
RESOLVING MISBEHAVIOR AT SCHOOL

Murfiah Dewi Wulandari

*PGSD FKIP Universitas Muhammadiyah Surakarta
mdw278@ums.ac.id*

Abstract

Instruction in school must consider the background, condition, and learning need of the students. Since teacher has to educate, guide and control the students misbehavior teacher must choose the best learning approach, strategy, and management to manage students.. Teacher must pay attention to both low or high of students' misbehavior because it will interfere the learning process in the classroom. Misbehavior of students can disrupt the educational process, not only the perpetrators and the victims but also all students. A teacher would experience frustration of handling misbehavior children. Effective classroom management needs an understanding of characteristics of students especially in terms of age. Kindergarten students and high school students have different characteristics in understanding the rules. Bru and Stephen offer classroom management for students' misbehavior prevention in four dimension supported as follows emotional support, academic support, monitoring, and student influences. This would prevent or overcome misbehavior students in school. Teacher must have good management skill of class to implement the four dimensions then it needs practice and experience.

Keyword: misbehavior, class management

INTRODUCTION

A fun school is one of the crucial factor in student's learning accomplishment at school besides teacher's quality and applied curriculum. Therefore, creating a fun environment at school is as important as curriculum revision., A fun school where children learn happily, comfortable, spared from bullying or violence, also from burdening subject matter.

School is a place to optimize various student's potentials. This class, which contains various individual needs to be managed, so they can optimize their potential. The teachers need to have understanding, skills and positive attitude in managing class and giving the right learning strategy to all students. The teachers have to understand student's background, their condition, and their learning needs so they can choose the right approach, strategy and management for all students.

The schools, as a learning place, can't afford to go wrong in giving strategy, which scare the students, put them to shame, or lost their confidence. Learning in a tensed ambience or scary, psychologically speaking is not good. School is a place where the children grow not only on physical or knowledge level, but also on curiosity, courage, confidence, independence, the ability to make a decision, durability, patience, competence and the understanding of something. To know the best way to achieve the things mentioned above is by understanding children (Holt, 2012).

The school is a determinant factor for student's personality development in a way of thinking and behave, to deliver them to adult-hood. In this case,

what they need is kinship, alignment, affection and freedom in responsibility. As time goes by, civilization changes. The school, which is supposed to mature them has been reduced to be patronizing and patronized or simply just learning. They only teach subject matter caused by heavy-loaded curriculum which has been arranged, therefore the teachers ignores the development aspect besides of course, cognitive, which is the teacher's duty to develop them (i.e. children's physical, morals, emotion and social development)

The teacher's duty, besides lecturing and nurturing all of their students, also bears the duty of controlling misbehaved students. Bad behaviors at school, mild or severe, must be the teacher's attention because these things disturb learning process in classes. This kind of behavior can be motivated to fulfill its psychological needs, i.e.: determine their own fate (satisfactory or threat), competence and relationships (Adelman and Taylor, 1999). This intrinsic motivation becomes the background of student's misbehavior at school.

The impact of this can interfere the education process of all students, not only the doer and the victim, but also related damages (mental health disturbance and crimes) (Peguero *et al.*, 2011). For teacher, it can lead to stress and frustration when dealing misbehaved students, because it takes a lot of emotion and energy (Allday, 2011; Tsouloupas, Carson and MacGregor, 2014). While for the doer him/herself, his/her academic achievement is disrupted (Sun, 2015).

There are a lot of ways to resolve misbehavior, some of them are by increasing school's safety

(Servoss, 2017), giving after-school structured activities or extracurricular (Fleming *et al.*, 2008). Class management by teacher is an effective way to handle student's misbehavior, but this thing requires teacher's skill (Bru, Stephens and Torsheim, 2002; Allday, 2011).

To create a fun school and to keep the children away from violence or bullying need an effective class management and understanding towards student's characteristic. With conducive class management, it will lead the children to be more open and flexible. Teacher teaches the student how to control anger, make an effective choice, doing well in expressing emotion. (Hardin, 2004). With their discretion in expressing opinions, feelings and asking their teachers and peers. In the book of *Methods for Teaching* (Jacobsen, 2009), it is mentioned that well-managed class will help to improve learning climate. All of the students are orderly within the class, but not rigid and they feel safe from physical violence and worries on mockeries. On the contrary, poorly managed class can be a sea of chaos, of course this thing will lead to uncomfortable condition, less fun to students and will affect learning process.

With the backgrounds mentioned above, how do the teacher manage misbehaved students? What kind of strategy to manage the class? Considering that big research which discuss student's mischief-related-class-management are relatively small (Bru, Stephens and Torsheim, 2002).

CLASS MANAGEMENT TO RESOLVE MISBEHAVIOR IN SCHOOL

Misbehavior in school is a bad behavior done by students at school (mischief at school) (Allday, 2011). Misbehavior in school could be severe behaviors (i.e. fighting, use on drugs) and behavior towards discipline (Allday, 2011). In Servoss's research (Servoss, 2017), he categorized misbehavior to fighting, disturbing, skipping school and tardiness. While Sun, in his research measure misbehavior and divide it into three types, (1) off-task disruptive behavior (e.g., out of seat, sleeping), (2) peer aggression (e.g., intimidation, verbal aggression) and (3) rule-breaking behavior (i.e., vandalism, truancy) (Sun, 2015). Fleming stated that misbehavior is a behavior showed by (a) "a lot of debate", (b) "doing cruel things", (c) "being not polite", (d) "fighting", (e) "endangering/destroying", (h) "taking someone else's stuff", (i) "threatening someone" and (j) "yelling at other people", (f) "lying" (Fleming *et al.*, 2008). While (Adelman and Taylor, 1999) categorized misbehavior with descriptive understanding (such as crying, hitting and resisting, destroying stuff, does not follow rules and direction, does not participate

in class or does not go to school, lying, cheating, etc), banged with non descriptive understanding such as non-cooperative, disobedience, disrespect or aggressive.

The purpose of class management is to create and protect class condition so learning and teaching activities can go well and on target. It means that the effort done by teacher, where student abilities are not the same, can follow and master subject matter that has been taught by the teacher. Class management is one of the most important skill a teacher must possess, and also one of the most difficult skill to master. It is proved with discussion outcome, the most difficult challenge in education is class management (Allday, 2011).

In an effective class management, student's characteristic must be understood, especially from age aspect, in his book *Methods for Teaching* (Jacobsen, 2009) there are few levels to know student on how they understand rules made in class :

1. Level 1, kindergarten to 2nd grade. Students tend to understand the rules and always want to please their teachers. But they often neglect them and sometimes violate them because they forgot about it. Therefore, rules and procedures must be taught, practiced, watched and strengthened with care and clarity.
2. Level 2, 3rd grade to 6th grade. Mid-elementary students are more independent, but they still love attention and affection from the teachers. They participate in the process of making the rules so they can know more and enjoy them. At this stage, rules that has been made need to be watched and consistently and objectively being strengthened.
3. Level 3, 7th grade to 9th grade. Students at this level experience a mix of social, physical, emotional and sexual feelings. As a result, they tend to change. Hence, a strong stability foundation is needed in class. Rules need to be declared clearly, managed, and strengthened.
4. Level 4, 10th grade to 12th grade. Students can respond well with clear reasons upon the rules.

Class management by Bru is supported by four dimensions: emotional support, academic support, monitoring and student's influence (Bru, Stephens and Torsheim, 2002). Those four dimensions can be used in class management to resolve or prevent misbehavior in school.

Emotional support tends to push connection or bond between student and teacher. A good emotional bond between them can increase learning motivation and student's academic grade. Student's positive attitude towards their teacher can prevent misbehavior because children feel positive bond

(Bru, Stephens and Torsheim, 2002). Some school, in general, still use learning process which mostly controlled by the teachers and interactions between teacher and student are limited to recitation. Those process will turn the class into a competition room between the students and it is a contra-productive matter, because basically, humans like to cooperate, discuss and debate. The appropriate learning model to develop is cooperative learning. This model will give positive impact to children because it brings positive feeling to others, so it eliminates seclusion and solitude. Teamwork can increase self-esteem, because it makes them feel respected and appreciated by others. It can increase social skill and do teamwork on his/her tasks with their friends (Joyce, 2011) Cooperative learning model can be used to prevent student's misbehavior with their peers. The requirements to create an effective class (Jacobsen, 2009) review the need to: 1) Class climate, there will be a healthy emotional, supportive and positive feeling during learning in class. Environment that encourages these feelings represents class climate. A positive one will bring the students to feel proficient, included, safe and fun. It depends on the teacher and the type of learning that the students have experienced. 2) Teacher characteristic, an effective manager has the following characteristic: care, firm, modeling and enthusiastic, high hopes. The emotional support mentioned above can be used as a prevention or resolving student's misbehavior.

The right learning and academic support by the teacher will lead the student to increase commitment of study rather than playing and leaving the tasks (Bru, Stephens and Torsheim, 2002). In management and learning (Jacobsen, 2009), nurturing an orderly class needs an effective learning, vice versa. Learning factors that creates an orderly class climate are; organization, time usage, study focus, student's engagement, feedback, review and closure. Mentioned in the book *Models of Teaching* (Joyce, 2011), learning environment can be adjusted, at least it is designed to be flexible. A learning model can be designed by not making the students bored. Learning environment is designed to be a comfortable place and fun, not to be uncomfortable and difficult one. Learning models are given according to student's characteristic. To reduce mistake in using the learning model, teachers can apply open-ended model by asking students to do interruption periodically and can propose to the teachers to change the model that has been used to be an environment that matched with their intellectual or characteristic. At this stage, teachers give the students the opportunity to determine their learning environment. In the book of *Psychology of Education* (Slavin, 2011) describes

a continuous learning and dry learning can be very boring and the students will lose concentration upon subject matters. For this reason, teacher should introduce variations, activities or jokes to keep the learning alive and their attention. Students will learn more subjects that are given enthusiastically and expressively if the lecture methods are not dry. It is mentioned that learning is a performing arts where the actor (the teacher) must show a playable character. Teacher can circle around the room giving academic support to the students and help them in maintaining a suitable behavior (Allday, 2011). With creative and interesting teaching, the misbehavior that is related to off-tack and disturbing others because of boredom can be avoided.

Monitoring that has been done by the teacher to their student will be effective if this activity is aimed to "push them forward" not focusing bad behavior as the main attention. Over-controlling can have negative impact towards troubled kids (Bru, Stephens and Torsheim, 2002). Class with "No child Left Behind (NCLB)" perspective applies assessment from few levels. The school must watch and take notes of student's performances in documenting different student group achievement (Jacobsen, 2009). Besides, by monitoring interactively, teacher can increase student's accomplishment rather than intervention style (Djigic and Stojiljkovic, 2011). To create a positive environment in learning, authoritative style is being used instead of authoritarian or permissive. Authoritative style involves the students in a moderate two-way conversation, caring attitude to students and required student's behavior limitation (Santrock, 2014).

Student's influence, is associated with how the student's autonomy enhancement on the establishment of learning task can affect motivation and behavior. Student who can see the class climate that allows them to have autonomy level is more committed and intrinsically motivated rather than the one that see it as his/her behavior control (Bru, Stephens and Torsheim, 2002).

With intervention in class management which refers to 4 dimensions mentioned above, hopefully can prevent or resolve student's misbehavior at school. Implementation of the 4 dimensions requires teacher's skills in managing his/her class. Surely this need practice and experience.

Teacher must understand student's characteristic in managing his/her class. Moreover, for misbehaved children, they need to know intrinsic motivation on why they do it at school. Motivation to fulfill their needs such as self-determination, competence and relatadness (Adelman and Taylor, 1999). By understanding student's misbehavior

motivation, it is easier for teacher to determine the intervention to change it. Besides, teacher must be able to interpret student's behavior based on lifestyle, value and student's perspective (Hardin, 2004).

CLOSING

Teacher must fully understand in managing class, moreover if there are students that are culturally diverse, special needs children, children with academic risk failure, and social isolation. An orderly class does not just happen. Class must be plan carefully, with a patient and steadfast teacher and committed to student and learning (Jacobsen, 2009).

Aside from teacher's style in class management, rules that are made in class is needed and must be reasonable, clear and understood, also consistent. It also involves cooperation between students by developing positive relationship between them, sharing and responsibility, giving an appropriate reinforcement. With student's diversity in class, teacher must have knowledge on student's cultural background for understanding in communicating with them (Santrock, 2014).

Effective class management with student's diversity, if managed well, will make learning comfortable for them. Teacher's ability is very much needed in creating those comfort. Teachers-students or students-students relationships and the governance of the room, including the numbers of students, must be put to attention, so student's misbehavior can be resolved.

REFERENCE

- Adelman, H. S. and Taylor, L. (1999) 'Intrinsic motivation and school misbehavior: Some intervention implications', *Journal of Learning Disabilities*. doi: 10.1177/002221949002300903.
- Allday, R. A. (2011) 'Responsive Management: Practical Strategies for Avoiding Overreaction to Minor Misbehavior', *Intervention in School and Clinic*. doi: 10.1177/1053451210395383.
- Bru, E., Stephens, P. and Torsheim, T. (2002) 'Students' perceptions of class management and reports of their own misbehavior', *Journal of School Psychology*. doi: 10.1016/S0022-4405(02)00104-8.
- Djigic, G. and Stojiljkovic, S. (2011) 'Classroom management styles, classroom climate and school achievement', in *Procedia - Social and Behavioral Sciences*, pp. 819–828.
- Fleming, C. B. *et al.* (2008) 'After-School Activities, Misbehavior in School, and Delinquency From the End of Elementary School Through the Beginning of High School', *The Journal of Early Adolescence*. doi: 10.1177/0272431607313589.
- Hardin, C. J. (2004) *Effective Classroom Management: : Models and Strategies for today's classroom*. Columbus.
- Holt, J. (2012) *How Children Learn (Terjemahan)*. New York AS: Merloyd Lawrence.
- Jacobsen, D. A. *et al.* (2009) *Methods for Teaching (Terjemahan)*. kedelapan. Pearson Education International.
- Joyce, B. *et al.* (2011) *Models of Teaching (Terjemahan)*. kedelapan. Pearson Education International.
- Peguero, A. A. *et al.* (2011) 'Social control theory and school misbehavior: Examining the role of race and ethnicity', *Youth Violence and Juvenile Justice*. doi: 10.1177/1541204010389197.
- Santrock, J. W. (2014) *Psikologi Pendidikan*. kelima. jakarta: Salemba Humanika.
- Servoss, T. J. (2017) 'School Security and Student Misbehavior', *Youth & Society*. doi: 10.1177/0044118X14561007.
- Slavin, R. E. (2011) *Psikologi Pendidikan: Teori dan Praktik*. kesembilan. Pearson Education International.
- Sun, R. C. F. (2015) 'Student misbehavior in hong kong: The predictive role of positive youth development and school satisfaction.', *Applied Research in Quality of Life*. doi: 10.1007/s11482-015-9395-x.
- Tsouloupas, C. N., Carson, R. L. and MacGregor, S. K. (2014) 'The development of high school teachers efficacy in handling student misbehavior (TEHSM)', *Journal of Educational Research*. doi: 10.1080/00220671.2013.788992.