

Teacher's Strategy in Dealing with Disruptive Behavior from a Student's Perspective

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ABSTRACT

Schools provide understanding to students to avoid disruptive behavior. Teachers have strategies to deal with disruptive student behavior in the classroom. This study aims to describe teacher strategies in dealing with student disruptive behavior and reveal students' preferences for teacher strategies in dealing with disruptive behavior of the first grade at a public elementary school in Baki. This type of research is qualitative, using a case study approach in an elementary school, so the subject of the study is teachers and students. This research data are information about teacher strategies in dealing with student disruptive behavior and students' preferences toward teacher strategies in dealing with disruptive behavior in the classroom. The data sources used are students and teachers. Data collection techniques used was observation and interviews. Meanwhile, the data were analyzed using Miles, Huberman, and Saldana's model, which consists of data collection, data reduction, data presentation, and drawing conclusions. The results showed that teachers used several strategies to deal with the disruptive behaviour of students, including classroom management, taking individual approaches, behavior management, understanding student characteristics, and teaching social skills. The strategies that students prefer are classroom management, taking an individual approach, as well as behavior management. Disruptive behavior of students during learning can be reduced if the teacher has an effective strategy and that strategy becomes the student's preference.

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1. INTRODUCTION

Schools have an important role in shaping students' personalities and behaviors. Schools must provide understanding to students to avoid inappropriate behavior. Such behaviors are disruptive behaviors carried out by students in the classroom. Disruptive behavior is student behavior that does not support the learning process in the classroom and is carried out repeatedly in different forms

according to class conditions (Dufrence, B., Doggett, A., Henington, C., & Watson, 2007). In addition, Nicholls (Mccaskey, 2015) argues that disruptive behavior is a behavior that interferes with learning in the classroom thus causing insecurity both psychically and physically. Students perform this behavior because learning is teacher-centered, so they feel bored when following lessons.

Students will have difficulty adjusting if disruptive behavior problems are not handled properly. This behavior is not only experienced at the secondary and tertiary education levels but also at the basic education level. It is precisely at this level of basic education that students who behave disruptively require further treatment. Disruptive behavior is caused by several factors both internal and external. Internal factors include being disruptive to friends, negligence, and jailing. While external factors are caused by teachers who carry out learning monotonously or there are lack of teaching materials causes teacher teaching materials to be ineffective (Mupa & Chinooneka, 2015). Disruptive behavior is a potential problem for academic success in the classroom because teachers have to solve these problems which results in reduced teacher time in explaining lessons (Luiselli, et al., 2002). The existence of this disruptive behavior, the right teacher strategy is needed to reduce the behavior.

Teachers create learning strategies so that students learn actively. Strategy based of (Ormrod, 2006) is divided into five aspects, namely classroom management, taking an individual approach, behavior management, understanding student characteristics, and teaching social skills. The first teacher strategy is classroom management. (Arfani & Sugiyono, 2014) Classroom management can create a conducive classroom atmosphere so that the instructions received by students become effective and clear. The second strategy is to take an individual approach. Teacher-student interaction is not limited to changes in student behavior, but the level of concern teachers have for students and their learning. The most popular strategy is behavior management. (Reinke et al., 2013) said that behavior management is an effort to improve positive behaviors that support the learning process. The fourth strategy is to understand the characteristics of students. The teacher does not immediately conclude that the student made a mistake, but the teacher must understand the factors behind it according to the phase of student development. The latter strategy is to teach social skills. (Arda & Ocak, 2012) said that social skills consist of the ability to communicate, self-control, express feelings, solve students' problems in learning, and develop social and cognitive abilities.

Some of the teacher's strategies in dealing with the disruptive behavior of students in the classroom can be used as student preferences. (Mappiare, 1983) explained that preference is a mental device consisting of feelings, expectations, stances, prejudices, fears or other tendencies that lead the individual to a particular choice. So it can be concluded that student preferences are the most preferred strategy when teachers deal with disruptive behaviors in the classroom.

There have been many previous studies related to teacher strategies in dealing with disruptive behavior of students in the classroom, including the results of research by (Wicaksono, 2013) mentioning that teacher strategies in dealing with disruptive behavior use three approaches, namely behavioristic, cognitive, and humanistic. In addition, the results of research (Novitasari, 2017) mentioned disruptive behavior can be overcome by conducting intervention and communication management. (Wijayanti, 2018) said that good behavior games have been proven to reduce the level of disruptive behavior in children at Elementary school of Pendem 02 (Audi, 2019). Children who have disruptive behaviors must receive special attention in order to change. (Christian & Hidayat, 2020) said that teachers have skills in classroom management, approach students, and create effective learning. According to the research of (Bukman & Amiruddin, 2021) said that teachers are able to increase productivity and learning efficiency by renewing, planning, organizing, implementing, and supervising learning.

Based on the description that has been described, previous research only discussed teacher strategies in dealing with disruptive behavior of students. Previous research has not discussed students' preference for teacher strategies for dealing with such disruptive behaviors. Therefore, this study aims to reveal students' preferences for teacher strategies in dealing with disruptive behavior of students in the classroom.

2. METHODS

The type of research used is qualitative research using a case study approach. In this study, researchers collected and analyzed data found in the form of writings, expressions, and behaviors that can be observed in the field. In accordance with the opinion of (Sulistyo-basuki, 2006) stated that qualitative research aims to obtain the full data as studied. This research is also related to the ideas or opinions of the people studied in the form of data but cannot be measured by numbers. The study was conducted in an elementary school and the subject of the study consisted of 46 first-graders and 5 teachers. The time for conducting the study is from July to November in the odd semester of the 2022/2023 academic year. The object of his research is the teacher's strategy in dealing with the disruptive behavior of students and the student's preference for the teacher's strategy.

The research data is in the form of information on teacher strategies in dealing with disruptive behavior and student preferences for teacher strategies in dealing with these behaviors. The data source comes from teachers and students. Data collection techniques through observation and interviews. This technique is performed on teachers and first graders to describe the teacher's strategy in dealing with students' disruptive behavior as well as students' preferences towards the teacher in handling the behavior.

The data analysis used in this study used an interactive model. According to (Miles, Matthew B, Huberman, A. Michael, Saldana, 2014) data analysis is that data collection is carried out through data reduction, presenting data, and drawing conclusions or verification. The data collection stage comes from information on the teacher's strategy in dealing with disruptive behavior as well as students' preferences for the strategies used by the teacher to deal with the behavior. The data that has been collected, then evaluated, summarized, and classified. After that, the data is presented in a thematic form. The final stage is to draw conclusions from the analysis that has been carried out and double-check with the evidence found in the field. Drawing conclusions related to teacher strategies and student preferences based on valid evidence, data, and findings based on field studies conducted.

Data validation uses method triangulation and source triangulation. Triangulation methods are used to collect accurate data on the teacher's strategy information in dealing with disruptive behavior as well as students' preference for the teacher's strategy in dealing with such behavior in the classroom. Meanwhile, source triangulation is collecting data from teachers and students. Source triangulation is used to check the accuracy of the data. Comparing data using triangulation of sources obtained from various sources to obtain accurate data on teacher strategies in dealing with disruptive behavior as well as student preferences for teacher strategies in dealing with disruptive behavior of students in the classroom. In this study, triangulation methods and source triangulation were used by researchers because data collection used observation techniques and interviews obtained from students, teachers, and teacher notes about students' disruptive behavior in the classroom.

3. FINDINGS AND DISCUSSION

3.1 Result

3.1.1 Teacher Strategies for Dealing with Disruptive Behavior

The teacher's strategy in dealing with students' disruptive behavior is classroom management. Class management is very important to create a conducive classroom atmosphere in order to achieve optimal learning goals. The intended classroom management is innovative learning, group learning, and the use of games.

"I had to make innovative learning because teaching first grade is more difficult. They get bored easily if I just keep telling stories. In such innovative learning, I formed a discussion group. In addition, learning media such as LCDs, props I often use. Students become more focused and happy in learning." (RM, August 13, 2022)

The results of the interview with RM can be concluded that the teacher feels satisfied when students look less bored, more focused, and happy in learning in the classroom. The second strategy is to take an individual approach. To overcome the problem of disruptive behavior, teachers need to approach it individually by showing empathy to students. Teachers take a personal approach to students such as providing a sense of security, comfort, and motivation.

The personal approach taken by the teacher is to provide a sense of security to the students. During the orientation period of the new students, the first-grade teacher introduces every room in the school to the students, one of which is the toilet. The teacher delivers the students when they go to the toilet. It is as stated by D.

"Before starting English learning, I usually ask if any students want to go to the toilet. They went to the bathroom together while I watched him." (D, September 3, 2022)

From observations and interviews with D about personal approaches, teachers provide students with a sense of security. The teacher gives permission to the students to the toilet before the lesson starts and drives them to prevent bedwetting in class.

The second personal approach is to provide a sense of comfort to students. Teachers embrace students when crying. This is reinforced by the following interview with NR:

"During religious learning, the disruptive behaviors that students engage in include stories with their friends, not sitting in their chairs, crying, playing alone, shouting, and joking. When there are students crying, I will usually approach and embrace them. Besides, when someone wants to pee, I drive to the toilet." (NR, 4 August 2022)

The strategy NR uses based on interviews is to calm students down so that they feel comfortable so that lessons can resume immediately. This shows that there is a teacher's concern for students.

The last personal approach is the provision of motivation to students. Motivation is very beneficial for students. The results of observations and interviews with SK obtained the following data:

"Students are happiest when they are noticed by the teacher. I often give motivation to students when learning so that they pay more attention so that they get good grades. In addition, students who pay attention to the lesson are usually more courageous to ask questions and the results of the discussion are good. Next, I will give rewards such as thumbs up and applause for his success." (SK, 5 September 2022)

The third teacher strategy is behavior management. Behavior management is very important because it can shape the character of students. Students become brave, responsible, and disciplined. There are three aspects that teachers use in behavior management, namely giving rewards, giving thumbs up, and making class agreements.

Every student is certainly happy when they get a gift from the teacher, and first graders are no exception. According to AW, in dealing with disruptive behavior in the classroom, namely by giving rewards to students who can answer questions. This reward is given as a form of appreciation. Here are the results of the interview with AW:

"I reward students who are successful in learning. I do this because it is to provide motivation so that they are more attentive in learning. This is done so that they get good grades." (AW, September 5, 2022)

In addition to rewarding, the behavior management that teachers use is to make class agreements. Class agreements are made by teachers and students at the beginning of the school year. The goal is for students to be disciplined. RM in his interview said as follows:

"I and the students made a class deal at the beginning of the school year. This class agreement was made so that I would not have to reprimand continuously. They can also know the impact when they break the rules. For example, going home late for those who have not completed an assignment, sweeping the floor or removing the blackboard. The sanctions I apply in class are educational in nature and do not burden students" (RM, September 1, 2022)

Based on the interview, students who violate the class agreement will be punished.

The fourth strategy of teachers in dealing with disruptive behavior is to understand the characteristics of students. The teacher needs to understand the characteristics of the students. This observation data was reinforced by interviews with AW and NR.

"I teach first and sixth grades. When I teach, I don't equate teaching strategies in the two classes. Teaching grade one requires two to three times the instruction while the sixth grade is enough once instruction. First-class learning strategies are treated differently. For example, I tell rowdy students or their own stories to line up front to be more focused." (AW, September 8, 2022)

"In the first grade, I found students who were slow to write. When all his friends finished writing, he was not finished. Then I give extra time to get it done." (NR, September 6, 2022)

From the results of the interview, the teacher gave solutions in dealing with disruptive student behaviors such as AW giving instructions two to three times so that students understand while NR gave additional time to complete the task.

The teacher's strategy is to teach social skills. The social skills taught by the teacher are asking students for permission when leaving the classroom, saying thank you when receiving something, as well as apologizing when making a mistake. Observational data found that there were students who wanted to go to the toilet and he asked his teacher for permission. Results of the interview with SK:

"If you want to do something, students are expected to ask the teacher for permission. For example, want to pee, wash your hands, or take out the garbage. Character education should be taught to students early on. Any student who wants to get into the classroom, to the office or wherever, they are accustomed to excuse me first. In addition, I also teach students to always say thank you when they receive something from their friends, and always apologize when they make mistakes. If they get used to it since childhood, students will form their character until adulthood later." (SK, 9 September 2022)

In addition to teaching students to ask for leave when leaving the classroom, the teacher also teaches students to say thank you when they receive something. Based on observations, it was found that the student borrowed his friend's coin to draw a circle and the student thanked him when returning. This was reinforced by the results of an interview with RM.

"I make it a habit for students to say thank you when borrowing something from a friend or when receiving help from someone else. This is done to teach social skills to students." (RM, September 5, 2022)

The teacher's strategy in teaching other social skills is to apologize when making mistakes. The observation data and interviews with NR are as follows:

"Before religious learning begins, I make it a habit for students always do something good to others. For example, visiting sick friends, helping friends affected by disasters, lending stationery, and apologizing if students make mistakes. That advice is not only conveyed to me in the first grade, but also to all classes." (NR, September 6, 2022)

From observation and interview data, it can be concluded that teaching social skills through advice is a character education for students. Actions that become habitual for students such as going in and out of class without permission, quarrelsome, interrupting the teacher's conversation can interfere with the learning process in the classroom.

Table 1. Strategies Employed by Teachers to Deal with Disruptive Behavior

No	Strategies Employed by Teachers to Deal with Disruptive Behavior	
1	Class Management	Innovative learning Group learning Using Games
2	Taking an Individual Approach	Giving a sense of security Giving a sense of comfort Giving Motivation
3	Behavior Management	Giving rewards Giving thumbs up Making class agreements
4	Understanding Student Characteristics	Giving more time to students who are slow to write
5	Teaching Social Skills	Saying permission when leaving the classroom Saying thank you when receiving something Apologizing when making a mistake

3.1.2 Students' Preferences for Teacher Strategies for Dealing With Disruptive Behavior

Students' preference for teacher strategies is a preferred strategy for students. These strategies are classroom management, individual approaches, and behavior management. Students' preferences for teacher strategies in classroom management include innovative learning, group learning, and the use of games. Innovative learning is given to students so that learning is interesting and not boring. Students feel happy in following the learning. Students can more easily capture the material provided by the teacher. The results of the interview with A are as follows:

"I love learning when teachers use LCDs because they can see pictures. I also love it when the teacher plays music before starting learning. When learning mathematics, the teacher's mother once also divided the shirt buttons to count. After that, my friends and I were invited to the park to count the red and yellow flowers. Who can answer, the teacher gives a gift." (A, September 7, 2022)

The results of the interviews show that innovative learning can make the classroom atmosphere different. Students are more interested in lessons, easy-to-understand materials, fun learning, and no student tells stories on their own or out of their seats.

When it comes to classroom management, group learning is also a student preference. Researchers found no students walking around in class to borrow pencils, erasers, or look at their friends' writings. This is because learning is carried out in groups. This observation data was reinforced by interviews with I.

"I like to sit with friends. I am a group of three with RI, CE, AI, RO, and AZ. Actually, RI is an ignorant and annoying child but when studying in groups, he is a good and diligent child. If there is a friend who can't, he is happy to help. I enjoy group study rather than self-study." (I, September 7, 2022)

From the results of the interview it can be concluded that students prefer group study. If there are difficulties, students can help each other. The last student preference for class management is the

provision of games. The researcher asked the students directly, it turns out that many students like learning using games. This is evidenced by the results of interviews with two students.

"I like to learn while playing charades." (D, September 8, 2022)

"Who can answer faster will get a star from the teacher." (R, September 8, 2022)

From the interview data of both classical and individual in the classroom, it can be concluded that learning accompanied by games is very much liked by students. It was evident that students felt happy, cared for, and competed to answer the teacher's questions.

The second preference of students is to take an individual approach. The individual approach taken by the teacher, among others, provides a sense of security and comfort to the students. The results of the interview with NR are as follows:

"During religious learning, the disruptive behaviors that students engage in include stories with their friends, not sitting in their chairs, crying, playing alone, shouting, and joking. When there are students crying, I will usually approach and embrace them. Besides, when someone wants to pee, I drive to the toilet." (NR, 4 August 2022)

This strategy becomes a preference for students because they feel comfortable and calm when the teacher pays attention to them. They feel that there is such a closeness between the teacher and the student that the teacher is considered to be the second parent when the student is in the classroom.

The last student preference is behavior management. The behavior management that students like the most is rewarding. Here are the results of the interview with H:

"Teacher entered the classroom carrying an LCD. Today we learn while watching. Who can answer, the teacher will give a pencil. I was happy because I got a pencil. Lessons get fun because there's no need to write but get a pencil." (H, September 7, 2022)

From the interview results, H was enthusiastic and happy to receive a reward from his teacher.

Table 2. Students' Preferences for Strategies Employed by Teachers to Handle Disruptive Behavior

No	Students' Preferences for Strategies Employed by Teachers to Handle Disruptive Behavior
1	Class Management Innovative learning Group learning Using games
2	Taking an Individual Approach Giving a sense of security Giving a sense of comfort
3	Behaviour Management Giving rewards

3.2 Discussion

3.2.1 Teacher Strategies in Handling Disruptive Behavior

The results of the study show that the strategies used by teachers in dealing with disruptive behavior in the classroom are

a. Classroom Management

In classroom management, teachers apply innovative, group, and game learning. Good classroom management creates fun learning and increases students' enthusiasm for learning. The results of this study are in line with the opinion of (Karwati, E., Donni, J. P., Risma, S., 2014) stating that that class management is a conscious effort to plan, organize, actualize, and carry out supervision of programs

and activities in the classroom. As a result, the teaching and learning process can take place systematically, effectively, efficiently, and can optimize the potential of students. The results of this study support the results of research conducted by (Christian & Hidayat, 2020) explained that teachers have skills in classroom management to create effective learning. However, the results showed that most teachers use group learning strategies and games in teaching. This is because the character of the first grader of elementary school likes to play games and talk to his friends by himself.

b. Conducting an Individual Approach

The results of this study are relevant by (Abdullah, 2013) that teachers approach by showing an attitude of empathy to students. This attitude of empathy is shown by providing a sense of security, comfort, and motivation. However, researchers often find teachers motivate students as a form of empathy. The provision of motivation by teachers is in line with the results of research by (Handayani Hawa Laily, Syamsul Ghufroon, 2020) stated that teacher strategies in reducing disruptive behavior by providing motivation. This is also in accordance with the opinion of (Yusuf, 2010) that motivation is a state that exists in the individual and causes the individual to be able to carry out certain activities to achieve his goals. Student behavior will change after the provision of this motivation.

c. Behavior Management

The behavior management that teachers use is rewarding. The rewards given by the teacher are in the form of giving pencils, stars, and additional scores. The results of this study are relevant to the opinion of (Skinner, 1938) stated that reward or reinforcement is an important element in the teaching and learning process. The results showed that giving rewards to students can be a stimulus for the response given. The results of the current study are different from the results of (Novitasari, 2017) is making class agreements. At the beginning of the semester, teachers and students make class agreements to form learning discipline. (Mulyasa, 2002) said that learning discipline is a state of order when students follow lessons and obey established rules. Students who violate the class agreement will be penalized as a deterrent effect.

In addition, the results of this study are also not in line with the results of (Novitasari, 2017) is understanding the characteristics of students and teaching social skills. Teachers understand the characteristics of students by giving more time to students who are slow to learn. The results of this study agree with the opinion of (Habibah, 2017) states that children who are slow to learn must be given services optimally because the child needs attention and educational services in accordance with the conditions he needs. The slow learning obstacles experienced by first graders in elementary school are slow writing, reading, and doing the task.

Teaching Social Skills

Another teacher strategy is to teach social skills. The results of this study support the results of the research of (Handayani Hawa Laily, Syamsul Ghufroon, 2020), who stated that teachers should give advice, reprimands, and warnings to students who experience behavioral deviations in the classroom. However, the results of this study are not in line with the results of research by (Handayani Hawa Laily, Syamsul Ghufroon, 2020) is students say thank you when they receive something and apologize if they make a mistake. These two behaviors are in line with the current curriculum used in Indonesia, namely the independent curriculum. In an independent curriculum, students are not only formed into intelligence, but also have character in accordance with Pancasila values as a form of Strengthening the Pancasila Student Profile.

3.2.2 Students' Preferences for Teacher Strategies for Dealing with Disruptive Behavior

This study identified many tactics implemented by teachers to address disruptive behaviour exhibited by pupils in the classroom. These tactics exert a beneficial influence on students. When researchers inquire about students' choices on teachers' tactics for addressing disruptive behaviour during classroom instruction, students' preferences include classroom management, individualised approaches, and behaviour management. Student preferences in classroom management encompass progressive pedagogy, collaborative learning, and gamification. The findings of this study align with

the research conducted by (Christian & Hidayat, 2020), which asserts that teachers must possess classroom management abilities to facilitate successful learning.

Nevertheless, the findings of the present study diverge from the research outcomes of (Christian & Hidayat, 2020) specifically in relation to innovative learning. The goal of innovative learning is to modify learning approaches from different models in order to prevent students from experiencing boredom and passivity. (Komara, 2016) posits that innovative learning refers to the intentional design, compilation, and conditioning of educational experiences to facilitate effective student learning. The learner must ensure self-discipline, encompassing not only maintaining silence but also actively cultivating self-motivation for personal growth.

The second student preference for classroom management is group learning. This can be seen when students care about their peers who still don't understand the lesson; they discuss and tell each other. So that the atmosphere of the classroom seems to be alive and the atmosphere of a different classroom environment. The results of this study are in line with the opinion of (Syamsu Yusuf LN., 2008), stating that the age of elementary school students is generally 6 to 13 years. There are three characteristics that stand out at this time, namely the urge to relate to peer groups, curiosity about the surrounding world, and physical development. This shows that children at the age of 6 to 13 years in their development enter school age and at this time children have a strong urge to relate to their peer group, a curious impulse about the world around them, and a love of games that lead to the world of work. In addition, the end of childhood is often referred to as the "group age" because it is characterized by an interest in the activities of friends and an increased strong desire to be accepted as a member of a group, and feeling dissatisfied when not with friends.

The student's preference for classroom management is the provision of games. This method is also very much liked by students. The teacher makes the learning atmosphere that the students feel comfortable. They are always waiting for what game the teacher will use in each of their lessons. The results of this study support the results of a study conducted by (Wijayanti, 2018) stating that good behavior games are proven to reduce disruptive behavior of students in the classroom. Learning can be dynamic, fun, and more vibrant by using games. This learning model is no longer teacher-centered but student-centered.

The second preference of students towards the teacher's strategy is an individual approach. The results of this study are supported by (Abdullah, 2013) who states that teachers approach by showing an attitude of empathy to students so that the evaluation given is of concern to students. However, the results of this study are different from the results of research by (Handayani Hawa Laily, Syamsul Ghufro, 2020), namely a personal approach. The personal approach taken by the teacher includes providing a sense of security and comfort to students. An example of such a sense of security and comfort is the teacher escorting students to the toilet and embracing them when crying. This strategy is the choice of students because they feel comfortable when the teacher pays attention. The presence of the teacher is considered to be the second parent in the class. The results of this study are relevant to the opinion of (Mudjiono, 2013) stated that a personal approach is a teacher's teaching activity that focuses on help and tutoring to each individual.

The last student preference is rewarding. In line with the opinion of (Skinner, 1938) stated that reward or reinforcement is an important element in the teaching and learning process. In the results of this study, giving rewards to students in the midst of learning is a stimulus for the response given to students so that it can help increase their interests and talents.

From the responses of various students to the teacher's strategy in dealing with disruptive behavior of students in the classroom, it can be concluded that students' preference for the strategies that teachers apply in classroom management, individual approaches, and behavior management are strategies that become students' preferences. Therefore, the advice from researchers, teachers must maintain the strategies that are students' preferences so that learning remains conducive, creates a different classroom environment, and there is no disruptive behavior in the classroom.

4. CONCLUSION

Disruptive behavior of students in the classroom when learning is very disturbing for both teachers and students. Teachers have learning strategies to reduce these disruptive behaviors. Based on the results of the study, it shows that the strategies used by teachers include: classroom management, taking an individual approach, behavior management, understanding student characteristics, and teaching social skills. There are several teacher strategies that are students' preferences, namely classroom management, individual approaches, and behavior management. Disruptive behavior of students during classroom learning can be reduced if the teacher has an effective strategy and the strategy is in accordance with student preferences.

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