


"Balancing Act: Managing Disruptive Behaviors in Elementary Classrooms through Qualitative Research"

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ARTICLE INFO	ABSTRACT
Article history Received June 10, 2024 Revised Dec 7, 2024 Accepted Dec 16, 2024	<p>Students' disruptive behavior in elementary schools should be given serious attention because it will impact learning effectiveness. This study aims to describe students' disruptive behavior in the learning process and teachers' strategies for overcoming students' disruptive behavior. The supporting informants of this research are teachers and students of class VI SD Negeri Wates 02. This type of research uses qualitative research with a descriptive qualitative approach. This research data was collected through observation, interviews, documentation, and questionnaires. Research data analysis begins with the stages of data collection, data reduction, data presentation, and conclusions. Data validity is checked using the trust test and objectivity test. Indicators of student disruptive behavior include forms, factors, differences, and teacher strategies. The results of research from observations and interviews show that there are still students who carry out disruptive behavior; the causative factors are school environmental factors, genetic or biological factors, community environmental factors, and family factors; in various ways, the teacher carries out strategies to overcome the behavior carried out by students with several methods, namely classroom management methods, behavior management methods and finally social skills methods with this deterrent students and disruptive behavior carried out by students is reduced.</p> <p>This is an open-access article under the CC-BY license.</p> 
Keywords Disruptive Behavior Disruptive Behavior Factors Social Humanities Learning Process Elementary School	

I. Introduction

Primary school (SD) is the most basic formal education level in Indonesia, and it plays a role in the continuity of the education process. Primary school education is essential for developing fundamental attitudes, abilities, and skills students need to socialize in society. (Bektiningsih et al., 2023). Learning about attitudes and behavior in elementary schools is crucial for students to have good attitudes and personalities daily. However, the reality that occurs in the world of education is that the excellent behavior instilled by teachers for students turns into negative behavior. The school environment is part of society and has a role in shaping students' character and behavior. (Nurfirdaus & Sutisna, 2021).

Parents are students' primary educators and mentors at home, and teachers are the second educators and mentors when students are at school. Suppose both do not care about or supervise the student's personality. In that case, the student's personality will deviate, resulting in disruptive behavior in the child at home and school. Teachers are the primary key to learning and teaching

activities in the classroom. (Humaeroah et al., 2020). Teachers and students interact with each other, especially during the learning process, and have their respective roles. Classroom teachers must be professional teachers with positive perceptions and role models for students. (Diani & Sukartono, 2022; Fingerhut et al., 2024). Teachers are essential in creating classroom conditions to help students' psychological development and interactions with other students. (Christian & Hidayat, 2020).

One of the goals of the teacher managing the class is to create a conducive learning atmosphere and build good interactions with students. A conducive classroom atmosphere should support the creation of a quality learning process. However, it must be considered that several obstacles in teaching and learning activities in the classroom cause inefficient learning processes. (Jati et al., 2019; Trisnawati et al., 2019). These behaviors are disruptive behaviors that do not support and hinder teaching effectiveness and are carried out repeatedly by students during the learning process. (Wardani et al., 2022). During the learning process, it is often found that student behavior is disruptive and reduces teacher teaching time, known as disruptive behavior. (Navarro-Patón et al., 2022; Nitz et al., 2023; Orr et al., 2023). Disruptive

behaviors cause difficulties for the teacher and other students, disrupt the learning process, and lead the teacher to reprimand the student constantly.

Disruptive behavior that usually occurs in elementary schools is caused by several factors, namely internal and external factors. Internal factors include refusing to go to school, disturbing schoolmates, not paying attention during learning, and breaking the rules and regulations that apply at school, while external factors are caused by monotonous learning (Alperin et al., 2023b; Ford et al., 2024; Vongvilay et al., 2021). Student disruptive behavior hurts learning and for all students (Alperin et al., 2023a). Disruptive behavior carried out by students is both physical and verbal, for physical itself includes pushing, fighting, hitting, and throwing objects intentionally to hurt friends, while verbal, such as shouting, calling his friend's name with his parents' name, yelling (Freeman et al., 2024). If this disruptive behavior continues, it will impact the lack of effective learning. Students who engage in disruptive behavior must be made aware that this is not the proper behavior because it affects not only the learning process and other students but also the student's social life.

Disruptive behavior occurs not only at the secondary and tertiary levels but also at the primary level. Students who engage in this disruptive behavior require more attention at the primary education level. (Alperin et al., 2023b; Khotimah et al., 2023). The impact of disruptive behavior on students is low learning achievement due to a lack of understanding of the material delivered by the teacher, poor social interaction between students and teachers, and ostracization by classmates. (Antika et al., 2023; Dewi et al., 2023; Neumann, 2022). Students will find it easier to adjust if this disruptive behavior is handled correctly.

Every student grows and develops according to their respective stages of development. In elementary school, children need optimal supervision from parents and teachers. Students who are excluded from their friends will be more aggressive with other friends who do not bother them because they have a sense of sympathy and responsibility and low reasoning ability. (Aji et al., 2023). This will trigger a psychological impact on students that will be felt in the long term. Disruptive behavior is antisocial and challenging or disrespectful behavior carried out by students. (Muhliawati & Purwadi, 2023). In elementary school-age children, they feel that the behavior they do is always correct. They think that the behavior they do is just a joke. Cases of disruptive behavior during elementary school usually do not receive severe treatment because there is still much tolerance from the environment, which argues that children behaving disruptively is a natural behavior that children often do. (Purwatia et al., 2019).

Teachers play a significant role in overcoming disruptive student behavior. (Azeem Ashraf et al., 2024). Teachers need to have the right strategy to deal with the problem of disruptive behavior because disruptive

behavior causes a less conducive atmosphere in the classroom. Another consequence of disruptive behavior is that students will later digest less of the subject matter presented by the teacher. As a result, this will later affect learning outcomes and student knowledge achievement. A teacher's motivation is needed for the success of a student. (Rizkita & Saputra, 2020). Motivation can be the driving force for a student to carry out a positive attitude. Teachers can minimize disruptive behavior with teacher actions and teaching techniques in classroom management to create a learning environment that facilitates and supports active involvement in students' academic, social, and emotional learning. (Cohen & Martin, 2023).

Based on observations on December 8, 2023, several students were disruptive in the learning process, namely, disturbing friends during learning, making noise during class, chatting with their friends, leaving their seats without the teacher's permission, and playing with their classmates. Then, on May 7, 2024, researchers conducted research again in class VI by conducting observations and interviews with class VI teachers who obtained information that during the learning process, several students said disrespectful words to their peers, such as calling their friends' names, not by name but by their parent's names, mocking friends, being nosy with their friends during learning, playing with stationery, chatting with their friends during learning, leaving their seats without the teacher's permission, when the class entry bell rang some students were still relaxing in front of the class not rushing to enter the class, there was one student initials MR who likes to be ignorant of taking his friend's belongings, namely the lid of the ballpoint pen is then inserted into the mouth which can be five times a day. This proves that disruptive behavior still occurs during the learning process in class VI.

Research on students' disruptive behavior during the learning process in the classroom is fundamental because it is still rare for researchers to carry out such research, especially at the elementary school level. Some elementary school students still engage in disruptive behavior, especially during the learning process, and this requires attention, especially from teachers. Previous research only focused on forms of behavior and solutions to overcome problems. Still, in this research, I focused on forms of disruptive behavior in class VI during learning, the factors that caused disruptive behavior, differences between male and female students, boys and girls, and teachers' strategies for dealing with disruptive behavior. This research aims to analyze and describe student disruptive behavior, determine the factors that cause student disruptive behavior, interpret and explain differences between male and female students, and analyze and describe teacher strategies in dealing with disruptive behavior. carried out by class VI students of SD Negeri Wates 02 Semarang City. Based on observation findings on 7 May 2024 and interviews conducted on 13 May 2024 at SD Negeri Wates 02 with the class teacher, Mr. Arka Ghufon, S.Pd, disruptive behavior often occurs

in the classroom, especially during class hours and study hours. He has carried out lessons about attitudes and behavior well, provided motivation before the lesson began, and provided examples of good attitudes to students. He also provides warnings, advice, and light punishments if students engage in disruptive behavior in class to deter them.

II. Method

This research is classified as qualitative research with a case study approach conducted to discover the disruptive behavior that occurs during the learning process in the classroom. Descriptive research is research that seeks to describe phenomena that occur in a natural, realistic, actual, accurate, and current manner because this research is to make descriptions, pictures, or paintings systematically, factually, and accurately about the facts, properties, and relationships between the phenomena being investigated. This disruptive behavior research was conducted at SD Negeri Wates 02 Semarang City. The subjects involved in this study were teachers and students of class VI. Data collection in this study uses interviews, observation, documentation, and questionnaires. The interview process was conducted with the research subject to seek information. At the same time, observation was carried out to monitor and collect data in the field, and then documentation during learning activities took place to complement the research data. After that, the researcher conducted a data validity technique; the trust test was carried out using the source triangulation technique and member checking, while the certainty criteria were tested with the objectivity test. The data analysis technique used in this study uses the Miles and Huberman (1984) analysis technique, namely the stages of data collection, data reduction, data presentation, and conclusions (Sugiyono, 2019). The data obtained through data collection is analyzed and presented as descriptive descriptions to get more in-depth data according to the research focus. The research instruments used in this study are observation and interview guidelines, which can be seen in Table 1 and Table 2.

Table 1. Observation Guideline Instrument

No.	Aspects Observed
1.	Stationery play
2.	Not doing the assignment.
3.	Chatting with friends
4.	Change seats without the teacher's permission.
5.	Being nosy with friends during class
6.	Saying disrespectful words to friends
7.	Not paying attention to the teacher during the lesson.
8.	Not following the lesson.

Table 2. Teacher Interview Guidelines

No.	Questions
1.	What are the problems that usually occur in class VI?
2.	What disruptive behaviors are often carried out by students during the learning process in class VI?
3.	Who usually engages in disruptive behavior during the learning process, and what do the 6th-grade students engage in?
4.	What do you think are the factors that cause students to engage in disruptive behavior?
5.	How is the student's family relationship? Does it come from a harmonious family, broken home, orphan?
6.	What is your solution to overcome the problem of disruptive behavior carried out by class VI students during the learning process?

III. Results and Discussion

Disruptive behavior focuses on behavioral characteristics that deviate from normal development but are disruptive and harmful. Disruptive behavior that often occurs out of the seat (being out of his seat, standing, lying down, avoiding the teacher by looking not at the speaker), disruptive noises (making noise, talking, clapping hands, hitting something that causes sound except sneezing and coughing), and disruptive contact (making disruptive contact with students or objects such as patting other students during activities, playing with other students' hair, and pushing other students with hands or feet). Based on data obtained through observations, interviews, and documentation with 6th-grade teachers, students' disruptive behavior requires serious attention from teachers and parents because parents are the most influential educators, and teachers are the second educators at school. If this disruptive behavior continues, it will impact the lack of effective learning. Students who engage in disruptive behavior must be made aware that disruptive behavior is not the proper behavior because it affects not only the learning process and other students but also the social life of the students themselves. Research shows that teachers have instilled good attitudes and behavior in students.

Table 3 shows the disruptive behavior that students in the learning process usually carry out; it is not uncommon for students to engage in disruptive behavior in the classroom. Every student has a personal character that is not the same in the school; a teacher must understand this because it dramatically affects the learning process. With this, the role of the teacher is significant to provide guidance and guidance regarding student behavior and morals at school; teachers need to approach students, especially students who often engage in disruptive behavior in class; teachers can also work with parents because morals are first obtained from the family environment. Researchers conducted questionnaire-filling activities to find out the disruptive behavior of students. The results of the students' filling out the questionnaire are shown in Table 4.

Table 3. Observation Results of Students' Disruptive Behavior

No.	Aspects Observed	Description of Findings
1.	Stationery play	Some students played with stationery during the lesson while the teacher explained the material.
2.	Not doing the assignment	One student should have done the homework given by the teacher.
3.	Chatting with friends	Some students chat with friends when the teacher is speaking in front of the class.
4.	Change seats without the teacher's permission.	Some students change seats and stand before the class without the teacher's permission.
5.	Being nosy with friends during class	One nosy student took his friend's stuff and put it in his mouth.
6.	Saying disrespectful words to friends	Some students use disrespectful words by calling their friends by their parents' names.
7.	Not paying attention to the teacher during the lesson	Some students need to pay more attention to the teacher during the lesson.
8.	Not following the lesson.	Some students left the class with the excuse of permission to go to the bathroom but have yet to return to the classroom to follow the lesson.

Table 4. Results of questionnaires filled out by grade VI students.

No.	Sub. Indicator	Number of Students			
		<i>Neve r</i>	<i>Sometim es</i>	<i>Ofte n</i>	<i>Alwa ys</i>
1.	I am late for class	10	10	6	0
2.	I speak rudely/disrespectfully in class	5	12	4	5
3.	Leaving one's seat without the teacher's permission	0	16	10	6
4.	Forgot to bring the textbook	9	10	5	1
5.	Being nosy	5	8	8	5
6.	Taking friends' belongings verbally confronting the teacher (using words)	19	7	0	0
7.	Not paying attention in class	0	16	5	5
8.	Verbally attacking classmates (using words) as well as hitting, pinching, kicking, or fighting	0	15	5	6
9.	Not doing the assignment	6	18	1	1

No.	Sub. Indicator	Number of Students			
		<i>Neve r</i>	<i>Sometim es</i>	<i>Ofte n</i>	<i>Alwa ys</i>
10.	Cheating on a friend's assignment	0	14	12	0

The results of filling out the questionnaire in Table 2 show that ten students feel that they are never late for class when going to school or learning, ten others are rarely late for class, and six others feel that they are often late for class, especially after recess, even from the observation results there is one student who has never attended learning. Five students feel that they never speak harshly / disrespectfully in the classroom, and 12 other students feel that rarely. In contrast, four others feel often, and five feel they always speak harshly / disrespectfully, especially to friends. Furthermore, regarding the sub-indicator of getting out of their seats without the teacher's permission, 16 students felt that they rarely got out of their seats without the teacher's permission, ten students felt that they rarely did it, and six students felt that they always got out of their seats without the teacher's permission. Nine students feel that they never forget to bring textbooks, ten feel that they rarely fail to carry books, five students often forget to get books, and one student feels that they always forget to bring books. Five students feel that they never take their friends' belongings, eight feel rare, eight feel that they often take their friends' belongings, and five others always take their friends' belongings and do not even return them. For the sub-indicator of verbally resisting the teacher (using words), 19 students felt that they had never done this, and seven others felt that it was rare. Furthermore, 16 students feel that they rarely ever do not pay attention to lessons in class because of boredom, five other students feel it often, and five others feel that they always do not pay attention to lessons. Fifteen students feel that they rarely verbally attack classmates (using words) or hit, pinch, kick, or fight; five other students feel that they often do it, and six other students feel that they do it because they are nosy and annoyed with their friends. For the sub-indicator of not doing the assignment, six students felt that they never did the assignment, 18 students felt that they rarely did it, one student felt that they often did it, and one student felt that they always did not do the assignment given by the teacher. Fourteen students feel that they rarely cheat on their friends' assignments, and 12 other students feel that they often cheat on their friends' assignments.

Researchers used a qualitative data analysis method with a case study approach to analyze data collected from observations, questionnaires, and interviews after collecting data from research. The following are the results of the researcher's analysis at SD Negeri Wates 02, located on Jl. Gondoriyo, Wates, Ngaliyan District, Semarang City, Central Java Province. At SD Negeri Wates 02 Semarang City, grade VI students still exhibit disruptive behavior in the learning process, but some have reduced disruptive behavior. The findings of interviews with grade

VI teachers at SD Negeri Wates 02 Semarang City show that in the learning process, some students issue disrespectful words to their peers, such as calling their friends' names not by name but by their parent's names, mocking friends, being nosy with their friends during learning, playing with stationery, chatting with their friends during learning, leaving their seats without the teacher's permission, when the class entry bell rings some students are still relaxing in front of the class not rushing to enter the class, there are one student initials MR who likes to be ignorant of taking his friend's belongings, namely ballpoint pen caps and then putting them in his mouth which can be five times a day. This proves that disruptive behavior still occurs during the learning process in class VI.

A. *Factors Causing Student Disruptive Behavior in the Learning Process of Grade VI Students*

In a class, it is not uncommon for students to engage in disruptive behavior during and even outside of learning. Here, the role of the teacher is needed to deal with this disruptive behavior. Disruptive behavior occurs due to several factors such as lack of motivation from teachers for students, poor classroom environment and classroom management, subject matter load and lack of alternatives, choice of material topics and activities in learning that are not suitable to cause boredom in individual students and not paying attention to learning, the way of educating students such as injustices committed by teachers to students, student psychological problems, parenting patterns from less consistent parents, parents who do not care, overprotective parents, poverty or come from underprivileged families, parental divorce, physical abuse, genetic, biological, temperament/personality vulnerabilities, emotional and cognitive vulnerabilities. Disruptive behavior that continues to occur in the classroom negatively impacts not only individuals but also other people, namely classmates and teachers.

Based on the findings, the first factor of class VI teacher is the school environment factor; the teacher has provided good motivation to students even when learning has not started the teacher provides motivation and enthusiasm to students, but the lack of alternative media in delivering teacher material to students causes students to get bored quickly during learning, causing students to engage in disruptive behavior. Lack of teacher justice in educating students, especially when giving rewards to male and female students who make a difference, and negative influence from classmates. Genetic or biological factors, where behavior is caused by gender differences between male and female students, show that boys are more likely to engage in disruptive behavior than girls. Furthermore, factors from the community environment where student behavior imitates the behavior of others around and outside of school cause students to engage in disruptive behavior. The main factors causing disruptive behavior in class VI are family factors, students' lack of attention, and poor parenting from their parents. Divorce of both parents impacts children, not living in the same

house with their parents, and parents are busy working. Hence, the lack of affection makes students seek attention outside by engaging in disruptive behavior at school to attract attention from peers and teachers.

B. *Differences in Disruptive Behavior of Male and Female Students in Grade VI*

Disruptive behavior in students observed during classroom learning is the difference in behavior between boys and girls. Male students get physical punishment more often, while female students get reprimands and advice more gently and not harshly. Boys are usually considered more likely to engage in disruptive behavior than girls because boys tend to dislike rules, and girls are more disciplined and orderly towards regulations. The results of observation findings, researchers in class VI observed that disruptive behavior carried out by male students more often such as taking their friend's ballpoint pen and then putting the cap in their mouth, leaving class during learning hours with the excuse of going to the bathroom repeatedly, leaving the seat without the teacher's permission and even standing and sitting in front of the class when the teacher delivered the lesson material, nosy with his friend pulling his female friend's veil, not paying attention to the lesson by playing with stationery by drawing in the book during learning, not doing the assignments given by the teacher, late entering the class when the clock has rung still sitting in front of the class, chatting with his friend during learning hours, not putting his clothes neatly, cheating on his friend's assignments, forgetting to bring textbooks, issuing impolite words by calling his friend's name using his parents' name, ignoring class picket, while for girls it is almost the same but not as severe as boys, girls when the bell rings they have entered the classroom, but they also carry out disruptive behavior such as nosy taking his friend's book, chatting with his friend when the teacher conveys material in front of the class and when a friend is explaining in the classroom in front of the class, cheating on his friend's assignment because he forgot not to do the assignment, verbally attacking his friend (using words) and even shouting because he was disturbed by his friend. From these findings, it can be concluded that boys tend to engage in disruptive behavior more often than girls.

C. *Teacher's Strategy in Overcoming Disruptive Behavior of Grade VI Students*

Table 5, it can be understood that the strategies used by teachers are classroom management methods by making class rules and conveying teacher expectations for students, while strategies using behavior management methods are in the form of giving rewards and reprimands to students so that they do not carry out disruptive behavior, then strategies using social skills methods, namely by teachers honing student communication skills and problem-solving through group assignments. The results of the findings of researchers in class VI strategies that teachers can carry out are advising students, sometimes even having to raise their voices because they

have repeatedly reminded students not to be deterrents, giving choices to students who chat in class to chat outside the classroom, giving punishment to students such as cleaning the bathroom or sewer when they come home from school this can make students deterrent when in learning if someone is ignorant to their friends the teacher applies punishment by giving note-taking or reading assignments but this still does not make students deterrent.

Table 5. Teachers' Strategies to Overcome Students' Disruptive Behavior

No.	Aspects of Disruptive Behaviour	Indicators of Overcoming Disruptive Behaviour
1	Classroom Management Methods	Making class rules that are not burdensome for students Teacher's Expectations to Students
2	Behavior Management Methods	Provide rewards, praise, and comments for positive behavior Giving a stern warning to be obeyed. Provide options to students if they want to chat better outside.
3	Social Skills Method	Communication skills, recognizing and expressing feelings, self-control Teaching students to solve problems

In addition, teachers must also habituate good social attitudes to students by instilling morals and character education in students and motivating students. The behavior carried out by students certainly has its reasons, as a teacher must know various aspects of student development. For example, elementary school students are in the phase of enjoying doing something new and enjoying moving, playing, and learning; if not accompanied by the correct direction and supervision from parents and teachers, of course, it can trigger disruptive behavior in the classroom because most students seek attention from their friends or teachers. From the findings in class VI, teachers have carried out good habituation to students where every time before class starts, the teacher checks the neatness of clothes and bodies, motivates students before starting learning, prays before learning and going home from school, instills honesty, not to cheat on friends, zuhr prayer activities in congregation, forming social attitudes and student character by instilling an attitude of cooperation through class pickets after school, teaching good manners and giving moral messages in every lesson with this, students will form a good personality.

Education is one of the most critical factors in determining a child's success. (Afdal et al., 2022). The first education starts from the family and then the school. Problems related to student behavior in the elementary school environment have occurred in every school, including disruptive behavior by students. This disruptive behavior in the classroom is the most critical problem

facing education. (Ramadhoni et al., 2020). One of the reasons why learning achievement is not achieved optimally is problems related to student learning. (Febrianti & Suhaili, 2021). This problematic behavior is a problem that always exists every year in schools. (Fitria, 2022). Teachers are second or substitute parents; in this case, teachers are also responsible for educating students, especially in instilling social attitudes so that disruptive behavior does not occur for a long time and can reduce this disruptive behavior.

Disruptive behavior is a problem that significantly impacts student development and the continuity of the teaching process in the classroom. Any disruptive behavior cannot be separated from the role of parents and teachers as educators and student mentors in shaping students' character as a foundation for life and further development in the future. (Chairilisyah, 2022; Purwati & Lianasari, 2019). Parenting can also be a significant factor in increasing disruptive behavior. (Wardani et al., 2022). It can be seen from the results of research in class VI that parents are one of the factors in the emergence of disruptive behavior. Many teachers need to be made aware of the causes of disruptive behavior committed by students, and it is a challenge for teachers to overcome the problem of students' disruptive behavior. This behavior disrupts the learning process, especially during material delivery, causing learning objectives not to be carried out and appropriately achieved. (Javed et al., 2023).

At the age of elementary school children, they are more likely to engage in disruptive behavior during classroom learning. In teaching and learning activities, students have their behavior; some are interested in lessons, and some are not, and they carry out disruptive behavior. (Maulana, 2019) This certainly disrupts learning and causes teachers to lose time to teach because they are focused on students who carry out disruptive behavior. They seek attention and explore skills by performing unnatural and disruptive behavior. (Lestari et al., 2022). The findings show that male students more often do this disruptive behavior because they feel that they do not get more attention. Male students dislike rules, unlike female students, who are more obedient to the rules.

Students who engage in disruptive behavior in the classroom need serious attention because if left unchecked, they will feel that what they are doing is good and will impact learning effectiveness. (Efendy & Nainggolan, 2022). In this case, families and schools also have an essential role in overcoming students' disruptive behavior. However, in the classroom, the teacher has the leading role in dealing with the behavior carried out by students so that learning becomes more conducive. A conducive classroom environment will make students learn with a focus on receiving material. Teachers need to have good teaching skills to create an effective learning environment. Good classroom management is one of the efforts to minimize disruptive behavior. (Cohen & Martin, 2023). When there are students who show disruptive

behavior, the teacher must respond wisely and take an approach to show empathetic attention to students to find out the background of the problem. Teachers can approach students personally by inviting them to talk.

Therefore, teachers must make efforts to overcome disruptive behavior carried out by students by implementing various strategies. Based on the results of the study, it was found that the strategy carried out by elementary school teachers used several methods, namely the first method of classroom management approaches such as the physical arrangement of the classroom, making rules that are not burdensome for students, conveying teacher expectations to students so that harmonious relationships can be created in the school, especially during the learning process. In the classroom, the teacher also acts as a guidance and counseling teacher; here, the teacher can provide guidance and counseling services based on a developmental approach. Of course, teachers need to learn several techniques, including playing. The following method is the behavior management approach, which reduces disruptive behavior carried out by students by increasing positive behavior to support the learning process. Here, the teacher can give gifts, praise, and comments on positive behavior carried out by students to support the learning process. In the researchers' findings, the 6th-grade teacher used this method during the lesson. When students dare to answer questions from the teacher during the lesson, the teacher praises the student. Then, in the social skills approach method, teachers can provide examples of communication skills, recognizing and expressing feelings, self-control, and problem-solving that can make students learn and develop their social and cognitive abilities to increase the emergence of positive student behavior and reduce disruptive behavior. In class VI, teachers form groups to complete tasks so students can work together, solve problems, and apply social skills. When implementing sharing strategies, teachers, of course, experience several challenges, especially in class management, namely that several students do not comply with the agreed rules, so the teacher must advise and even give minor punishments to deter these students, and when conveying the teacher's expectations to students in the form of motivation. Some students still don't listen before or after learning hours, so the teacher must raise his voice and repeat.

IV. Conclusion

The conclusions obtained from this study based on the data and research results that researchers have submitted show that some students still engage in disruptive behavior in the learning process in class VI. The various strategies teachers use to overcome disruptive behavior can make it less common and deter students from doing what they do.

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