Teacher Strategies and Student Preferences in Overcoming Disruptive Behavior of Elementary School Students

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A R T I C L E   I N F O

A B S T R A K

Penelitian ini dilatarbelakangi oleh masih banyaknya siswa yang melakukan kegiatan yang mengganggu selama proses pembelajaran. Perilaku mengganggu di kelas dapat berdampak buruk terhadap proses pembelajaran dan mempengaruhi kinerja siswa, guru, dan kelas secara keseluruhan. Penelitian ini bertujuan untuk menganalisis strategi guru dan preferensi siswa terkait perilaku disruptif pada siswa sekolah dasar. Metode ini menggunakan pendekatan kualitatif dengan desain studi kasus. Subjek penelitian meliputi siswa dan guru kelas 4 sekolah dasar. Teknik pengumpulan data menggunakan observasi dan wawancara. Teknik analisis data meliputi reduksi data, display data, dan verifikasi data. Hasil penelitian ini menunjukkan bahwa strategi guru dalam mengatasi perilaku disruptive menggunakan tiga pendekatan yaitu behavioristik, kognitif, dan humanistik. Preferensi siswa dalam menghadapi perilaku disruptif terletak pada masalah gaya belajar yang harus disesuaikan dengan cara guru mengajar siswanya. Hal ini berimplikasi ke depan agar dalam proses pembelajaran, guru dapat menggunakan berbagai pendekatan pembelajaran guna meminimalisir perilaku disrupsi siswa di dalam kelas. Jika perilaku mengganggu diabaikan, maka akan sulit untuk mengatasinya di kemudian hari.

A B S T R A C T

The background of this study is that there are still many students who carry out disruptive activities during the learning process. Disruptive behaviour in the classroom can adversely affect the learning process and affect the performance of students, teachers, and the class as a whole. This study is aim to analyse teacher's strategies and student preferences regarding disruptive behaviour in elementary school students. This method uses a qualitative approach with a case study design. The subjects included students and teachers of grade 4 at elementary school. The data collection techniques are using observation and interviews. The data analysis techniques include data reduction, data display, and data verification. The results of this study show that the teacher's strategy in overcoming disruptive behaviour uses three approaches, namely behavioristic, cognitive, and humanistic. Student preference in dealing with disruptive behaviour lies in the problem of learning styles that must be adapted to the way teachers teach their students. This has implications going forward so that in the learning process, teachers can use a variety of learning approaches in order to minimize disruptive behaviour by students in the classroom. If disruptive behaviour is ignored, it will be difficult to overcome it later.

1.   INTRODUCTION

Learning is an activity carried out by an individual in gaining intellectual, increasing skills and being able to change someone's behaviour from not knowing to knowing (Garba et al., 2015; Jannah & Atmojo, 2022). The learning process must be able to create a conducive classroom atmosphere or climate to support the creation of a quality learning process (Anggraini et al., 2017; Arianti., 2019; Bagus et al., 2022). However, it cannot be denied that during teaching and learning activities in class, both teachers and students encounter several obstacles that make the learning process inefficient. Students who do not have an effective learning attitude usually tend to be lazy in learning, do not complete assignments given by the teacher, and always procrastinate in doing assignments (Achmad et al., 2022; Chandra, 2015; Taylor et al., 2015). This attitude is a disruptive behaviour of students. Student disruptive behaviour is defined as behaviour that does not support the learning process which is carried out repeatedly by students while in class (Riden et al., 2018; Stevenson et al., 2020; Wardhani et al., 2022). On the other hand previous study state that disruptive behaviour in class is a behaviour that interferes with the learning process and disturbs other students psychologically and physiologically in the teaching and learning process (Amalo & Widiastuti, 2020; Susanti & Wicaksono, 2022). Student's behaviour is driven by many factors, of course not only by students. It self but also by other people, circumstances or time.

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Disruptive behaviour in the classroom can adversely affect the learning process and affect the performance of students, teachers, and the class as a whole. Behavioural problems in class usually cause teachers to have less class time (Fitria, 2022; Lisa et al., 2019). Teachers need to pay attention to these issues to have a chance of academic success in the classroom. Disruptive student behaviour in class can affect their overall academic development and preparation (Hardi et al., 2022; Stevenson et al., 2020). This disruptive behaviour can be carried out by anyone, including students starting from elementary school to the tertiary level. If these problems cannot be managed properly, then it will become a separate obstacle and difficulty for the individual concerned to achieve adequate adjustments (Aprilia, 2013; Nurlaily et al., 2019). This behaviour is not only experienced at the secondary or tertiary education level but also the elementary education level. We have to look at this basic education level which requires further treatment of students who exhibit disruptive behavior (Stevenson et al., 2020; Sukanta, 2022).

The phenomenon of disruptive behavior in children has increased significantly both in the school environment and at home. Another fact related to disruptive behavior that occurs among students in class is research by previous study which found 35.8% of students were involved in disruptive behavior in class (Campbell, & Rodriques, 2018). Every behaviour displayed by the child is usually inseparable from the role of parents or teachers as educators and guides. Disruptive behavior commonly seen in elementary school children includes demands for immediate response or attention, disturbing the activities of other students, not being able to carry out independent activities or requiring excessive attention from the teacher, arguing when reprimanded, running away from class, not associating with other students, do not follow the rules set by the teacher, ignore other people's feelings, and lie (Imambachri & Purnama Dewi, 2022; Insani et al., 2022).

Based on the description above, the teacher has a role in providing mental and moral guidance or development. Teachers also have a great responsibility to form good personalities and morals for students. This is where the teacher's strategy is in overcoming disruptive behaviour in students as part of school assignments to educate the life of a nation that has noble character and is responsible for himself and the environment around him. That requires strategy that can form a conducive classroom atmosphere so that it can more easily overcome student disruptive behavior to the fullest. A conducive situation means that there is positive interaction between the teacher and students in expressing their needs and desires in class, there is fair attention to all students, as well as a physical environment that supports students to focus on learning, so that the classroom atmosphere during learning can run in a conducive manner. Therefore, teachers need a strategy for managing the class to be able to create effective learning.

The teacher's strategy is the method used by the teacher in dealing with disruptive student behaviour during class learning. A series of studies on teacher strategies for overcoming disruptive behaviour that has been carried out, which results in an alternative solution that teachers can do in the form of good classroom management and the rest is left to counselling (Insani et al., 2022; Nagro et al., 2019; Weiss et al., 2018). From this, it is not studied about several approaches that teachers can take in dealing with disruptive student behaviour. So there is a void regarding the teacher's strategy using several approaches to overcoming student disruptive behaviour. Furthermore, by considering several things, the authors add student preferences as a student response to the teacher's strategy for overcoming this disruptive behaviour.

The teacher's strategy for overcoming student disruptive behaviour can be carried out by utilizing several approaches. This is in line with what was expressed by previous study that state in overcoming disruptive student behaviour teachers can use a behaviouristic approach, in this case, the teacher applies praise to students who behave well, the teacher gives direct warnings, the teacher applies a demonstration strategy (Yuliyanto et al., 2018). In addition, the teacher also uses a cognitive approach, namely by telling his experiences with disruptive behaviour to students. The teacher also uses a humanistic approach, namely by understanding the problems experienced by the students concerned. However, previous study state this strategy cannot be realized without students' preference or interest in the teacher's strategy used to deal with disruptive behaviour (Widodo, 2019). That fact is what the researcher pays attention to get a clear picture of reality about how the teacher's strategy and student preferences are in overcoming disruptive behaviour in the classroom. Based on this description, the purpose of this research is to examine and analyse teacher strategies and student preferences in overcoming disruptive behaviour in the classroom.

2. METHOD

This study uses a qualitative research approach with a case study design, the author chose one of the top schools where the majority of children have high intellectual so that it will strengthen the phenomenon related to what disruptive behaviour that occurs in the top schools looks like. In this case study examines a problem through a case that consists of a single unit. The unit that is the problem is

analysed in depth both in terms of those related to the case itself, the risk factors that affect it, events related to the case as well as the actions and reactions of the case to a treatment. The subjects included teachers and grade 4 students at elementary school in Wonogiri Regency. The subject selection was based on purposive sampling with the consideration that the school was willing to work together for research. The research was conducted for approximately 2 weeks.

The data collection techniques used observation and interviews. The observations were made to gather information about the teacher's strategy in overcoming students' disruptive behaviour in class during learning. The interviews were conducted to gather information about student preferences for teacher strategies for dealing with disruptive student behaviour in class. The instruments used in this study are presented in Table 1, and Table 2.

Table 1. The Grids of Teacher Strategies in Overcoming Disruptive Behavior

No	Aspects of *Disruptive Behavior*	Indicators
1.	Behavioristic Approach	Demonstrates attitudes in controlling classroom conditions through reinforcement, punishment, behavioral contracts, and demonstrations
2.	Cognitive Approaches	Demonstrates attitudes in controlling classroom conditions by focusing on thinking and mental processes to modify or change behavior.
3.	Humanistic Approach	Demonstrate an attitude in controlling the class through discipline, firmness, and consequences.

Table 2. The Grids of Student Preferences in Overcoming Disruptive Behavior

No	Aspects of Student Preference	Question
1	Internal	• Do you always come to school on time? • Try ananda explain, what makes you always come to class on time? • Do you always speak politely in class? • What makes you always speak politely in front of the class? • What things can make you always not to make fun of your friends? • What keeps you from being naughty?
2	External	• Does the teacher giving punishment make you not want to do things that make the teacher angry? • Does the teacher giving gifts / rewards make you excited to be disciplined in class behavior? • Does the teacher talking loudly make you not be noisy in class while studying? • Does the teacher giving an understanding regarding fellow friends have to protect each other make you not think about fighting with friends again?

The data analysis techniques include data reduction, data display, and data verification. In data reduction, the writer summarizes, chooses the main things, focuses on the important things, looks for themes and patterns to provide a clearer picture, and makes it easier for the writer to carry out further data collection, and look for it when needed. After the data is reduced, the next step is to display the data. Presentation of data can be done in the form of tables, and descriptions in the form of words or text are narrative so that the data is organized and arranged in a relationship pattern so that it can be easily understood. The data verification presented is still temporary, and will change if strong evidence is not found to support the next data collection stage. Checking the validity of the data and research findings is done by the triangulation technique.

3. RESULT AND DISCUSSION

Result

This section will present the results of studies related to teacher strategies and student preferences in overcoming disruptive behaviour in the classroom. The study begins by making observations about

student activities in class during learning, observing every step the teacher takes in overcoming student disruptive behaviour. The results of the author's observations regarding teacher activity in overcoming disruptive behaviour of students during class learning are summarized in the Table 3.

Table 3. Teachers' Strategies in Overcoming Students' Disruptive Behaviour

No	Approach Type	Teacher Activities in Overcoming Disruptive Behavior
1	Behavioristic Approach	Give reprimands in a loud tone so that they can be obeyed.
		Give rewards in the form of added value if you don't chat during learning
2	Cognitive Approach	Give a warning to children who are running around in class if they keep running they will fall
		Provide understanding to students who often skip school to always go to school or if there are not too important activities it is better to go to school
		Advise not to play by hitting the study table bench because it will be damaged later
3	Humanistic Approach	Give choices to students, if you want to chat it's better outside
		Confirm the student's reason for not going to school

Base on Table 3, it can be understood that the strategy used by the teacher with a behavioristic approach is in the form of reprimands and rewards to students, while the strategy used through a cognitive approach is in the form of warning and understanding so that the behavior is not repeated, and the strategy through a humanistic approach is in the form of a choice not to chat in class and check the reasons for students skipping school.

Based on the results of the search, the class teacher states that the behaviour of students in class, especially elementary school children, maybe most of them in other schools is the same. Students like to play while studying, only when they are reprimanded the child is silent and some even disobey. There are some students who come home with strange reasons and so on, this is normal for elementary school teachers. It's just how teacher manage the child's behaviour so it doesn't become a habit. Furthermore, based on interview teacher's method of dealing with disruptive student behaviour each teacher has his way. For example, when the children are noisy when working on questions, maybe the first time teacher will give a warning in the form of knocking on the table, 'tuk-tuk'. Then if it's still noisy teacher usually give a warning in a loud tone, then if someone is going back and forth student might give a warning if it's not good, because giving a warning is much wiser rather than punishing. Furthermore, student preferences for teacher strategies for overcoming disruptive behaviour are presented in the Table 4.

Table 4. Student Preferences for Teacher Strategies in Overcoming Disruptive Behaviour

No	Aspects of Student Preferences	Interview Results
1	Internal Aspect	The desire to do good, not be naughty, and be diligent in going to school after being reprimanded by the teacher
2	External Aspect	The way the teacher admonishes and advises students not to walk around disturbing their friends, and not to play with school equipment

From the Table 4, students' preferences can be seen from the internal aspect in the form of students' desire to behave even better, while from the external aspect in the form of the teacher's way of advising students not to engage in disruptive behaviour anymore. This was reinforced by an interview with one of the students that state the teacher always asks how things are, yesterday where you didn't go to school, don't skip class and you'll miss class. It makes students always want to go to school. From the explanation of the informant, it was found that this student's preference lies in the teaching strategy carried out by the teacher.

Discussion

Problems related to students' disruptive behaviour in the elementary school environment have been widespread in every school, of course, there are always students who display deviant behaviour, and this requires more serious follow-up to prevent it from developing. It is becomes difficult to overcome later. For this reason, teachers have made various attempts to deal with disruptive behaviour by implementing different strategies (Dekawati, 2020; Flynn et al., 2016). Based on the research results, a strategy was found that Elementary School teachers in overcoming disruptive student behaviour using several strategies

including a behaviouristic approach, a cognitive approach, and a humanistic approach. The behaviouristic approach carried out by the teacher in the classroom is giving a loud warning so that he can obey, and giving rewards in the form of adding value if he doesn't talk during learning. The ways to deal with student delinquency can be done with verbal reprimands, special attention, manipulating assignments, providing substitute activities, manipulating seat locations, and giving rules (Diani & Sukartono, 2022; Wardhani et al., 2022). Thus, the efforts made by the teacher to overcome disruptive behavior in students through a behavioristic approach are carried out in treating students by understanding the problems they are experiencing. When students exhibit disruptive behavior in the learning process, teachers need to respond wisely and reach out to students to learn more about their problematic behaviour (Fawley et al., 2020; Mahvar et al., 2018).

The cognitive approach taken by the teacher in the classroom is to give a warning to children who are running in class that if they keep running they will fall, giving an understanding to students who often skip school to always go to school or if there are not too important activities it is better to go to school and advise not to play knocking on the bench because later the bench will be broken (Rahmat et al., 2017; Suryahadikusumah & Dedy, 2019). The strategies for providing an effective learning environment not only include good use of class time, creating an atmosphere that is conducive to interest in learning, and providing opportunities for activities that engage students' minds and imaginations but also what is more important is prevention and providing an understanding of disruptive child behaviour in the classroom (Anggita et al., 2021; Monawati & Fauzi, 2018). Thus, the right way to deal with student behaviour through a cognitive approach is by increasing student responsiveness. Therefore, teachers must be wise to use methods and strategies that are appropriate to the psychological factors of their students. The humanistic approach taken by the teacher in the classroom is to give choices to students, if you want to chat it's better to go outside and confirm the reasons students don't go to school. Previous study reveals that the right action for a teacher in overcoming disruptive student behaviour is to get to know the character of each student, and to give a warning in the form of a choice that keeps students from behaving negatively (Diani & Sukartono, 2022). Thus, the right action for a teacher when dealing with a student with disciplinary problems is to avoid swearing, shouting, or giving physical punishment, because every student is also a precious creation of God. However, the right action is not to disturb students' discipline while studying, by spending time talking and doing activities together, the teacher can get to know each student's personality earlier, track down the causes of students being undisciplined, call students and talk privately. Arrange chairs that are creative and innovative, meet and discuss with parents, find solutions and make the right decisions to improve student discipline, give appropriate prizes and warnings and pray for students (Ernata, 2017; Rizkita & Saputra, 2020).

Meanwhile, student preferences for teacher strategies in overcoming disruptive behavior are divided into two, namely internal and external aspects. Student preferences from the internal aspect are the desire to do good, not be naughty, and be diligent in going to school after being given a reprimand by the teacher. In addition, students want to pay attention to the teacher's explanation and want to change their behavior from a busy class atmosphere to being calm (Anggraini et al., 2017; Kartika, 2019). This means that there is a tendency for students to change behavior that can interfere with learning in class. The actually, every naughty student has a desire within himself to do good and not disturb friends around him, it's just a lack of sensitivity from educators in paying attention to students' psychological conditions (Kusdaryani et al., 2016; Oktiani, 2017). Thus, the accuracy of the responses given by students must be considered when managing a class. Thus, by knowing the different characteristics of students, teachers can have a reference for developing good learning strategies. But the problem is, this cannot be detected directly by the teacher, because looking at student characteristics cannot be done just by looking at learning in class, more information is needed from the students themselves so that the teacher can find out students' learning desires (Diani & Sukartono, 2022; Verner et al., 2013).

Students' preferences from the external aspect, namely the teacher admonishing and advising students not to walk to and fro disturbing their friends, and not playing with school equipment make students obey what they are forbidden. This means that students at SDN 1 Widoro have disruptive behavior that can still be managed. The teachers must be very clever in using strategies that are appropriate to students' psychological factors so that students are interested in paying attention to the teacher's efforts to deal with disruptive behaviour (Nuswantari, 2018; Suryahadikusumah & Dedy, 2019). Thus, teachers must pay attention to the preferences of students who tend to get bored more easily when given a learning style that does not suit their learning style. The incompatibility of the learning style given by the teacher to students can make the child's potential unable to be maximized. A learning facilitator for students, especially teachers, must have several criteria to adapt to students in learning (Borrego et al., 2019; Chen & Liu, 2020). The implication of this research is provide appropriate student learning styles, one of which is using learning style instruments so that they can help teachers develop good learning strategies. Especially

for gifted children who have the characteristic of getting bored easily with learning that does not suit their learning style, further assessment is needed in identifying the learning styles of each student so that their superior potential can develop optimally. Strategies for providing an effective learning environment include making effective use of class time, creating an atmosphere that fosters interest in learning, providing opportunities for activities that stimulate students' minds and imaginations, and more importantly preventing and dealing with disruptive or inappropriate behaviours that disturbs children. Many classroom teachers tend to ignore or assume that this is normal child behaviour or that the teacher doesn't know how to deal with this disruptive behaviour. Teachers can take different actions to reduce disruptive behaviour in the classroom through different approaches. For next researcher hopefully can take consideration for further research on the stimulus and response of students' disruptive behaviour when forming new behaviours.

4. CONCLUSION

The teacher's strategy in overcoming the disruptive behaviours of their students uses several approaches, namely the behaviouristic approach, the cognitive approach, and the humanistic approach. While student preferences for the strategies used by the teacher in dealing with disruptive student behaviour include internal and external aspects, where student preferences from the internal aspect are the desire to do good, not be naughty, and be diligent in going to school after being given a reprimand from the teacher, while student preferences are from external aspects. In form of the teacher reprimands and advises students not to misbehave. This has implications going forward so that in the learning process, teachers can use a variety of learning approaches in order to minimize disruptive behaviour by students in the classroom. If disruptive behaviour is ignored, it will be difficult to overcome it later.

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