of reward to reduce tantrum behavior and provide positive reflection on the things that have been done by tantrum children in accordance with school expectations and rules (Fakriyatur & Damayanti, 2019; Rofi'ah dkk., 2022).

The theory of self-disclosure through words and the theory of reinforcement are mutually relevant and comparative in the context of helping children tantrum. The theory of self-disclosure through words emphasizes the importance of using verbal communication to help tantrums feel comfortable and accept the message conveyed by the teacher. Meanwhile, reinforcement theory emphasizes the importance of giving rewards or verbal reinforcement in managing behavior and stimulating desired behavior change. Both play a role in helping children cope with tantrums and encouraging positive changes in their behavior (Strehlow & Hannibal, 2019; Thompson-Hodgetts dkk., 2020).

Fourth, self-disclosure through action by the class teacher when tantrums experience emotional outbursts by taking a humanist approach. Then the action of the class II teacher is carried out by keeping away objects that can be targeted to be slammed by tantrums, then keeping tantrums away from their friends so that their emotions do not increase. guidance teacher counseling in this case overcome tantrum children by expressing themselves through actions, namely diverting the emotions of tantrums that are increasing to a conducive place such as office space or guidance counseling room, on the other hand, guidance teacher counseling also provide hugs as children's self-actualization so



that they feel themselves in a safe condition. From this statement, the relevant theories and as a comparison are: (1) The theory of self-disclosure through action is relevant to the role of the class teacher in dealing with tantrums to apply a humanist approach. Grade II teachers use concrete actions to manage tantrums, such as keeping objects that could be the target of destructive behavior away from their peers. A relevant theory is the theory of behavioral psychology or the operant conditioning theory of B.F. Skinner, which emphasizes that behavior is influenced by the consequences that follow. In this case, the grade II teacher uses concrete actions in response to the child's tantrum behavior to manage the situation and provide clear boundaries (Bening & Diana, 2022; Firanti dkk., 2022). (2) the theory of emotional transfer is relevant to the role of guidance teacher counseling in overcoming tantrum through emotional transfer to a conducive place and giving hugs. The relevant theory is the psychological theory of emotions or the theory of emotional management. One related theory is the emotion transfer theory by James Gross, which posits that emotional diversion involves shifting attention from a source of negative emotions to a source of more positive emotions. In this context, guidance teacher counseling divert tantrums' children's emotions by taking them to a conducive place such as an office space or guidance counseling room that can help calm them down. In addition, giving hugs can also be a form of emotional support and show children that they are in a safe environment (Haslip dkk., 2019; Nurvitasari dkk., 2022)

The theory of self-disclosure through action and the theory of emotional transfer are interrelated and as a comparison in the context of handling tantrums. The theory of self-disclosure through action emphasizes the importance of concrete actions in managing a child's tantrum behavior, while the theory of emotional diversion emphasizes the importance of shifting attention and emotions to more positive sources. Both play a role in helping to cope with tantrums and creating an environment conducive to expressing oneself in a more positive and productive way (Harley dkk., 2019; Rios-Gonzalez dkk., 2019; Roth dkk., 2019).

Based on the case study that the researcher unearthed that the handling of tantrum children which is a strategy for grade II teachers and guidance teacher counseling at Al-Fahd Islamic school has appropriate treatment, namely first, providing individual assistance, Second, providing opportunities for tantrum children to vent their emotions in a conducive place, Third growing children's self-esteem to feel the surrounding environment in this case the school to foster an attitude of tolerance between others, Fourth, giving children the opportunity to express the situation that makes tantrums angry and slowly the teacher gives suggestions in the form of advice for self-control in tantrum children, Fifth giving rewards in the form of verbal reinforcement when tantrum children have done positive things, Sixth, providing a humanist approach, diverting children's emotions in a conducive place and giving the impression of security with the teacher hugging them when tantrums experience high emotions. From several approaches that researchers obtained have similarities with opinions (Fikriyah & Syafi'i, 2021). In dealing with a tantrum child, there are several steps that can be taken. First, keep yourself calm by taking deep breaths and trying to calm down when facing a child's tantrum behavior. Second, identify and look for the cause of the child's tantrum by understanding the problems that the child is experiencing through good communication. Third, encourage children to express their needs and wants by facilitating effective communication. Fourth, provide alternatives or other options to children as a solution in overcoming desires that cannot be fulfilled. Fifth, provide affectionate hugs to calm and provide emotional support to the child.

The provision of emotional support is very diverse, including game therapy. Play is an important aspect of childhood that serves as a means to activate language expression, improve communication skills, develop emotions, build social skills, improve decision-making abilities, and develop cognitive abilities in children. Play for children has just as important a role as speaking for adults. Through this game therapy, children will feel comfortable and happy, so they do not realize



that they are undergoing therapy sessions (Damayanti dkk., 2021; Suryadi, 2017). Relevant to this treatment, that the condition of children who experience tantrums as age goes by will reduce the level of shock. According to Borba, there is a classification of tantrum behavior in children through the following four phases: 1) At the age of 2-3 years, about 80% of children show tantrum behavior, while 20% of them experience tantrums two or more times a day. 2) At preschool age (3-5 years), about 20% of preschoolers tantrum two or more times a day, while only about 11% of children over 4 years of age show tantrums more than twice a day. 3) At school age (6-8 years), children should not show tantrums. However, if they occur, the percentage of such events is very small (Lestari dkk., 2021). This is closely related to the essence of the philosophy of existentialism according to Martin Heidegger who states that there has been a growing sense of responsibility for the tantrum child in him. This is in line with the observation informant that the researcher observed that tantrums when in grade II have grown shy when seen by their underclassmen and tend to be able to control their emotions, therefore the intensity of their shock is also more controllable than at the previous level or class.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results and discussions found at Al-Fahd Islamic Elementary School, it can be concluded that the way or strategy of teachers in dealing with tantrums at school consists of six ways. First, provide individual assistance. Second, provide opportunities for tantrums to vent their emotions in a conducive place. Third, the growth of children's self-esteem to feel the condition of the surrounding environment, in this case, the school to foster an attitude of tolerance between others. Fourth, giving children the opportunity to express the situation that makes tantrum children angry and slowly the teacher gives suggestions in the form of advice for self-control in tantrum children, Fifth giving rewards in the form of verbal reinforcement when tantrum children have done positive things, Sixth, providing a humanist approach, diverting children's emotions in a conducive place and giving the impression of security with the teacher hugging them when tantrums experience high emotions.

The limitations of this study are limited to 1 tantrum child in grade II, therefore it is recommended for further researchers to take informant objects for the accuracy of the condition of tantrum children both in grade I and at the kindergarten level so that it is more clearly illustrated in full the condition of their tantrum and take the subject of research in several schools providing inclusive education so that the elaboration of teacher strategies obtained can find various formulas of some schools that have students in conditions of inclusion or more specifically experiencing tantrum.

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