Teachers' Strategies for Managing Disruptive Behavior in The Classroom During The Learning Process

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Abstract

This study aims to examine the strategies employed by teachers at Madrasah Ibtidaiyah Negeri 2, Banjarmasin to manage disruptive behaviour in the classroom during the learning process. The research employs a qualitative methodology, utilizing descriptive analysis based on data gathered from semi-structured interviews with teachers and a review of related literature. This approach allows for a comprehensive understanding of the practical techniques used by educators in real-time classroom settings and assesses their effectiveness in creating a conducive learning environment. The findings reveal that teachers at Madrasah Ibtidaiyah Negeri 2 effectively utilize a combination of behaviourist and constructivist strategies to manage and mitigate disruptive behaviours. Key strategies include the application of positive reinforcement to encourage desirable behaviours and the establishment of clear, consistent rules to provide structure. Additionally, the use of engaging and interactive teaching methods has been shown to significantly reduce instances of disruptive behaviour by maintaining high levels of student involvement and interest. Despite these positive outcomes, challenges such as the diverse nature of the student body and varying degrees of parental support pose obstacles to the uniform application of these strategies. The research indicates that while the employed strategies are generally effective, they require continuous adaptation and support to address these challenges adequately.

Keywords: Classroom management strategies, Disruptive behaviour, Positive reinforcement, Student engagement

Abstrak

Penelitian ini bertujuan untuk mengkaji strategi yang digunakan oleh guru di Madrasah Ibtidaiyah Negeri 2, Banjarmasin untuk menangani perilaku mengganggu di dalam kelas selama proses pembelajaran. Penelitian ini menggunakan metodologi kualitatif, dengan menggunakan analisis deskriptif berdasarkan data yang dikumpulkan dari wawancara semi-terstruktur dengan para guru dan tinjauan literatur terkait. Pendekatan ini memungkinkan pemahaman yang komprehensif tentang teknik praktis yang digunakan oleh pendidik dalam pengaturan kelas secara real-time dan menilai efektivitasnya dalam menciptakan lingkungan belajar yang kondusif. Temuan menunjukkan bahwa guru di Madrasah Ibtidaiyah Negeri 2 secara efektif menggunakan kombinasi strategi behavioris dan konstruktivis untuk mengelola dan mengurangi perilaku yang mengganggu. Strategi utama termasuk penerapan penguatan positif untuk mendorong perilaku yang diinginkan dan pembentukan aturan yang

jelas dan konsisten untuk memberikan struktur. Selain itu, penggunaan metode pengajaran yang menarik dan interaktif telah terbukti secara signifikan mengurangi perilaku mengganggu dengan mempertahankan tingkat keterlibatan dan minat siswa yang tinggi. Terlepas dari hasil positif ini, tantangan seperti beragamnya karakter siswa dan tingkat dukungan orang tua yang berbeda-beda menjadi hambatan dalam penerapan strategi ini secara seragam. Penelitian ini menunjukkan bahwa meskipun strategi yang digunakan secara umum efektif, mereka membutuhkan adaptasi dan dukungan yang berkelanjutan untuk mengatasi tantangan-tantangan ini secara memadai.

Kata Kunci: *Strategi manajemen kelas, Perilaku mengganggu, Penguatan positif, Keterlibatan siswa.*

INTRODUCTION

Managing disruptive behaviour in the classroom is a pivotal challenge for educators worldwide.[1] It not only interrupts the teaching process but also affects the learning atmosphere and outcomes for all students.[2] Educators have long sought effective strategies to handle such behaviours, which range from minor interruptions to major disciplinary issues. The importance of maintaining a conducive learning environment cannot be overstated, as it directly influences students' ability to absorb and process information.[3] Disruptive behaviour in classrooms can manifest in various forms, including verbal outbursts, physical restlessness, defiance, and even aggression towards peers or teachers.[4] Such behaviours may stem from a variety of sources such as emotional distress, environmental factors, or specific learning disabilities. This complexity necessitates a multifaceted approach to discipline that integrates understanding, intervention, and prevention strategies tailored to individual needs and situations.[5]

Effective classroom management strategies are essential tools for teachers, enabling them to redirect negative behaviours towards positive outcomes without detracting from the educational experience of other students. Techniques vary widely, ranging from establishing clear rules and consequences to implementing more innovative approaches such as positive reinforcement, conflict resolution education, and social-emotional learning programs. These methods not only aim to minimize disruptions but also foster an environment that supports educational and personal growth.[6]

Moreover, the role of teacher training cannot be underestimated in the context of behavioural management. Ongoing professional development that equips educators with the latest techniques and theories in classroom management and student psychology is crucial. This

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[1] Martella Ronaldo C., Nelson J. Ronald, and Marchand-Martella Nancy E., *Managing Disruptive Behaviors in the Schools* (Boston: Allyn and Bacon, 2003).

[2] Irhas Sabililhaq et al., "Kepemimpinan Kepala Madrasah Era Disrupsi: Revitalisasi Nilai Religius-Interdisipliner Siswa," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 5, no. 1 (2024): 11–25, https://doi.org/10.31538/munaddhomah.v5i1.706.

[3] Cipani Ennio, *Classroom Management for All Teachers* (United States: University of California, 2008); Fella Lahmar, "Islamic Education: An Islamic 'Wisdom-Based Cultural Environment' in a Western Context," *Religions* 11, no. 8 (August 2020): 409, https://doi.org/10.3390/rel11080409.

[4] Austin Vance and Sciarra Daniel, *Difficult Students and Disruptive Behavior in the Classroom: Teacher Responses That Work* (United States: W. W. Norton, 2016).

[5] Colvin Geoff, *Defusing Disruptive Behavior in the Classroom* (United States: SAGE Publications, 2010).

[6] Cooper Paul and Olsen Jerry, *Dealing with Disruptive Students in the Classroom* (Britania Raya: Taylor & Francis, 2014).

training helps teachers anticipate challenges and react appropriately, ensuring that all students receive a fair chance to succeed in a supportive setting.[7]

At Madrasah Ibtidaiyah Negeri 2 (MIN 2) in Banjarmasin, like in any educational institution, the challenge of managing disruptive behavior in the classroom remains a pivotal issue that educators face daily. MIN 2, as a primary educational institution, caters to a diverse group of young learners whose behaviors and learning styles can vary significantly. This diversity requires teachers to adopt flexible and effective strategies to ensure that all students can benefit from a conducive learning environment. The institution prides itself on fostering an atmosphere that promotes not only academic success but also the moral and emotional development of its students. Teachers at MIN 2 are continually adapting their classroom management strategies to handle various disruptive behaviours that could hinder the educational process. These behaviors range from minor distractions such as talking out of turn to more significant challenges like physical restlessness and non-compliance. Addressing these issues effectively is crucial, as they can impact not just the individual student's learning but also the overall classroom dynamic and the learning experience of peers.

Building upon the research conducted by Ali & Gracey and Debreli et al, significant insights into managing disruptive behaviour in educational settings are gained, but gaps remain that warrant further exploration, particularly in the context of Madrasah Ibtidaiyah Negeri 2, Banjarmasin. Ali & Gracey's study underscores the effectiveness of high collaboration levels between teaching staff and administrative leadership, like an assistant dean, in addressing severe student misbehaviour. Their findings reveal a dual benefit: cessation of disruptions and improved student outcomes. However, the need for such high levels of collaboration indicates a potential over-reliance on senior administrative intervention rather than empowering classroom teachers directly.[8] This reliance might not be feasible in all educational settings, especially in institutions like MIN 2, where such administrative resources are limited or structured differently, thus pointing towards a gap in scalable and teacher-driven behaviour management strategies.

Further, the study by Debreli et al. enriches our understanding of disruptive behaviors specific to foreign language classrooms and highlights the predominance of affective strategies by teachers, such as the use of body language and maintaining positivity instead of punitive measures. While these strategies are commendable for their focus on positive reinforcement, the research also indicates a frequent failure in strategy follow-through. This inconsistency in application could undermine the effectiveness of any behavioral management approach,

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[7] Korb Rich, *Motivating Defiant and Disruptive Students to Learn* (United States: SAGE Publications, 2012); Nadia Nur Ifani and Asti Putri Kartiwi, "Leadership in Indonesian Islamic Schools: How Leader Spiritual and Motivational Styles Affect Organizational Citizenship Behavior and Employees' Religiosity," *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam* 9, no. 1 (February 27, 2024): 67–78, https://doi.org/10.31538/ndh.v9i1.4559; Abdul Karim et al., "Spiritual Leadership Behaviors in Religious Workplace: The Case of Pesantren," *International Journal of Leadership in Education* 0, no. 0 (May 27, 2022): 1–29, https://doi.org/10.1080/13603124.2022.2076285.

[8] Azad Ali and Dorothy Gracey, "Dealing with Student Disruptive Behavior in the Classroom – A Case Example of the Coordination between Faculty and Assistant Dean for Academics," *Issues in Informing Science and Information Technology* 10 (2013): 001–015.

suggesting a gap in implementation and persistence of strategies.[9] Given that MIN 2 caters to a diverse student body with unique behavioral challenges possibly influenced by cultural dynamics, there is a need to investigate the consistency and adaptability of teacher-led strategies within such a context. This presents a crucial area for further research into the mechanisms ensuring the sustained application of effective classroom management techniques in a way that is culturally resonant and institutionally supported at MIN 2.

METHOD

This study utilizes a qualitative research method to thoroughly investigate the strategies that teachers at Madrasah Ibtidaiyah Negeri 2 in Banjarmasin employ to manage disruptive behavior in the classroom. Opting for a qualitative approach is particularly advantageous for this research as it allows for an in-depth exploration of the complex and nuanced interactions between teachers and students, as well as the strategies deployed within these educational encounters. The qualitative nature of the study is designed to capture a broad spectrum of detailed perspectives, experiences, and contextual factors that significantly influence behavior management practices within the classroom setting. By focusing on qualitative data, the research not only seeks to uncover the underlying reasons, opinions, and motivations behind both the disruptive behaviors and the corresponding management strategies but also aims to provide rich insights that are often overlooked by more rigid, quantitative research methods. This exploratory approach is crucial for understanding the dynamic and often intricate realities of classroom management, offering a comprehensive view that encompasses various dimensions of teacher-student interactions.

Adopting a descriptive approach, the research aims to systematically document and elucidate the phenomenon of disruptive behavior management as it naturally occurs within the walls of MIN 2, without any manipulation of the environment or behavior of the participants. This methodological choice is instrumental in capturing the essence of the strategies employed by teachers in real-time and within the authentic context of their daily educational practices. By meticulously describing these strategies within their actual operational context, the study provides a clear and detailed picture of the tactics used by the teachers to address and mitigate behavioral challenges. The descriptive nature of this approach plays a significant role in creating a vivid and detailed portrait of the existing management techniques and the specific contexts in which they are implemented. Through this approach, the study offers a thorough understanding of the practical applications of these strategies and their effectiveness in managing classroom behavior. This not only helps in highlighting the successes but also the areas needing improvement, thereby contributing to a deeper understanding of the practical realities and challenges faced by educators in maintaining classroom discipline and fostering an environment conducive to learning.

The primary data for this study is collected through interviews with the teachers at Madrasah Ibtidaiyah Negeri 2. These interviews are designed to elicit detailed information about the teachers' perceptions, experiences, and strategies used in managing disruptive behaviors.

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[9] Emre Debreli and Inara Ishanova, "Foreign Language Classroom Management: Types of Student Misbehaviour and Strategies Adapted by The Teachers in Handling Disruptive Behaviour," ed. Chris Sheppard, *Cogent Education* 6, no. 1 (January 1, 2019): 1648629.

Secondary data is obtained through a literature review, involving the analysis of existing research and theoretical frameworks relevant to classroom management and educational psychology. This review helps in contextualizing the findings within the broader scholarly discourse, providing a comparative backdrop against which the unique strategies at MIN 2 can be evaluated.

Data collection is conducted using two main techniques: interviews and literature study. Semi-structured interviews with the teachers allow for flexibility in responses, enabling a deeper exploration of their views and experiences. The interview questions are prepared in advance but are open-ended to encourage detailed, insightful answers. Simultaneously, an extensive review of the literature is performed to gather secondary data. This involves studying published research, articles, and books that discuss various aspects of behavior management in educational settings. The combination of these techniques ensures a robust collection of both primary and secondary data, enhancing the depth and breadth of the research findings.

Finally, the data analysis involves three critical steps: data reduction, data display, and conclusion drawing/verification. During data reduction, the information gathered through interviews and literature is streamlined and focused, filtering out irrelevant details and emphasizing significant findings. This is followed by data display, where the organized data is put into comprehensible formats such as tables, charts, or thematic narratives, making it easier to identify patterns and draw connections. The last step involves concluding the displayed data, where insights are synthesized and implications are derived. This systematic analysis allows for a nuanced understanding of the data, ensuring that conclusions are well-supported by the evidence presented.

This research focuses on examining the effectiveness of current strategies used by teachers at MIN 2 Banjarmasin to manage disruptive behaviours, with an emphasis on the unique socio-cultural context of the city. The diverse traditions and evolving societal norms in Banjarmasin shape students' behavioural expectations, impacting classroom dynamics and management approaches. Persistent disruptions and the influence of technological advancements highlight the need for continuous refinement of behaviour management policies. By evaluating existing strategies and exploring innovative solutions, this study aims to provide insights that enhance teaching effectiveness and foster a conducive, inclusive learning environment at MIN 2.

RESULTS AND DISCUSSION
Findings
Classroom Management Strategies Employed by Teachers

During the interviews, teachers at Madrasah Ibtidaiyah Negeri 2, Banjarmasin revealed a variety of strategies they employ to manage disruptive behavior in the classroom. *"One common approach mentioned was the use of a positive reinforcement system, where students are rewarded for desirable behavior, which not only encourages good behavior but also fosters a positive classroom atmosphere. Another strategy involves setting clear, consistent rules that are communicated at the start of the school year, along with the consequences for breaking these rules."* Teachers emphasized the importance of consistency in enforcing these rules to maintain order and respect within the classroom.

Teachers also discussed the use of more interactive and engaging teaching methods as a preventive measure against disruptive behavior. They noted that *"incorporating activities that involve movement, group work, and hands-on learning tends to keep students engaged and less likely to act out. Additionally, some teachers mentioned the importance of building a trusting relationship with students."* They believe that when students feel understood and respected, they are more likely to exhibit positive behavior. Teachers reported that regular communication with parents about their child's behavior and progress is crucial in creating a supportive network that reinforces positive behavior both at home and in school.

The strategies employed by teachers at Madrasah Ibtidaiyah Negeri 2, Banjarmasin, reflect a comprehensive approach to classroom management that aligns with contemporary educational psychology. The use of positive reinforcement as described by the teachers underscores an emphasis on behavioral modification through rewards rather than punishments. This approach is grounded in the principle that reinforcing positive behavior increases the likelihood of its recurrence, thereby gradually reducing the instances of negative behavior. Research has consistently shown that positive reinforcement can enhance motivation and improve student engagement, which are crucial for effective learning and behavior management.

The establishment of clear, consistent rules and the communication of these rules and their consequences at the beginning of the school year set a transparent framework for expected behavior. This strategy not only helps in minimizing ambiguity about acceptable behaviors but also ensures that students are aware of the boundaries from the outset. Consistency in enforcing these rules is pivotal as it helps in establishing the teacher's credibility and authority in the classroom. When students perceive the rules as fair and uniformly applied, they are more likely to respect those boundaries, thereby reducing instances of disruptive behavior.

Incorporating interactive and engaging teaching methods addresses another layer of classroom behavior management by reducing opportunities for students to become disengaged or bored, which are common triggers for disruptive behavior. Techniques such as group work, hands-on learning, and incorporating movement into lessons cater to various learning styles and keep students actively involved in the learning process. Such engagement is critical not only for educational achievement but also for maintaining classroom order, as it naturally keeps students focused and interested, leaving less room for disruptive activities.

Building trusting relationships with students is another significant strategy highlighted by the teachers. This relational approach is crucial in understanding the individual backgrounds and specific needs of each student, which can inform more personalized interventions. When students feel understood and respected, they are likely to develop a stronger connection to the educational environment, which can be a powerful motivator for positive behavior. Trust also facilitates open communication, making students more receptive to following rules and more responsive to teacher interventions during times of behavioral challenges.

Lastly, the emphasis on regular communication with parents and creating a supportive network highlights a holistic approach to behavior management that extends beyond the classroom. Engaging parents in the educational process ensures that good behavior is reinforced at home, creating a consistent environment that supports the behavior management strategies implemented at school. However, challenges such as varying degrees of parental involvement

and support can affect the efficacy of this strategy. Overall, the methods used by teachers at Madrasah Ibtidaiyah Negeri 2 are robust, yet they require continual assessment and adaptation to cater to the changing dynamics of student populations and individual behaviors.

Effectiveness of the Implemented Strategies

Teachers at Madrasah Ibtidaiyah Negeri 2, Banjarmasin, reported a general improvement in classroom atmosphere and a reduction in disruptive incidents as a result of implementing their chosen management strategies. They highlighted that *"the consistent application of rules and the positive reinforcement system were particularly effective."* One teacher noted, *"Since we started the positive reinforcement system, I've noticed that students are more eager to participate and follow the rules because they look forward to the rewards."* Furthermore, the use of engaging teaching methods has led to higher levels of student involvement and interest, which naturally reduces opportunities for disruptive behavior.

However, while many teachers observed positive changes, they also mentioned that the effectiveness varies among students. Some teachers pointed out that *"while most students respond well to positive reinforcements and engaging activities, there are always a few who require additional attention or different strategies. It's not a one-size-fits-all solution,"* a teacher explained, *"Some students have underlying issues that need more tailored interventions."* Despite these challenges, the overall feedback was that these strategies have made significant positive impacts, promoting a more conducive learning environment and enhancing student-teacher relationships.

The effectiveness of the behavioral management strategies implemented by teachers at Madrasah Ibtidaiyah Negeri 2, Banjarmasin, demonstrates significant insights into the dynamics of classroom control and student engagement. The success attributed to the consistent application of rules and the positive reinforcement system aligns with behaviorist educational theories which assert that clear expectations and positive stimuli can significantly influence student behavior. This approach not only helps in managing disruptive behavior but also actively promotes a positive learning environment. The observation by teachers that students are more eager to participate under such systems highlights the importance of motivational factors in educational settings, where students are more likely to engage positively when they anticipate rewards.

Moreover, the strategy of using engaging and interactive teaching methods has proven to be effective in maintaining high levels of student involvement. This pedagogical approach is rooted in constructivist theory, which suggests that students learn best through active engagement and participation in meaningful activities. By reducing boredom and disengagement, which are common precursors to disruptive behavior, these methods naturally foster a more orderly classroom atmosphere. The correlation between engaging teaching methods and reduced disruptive behavior underlines the preventive aspect of effective classroom management, where preventing misbehavior is as crucial as addressing it when it occurs.

However, the variation in how different students respond to these strategies highlights the complexity of educational environments and the individual differences among students. As some teachers noted, not all students react similarly to the same strategies, indicating that what works for one student may not work for another. This variability can be attributed to a multitude

of factors including, but not limited to, individual learning styles, emotional and psychological needs, and external influences such as family and social environment. The acknowledgment of these differences underscores the necessity for teachers to adopt a more flexible and differentiated approach to behavior management.

The need for tailored interventions for certain students points to the importance of inclusive education practices, where individual student needs are assessed and addressed in a manner that respects their unique circumstances and potential barriers to learning. This approach may involve additional resources such as counseling, special educational adjustments, or more individualized attention, highlighting the broader responsibilities of educational institutions beyond traditional teaching roles. It also emphasizes the importance of teacher training in recognizing and effectively responding to diverse student needs within the framework of general classroom management strategies.

Challenges in Strategy Implementation

During the interviews, teachers at Madrasah Ibtidaiyah Negeri 2, Banjarmasin shared that "*one of the primary challenges they face in implementing behavior management strategies is the diverse nature of the student body. Each student comes with unique backgrounds and individual needs, which sometimes makes it difficult to apply a uniform strategy effectively across the board. We encounter a range of behaviors that stem from various personal and social contexts,*" one teacher remarked. This diversity requires teachers to continuously adapt and sometimes personalize their approaches, which can be time-consuming and mentally exhausting.

Another significant challenge mentioned by the teachers was the lack of parental support in some cases. They observed that "*management strategies are most effective when reinforced at home, but not all parents are cooperative or involved in their children's education. Teachers noted that this lack of support undermines the efforts made in the classroom and slows progress in managing disruptive behavior. When there is little to no reinforcement of classroom behavior standards at home, it becomes much harder for us to maintain those standards in school,*" another teacher explained. This challenge necessitates extra efforts from teachers to engage parents and guardians in the educational process and to find alternative support systems for students who lack this reinforcement at home.

The challenges faced by the teachers at Madrasah Ibtidaiyah Negeri 2, Banjarmasin, in implementing behavior management strategies are multifaceted, reflecting the complexities inherent in modern educational settings. One significant issue highlighted by the teachers is the diverse nature of the student body. Each student's unique background and individual needs present a practical challenge in applying a one-size-fits-all approach to classroom management. This diversity requires a high level of adaptability from teachers, demanding continuous adjustment to their management techniques to cater to varying behavioral patterns and learning styles. This not only adds to the workload but also demands a high degree of emotional and cognitive investment from educators, often leading to fatigue.

The necessity to personalize approaches for different students is a testament to the evolving nature of educational methodologies, which increasingly recognize the importance of tailored educational experiences. However, the implementation of such individualized strategies can be resource-intensive, requiring not just more time from teachers, but also potentially additional support staff and specialized training to handle such diversity effectively. This approach aligns with inclusive education practices, but it also highlights a significant strain on

the resources of educational institutions, particularly those like Madrasah Ibtidaiyah Negeri 2, which may not have access to extensive specialized resources.

Moreover, the lack of parental support as mentioned by the teachers exacerbates the challenge of managing classroom behavior effectively. Parental engagement is a critical component of a holistic educational approach, reinforcing the behavioral norms and values taught in schools. When such reinforcement is lacking at home, it undermines the efforts made in the classroom and can halt the progress in managing disruptive behaviors effectively. This disconnection between home and school environments can create a conflicting understanding of acceptable behaviors for students, complicating the task of instilling consistent behavioral standards.

Teachers' efforts to engage parents and integrate them into the educational process are crucial, yet they also reflect an additional burden. Convincing parents about the importance of their involvement often requires substantial communication efforts, which can vary in success depending on socioeconomic factors, cultural expectations, and individual parental attitudes towards education. The challenge is not only in engaging parents but also in equipping them to provide the necessary support at home, which can vary dramatically based on the parents' educational backgrounds and their views on discipline and education.

In response to these challenges, schools like Madrasah Ibtidaiyah Negeri 2 need to consider strategies such as parent-teacher meetings, regular communication via digital tools, and educational workshops for parents, aimed at fostering better understanding and cooperation. Additionally, there is a need for professional development opportunities for teachers that enable them to manage diverse classrooms effectively and sustain their well-being amid these demands. Thus, addressing these challenges requires a concerted effort that encompasses educational policy adjustments, community engagement, and enhanced support systems for teachers and students alike.

Discussion
Classroom Management Strategies Employed by Teachers

At Madrasah Ibtidaiyah Negeri 2 in Banjarmasin, the implementation of classroom management strategies demonstrates a well-integrated approach that combines elements from both behaviorist and constructivist educational theories. Particularly notable is the strategic use of positive reinforcement. This technique is grounded in behaviorist psychology, which suggests that behaviors can be learned and reinforced through the application of positive stimuli. By rewarding students for desirable actions, teachers effectively increase the likelihood of these behaviors recurring. This approach not only boosts student motivation by acknowledging and valuing their positive actions but also fosters a classroom atmosphere that encourages ongoing discipline and respect.[10] The sustainability of this model lies in its ability to create a supportive

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[10] Mirzon Daheri et al., "Pengaruh Reward Dan Punishment Terhadap Profesionalisme Guru," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 3, no. 4 (2022): 388–97, https://doi.org/10.31538/munaddhomah.v3i4.304; Sayid Ahmad Fauzi and Benny Angga Permadi, "Penerapan Reward Dan Punishment Dalam Meningkatkan Kedisiplinan Siswa Di Kelas IV Mi Miftahul Ulum Pandan Arum," *Academicus: Journal of Teaching and Learning* 2, no. 2 (October 23, 2023): 60–67, https://doi.org/10.59373/academicus.v2i2.23.

learning environment where positive behaviors are consistently recognized and reinforced, thus promoting an orderly and respectful classroom culture.[11]

However, the effectiveness of positive reinforcement is significantly enhanced when it is used in conjunction with clear and consistent rules. This combination ensures the creation of a structured environment that is optimal for learning.[12] By establishing clear rules and consistently applying them, teachers provide a predictable and secure environment that alleviates student anxiety and uncertainty about expected behaviors. Such predictability allows students to concentrate more on their learning tasks rather than on exploring the boundaries of acceptable behavior. Over time, this dual strategy not only facilitates immediate corrections in student behavior but also contributes to the development of a disciplined and mutually respectful classroom culture. In this dynamic, the role of the teacher is crucial as they must uphold fairness and consistency in enforcing rules to maintain their credibility and authority. Managing this balance can be challenging, particularly in a dynamic and diverse classroom setting, yet it is essential for maintaining an effective educational environment.[13]

Furthermore, the introduction of interactive and engaging teaching methods is reflective of a shift towards a more student-centered approach in education. This strategy is particularly effective in addressing the different learning styles and needs of students, thus reducing boredom and disengagement, which are often precursors to disruptive behavior. By involving students in group work and hands-on activities, teachers can foster a more engaging and inclusive classroom atmosphere which naturally discourages disruptions and enhances learning outcomes.[14] This approach not only improves behavior management but also supports cognitive and social development, preparing students for collaborative work environments in the future.

The emphasis on building trusting relationships between teachers and students speaks to a deeper understanding of the psychological aspects of learning and behavior management. This relational approach is crucial, especially in diverse educational settings like Madrasah Ibtidaiyah Negeri 2, where students may come from varied backgrounds. Trust can bridge the gap between different cultural and personal backgrounds, fostering a classroom environment that is respectful and understanding of individual differences. This not only helps in managing

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[11] Luluk Asmawati, "The Development of Puzzle Games for Early Childhood Based on the Banten Local Culture," *Jurnal Ilmiah Peuradeun* 11, no. 2 (May 30, 2023): 531–50, https://doi.org/10.26811/peuradeun.v11i2.895; Moch Sya'roni Hasan et al., "Fostering A Moderate Attitude in Sufi-Based Pesantren Culture," *At-Tadzkir: Islamic Education Journal* 3, no. 2 (September 26, 2024): 171–88, https://doi.org/10.59373/attadzkir.v3i2.66.

[12] Conor F. Hayes et al., "A Practical Guide to Multi-Objective Reinforcement Learning and Planning," *Autonomous Agents and Multi-Agent Systems* 36, no. 1 (April 13, 2022): 26, https://doi.org/10.1007/s10458-022-09552-y.

[13] Durrotun Mumtazah, Darsinah, and Wafrotur Rohmah, "Strategies in Managing Human Resource Development in the 21st Century Education Era: A Case Study of Platinum Qur'an Kindergarten," *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini* 8, no. 1 (May 22, 2023): 13–23, https://doi.org/10.14421/jga.2023.81-02; Farid Wajdi et al., "The Pattern of Leadership of Kiai in Managing Learning Pesantren," *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam* 7, no. 1 (March 20, 2022): 15–30, https://doi.org/10.31538/ndh.v7i1.1832.

[14] Shofian Atstsaury, Hadiyanto Hadiyanto, and Supian Supian, "Principal's Strategy to Improve Teachers Professional Competence," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 5, no. 1 (2024): 1–10, https://doi.org/10.31538/munaddhomah.v5i1.775; Habib Badawi, "Exploring Classroom Discipline Strategies and Cultural Dynamics: Lessons from the Japanese Education System," *Tafkir: Interdisciplinary Journal of Islamic Education* 5, no. 1 (January 4, 2024): 1–12, https://doi.org/10.31538/tijie.v5i1.663.

behavior but also supports emotional and social learning, enhancing overall student well-being.[15]

Lastly, the role of parental involvement in reinforcing classroom behavior standards at home cannot be overstated. Regular communication with parents creates a cooperative network that extends the educational environment beyond the classroom, thereby providing a consistent message regarding behavioral expectations. However, varying degrees of parental involvement can pose challenges, requiring teachers to perhaps invest additional efforts in reaching out to parents or finding alternative support systems for students.[16] This comprehensive approach, while robust, requires continuous refinement and adaptation to meet the evolving dynamics of student populations, highlighting the dynamic nature of educational practice and the need for ongoing professional development and support for educators.[17]

Effectiveness of the Implemented Strategies

The effectiveness of the classroom management strategies implemented at Madrasah Ibtidaiyah Negeri 2, Banjarmasin, provides a compelling example of how behaviorist and constructivist approaches can be harmoniously integrated into practical educational settings. The emphasis on positive reinforcement aligns with behaviorist principles, which advocate for the reinforcement of desirable behaviors through rewards, thereby increasing their frequency. In the context of this educational setting, such an approach not only enhances student engagement but also builds a more predictable and positive classroom atmosphere where students understand what behaviors are expected and rewarded.[18] This clear structure likely contributes to the reduction in disruptive behavior, as students are more motivated to conform to established norms that are visibly rewarded.

Moreover, the application of engaging teaching methods that cater to various learning preferences supports the principles of constructivist theory, which posits that learning is an active, contextualized process of constructing knowledge rather than acquiring it passively. By implementing strategies that promote active participation and critical thinking, the school fosters an environment where students are more involved and absorbed in the learning process, thereby naturally minimizing disruptions.[19] This focus on engagement is crucial in maintaining students' interest and motivation, and its effectiveness in reducing disruptive behaviors further

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[15] Siti Khasinah, "Managing Disruptive Behavior of Student in Language Classroom," *Englisia Journal* 4, no. 2 (August 27, 2017): 79.

[16] Imaddudin Abil Fadha, "Occupational Therapy Approaches in Supporting Students With Sensory Disorders in Islamic Education," *Dirasah International Journal of Islamic Studies* 2, no. 1 (June 22, 2024): 96–105, https://doi.org/10.59373/drs.v2i1.26; Ja'far Amirudin et al., "Implementation of Internal Policy Head of Madrasah In Improving The Quality of Learning," *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan* 3, no. 1 (March 17, 2024): 16–24, https://doi.org/10.59373/kharisma.v3i1.34.

[17] Humaeroah Humaeroah, Ahmed Sardi, and Ermawati Ermawati, "Teacher Perspective: Managing Students' Behavior Problem in Teaching English at Primary School," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 10, no. 2 (January 6, 2023): 2113–21.

[18] Siti Rahma Ismiatun, Neliwati Neliwati, and Khairuddin Khairuddin, "Manajemen Kepala Sekolah Dalam Meningkatkan Kerja Sama Dengan Dunia Industri," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 5, no. 1 (2024): 61–72, https://doi.org/10.31538/munaddhomah.v5i1.766; Hasan Basri et al., "Modern Education Management: Challenges, Strategies Towards a Future of Continuing Education," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 5, no. 3 (July 2, 2024): 260–69, https://doi.org/10.31538/munaddhomah.v5i3.875.

[19] Ari Setyaningsih et al., "The Historicity of Islamic Education: Tracing the Traces of Al-Irsyad and Jami'at Khair," *Dirasah International Journal of Islamic Studies* 2, no. 2 (August 2, 2024): 136–44, https://doi.org/10.59373/drs.v2i2.25.

validates the importance of interactive and participatory teaching methods in contemporary education.[20]

However, the variable effectiveness of these strategies across the student body underscores the inherent diversity within any educational environment. This variability is a critical reminder of the limitations of universal solutions in education. Individual differences in learning styles, psychological makeup, and external influences such as family environment and social contexts necessitate a more tailored approach to classroom management. The challenge lies in balancing standardized policies that ensure fairness and consistency with the need for flexibility to adapt to individual circumstances. This balance is crucial for maintaining both order and equity within the classroom.

Addressing these individual needs requires a holistic understanding of each student, which can be resource-intensive. It involves not just academic support but also may require psychological counseling and social support, reflecting a broader view of education that considers the whole child.[21] This comprehensive approach is crucial for truly effective classroom management but poses significant demands on the resources of educational institutions. It underscores the need for well-trained, well-supported teachers who are capable of recognizing and responding to the diverse needs of their students.[22]

In conclusion, while the strategies implemented at Madrasah Ibtidaiyah Negeri 2 demonstrate substantial benefits in terms of reducing disruptive behaviors and enhancing the overall learning environment, they also highlight the ongoing challenges faced by educators in addressing the complex and varied needs of their students. The insights gained from this setting reinforce the need for continuous professional development for teachers, along with systemic support from educational institutions to foster environments that are both supportive and adaptable. This will ensure that all students can benefit from educational practices that recognize and cater to their unique needs and circumstances.[23]

Challenges in Strategy Implementation

The implementation of behaviour management strategies in a diverse classroom setting such as that of Madrasah Ibtidaiyah Negeri 2, Banjarmasin, poses significant challenges that are reflective of broader trends in educational practice. The inherent diversity of the student body necessitates a flexible, adaptive approach to education, which extends beyond traditional

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[20] Imaduddin Imaduddin, "Madrasah Teacher Performance Improvement Through Madrasah Head Leadership and Teacher Motivation," *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam* 8, no. 2 (September 1, 2023): 255–67, https://doi.org/10.31538/ndh.v8i2.3902; Rizki Rahayu et al., "The Contribution of Communication Climate and Achievement Motivation to the Performance of Elementary School Teachers," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 4, no. 2 (March 13, 2023): 197–206, https://doi.org/10.31538/munaddhomah.v4i2.234.

[21] Milla Ahmadia Apologia et al., "Child-Friendly School Management: A Study of Ukhuwah Wathoniyah at Ma'arif Nahdlatul Ulama," *Dirasah International Journal of Islamic Studies* 2, no. 2 (August 2, 2024): 106–19, https://doi.org/10.59373/drs.v2i2.28; Amalia Rabiatul Adwiah, Aulia Faraz Tantia, and Intan Asyikin Rantikasari, "Implementation of Storytelling Method with Folktales in Instilling Character Values in Children: A Study at ABA Warungboto Kindergarten," *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini* 8, no. 1 (March 31, 2023): 47–57, https://doi.org/10.14421/jga.2023.81-05.

[22] Regina M. Oliver, Joseph H. Wehby, and Daniel J. Reschly, "Teacher Classroom Management Practices: Effects on Disruptive or Aggressive Student Behavior," *Campbell Systematic Reviews* 7, no. 1 (January 2011): 1–55.

[23] William Pastory Majani, "Student-Teachers' Experiences and Strategies of Managing Disruptive Behaviours in Tanzania Secondary Schools.," *African Journal of Teacher Education* 9 (June 18, 2020): 152–74.

teaching methods.[24] This requirement for adaptability underscores the need for an educational framework that supports differentiated instruction—a pedagogical approach designed to tailor teaching environments and practices to meet the varied needs of learners. While this approach is ideal in theory, its practical application requires a robust support system within the school, including ongoing professional development and resources, which can strain limited educational budgets and resources.[25]

The complexity of managing diverse learning needs is compounded by the emotional and cognitive load on educators, who must continuously adjust their strategies to effectively reach each student. This situation calls for a substantial investment in teacher training, specifically in areas that enhance a teacher's ability to identify and adapt to the unique challenges presented by each student.[26] Such training should not only focus on pedagogical skills but also on developing emotional resilience and strategies for self-care, ensuring that teachers remain motivated and capable of managing their classrooms effectively despite the inherent stresses of a diverse educational environment.[27]

Adding to the complexity is the critical role of parental involvement in reinforcing behavioral norms and educational objectives set in the classroom. The lack of parental support identified by teachers at Madrasah Ibtidaiyah Negeri 2 highlights a gap that can significantly detract from the effectiveness of school-based strategies. Engaging parents effectively requires the school to reach out beyond the academic environment, potentially involving community-based programs that can educate and empower parents. Such initiatives could help bridge the gap between home and school, creating a more cohesive framework for student behavior and learning.[28]

Moreover, the challenges of parental engagement are often intertwined with broader socio-economic and cultural factors that influence parental attitudes towards education. Addressing these factors requires a multifaceted approach that might include community outreach, educational seminars for parents, and the integration of community values within the

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[24] Dian Aswita et al., "Enhancing Environmental Literacy in Aceh's Tourism through an Ethnoecotourism Based Environmental Education Model," *Jurnal Ilmiah Peuradeun* 12, no. 3 (September 30, 2024): 1051–70, https://doi.org/10.26811/peuradeun.v12i3.1415; Mohammed Qasserras, "Ibn Khaldun and John Locke's Thoughts, Reframing Contemporary Education World Order," *At-Tadzkir: Islamic Education Journal* 3, no. 2 (July 14, 2024): 134–43, https://doi.org/10.59373/attadzkir.v3i2.53.

[25] Ayu Asmarani, Sukarno Sukarno, and Minnah El Widdah, "The Relationship of Professional Competence with Teacher Work Productivity in Madrasah Aliyah," *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam* 6, no. 2 (July 2, 2021): 220–35, https://doi.org/10.31538/ndh.v6i2.1365; Anis Fauzi et al., "Do Professional Teachers Not Experience Stress? How Does Islamic Perspective Manage Stress?," *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam* 7, no. 2 (July 23, 2022): 255–66, https://doi.org/10.31538/ndh.v7i2.2272.

[26] Tess Boyle et al., "Coaching Practices: Building Teacher Capability to Enhance Continuity in the Early Years," *Teaching and Teacher Education* 108 (December 1, 2021): 103515, https://doi.org/10.1016/j.tate.2021.103515; M. Ikhsan, Sutji Rochaminah, and Ayu Mastura, "The Development of Geo-Math Application by Integrating Geo-Gebra Applets to Improve Students' Spatial Ability," *Jurnal Ilmiah Peuradeun* 12, no. 3 (September 30, 2024): 1129–54, https://doi.org/10.26811/peuradeun.v12i3.1492.

[27] Kaline de Mello et al., "Multiscale Land Use Impacts on Water Quality: Assessment, Planning, and Future Perspectives in Brazil," *Journal of Environmental Management* 270 (September 15, 2020): 110879, https://doi.org/10.1016/j.jenvman.2020.110879.

[28] Priya Vijayan, Srikumar Chakravarthi, and John Arul Philips, "The Role of Teachers' Behaviour and Strategies in Managing a Classroom Environment," *International Journal of Social Science and Humanity* 6, no. 3 (March 2016): 208–15.

school curriculum. By aligning educational strategies with community norms and expectations, schools can foster a more supportive and cohesive educational environment.[29]

Lastly, the ongoing need for adaptation and innovation in teaching methods and classroom management strategies calls for an institutional framework that supports continuous learning and feedback. This could be facilitated by creating collaborative spaces for teachers to share experiences and strategies, leveraging technology to track and analyze the effectiveness of different approaches, and maintaining an open dialogue between educators, administrators, parents, and the community. Implementing such systemic changes requires a concerted effort from all stakeholders involved in the educational process, emphasizing the need for a strategic vision that prioritizes adaptability, community involvement, and teacher support in fostering educational success.[30]

CONCLUSION

In conclusion, the strategies employed by teachers at Madrasah Ibtidaiyah Negeri 2 in Banjarmasin to manage disruptive behavior in the classroom demonstrate a thoughtful integration of behaviorist and constructivist educational principles. Through the use of positive reinforcement combined with the establishment of clear and consistent rules, educators at MIN 2 have crafted a conducive learning environment that not only minimizes disruptive behavior but also promotes a culture of mutual respect and discipline. This dual approach allows for effective immediate behavioral corrections while also fostering an atmosphere where positive behaviors are encouraged and valued. Despite the challenges posed by a diverse student body and varying levels of parental support, the teachers' dedication to maintaining fairness and consistency in their classroom management strategies has proven effective in enhancing both student engagement and the overall educational experience. This commitment underscores the importance of adaptable, well-considered classroom management plans that support the holistic development of all students.

ACKNOWLEDGMENT

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[29] Safdar Rehman Ghazi et al., "Types and Causes of Students' Disruptive Behavior in Classroom at Secondary Level in Khyber Pakhtunkhwa, Pakistan," *American Journal of Educational Research* 1, no. 9 (October 3, 2013): 350–54.

[30] Mustafa Özdere and Mehmet Fatih Karacabey, "Teachers' Opinions Regarding The Effective Strategies For Managing Disruptive Behaviors In A Classroom: A Qualitative Study / Sınıfta İstenmeyen Öğrenci Davranışlarını Yönetmede Öğretmenlerin Etkili Olduğunu Düşündükleri Stratejiler: Bir Nitel Çalışma," *European Journal of Education Studies* 7, no. 12 (November 5, 2020), https://www.oapub.org/edu/index.php/ejes/article/view/3415.

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