

PERCEPTIONS OF STUDENT MISBEHAVIOR AND RESTITUTION PRACTICES IN ADDRESSING PRIMARY SCHOOL MISCONDUCT AT MADANIA MAKASSAR

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ABSTRACT

Fostering a conducive classroom atmosphere is challenging for teachers aiming for ready, attentive, and productive student behavior. While various teaching strategies are employed to achieve learning objectives, not all effectively address the issue of student misbehavior. Classroom management, particularly addressing misbehavior, is a common challenge for teachers. Madania School emphasizes teacher training to manage students both during and outside lesson periods. This study explores teachers' perceptions of student misbehavior, their handling strategies, and the implementation of restitution through qualitative research involving interviews and surveys with SD Madania School teachers. The findings reveal a thorough analysis of teachers' perceptions through collaborative discussions, seeking solutions for enhanced student performance. Teachers employ diverse methods, including rewards, punishment, and restitution, for effective student management. Notably, experienced teachers favor restitution, which fosters heightened student awareness of mistakes and promotes improved performance and a positive class environment. The study emphasizes the importance of effective teacher practices, particularly restitution, in addressing misbehavior and cultivating a conducive learning atmosphere.

Keywords: *misbehavior, professional, restitution, teacher, teaching.*

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INTRODUCTION

Creating a ready, attentive, and productive behavior or mindset while teaching students in a classroom is not easy. The teacher applies various strategies of teaching to get those targets. However, not all the strategies they have applied can solve the problems. One of the problems of the teacher in the classroom is managing the students. Some students may misbehave during the lesson for some reason. Based on the pre-research observation in Sekolah Dasar Madania Makassar, misbehavior students are still found in the school. However, in Madania school, the teachers encourage and train to apply some strategies to manage students during the lesson or out-of-lesson periods such as during recess time.

In their study, Puspitaloka and Syafitri (2019) identified three types of misbehavior during English lessons at SDN Cadaskertajaya 1 Karawang: inattention, disruption, and annoyance towards others. These behaviors can be attributed to the teacher or classroom environment. It is a common observation among teachers that students display misbehavior in the classroom, with varying degrees of success in addressing the issue. Paris (2019) described how an English teacher at the XI IPA of SMA Tut Wuri Handayani Makassar addressed misbehavior problems. The teacher offered students suggestions regarding the importance of education and future preparation, ignored certain misbehaving actions, and provided individual advice by discussing the negative impacts in front of the class. However, these strategies were not always effective, as another study found that misbehavior persisted even after assigning tasks to be performed in front of the class. In addition to suggestions, advice, punishment, and rewards, restitution can be used as a method to handle misbehavior in the classroom.

Another study conducted by Kholis (2018) at SMP Negeri 4 Narmada during the 2016/2017 academic year identified several types of misbehavior among students during lessons and explored the strategies employed by teachers to address these issues. The misbehaviors included attention-seeking behaviors such as singing, table-hitting, joking with friends, being out of the seat, and bothering others; inability to engage, such as not completing tasks, sleeping, and daydreaming; seeking power, such as leaving the classroom, using impolite language, engaging in unrelated activities such as reading novels and comics, and playing with mobile phones; and seeking revenge, such as fighting, rebellion, and physical aggression towards others. Teachers implemented pre-emptive

measures by establishing strict rules and maintaining firmness. They also utilized reprimands and punishment, warning students when misbehaving and taking additional actions if necessary to gain their attention. For students who did not respond to these strategies, pastoral care methods, such as praise, post-class discussions, and firm warnings, were employed to encourage behavioral improvement.

Umar and Khair (2022) identified various instances of misbehavior at SMAN I Tinambung in West Sulawesi, including inattention, apathy, leaving the classroom, and bothering peers. Teachers employ strategies such as proximity interference, calling out names, asking questions, and even implementing psychological punishment to address these problems.

From the findings of these studies, it can be concluded that teachers often overlook the importance of engaging students and instead focus on addressing negative behaviors, leading to ineffective strategies. Even when successful strategies are employed, they may have negative physical or mental effects on the students. Notably, none of the studies explored the use of restitution as a solution to manage misbehavior in the classroom.

The researchers conducted a pre-observation at Madania Primary School in Makassar, which emphasizes the importance of teachers' ability to address students' behavior as a fundamental aspect. Teachers are encouraged to be skilled in resolving any issues related to students' misbehavior, and one of the methods promoted is restitution.

Building upon previous research findings, literature, and pre-observation at Madania Primary School in Makassar, the researchers formulated the following research questions regarding teachers' perceptions of students' misbehavior and the implementation of restitution practices in the classroom:

1. What are teachers' perceptions of students' misbehavior?
2. How do teachers implement restitution practices in their classrooms?

These research questions aim to explore teachers' perspectives on misbehavior and their approaches to using restitution as a method for addressing and managing misbehavior among students.

LITERATURE REVIEW

Students' Misbehavior

Teachers, regardless of their skill level, are bound to encounter instances of misbehavior among students and must address them. Various types of misbehavior have been identified by Kyriacou (2014), as commonly reported by teachers. These include excessive talking, being noisy (both verbally and non-verbally), not paying attention, failing to engage in the required work, being out of their seats without a valid reason, hindering others, and arriving late to lessons.

According to Kyriacou (2014), there are several reasons for this misbehavior. Boredom is a common cause where students lose interest in the lesson or find activities excessively lengthy. Prolonged mental strain can also lead to misbehavior when academic tasks become mentally exhausting over an extended period. The inability to handle schoolwork poses another challenge to students. Furthermore, interpersonal relationships among students can affect their classroom behavior. Emotional difficulties, such as bullying or neglect at home, can result in misbehavior. Poor attitudes towards learning, especially when students find lessons difficult or uninteresting, can contribute to misbehavior, including tardiness or a lack of seriousness in completing schoolwork. Finally, the absence of negative consequences for misbehavior can lead to its frequent occurrence when such behaviors go unchecked.

Kyriacou (2014) underscores teachers' pivotal role in creating effective classrooms by engaging students emotionally. When students acknowledge and embrace the teacher's authority, learning progresses smoothly, and educational goals are achieved. Teachers establish authority through confident communication, positive body language, and strategic actions. Competent teaching, marked by thorough lesson preparation, instills pride in students, influencing their perception of the value of their work. Managerial control is vital for structuring activities, and lessons should promptly commence to set behavioral expectations. By prioritizing these aspects, educators foster an environment conducive to successful teaching and learning.

Dealing with Students' Misbehavior in the Classroom

According to Kyriacou (2014), there are several ways to effectively deal with children's misbehavior:

a) Pre-empting students' misbehavior

Pre-empting students from misbehavior can be done by monitoring students to avoid misbehavior. Successful monitoring requires teachers to perform periodic and routine monitoring. The main strategies are scanning the classroom periodically, circulating the room periodically, proving whether students are having difficulties, making eye contact with students periodically but not too low to show teacher awareness of what is happening in the classroom, targeting questions to maintain students' involvement in the lesson, using proximity by moving around the signaling teacher is monitoring, giving academic help to students, and changing activities or pace to avoid difficulties of children's when facing certain topics in the lesson to keep the students involved in learning, noticing misbehavior using eye contact, or Stern facial expression or a pause of exposition; noticing disrespect by showing stern facial expressions to show dislike of the behavior; and seating arrangement or moving students to separate almost to avoid students from doing misbehavior acts.

b) Investigating and counseling

Investigating and counseling is another strategy whereby the teacher approaches the incident of misbehavior to determine the nature of the problem. The teacher allows the students to talk to help them see that misbehavior is not their intention and that they should agree to behave as required in the future. When counseling is done privately, we trust and mutual respect, and convey a caring and concerned attitude. The most important aspect of counseling is ending with the student's agreement to behave well in the future, as a positive decision. In primary schools, the class teacher is normally the form teacher and the consultant is likely to involve the head teacher or deputy's head with a specific responsibility for pastoral care.

c) Using reprimands

A reprimand is an explicit verbal warning or comment by the teacher to the student to disapprove of the misbehavior. To use the reprimand effectively, the teacher should target the reprimand correctly, be firm, express concern, avoid anger, emphasize what is required, maintain psychological impact, avoid confrontations, criticize the behavior rather than the student, use private rather than public reprimand, be preemptive, state rules and rational, avoid making hostile remarks, avoid unfair comparison, be consistent, do

not make empty threats, avoid reprimanding the whole class, and make an example.

d) Using punishment

The most commonly used punishment is the writing task. The advantages of writing tasks are that the students finish the task and the teacher can save time. The other punishments are detention, loss of privileges, exclusion from class, verbal intimidation, informing significant others, symbolic punishment, and exclusion from school.

e) Formal monitoring behavior

Several types of monitoring methods are available. They have contracts between students and significant people from schools and parents, getting help from their parents, units for disruptive students, and positive teaching.

Restitution Approach to Prevent Misbehavior

In addition to these strategies, the restitution approach can be utilized to minimize or prevent misbehavior. According to Fields (2003) in criminal justice, the term restitution is defined as an action taken to rectify an error or compensate a person or a community that has suffered harm from someone in some manner. Erwin (2003) stated that restitution draws inspiration from William Glasser's "Control Theory" and its progression into "Choice Theory", as well as from traditions of autonomy and self-discipline observed in Australian Aboriginal practices. When adapted to educational settings, restitution becomes a counseling-oriented strategy aimed at assisting students in developing self-management skills (Brown, 2004 as cited in O'Connor and Peterson, 2013). The restitution approach, which is based on Gossen's (1996) theory of self-regulating systems, focuses on individuals evaluating their mistakes and finding solutions to rectify them. It emphasizes internal motivation and self-discipline. The teacher assists students in making reparations but should prioritize guiding them in problem-solving rather than focusing solely on restitution. Overall, these strategies provide a comprehensive framework for effectively addressing and managing classroom misbehavior.

In the classroom, the teacher holds authority over students and is responsible for making decisions. According to Gossen (1996), teachers can adopt different positions when they manage their classrooms. The Punisher position involves punishing students out of anger and using criticism, humiliation, and punishment. The Guiltier position involves giving no response to misbehaving students and blaming them for not

following the instructions. The Buddy position relies on friendship and humor to control behavior. The Monitor position uses punishment and rewards to influence students' actions. The Manager position involves engaging in conversations with students about their beliefs and values, creating a system that aligns with their beliefs, and working together in the classroom. Restitution utilizes the role of the manager to handle student misbehavior, and its effectiveness depends on how the teacher applies the position and method of restitution. If misapplied, restitution can have negative outcomes such as being too severe or using emotional manipulation. However, restitution can yield positive results if the students understand the purpose and consequences of their actions.

Restitution is crucial for addressing misbehavior, as it promotes self-direction, self-discipline, and self-healing among students. It does not involve immediate consequences, rewards, or punishment. Instead, restitution empowers students to make choices about their behavior and focuses on repairing mistakes to foster emotional healing.

To implement restitution, the teacher needs to adopt the role of manager in the classroom. Being sincere in expressing positive emotions based on personal experiences is essential. Teachers should also evaluate their work and help build students' self-esteem by discussing their accomplishments in class. Teachers should engage in discussions with students and encourage them to identify their mistakes. Providing feedback through strategic questions such as "I learned from this..." or "I appreciated..." can guide the restitution process. The teacher should also address the importance of protecting values and beliefs, inquire about the significance of the group to the student, frame the restitution in a way that addresses both student and class needs, and allow students to create personal solutions. Successful restitution leads to the practice of self-discipline, which requires effort from both the teacher and the student. Opening up the territory, gaining consent through agreements or social contracts on class rules and values, and setting and maintaining limits are steps involved in achieving restitution and fostering self-discipline in students.

RESEARCH METHODOLOGY

This study utilized a descriptive qualitative research design that aims to examine the preferences, attitudes, practices, concerns, or interests of a specific group of individuals. In this study, the researchers sought to

evaluate various aspects related to teachers' perceptions of students' misbehavior, their strategies for handling misbehavior, and the implementation of restitution practices in Madania Primary School, located in Makassar.

A combination of observations and interviews was employed to gather data for this research. This study included the active involvement of teachers in Madania Primary School who voluntarily participated. Nine teachers willingly completed the questionnaire, which encompassed inquiries about their perceptions of students' misbehavior, approaches to managing misbehavior, and the implementation of the restitution approach within the school. Following the completion of the questionnaire, seven teachers voluntarily participated in interviews lasting approximately 30 to 45 minutes. During these interviews, the teachers were asked to provide specific cases of misbehavior encountered and resolved at school.

By employing this methodology, the researchers aimed to obtain a comprehensive understanding of teachers' viewpoints, experiences, and practices concerning students' misbehavior and the implementation of restitution as an approach to addressing and managing such behavior within Madania Primary School.

RESULTS AND DISCUSSIONS

Results

The Teacher's Perception of The Misbehavior of Students

Defining misbehaving actions varies for everyone, including teachers. The way teachers define misbehavior varies based on their perception of how students disrupt the class or situation. In the Madania Primary School of Makassar, teachers also face students' misbehavior problems. Seven teachers gave their explanations of what they had experienced. Based on the explanation of the teachers through the questionnaire and interviews, the data are elaborated in the following paragraphs.

Teacher IS stated that as a physical education teacher, he rarely found that the students misbehaved during the main activities, except for the free time during the lesson. During free time, students may play their games with friends under the teacher's supervision. According to Teacher IS, physical contact may occur as the students did not want to accept losing the game or let their opponent win the game. This happened

between students Av and Jh in grade 3. Av's team had 1 point less than Jh's team, Av did not want to accept and purposely throwing hand at Jh's chest causing Jh hurt. That was one of the physical contacts that Teacher IS found, and as the teacher said, the most common misbehavior is physical contact that happens during free time even though it is under teacher supervision.

Teacher NFU stated that the student's misbehavior has happened in the free time or recess period, sometimes at carpet time in lessons (this is usually applied when teachers have introductions and discussions with students about the lesson learned that day), or during assisting other teacher lessons. Misbehavior between students occurred, such as teasing friends during playing or learning in the class not paying attention, or focusing on the lesson during the lesson. Two cases were given by NFU. The first example was that students played while waiting for their parents to pick them up. Student A played with B, and A purposely took B's veil. B thought that was bullied because A laughed at B. Teacher NFU handled the case as student B was not happy with what student A did to B. Another example was when student A poked or teased a friend to play with friends next to A.

Teacher NDN mentioned that misbehavior occurred in her class or other classes of NDN assistance. Teacher NDN stated that the misbehavior happened, such as physical contact like pushing friends in the pool during swimming lessons or mocking special needs friends during the lesson or recess. Teacher NDN mentioned that pushing friends to the pool was a serious misbehavior to handle that time and involved significant others from school and parents. In addition, mocking special needs friends was taken seriously as the school taught the students to accept diversity.

LM as a librarian teaching library in schools. LM stated that misbehavior occurred during the 30-minute lesson in LM's library classes. The 1st and 2nd graders mostly found misbehaving actions, such as poking friends or not paying attention. In other classes, students often forgot to bring stationery, did different activities not instructed, did not pay attention, and did not tell the teacher when leaving to go in and out of the classroom for no reason or simply to go to the toilet or bathroom. Teacher FH found several misbehaviors that occurred during class or recess. The misbehavior happened were coming late to school, having conflict during playtime with friends, gossiping the class problems to parents not discussing them with teachers and friends, and saying bad words (in this case, the student who does the misbehavior as the student

is a special need student especially when facing health issues), being noisy during other teacher's subjects, and outside the classroom such as in students' WhatsApp group like omitted one friend from the group because personal reason and brings the problem and affects the students' relationships during classes.

The teacher SKM has found several misbehaving actions by students. The teacher with a partner in class agreed with the rules with the students, such as bringing mobile phones to school. In addition, misbehavior happened verbally, such as saying bad words as the student frequently used their mobile phone to play games or TikTok, using improper words to teachers and friends during recess or Theater class, such as changing the provided play script with improper words the student wants.

MT stated that misbehavior occurred in the class. Misbehavior occurred among first-year students in 1st grade. In the computer class, misbehavior happened as the students engaged in different activities, not as instructed by the Internet, playing games, disrupting friends, and not paying attention. For the computer class for extracurricular activities in grades 3 and 4, there was no misbehavior during lessons. Misbehavior was also found in students' toileting habits, such as not flushing the toilet after use.

Teacher ARS mentioned certain misbehaviors during classes. Having students noisy during the lesson, not paying attention, and not waiting for turns when talking or telling opinions during lessons were misbehaviors that frequently occurred in the ARS classes. In addition to teacher NHS, the most frequent misbehavior acts that occurred during classes were physical contact.

According to the nine teachers, misbehaviors occurred during both teaching and learning sessions as well as recess. The teachers observed various misbehaviors, including being noisy, not paying attention, physical contact, teasing, inappropriate language, mocking special needs peers, and disobeying class rules. These misbehaviors disrupted the learning environment, aligning with Deitz and Hummel's (1978) assertion that misbehavior hampers teaching and learning. Additionally, Kyriacou (2014) highlighted how social problems and school-related issues can impact the teaching and learning processes. Thus, the teachers emphasized that misbehavior is not confined to academic settings but is influenced by interpersonal relations and environmental factors.

The Restitution Practices in the Class

Various misbehaving acts can be handled by several methods based on the knowledge and practices the teachers have learned and experienced. Based on the interviews with seven teachers at Madania School, the teachers explained the practices of the restitution approach they had taken when facing students' misbehavior.

In the previous section, Teacher IS mentioned that the misbehaviors that occurred during classes mostly happened in the free time given by the teacher during the physical education lessons. The IS mentioned one example of the misbehavior done during the class and how to handle it. When IS found Av throwing a hand to Jh's chest, as the teacher, IS separated both students from friends, handled Jh first to give first aid, made sure Jh was fine, and then did a restitution approach to Av. Teacher IS started asking Av what had happened. Av answered that it was unintentionally done. In the end, Av asked for forgiveness and then asked for help in managing the energy as Av was a very active child. It is answered that not all games people should win, win, or lose are regular things to face. Besides IS explained to Av, he had to have methods to manage anger, and if wanted to win Av needed to follow rules and have good and fair strategies to win a game. Finally, Av's misbehavior decreased not too often, having physical attacks on friends.

NFU described several cases solved with the restitution approach. The first example mentioned was that student A teased student B and got B's veil opened. A laughed and thought there was not any problem as A was joking around B. However, B did not think the same; B felt bullied by a friend laughing at something B was embarrassed about. On the same day, NFU asked A and B what happened. A answered that at first, it was joking and unintentionally taking B's veil off. An added that does not know that was a bully to a friend because B was laughing at that time. B confirmed that laughing did not mean liking what A did. NFU involved other students who had seen the incident and confirmed what had happened. Finally, NFU told B to express feelings directly so that the problem was solved and the problem was cleared. Both A and B consolidated and said sorry to one another, A promised not to do that anymore and B confirmed would not hide and express how B is feeling.

NDN mentioned the practices of the restitution approach in her class. It happened when a student pushed a friend into the pool. NDN asked all students who did it, and, in the end, student A confirmed doing it to B. NDN asked why A did that. An answered that it was a joke. NDN asked B whether B was fine or not and B confirmed fine. The NDN asked

A's opinion whether A was done correctly or incorrectly, and A admitted it was wrong and voluntarily wrote apology letters to B and B's parents. Another case was that of a regular student who mocked a special-needs student. As the behavior occurred repeatedly, the teacher discussed the consequences with the student to invite the parent and perform a service at school. The student accepted so the parents were invited, agreed to give treatment to their child, and chose to clean the toilet as a consequence of what had been done. In addition, the student agreed to write a letter agreeing that the student would not do the behavior again. As a result, the student still did it, but the intensity decreased, and the student started to be a good friend of the special needs student in class.

Teacher FH mentioned that cases were solved using the restitution approach. According to FH, the restitution approach is quite difficult to apply as the students naturally had verbal communication issues, which ADD mostly solved with a contract or agreement to not make the mistake again. In the other case, FH said that there are three occasions where students usually become noisy when studying, such as in Bahasa Indonesia, Social Studies, and Civics classes, and found that the students do the same misbehavior actions. FH tried the restitution approach; all students were given restitution, except the special needs student DMC, as mentioned before. The other students were called one by one to discuss the problems, and then all of the students gathered and retold what said they were just alone with teachers to confirm the facts of the story; they mentioned finding the exact problems faced. The teacher asked for a solution to offer, and they suggested apologizing to the teachers. Another case involved removing a friend from the WhatsApp Group class. The students involved were called, and even called, their parents to discuss the problem. During restitution, the teacher asked the following questions: "Do you know why you are being called?", the students answered, "Yes, I do", or simply answered, "No, I forgot". The teacher asked whether the students preferred to answer orally or in writing. The student answered orally saying "because I talked in rude ways" or "I kicked out my friend from WhatsApp group". The teacher asked again: "what did you talk in the WhatsApp group causing this problem, as your friend told me that she was verbally bullied?" The students answered, "I said this... or that...". The teacher replied, "Thank you for your honesty". The other students answered that the problem was about jealousy as one of the students used to be liked by a boy in the classroom and found out that he was not into her anymore which resulted in hating one another and the other followed. The teacher asked the

students to fix the problem and the students were told that they would apologize to their friend being verbally bullied in the WhatsApp group. The teacher asked the one who got bullied and agreed to forgive friends, and the problem closed.

Teacher LM stated that she did not have the idea of restitution. However, as the students mostly misbehaved, she gave a contract and some applications of punishment, such as if the students did not pay attention, after several warnings, she would ask the students to not join for a certain period based on the agreement as the teacher informed the rules in the early academic year. Another example was the students who did not notice the teacher when going back to class to take forgotten objects or simply going to the washing room; the teacher reminded the students again that they needed to inform the teacher when they left.

Teacher SKM mentioned that he had heard about the approach, even though he had not yet applied. As he found the students misbehaving, saying that improper words mostly happened in his class, especially the theatre class, he advised the students and explained the good and bad sides of doing it. However, the results were not always successful, and most students repeated the same behavior.

Teacher MT mentioned that he had experienced a year in Madania Primary School, so he had not yet known the term. He said that the student's misbehavior was handled by giving punishment and rewards. Giving rewards is mostly effective, as the students are motivated not to engage in misbehavior during the teaching and learning process.

Based on the description above, all teachers agreed that misbehaving actions bother the learning and teaching environment and may prevent teachers from achieving the target outcomes. Besides, we can see that teachers do not always apply restitution as an approach to handling students' misbehavior. Teachers who mentioned doing the restitution approach by letting the students explain the mistakes done alone, as Gossen (1996) mentioned, in the manager function, applying restitution by letting the child or student talk much rather than the teacher explaining and judging the student's mistake. In addition, Gossen (1996) stated that the teacher lets students fix the problems, whether with a contract or in other ways, with full commitment coming from the student himself/herself. Some cases reflected this, as Teacher FH and NFU mentioned in their cases. In other cases, the teachers gave punishment and reward; even though the method succeeded in avoiding misbehavior, it was temporary, as it happened repeatedly and worked after punishment or rewarding the students. Being a punisher will lead students to not

convey the exact problem and result in repeated actions. Gossen (1996) confirmed that by giving punishment and rewards, the teachers themselves may think that the behavior of the child may not be changed, and punishment and rewards are the only way to change and it is dependent on the students as the consequences because they were being told to do not their self-discipline.

In addition, the fact that teacher FH responded to the students' misbehavior with calmness, calling students one by one to ask about the problems and find solutions together with students shows that the restitution process was applied effectively. As Penner (2011) stated restitution proves to be more efficient when the teacher maintains a composed demeanor and exercises patience, especially since there are instances when students may not initially provide the answers desired by the teacher and in the end, when students feel secure, they are eager to explain the problem and have a discussion to find a solution.

CONCLUSION AND SUGGESTION

Misbehavior has been a critical problem to be solved, as it always occurs and is quite complicated to solve. Teachers' perceptions about misbehaving students are important, as they will lead teachers to find methods to solve misbehaving problems. From these studies, we can conclude that teachers' perceptions of misbehavior are actions that disturb the teaching and learning process and the social environment among students and teachers in school. Misbehavior occurred not only through actions that bothered the learning and teaching process during class but also through the relationships between students, and between students, teachers, parents, and significant others at school, which may affect the balance of the interaction at school. These factors may have affected the learning and teaching processes in the class.

The approaches used by teachers vary based on their knowledge of methods for handling students' misbehavior. The experience of teachers over five years was different from that of new teachers in the school. Experienced teachers mostly apply restitution as an approach to handle misbehavior; however, certain situations, such as those with special needs, students, or home conditions may impact the teacher's decision to handle the misbehavior. The restitution approach was applied by a teacher who taught for a long period at the school, and most restitution was done to let the students drive themselves to fix the problems. In

contrast, newer teachers advise students or give punishments and rewards, resulting in students repeating similar behaviors that interfere with the learning process and even with the relationships between classmates or friends.

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