How can disruptive behaviors contribute to social exclusion? Evidence from Indonesian primary schools

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Abstract. This paper reveals the causes of disruptive behavior (DB) in elementary school and discusses its role in social exclusion. This case study research was conducted in five primary schools in East Java, Indonesia. Data were collected through in-depth interviews, interactive observation, and documentation. We used triangulation to assess the validity of the data. By conducting qualitative data analysis proposed by Miles and Huberman, we highlight the following key findings: (a) family dysfunction exceptionally influences the development of DB. Family dysfunction affects parenting style (discipline methods), and thus the child's interpersonal skills; (b) the lack of humanistic responses in schools contributes to DB; (c) the playmate environment and society provide role models and respond to the presence of children in a dissociative manner, causing children to fail to socialize; (d) not all forms of DB contribute to social exclusion; and (e) the process of social exclusion as a result of DB is carried out in three stages. We recommend several preventive and curative treatments to treat DB at the primary school level, both classically and individually, according to the guidelines put forward by Baumrind and other experts.

Keywords: Disruptive Behaviors, Social Exclusion, Family Dysfunction, Societal Role Model

1   Introduction

Disruptive behavior (DB) is one of many instructional concerns that teachers, psychologists, and educational researchers are concerned about because it has been accepted that inappropriate behavior in the classroom impairs learning. DB is classified as antisocial behavior by two criteria: conduct disorder (CD) and oppositional defiant disorder (ODD). Both are distinct from attention deficit hyperactivity disorder (AD/HD), while AD/HD can occasionally disrupt order [1] and developmental functions [2]. ODD is defined by age-appropriate attitudes, whereas CD is marked by excessive, repetitive activities that tend to settle down. These activities are typically characterized by verbal and nonverbal infringement of the rights of others [3].

According to a large body of literature, DB can occur at various stages of school. However, given that the level of individual cognitive development and social skills is the determinant variable of DB [4], DB is highly common at the elementary level [5]. ODD frequently begins and progresses to CD before puberty, especially in boys. Individuals throughout this age tend to seek attention from others, and develop their skills but lack good self-management [6]. In Indonesian classrooms, DB is mostly referred to as "undisciplined" behavior.

Apart from resulting in low academic accomplishment [7]. Other concerns associated with DB include teacher punishment, hostile responses from other pupils, and social exclusion [8]. Because punishment from the teacher and hostile responses from other students are rehabilitative, students frequently return to their social circle. Because the child is perceived to be rewarded for his transgression, he is allowed to rejoin his social circle. Children at risk of social exclusion, on the other hand, are utterly neglected and not accepted in their social surroundings. This response, manifested as social exclusion, was observed in five elementary schools in East Java, Indonesia.

The findings of the interviews revealed that schools have yet to pinpoint the causes of children's misconduct and how this misbehavior leads to social isolation. As a result, the school's treatment falls short of expectations. This premise is supported by data that show Denis, a socially excluded child who is still excluded despite being chastised and angrily responded to by his schoolmates.

Expert studies indicate that social exclusion can have a domino effect [9]–[11]. They confirmed through dozens of experiments that children who are excluded from their social environment are more aggressive even toward other students who do not bother them, explode hostility at other students who insult them, are unwilling to help in teamwork, are frustrated and stressed, which hinders concentration, like to procrastinate, and have poor reasoning abilities. That is, excluded children have low empathy-sympathy, a sense of responsibility, and logical reasoning abilities.

The psychological impact of social exclusion as a result of DB can have long-term consequences [12]. There is a plethora of strong and persuasive evidence that DB that is not handled quickly can continue to become a child's habit, which can be very negative when the child enters a higher education level [13]. These children will not only struggle to form interpersonal ties during socialization but will also make it difficult for adults to intervene for these children to experience retrieval to their social context [14].

Due to the problematic condition described above, the purpose of this study is to identify the origins of DB at the elementary school level and explain how DB contributes to social exclusion. The outcomes of this identification can be used by schools to fulfill their tasks as effective inclusion agents [15], such as the development of promotional, preventive, curative, and rehabilitative treatments. Socially excluded children can improve their social lives in this way in the future [12]. This issue requires attention because no research has been conducted to date that demonstrates how DB contributes to the tendency of social exclusion. Existing research focuses solely on the following topics: types of DB [16], how teachers and parents should deal with DB [17], teachers' understanding of the causes and effects of DB [18], and environmental factors that influence DB [19].

This study enriches the existing academics and literature by concentrating on the essential question: "How does disruptive behavior affect social acceptance?" This study delves into the problem's formulation into the two particular research questions listed below: (a) What causes disruptive behavior at the elementary school level? (b) How does DB contribute to social exclusion? Aside from supplementing prior study findings, the answers to the two research questions raised above can help to map the reasons for disruptive conduct in children and explain how it relates to social exclusion. This mapping can be used by teachers to treat unruly children and to make their social environment more inclusive.

2   Method

A case study design was used for this qualitative research. This case study focuses on units with special characteristics [20], notably teaching students with DB. This type of study may uncover particularly rich, detailed, and in-depth information regarding the events experienced by the participant through case studies [21]. As a result, a thorough scientific explanation for why and how this case occurred is obtained [22].

Data were obtained through participatory observation, in-depth interviews, and documentation. The data were collected from purposively selected subjects, including teachers, students, parents, and teacher notes. Data collected from teachers and students (through interviews and observations) were used to map DB patterns of children during social interaction at school. Data from parents were used to assess habits, social relationships, and communication with their families while at home. Meanwhile, data from documents was used to validate or refute information concerning children's DB patterns at school. During data collection, any conduct labeled as DB disturbed social order and complied with DSM-IV that was proposed by [23].

To ensure its validity, the obtained data were evaluated through source triangulation and technical triangulation [24]. Data that were deemed valid were then subsequently analyzed using the procedures outlined in Miles et. al [25], including data condensation, data display, and conclusion drawing/verification. Data condensation reduces data by summarizing and organizing it into specific themes. The data is then visualized illustratively to make it easier to understand and develop research conclusions [26]. The series of data analysis stages was completed while still referring to the research questions, research objectives, methodological limitations, and applicable theories.

3   Findings and Discussion

The initial phase of this study succeeded in cataloging dozens of types of DB that disrupt social order and meet DSM-IV criteria, such as vandalism, fighting, bullying, absenteeism, arguing, disturbing/diverting the attention of other students, and so on. The patterns of behavior were mostly obtained through documentation. DB identified in this study, according to the summary and classification of Kulinna et al. [27], distinguished tens of DB into six types, namely aggressive, low or less responsible learning participation, not following the teacher's directions, acting dangerously, diverting or

disturbing other students, and poor self-management. Each of the six DB kinds is then classified into three levels (high, medium, and low). This study, however, does not focus on the high and low levels of DB, rather it concentrates on the reasons for DB in schools and how it relates to social exclusion.

The causes of DB were successfully uncovered in this study by tracing and analyzing the answers from teachers and parents. Meanwhile, how DB contributes to social exclusion was determined by analyzing data from interviews with students and participatory observation. The findings and discussion of this study are expounded in more detail in the discussion below.

3.1   The Main Root Causes of DB

The causes of DB can be explained dichotomously. First, DB is attached to the students genetically (inherited from their parents). This mechanism is by the nativism hypothesis. Second, DB can be linked to the influence of the surrounding environment when students socialize. This process is consistent with the theory of empiricism. It is indeed possible that both sources contribute to DB (as it is known in convergence theory). However, based on the symptoms that appear during observations and interviews with teachers and parents, this study asserts that DB is dominant as a result of individual interactions with their environment.

Schroeder and Gordon [28] confirmed that the genetic component has a bigger influence when DB persists throughout adulthood. It is frequently characterized by criminal or antisocial behavior. Meanwhile, DB is largely produced by environmental factors at particular ages, including children [29]. The contributing environment in this study, according to the qualitative analysis, is the home environment, community environment, school environment, and playmate environment (Figure 1).
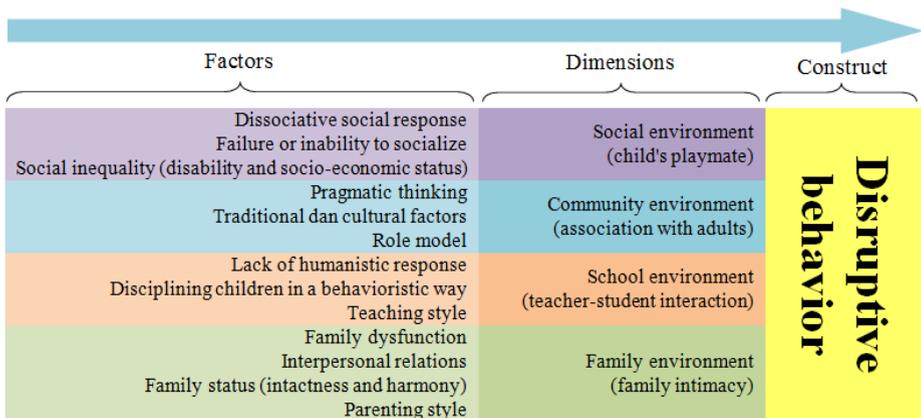
Factors	Dimensions	Construct
Dissociative social response Failure or inability to socialize Social inequality (disability and socio-economic status)	Social environment (child's playmate)	Disruptive behavior
Pragmatic thinking Traditional dan cultural factors Role model	Community environment (association with adults)	
Lack of humanistic response Disciplining children in a behavioristic way Teaching style	School environment (teacher-student interaction)	
Family dysfunction Interpersonal relations Family status (intactness and harmony) Parenting style	Family environment (family intimacy)	

Fig. 1. Factors influencing DB

From the standpoint of family variables, this study identifies family dysfunction and family status as the most important predictors. This is because these two elements

influence children's interpersonal ties with family members, parenting techniques, and discipline tactics. The dysfunction that arises is a family dysfunction in terms of (a) socialization and education, and (b) coaching and the environment. This assumption is based on the findings of interviews with parent informants coded MF-3 below, who also serve as other informants. When asked about how children are raised, he replied:

> *Zaki is the first grandchild in both my family and my husband's family. His grandparents constantly indulged him. Whatever is desired is always met. Instead of asking for anything, he bought various items. You have obeyed even if you only moaned a little. After a while, he seemed to get used to the fact that if he wanted something, he had to hurry up. Well, right when I enroll him in school, it seems like it's still a habit. Sometimes when his mates are asked to hang out and his friends don't want him, he immediately gets enraged and throws things around. The teacher told him to, but he refused because he was angry. As a result, his buddies do not want to be friends with Zaki.* (Anis, teacher).

Zaki's experience above, according to Baumrind's perspective, is the result of family dysfunction that applies permissive parenting [30]. More specifically, the permissive parenting style in the Zaki family includes indulgent parenting. In this parenting style, children are provided with several amenities and conveniences to enhance their delight. As a consequence, children are not given the responsibility to commit [31]. As seen in the interview extract above, the effect is that children become dictatorial and unruly.

Furthermore, this study discovered a permissive parenting style, which Maccoby and Martin refer to as neglectful parenting. This scenario is complex and convoluted because it is related to family status and family capacity in disciplining children. Even if there are not many children reared in neglect, the influence on DB is significant. Children who are ignored in their families tend to find it difficult to build social relationships with other people since they are accustomed to receiving little response from those closest to them. Psychologically, in the end, he understands the world as an arena that allows him to be free to do whatever he wants [32]. This study presents the following extracts from interviews with teachers as a case study. When discussing one of the unruly pupils, the teacher informant stated:

> *Ardi is in fifth grade. His mother and father are divorced. Her mother stays here with her, but her mother has remarried. He occasionally follows his father because he claims to have a new wife there as well. If the kid comes home from school and continues to play instead of going straight home, he just lets him go. Let's take a shower straight away and skip the schoolwork. When he's at school, it is us teachers that get in trouble.* (Irwan, teacher).

In Ardi's experience above, DB is the result of a negligent parenting style. As a family with a shattered status, Ardi's parents did not make any demands on Jun. They also do not provide amenities or affection as parents. Ardi eventually found it difficult

to get reprimanded for his wrongdoings. Such parenting, theoretically, contributes nearly as much as authoritarian parenting [33]

In an authoritarian parenting style, parents the child's obedience to all orders, but this is not accompanied by a high level of responsiveness towards the child. That is, this parenting style imposes tight discipline on children while providing no comfort or opportunities for development [34]. Children want independence when they are not being observed by their parents, including at school, because their freedom is entirely regulated by their parents [35]. Children with DB from authoritarian homes were not dominant in this study (just two pupils). However, these two students were sufficient to support the findings of Syakarofath and Subandi and demonstrate that rough treatment patterns in the family related to DB [36].

This study confirms Nowak's assertion that DB is mostly driven by family dysfunction [37]. Ideally, families should organize informal education by using an authoritative parenting style Baumrind [30], so that children may develop interpersonal skills and control emotions in social situations regardless of their family status background [38]. However, this study also emphasizes the environmental aspects of schools, which experts believe contribute to the development of DB in children.

Classical school learning can be classified as communicative learning (in terms of involvement, both between students and teachers and between students). It is merely that, on several occasions, schools have held lessons with poor class quality. One example is the failure to acknowledge students who arrive late. The absence of a greeting and reaction from the teacher for pupils who join the class is a sign of a less qualified class [19]. Students who arrive late and are then ignored are more likely to engage in disruptive behavior [39]. This occurs because the impulse or desire to be accepted and affiliated with other people is not directed, resulting in displacement, as Sigmund Freud defined it. The mechanism is the same as in negligent parenting and informal family education.

Teacher abilities are an important factor in student-teacher interaction and the effectiveness of classroom management in schools [40]. Ghazi's [41] experimental results went into greater detail about the causes of disruptive behavior in schools. Lack of teacher motivation, hostile teacher attitudes, and poor teaching quality are among the factors. The results of the trial matched the findings of this study, which showed that DB was caused by a less humane school climate and behavioristic educational approaches. However, this study also highlighted the impact of the child's social milieu, including both peer and adult social environments.

As revealed by Thomas, the results of interviews with parents of students in this study demonstrate that children who behave disruptively usually have a supportive social network [42]. According to the informant, some children with DB are quite involved in their social circle, whilst the remainder do not receive social approbation from their surroundings.

Students who interact intensely behave disruptively for two reasons: receiving role models from those who reveal DB, and internalizing a pragmatic frame of thinking that believes excellent behavior (nice and polite) is not as important as intelligence. This method of thinking has become so ubiquitous in children's social environments that it serves as a guide for them to act and make decisions. Bandura's social learning theory

has long said that most humans (particularly children) learn observationally through modeling, i.e. copying others [43]. Children can, to some extent, practice more than what they observe [34]. Bandura's theory and Santrock's assertion are applied in this study for both verbal and nonverbal DB.

The tendency described above differs from that of other pupils who do not receive social acceptance from their social circle. The DB that is tied to them is more influenced by social inequity, resulting in dissociative responses in children and thwarting the socialization process in children. According to Hong, if the individual is male and has less cognitive input, the DB that is produced will grow [44]. Social inequality (socioeconomic status), according to McCrorie has no direct effect on DB [45], but requires serious consideration since it affects individual development in the future by broadening the area of socialization [46]

3.2   The Role of DB in Social Exclusion

Humanism theory has specifically stated that a DB for one person is not always deemed a DB for another. Because the humanistic viewpoint always perceives individuals as members of a group, choices about what is considered disruptive are made based on group agreement. As a result, group agreement determines how to gauge the severity of DB and how to respond to DB.

This study recognizes that not all DB responses are social exclusion. Some of the seemingly light and moderate disruptive behavior responses are always in the form of reporting to the instructor and hostile responses from other pupils (Figure 2). This study defines social exclusion as a reaction to severe DHF, which includes sexual harassment, carrying sharp weapons, establishing gangs, bullying, and threatening other students. Such severe DB tends to keep offenders in a social circle where they feel frightened (uncomfortable and uneasy), as opposed to mild and moderate DB such as skipping class, lying, or scribbling on the wall [27]. This study indicates three stages of the process leading to social isolation since the introduction of DB by individuals about these trends.

Level of DB	Characteristic	Child's response
Mild	Students do not pay attention, listen, or obey the teacher's instructions; they are not dressed in uniform; and they arrive late.	Omission
Misdemeanors	Violating the rules, refusing to work in groups instead of showing off, disturbing other students who are studying.	Aggressive behavior
Moderate	Talking in irritating language, interrupting with the learning of the teacher or other pupils, and violating school rules.	Complain to the teacher
Severe	Intimidating or threatening others, acting in a way that endangers oneself and others, smoking.	Social exlcusion

Fig. 2. Child's response to DB based on threat level

The group will first analyze how risky the individual's DB appears in the first stage. At this stage, the group determines the type of DB, the dangers, and the severity of the DB if it is not handled. The group decides what answer to offer to those with DB in the second stage. If the displayed DB is mumbling while learning, disturbing other students who are studying, hyperactivity, or other mild to moderate DB, the group responds with aggressive behaviors such as reprimanding, responding with the same DB, and reporting the disruption of social order to the teacher. However, if the DB displayed is classed as severe, the group's response is social isolation.

When the children are excluded in the third stage, the group isolates itself for several weeks. There is no precise agreement within the group on the duration of the disruptor's exclusion. However, there is an unwritten rule that a disruptive child can only be accepted back if he has demonstrated conformity to the social norms and values that the group or the majority of pupils adhere to, such as following the rules, not bullying, and so on. The foregoing processes are depicted in the following excerpt from an interview with a grade 6 student, who, when asked why she avoids bad companions, replied:

> *Johan's statements are rude. He says things that a schoolboy should not say. The fact that the teacher had cautioned him. Finally, many students are unwilling to befriend him. Yes, I'd like to be close to him provided he quits behaving badly*. (Amel, 6th grader).
>
> *Yes, Farhan is to blame. If you do not want to lose sports lessons. It's a running race, and the winner is the first one to cross the finish line. You will lose if you are behind. He, on the other hand, does not want to lose. Continue to be enraged with his victorious friend. That's the one who's eating cake in the canteen right now; he has no friends... but he's good at Indonesian and Mathematics. If he is still angry, no one wants to ask him to teach*. (Lintang, 6th grader).

According to several of the research mentioned above, imposing social punishments in the form of banishment is not a long-term solution for disruptive pupils. Because it is quite harmful psychologically to reinforce DB that has not been managed appropriately. As the interview snippet above shows, social exclusion can be an effective short-term strategy. However, among children who lack emotional, social, and affective skills, the attempt is not always successful. Therefore, based on students' opinions, Douglas suggested that DB should be addressed immediately from the start of its appearance in the early classes [13].

3.3   Evaluative Notes

Social exclusion of children with exceptional needs is common in public schools (not inclusive schools), particularly when the child's impairment is mental retardation [47]. This study contributes by confirming that social isolation can occur in normal children who demonstrate DB inadvertently. According to Mulvey [48], social exclusion and peer rejection are widespread occurrences in children and teenagers' social interactions.

Although it is not intended to impose sanctions, social exclusion can result in several losses, including mental and behavioral health [49], academic performance [50], pro-social behavior [51], and self-esteem [52].

Based on the condition described above, at least two therapies are possible: treating DBH as an individual problem and preventing social exclusion as a social phenomenon. Individual or traditional treatment can be used to address DB as an individual problem. Given that the primary source of dengue originates from four habitats (Figure 1), therapy can be done either traditionally or individually.

Experts have tested various schemes, such as giving positive responses and praise [53], stimulating to higher order thinking skills [54], coaching to regulate children's emotions [55], good behavior games [56], habituation of discipline behavior [57], and giving each student a role in learning to practice social responsibility [58], to prove examples of classical treatment. Nonetheless, educators should be aware that using negative responses to chastise children increases the risk of DB [59].

Meanwhile, if treatment is to be administered individually, the authoritative manner is the best method [30]. Teachers use an authoritative manner to be supportive and sensitive to students' needs and facilities. In this instance, the teacher can be said to be allowing students to act and speak freely. However, the teacher still monitors how students exercise their freedom so that they do not infringe on the rights of others or disrupt social order. The pattern of authoritatively disciplining children is also open (rather than authoritarian). Students are allowed to voice their concerns about the rules that are in place and the repercussions for breaking them.

4   Conclusion

Genetic and developmental variables may play a role in the emergence of DB in research subjects. In-depth interviews and participatory observations, however, demonstrated that environmental factors were the primary contributors. The environment in consideration consists of the family environment, the school environment, the playmate environment, and the community environment.

This study claims that the family and school contexts are the strongest factors among the four environments. While the play environment and the communal environment influence accompaniment. In some circumstances, however, the presence of role models in the community strengthens DB in children. Some forms of DB resulting from these four causes contribute to social exclusion, whereas others do not.

According to the findings, DB that contributes to social exclusion is categorized as mild or moderate. Severe DB is DB that causes social marginalization. Social exclusion due to DB happens in three stages: group assessment of DB risk, the decision to exclude perpetrators, and self-limitation of students who are excluded within a particular time frame. The study's findings have implications for the need to strengthen teachers' and parents' abilities to detect DB symptoms in primary school-age children, as well as to predict the phenomena of social exclusion, which increases the impact of DB behavior itself.

5   Acknowledgments

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