WHICH TEAM ARE WE, LEAD TEACHER OR BOSS TEACHER? (AN INVESTIGATION OF IN-SERVICE TEACHERS' THINKING AND DO TOWARD STUDENTS' BEHAVIOR AND CLASSROOM MANAGEMENT)

SIAPAKAH KITA, LEAD TEACHER ATAU BOSS TEACHER? (INVESTIGASI PEMIKIRAN DAN LANGKAH GURU TERHADAP PERILAKU SISWA DAN MANAJEMEN KELAS)

Nuronia Cahyaningtyas[1], Nadia Asma'[1]
[1]Universitas Sebelas Maret
Jl. Ir. Sutami No.36 A, Pucangsawit, Jebres, Surakarta, Indonesia
Email & Phone: nuroniacahyaningtyas@gmail.com & +6285868181906

Keywords:	Abstract
In-Service Teachers' Belief, Disruptive Behavior, Classroom Management	*Classroom management always be interesting issue to be discussed over years. It grows more interesting to be explored in its relation to the students' behavior. By conducting a mini case study, the researchers obtained the data mainly by questionnaire and observations. The participant of this study is 23 in-service teachers who have a varied background and teaching experiences. The findings of this research show in detail how the teachers' thinking toward the students' behavior and their strategies to manage their classes. It is found out that the participants admitted that their students are mostly having disruptive behavior. However, the findings show that some of the teachers are able to have a proper strategy to deal with those behaviors; yet, they got difficulty to apply the strategies to the field. Conclusively, the obtained data also reveal which participant belongs to lead teacher and boss teacher.*
Kata Kunci:	**Abstrak**
Keyakinan Guru, Perilaku Negatif, Manajemen Kelas	*Manajemen kelas selalu menjadi topik yang cukup menarik untuk didiskusikan. Terutama saat dikaitkan dengan perilaku siswa. Dengan studi kasus, peneliti mengumpulkan data melalui wawancara dan pengamatan lapangan. Peneliti melibatkan 23 guru dari berbagai latar belakang dan pengalaman. Data yang terkumpul memberikan penjelasan mengenai pandangan guru terhadap perilaku siswa dan bagaimana strategi mereka untuk mengelola kelas. Hasil analisa data menunjukkan bahwa guru berpendapat kebanyakan siswa memiliki perilaku negatif. Beberapa diantaraya memiliki strategi yang baik untuk mengatasi*

perilaku negatif siswa namun memiliki kesulitas untuk menerapkan strategi tersebut. Berdasarkan data-data yang telah terkumpul dan dianalisa mengenai pandangan dan langkah-langkah apa saja yang dilakukan guru untuk menghadapi perilaku siswa, guru dapat dikategorikan pada lead teacher atau boss teacher.

INTRODUCTION

Disturbing, problematic, or challenging student behavior is considered to be one of the greatest challenges facing today's school life. (Lanas and Brunila, 2019). However, a child's behavior is developed through a continuous dynamic process of daily interactions with the significant others in their life (i.e. teachers, parents, siblings) (Armstrong, 2019). Further, schools themselves are major contributors to children's social, emotional and behavioral development, especially it seems for many students affected by disability (Armstrong, 2019; Oldfield, Humphrey, and Hebron 2015; Frederickson and Cline 2009). Therefore, the teacher is highly expected to be able to handle the challenge. Fauziati (2017) asserts that the most important thing for this case is teachers need to understand the students' basic psychological needs in order to be able to manage a good classroom. Teachers are encouraged to be the lead teacher instead of a boss teacher (Glasser, 1988; Fauziati, 2017). Lead teachers are teachers who can manage the class to be a supportive one; on the other hand, boss teachers refer to teachers who only design a set of instructions to accomplish the goal of learning without having a supportive environment. This fact, somehow, raises another interesting issue to be discussed. Therefore, this paper is intended to precisely deliberate the bond of students' behavior, classroom management, psychological needs, and teacher's belief and strategies. It is expected to answer the questions of (1) what are the teacher's thinking regarding to the student behavior, especially the disruptive ones; (2) what do they do to deal with it in their classroom management.

In-service Teachers' Belief

Teachers' belief is closely related to teachers' cognitive aspects. It includes teachers' knowledge, beliefs, and think (Borg, 2003). Additionally, Clark and Peterson (1986) and Lynch (1989) as cited in Richards & Lockhart, (1994) state that teachers' belief and thinking process involves cognitive, affective, subjective and objective domains. Further, it affects what they do in their classrooms (William & Burden, 1997). Teachers' beliefs can also be described as an implicit assumption of teachers about students, learning, classrooms, and materials (Kagan, 1992). Teachers' beliefs and how teachers teach are connected to each other, the way teachers implement instruction is congruent with their belief (Borg, 2003). Conclusively, how teachers manage the class represents their belief.

In this research, the investigation focuses only on the teachers' think of students' behavior and what they do to maintain their class as well. What teachers think will definitely draw their minds to design their strategies to face the problems they encounter during their teaching process. Additionally, teacher interpretations derive within powerful discourses in education, i.e discourse of normal developmental course, the discourse of the ideal child, and discourse of management of students (Lanas and Brunila, 2019). Lastly, by limiting the study's framework, it is expected to have sharper insight and deeper discussion.

Students' Behavior

A classroom is designed to achieve goals both by teachers and students. Teachers are encouraged to help students to achieve a particular set of goals. Primarily, there are two goals that should be accomplished by the students i.e. mastery goals and performance goals. Mastery goals refer to students' achievement of focus on learning, improvement, and mastering skills; whereas performance goals refer to a focus on social comparison and demonstration of competence (Kaplan, 2002). The goals achievement, somehow, interpret students' behavior in learning process (Kaplan, 2002). For example, the use of deep cognitive strategies self-regulated learning; positive coping with difficulty and failure, and positive emotions towards the task and towards school is associated with the achievement of mastery goals. On the contrary, unaccomplished goals found to display a less adaptive pattern of outcomes that include the use of surface cognitive strategies, negative emotions in the face of difficulty, and the use of self-handicapping behavior such as procrastinating.

It is naturally expected that the students are already well-prepared or at least motivated to learn in time they start their learning process in school. However, the facts show that those expectations is not completely reached in which later on reveal the reference of disruptive behavior (Fauziati, 2017). It has been broadly acknowledging that disruptive behavior is becoming a rising topic of discussion in today's school life. However, disruptive behavior, which the term encompasses a variety of diverse issues, including violence, silence, talkativeness, family background, representations considered masculine or feminine, expressions of subcultural identities, (lack of appropriate) emotional representation, littering, or handwriting, is still having a very thin definition and analysis (Lanas and Brunila, 2019). Additionally, Kaplan (2002) argues that disruptive behavior such as teasing, talking out of turn, getting out of one's seat, disrespecting others, violence, and vandalism has been acknowledged recently as a growing problem in schools as one of the most serious concerns of teachers and parents. In this sense, those behaviors in schools fits the definition as a 'wicked problem' for educational policy and practice: complex; highly resistant to resolution; and requiring a 'requires a reassessment of some of the traditional ways of working and solving problems' (Briggs, 2013; Armstrong, 2019). Even further, in the record of policy statements and documents of those students having disruptive behavior is closely seen and associated with poor classroom discipline in which connected by the public as under-achievement (Slee, 2011; Cooper, 2008; Armstrong, 2019).

Classroom Management

Regarding the domino association of disruptive behavior, there has been growing innumerable interventions, management strategies, methods, implementation programs, tools, tips, guidelines, and curricula (Wright et al., 2015; Lanas and Brunila, 2019). However, the issue is not simple at all to be handled. Even, the difficulties of establishing and maintaining effective classroom behavior management are one of the main reasons teachers leave the profession and a significant factor in student disengagement (Beaman & Wheldall, 2000; Cluniess-Ross et al. 2008).

In order to cope with the growing problems of disruptive behavior, Fauziati (2017) proposes that teachers are urgently required to understand the source of those challenging behaviors in a psychological perspective. Glasser (1998) in Fauziati (2017) states as well that it is fundamental for the teacher to be capable of manage a classroom where the students feel good, important, cared for, have a chance to make choice and are able to give contributions. Therefore there are basic necessities of the students that should be taken into account in classroom management i.e. interest, belonging, power,

freedom and fun learning. Later on, how should teachers do to deal with the students in order to build a good relationship even if they are having disruptive behaviors? Instead of controlling students' habit by using the use of power, there are 7 strategies which can be chosen by teachers i.e. listening, supporting, encouraging, negotiating, respecting, accepting, and trusting (Glasser, 1988).

In accordance to manage the classroom within its teaching and learning process, there are two interesting terms in which clearly represent the style of how teachers handle their class. The term is a boss teacher and lead teacher (Glasser 1998; Fauziati, 2017). The elements of lead teacher allow the students to give their opinion, giving model and telling the students the expectation of their task and learning, giving chance for the students to assess and evaluate their work, and be a good facilitator by giving the students suggestion and tool to finish their work. On contrary, the boss teacher tends to give a set of tasks without giving chance for the students to give their opinion, dominantly tell the students what they have to do, giving no chance for the students to have self-evaluation, and creative environment where teacher and students cannot cooperate.

RESEARCH METHODS

Some parts of the phenomenon that occur in daily life especially in school life are unique and much worth to be explored. In the scope of research, one of the chances to explore a distinct phenomenon within its real-life context is by conducting a case study (Yin, 2003). The focus of the exploration is how and why particular phenomena occur. The researcher has to be embedded to the particular society but giving control is not allowed.

The Participant

This research investigated 23 in-service teachers. There are 19 women and 4 men at the age of 24 up to 47 years old. Their teaching experiences are varied, 12 of them teach for 1 up to 5 years and the rest participant have taught for more than 5 years. In order to obtain richer data, their subject also varied as well; yet, 16 participants are English teacher.

Research Setting

The data of this mini research are primarily obtained by conducting a questionnaire and supported by observation. The questionnaire distribution was conducted on the 18th up to 20th of June 2019. The participants should answer 4 open-ended questions and 6 close-ended questions related to their thinking and what they have done to manage students' disruptive behavior.. Furthermore, the data was also supported by direct observations of two different schools on the 10th of June up to 24th of June, 2019. Considering the two methods of data collections, it is expected to have adequate data to show precisely the teachers' thinking and do to the field.

Data Analysis

The data of the research is primarily written data of 23 teachers from varied teaching backgrounds and experiences. The result of 10 questions questionnaires were then deeply analyzed to reveal the teachers' thinking toward their students' characteristics. Later on, in accordance to their answer, it was also analyzed what they do to face those behaviors in which dealing with how they manage the class. Their answers revealed the facts where they belong, to be leader teachers or boss teachers. The

data is analyzed by applying explanatory case study which focuses on how and why the interference happened (Yin, 2003).

RESULT

As being stated previously, this article clearly deliberates the findings of in-service teachers' thinking and do related to students' disruptive behavior. Having varied participants and two data collections led this research to have enormous data to be served on the plate. The findings in which derived mainly from written data are classified into the data that showing how the teachers' thinking about their recent students' characteristics and what they do in the classroom to manage the class. Additionally, observations were mostly done in teachers' room and some classrooms to observe their thinking and how they interact with their students.

The teachers' thinking in relation to the students' characteristics

The responses of the first two questions of the questionnaires briefly deliberated the teachers thinking of their students' behavior. It also revealed their assumptions of the factors underlying those particular behaviors. In accordance with the varied school environments and experiences, the answers also showed varied facts. Nevertheless, the responses were generally classified into two big groups of responses. Responses in which described positive behaviors such as kind of smart, polite, competitive, active are classified into positive behavior. As stated by Teacher 1, "my students are active and polite". Additionally, Teacher 2 stated, "my students are ambitious and competitive".

On the other hand, negative descriptions as passive, noisy, belittle, lack of motivation and so forth are classified into the negative one. As stated by Teacher 3, "the students are lack motivation" or the statement of Teacher 4, "they are passive during the learning process; yet they are so noisy". However, there are some responses which described that the students showed varied behavior. Further, their assumptions in relations to what underlined those behaviors were also classified into 3 groups, i.e. school environment in its relation to the classroom management and teacher factors, family environment in the relation to how the students got treatment from their family, and students' motivation to its relation of students' individual motivation. The responses are then summed up into the Chart 1 and Chart 2.

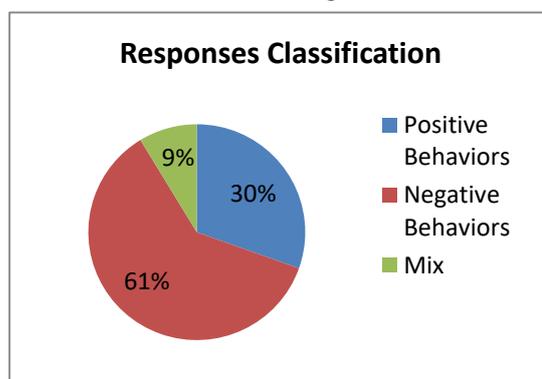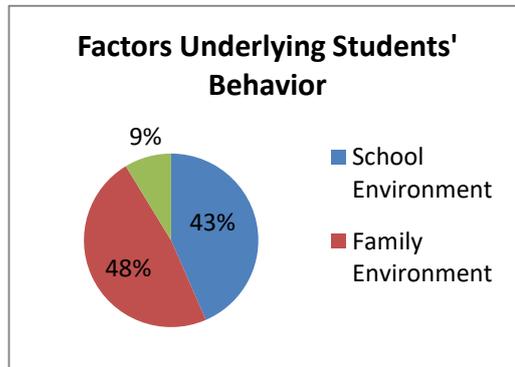Chart 1. The Teachers' Thinking Toward Their Students' Behavior

Chart 2. The Teachers' Assumptions

Factors Underlying Students' Behavior

- School Environment
- Family Environment

The teachers' do in relation to the students' characteristics to manage the class

It has been presented previously that the first two questions of the questionnaire briefly deliberated the teachers' thinking toward the students' behavior. On the other hand, this section discussed the rest 8 questions which precisely delivered the teachers' way of managing the classroom. The questions were actually having two different parts. The first part, which covered up in questions number 3, described what the teachers do in relation to the students' disruptive behavior. Meanwhile, the second part, the question number 4, described what the teachers do to manage the class during the general teaching and learning process. Furthermore, the rest questions, number 5 up to 10, showed detail information of what teachers do as a lead teacher or boss teacher. This second part briefly presented the classification of leader teacher and boss teacher.

Most teachers stated that they chose to have a one-on-one discussion about their behaviors. Meanwhile, some teachers decided to give a warning and even punishment. In order to have a clear deliberation of the research findings, the responses are then shown in Chart 3, Chart 4, and Table 1 as follows:

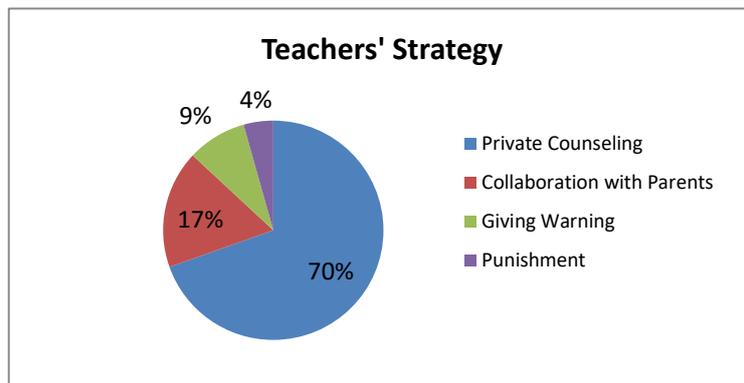Chart 3. The Teachers' Strategy to Deal with Disruptive Behavior

Teachers' Strategy

- Private Counseling
- Collaboration with Parents
- Giving Warning
- Punishment

Chart 4. The Teachers do to Manage the Class
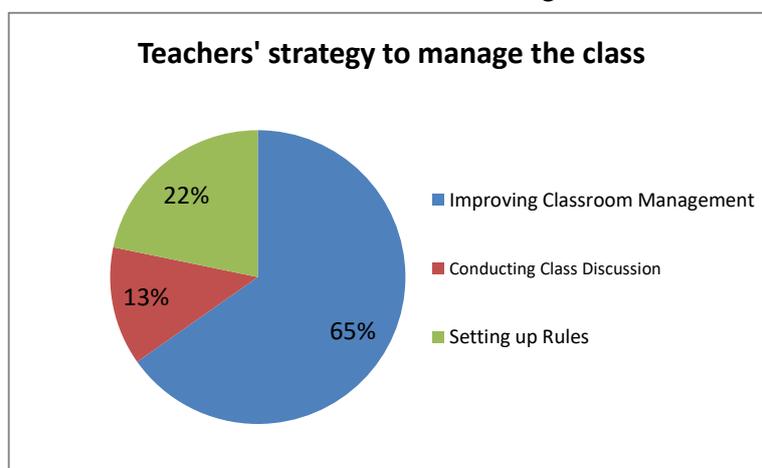

Table 1. Specific Teachers' Classroom Management

No.	Elements	Yes	No
1	Asking students' opinion regarding the task	18	5
2	Giving the students an example and telling the expectation of the task	23	-
3	Asking the students' preparation of finishing task	20	3
4	Judging the students' level **only** by the task result	2	21
5	Giving the students opportunity to assess themselves	18	5
6	Giving students suggestions related to strategies of finishing the task	23	-

DISCUSSION

The teachers' thinking in relation to the students' characteristics

In accordance with Chart 1., 61% of the participant stated that their students are having negative behaviors. It is also found out during the observations of their opinion toward their classes. They stated that today's students are lack motivation and having a bunch of negative behaviors. They also mentioned in their questionnaire that being noisy but really passive in the learning process, lack of motivation, teasing their friends, disrespecting others even their teachers represents their most students' behavior. In the view of Kaplan (2002) and Brunila (2019), those behaviors are categorized as disruptive behavior.

Regarding the disruptive behaviors of the students, the findings also reveal the teachers' assumption of factors beneath those behaviors. It is seen on the Chart 2 that some teachers assumed that those behaviors are the effect of the students' family environment. This perspective is conflicted. How the interpret the problem shows the fact that their capability to maintain a good classroom is urgently needed to be upgraded (Fauziati, 2017). On the other hand, 43% of the participant stating that disruptive behaviors are influenced by the school environment, showing that the teachers realize that they need to upgrade their management skill in order to help the students handle themselves. The last part of the graphic shows 9% of the motivational aspect as the factors influencing the students' behavior can be assumed that it is hard for the teacher to teach the students and help them to overcome their disruptive behavior. It is unclear

whether the teacher thinks it is the influence of school or family environment or possibly both of them.

Despite most of the teachers stated that their students encounter disruptive behaviors, some positive behaviors in their questioners such as polite, competitive, actively involved in the learning process, and showing good achievement are clearly mentioned. It showed that the students achieved mastery and performance goals of their learning process as suggested by Kaplan (2002).

The teachers' do in relation to the students' characteristics to manage the class

As deliberated previously that what teachers think definitely influence what they do in the classroom, this section confirms what the participants do dealing with their students' disruptive behavior. The finding on Chart 3 showed that the strategy used by 70% of the participants in private counseling. It is probably a collaborative strategy of listening, negotiating, and encouraging (Glasser, 1998, Fauziati, 2017). It could be assumed that even though the teacher admits that their students are having disruptive behavior, most of them chose the strategies of a win-win solution. It was also supported by 17% of collaborating strategy with parents. However, there was still a little part of them who still use their power to control the students' disruptive behavior.

Revealing that most of the teachers tried their best to deal with their students' disruptive behavior, this study also found out that the teachers also encompassed some strategies of maintaining a good classroom. Having class discussions by 13% of the teachers implied that their classrooms possibly fulfilled the basic psychological needs of the student to have a chance to contribute (Glasser, 1998; Fauziati, 2017). Further, 70% of the teachers showed that Lanas' and Brunila's (2019) statements of innumerable interventions, management strategies, methods, and implementation programs fit to Indonesian context. However, strategies chosen by 22% of the participant seemed to have not completed enough the requirement of fulfilling the students' psychological needs.

Considering the strategies identified in this study, it summed that most teachers probably take a proper strategy of managing their classrooms. It was also supported by Table 1 that there were only 12% of the participant showing that they were boss teachers. It showed that they had a positive concept of being lead teacher. However, during the observation, it could be assumed that even though in their questionnaire they showed positive comprehension and chances to be a lead teacher, they got some difficulties to apply it in the field.

Implication

According to the discussion, it is obviously seen that most of the teachers admitted that they have disruptive behavior students dominate their classes. However, they seem to be able to handle it even though some of them have not fulfilled the requirement of the theoretical concept. Additionally, the observations show that they got difficulty to apply their concept, which actually has already good, in their classes. Therefore, there is a rising gap and urgently necessity for teachers and even the researcher to handle.

This study is intended to enrich the awareness of teachers and also researchers as well as policymakers that the phenomena of disruptive behaviors and its relation to classroom management indeed happened in real-life contexts. Therefore, it is highly expected for the parties to have further study and finding the best solution for the better educational field.

CONCLUSION

Students behaviors take varied form as well as how the classroom is maintained and what comes as the teachers' mindset definitely influence the phenomena. Most of the teachers having a good concept to deal with the phenomena despite they also admitted that most of their students disruptive behave. Even, most of the participants are categorized to be lead teachers. However, having a good concept is not enough. It should be supported by a set of precise steps to choose and design proper maintenance.

REFERENCE

Armstrong, D. (2019). *Addressing the wicked problem of behavior in schools*. International Journal of Inclusive Education, 1–17. DOI:10.1080/13603116.2019.1597183

Borg, S. (2003*). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do*. Language Teaching, 36(2), 81–109.

Clunies-Ross, P., Little, E., & Kienhuis, M. (2008). *Self-reported and actual use of proactive and reactive classroom management strategies and their relationship with teacher stress and student behavior.* Educational Psychology, 28(6), 693–710. DOI:10.1080/01443410802206700.

Fauziati, E. (2017). *Teaching English as a Foreign Language: Principle and Practice*. Surakarta: Era Pustaka Utama.

Kagan, D. M. (1992). *Implications of Research on Teacher Belief.* Educational Psychologist, 27(1), 65–90. https://doi.org/10.1207/s15326985ep2701_.

Kaplan, A., Gheen, M., & Midgley, C. (2002). *Classroom goal structure and student disruptive behavior.* British Journal of Educational Psychology, 72(2), 191–211. DOI:10.1348/000709902158847.

Lanas, M., & Brunila, K. (2019). *Bad behavior in school: a discursive approach*. British Journal of Sociology of Education, 1–15. DOI:10.1080/01425692.2019.1581052.

Richards, J. C., & Lockhart, C. (1994). *Reflective Teaching in Second Language Classrooms* (Vol. 79). New York: Cambridge University Press. https://doi.org/10.2307/329404.

William, M., & Burden, R. L. (1997). *Psychology for Language Teachers: Social Constructivist Approach*. Cambridge: Cambridge University Press.

Yin, R. (2003). *Case study Research Design and Methods.* London: Sage Publication.