Factors Causing Disruptive Behavior of Students in the Classroom: A Case Study in Elementary School

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Abstract. The purpose of this study is to describe the factors that cause disruptive behavior of students in the classroom. This type of research is qualitative using a case study approach in an elementary school so that the subject of the study is teachers and students. The data of this study is in the form of information about the factors that cause disruptive behavior of students in the classroom. Data sources that students and teachers use. Data collection techniques in this study were through observation and interviews. Meanwhile, data analysis using the Miles, Huberman, and Saldana models consists of data collection, data reduction, data presentation, and drawing conclusions. The results showed that the factors that cause disruptive behavior of students in the classroom include boredom, learning difficulties, and attention. Teachers design and implement innovative learning to avoid student boredom. The teacher gives the opportunity to the student to construct his knowledge through learning experiences, exploring, giving freedom according to his needs and interests. Students engage in disruptive behaviors because they have learning difficulties especially reading and writing. So it requires attention from teachers and other students.

Keywords: Disruptive behavior · Causative factors

1 Introduction

Formal education starts from elementary school. Primary schools are primary educational institutions organized to develop the attitudes, abilities, and basic skills necessary for students to live in society. In addition, elementary schools prepare students for further education.

Explained that elementary school students are aged 6 to 13 years [23]. The characteristic of children of primary school age is the encouragement to relate to peer groups, know the world around them, and physical development. The opinion suggests that children aged 6 to 13 are entering school age.

Schools have an important role in shaping students' personalities and behaviors. In addition, the school provides understanding to students to avoid inappropriate behavior. One of those behaviors is disruptive behavior. If the problem is not handled properly,

it will be an obstacle for students to adjust. This behavior is not only experienced by students at the secondary and tertiary education levels but also at the basic education level. It is precisely at this level of basic education that further treatment is needed.

Disruptive behavior is a behavior that does not favor the learning process carried out by students repeatedly in the classroom and in different forms according to the conditions of each class [5]. According to Nicholls (in McCaskey [12]) disruptive behavior is student behavior that interferes with learning thus causing insecurity both psychically and physically. Disruptive behavior in the classroom negatively affects the learning process because it can affect the performance of students, teachers, and classes (Higgins, et al., 2001 in Trisnawati [20]). Disruptive behavior problems that occur in the classroom result in reduced teacher time to teach because teachers must pay attention to these problems so that they have the potential for academic success in the classroom [10].

Another opinion says that disruptive behavior is one of the problems in education, if the behavior is not handled properly, it will become an obstacle and problem in the teaching and learning process [8]. According to Kamps (in Bidell & Deacon, [3]) disruptive behavior is a behavior that interferes with teachers and students during lessons. Examples of disruptive behavior include: expressing aggression towards teachers or other students, making negative verbal statements in class, refusing to participate or cooperate in activities in class, disrespecting other students or teachers, not paying attention to the lessons given by the teacher, making noise and leaving the seat without permission [3].

Students behave disruptively influenced by several factors. According to Todras [15] disruptive behavior in the classroom can be caused by both internal and external factors. Internal factors are influenced by genetic or biological and trauma, while external factors are influenced by conditions in the home, society, and school. Meanwhile, according to Dreikurs the causes of disruptive behavior of students include boredom, learning difficulties, and seeking attention.

1. Bored

Boredom is a feeling that students experience when studying and feel a waste of energy. According to Reber (in Shah, [11]) states that learning saturation is the time span used for learning but there is no progress. Students who experience learning saturation feel that no knowledge and proficiency is gained from learning. Although this does not last forever but only in a certain time span.

According to Sudjana [18] states that the meaning of saturation in learning is literally solid or saturated, so it is not able to load anything. The student feels saturated, his or her system of reason cannot work well to process new information or experiences. Saturation can also occur because students feel tired and bored. So they behave disruptively such as skipping classes, not doing tasks, and being lazy to study.

The cause of learning saturation is an activity that is carried out monotonously and for a long time. This learning saturation is often experienced by students. Some of the causes of learning saturation are that teachers do not use varied learning methods, learning is only carried out in a certain place, and the conditions of the study room do not change.

2. Learning Difficulties

According to Mulyadi [14] there are several learning difficulties including:

  a. Learning disorder is that students are disturbed when learning because of different responses. Students who experience learning disorders will not interfere with their

learning achievements but interfere with the learning process. This the learning outcomes will be lower than the potential possessed.

b. Learning disabilities are students' inability to learn so that their learning outcomes are below their intellectual self.

c. Learning disfunction is a symptom experienced by students because the learning process does not work even though there are no signs of mental subnormality, sensory disorders or other psychological disorders.

d. Under achievers are students who have an above-normal level of intellectual potential, but low learning achievement.

e. Slow learner is a student experiencing slow learning so it takes more time compared to other students.

Mulyadi [14] stated that students' learning difficulties will be seen in cognitive, motor and affective aspects in the process and learning outcomes achieved.

3. Seeking Attention

According to the Dictionary of Psychology, attention getting is the behavior of students who seek recognition, attention, and appreciation from others. Meanwhile, according to Supriadie & Darmawan (in Wini [22]) asking for attention is the behavior of students who want to get the attention of others. Students do deeds that can attract the attention of others. If the behavior does not attract the attention of others, then he looks for other ways. This behavioral problem is to distract the teacher or other students when learning. For example, students are lying in the classroom or students are slow so they need to get extra help from teachers or other students.

The tendency to seek attention is a problem that can disrupt a conducive classroom atmosphere. Teachers are required to solve student character problems wisely. According to Majid (2011) how to identify student behavior in attention getting behaviors, namely:

a. In order for people to pay attention, students do strange things in class.

b. Want to know others by seduce.

c. Make the classroom atmosphere rowdy in order to get the attention of the teacher and his friends.

d. Trying to evoke the emotions of others in any way.

Cases about disruptive behavior of students increased significantly, both in the school and family environment. Every behavior carried out by students is inseparable from the role of parents and teachers as educators and mentors. Research that discusses the factors that cause disruptive behavior includes research conducted [16] states that the factors that cause disruptive behavior during classroom learning are factors that come from family, school, and community. Family factors include the lack of attention of parents, the application of discipline at home, the giving of gifts or punishments, parental parenting, the relationship between parents and children, parents' problems with marriage. Meanwhile, disruptive factors from schools come from teachers, curriculum, the influence of friends, the application of school discipline, facilities, and learning facilities in schools. Meanwhile, the factors of the community environment are peers.

The results of another study from Shofuhah & Najlatun Naqiyah [17] stated that the causes of students doing off-task behavior are influenced by internal and external factors. Internal factors include school adaptation and lesson difficulties while external

factors include the influence of friends and the lack of attention of teachers. The results of Syakarofath & Subandi's research (2019) stated that the factor causing disruptive behavior is the expression of family emotions. The results of the research of Handayani et al., [9] state that the factors that influence disruptive behavior come from the family, environment, and the individual self. Family factors include parental inattention, divorce, and the economy. Environmental factors include making friends with the more mature, students living in boarding houses, and friends who invite them to the shop. Individual self-factors include students not responding to parental attention and advice, different levels of intelligence, and not being able to control emotions. The results of Ardin's research [1] say that disruptive behavior is influenced by internal and external factors. Internal factors include seeking attention while external factors come from classmates, close friends, the learning environment, family, and society. The results of research by Vongvilay et al., [21] say that the causes of disruptive behavior are environmental influences, learning difficulties, and psychological influences.

This study aims to uncover the factors causing disruptive behavior of students in the classroom, especially elementary school students. From the problems and reviews of previous research, many studies have discussed the factors that affect students' disruptive behavior. The causative factors come from the family environment, school, and community. In addition, other factors that influence disruptive behavior are the influence of emotions from parents, learning difficulties, and the influence of psychology. Therefore, this study adds factors that cause students to behave disruptively from the aspect of student boredom in the first grade of elementary school.

2   Research Method

The type of research used is qualitative research using a case study approach. Research is conducted in primary schools and the subject of research consists of students and teachers. The research time was conducted from July to November in the odd semester of the 2022/2023 academic year. The object of study is a factor influencing the disruptive behavior of students in elementary school.

The research data is in the form of information about factors that influence the disruptive behavior of students in the classroom. The data source comes from teachers and students. Data collection techniques through observation and interviews. This technique is carried out to teachers and students to find out the factors causing disruptive behavior of students in the classroom.

Data analysis used in the study used an interactive model. Data analysis according to Miles, Huberman and Saldana [13] is that data collection is carried out through data reduction, presenting data, and drawing conclusions or verification. The data collection comes from information on the factors causing the behavior of students in the classroom. The data that has been collected, then evaluated, summarized, and classified. After that, the data is presented in a thematic form. The last 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 the factors causing disruptive behavior of students in the classroom 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 information about the causal factors of

disruptive behavior of students in the classroom. Meanwhile, source triangulation is collecting data from teachers and students.

3   Result

In this section the researcher will describe the factors that influence the disruptive behavior of students in the classroom. According to Dreikurs the causes of disruptive behavior of students in the classroom are boredom, learning difficulties, and seeking attention. Researchers found research results from teacher and student interviews (Figs. 1 and 2).

From the results of interviews with students, it is stated that the factor that influences the disruptive behavior of students in class is boredom. Their boredom is caused by the teacher repeating the lesson. Even though students already understand the material. In addition, it is caused by the teacher's strategy in teaching. Students only record material without any varied learning methods.

Meanwhile, the results of interviews with teachers stated that the factor that affects student boredom is material difficulties. When students have learning difficulties, they look for other activities in class, such as roads, stories with their friends, and making rowdy. Students don't care about the lesson even if they don't understand.

From the interview, it can be concluded that students' boredom is influenced by the teacher repeating the lesson, difficult subject matter, and the teacher's less creative teaching.

Learning Difficulties
Learning difficulties are a contributing factor to students' disruptive behavior. This is experienced by first graders. They have difficulty understanding the material being read. Moreover, the first graders are a transition from kindergarten. There are still students who can't read and if any students can read, they can't understand the content of the reading. This is reinforced by the results of interviews with SK and D (Figs. 3 and 4).

From the results of the researchers' interviews with the two teachers, it can be concluded that the factor causing the disruptive behavior of students is that they find it difficult to understand lessons including English lessons. Because English is not our language, so students find it difficult to read. Students don't want to write, don't want to do assignments, and play by themselves.

> *"There are students who feel bored because the lessons are repeated. I repeated the lesson because there are still students who don't understand, and are still confused by the lesson."* (RM, August 8, 2022)

Fig. 1. Interview result with RM

> *"The teacher always repeats the lesson. I was told to write. I feel tired and I play."* (A, 8 August 2022)

Fig. 2. Interview result with A

> *"There are already first graders who can read but some who can't. I give extra time to students who can't read yet. Nevertheless, they don't want to write, don't want to do assignments, and play by themselves." (SK, 5 August 2022)*

Fig. 3. Interview result with SK

> *"Students don't like English. They feel bored because they have difficulty reading." (D, August 8, 2022)*

Fig. 4. Interview result with D

> *"When studying religion, there are students who ask questions. They don't actually want to ask, but they're just looking for attention." (NR, 4 August 2022)*

Fig. 5. Interview result with NR

> *"I find it disturbing if students scream and run because they interrupt the lesson. I'll explain and the props have been handed out, there are rowdy students in the classroom and it's just seeking attention from teachers and other students." (RM, August 8, 2022)*

Fig. 6. Interview result with RM

Table 1. Factors Influencing Disruptive Behavior

No	Factors Influencing Disruptive Behavior
1	Bored
2	Learning Difficulties
3	Attention-Seeking

Attention-Seeking

The third cause of disruptive behavior is attention-seeking. Attention seeking is done by students to their teachers and friends. If students do it continuously, it will interfere with the teaching and learning process. From the results of the researcher's interviews with NR and RM obtained the following data (Figs. 5 and 6):

From the interview results of the two teachers, there are similarities. Attention-seeking students are a factor influencing disruptive behavior. These behaviors include

asking the teacher, writing on the teacher's desk and the floor, shouting and running in class. Students do that to seek attention from teachers and other students (Table 1).

4   Discussion

The results of the study explained that the factors that influence disruptive behavior are boredom, learning difficulties, and seeking attention. These three factors are interrelated when viewed from the age of students in elementary school. Students are bored because of difficult lessons. Difficult lessons cause students to behave disruptively in order for teachers and other students to give their full attention to them. Therefore, learning in primary schools must be adapted to the characteristics of students (Kiswanto in Hayati [7]). The results of this study are the same as the research conducted by Hayati et al., [7]. Teachers are able to design and implement learning so that students do not feel bored by paying attention to the developmental characteristics of children of primary school age. Many facts prove that the learning process that does not match the characteristics of students will have an impact on the quality of achieving learning objectives. In learning, teachers can use teaching aids, learning with games, or teachers can give rewards to students. That way teachers can minimize disruptive behavior due to boredom during lessons.

In addition, learning difficulties are also a contributing factor to disruptive behavior in the classroom. The presence of students who cannot read is the main factor causing learning difficulties. This is a new finding from the previous findings. The learning difficulties experienced by students are triggered by student-centered learning. This is reinforced by his opinion Attrad A, et al., [2] explained that in the learning process that uses a student-centered approach, students are the central point of the learning process. The teacher begins learning by providing the widest possible opportunity for the child to construct his knowledge through learning experiences, exploring, giving the child the freedom to choose activities that suit his needs and interests. But this is still an obstacle for the first graders. First graders are transitioning from kindergarten. When they study in kindergarten, students are not required to be able to read because education in kindergarten is just play. Although researchers did not find many students who had learning difficulties, learning difficulties must be handled properly so that they do not trigger disruptive behavior. Therefore, teachers are facilitators for students who have problems in learning difficulties, especially difficulties in reading and writing.

Author Contribution.   Author1 "Planning Research, Proposing Research, Inputting Research Results". Author234 "Assist Data Analysis, Coordinating and Also Directing".

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