# Enhancing Student Success: Exploring Teacher Knowledge in Managing Behavior During Learning Challenges

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## ARTICLE INFO

## ABSTRACT

In education, the role of teachers is one of the determining factors for student success in school. The relationship between teacher knowledge and student management with learning difficulties cannot be separated. There are still many students who do not understand the lessons, given the low level of student knowledge has an impact on student independence, so research is needed to assess the current level of teacher knowledge and identify areas that need to be improved in managing the behavior of students with learning difficulties. The method used in this research is quantitative with an individual surveillance approach. The respondents were 160 people who were randomly selected at the elementary school teacher level in West Jakarta. The data collection technique uses a questionnaire containing items related to demographics and the level of knowledge of teachers as educators in managing the behavior of students with learning disabilities. All items are assessed on a Likert scale from point 1 to point 5—data analysis techniques using descriptive statistics assisted by SPSS Version 25.0. The results showed that teachers' knowledge was divided into three categories, namely, how to manage practical behavior, positive reinforcement, and negative reinforcement. It was found that the level of teachers' knowledge in managing practical behavior was in the high category. In conclusion, teachers' skills in managing the class can be improved by improving the management of practical behavior in the learning process to help students. The implication is that teachers who handle problematic students provide service courses and workshops related to management and provide special attention.

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## 1. INTRODUCTION

Every student has a unique learning style, along with varying physical, cognitive, and behavioral abilities. Teachers play a crucial role in ensuring that all students receive equal access to education, regardless of their social background, race, or abilities (Civitillo et al., 2023; Song et al., 2024; Zynuddin et al., 2023). When negative behaviors are displayed by students with learning disabilities, addressing these

issues promptly is essential to prevent further complications. Teachers' appropriate behavior within the school environment helps students engage effectively in the learning process. Additionally, teacher credibility is influenced by their ability to plan and select suitable teaching materials (Hanaysha et al., 2023; Sun et al., 2023; López-Martín et al., 2023). Understanding behavioral modification models allows teachers to be more creative and innovative in implementing instructional materials.

Teachers must also adopt teaching approaches that are tailored to the specific needs of their students (Almazroa & Alotaibi, 2023; Calavia et al., 2023; Rivadeneira & Inga, 2023). Effective behavioral management plays a vital role in fostering positive behavior, building students' self-confidence, and improving the academic achievement of students with learning challenges (Maheshwari et al., 2023; Al-Tameemi et al., 2023). As agents of change, teachers are responsible for continuously updating their knowledge and skills, maintaining a positive attitude, and demonstrating high motivation to assist students with learning difficulties. Through regular and effective behavior modification practices, teachers can help these students succeed.

Teachers bear a significant responsibility in fulfilling the aspirations of students and the nation's educational goals. Education is viewed as a continuous effort to develop skilled, confident, and independent individuals who can plan and organize their lives while realizing their potential. In line with the National Education Philosophy, education seeks to produce dynamic, progressive, and proactive future generations. Special education teachers, in particular, must understand how to manage behavior in a way that fosters high-level thinking, independent problem-solving, and an appreciation for student diversity.

A teacher must possess extensive knowledge and wisdom to manage student behavior professionally, grounded in sound philosophy and behavioral theory (Tavares et al., 2023; Mouta et al., 2023). According to Chiu et al. (2023), the success of the teaching and learning process is directly tied to the teacher's efficiency and skills. Effective teaching tailored to the abilities of students with learning problems can lead to better outcomes. The foundation of teaching lies in fostering practical behavioral changes, as learning itself is a gradual process of change over time. Practical behavioral management and classroom management are interconnected, and effective classroom management can create a conducive learning environment, ensuring smooth routines and discipline (Vistorte et al., 2024).

Teachers can manage student behavior through both positive and negative reinforcement strategies (Clark et al., 2023). Positive reinforcement involves using a stimulus to increase the likelihood of desired behavior, while negative reinforcement involves removing a stimulus to encourage positive behavior (Pfaller-Sadovsky et al., 2023). For students with learning disabilities, positive practical behaviors should be consistently encouraged. To establish a conducive learning atmosphere, it is crucial to foster positive relationships between teachers and students, especially since many students with learning challenges struggle with low self-concept. Teachers must provide systematic, tailored planning to meet the needs of students with learning disabilities, ensuring their behavior is managed positively and effectively.

The importance of cultivating and supporting discipline among students at all levels of schooling has always been emphasized by the Indonesian Ministry of Education. In this regard, regulations and basics regarding discipline and wrong practices are introduced and implemented in schools to create a healthy school climate. According to Johnson et al. (2023), practical behavioral problems in students with learning disabilities are not too serious but can be a problem. Minor problems will become serious if not addressed quickly. Teachers often face students who are labeled stupid, dumb, naughty, playful, and annoying, and have difficulty following school lessons (Sommer et al., 2020). Teachers are also faced with various challenges and other problems that arise in connection with students' practical behavioral problems. Based on Meindl et al. (2020), Teachers need to record behavioral problems that arise in the daily report book as material for attention and reference in the future. The behavior of students with learning disabilities also needs to be monitored because if left alone, their behavior will become frightening and undesirable. To help students with learning disabilities change negative behavior into positive practical behavior, teachers are justified in planning and implementing effective teaching

practices through practical practice and integrating knowledge (Chaharbashloo et al., 2020). Behavior management also has a positive impact on the teaching and learning process and the formation of positive behavioral practices among students who experience learning problems.

Every student has a unique learning style, along with distinct physical, cognitive, and behavioral abilities. Teachers play a crucial role in ensuring all students receive equal access to education, regardless of their social background, race, or abilities (Civitillo et al., 2023; Song et al., 2024; Zynuddin et al., 2023). When students with learning disabilities exhibit negative behaviors, it is essential to address these issues promptly to avoid further complications. Teachers' appropriate conduct in the school environment helps students engage more effectively in the learning process. Additionally, a teacher's credibility is shaped by their ability to plan and select appropriate teaching materials (Hanaysha et al., 2023; Sun et al., 2023; López-Martín et al., 2023). Teachers who understand behavioral modification models can apply creative and innovative strategies in the implementation of these materials.

Incorporating teaching approaches that cater to the specific needs of students is also vital (Almazroa & Alotaibi, 2023; Calavia et al., 2023; Rivadeneira & Inga, 2023). Effective behavioral management supports the development of positive behaviors, boosts students' self-confidence, and improves academic performance, especially among those with learning difficulties (Maheshwari et al., 2023; Al-Tameemi et al., 2023). As agents of change, teachers are responsible for continuously updating their skills, maintaining a positive attitude, and showing strong motivation to assist students facing challenges. By implementing regular and effective behavior modification practices, teachers can significantly contribute to the success of these students.

Teachers also have a major responsibility in meeting both student and national educational goals. Education is a continuous process aimed at developing skilled, confident, and independent individuals who can plan, organize, and realize their full potential. In line with the National Education Philosophy, the aim is to produce dynamic, progressive, and proactive future generations. Special education teachers, in particular, must manage student behavior in ways that encourage high-level thinking, independent problem-solving, and an appreciation for diversity.

Managing student behavior requires extensive knowledge and professional wisdom, rooted in sound behavioral theory and philosophy (Tavares et al., 2023; Mouta et al., 2023). Chiu et al. (2023) emphasize that the success of teaching is closely linked to the teacher's efficiency and skill. Tailoring instruction to the abilities of students with learning challenges can lead to more successful outcomes. Effective classroom management is crucial in creating a positive learning environment, where routines run smoothly and discipline is maintained (Vistorte et al., 2024).

Teachers can utilize both positive and negative reinforcement strategies to manage student behavior (Clark et al., 2023). Positive reinforcement involves applying a stimulus to increase the likelihood of desired behaviors, while negative reinforcement removes a stimulus to encourage positive behaviors (Pfaller-Sadovsky et al., 2023). For students with learning disabilities, consistently promoting positive behavior is essential. A positive relationship between teachers and students is critical, as many students with learning challenges often struggle with low self-concept. Teachers must implement systematic and tailored planning to ensure that the behavior of students with learning disabilities is managed effectively, fostering a supportive and conducive learning environment.

This research is very urgent because of the gap between expectations and reality. The presence of teachers can increase students' enthusiasm in the learning process, but in reality, there are still students who experience low interest in learning. So, the purpose of this study is to assess the flexibility and practicality of the special education curriculum for students with learning disabilities, with a focus on the integration of multiple intelligence elements. Specifically, this study seeks to evaluate the development of students' scientific attitudes and moral values when various types of intelligence are combined into the science teaching process. The research question explores the progress of student's behavior and academic achievement when faced with elements of integrated intelligence in the learning environment. By examining these objectives, this study aims to provide insight into the effectiveness of incorporating

various aspects of intelligence in teaching practices and their impact on students' overall development and learning outcomes.

## 2.    METHODS

The method used in this study is quantitative, with Individual surveillance using a questionnaire conducted to see the implementation of teacher practices in managing the behavior of students with learning disabilities (Bressane et al., 2024; Jornevald et al., 2024). The focus is on variables such as gender, age, and race to understand how these factors may influence teachers' approaches to behavior management. The research sample consisted of 160 teachers who teach in elementary schools spread across West Jakarta. The sample selection was done randomly and represents every school spread across West Jakarta. These teachers are actively involved in the Integrated Special Education Program for students with learning disabilities. The selection of teachers from this program allows for a targeted examination of their experiences and approaches to supporting students with learning challenges. Through the perspectives and experiences of the respondents, this study seeks to identify potential areas for improvement in behavior management strategies and support systems for students with learning disabilities in educational settings in Indonesia.

The data collection technique in this study used a survey instrument consisting of questions related to demographics and teachers' knowledge levels in managing the behavior of students with special needs. This survey was designed to assess various aspects of teacher readiness and skills in behavior management, especially in responding to students' needs in facing learning challenges. To ensure the validity and reliability of the survey instrument, a pilot study was conducted on 35 research participants to test the validity and reliability of the items contained in the questionnaire. This pilot study helped refine the survey questions and ensure that the questions effectively captured the desired information. The main data collection stage included a survey of 160 special education teachers who were members of the Integrated Special Education Program for elementary school students with learning disabilities. Survey responses were collected using a Likert scale ranging from 1 to 5 to assess teachers' knowledge and skills in behavior management.

The data analysis technique with descriptive statistics involved the use of SPSS Version 25.0 to calculate means, and percentages and interpret survey responses (Ferreira et al., 2023). Descriptive statistics were used to summarize and present survey data, which provided an overview of teachers' readiness and proficiency in behavior management. This analysis provided a clear understanding of the distribution of responses and key trends in teachers' approaches to supporting students with learning disabilities. In addition, a t-test was conducted to examine potential differences in mean scores between male and female teachers in terms of their knowledge and skills in behavior management. By setting a significance level of 0.05, the t-test helped determine whether gender played a significant role in influencing teachers' approaches to managing student behavior. The results of this test provided insight into gender-related gaps in behavior management practices among special education teachers. In addition, a one-way ANOVA test was used to explore the impact of age on teachers' knowledge and skills in managing student behavior. Validity refers to the extent to which a research instrument measures what it is intended to measure.

The document mentions a pilot study involving 35 participants to test the validity and reliability of the survey questions. This pilot study helped refine the survey instrument by assessing the clarity, relevance, and effectiveness of the questionnaire items. Next, the validation process involved analyzing the responses from 35 participants to ensure the validity of the instrument. The study stated that the survey instrument was valid based on a significance level of 0.05, an effect size of 0.15, and an inferential statistical test value of 0.95. These criteria indicate that the survey instrument is effective in measuring variables related to behavior management in special education settings. By ensuring the validity of the survey instrument through testing and validation with a large number of respondents, the study collected reliable data on teachers' knowledge and skills in managing student behavior. This validation process

increased the credibility of the study findings, providing a strong basis for drawing meaningful conclusions and recommendations based on the results of the study. Overall, the data analysis in this study involved a comprehensive examination of special education teachers' knowledge and skills in managing student behavior. Using descriptive statistics, t-tests, and ANOVA tests, the study was able to reveal valuable insights into factors that influence teachers' approaches to behavior management, including gender and age. The rigorous data analysis process helped in drawing meaningful conclusions and identifying potential areas for improvement in supporting students with learning disabilities in the school setting.

## 3.　FINDINGS AND DISCUSSION

### 3.1 Findings

The results of the study showed that the level of teacher knowledge in managing student behavior when experiencing learning difficulties is shown in Figure 1, teachers have a level of knowledge in the high category with a minimum score of 0.561, namely positive assistance. While the results in improving student behavior and teacher ability in distinguishing positive and negative behavior are shown by students with a minimum score of 5.32. In the results of motivating and encouraging positive behavior, an average score of 0.567 was obtained. Overall, the level of teacher knowledge in managing the behavior of students who experience learning difficulties is in the high category with an average score of 5.43.
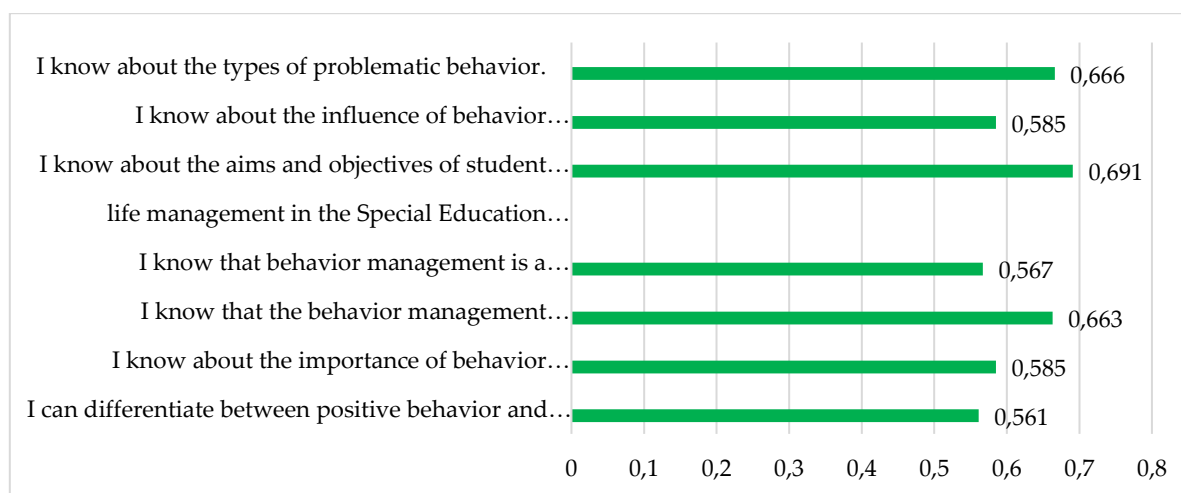


**Figure 1**. Competence in Class Management

In the management of strengthening the behavior of students with learning needs based on the gender demographics of special education teachers, the results of the t-test of the level of knowledge of special education teachers according to gender regarding skills in managing problematic student behavior and requiring assistance in the learning process can be seen in Figure 1.
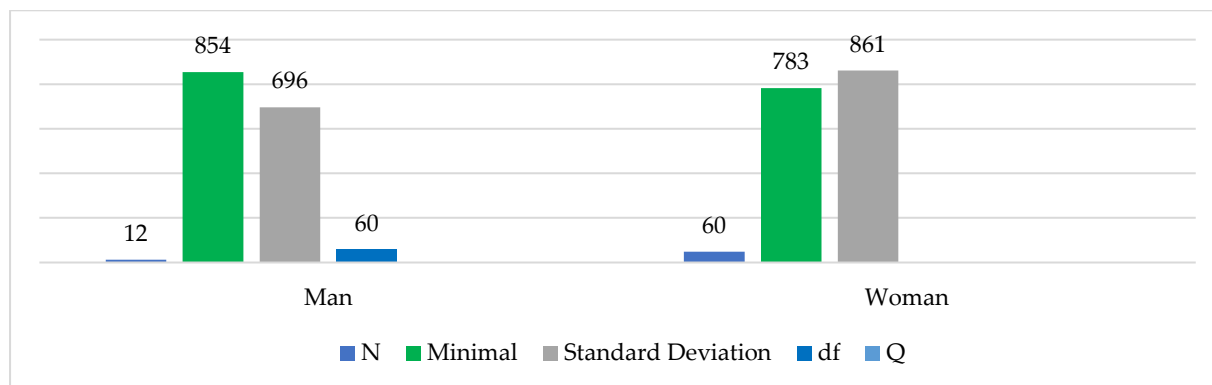
**Figure 2**. Competency t-test results

Figure 2 shows that the number of respondents in this study has met the standard and while the Minimal Standard Deviation shows how much variation there is in the data. Figures such as 854 and 783 are the results of measurements or scores obtained from groups of men and women. The Q and P values are usually used to determine the statistical significance of the results obtained, where a P value of less than 0.05 is often considered significant. Thus, these data explain the differences or relationships between men and women in the context of different learning implementations.
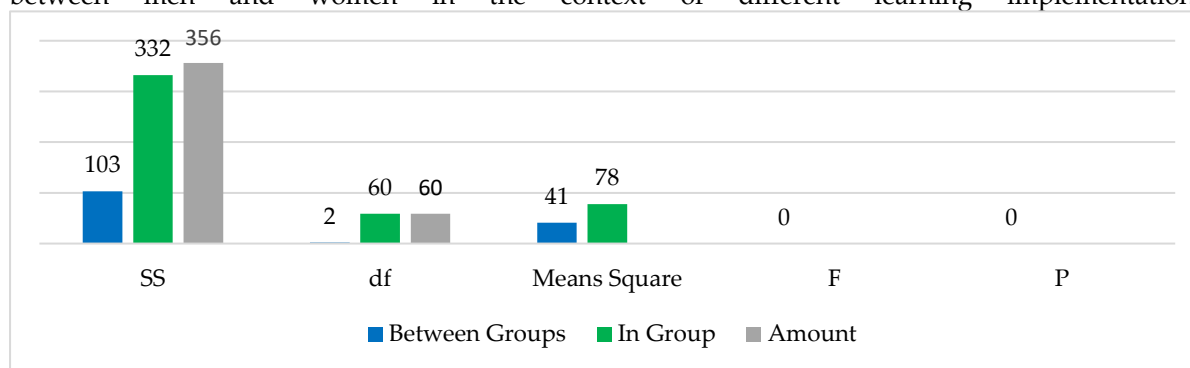


**Figure 3**. Teacher Knowledge Level

Figure 3 shows the results of the One-Way ANOVA Test on the level of knowledge of education teachers according to age regarding the skills of managing the behavior of students with learning needs. The results of the study showed that the alpha values were greater than the significance level <0.05. Thus, the hypothesis is accepted, namely that there is no significant difference in the average age of education teachers who require assistance in the skills of managing the behavior of students with learning needs. Behavior Management of Students with Learning Disabilities Based on Teacher Demographics is shown in Table 1. Results of One-Way ANOVA Test on the Level of Knowledge of Special Education Teachers Based on Race Regarding Behavior Management Skills of Students with Learning Disabilities.

**Table 1**. One-Way ANOVA Competence Results

| Source | SS | df | Square | F | P |
|---|---|---|---|---|---|
| Distance | 423 | 1 | 218 | 1.92 | 0.089 |
| Group | 345 | 60 | 76 | | |
| Total | 532 | 60 | | | |

Note: p < 0.05

Table 1 shows the results of the One-Way ANOVA Test on the level of knowledge of special education teachers based on race regarding the skills of managing the behavior of students with learning needs. The results of the study showed a value of F = 1.92, p = 0.89 where the alpha value was found to be greater than the significance level value of <0.05. Thus, the hypothesis is accepted which

states that there is no significant mean difference based on race in the skills of managing the behavior of students with learning needs during the learning process in teachers.

### 3.2 Discussion

It was found in this study that teachers' knowledge related to behavior management plays a role in helping teachers handle the behavioral problems of students with special needs in the learning process, both in and outside the classroom. It was found that teachers' knowledge of managing the behavior of students with special needs in the learning process is quite good. The findings of this study are in line with the findings of previous studies by Seufert et al., (2021) and Malinen et al., (2023) found that the level of teacher readiness in implementing behavioral modification was in the high category in terms of knowledge, skills, and attitudes Shahid et al., 2024; Wang et al., 2023; Francisco-Ignacio et al., 2022). However, the findings of this study are not in line with the findings of Gülsün et al., (2023b), and Lindner et al., (2023), that the level of teacher knowledge in managing the behavior of students with special needs is classified as moderate. When teachers have high knowledge about behavior management, the teaching and learning process in the classroom can be carried out better. The effects of behavior modification can help students change their negative behavior, improve student achievement, and form positive behavior from physical, mental, emotional, and social aspects. Knowledge about negative behavior is important when teachers help manage student behavior because this factor is closely related to the teacher's plan to provide appropriate behavior management interventions for students with learning disabilities. The research findings show that teachers have a high level of knowledge to distinguish between positive and negative behaviors shown by students. The research findings are supported by research Mohamed, (2024), and Jones et al., (2020), who found that students' difficulties and deficiencies were related to sensory factors, health, intelligence, anxiety, inappropriate behavior under normal conditions, and the inability to maintain relationships with others or with teachers.

This study also found that the level of teacher knowledge regarding positive and negative reinforcement was relatively high. Positive behavior can be obtained through social reinforcement, rewards, and economic tokens as well as other positive reinforcement that can increase target behavior. Meanwhile, negative reinforcement can be done through time-out activities and punishment to reduce target behavior. The findings of this study are supported by previous findings by Paulsrud & Nilholm (2023), and Yirci et al. (2023), who found that special education teachers need to have a high level of knowledge to change desired behavior. The high level of knowledge of special education teachers reflects their commitment to carrying out their main duties. Special education teachers also need to improve their knowledge and skills related to behavior management through reading, courses, and attending behavior management workshops. The application of existing and new knowledge can help overcome behavioral problems faced by students with learning disabilities while enriching teachers' skills and experiences related to student behavior management in the learning process.

The implications of this study are that teachers play a critical role in shaping student behavior and academic outcomes. Teachers have behavioral management skills that have a direct impact on the learning environment. By having a high level of knowledge in managing student behavior, teachers can create an atmosphere conducive to learning, encourage positive interactions, and effectively address behavioral challenges. Teachers need to be aware of best practices, innovative strategies, and research-backed interventions to effectively support students with varying learning needs. By engaging in ongoing training, workshops, and educational programs focused on behavior management, teachers can enhance their skills and expand their knowledge base. Another implication of this study is the broader education system, which encourages structured school management with comprehensive support for students and teachers. Schools play a critical role in fostering positive learning environments that foster academic growth, social development, and emotional well-being. By prioritizing the psychological stability and emotional health of students and teachers, educational

institutions can create a supportive ecosystem that fosters holistic growth and learning. This includes providing access to counseling services, mental health resources, and professional development opportunities to enhance teacher well-being.

A limitation of the study is the sample size and composition. This study involved a relatively small sample of 160 randomly selected elementary school teachers. The limited sample size may affect the generalizability of the findings to a broader population of teachers working in diverse educational settings. A larger, more diverse sample could provide a more comprehensive understanding of teachers' knowledge and skill levels in behavior management across contexts and demographics. Furthermore, this study focused specifically on elementary school teachers, which may limit the applicability of the findings to teachers at other levels of education, such as middle or high school. Different grade levels may present unique challenges and require different approaches to behavior management. Therefore, the generalizability of the findings to teachers in secondary education settings may be limited, and future research could explore teachers' knowledge and skill levels in behavior management across levels of education. Another limitation of this study is the reliance on self-reported data collected through questionnaires. Self-report measures are susceptible to response bias, social desirability bias, and inaccuracies in self-ratings. Teachers may provide responses that they perceive as socially desirable or may overestimate their knowledge and skills in behavior management. Additionally, self-reported data may not fully capture the complexity and nuances of teachers' behavior management practices in real-world classroom settings. Although this study focused on student factors that influence self-regulation, such as psychological stability, it did not extensively explore teachers' psychological competencies in supporting student learning and behavior management. Understanding the psychological aspects of teacher-student interactions, emotional intelligence, and stress management among teachers could offer valuable insights into effective behavior management strategies and teacher well-being. Additionally, this study did not extensively explore the impact of external factors, such as school policies, resources, and support systems, on teachers' behavior management practices.

Research recommendations include increasing teacher effectiveness in behavior management and supporting positive student outcomes. Future research can expand Sample Size and Diversity. Future research should consider expanding sample sizes to include larger and more diverse samples of teachers from different grade levels, school settings, and geographic locations to provide a more comprehensive understanding of teacher knowledge skills in behavior management. Utilizing a Mixed Methods Approach. Researchers can use a mixed methods approach that combines quantitative surveys with qualitative interviews or observations to collect rich and diverse data on teacher behavior management practices. Future research can also increase professional development opportunities. Schools and educational institutions should prioritize ongoing professional development opportunities for teachers focused on behavior management. Providing training, workshops, and courses that equip teachers with evidence-based strategies, effective interventions, and innovative approaches to behavior management can improve teacher competency and support positive student behavior outcomes. Promoting collaborative practices by encouraging collaboration and communication between teachers, administrators, parents, and students is essential to creating a supportive and inclusive learning environment.

## 4.   CONCLUSION

This study highlights the crucial role teachers play in creating a positive learning environment, fostering good behavior, and supporting academic success. Teachers with strong knowledge and skills in behavior management can effectively address student challenges, improve classroom dynamics, and support the development of students with diverse learning needs. A key takeaway is the importance of ongoing professional development for teachers, as education is a constantly evolving field. By

participating in training and workshops focused on behavior management, teachers can refine their approaches and stay current with the best strategies for supporting their students.

Additionally, the study emphasizes the value of collaboration within the school community. Open communication between teachers, administrators, parents, and students is essential for supporting student growth and well-being. By working together and sharing best practices, schools can enhance teacher effectiveness and improve student outcomes. Teachers should also personalize instruction to meet individual student needs, using a student-centered approach that increases engagement and fosters a sense of belonging. Differentiated instruction helps address the unique needs of students with learning disabilities and promotes academic growth.

Lastly, the research highlights the importance of positive reinforcement and behavior management in shaping student behavior and creating a productive classroom environment. Techniques such as reward systems and targeted interventions can motivate students, reinforce positive behaviors, and improve academic performance. By investing in teacher training, encouraging collaboration, and using effective behavior management strategies, schools can create supportive environments that empower students and help them reach their full potential.

**Conflict of interest:** In writing reports and publishing this research, there were no conflicts of interest between the author and other people

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