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PERCEPTION OF KKN STUDENTS TOWARD HYPERACTIVE BEHAVIOR OF JABAL NUR STUDENTS IN SEMPAJAYA VILLAGE DURING TEACHING AND LEARNING ACTIVITIES

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ABSTRACT

The teaching and learning process is not only influenced by teaching methods, but also by environmental factors, including temperature conditions. An interesting phenomenon is occurring at Jabal Nur School in Sempajaya Village, where students often exhibit hyperactive behavior during teaching and learning activities due to the village's location at the foot of a mountain. Students participating in the Community Service Program (KKN) who are placed in that village have the opportunity to observe and assess this phenomenon, making their perceptions important to study. This research uses a descriptive qualitative approach. The research subjects are KKN students assigned to Sempajaya Village. Data was collected thru observation, interviews, and documentation. The research results indicate that KKN students perceive the students of Jabal Nur as being more active, having difficulty focusing, and being restless during the learning process in the classroom. This hyperactive behavior is considered the body's response to warm itself up. Students also found that hyperactivity impacted the classroom atmosphere, making it less conducive, although there was individual variation in response levels to cold temperatures. The perception of KKN students indicates a relationship between cold temperatures and students' hyperactive behavior. This phenomenon aligns with the theory that environmental factors can influence learning behavior. Therefore, teachers and school authorities need to consider learning strategies and environmental adjustments so that students can still learn optimally even in low-temperature conditions.

Keywords: Student perception; Community Service Program (KKN); hyperactivity; cold temperature; Jabal Nur.

INTRODUCTION

Sempajaya Village is an area with relatively cool air temperatures due to its geographical location in the highlands. This climate condition affects teaching and learning activities in schools. Cold temperatures tend to cause discomfort for some students, which can trigger certain behavioral responses in the classroom.

At SD Jabal Nur, KKN students found that the cold morning temperatures directly affected student behavior in the classroom. Instead of being passive or feeling lazy, most students actually exhibit hyperactive behavior. This phenomenon is interesting to study further because the hyperactivity that appears is not always identical to concentration disorders, but is often seen as a child's adaptive strategy to environmental conditions.

The teaching and learning process in schools is not only influenced by the teacher's teaching methods and the material presented, but also by the learning environment. One environmental factor that influences this is room temperature. Temperatures that are too cold can cause discomfort for students and impact their behavior in the classroom. Fadilatussaniatun, Q. (2020).

An interesting phenomenon occurred among the students of Jabal Nur in Sempajaya Village. Based on teacher observations, students often exhibit hyperactive behavior during lessons. The hyperactivity referred to is excessive movement, difficulty concentrating, and creating a less conducive classroom atmosphere. The teacher suspects that one of the causes is the cold temperature conditions in the school environment, which is located in the highlands. Amrillah, (2024)

The Community Service Program (KKN) activities carried out in Sempajaya Village provided students with the opportunity to directly observe the dynamics of learning in the school. KKN students play a role not only as observers but also as supporters of educational activities. Therefore, it is important to study the perceptions of KKN students regarding the hyperactive behavior of students in cold temperatures.

Thru this research, it is hoped that it can illustrate how KKN students understand the phenomenon of student hyperactivity, the causal factors they observe, and its impact on the learning process. This study is also expected to provide input for teachers and school administrators in creating a more conducive learning environment even in a cold environment.

RESEARCH METHODS

This research uses a qualitative approach with a descriptive research design. This approach was chosen because the research focuses on describing the perceptions of KKN students regarding the hyperactive behavior of Jabal Nur students in cold temperature conditions, rather than on calculating numbers or statistical testing. The research location is at Jabal Nur School, Sempajaya Village, which is geographically located in an area with relatively cool temperatures, making it relevant to the phenomenon being studied. This research was conducted during the Community Service Program (KKN).

The subjects of this study were KKN students placed in Sempajaya Village, while the research object was their perception of the hyperactive behavior of Jabal Nur students when in cold conditions. To obtain data, the researcher used three data collection techniques: observation, interviews, and documentation. Observation was used to directly observe student behavior in the classroom, interviews were used to explore the understanding and opinions of KKN students regarding the causes and impact of hyperactive behavior, while documentation was used to supplement the data thru field notes, photos, and KKN report archives.

RESULTS AND DISCUSSION

Based on observations, interviews, and documentation from KKN students, several key findings were discovered regarding why Jabal Nur students exhibit hyperactive behavior during learning:

1. Increased Physical Activity

   KKN students reported that students tend to be more physically active, walking or moving back and forth in the classroom, wiggling their hands or feet, and often standing up during lessons when the classroom temperature feels cold. Some mentioned that they were shivering or feeling cold, and as a bodily response, they "kept moving" to feel warmer.
2. Decreased Concentration & Focus

   Students observed that it became more difficult for students to focus and concentrate. For example, they quickly lose focus on the learning material, often daydream, stare blankly, or

frequently shift their attention to things outside the lesson (e.g., looking out the window, noticing the sound of the fan or wind, or focusing on their own clothes feeling cold).

3. Teacher Perception as a Major Influence on Environmental Temperament

   Some students also cited teachers' statements that cold temperature conditions were a strong external factor triggering hyperactive behavior. The teacher believes students are trying to "warm up" thru physical movement, and because the cold environment causes discomfort, students find it difficult to stay still or sit quietly.

4. Individual Variation

   Not all students respond in the same way. Some students seemed able to remain quiet despite the cold, perhaps because they had better physical endurance, wore thicker clothing, or were already accustomed to cold temperatures. Conversely, students who were easily "exposed" to the cold (e.g., their clothing wasn't warm enough) showed hyperactivity more quickly.

5. Impact on the Learning Process KKN students mentioned that hyperactivity caused by the cold temperature disrupted the learning process, both for the students themselves (who had difficulty understanding the material due to constant interruptions) and for their classmates and teachers. There are more interruptions, more noise, and teachers often have to stop the material to calm the class or improve student concentration. As for the positive and negative impacts on the teaching and learning process, they are:

Positive: The classroom atmosphere becomes more lively and dynamic, children don't get sleepy quickly even tho the air is cold, and students' energy can be utilized if directed toward learning activities.

Negative: Disrupts the concentration of teachers and other students, lesson material is difficult to deliver effectively, classroom discipline decreases, and teachers spend more time disciplining students than teaching.

The psychological definition of a hyperactive child is that hyperactivity is an abnormal behavioral disorder caused by neurological dysfunction, with the main symptom being an inability to concentrate. Similarly, a hyperactive child is a child who experiences difficulty focusing attention. This hyperactivity disorder is caused by minor damage to the central nervous system and brain, making it very difficult for sufferers to control themselves. Other causes include innate temperament, environmental influences, brain multifunctionality, and epilepsy. Haria Mingkala 2021

According to observations by KKN students, the students of Jabal Nur have difficulty focusing during the teaching and learning process, and they cannot sit still due to the cold temperature caused by the village's location in the highlands, which means the temperature there is always cold. Even the school recommends that all students wear jackets or other thick clothing.

According to Rochmad Mulyono (2003:4), hyperactivity is a behavioral disorder of unclear origin, as stated by the "Puspa Swara expert team" (Jiang et al., 2018). According to Herawan in Zaviera (2008: 14), "Psychologically speaking, hyperactivity is an abnormal behavioral disorder caused by neurological dysfunction, with the main symptom being an inability to concentrate." (Hidayati, 2015). According to Lissauer & Clayden, hyperactive students exhibit affective disorganization, reduced self-control, and excessive activity. (Sultan, 2015). Hyperactive children usually exhibit a condition that makes them unable to control their behavior. Students find it difficult to concentrate in school. Frequently running or climbing excessively in inappropriate situations. Often unable to perform or follow activities calmly. Always moving, as if his body were driven by a machine. Also, his energy never runs out. After describing the results above, here is the discussion based on literature and theory:

1. The Relationship Between Cold Temperature and Physical Behavior

   Cold temperatures can trigger physiological responses such as shivering, muscle contractions, and feelings of discomfort. This response can cause a person to move more to generate body heat. Although specific research on elementary school students with cold classroom temperatures is relatively limited, thermoregulation theory supports that when the ambient temperature is below the comfort point, individuals will engage in movement to maintain their body temperature (an analogy from nursing studies on infants and neonates), although in a different context. Nursing research on the influence of temperature on low birth

weight infants shows that temperature changes affect physiological activity such as respiratory rate and body movement.

2. Concentration vs. External Stimuli

   When the temperature is cold, cognitive focus needs to be partially diverted to physical discomfort (cold, clothing chafing, biting wind, etc.). Stimuli like wind from a window, a cold floor, or thin clothing can be consistent distractions. This condition splits attention capacity between studying and the effort to "warm up." This is consistent with the attention deficit/ADHD theory that attention is easily diverted by external (environmental) stimuli. Literature on student hyperactivity (e.g., studies on hyperactive traits) states that a lack of focus or attention (inattention) is often a dominant sign of hyperactive behavior.

3. Individual Differences and Adaptation

   The variation among students indicates that there are moderating factors such as clothing, physical adaptation, habits, and tolerance to cold weather. This is relevant to the theory that the environment affects individuals differently depending on their condition, such as their immune system, prior experiences, and social interactions (how teachers and schools handle it).

4. Implications for the Teaching and Learning Process

   KKN students understand that hyperactivity triggered by cold temperatures is not simply "bad behavior" or "mischief," but rather a response to environmental discomfort. Therefore, teachers and schools need to consider environmental adaptations (e.g., room heaters, appropriate clothing, ventilation adjustments) and classroom management strategies (e.g., allowing short breaks for movement, breaking up lesson time so students can move briefly, seating arrangements so the most easily distracted students can be placed in warmer areas) to minimize distractions.

As for the solutions that can be implemented to reduce the feeling of cold, they are as follows:

a. Wear layered clothing like a jacket, blankets are not possible inside the classroom.
b. Perform small movements.
c. Have warm water available.
d. Consume hot soup-based foods.

From what the KKN students have observed, the above solutions are indeed already being implemented in the school environment, and the canteen also provides warm food.

CONCLUSION

Based on the research findings, it can be concluded that KKN students assess the hyperactive behavior of Jabal Nur students in Sempajaya Village under cold temperature conditions as a natural response to environmental discomfort. The hyperactivity that appears is characterized by excessive movement, difficulty sitting still, and a reduced ability to focus on learning. This condition is reinforced by students' perception that the cold temperature in the classrooms makes them try to "warm up" thru physical movement, thus appearing more restless and active than under normal conditions. Additionally, KKN students believe that hyperactivity caused by cold temperatures negatively impacts students' learning concentration and creates a less conducive classroom atmosphere. Nevertheless, not all students exhibit the same behavior; some are better able to adapt, especially those accustomed to cold environments or wearing thicker clothing. Thus, it can be affirmed that the perceptions of KKN students indicate a link between cold temperature conditions and the hyperactive behavior of Jabal Nur students. This finding serves as important input for teachers and school administrators to consider environmental factors and seek learning strategies that can minimize the impact of cold temperatures on students' behavior and concentration.

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