

**THE ROLE OF SOCIAL SCIENCES TEACHERS IN CONTROLLING  
CLASSROOM MISBEHAVIOR OF EIGHTH GRADE STUDENTS AT  
MTS DARUL FALAH TULUNGAGUNG**

**THESIS**

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**SOCIAL SCIENCE EDUCATION PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG  
MAY, 2019**

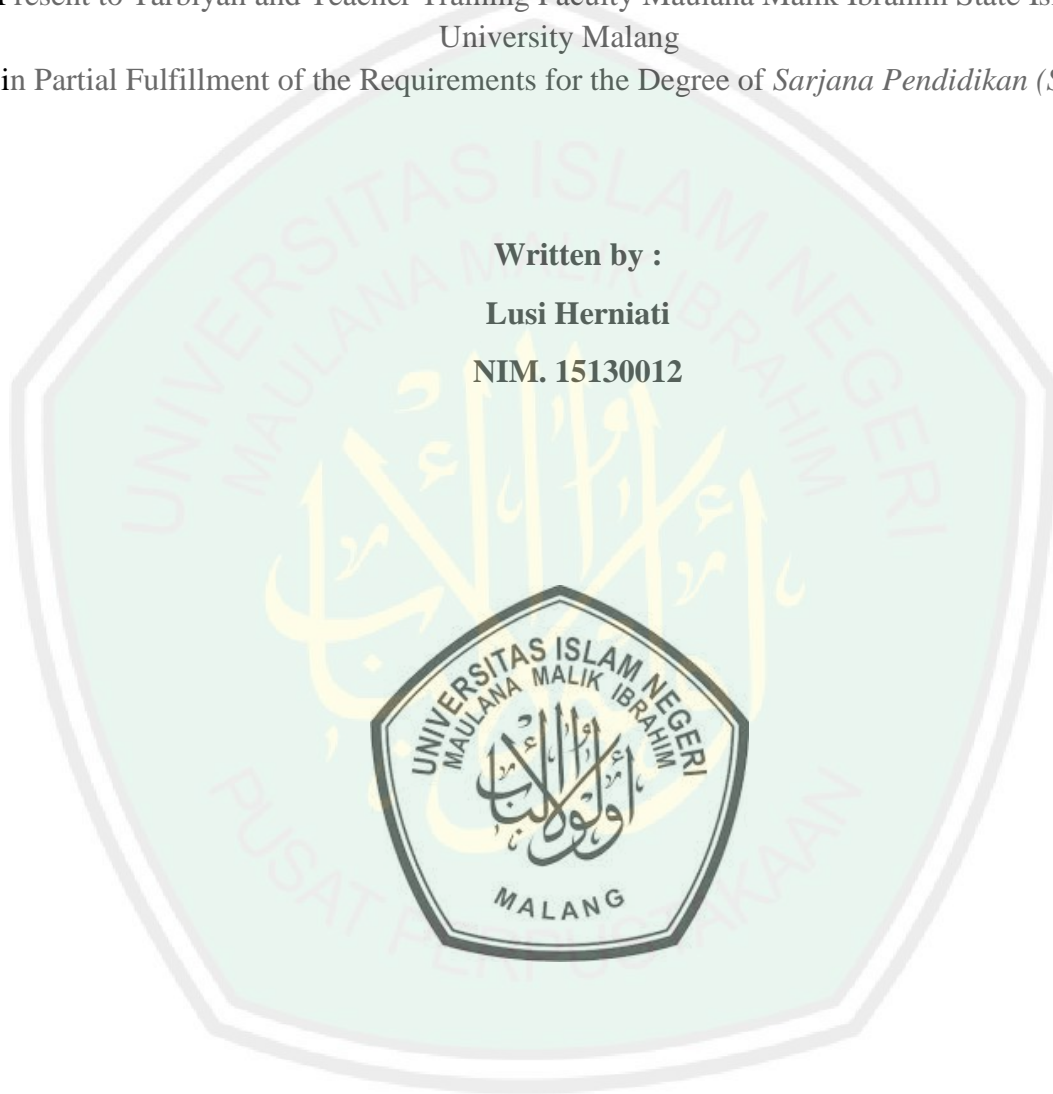
**THE ROLE OF SOCIAL SCIENCES TEACHERS IN CONTROLLING  
CLASSROOM MISBEHAVIOR OF EIGHTH GRADE STUDENTS AT  
MTS DARUL FALAH TULUNGAGUNG**

Present to Tarbiyah and Teacher Training Faculty Maulana Malik Ibrahim State Islamic  
University Malang  
in Partial Fulfillment of the Requirements for the Degree of *Sarjana Pendidikan (S.Pd)*

Written by :

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**APPROVAL SHEET**

**THE ROLE OF SOCIAL SCIENCES TEACHERS IN CONTROLLING  
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MTS DARUL FALAH TULUNGAGUNG**

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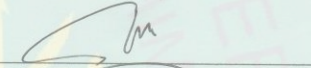
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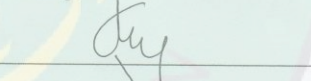
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## PAGE OF DEDICATION

Thanks to Allah, who supplied me with the courage, the guidance and the love to complete this thesis with All His Miracle and Gracious. Shalawat and Salam also always be given to Rasulullah at the best paragon who deliver us from Jahiliyyah period to lightness.

I dedicate my thesis to :

My beloved father and mother (Mr. Harno & Mrs. Paryatin) my sister Jhella Nadhifatul who give e praying, loving and suppoting from the beginning until finish up this thesis. I may not be the teallest tree, but here is one thing I dedicated for you both. And my brother Ainun Nasrochi was great to encourage me and always support me to complete this thesis.

Mokhamad Yahya, Ph.D my advisor, thanks for your encouragement, thoughtful guidance, critical comments and correction of this research.

Thanks to all of my teachers and my lecturers in Tarbiyah and Teacher Training Faculty who always teach me sincerely from the first time I start learning until now.

My classmates in class of International Class Program social science E accompany me during learning process with the sesse belonging, i am so glad having you in my life. Especially to my best friend Nur Lailatul Fitroh, that I can write one by one in this thesis who always by my side and give me strength in all condition.

Thank you for wonderful experinces that we trough together. May Allah gives all of you happines. *Aamiin*

## MOTTO

لَا تَحْزَنُ إِنَّ اللَّهَ مَعَنَا....

40. ...Don't be sad, God is with us.... (Q.S At-Taubah Ayat 40)

Dedicated at your own feet and cling firmly to God. Many obstacles and disturbances are faced to achieve something we aspire to.

Only intention, prayer and effort that we do with sincerity and honesty because of God. Believe there is no something that may not happen in accordance with the will of God. Impossible is possible.

Mokhamad Yahya, P.hD

The Lecturer of Tarbiyah and Teaching Sciences Faculty  
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Malang, 20 May 2019

Appendixes : 4 (fourth) exemplar

To Whom it May Concern

Dean of Faculty Tarbiyah and Teaching Sciences

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in

Malang

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Tulungagung

Is considered **acceptable** to be defended after being intensively read and  
regularly consulted in the area of research content, language, and writing  
composition.

*Wassalamu'alaikum Wr. Wb.*

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**CERTIFICATE OF SKRIPSI AUTHORSHIP**

I hereby declare that this thesis is originally written by Lusi Herniati, student of Social Science Education Department (*Pendidikan IPS*) as the requirement for degree of *Sarjana Pendidikan (S.Pd)*, Faculty of Tarbiyah and Teacher Training at Maulana Malik Ibrahim State Islamic University, Malang. This research writing does not incorporate any material previously written or published by other parties to achieve to other *Sarjana* status of other Higher Tertiary Education, except those which are indicted in the notes, quotation, and bibliography. Therefore, I am the only person is responsible for the thesis if there any objection for claim from others.

Malang, 16 May 2019

Author.



Lusi Herniati

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## PREFACE

All praise and thanks to be Allah SWT the Most Gracious and the Most Merciful, the essence of which has given grace and bestow a variety of favors and gift. Especially to the author, so that it can finish this thesis on title “The Role of Social Sciences Teachers in Controlling Classroom Misbehavior of Eighth Grade Students at MTs Darul Falah Tulungagung”. This thesis as the final instruction at the Maulana Malik Ibrahim State Islamic University Malang.

Sholawat and Salam always be presented to our beloved Prophet Muhammad SAW from destruction to safety namely Islam is the true religion. This thesis is written to submit as a part of the requirement for obtaining Bachelor Degree in Social Science Education Tarbiyah and Teacher Training Faculty Maulana Malik Ibrahim State Islamic University Malang. The author never forgit to thanks to Allah and some special persons in supporting and guiding me to finish this thesis, those are :

1. Allah SWT who always give me mercies, strength and fortitude so I can finish this thesis.
2. My beloved parents, who endless love me, always pray, support and help me, my parents were greats and tireless. So I can to completed this thesis in Bachelor Degree (S1) at Maulana Malik Ibrahim State Islamic University Malang.
3. Prof. Dr. Abdul Haris, M.Ag as the Maulana Malik Ibrahim State Islamic University Malang, who has given me the spirit and motivation to develop academics competence well as Islamic science.

4. Dr. Agus Maimun, M.Pd as the Dean of Tarbiyah and Teacher Training Faculty Maulana Malik Ibrahim State Islamic University Malang, who can support the students and develop of pedagogical content knowledge.
5. Dr. Alfiana Yuli Efiyanti, M.A as the Head of Social Science Education Department, who can support the students and develop of social science
6. Mokhammad Yahya, Ph.D as the advisor who always give me guidance thoughtful with all constructive comments and suggestion to make this thesis more perfect during research and writing of thesis.
7. All my lecturer in Social Science Education Department and Tarbiyah and Teacher Training Faculty and also all of the lecturer in Maulana Malik Ibrahim State Islamic University Malang who have give the knowledge and experience.
8. Thanks to the civitas academica of Islamic Junior High School Darul Falah Sumbergempol Tulungagung who has allowed to take reserach data and assited the researcher in completing this research.
9. My beloved partner Nur Lailatul Fitroh who always give me spirit all the time in happy and sad condition. Thank you so much You're the best partner ever.
10. The biggest thanks to my dear brother Ainun Nasrochi, who has support and help me to completing this thesis. May Allah bless all of you.
11. All the big family of International Class Program Social Science E 2015 who always support me to writing the thesis.

Finally, I do appreciate the whole assistance from any hands in competing this thesis. I do hope the God will grant you all the best rewards. And I believe that in writing and finishing this thesis many mistake and errors. Therefore, the author hopes that this constructive criticism and also suggestion are expected from the readers make it perfect.

Malang, 14<sup>th</sup> May 2019

Lusi Herniati



## GUIDANCE OF ARABIC LATIN TRANSLATION

The writing of Arabic – Latin transliteration in this thesis using transliteration guidelines based on the decision by Minister of Religious Affairs and the Minister of Education and Culture of Republic Indonesia No.158 of 1987 and N0.9543 b/U/1987 which can be broadly, describe, as follows:

### A. Alphabet

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	<u>h</u>	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	'	ء	=	,
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

### B. Vocal Long

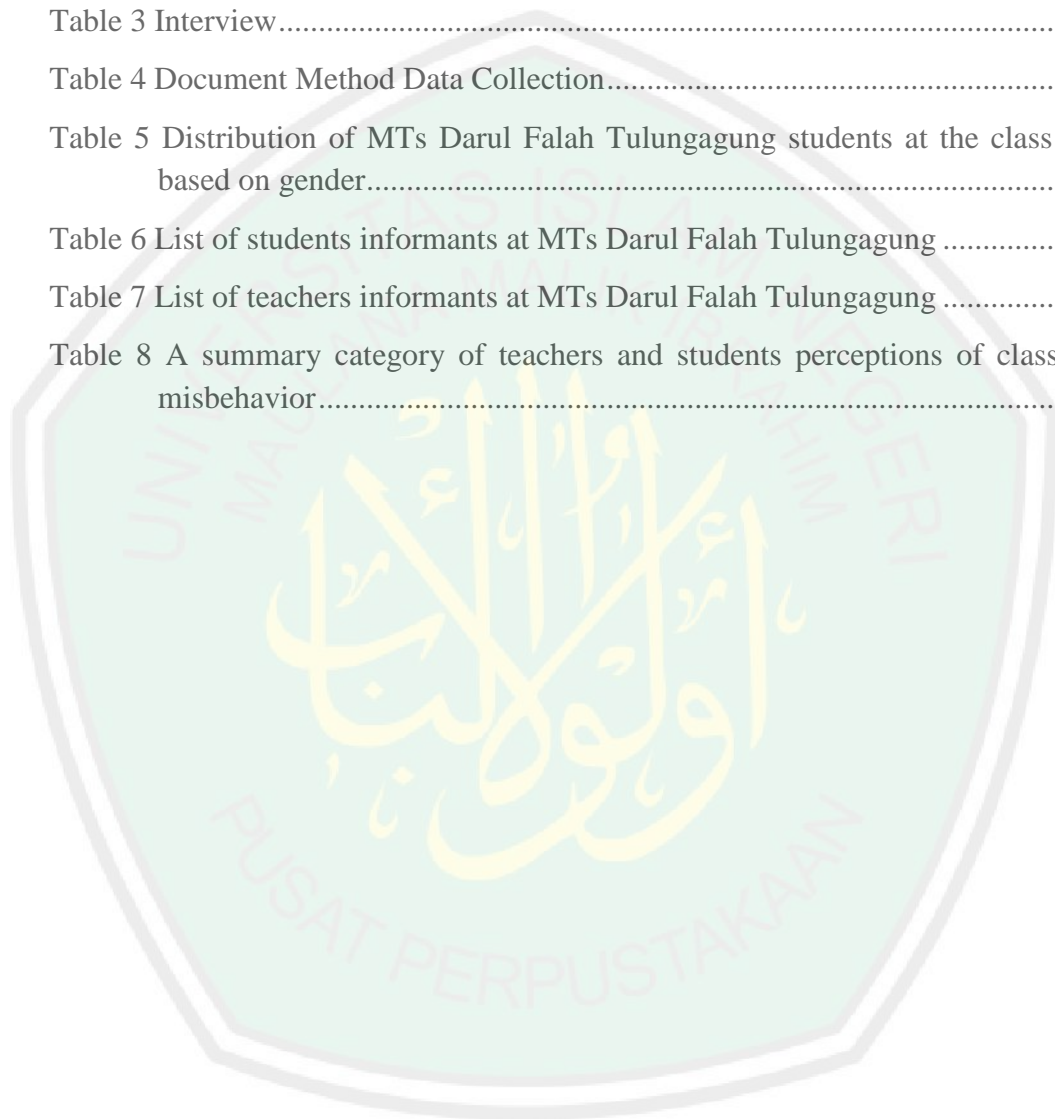
Vocal (a) long	=	â
Vocal (i) long	=	î
Vocal (u) long	=	û

### C. Vocal Diphthong

أَوْ	=	aw
أَيَّ	=	ay
أُو	=	û
إِي	=	î

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## ABSTRACT

Herniati, Lusi. 2019. The role of Social Sciences Teachers in Controlling Classroom Misbehavior of Eighth Grade Students at MTs Darul Falah Tulungagung. Thesis. Department of Social Science Education, Tarbiyah and Teacher Training Faculty, Maulana Malik Ibrahim State Islamic University Malang, Mokhammad Yahya, Ph.D

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Key Words : Classroom Misbehavior, The Role of Teacher

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The world of education today's experiencing a crisis of discipline conducted by students is classroom misbehavior. This classroom misbehavior is caused for the future of the student so that intervention from the teachers is needed. The teacher has an important role of educating and controlling the classroom misbehavior with classroom management. Like that the role of social sciences teachers must be able to communicate effectively in understanding of students needs and managing the classroom environment in accordance with their goals. Classroom management is needed to reduce classroom misbehavior.

The purpose of the research are : 1) Describe the types of classroom misbehavior conducted by Eighth Grade Students at MTs Darul Falah Tulungagung 2) The role of social science teachers in controlling classroom misbehavior of Eighth Grade Students at MTs Darul Falah Tulungagung 3) The supporting and restricting factors in controlling classroom misbehavior of Eighth Grade Students at MTs Darul Falah Tulungagung.

To achieve the research purposes, a qualitative method with descriptive research is used. The key instrument is the research herself. Methods of collecting data through the stages of observation, interviews and documentation relating to the object of the research. Qualitative data analysis is conducted by collecting data, reducing data, presentation data and drawing conclusions.

The result of this research is : 1) Identified of classroom misbehavior conducted by students the most common, disruptive and unacceptable student problem behavior is being late, inattention, doing something in private, needless talk, disrespecting teacher and verbal aggression. 2) The role of social sciences teachers in controlling classroom misbehavior in the classroom is creating classroom environment with classroom management and outdoor in the classroom is role modeling and mentoring. 3) Factor of supporting in controlling classroom misbehavior that is method and media learning interesting, facilities and infrastructure suffice, seat shuffle and factor of restricting in controlling classroom misbehavior such as lack of text books from the education office, the teacher stay in the front classroom, and learning method is not interesting.

## ABSTRAK

Herniati, Lusi. 2019. *The Role of Social Sciences Teachers in Controlling Classroom Misbehavior of Eighth Grade Students at MTs Darul Falah Tulungagung*. Skripsi. Jurusan Pendidikan Ilmu Pengetahuan Sosial Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang, Mokhamad Yahya, Ph.D

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Kata Kunci : *Classroom misbehavior*, Peran guru

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Dunia pendidikan saat ini, sedang mengalami krisis disiplin yang dilakukan oleh siswa yaitu *Classroom misbehavior*. *Classroom misbehavior* dapat menimbulkan kekhawatiran bagi masa depan siswa tersebut sehingga diperlukan intervensi dari guru. Guru mempunyai peran penting untuk mendidik siswa, terutama mengontrol perilaku siswa di kelas dengan manajemen kelas. Begitu juga peran guru IPS harus dapat berkomunikasi efektif dalam memahami kebutuhan siswa dan mengelola lingkungan kelas yang sesuai dengan tujuan mereka. Manajemen kelas sangat diperlukan untuk mengurangi *classroom misbehavior*.

Tujuan Penelitian untuk : 1) Mendeskripsikan jenis penyimpangan yang oleh siswa kelas 8 MTs Darul Falah Tulungagung 2) Mendeskripsikan peran guru dalam mengontrol perilaku buruk siswa di kelas 8 MTs Darul Falah Tulungagung 3) Mendeskripsikan faktor pendukung dan penghambat dalam mengontrol perilaku buruk siswa di kelas 8 MTs Darul Falah Tulungagung.

Untuk mencapai tujuan diatas, digunakan pendekatan penelitian kualitatif dengan jenis penelitian deskriptif. Instrumen kunci adalah peneliti sendiri. Metode pengumpulan data melalui tahapan observasi, wawancara dan dokumentasi yang berkaitan dengan objek penelitian. Analisis data kualitatif dilakukan dengan cara mengumpulkan data, mereduksi data, memaparkan data dan menarik kesimpulan.

Hasil penelitian menunjukkan bahwa :1) Mengidentifikasi *classroom misbehavior* yang dilakukan siswa secara umum, mengganggu dan perilaku yang tidak dapat diterima yaitu terlambat masuk kelas, tidak memperhatikan, melakukan kegiatan pribadi, berbicara tidak pada waktunya, tidak menghormati guru dan agresif lisan, 2) Peran guru IPS dalam mengontrol *classroom misbehavior* ada 2 yaitu didalam kelas menciptakan lingkungan kelas yang bagus dengan manajemen kelas dan diluar kelas yaitu peran permodelan dan mentoring, 3) Faktor pendukung dalam mengontrol *classroom misbehavior* yaitu metode pembelajaran menarik, fasilitas sarana dan prasarana memadai, pergantian tempat duduk dan faktor penghambat dalam mengontrol *classroom misbehavior* seperti kurangnya persediaan buku teks dari pemerintah pusat, guru tetap berada di depan kelas, dan metode pembelajaran tidak menarik.

## مستخلص البحث

هيرنياتي ، لوسي. ٢٠١٩. دور معلمي العلوم الاجتماعية في السيطرة على سوء السلوك لطلاب الصف الثامن في مدرسة دار الفلاح طولونجونج. أطروحة. قسم تعليم العلوم الاجتماعية ، كلية التربية وتدريب المعلمين ، جامعة مولانا مالك إبراهيم الحكومية الإسلامية مالانج ، محمد يحيى ، دكتوراه

الكلمات الأساسية: سوء تصرف الفصل ، دور المعلم

إن عالم التعليم الذي يمر اليوم بأزمة الانضباط التي يقوم بها الطلاب هو سوء تصرف في الفصل. يحدث سوء سلوك الفصل الدراسي هذا المستقبل الطالب بحيث تكون هناك حاجة لتدخل المعلمين. للمعلم دور مهم في تثقيف سلوكيات الفصل والسيطرة عليها من خلال إدارة الفصل. على هذا المنوال ، يجب أن يكون معلمو العلوم الاجتماعية قادرين على التواصل بفعالية في فهم احتياجات الطلاب وإدارة بيئة الفصل الدراسي وفقاً لأهدافهم. هناك حاجة إلى إدارة الفصول الدراسية للحد من سوء تصرف الفصول الدراسية.

الغرض من البحث هو: (١) وصف أنواع سوء تصرف الفصول الدراسية التي أجراها طلاب الصف الثامن في مدرسة تسناوية دار الفلاح طولونجونج (٢) دور معلمي العلوم الاجتماعية في السيطرة على سوء تصرف طلاب الصف الثامن في مدرسة تسناوية دار الفلاح طولونجونج (٣) العوامل الداعمة والمقيدة في التحكم في سوء تصرف طلاب الصف الثامن في مدرسة تسناوية دار الفلاح طولونجونج

لتحقيق أهداف البحث ، استخدمت الباحثة البحث النوعي الوصفية. والاداة الرئيسية هي الباحثة نفسها. وتقنيات جمع البيانات المستخدمة هي المراقبة والمقابلة والتوثيق. قامت الباحثة لتحليل البيانات بطريقة تقليل البيانات وكشف البيانات واستخلاص الاستنتاجات.

نتيجة هذا البحث هي: (١) التعرف على سوء السلوك في الفصول الدراسية التي أجراها الطلاب سلوك الطالب الأكثر شيوعاً وتعطياً وغير مقبول هو التأخر ، عدم الاهتمام ، عمل شيء على انفراد ، كلام غير ضروري ، عدم احترام المعلم والاعتداء اللفظي. (٢) دور معلمي العلوم الاجتماعية في السيطرة على سوء تصرف الفصول الدراسية في الفصول الدراسية هو خلق بيئة الفصول الدراسية مع إدارة الفصول الدراسية وفي الهواء الطلق في الفصول الدراسية هو النمذجة الدور والتوجيه. (٣) عامل الدعم في السيطرة على سوء التصرف في الفصول الدراسية وهو الطريقة التي تتعلم بها وسائل الإعلام بطريقة مثيرة للاهتمام والمرافق والبنية التحتية كافية ، وخلط المقعد وعامل التقييد في التحكم في سوء تصرف الفصول الدراسية مثل عدم وجود كتب مدرسية من مكتب التعليم ، والمعلم يبقى في الفصل الدراسي الأممي ، وطريقة التعلم ليست مثير للاهتمام.

## CHAPTER I

### INTRODUCTION

#### A. Background of the Research

The world of education today's is experiencing a crisis of discipline conducted by students. Student misbehavior can disturb learning process in classroom. Student misbehavior can disturb learning process can harm for yourself and other students. Misbehavior is regarded as type of problem behavior, which "is socially defined as a problem, a source of concern, or as undesirable by the norms of conventional society"<sup>1</sup>. Misbehavior as those behaviors involving rule breaking, violating the implicit norms or expectations.

Behavior issues that interfere with teaching and learning have notably worsened, according to an astonishing 62 percent of teachers who have been teaching in the same school for five or more years. The results were reported in Primary Sources: America's Teachers on the Teaching Profession. Primary Sources surveyed 10,000 educators from all 50 states to learn first-hand how teachers perceive their classrooms, their profession, and the future of education<sup>2</sup>. Misbehavior which mainly required intervention from teachers.

Misbehavior according Meyers (2003) in Gulay Dalgic and Guzie Bayhan that is classifies student misbehavior as being overt (open and observable

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<sup>1</sup>R. Jessor and S. L.Jessor in Rachel C.F.Sun. *Is School Misbehavior a Decision? Implications for School Guidance*. *World Academy of Science*. Engineering and Technology, International Journal of Humanities and Social Science, 8(7), 2014, P.2047

<sup>2</sup>Scholastic. *Classroom Misbehavior Problems Increasing: Teachers Say*, <https://www.scholastic.com/teachers/articles/teaching-content/classroom-behavior-problems-increasing-teachers-say/>, accessed December 20, 2018 11:26 p.m

behavior like students talking during class, using cell phones, eating or drinking) or covert (passive behaviors like sleeping during class, coming late, leaving class early, acting bored and disengaged). Types of classroom misbehavior have been the focus of a huge number of researches<sup>3</sup>.

Based on research conducted by Rachel and Daniel, there are list of 17 student problem behaviors was generated. Results showed that the most common and disruptive problem behavior was talking out of turn, followed by non attentiveness, day dreaming, and idleness. The most unacceptable problem behavior was disrespecting teachers in terms of disobedience and rudeness, followed by talking out of turn and verbal aggression<sup>4</sup>.

Based on observations conducted researcher about the classroom misbehavior conducted by eighth grade students at MTs Darul Falah. MTs Darul Falah is one of the private schools are there in Tulungagung district belongs to the foundation of *Nahdlatul Ulama (NU)*. Based on interview about misbehavior that is conducted by Eighth Grade students, when learning process of social studies in the classroom there are students inattention, doing something in private and disrespecting teacher<sup>5</sup>. Besides, based on observation while learning process of social science there are students not completing homework

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<sup>3</sup>Gulay Dalgic and Guzie Bayhan. 2014 . *Meta-Analysis: Student Misbehaviors That Affect Classroom Management*. Cypriot Journal of Educational Science Volume 9 Issue 2, P.102

<sup>4</sup>Rachel C.F Sun and Daniel T.L Shek. 2012. *Student Classroom Misbehavior: An Exploratory Study Based on Teachers' Perceptions*. The Scientific World Jorunal, Volume 2012, 8 pages 1

<sup>5</sup>Interview with Siti Khairun Nisak,S.Pd Teacher of social science at MTs Darul Falah, date September, 27 2018.

and talking in class and some of students ask permission out of class for going to bathroom.

Some of the misbehavior mentioned above occurred because of a part of moral deterioration and crisis of discipline that was greatly influenced by the socio-culture of his day. From the phenomena that have occurred in the community, it has caused anxiety and concern for parents and residents around the school, so many parents have alternative education in boarding schools, which now many schools are facilitating the existence of Islamic boarding schools as student residences. Such as MTs Darul Falah provide Islamic boarding school for their students.

The existence of misbehavior describes that the personality of the students are classified as less than they should be, therefore required a concerted effort to improve student behavior at MTs Darul Falah. This behavior required to controlling classroom misbehavior by teachers. Controlling in classroom misbehavior required classroom management related to management of students' behavior make to facilitate the learning process of their students.

Classroom misbehavior is viewed as problematic may not necessarily be rule breaking, but inappropriate or disturbing in the classroom setting. For instance, daydreaming, not completing homework, talking in class, lesson disruption, bullying, and rudeness to the teacher are named as problem misbehavior. The problem affects the whole classroom. Behavior problems distract other students from learning and require teachers to spend precious



instruction time on discipline and behavior management. Over half of teachers wish they could spend fewer school day minutes on discipline<sup>6</sup>.

Teachers are the ultimate decider of the classroom atmosphere. Their role is crucial in influencing the behaviors of students. Teachers who plan practically are able to overcome many classroom problems such as disruptions, deviant behavior or misbehaviors of students. In this regard the nature of teacher plays a vital role, for example, different teachers have different ways of instinctively managing the classroom environment and patterns of setting up classroom that best fits their purpose<sup>7</sup>. Managing a classroom is the ultimate responsibility of a teacher. The way a teacher manages the classroom will change the thinking of the students towards learning.

Besides, the role of teachers social science is a multifaceted profession that is teachers often carry the roles a surrogate parent, class disciplinarian, mentor, counselor, bookkeeper, role model, planner, and many other related roles. Teachers social science must be able to effectively communicate with students, as well as build their trust, motivate them, and understand their needs.

Researcher take title research above which be evidenced that is in Turkey, research on classroom management and student misbehaviour in particular, has

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<sup>6</sup>Scholastic. 2018. *Classroom Misbehavior Problems Increasing: Teachers Say*, <https://www.scholastic.com/teachers/articles/teaching-content/classroom-behavior-problems-increasing-teachers-say/>, accessed December 20, 2018 11:26 p.m

<sup>7</sup>Aly (2007) in Zuhair. 2013. *Classroom Management Problem Among Teacher Students Training at Hashemite University*. European Journal of Business and Social Science, Vol2, No.3, p. 142

focused on several dimensions: the role of teacher in finding solutions for behavioural problem<sup>8</sup>.

Based on exposure, the researchers are interested in doing a further research study with the title “ **The Role of Social Sciences Teachers in Controlling Classroom Misbehavior of Eighth Grade Students at Mts Darul Falah Tulungagung**”.

### **B. Focus of the Research**

Based on background of the research above, the focus of this research is :

1. What are the classroom misbehavior conducted by Eighth Grade Students at MTs Darul Falah Tulungagung ?
2. How is the role of social science teachers in controlling classroom misbehavior of Eighth Grade Students at MTs Darul Falah Tulungagung ?
3. What are the supporting and restricting factors in controlling classroom misbehavior of Eighth Grade Students at MTs Darul Falah Tulungagung?

### **C. Objectives of the Research**

Based on focus of the research above, the purpose of this research is :

1. To describe classroom misbehavior conducted by Eighth Grade Students at MTs Darul Falah Tulungagung.
2. To explain the role of social science teachers in controlling classroom misbehavior of Eighth Grade Students at MTs Darul Falah Tulungagung.

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<sup>8</sup>Demirden (1994) in Nese Cabaroglu and Zeynep Altinel. 2010. *Misbehaviour in Efl Classes: Teachers' and Students' Perspectives*. b Ç.Ü. Sosyal Bilimler Enstitüsü Dergisi, Cilt 19, Sayı 2,P.100

3. To explain of the supporting and restricting factors in controlling classroom misbehavior of Eighth Grade Students at MTs Darul Falah Tulungagung.

#### **D. Significance of the Research**

As for the significances of research, among other things: theoretical benefits that is the results of the study are expected to be able to add information and reference for students or in need. Can be used as a reference for other researchers who want to study the object associated with this research.

Besides, practical uses this research for teachers, school, students that is for teachers, may provide teachers with useful information to choose the most suitable classroom management techniques for decreasing student misbehavior, and student distraction from schoolwork, and increasing student learning in the classroom. For students, give wisdom of consequence from misbehavior and distinguish between good behavior and misbehavior.

#### **E. Definition of Key Terms**

To more easily understand the meaning contained in this discussion, then the researchers outline the definition of the title of this research, including :

- 1) Role of Teacher

The role of teacher is a multifaceted profession that is teachers often carry the roles a surrogate parent, class disciplinarian, mentor, counselor, bookkeeper, role model, planner, and many other related roles.

## 2) Classroom Misbehavior

Student misbehaviors is a thorny issue in everyday classroom and misbehaviors retard the smoothness and effectiveness of teaching and also impede the learning of the student and his/her classmates.

### **F. Previous Research**

The Originality of research presents a field study of the similarities and differences between researchers studied with previous studies. This is necessary to avoid repetition. This research to know the role of social science teachers in controlling classroom misbehavior of Eighth Grade at MTs Darul Falah Tulungagung. There are some similarities and differences of the same study examined researchers with researchers both in terms of subject and object of research, including the following:

- 1) Research by Rachel C.F.Sun and Daniel T.L. Shek in the year of 2012 with title “Student Classroom Misbehavior: An Exploratory Study Based on Teachers’ Perceptions”.

The next This research was published in the journal of The Scientific World Journal Volume 2012, Article ID 208907, 8 pages. This study aimed to examine the conceptions of junior secondary school student misbehaviors in classroom, and to identify the most common, disruptive, and unacceptable student problem behaviors from teachers’ perspective. Twelve individual interviews with teachers were conducted. A list of 17 student problem behaviors was generated.

The findings revealed that teachers perceived student problem behaviors as those behaviors involving rulebreaking, violating the implicit norms or expectations, being inappropriate in the classroom settings and upsetting teaching and learning, which mainly required intervention from teachers.

- 2) Research by Pamela Hodges Kulinna, Donetta J. Cothran and Rey Regualos in the year of 2006 with title "Teacher's Reports of Student Misbehavior in Physical Education".

This research was published in the journal of Research Quarterly for Exercise and Sport, March 2006 Vol. 77, No. 1, pp. 32–40. The purpose of this study was to examine teachers' reports of student behaviors that may create management issues in physical education classes. Over 300 teachers representing a range of grade levels and school contexts completed a survey related to the frequency of potentially negative student behaviors. Many types of misbehaviors were reported, but the most common were mild.

- 3) Research conducted by Rina Fresh Gayatri in year 2017 under the title "Social Control the behavior of students in the learning process in class XI IPS SMA Negeri 1 Sungai Ambawang".

This research was subsequently published in the journal of educational sociology and Humanities vol. 8. No. 1. April 2017. Research conducted a fresh look, Gayatri Rina breach the code of conduct at the time the learning process in class of XI. Data collection techniques, one interview

conducted three times against two teachers namely teacher of sociology and Civic Education (*PPKN*) about social control means of preventive behavior towards students who are truant and cheating in class XI IPS SMA Negeri 1 Sungai Ambawang.

- 4) Research by Rachel C.F.Sun and Daniel T.L. Shek in the year of 2012 with title “ Classroom Misbehavior in the Eyes of Students: A Qualitative Study”.

The next This research was published in the journal of The Scientific World Journal Volume 2012, Article ID 398482, 8 pages. The findings that is nineteen categories of classroom misbehavior were identified, with talking out of turn,disrespecting teacher and doing something in private being most frequently mentioned. Findings revealed that students tended to perceive misbehaviors as those actions inappropriate in the classroom settings and even disrupting teacher teaching and other students learning.

**Table 1** Previous Research

No	Name, Title, Form (thesis/journal/etc), Research Year	Similarities	Differences	Research Originality
1.	Rachel C.F.Sun and Daniel T.L. Shek, “Student Classroom Misbehavior: An Exploratory Study Based on Teachers’ Perceptions”,The Scientific World Journal, 2012	Equally examine about student misbehavior and the role of teachers’ with classroom management	Rachel and Daniel focus on classroom misbehavior problems while researchers focus the role of teacher social science in controlling classroom misbehavior	Focus of Research is the role of social sciences teachers in controlling classroom misbehavior of Eighth Grade students at

2.	Pamela Hodges Kulinna, Donetta j. Cothran and Rey Regualos, "Teacher's Reports of Student Misbehavior in Physical Education", Journal of Research Quarterly for Wxercise and Sport, March 2006.	Equally examine about student misbehavior and the role of teachers' with classroom management	Pamela, et.al focus on teacher report of student misbehavior but researcher focus on the role of teacher social science in classroom misbehavior	MTs Darul Falah Tulungagung
3.	Rina Segar Gayatri, " <i>Pengendalian Sosial Perilaku Siswa dalam Proses Pembelajaran di Kelas XI IPS SMA Negeri 1 Sungai Ambawang</i> ". Journal of sociology and humanities education. Vol. 8. Numb. 1. April 2017.	Equally examine about classroom misbehavior	Rina Segar Gayatri about student misbehavior while learning in senior high school while the researcher focus on the role of teacher social science in classroom misbehavior in Junior high school	
4	Rachel C.F.Sun and Daniel T.L. Shek, "Classroom Misbehavior in the Eyes of Students: A Qualitative Sudy", The Scientific World Jornal, 2012	Equally examine about classroom misbehavior conducted by students.	Rachel and Daniel focus on classroom misbehavior in the eyes of student while the researcher focus on classroom misbehavior in the eyes of teachers and students.	

## **G. Composition of Research Findings**

Systematics of discussion is a discussion that is compiled regularly and systematically, on the fine points of the problems that will be discussed. Systematics studies aim to provide an overview of the beginning of the study and the content contained there in. Outline of systematic discussion in this study are as follows:

First, the chapter I contains the introduction that describes as a whole related to this research. The preface itself consists of a number of points, namely the background, the focus of the research, research objectives, the benefits of research, originality of the research, the definition of the term, and systematic discussion.

The second, chapter II set out regarding the review of the literature which consists of a foundation theory and frame of mind. The discussion is important because it provides information to readers about a researcher focus the role of social sciences teachers in controlling classroom misbehavior of Eighth Grade Students at MTs Darul Falah Tulungagung.

Third, chapter III discussed research methods and approaches that contains this type of research, the presence of researchers, research location, data and data sources, data collection, data analysis, and research procedures.

Fourth, chapter IV covered about exposure data, including observation and interview with teachers social science and students, report from teachers social science and associated with exposure data while researching.



Fifth, chapter V is a discussion which the answer to focus of the research is researcher focus the role of social sciences teachers in controlling classroom misbehavior of eighth grade students at MTs Darul Falah Tulungagung.

The sixth chapter VI is the cover that contains a summary of top research that has been done before as well as suggestions for research that will come accompanied with attachments.



## CHAPTER II

### LITERATURE REVIEW

#### A. THEORETICAL FRAMEWORK

##### 1. Role of Teacher

The role of teacher is to use classroom instruction and presentations to help students learn. The role of teacher is clearly more than just planning and executing lesson plan. In some senses, because the teacher spends so much time with the students, she or he can become the students third parent. Of course, the role of teacher as a semi parent depends to a large extent on the age and grade of students.

According Sardiman in his book of title Learning of Interaction and Motivation that there are several opinion about the role of teacher, among other :

- a. Prey Katz, describe the role of teacher as a comminator, a friend who can provide advice, motivators as an inspiration and encouragement, a mentor in the development of attitudes and behaviors as well as the values of those who master the material taught.
- b. James W. Brown, argues that the duties and roles of teachers include: mastering and developing subject matter, planning and preparing daily lessons, controlling and evaluating student activities.

- c. World Federation of Teacher Profesional Organization, reveals that the role of teacher in school, not only as transmitter of ideas but also serves as transformers and catalysts of values and attitudes<sup>9</sup>.

Teachers pay vital roles in the lives of the students in their classrooms. Teachers are best known for the role of educating the students that are placed in their care. Beyond that, teachers serve many other roles in the classroom. Teachers set the tone of their classrooms, build a warm environment, mentor and nurture students, become role models, and listen look for signs of trouble.

#### 1) Teaching Knowledge

The most common role a teacher plays in the classroom is to teach knowledge to children. Teachers are given a curriculum they must follow that meets state guidelines. This curriculum is followed by the teacher so that throughout the year, all patient knowledge is dispensed to students. Teachers teach in many ways including lectures, small group activities and hands on learning activities.

#### 2) Creating Classroom Environment

Teachers also play an important role in the classroom when it comes to the environment. Students often mimic teacher's actions. If the teacher prepares a warm, happy environment, students are more likely to be happy. An environment set by the teacher can be either positive

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<sup>9</sup>Sardiman, *Interaksi dan Motivasi Belajar Mengajar* (Jakarta: PT. Grafindo Persada, 2010) P.143-144

or negative. If students sense the teacher is angry, students may react negatively to that and therefore learning can be impaired. Teachers are responsible for the social behavior in their classrooms. This behavior is primarily a reflection of the teacher's actions and the environment she sets.

### 3) Role modeling

Teachers typically do not think of themselves as role models, however, inadvertently they are. Students spend a great deal of the time with their teacher and therefore, the teacher becomes a role model to them. This can be a positive or negative effect depending on teacher. Teachers are there are not only to teach the children, but also to love and care for them. Teachers are typically highly respected by people in the community and therefore are become a role model to students and parents.

### 4) Mentoring

Mentoring is a natural role taken on by teachers, whether it is intentional or not. This again can have positive or negative effects on children. Mentoring is a way a teacher encourages students to strive to be the best they can. This also includes encouraging students to enjoy learning. Part of mentoring consists of listening to students. By taking time to listen to what students say, teachers impart to students a sense of ownership in the classroom. This helps build their confidence and helps them want to be successful.

## 5) Signs of trouble

Another role played by teachers is a protector role. Teachers are taught to look for signs of trouble in the students. When students' behavior change or physical signs of abuse are noticed, teachers are required to look into the problem. Teachers must follow faculty procedures when it comes to following up on all signs of trouble<sup>10</sup>. Classroom life with their personal charisma. This is the effective role of teacher control by classroom management.

### a. The role of social science teacher

Social science education is a discipline that organizes and presents the social science humanities as well as basic human activities psychologically and scientifically for educational purposes<sup>11</sup>. Hartono Kasmadi stated that the role of function of teachers is multi functional that is<sup>12</sup> :

#### (1) Teacher of social science as a mentor

As mentors, social sciences teachers must really understand the material. In addition the teacher should be able to show the way as a tour guide who is able to master the path that must be passed.

<sup>10</sup>Ministry of Education, Guyana. 2017. *Roles of a Teacher in the Classroom*. <https://www.education.gov.gy/web/index.php/teachers/tips-for-teaching/item/1603-roles-of-a-teacher-in-the-classroom>, accessed december, 21 2018 21:21 p.m

<sup>11</sup>Dedi Supriadi dan Rohmat Mulyanan. *Menggagas pembaharuan pendidikan IPS*, (Bandung:Remaja Rosdakarya) P.215

<sup>12</sup> Hartono Kasmadi. *Model-Model dalam Pembelajaran Sejarah*, (Semarang:IKIP Semarang Press, 1996)

(2) Social science teacher as a teacher

The role or function is contained in the meaning of teaching students, which makes them able to understand the material well in accordance with their learning experience. The teacher explained as an explanation, something that at first seemed complicated. Teacher must be able to explain make sense.

(3) Social science teacher as a bridge between generation

The social science teacher must be able to divert the thoughts of historical figures or historical events from the past to the students as so to learn its usefulness for human survival. The social science teacher can be said to be the one who plays a role in bridging the generation past and present generation even preparation for the next generation.

(4) Social science teacher as counselor

Perhaps almost all teachers, including social science teachers, act as counselors. The warmth of pursuit will work if the teacher always considers his / her students as friends or children of biological parents (teachers act as their parents).

(5) Social science teacher as a stimulant of creativity

Teachers in creative demand in developing teaching and learning process. This social science teacher's creativity is classroom environment.

### (6) Social science teacher as an authority

Master is an ordinary man but he is a teacher, a teacher always has the authority, he knows what to know. He must be able to pursue himself to know what he has not understood. Teachers should be better understood than their students. In short should know more and more widely.

This is in accordance with the verses of the Qur'an, the role of teachers social science in controlling classroom misbehavior. The teacher as mentoring with students conducted classroom misbehavior in the classroom.

“And let there be [arising] from you a nation inviting to [all that is] good, enjoining what is right and forbidding what is wrong, and those will be the successful” (Q.S .Ali Imran ayat 104)<sup>13</sup>

The role of teacher managed to guide his students is they know how to rally students to their side. They know how to build trust. They know how to strengthen and capitalize on student dignity and enhance personal relations in their classes. They know how to communicate well and help students resolve problems and conflicts. They know how to make lessons

<sup>13</sup>Literatur of Al-Qur'an Q.S .Ali Imran verse 104 is : .

وَلْتَكُنْ مِنْكُمْ أُمَّةٌ يَدْعُونَ إِلَى الْخَيْرِ وَيَأْمُرُونَ بِالْمَعْرُوفِ وَيَنْهَوْنَ عَنِ  
الْمُنْكَرِ ۗ وَأُولَئِكَ هُمُ الْمُفْلِحُونَ

consistently interesting and worthwhile. And they add sparkle to daily classroom life with their personal charisma<sup>14</sup>.

## 2. Classroom Misbehavior

### a. Understanding of Misbehavior

William Glasser (1998), psychiatrist and prolific writer and consultant in teaching, curriculum, and discipline, defines *misbehavior* as unacceptable acts students perform in an attempt to meet one or more of five prime needs safety, love and belonging, fun, freedom, and power. He believes misbehavior is minimized to the extent student are able to satisfy those needs in the classroom.

C. M. Charles (2008) describes misbehavior as any action that, through intent or thoughtlessness, interferes with teaching or learning, threatens or intimidates others, or oversteps society's standards of moral, ethical, or legal behavior<sup>15</sup>.

Misbehavior as inappropriate acts associated with students' pursuit of mistaken goals, which are attention seeking ("Look at me"), power seeking ("You can't make me"), revenge seeking ("I'll get even"), or withdrawal (dropping out)<sup>16</sup>. This is according to paraphrase Gordon, we might say that misbehavior is anything students do that teachers

<sup>14</sup>Charles. (2007). *Strategy 2. Preventing Misbehavior: Taking Proactive Steps to Prevent the Occurrence of Misbehavior in the Classrooms*, (29)

<sup>15</sup>Charles. (2007). *Strategy 2. Preventing Misbehavior: taking proactive steps to prevent the occurrence of misbehavior in the classrooms*, P.19

<sup>16</sup>Linda Albert dalam Charles. 2007. *Preventing Misbehavior* P.19



don't like <sup>17</sup>. Misbehavior is regarded as type of problem behavior, which "is socially defined as a problem, a source of concern, or as undesirable by the norms of conventional society"<sup>18</sup>.

According of Rudolf Dreikurs and Vicky Soltz that is someone committed misbehavior with few reasons as follow :

- 1) Children misbehave to gain attention. When children misbehave in this way, they are trying to feel significant and establish a sense of belonging by drawing attention themselves. ( You haven't been paying enough attention to me! I want you to notice me and care about me! ).
- 2) Children misbehave to achieve power. Here children are trying to feel important and connected to other by asserting themselves in a strong way. ( I can do what I want, where I want, when I want! So there! ).
- 3) Children misbehave to seek revenge. Here children want to compensation for the hurt of feeling deprived of importance or a sense of belonging ( So you don't think I matter much, do you ? Well, I will show you a thing or two).
- 4) Children misbehave to assume an attitude of inadequacy. In this case, children are reacting to a preceived loss of importance and belonging by simply giving up.( Nothing I do makes any

<sup>17</sup>*Ibid*, P.20

<sup>18</sup> R. Jessor and S. L.Jessor in Rachel C.F.Sun. *Is School Misbehavior a Decision ? Implications for School Guidance. World Academy of Science. Engineering and Technology, International Journal of Humanities and Social Science*, 8(7), 2014, P.2047

difference to you! Well, you can just forget about it! I am not doing anything anymore!)<sup>19</sup>.

#### b. Theory of Misbehavior

Theory of misbehavior based on prespective of sociologist according same of the experts have developed theories that attempt to understand of misbehavior that is strain theory, labelling theory and differential association theory.

##### 1) Strain Theory

According to general strain theory, individuals experiencing strain may develop negative emotions, including anger, when they see adversity as imposed by others, resentment when they perceive unjust treatment by others, and depression or anxiety when they blame themselves for the stressful consequence<sup>20</sup>.

Robert Merton theory of anomie, anomie becomes more prevalent in a society shen individuals living in that society start to show disobedience to common social norms and rules for personal conduct and they are inclined to ensure their private desires without concern for the interests as a whole<sup>21</sup>.

<sup>19</sup> Thomas Armstrong, *The Myth of the ADHD Child: 101 Ways to Improve Your Child's Behavior and Attention Span Without Drugs, Labels, and Coercion*, (New York: Tacher Perigee,2017) p.222-223

<sup>20</sup> Ministry of Children, Community and Social Services. *Review of the Roots of Youth Violence*. [http://www.children.gov.on.ca/htdocs/English/professionals/oyap/roots/volume5/chapter06\\_strain.aspx](http://www.children.gov.on.ca/htdocs/English/professionals/oyap/roots/volume5/chapter06_strain.aspx), accessed, January, 07 2018, 06:39 p.m

<sup>21</sup> Tanjin Ahsan. *Robert K. Merton Theory of Anomie and Crime in Bangladeshi Society..* [https://www.academia.edu/27683873/Robert\\_K\\_Mertons\\_Theory\\_of\\_Anomie\\_and\\_Crime\\_in\\_Bangladeshi\\_Society](https://www.academia.edu/27683873/Robert_K_Mertons_Theory_of_Anomie_and_Crime_in_Bangladeshi_Society), accessed January, 07 2018, 06:36 p,m

Mode of adaption, there are various in which an individual can respond to the problem of anomie that is :

a) Conformity

Conformity' is the pathway to be found in pursuing goals by approved means. It is the way to achieve success through talent and hard work. They strive fo success through the socially acceptable avenues of educational and occupational advancement.

b) Innovation

In Merton's view, innovation is an adaptation most often employed by people belongs to the bottom of the social class hierarchy. Innovation is the category which is most relevant to the studying and explaining crimes.

c) Ritualism

In ritualism, individuals abandon the goals they once believed to be within their reach and dedicate themselves to their current lifestyle. They play by the rules and have a safe daily routine.

d) Retreatisme

Retreatism is presented as an escape mechanism whereby the individual resolves internal conflict between moral constraints against the use of illegitimate means and repeated failure to attain success through legitimate means.

e) Rebellion

Individuals create their own means by protest or revolutionary activities. Rebellion can be called the most threatening and dangerous reaction mechanism, and it is certainly the greatest challenge to established, normative society<sup>22</sup>.

Criticisms of Merton's Anomie Theory that is Merton ignored social control in his theory. He took the crime tendency of lower class people normally and did not give any idea of social controls, how to reduce the problem<sup>23</sup>.

2) Labeling Theory

According to Becker (1963) and Lemert (1967) Labeling theory provides a distinctively sociological approach that focuses on the role of social labeling in the development of crime and deviance. The theory assumes that although deviant behavior can initially stem from various causes and conditions, once individuals have been labeled or defined as deviants, they often face new problems that stem from the reactions of self and others to negative stereotypes (stigma) that are attached to the deviant label<sup>24</sup>.

<sup>22</sup> Tanjin Ahsan. *Robert K. Merton Theory of Anomie and Crime in Bangladeshi Society*. [https://www.academia.edu/27683873/Robert\\_K\\_Mertons\\_Theory\\_of\\_Anomie\\_and\\_Crime\\_in\\_Bangladeshi\\_Society](https://www.academia.edu/27683873/Robert_K_Mertons_Theory_of_Anomie_and_Crime_in_Bangladeshi_Society), accessed January, 07 2018, 06:36 p,m

<sup>23</sup> *Ibid*,

<sup>24</sup> Jon Gunnar Bernburg. Labeling Theory. In: Marvin D. Krohn, Alan Lizotte & Gina Penly Hall (eds), *Handbook on Crime and Deviance*. (Springer Science + Business Media, 2009)

The deviance process according Edwin Lemert, Norm violations such as these are what Lemert referred to as primary deviance. Primary deviance is quickly forgotten, and the offender proceeds, for the most part, with normal, law-abiding behavior. If continued violations of the norms produce societal penalties strong enough to cause stigmatization, secondary deviance can result.

Secondary deviance is often more severe than primary deviance and most importantly, it is characteristic of an entrenched self and social identity as deviant. Additionally, an individual who manifests secondary deviance is also much more likely to align himself or herself with others who have been similarly labeled, thus becoming part of a subculture that stands outside of the framework created by the norms of the original social group<sup>25</sup>.

Within the context of education, a learner who is viewed by the teacher as deviant is so labelled and his/her actions are interpreted in terms of the label given by the teacher. The label is most likely to affect the way the teacher interacts with the learner and in some cases the learner may feel discriminated against<sup>26</sup>.

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<sup>25</sup> Michael J. Rosenberg. *Encyclopedia of Criminological Theory: Lemert, Edwin M; Primary and Secondary Deviance* (Sage Publications, 2010), P.4-5

<sup>26</sup> Wellington Samkange. *The Role of Labelling in Education: A Focus on Exceptional Learners*. (Global Journal of Advanced Research, Vol.2 Issue 9) P.1421

These labels will additionally influence the behaviour of fellow pupils around particular individuals.

### 3) Differential Association Theory

Several theories have been formulated to explain deviance and juvenile delinquency. One of such theories is Differential Association Theory formulated by Edwin Sutherland in 1939 and revised in 1947.

According to Sutherland, Criminal behavior is learned in the same way as law-abiding values are learned, and that, this learning activity is accomplished, in interactive with others, through a process of communication within intimate groups. He argues that, just as one can be socialised into good behaviour, so also can one be socialised into bad behaviour<sup>27</sup>.

This, however is not to suggest that the theory has escaped criticism. Short (1960) maintains that, differential association has not been translated into the language of more general sociological and learning theory. As such, the implications for the theory are not obvious and have been neglected. These notwithstanding, scholars who find in its propositions adequate answers to the problem it addresses, accept it<sup>28</sup>.

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<sup>27</sup>Thomas Antwi Bosiakoh and Paul K.Andoh. *Differential Association Theory and Juvenile Delinquency in Ghana's Capital City-Accra: The Case of Ghana Borstal Institute*. (International Journal of Sociology and Anthropology Vol.2(9), 2010) P.199

<sup>28</sup>*Ibid*, P.200

	Theories	Associated Theorist	Misbehavior arises from :
<b>Functionalism</b>	Strain Theory	Robert Merton	A lack of ways to reach socially accepted goals by accepted methods
	Labelling Theory	Edwin Lemert	The reactions of others, particularly those in power who are able to determine labels
<b>Symbolic Interactionism</b>	Differential Theory	Edwin Sutherland	Learning and modeling deviant behavior seen in other people close to the individual

c. Types of Misbehavior

Thirteen types of misbehavior are :

- 1) Inattention as daydreaming, doodling, looking out the window, thinking about things irrelevant to the lesson.
- 2) Apathy as a general disinclination to participate, as demonstrated by sulking, not caring, being afraid of failure, not wanting to try or do well.
- 3) Needless talk as chatting during instructional time about matters unrelated to the lesson
- 4) Moving about the room as getting up and moving around without permission, congregating in parts of the room
- 5) Annoying other as provoking, teasing, picking at, calling names.

- 6) Disruption as shouting out during instruction, talking and laughing inappropriately, having confrontations with others, causing “accidents”
  - 7) Lying as falsifying to avoid accepting responsibility or admitting wrongdoing or to get others in trouble
  - 8) Stealing as taking things that belong to others
  - 9) Cheating as making false representations or wrongly taking advantage of others for personal benefit
  - 10) Sexual harassment as making other uncomfortable through touching, sex related language, or sexual innuendo
  - 11) Aggression and fighting as showing hostility toward others, threatening them, shoving, pinching, wrestling, hitting, bullying
  - 12) Malicious mischief as doing intentional damage to school property or the belongings of others
  - 13) Defiance of authority as taking back to the teacher, hostilely refusing to do as the teacher requests<sup>29</sup>.
- d. Causes of Misbehavior

In the classroom misbehavior, some students make it their lives efforts to misbehave in classroom and make everyone’s lives in class miserable, the majority of classroom misbehavior stems from different causes factor of misbehavior that is :

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<sup>29</sup> *Ibid*, hlm 19-20



### 1) Seeking attention

According to Dreikurs, 90 percent of all misbehavior is done to get attention. Being the center of attention is a common desire for students, some more than others. Acting out by making fun of others, swearing, talking out of turn or simply being uncooperative are a few ways students looking for more of the spotlight may misbehave.

### 2) Desire for Power

Some students who misbehave are expressing a desire for more control in the classroom, and acting inappropriately makes them feel powerful. These students are not content to go along with the general plan and make it known they want things their way. Signs of a power seeking student include constant arguing and a refusal to follow basic rules intended for everyone.

### 3) Looking for Revenge

Some children lash out in the classroom as a response to hurt feelings they experience. By misbehaving, they feel they are getting back at those responsible, whether it involves the students, the teacher or both. Students who misbehave as a motive for revenge may enjoy acting cruelly or even violently towards others. Revenge seekers are likely to perform bullying acts, such as shoving and excessive teasing.

#### 4) Lack of Self Confidence

A general fear of failure occurs when a student feels he cannot possibly live up to any expectations. These students misbehave as a way to avoid participating in anything that may lead to failure. Although the child may seem completely confident with school related activities outside of the classroom, he acts incapable of functioning in a learning environment.

#### 5) Physiological Factors

Students who are misbehaving may have some kind of temporary malady contributing to their attitude. For instance, a child who is overly tired, sick, hungry or simply the victim of a sudden change in routine may demonstrate troubling classroom behavior. Students who are misbehaving may have some kind of temporary malady contributing to their attitude.

#### 6) Classroom Environment

A classroom not designed for optimal learning may contribute to a student who refuses to behave. Poor seating arrangements, extreme temperatures or a high noise level are all distracting elements in a classroom that ultimately hinder the learning experience. The atmosphere in classrooms like these will result in behavior issues. Classroom environment it is the idea that teach influence student growth and behavior. The student's behavior affects peer interaction.

## 7) Problem with Curriculum

Some students may not feel challenged enough to behave properly. If the information taught is not appropriate for the learning abilities of an individual, she may mentally withdraw out of boredom or frustration, resulting in behavior problems. Additionally, a particular teacher's instruction style may cause conflicts with a student, disrupting the learning process<sup>30</sup>.

### e. Understanding of Classroom Misbehavior

Classroom misbehavior is student misbehaviors such as disruptive talking, chronic avoidance of work, clowning, interfering with teaching activities, harassing classmates, verbal insults, rudeness to teacher, defiance, and hostility, ranging from infrequent to frequent, mild to severe, is a thorny issue in everyday classroom. Obviously, student misbehaviors retard the smoothness and effectiveness of teaching and also impede the learning of the student and his/her classmates<sup>31</sup>.

Classroom misbehavior disrupts students attention and negatively impacts during learning environment. Teachers usually that disturbing behavior in the classrooms report are intolerable and stress provoking.

Then, teachers must master the art of classroom management.

<sup>30</sup>Ministry of Education, Guyana. September, 07 2015. *What are the Causes of Misbehavior in the Classroom*, <https://www.education.gov.gy/web/index.php/teachers/tips-for-teaching/item/1675-what-are-the-causes-of-misbehavior-in-the-classroom>, accessed November, 19 2018 03:30 a.m

<sup>31</sup>Rachel C.F Sun dan Daniel T.L Shek. 2012. *Student Classroom Misbehavior: An Exploratory Study Based on Teachers' Perceptions*. The Scientific World Journal, Volume 2012, 8 pages, P.2

### 3. Classroom Management

#### a. Understanding of Classroom Management

Classroom Management is defined as the methods and strategies an educator uses to maintain a classroom environment that is conducive to student success and learning. Although there are many pedagogical strategies involved in managing a classroom, a common denominator is making sure that students feel they are in an environment that allows them to achieve<sup>32</sup>.

Where as according to Doyle 1986, classroom management is certainly concerned with behaviour, but it also be defined more broadly as involving the planning, organization and control of learners, the learning process and the classroom environment to create and maintain an effective learning experience. After that, classroom management is closely linked to issues of motivation, discipline and respect.

Teachers use to describe the process of ensuring that classroom lessons run smoothly without disruptive behavior from students compromising the delivery of instruction. And also implies the prevention of disruptive behavior preemptively, as well as effectively responding to it after it happens.

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<sup>32</sup>Ministry of Education, Guyana, 2017. *Classroom Management Definition*, <https://education.gov.gy/web/index.php/teachers/tips-for-teaching/item/1754-classroom-management-definition>, accessed November, 19 2018 04:30 a.m

## b. Theory of Classroom Management

Theory of classroom management according Fredrick Jones : theory is a non-adversarial method which requires that teacher's help students learn to develop self-control. By employing appropriate body language, making use of an incentive system and efficiently assisting pupils, teachers help students control themselves. Learning self-control empowers students and prepares them for the future<sup>33</sup>. Thus, Teacher role responsibility is provide instruction and discipline through positive reinforcement, Growth and development in knowledge and behavior, consistency creates stability, positive relationships with students, classroom arrangement.

According to other figures, Skinner : relied on the assumption that the best way to modify behaviour was to modify the environment. He was proponent for many instructional strategies that modern day progressive educational reformers advocate for : scaffold instruction, small units, repetition and review of instructions, and immediate feedback<sup>34</sup>. The key to Skinner's theory is reinforcement or anything that strengthens the desired response. Response can be reinforced and reonforcement will be applied to similar stimuli.

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<sup>33</sup>*Key Theorists on Classroom Management*, <https://behaviourmanagementreport.weebly.com/key-theorists.html>, accessed November, 7 2018, 11:27 a.m

<sup>34</sup>*Ibid*,

Skinner's work in operant conditioning has been integrated into both classroom management and instructional development. When applied to programmed instruction, the following should occur :

- 1) Practice should occur in a question answer format that exposes students to information gradually through a series of steps.
- 2) The learner should respond each time and receive immediate feedback.
- 3) Good performance should be paired with secondary reinforcers like praise, prizes and good grades
- 4) Instructors should try to arrange question by difficulty so the response is always correct, creating positive reinforcement<sup>35</sup>.

## **B. RESEARCH ROADMAP**

Misbehavior as inappropriate acts associated with students' pursuit of mistaken goals. The most common and disruptive problem behavior was talking out of turn, followed by nonattentiveness, daydreaming, and idleness. The most unacceptable problem behavior was disrespecting teachers in terms of disobedience and rudeness, followed by talking out of turn. School misbehavior can take on several different forms including fighting, bullying, talking back to teachers, vandalizing school property, stealing, engaging in the use or distribution of illegal substances, as well

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<sup>35</sup>Matthew Lynch. 2016. *Understanding Three Key Classroom Management Theories*. <https://www.theedadvocate.org/understanding-three-key-classroom-management-theories/>, diakses December, 06 2018, 8:17 a.m

as a number of other behaviors that disrupt the overall positive flow of classroom.

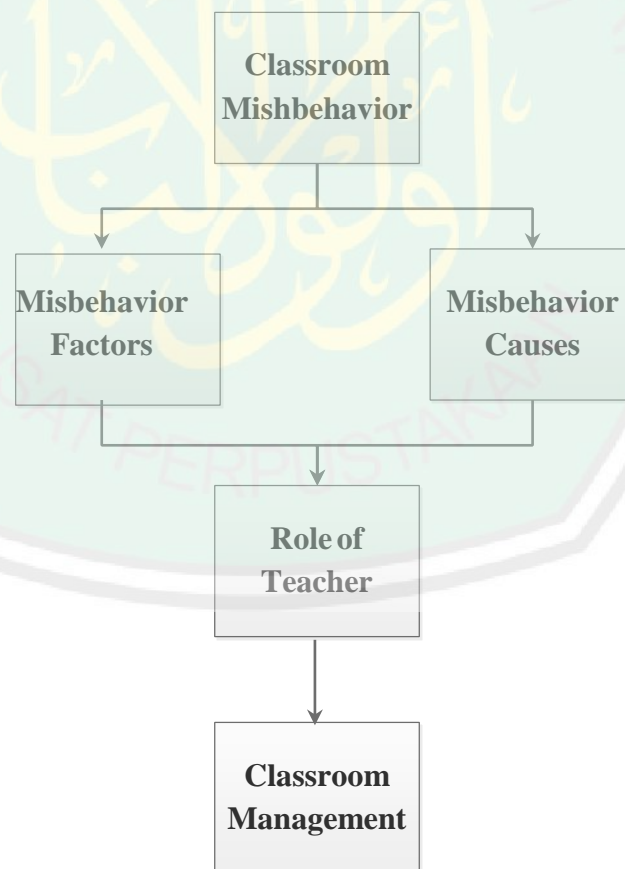
The influential factors form a pattern of behavior that is intenal and external, in students such as feeling lazy, less responsible for themselves, less religious and want to seek attention and affection. External factors, including family, school and community environment. School environment factors such as being influenced and invited by peers lead negative behaviors as well as class factors, namely discrepancies between students' abilities and the learning material presented tend to encourage misbehavior. In addition, poor environmental factors greatly influence the behavior of students.

The causes of misbehavior include seeking attention, the desire for power constant arguing and a refusal to follow rules, looking for revenge likely to perform bullying acts, lack of self confidence with not being able to participate in the learning environment, physiological factors, classroom environment not designed for optimal learning and problems with curriculum.

Teachers social science must be able to effectively communicate with students, as well as build their trust, motivate them, and understand their needs Besides, the role of teachers social science is a multifacted profession that is teachers often carry the roles a surrogate parent, class disciplinarian, mentor, counselor, bookkeeper, role model, planner, and many other related roles.

Teachers are the ultimate decider of the classroom atmosphere. Their role is crucial in influencing the behaviors of students. Teachers who plan practically are able to overcome many classroom problems such as disruptions, deviant behavior or misbehaviors of students. In this regard the nature of teacher plays a vital role, for example, different teachers have different ways of instinctively managing the classroom environment and patterns of setting up classroom that best fits their purpose. Managing a classroom is the ultimate responsibility of a teacher students towards learning.

**Figure 1** Research Roadmap Scheme





## CHAPTER III

### METHOD OF THE RESEARCH

#### A. Approach and Research Design

This research to understand the phenomena classroom misbehavior of Eighth Grade Student at MTs Darul Falah Tulungagung and how the role of social sciences teachers, guidance and counseling teacher and homeroom teacher in controlling classroom misbehavior. For the research using qualitative approach. Qualitative research is research that is solving the problem by using empirical data. Qualitative research so that describing a social sympto applied to the various problem that exist now, understanding social phenomena, and steeped in meaning<sup>36</sup>.

According Bogdan and Taylor (in Moleong) qualitative research is research procedure that produce descriptive data in descriptive statement or oral words from the person or current situation that examined<sup>37</sup>. Research design used by researcher in this research is field research, can be found throughout the disciplines and in applied fields of practice. It is a methodological approach to observe behavior under natural condition in MTs Darul Falah Tulungagung.

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<sup>36</sup> Mashuri dan Zainuddin. *Metodologi Penelitian: Pendekatan Praktis dan Aplikatif* (Bandung: PT Refika Aditama, 2008), P.13

<sup>37</sup> Lexi J, Moleong. *Metodelogi Penelitian Kualitatif* (Bandung: PT. Remaja Rosda Karya, 2002), P.4

## **B. Attendance of the Researcher**

Qualitative researchers tend to collect data in the field at the site where participants experience the issue or problem under study. Qualitative researchers collect data themselves through examining documents, observing behavior or interviewing participants. In the entire qualitative research process, the researchers keep a focus on learning the meaning that the participants hold about the problem or issue, not the meaning that the researchers bring to the research or writers express in the literature<sup>38</sup>.

This research aims to understand and describe the role teachers social sciences in controlling classroom misbehavior of Eighth Grade at MTs Darul Falah, researchers must recognize both the teacher and the students personally. Researchers as key instrument goes into the background research in order to relate directly to the informant. The presence of researchers is very decisive in the overall scenario of research included in the data collection. The presence of researchers acts as full observers over all events that are examined.

## **C. Setting of the Research**

Location in MTs Darul Falah Bendiljati Kulon village, Sumbergempol subdistrict Tulungagung district. The school has infrastructure adequate to implement teaching and learning activities. Researchers take the object of

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<sup>38</sup>John W. Creswell. *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* Third Edition (Los Angeles, London, New Delhi, Singapore: Sage Publications, 2009) P. 175

research at MTs Darul Falah because in this location the researcher will get the information about our topic and this school have the students misbehavior.

Researcher choose of MTs Darul Falah Tulungaung because have the uniques unit the student have the diverse background and student misbehavior. In the classroom also happened of misbehavior called classroom misbehavior distrubing of learning. The teachers social sciences in this location also have the role in controlling classroom misbehavior.

#### **D. Data and Data Source**

Qualitative researchers typically gather multiple forms of data such as interviews, observations and documents, rather than rely on a single data source. The researchers review all of data, make sense o fit, and organize it into categories or themes that cut across all of the data sources<sup>39</sup>. Thus, data are nothing more than ordinary bits and pieces of information found in environment<sup>40</sup>.

Data is information about a thing, it may be something known or considered or presumption. A fact depicted passing numbers, symbols, codes, and more<sup>41</sup>. According to Lofland, as quoted by Moleong stated that "the main data sources in qualitative research are words and actions, the rest are additional data such as documents and others". So, the words and actions of

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<sup>39</sup> *Ibid*,

<sup>40</sup>Sharan B. Merriam. *Qualitative Research:A Guide to Design and Implementation* (San Fransisco:Jossey Bass, 2009) P. 85

<sup>41</sup> Iqbal hasan. *Metodologi Penelitian dan Aplikasinya* (Jakarta:Ghalia Indonesia, 2002) P.82

the people observed or interviewed are the main data sources and other written documents or sources are additional data<sup>42</sup>.

In the context of this study the data used includes two types of data is primary data and secondary data.

- a) Primary data is the original data obtained directly from informants through interview, observation and other techniques while secondary data is data obtained by researchers indirectly through intermediary media. Data sources in research are subjects from which data can be obtained. Data sources are called informants, namely people who answer researchers' questions orally. The informants in this study were teachers of social science and some of eighth grade students at MTs Darul Falah Tulungagung.
- b) Secondary data generally in the form of reports relating to this research are used to supplement primary data. Source of data in the form of books, journals, school archives, data of students misbehavior from report of teachers social science and report of teacher guidance and counseling.

#### **E. Data Collection**

To get data in accordance with the problems in this research, the researchers used data collection techniques is observation, interview and documentation, that is :

##### **1. Observation**

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<sup>42</sup> Lexi J, Moleong. *Metodelogi Penelitian Kualitatif* (Bandung: PT. Remaja Rosda Karya, 2002) P. 12

Observation is a data collection method used to collect research data through observation and sensing<sup>43</sup>. Observation is direct observation of all activities of students while in school can lead to violations of rules such as interaction with friends and his attitude toward the teachers at the school. So, observations enable the researcher to describe existing situations using the five senses.

Direct observation is distinguished from participant observation in a number of ways. First, a direct observer doesn't typically try to become a participant in the context. Second, direct observation suggests a more detached perspective. The researcher is watching rather than taking part. Third, direct observation tends to be more focused than participant observation. The researcher is observing certain sampled situations or people rather than trying to become immersed in the entire context<sup>44</sup>.

More commonly used in qualitative research is participant observation. Denzin gives a definition: Participant observation will be defined as a field strategy that simultaneously combines document analysis, interviewing of respondents and informants, direct participation and observation, and introspection. Participant observation is the process enabling researchers to learn about the activities of the people under

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<sup>43</sup> Burhan Bungin. *Penelitian Kualitatif* (Jakarta:Kencana Prenada Media Group, 2010), P. 115

<sup>44</sup>Faiza Anis. 2018. *Observation as a Research Tool of Qualitative Research*. [https://www.academia.edu/3521545/OBSERVATION\\_AS\\_A\\_RESEARCH\\_TOOL\\_OF\\_QUALITATIVE\\_RESEARCH](https://www.academia.edu/3521545/OBSERVATION_AS_A_RESEARCH_TOOL_OF_QUALITATIVE_RESEARCH), January, 05 2018, 11:50 a.m

study in the natural setting through observing and participating in those activities<sup>45</sup>.

According Susan Stainback (1988) explain that is “In participant observation, the researchers observe what people do, listen to what they say, and participates in their activities”<sup>46</sup>. Participant observation consist of passive participation, moderate participation, active participation and complete participation. Reseacher used of passive participation, passive participation that means the research is present at the scene of action but does not interact or participate<sup>47</sup>.

In the observation, the researcher see of condition and activities of process learning and interaction between teacher and students in the classroom. Reseacher followed of teacher social sciences as participant in the classroom. But when researcher as direct observation is watching and one can videotape the phenomenon or observe from behind one-way mirrors.

**Table 2** Observation

<b>Date</b>	<b>Place</b>	<b>Purpose</b>
13 March 2019	Classroom	Classroom misbehavior conducted by Eighth Grade Students at MTs Darul Falah Tulungagung
21 March 2019		
27 March 2019		
16 April 2019		
04 April 2019	Classroom	The role of social science teachers in controlling classroom misbehavior of Eighth Grade Students at Mts Darul Falah Tulungagung
10 April 2019		
20 April 2019		

<sup>45</sup>Denzin in Barbara B. Kawulich. 2005. *Participant Observation as a Data Collection Method*. Forum Qualitative Social Research Sozial Forschung, Vol. 6, No. 2.

<sup>46</sup>Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung : Alfabeta, 2018) P. 311

<sup>47</sup> *Ibid*, P. 312

22 April 2019	Teachers Room	Factors of supporting and restructing factor in controlling classroom misbehavior of Eighth Grade Students at MTs Darul Falah Tulungagung
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## 2. Interview

Interview are one of the most commonly recognized forms of qualitative research method. Interview is a conversation with a specific purpose. The conversation was conducted by the two parties, namely the interviewer (interviewer) who asked questions and interviewed (the interviewee) that provide answers to the question<sup>48</sup>.

The term qualitative interviewing is usually intended to refer to in-depth, semi-structured or loosely structured forms of interviewing. Sometimes, the term 'unstructured' interviewing is used. Semi-structured, in-depth interviews are utilized extensively as interviewing format possibly with an individual or sometimes even with a group<sup>49</sup>. Semi-structured interviews are based on semi-structured interview guide, which is a schematic presentation of questions or topics and need to be explored by the interviewer<sup>50</sup>.

In order to have the interview data captured more effectively, recording of the interviews is considered an appropriate choice but sometimes a matter of controversy among the researcher and the

<sup>48</sup>Lexi J, Moleong. *Metodelogi Penelitian Kualitatif* (Bandung: PT. Remaja Rosda Karya, 2002) P. 135

<sup>49</sup>Jennifer Mason. *Qualitative Researching Second Edition*. (Wiltshire: The Cromwell Press, 2002) P.62

<sup>50</sup>Shazia Jamsed. 2014. *Qualitative Research Method-interviewing and observation*. Journal of Basic and Clinical Pharmacy Vol.5 Issue 4. P.87

respondent. The recording of the interview makes it easier for the researcher to focus on the interview content and the verbal prompts and thus enables the transcriptionist to generate “verbatim transcript” of the interview. So, a high degree of intellectual and social skill is required<sup>51</sup>.

In this research use of interviews is in depth interview. In depth interviews is interviews are conducted one-on-one, many times to give more detailed responses to the questions asked.

Determination of informants in this study using purposive sampling technique. This technique determines informants with certain criteria or considerations. The following criteria in accordance with the informant of this research problem is teachers of social science as the main subjects and students of eighth grade at MTs Darul Falah as supporting subjects.

**Table 3** Interview

No.	Interview	Purpose
1	Students	a. Classroom misbehavior conducted by Eighth Grade Students at MTs Darul Falah Tulungagung b. Caused of misbehavior conducted by Eighth Grade Students at MTs Darul Falah Tulungagung
2	Teachers Social Sciences	a. The role of social science teachers in controlling classroom misbehavior of Eighth Grade Students at Mts Darul Falah Tulungagung b. Factor of supporting and restricting in controlling classroom misbehavior of Eighth Grade Students at MTs Darul Falah Tulungagung

<sup>51</sup>Shazia Jamsed. 2014. *Qualitative Research Method-interviewing and observation*. Journal of Basic and Clinical Pharmacy Vol.5 Issue 4. P.87



### 3. Documentation

According Bogdan explain about documentation that is “in most tradition of qualitative research, the phrase personal document is used broadly to refer to any first person narrative produced by an individual which describes his or her own actions, experiences and belief”<sup>52</sup>. Lexy J Moleong definition of documents as any written material or film<sup>53</sup>.

Documentary sources are mainly used as ‘background’ material in social research. This is a pity because documents offer a source of data which can be both quick to collect and contain very rich material<sup>54</sup>. In this research, reseracher need some of document as supporting data concern about student misbehavior in the classroom. Reseachers investigate written objects such as diaries, documents and ect.

Documents that can be used in research can be described in the following table:

**Table 4** Document Method Data Collection

No.	Document	Data Source
1	Report of teachers social sciences	Teachers social sciences
2	Profil of MTs Darul Falah	Administrative Staff

<sup>52</sup>Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung : Alfabeta, 2018) P. 329

<sup>53</sup>Lexi J, Moleong. *Metodelogi Penelitian Kualitatif* (Bandung: PT. Remaja Rosda Karya, 2002) P. 136

<sup>54</sup>David Silverman. *Qualitative Methods*. Behavioral and Social Sciences Research. <http://www.esourceresearch.org>, Januari, 05 2018, 05:10 a.m

## F. Data Analysis

Qualitative data analysis is applied to discover and describe issues in the field or structures and processes in routines and practices<sup>55</sup>. Qualitative data analysis is analyzing the process of a social phenomenon and obtaining a complete picture of the process and analyzing the meaning behind information, data and processes of a social phenomenon<sup>56</sup>. According Bogdan that is “Data analysis is the process of systematically searching and arranging the interview transcripts, fieldnotes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you discovered to others”<sup>57</sup>.

Therefore, qualitative data analysis is a vital part of all qualitative research. Every research starts off with the collection of quality information or data. The collected information is then organized and analyzed to draw conclusions on the theme of the research. Data analysis is basically carried out simultaneously with the process of data collection. Data analysis techniques using models Miles and Huberman includes three kinds of activities:

### a) Reduction of Data

Reduction of data refers to the process of selection, focus, simplification, abstraction, and the transformation of "raw data" that

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<sup>55</sup> Uwe Flick. *The Sage Handbook of Qualitative Data Analysis* (Sage, 2013) P.5

<sup>56</sup> Burhan Bungin. *Penelitian Kualitatif* (Jakarta:Kencana Prenada Media Group, 2010), hlm. 153

<sup>57</sup> Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung : Alfabeta, 2018) P. 334

occurred in the field of written records<sup>58</sup>. During data collection for example make a summary of the code, looking for themes, writing memos and others. its function is too sharp, classify, direct, dispose of unnecessary and organized so that interpretation can be pulled<sup>59</sup>. So, the change of data that appear in written up field notes or transcriptions.

b) Presentation of Data

A display can be an extended piece of text or a diagram, chart or matrix that provides a new way of arranging and thinking about the more textually embedded data. A set of information that gives the possibility to arranged draw conclusions and taking action. The form has a narrative text, matrices, graphs, charts and network. The goal is to make it easier to read and draw conclusions<sup>60</sup>.

c) Draw conclusions or verification

Miles and Huberman assert that "The meanings emerging from the data have to be tested for their plausibility, their sturdiness, their 'confirmability' that is, their validity". Validity in this context refers to whether the conclusions being drawn from the data are credible, defensible, warranted, and able to withstand alternative explanations.

Conclusions are also verified during the research underway. The

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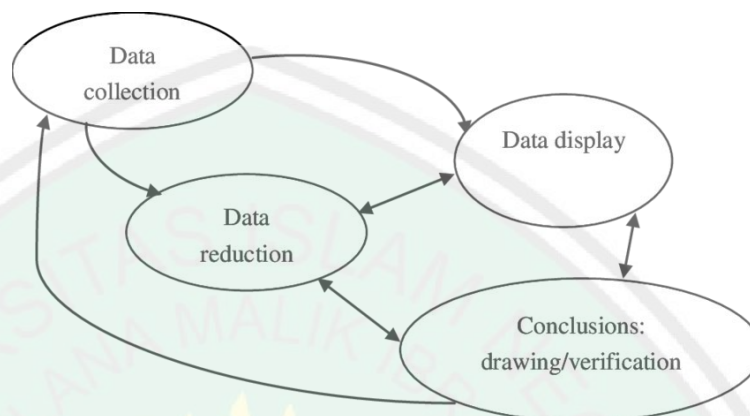
<sup>58</sup>Emzir, *Metodologi Penelitian Kualitatif Analisis Data* (Jakarta:PT Raja Grafindo Persaa, 2010), P.129

<sup>59</sup> Basrowi dan Suwandi, *Memahami Penelitian Kualitatif* (Jakarta:PT Rineka Cipta, 2008), P. 209

<sup>60</sup> *Ibid*, P. 129

meanings that arise from data must always be tested so that it matches the truth and validity guaranteed<sup>61</sup>.

**Figure 2** Interactive Model Data Analysis from Miles and Huberman



Based on the image above with the model of the Miles and Huberman interactive model as follows:

- a. Data collection. Collect data from report of teachers social science in controlling classroom misbehavior.
- b. Reduction of data. Was sharpen, choose, focus, throw out and compiled the data. After that final conclusions can be described and verified.
- c. Presentation of data (data display) that describe the conclusions and take action related to this research.
- d. Verification conclusion. In accordance with the scope of the research and recording of the field, the deviation and the remedial methods used.

<sup>61</sup> *Ibid*, P. 210

## G. Technique of Data Validity

In this research, Researcher choose of data validity with triangulation approach to analyze the problems that are the object of research.

Triangulation in research is the use of more than one approach to researching a question. The objective is to increase confidence in the findings through the confirmation of a proposition using two or more independent measures. This technique is used to confirm suggested findings, but it can also be used to determine the completeness of data. Triangulation is generally considered to promote a more comprehensive understanding of the phenomenon under study and to enhance the rigour of a research study<sup>62</sup>.

According Patton (1999) triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena. Triangulation also have been viewed as a qualitative research strategy to test validity through the convergence of information from different sources<sup>63</sup>. Triangulation is qualitative cross validation. It assesses to a sufficiency of the data according to the convergence of multiple data collection procedures<sup>64</sup>.

Types of triangulation is method triangulation, theory triangulation and data source triangulation that is :

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<sup>62</sup>Roberta Heale and Dorothy Forbes. *Understanding Triangulation in Research*. (Evid Based Nurs Volume 6 Number 4, 2013) P. 98

<sup>63</sup>Nancy Carter, et.al. *The Use of Triangulation in Qualitative Research*. (Oncology Nursing Forum. Vol.41, No.5, 2014) P. 545

<sup>64</sup>William Wiersma in Sugiyono. *Metode Penelitian Kuantitatif Kualitatif dan R & D*. (Bandung: Remaja Rosdakarya, 2007) P. 372

### 1) Method triangulation

According Polit & Beck, (2012) method triangulation involve the use of multiple methods of data collection about the same phenomenon. This type of triangulation, frequently used in qualitative studies, may include interviews, observations, and field notes<sup>65</sup>. The researcher could compare the results from two different methods used on the same people (such as a semi-structured interview and a focus group).

### 2) Theory Triangulation

Theory triangulation uses different theories to analyze and interpret data. With this type of triangulation, different theories or hypotheses can assist the researcher in supporting or refuting findings<sup>66</sup>.

### 3) Source Triangulation

Source triangulation involves the collection of data from different types of people, including individuals, groups, families and communities, to gain multiple perspectives and validation of data. Most qualitative reserachers studying human phenomena collect data through interviews with individuals or groups, their selection of the type of interview depends on the purpose of the study and the resource available<sup>67</sup>.

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<sup>65</sup> *Op.Cit*

<sup>66</sup> Nancy Carter, et.al. *The Use of Triangulation in Qualitative Research*. (Oncology Nursing Forum. Vol.41, No.5, 2014) P. 545

<sup>67</sup> *Ibid*,

In the research, researcher use of source triangulation between in depth interview and focus groups is valid or not with same topic to complementary of the data. In depth interview allow for spontaneity, flexibility and responsiveness to individual. Besides on focus groups elicit data from a group of participants who can hear each other's responses and researchers who conduct forum groups recognize that the participant interaction and sharing of various perspectives on the same topic.

According Kaplowitz and Hoehn (2001) found that using FGs (Forum Groups) and IDI (In-Depth Interview) interviews provided different perspectives on resources and issues and concluded that one method was not better than the other, but rather that the two approaches were complementary<sup>68</sup>.

#### **H. Research procedures**

In this research, there are 4 stages is stage of pre-registration field, field, process the data and write the results data that :

- a) Stage of pre-registration including planning field research, choose a location, the condition of research on site research, preparation of the research instrument.
- b) Stage of field is understanding and participating in research with location data collection such as conducting interviews with informants,

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<sup>68</sup> *Ibid*,

observation, and relevant documents. Researcher collected materials related role of social science teachers in controlling classroom misbehavior of Eighth Grade Students at MTs Darul Falah Tulungagung.

- c) Stage of process of data that is making the transcript data, data analysis, data reduction, interpretation of the data after the data is processed. The researcher analysis of the data from the result of interview, observation and documentation. After the data is collect analysis data is valid or not valid. Cheking the data with validity is triangulation.
- d) Stage of write the results data with research reports. In this final stage preparation of the report contains from te beginning the researcher collect data, analysis the data until the researcher gives ban answer from focus of the research.



## CHAPTER IV

### EXPOSURE DATA AND RESEARCH FINDINGS

#### A. EXPOSURE DATA

##### 1) General Description of Location Research

###### a) Profil of MTs Darul Falah Tulungagung

MTs Darul Falah Tulungagung is a islamic school auspices of the Darul Falah Islamic Boarding School Foundation Bendiljati Kulon Village Sumbergempol Subdistric Tulungagung Distric and founder of K.H. Ghufron Ali. Madrassa were officially opened to receive lessons right on Monday, July 27<sup>th</sup>, 1987. MTs Darul Falah has been officially opened, as well as sending reports on recommedation of establishment to the Ministry of Religion (*Kasi Pendis*). Although the intricacies of the history of this birth, and efforts of the fighters, then with *Taufiq dan Inayah* Allah SWT. It is can build, officially opened peacefully.

Geographical location of MTs Darul Falah Tulungagung is located in the district of tulungagung just east of city central Tulungagung, which is approximately 8 km to the east from the city center. This Islamic school can also be reached by private vehicles can also use public transportation (bus) majors Tulungagung-Blitar or vice versa even though after wards towards the south with a private vehicle of approximately 400 m.

The existence of easy transportation and publications of madrasa that are relatively widespread and evenly distributed in the surrounding community, the madrasa is expected to be quite attractive to children who are in a 10 km radius of madarasah and are expected to increase.

b) Vission and Mission of MTs Darul Falah Tulungagung

MTs Darul Falah Tulungagung have a vision :

"The realization of Islamic Junior High School as the Center for the Formation of Human Resource Development, which has the Knowledge of Amaliah and Scientific Charity' Ala Sunnah Wal Jama'ah ".

Mission is organizing education and learning oriented towards the formation of:

- 1) Generation that is faithful and devoted to Allah SWT
- 2) Generations are virtuous and noble
- 3) Generations of knowledge can use their knowledge
- 4) Generation of each activity is based on knowledge
- 5) Generation that behaves 'ala Sunnah Wal Jama'ah

Goals of MTs Darul Falah Tulungagung :

- 1) Having strong faith and devotion
- 2) Be honest, polite and respectful
- 3) Able to read the Qur'an fluently

- 4) Achieving in the academic
- 5) Accustomed to worship well

c) Teachers of MTs Darul Falah Tulungagung

The situation and the amount of teachers at MTs Darul Falah Tulungagung in the year 2018/2019 ,when compared to the number of existing students has been comparable besides that, there are contract teachers (temporary teachers) who replace teachers who are unable to attend, as well as administrative staff. The qualifications of teachers in the MTs Darul Falah Tulungagung are still dominated by 25 teaching staff, 9 permanent teachers and 4 teacher administrative staff. The data shows that this quantity can match the amount of students at MTs Darul Falah Tulungagung.

d) Students of MTs Darul Falah Tulungagung

The amount of students at MTs Darul Falah Tulungagung when research is 410 students, with details as follows: 7th grade totaling 159 students consisting of 91 male students and 68 female students, 8th grade totaling 122 students consisting of 58 male students and 64 female students, 9th grade 129 students consisting of 76 male students and 53 female students. Distribution of gender and grade levels stated in the following table:

**Table 5** Distribution of MTs Darul Falah Tulungagung students at the class level based on gender

No	Grade	Gender		Amount
		M	F	
1	VII	91	68	159
2	VIII	58	64	122
3	IX	76	53	129
Amount		225	185	410

Source : MTs Darul Falah Tulungagung, March 2019

The data in table 4 above shows the overall amount of students starting from seventh grade, eighth grade and ninth grade at MTs Darul Falah Tulungagung.

e) Characteristic of Informant

Based on purposive sampling, the headmaster named H. Ahmad Muthohar, MHI appointed several informant. Informant of this research is social sciences teachers amount of three people and informant of students amount of six people. Student are selected based on recommendation by teacher during process of interview and observation from researcher. The reason behind the choice of eighth grade students is that students experience the puberty process and it has passed the seventh grade students adaptation period in school.

For more details the followed table is presented:

**Table 6** List of students informants at MTs Darul Falah Tulungagung

No	Name of Student	Grade
1	Rizqi Bagus Setiawan	VIII A
2	Andika Henry Noviantoro	VIII B
3	Andika Wahyu Pratama	VIII C
4	David Kristano	VIII D
5	Dwi Aris Prasetyo	VIII D

**Table 7** List of teachers informants at MTs Darul Falah Tulungagung

No	Name of informant	Position
1	Siti khairun Nisak, S.Pd	Teachers Social Sciences
2	Misparno, S.Pd	Teachers Social Sciences
3	Doni Setyanugraha, S.Pd	Teacher Guidance and Counseling
4	Sulikhah, S.Pd	Homeroom teachers

## B. RESEARCH FINDINGS

After collected data by the researcher with observation, interviews and documentation. The researcher of data validity with triangulation approach to analyze the problems that are the object of research, meaning researcher will describe and interpret the data collected. Based on the results of research conducted in MTs Darul Falah about the role of social sciences teachers in controlling classroom misbehavior are :

### 1) Type of Classroom Misbehavior Conducted by Eighth Grade Students at MTs Darul Falah Tulungagung

Interview with teacher about understanding of student misbehavior in classroom, which are behaviors that should not be done and disrupt the learning process. The teacher defines disturbing behavior in the class accompanied with reality examples made by students. Inattention, daydreaming, lazy, sleeping, needles talk, going out of class with permission to go to the bathroom for a long time when

learning process. As reflected in interview form Mrs. Siti khairun Nisak, S.Pd as teachers social sciences of eighth grade that is :

“Behavior that is not supposed conducted by students that disruptand inhibits the learning process in the classroom. Behavior tht causes teacher distress because the teacher must guide to give comment for students related to theebehavior they do. Related classroom misbehavior conducted by students in classroom, it is only natural because the name of student especially junior high school is not yet mature he still climbing teenagers, his emotions are still unstable.<sup>69</sup>

Agree with Mr. Misparno, S.Pd as teacher social science of eighth grade :

“Classroom misbehavior is bad behavior conducted by students in the classroom. In my opinion students in behaving good behavior is not done and leaves their responsibilities as students and causes disrupts fot the teacher and inhibits the learning process. For example copying homework, permission to go to the bathroom for long time ”.<sup>70</sup>

This is also explained of interview with Mrs. Sulikhah, S.Pd as homeroom teacher that is :

“In my opinion, classroom misbehavior, classroom misbehavior is that unwritten rules or implicit norms can disrupt the learning process in the classroom so the teacher must involve a lot of time and energy to manage the class, for example students of

<sup>69</sup> Perilaku yang tidak seharusnya dilakukan oleh siswa yang mengganggu dan menghambat proses pembelajaran di kelas. Perilaku yang menimbulkan kesusahan guru karena guru harus membimbing siswa membuat komentar-komentar kepada siswa terkait dengan perilaku yang dilakukannya. Terkait perilaku buruk yang dilakukan siswa di kelas, wajar saja ya mbak karena namanya siswa apalagi masih SMP belum matang usianya, masih menanjak remaja, emosinya masih labil. Interview with Siti Khoirun Nisak, S.Pd as teacher social science at MTs Darul Falah Tulungagung in 19 March 2019

<sup>70</sup> Classroom misbehavior adalah perilaku Perilaku buruk yang dilakukan siswa di kelas kalau menurut saya perilaku yang seharusnya dilakukan siswa tetapi tidak dilakukan dan meninggalkan tanggung jawabnya sebagai siswa dan menyebabkan kesusahan bagi guru dan menghambat proses pembelajaran, misalnya tidak mengerjakan tugas yang diberikan guru, keluar dari kelas dengan ijin pergi ke kamar mandi dengann waktu yang lama. Interview with Misparno, S.Pd as teacher social science at MTs Darul Falah Tulungagung in 19 March 2019

inattention and needless talk to the teachers while teaching and learning process in the classroom”<sup>71</sup>

Result of this interview, classroom misbehavior is misbehavior disturb of learning process, causes distress for the teachers and inhibits the learning process. Classroom misbehavior in example inattention, doing something in private, needless talk, disrespecting with teacher and verbal aggression.

Understanding classroom misbehavior perceptions of students. In the interviews when students defined misbehavior is a behavior that disrupts the learning process and acts based on desire. The following interview that is :

Response interview with Rizqi Bagus Setiawan of grade VIII A and Andika Henry Noviantoro of grade VIII B said is :

“Misbehavior is a deviant behavior is not rules in the classroom and disturb other friends during learning process such as chatting with other friendds”.<sup>72</sup>

Other opinion from Andika Wahyu Pratama of grade VIII C is :

“Misbehavior is behavior conducted by students including me and other friends to seek comfort and not think of the consequences such as out of class going to bathroom for a long time”.<sup>73</sup>

<sup>71</sup> Classroom misbehavior menurut saya mbak, perilaku yang melanggar aturan secara tidak tertulis atau norma implisit kelas dapat mengganggu proses pembelajaran di kelas sehingga guru harus melibatkan banyak waktu dan tenaga untuk mengelola kelas tersebut, misalnya siswa tidak memperhatikan guru saat mengajar, berbicara dengan teman lainnya. Interview with Sulikhah, S.Pd as homeroom teacher at MTs Darul Falah Tulungagung in 19 March 2019

<sup>72</sup> Misbehavior merupakan perilaku menyimpang siswa yang tidak sesuai dengan aturan di kelas dan mengganggu teman lainnya pada saat proses pembelajaran kak seperti mengobrol dengan teman lain. Interview with student Rizqi bagus setiawan of grade VIII A at MTs Darul Falah Tulungagung in 19 March 2019

<sup>73</sup> Misbehavior adalah perilaku yang dilakukan siswa termasuk saya dan teman-teman lain untuk mencari kenyamanan serta tidak memikirkan konsekuensinya, seperti keluar dengan ijin ke kamar mandi dengan waktu yang lama. Interview with student Andika Wahyu Pratama of grade VIII C at MTs Darul Falah Tulungagung in 19 March 2019

Other opinion from David Kristano and Dwi Aris Prasetyo of grade

VIII D that is :

“Misbehavior that is distrubs of peace and disturbs other friends in the class, not listen during learning process from the teacher, such as talking with other friends when the teacher explain of lesson material ”.<sup>74</sup>

Result of this interview, classroom misbehavior mentioned by students is needless talk with other friends and not lisening when teacher explains the lesson and exit during the learning process with a long time with reason permission in the bathroom.

Analysis related of classroom misbehavior based on teachers and students perceptions is disturbing behavior and can inhibit the learning process. Table 4 summarize the categorization of responses based on teacher and student perceptions about student misbehavior in the classroom reported by 9 informants. Answers from teachers and students are classified into 6 main categories and 17 sub categories. Identified of classroom misbehavior the most common, disruptive and unacceptable student problem behavior. Misbehavior being late is most common, inattention, doing something private needless talk is disruptive, disrespecting teacher and verbal agression is misbehavior unacceptable.

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<sup>74</sup>Misbehavior adalah perilaku yang mengganggu kedamaian dan mengganggu teman lain di kelas, tidak mendengarkan pelajaran dari guru, seperti berbicara dengan teman lain saat guru menjelaskan pelajaran. Interview with student David Ksirtanto and Dwi Aris Prasetyo of grade VIII D at MTs Darul Falah Tulungagung in 19 March 2019



**Table 8** A summary category of teachers and students perceptions of classroom misbehavior

No	Category of Classroom Misbehavior	Subcategory of Classroom Misbehavior
1	Being late	Being late in class
2	Inattention	Daydreaming Doodling Sleeping Exit permission to the bathroom
3	Doing something in private	Dealing with personal stuff Irrelevant Reading Irrevelant Drawing Copying homework
4	Needles talk	Asking nonsense question Calling out Conversation Shouting
5	Disrespecting teachers	Disobedience or refusing to carry out instructions Not listen the teacher
6	Verbal Agression	Teasing classmates Seize the text book

**a) Being late**

Being late given effect from other friends, when other friends focused on receiving lesson from the teacher and at that time there were student who were coming late. Besides interview with Siti Khairun

Nisak, S.Pd that is :

“Most often they are late in class because they are still buying snacks at the canteen or still playing with their friends. If someone is late, they will definitely miss the subject matter, it will affect other friends”.<sup>75</sup>

<sup>75</sup> Paling sering mereka terlambat di kelas karena mereka masih membeli jajan di kantin atau masih bermian dengan teman-teman mereka. Jika siswa terlambat mereka akan ketinggalan pelajaran, itu akan mempengaruhi teman lain, Interview of Siti Khairun Nisak, S.Pd on the date 19 March 2019

In the interview with Doni Setyanugraha, S.Pd said that :

“Being late in the class, because the reason wake up late in the morning and the still buying snack and the student climb the mango tree in side of the school or playing with other friends ”.<sup>76</sup>

In the interview with Sulikhah, S.Pd that is :

“Late that is often conducted by students, namely being late in class following lessons due to late waking up in the morning, school locations that is far and so not working class picket”.<sup>77</sup>

Similar of interview students David Kristanto of grade VIII D :

“I'm late because wake up early and not working class picket, besides the location of the school is far with my home so it was often late”.<sup>78</sup>

Other opinion, interview with Dwi Aris Prasetyo of grade VIII D :

“I am often late because the house is far away and sometimes I wake up late because the night watching tv”.<sup>79</sup>

Interview with Rizqi Bagus Setiawan of grade VIII A that is :

“It's being late to class because I still eat snacks, if my stomach is hungry it can't concentrate. Only a short break, to play with friends and eat snacks”.<sup>80</sup>

<sup>76</sup>Keterlambatan siswa masuk sekolah dengan alasan bangun kesiangan dan terlambat masuk kelas karena masih beli jajan dan masih memanjat pohon buah mangga milik warga sekitar atau bermain dengan teman lainnya. Interview with Doni Setyanugraha, S.Pd as teacher guidance and counseling at MTs Darul Falah Tulungagung in 10 April 2019

<sup>77</sup>Keterlambatan merupakan bentuk pelanggaran yang sering dilakukan siswa yaitu terlambat masuk ke kelas mengikuti pelajaran karena kesiangan bangun pagi, lokasi sekolah yang tidak terjangkau angkutan umum. Interview with Sulikhah, S.Pd as teacher homeroom at MTs Darul Falah Tulungagung in 19 March 2019

<sup>78</sup>Saya terlambat datang ke sekolah sehingga saya tidak melaksanakan tugas piket karena terlambat bangun pagi, belum lagi lokasi sekolah yang tidak terjangkau oleh angkutan umum maka biasanya saya berjalan kaki ke sekolah jadi sering terlambat. Interview with student of David Kristanto grade of VIII D at MTs Darul Falah Tulungagung in 10 April 2019

<sup>79</sup>Saya sering telat dikarenakan rumah jauh dan terkadang saya bangun kesiangan karena malam menonton tv. Interview with student of Dwi Aris Prasetyo grade of VIII D at MTs Darul Falah Tulungagung in 10 April 2019

<sup>80</sup> Terlambat masuk kelas karena masih makan jajan, saya kalau perutnya lapar itu nggak tidak bisa konsentrasi. Waktu istirahat hanya sebentar, buat main sama temen dan makan jajan. Interview with student of Rizqi Bagus Setiawan grade of VIII A at MTs Darul Falah Tulungagung in 10 April 2019

The result of interviews was the reason students were late because they were awake early in the morning so that they not working class picket and also the loction of the school is far, because i still eat snack.

**b) Inattention**

Type of classroom misbehavior is inattetion, this is example daydreaming, doodling, sleeping and exit permission to the bathroom. Students inattention when learning process there are some daydreaming. Doodling in the table and doodling in the book with written his name or drawing something. Some students sleeping in the classroom during learning process and exit permission to the bathroom. This in in accordance of interview with Mrs. Siti Khoirun Nisak, S.Pd that is :

“Classroom misbehavior that is often done by students that they do not pay attention when I teach, like they are daydreaming, even though they study in class but their minds think of other things rather than thinking about the subject matter I am teaching. Sometimes there are also students who scribble on their desk, whether they write their names or draw something, there are only the children's behavior when in class. Some students also sleep during the learning process, usually because they are tired or lazy to learn. There are also some who leave the class on the grounds that they are permitted to go to the bathroom. Usually, two or three people are permitted, I only allow one to the bathroom”.<sup>81</sup>

Similar of interview with Sulikhah, S.Pd that is:

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<sup>81</sup> Classroom misbehavior yang sering di lakukan siswa itu ya tidak memperhatikan ketika saya mengajar, seperti mereka melamun, meskipun mereka belajar di kelas tetapi pikirannya memikirkan hal lain bukan memikirkan materi pelajaran yang saya ajarkan. Terkadang ada juga siswa yang mencoret-coret meja bangkunya, entah menulis namanya atau menggambar sesuatu, ada aja tingkah laku anak-anak itu ketika di kelas. Beberapa siswa juga ada yang tidur saat proses pembelajaran, biasanya karena mereka capek atau malas belajar. Ada juga, beberapa yang keluar kelas dengan alasan ijin ke kamar mandi. Biasanya dua atau tiga orang yang ijin, saya hanya perbolehkan satu-satu yang ke kamar mandi. Interview with Siti Khoirun Nisak, S.Pd as teacher social science at MTs Darul Falah Tulungagung in 19 March 2019

“Students who are not mindful of the lessons in the classroom, the children's soul is in the class, but his spirit of their thoughts wandered. It makes no focus on learning in the classroom. Besides students is sleeping in the class, because students in the Islamic boarding school is tired, activities in boarding school until night so that in the afternoon is sleeping in the classroom ”.<sup>82</sup>

Similar too the interview of teachers guidance and counseling named is Dony Setyanugraha, S.Pd

“Misbehavior conducted by student is out of class when learning process whether going to bathroom for a long time, usually the most wonder, the students climbed the mango tree which was located on the side and front school around of his the community”.<sup>83</sup>

Agree opinion with students named Andika Wahyu Pratama Eighth

Grade C that is :

“Normally I will leave the class to go picking fruit beside the school with my friends. Permit one-on-one so that no teacher scolded”.<sup>84</sup>

David Kristanto of eighth D grade also stated in interview is :

“In the classroom, the bad behavior that I often do is sleeping, because it's like being told a story. When I sleep, I usually ask permission to go to the bathroom to wash my face in the bathroom for a long time and then return to class”.<sup>85</sup>

<sup>82</sup> Siswa yang tidak memperhatikan saat pelajaran di kelas, jiwanya anak-anak itu ada di kelas, tetapi rohnya pikirannya mereka itu berjalan-jalan. Jadinya tidak fokus belajar di kelas. Selain itu, siswa tidue di kelas karena siswa yang tinggal pondok pesantren Darul Falah lelah karena kegiatan pondok sampai malam, sehingga siang hari pada saat pembelajaran mereka tidur di kelas. Interview with Sulikhah, S.Pd as teacher homeroom at MTs Darul Falah Tulungagung in 10 April 2019

<sup>83</sup> perilaku keluar kelas pada saat jam pelajaran berlangsung entah nanti pergi ke kamar mandi dengan waktu yang lama, biasanya yang paling heran itu, anak-anak itu memanjat pohon buah mangga yang letaknya di samping dan depan sekolah miliknya warga sekitar, Interview with Dony Setyanugraha, S.Pd as teacher guidance and counseling at MTs Darul Falah Tulungagung in 10 April 2019

<sup>84</sup> Biasanya saya ijin keluar kelas mbak pergi memetik buah di samping sekolah bersama teman-temanku. Ijinnya satu-satu biar ndak dimarahi guru. Interview with Andika Wahyu Pratama of grade VIII C at MTs Darul Falah Tulungagung in 19 March 2019

<sup>85</sup> Kalau di kelas perilaku buruk yang sering saya lakukan itu tidur mbak, karena kayak didongengi. Kalau sudah tidur biasanya minta ijin ke kamar mandi untuk cuci muka dengan agak lama di kamar mandi dengan waktu yang lama baru kembali ke kelas. Interview with David Kristano of grade VIII D at MTs Darul Falah Tulungagung in 19 March 2019

Agree with Dwi Aris Prasetyo of eighth D grade also stated in interview is:

“I am in class, often sleeping when learning process because tired with activity in the boarding school at night.<sup>86</sup>

The result of the interviews about inattention often conducted by students is permission to go to the bathroom for a long time. Besides on students sleeping in the classroom, daydreaming and doodling in the table and the book

**c) Doing something in private**

Other behaviors conducted by students in classroom during learning process is something doing in private, among others dealing with personal stuff, irrelevant reading, irrelevant drawing and copying homework as interview with Mrs. Siti Khoirun Nisak, S.Pd :

“Students at the last hour are usually lazy and busy themselves with friends or busy themselves. Some of them draw on books, actually they have creative art. If I give an assignment, most of it must be done at school by copying friends' assignments. The habit of students when they are tired of being bored in class, doing whatever they are happy and comfortable in class”.<sup>87</sup>

Opinion in the interview by Andika Henry Noviantoro of grade VIII B that is :

<sup>86</sup> Saya di kelas itu mbak, sering tidur ketika proses pembelajaran karena capek dengan kegiatan di pondok sampai malam. Interview with student Dwi Aris Prsetya, of VIII D at MTs Darul Falah Tulungagung in 10 April 2019

<sup>87</sup> Siswa pada saat jam terakhir biasanya malas dan ramai sendiri dengan temannya atau sibuk dengan sendirinya. Beberapa ada yang menggambar di buku, sebenarnya kreatif mereka itu memiliki seni. Jika saya kasih tugas, sebagian besar pasti dikerjakan di sekolah menyontek temennya. Kebiasaan siswa ketika sudah bosan jenuh di kelas, melakukan apa saja yang dia senang dan nyaman di kelas. Interview with Siti Khoirun Nisak, S.Pd as teacher social science at MTs Darul Falah Tulungagung in 19 March 2019

“Usually when the class was quiet surely I read anything that is not related to learning, finally my friends were shocked”.<sup>88</sup>

Other opinion with Rizqi Bagus Setiawan of grade VIII A :

“If I'm bored in class, I usually draw on paper or scribble on my own paper, sometimes on the Student Worksheet”.<sup>89</sup>

Similar of interview with Dwi Aris prasetyo of grade VIII D:

“Usually scribbling either on the table or on blank paper even in my own book to record the subject matter given by the teacher”.<sup>90</sup>

In interview with David Kristanto of grade VIII D that is :

“It's normal for friends to copy each other's homework that must be collected and completed at that time, whether the night is going to work it's lazy or sometimes it can't work”.<sup>91</sup>

Agree opinion with Andika Wahyu Pratama grade of VIII C:

“I often copying homework at school because I'm lazy at home “.<sup>92</sup>

The result of the interview, students were busy drawing themselves on paper, copying homework their friends because they were bored in classroom. They do the classroom misbehavior to be comfortable in the classroom and do anything that makes students happines.

<sup>88</sup> Biasanya saat kelas terasa sepi, hening gitu mbak, pasti saya membaca apapun itu yang tidak berkaitan dengan pembelajaran, akhirnya teman-teman kaget. Interview with Andika Henry Noviantoro of grade VIII B at MTs Darul Falah Tulungagung in 19 March 2019

<sup>89</sup> Saya sudah bosan di kelas biasanya saya menggambar di kertas atau mencoret-coret kertas saya sendiri mbak, kadang ya di LKS (Lembar Kerja Siswa). Interview with Rizqi Bagus Setiawan of grade VIII A at MTs Darul Falah Tulungagung in 19 March 2019

<sup>90</sup> Biasanya mencoret-coret entah di meja atau di kertas kosong bahkan pun di buku saya sendiri buat mencatat materi yang diberikan bapak atau ibu guru. Interview with Dwi Aris Prasetyo of grade VIII D at MTs Darul Falah Tulungagung in 10 April 2019

<sup>91</sup> Sudah biasa ya mbak sama teman-teman saling mengkopi pekerjaan rumah yang harus dikumpulkan dan diselesaikan saat itu juga, entah malamnya mau ngerjakan itu males atau kadang juga tidak bisa ngerjakan. Interview with David Kristano of grade VIII D at MTs Darul Falah Tulungagung in 10 April 2019

<sup>92</sup> Kalau saya sih sering mbak menyontek pekerjaan rumah saya kerjakan di sekolah karena ya males aja mbak di kerjakan di rumah. Interview with Andika Wahyu Pratama of grade VIII C at MTs Darul Falah Tulungagung in 19 March 2019

#### d) Needless Talk

Conversation among students will disrupt the learning process. Students who talked about things unrelated lesson during learning process, when the teacher to explain the lesson in front of the class and when the teacher gave the students task, exercise, homework or test.

Besides of interview with miss Siti Khoirun Nisak, S.Pd that is:

“The students if i teach in the classroom, there must be something discussed, they are whispering calling their friends in a high tone. It is deliberately that the student called his friend was not near to him, calling his a friend far away from him. I ask with their, let me hear my friend’s mom”.<sup>93</sup>

Similar of interview with Mr. Misparno, S.Pd that is :

“Usually students talking during learning process such as chatting with friend, there as things that are discussed by the students”.<sup>94</sup>

According interview with Mrs. Sulikhah, S.Pd :

“Habit of students during learning process they chatting with kidding, calling with quite friend or group friend’s.”<sup>95</sup>.

Needles talk is disrupt of learning process, perception of mentioned by student Rizqi Bagus Setiawan of grade VIII A that is:

“I am calling with my friend in a loud voice, sometimes to speak something that is not important or just to call his name,sometimes i am also with his father’s name, but that is just for kidding”.<sup>96</sup>

<sup>93</sup>Anak-anak itu kalau saya lagi mengajar pasti ada aja yang dibicarakan,entah bisik-bisik, manggil temannya dengan nada tinggi. Emang di sengaja anak-anak itu manggil temannya itu tidak yang dekat dengan dia, manggilnya temannya yang jauh dengan dia. Kalau saya tanya, biar kedengeran bu teman saya itu, Interview with Siti Khoirun Nisak. S.Pd as teacher social science at MTs Darul Falah Tulungagung in 19 March 2019

<sup>94</sup>Biasanya siswa suka ngobrol sendiri dengan temannya saat pembelajaran berlangsung, ada aja yang diperbincangkan siswa-siswa itu, Interview with Misparno. S.Pd as teacher social science at MTs Darul Falah Tulungagung in 19 March 2019

<sup>95</sup>Kebiasaan siswa kalau diajar saat proses pembelajaran mereka mengobrol terus selama proses pembelajaran, disertai dengan guyonan, manggil teman yang pendiam atau manggil teman gengnya mbak, Interview with Sulikhah. S.Pd as homeroom teacher at MTs Darul Falah Tulungagung in 19 March 2019

<sup>96</sup> Saya memanggil nama teman saya dengan suara yang keras, kadang untuk berbicara suatu hal yang tidak penting atau hanya sekedar saja untuk memanggil namanya, terkadang juga saya

Agree interview with Andika Henry Noviantoro of grade VIII B

said that :

“I usually often call my friend's name using the sobriquet, which many boys classmates who have names of ridicule are already in the habit of calling names with the sobriquets at the lesson time”. I am needless talk during learning process, because not understand with subject matter”.<sup>97</sup>

Interview with David Kristano and Dwi Aris Prasetyo of VIII D that is :

“When the teacher teaches, my friend in the back talks with my peers, sometimes with a loud voice or also with a whispering voice. So, sometimes I act like my friends. I also called my friend far away from me, miss. We conversation in the class aboutt games online in social media”.<sup>98</sup>

From the results of the interview, needless talk that some of the students are chatting when learning process and intentional calling their friends far from their seats so that their voices are loud by other friends and teachers, this behavior is very distrub of learning process. Needless talk is disruptive in learning because all of student talk to each other and disrubb the concentration of other friend. So that, needless talk among them is asking nonsense question, calling out, conversation .

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memanggil dengan nama ayahnya, tetapi itu sebagai guyonan aja mbak. Interview with Rizqi Bagus Setiawan of grade VIII A at MTs Darul Falah Tulungagung in 19 March 2019

<sup>97</sup> Saya biasanya sering memanggil nama teman memakai nama ejekan, yang cowok sekelas banyak yang punya nama ejekan jadi udah pada kebiasaan manggil nama ejekan pada waktu pembelajaran. Interview with Andika Henry Noviantoro of grade VIII B at MTs Darul Falah Tulungagung in 10 April 2019

<sup>98</sup> Ketika guru mengajar, teman saya di belakang berbicara dengan teman sebangku, terkadang dengan suara yang keras atau juga dengan suara yang berbisik. Jadi, kadang-kadang saya itu bersikap seperti teman-temanku. Saya juga memanggil teman saya yang agak jauh dari saya gitu mbak. Kami percakapan dengan teman lain tentang games yang baru di media sosial. Interview with David Kristano and Dwi Aris Prasetyo of grade VIII D at MTs Darul Falah Tulungagung in 10 April 2019



### e) Disrespecting Teacher

Direspecting teacher seperti Disobedience or refusing to carry out instruction and not listen when learning process in the classroom. In the interview with Mr. Misparno, S.Pd that is :

“When I give instructions to do assignments or portfolios that are on the student worksheet, it is not noticed, just chatting with his friends. I also gave them assignments not heard, there were some students who didn't pay attention”.<sup>99</sup>

Agree interview with David Kristanto of grade VIII D that is :

“I don't listen when the teacher teaches because I do other activities, either chatting with friends or scribbling on paper to draw nonsense so i'm not sleepy”.<sup>100</sup>

Other opinion according Andika Wahyu Pratama of grade VIII C:

“What the teacher said is that I did not work directly with mbak, I was not dexterous, I just wanted to play first and then work on what the teacher told me to do”.<sup>101</sup>

Agree interview of student with Dwi Aris Prasetyo of grade VIII D

that is :

“I did not make an order from the teacher, I was given permission to go to the bathroom 2 minutes, but it turned out that I was out 5-10 minutes, then just returned to class. I am not direct back in the classroom”.<sup>102</sup>

<sup>99</sup> Ketika saya memberikan instruksi untuk mengerjakan tugas atau portofolio yang ada di lembar kerja siswa, tidak diperhatikan, mengobrol aja dengan temannya. Saya memberikan arahan tugas juga tidak mendengarkan, ada beberapa siswa yang tidak memperhatikan. Interview with Misparno, S.Pd as teacher social science at MTs Darul Falah Tulungagung in 19 March 2019

<sup>100</sup> Kalau saya itu tidak mendengarkan ketika guru mengajar karena saya melakukan kegiatan lain mbak, entah mengobrol dengan teman, atau coret-corek di kertas menggambar tidak jelas agar tidak ngantuk aja mbak, Interview with David Kristano of grade VIII D at MTs Darul Falah Tulungagung in 19 March 2019

<sup>101</sup> Apa yang guru katakan tidak langsung saya kerjakan mbak, saya itu tidak cak-cek, mau ngapain itu main dulu baru nanti ngerjakan yang disuruh oleh guru. Interview with Andika Wahyu Pratama of grade VIII C at MTs Darul Falah Tulungagung in 19 March 2019

<sup>102</sup> Saya tidak melakukan perintah dari guru itu mbak, di kasih izin pergi ke kamar mandi 2 menit, tapi ternyata keluar saya itu 5-10 menit, baru kembali ke kelas. Interview with Dwi Aris Prasetyo of grade VIII D at MTs Darul Falah Tulungagung in 19 March 2019

The result of interview, student of disrespecting with the teacher when the teacher gives instructions to do assignment or when the teacher is explaining the lesson material.

**f) Verbal Agression**

Classroom misbehavior conducted by students is verbal agression the example seize the book other friend and teasing classmates. Teasing classmates can more dis rupt of learning process. Besides on interview with teachers social sciences Mrs Siti Khairun Nisak, S.Pd that is :

“Sometimes they were ignorant of their friends, seized the textbooks of their front friends even though one of the benches had been given a bench for one book, because it was in short supply. Mocking his friend and disturbing his friend's chair, rocking from behind until his friend is angry is also there”.<sup>103</sup>

Agree opinion in the interview with Mrs. Sulikhah S.Pd that is :

“When the lesson took place mocking his friend, dropping his friend's belongings, grabbing his friend's book, there was a lot of children's behavior, if I asked the answer for a joke, mom, so not get sleepy and bored in class”.<sup>104</sup>

Interview with Rizqi Bagus Setiawan of Grade VIII A and Dwi Aris

Prsetya of grade VIII D that is :

“Usually, I grab my friends' books, because I did not get a textbook, I am actually just a bookmaker, I made a joke by grabbing the book

<sup>103</sup> Terkadang mereka jahil pada teman-temannya, merebut buku teks teman depannya padahal satu bangku itu sudah di kasih satu bangku satu buku, karena memang kekurangan persediaan. Mengejek temannya dan mengganggu kursi temannya, digoyang-goyang dari belakang sampai temannya marah itu juga ada. Interview with Siti Khoirun Nisak, S.Pd as teacher social science at MTs Darul Falah Tulungagung in 19 March 2019

<sup>104</sup> Saat pelajaran berlangsung mengejek temannya, menjatuhkan barang milik temannya, merebut buku temannya, banyak tingkah laku anak-anak itu, kalau saya tanya jawabannya buat guyonan aja bu, biar ndak mengantuk dan bosan di kelas. Interview with Sulikhah, S.Pd as teacher of homeroom at MTs Darul Falah Tulungagung in 10 April 2019

harshly, a few minutes later my friend took the book again, after that I again, so keep going repeatedly.”<sup>105</sup>

According Andika Henry Noviantoro of grade VIII B is :

“I usually mock my friends who are concentrating on learning. I like joking, especially when disturbing friends who are serious about learning. It feels good, funny to make me laugh. exclaimed see that I was taunted continues to rage usually other friends followup laugh”.<sup>106</sup>

The results of the interview, the students conducted classroom misbehavior disturb learning process in the classroom the most often is seize the book other friends, teasing classmates and disturb his friend from behind with concuss of friend’s chair in front of the bench.

### **Causes Factor of Misbehavior**

In interview with teachers and student misbehavior for explain about caused of misbehavior. Explanation of teachers and students related to the caused of misbehavior is boredom, feeling lazy, fatigue, effect of other friends, inferiority and seeking attention.

#### **a) Seeking attention**

Students conducted classroom misbehavior to seeking attention from the teacher. Because doing classroom misbehavior, students get attention from the teacher with reprimanded and punished. When in the law of the

<sup>105</sup> Biasanya saya itu merebut buku teman-temannya saya mbak, karena memang saya tidak kebagian buku teks, saya sih hanya minjam sebenarnya mbak, saya buat guyonan dengan merebut buku dengan kasar, beberapa menit kemudian teman saya mengambil bukunya lagi, setelah itu saya lagi, begitu terus mbak. Interview with Rizqi Bagus Setiawan of grade VIII A and Dwi Aris Prasetya VIII D at MTs Darul Falah Tulungagung in 19 March 2019

<sup>106</sup> Saya biasanya mengejek teman saya yang lagi konsentrasi belajar. Aku suka bercanda mbak apalagi kalau nggangguin teman yang lagi serius belajar. Rasanya senang mbak, lucu bikin ketawa. Asik mbak kalau lihat yang aku ejek terus mutung biasanya teman-teman lain ikutan ketawa. Interview with Andika Henry Noviantoro of grade VIII B at MTs Darul Falah Tulungagung in 19 March 2019

teacher, student is happy because come forward with get attention from the teacher and other friends. Interview with Mrs. Siti khoirun Nisak, S.Pd as teacher social science of eighth grade at MTs Darul Falah Tulungagung as follows:

“The factors that caused the misbehavior in the class were because they sought attention because when students being late to turn into an excuse to get everyone looking at them and I give punishment, they even laughed smiles in front, even though I could not answer with the questions I gave. They enjoy being watched by both the teacher and their friends”.<sup>107</sup>

Other interview with Mr. Misparno as teacher social science of eighth grade :

“When a student commits a bad behavior in the class, calling his friend away from him so that his voice is loud and other friends and teachers also pay attention. He looks happy if, if everything is directed at the student”.<sup>108</sup>

Explained too by David Kristanto student of Grade VIII D :

“When a student commits a bad behavior in the class, calling his friend away from him so that his voice is loud and other friends and teachers also pay attention. He looks happy if, if everything is directed at the student”.<sup>109</sup>

From the results of the interviews it can be seen that students doing classroom misbehavior, the cause of misbehavior for seeking attention

<sup>107</sup>Faktor yang menyebabkan perilaku misbehavior di kelas yaitu karena mencari perhatian ketika siswa terlambat untuk membuat semua orang melihat mereka dan ketika saya hukum, mereka malah tertawa senyum-senyum didepan, meskipun tidak bisa menjawab dengan soal yang saya berikan. Mereka senang diperhatikan baik oleh guru ataupun dengan teman-temannya. Interview with Siti Khoirun Nisak, S.Pd as teacher social science at MTs Darul Falah Tulungagung in 19 March 2019

<sup>108</sup>Ketika siswa melakukan perilaku buruk di kelas (classroom misbehavior) memanggil temannya yang jauh dari dia supaya suaranya keras dan teman yang lain dan guru juga memperhatikan. Kelihatan senang dia kalo, kalau semuanya tertuju pada siswa tersebut. Interview with Misparno, S.Pd as teacher social science at MTs Darul Falah Tulungagung in 19 March 2019

<sup>109</sup>Memanggil teman dengan tempat yang jauh dari saya, senang gitu manggilnya mbak soalnya guru dan temen lain memperhatikan saya. Interview with David Kristano of grade VIII D at MTs Darul Falah Tulungagung in 19 March 2019

in front of the teacher and his classmates. This is indicated by the student feeling of happiness when they are get attention.

#### **b) Desire of power**

Students want to show their friends that he has strength, he is the bravest and he is the most powerful among his friends. Students don't want to be said to be weak, so they do what his friend told him to do because they feel can and want to show with friends that they are strong. This is based on the resultsof the following interview from Mrs. Siti Khoirun Nisak, S.Pd that is :

“The student does the deed, so that it is considered brave by other friends, for example being told to disturb his friend in the front seat so that the kids want to”.<sup>110</sup>

Similarity of the interview Eko Prasetyo of grade VIII D and Andika Wahyu Pratama VIII C that is :

“Usually I was told by my friend to disturb the friend in front of me, I rocked and shook the chair”.<sup>111</sup>

The results of interviews, students wants to show their friend he has strong and bravest than other friends, so he conducted classroom misbehavior because distrub his friend in the front seat in the classroom during learning process. The students feel proud even if they conducted misbehavior for the desire to get praise.

<sup>110</sup>Siswa melakukan perbuatan tersebut, agar dianggap berani oleh teman lain, misalnya disuruh mengganggu temannya di bangku depan gitu ya mau aja anak-anak itu. Interview with Siti Khoirun Nisak, S.Pd as teacher social science at MTs Darul Falah Tulungagung in 19 March 2019

<sup>111</sup>Biasanya saya disuruh teman mbak ganggu teman yang didepanku, tak goyang-goyangkan gitu kursinya. Interview with Eko Prasetro of grade VIII D and Andika Wahyu Pratama of grade VIII C at MTs Darul Falah Tulungagung in 10 April 2019

### c) Looking for revenge

Students take revenge for their friend's behavior towards him.

According interview with Miss Sulikhah, S.Pd that is :

“I approached students asking why they did deviant behavior, because they were replying to their friends' behavior towards him. He did it because of the influence of his friend for misbehaving”.<sup>112</sup>  
In interviews from students of David Kristanto and Dwi Aris

Prasetyo of grade VIII D:

“I did bad behavior, because to reply my friend who disturbed me. He bullied me, I also bullying him screaming his father's name”.<sup>113</sup>

Student looking for revenge because revenge friend's behavior toward him and get influence from classmates, so he is conducted by classroom misbehavior.

### d) Lack of self confidence

Students conducted classroom misbehavior because student lack of self confidence. Based on interview with Mr. Misparno, S.Pd that is :

“Students who have less confidence in doing assignments, they will cheat on their friends, sure they will not understand what the teacher explained, so he does not pay attention if I teach”.<sup>114</sup>

Interview with student Andika Wahyu Pratama of grade VIII C is :

<sup>112</sup>Saya mendekati siswa menanyakan mengapa melakukan perilaku menyimpang, karena mereka itu membalas tingkah laku temannya terhadap dia. Dia melakukannya karena pengaruh dari temannya untuk berperilaku menyimpang. Interview with Siti Khoirun Nisak, S.Pd as teacher social science at MTs Darul Falah Tulungagung in 19 March 2019

<sup>113</sup>Saya melakukan perilaku buruk, karena untuk membalas teman saya yang mengganggu saya. Dia membuli saya mbak, saya buli juga dia berteriak menyebut nama ayahya. Interview with David Kristano and Dwi Aris Prasetyo of grade VIII D at MTs Darul Falah Tulungagung in 10 April 2019

<sup>114</sup>Siswa yang sudah kurang percaya diri dalam mengerjakan tugas, mereka akan menyontek temannya, percaya diri karena pasti tidak paham yang dijelaskan guru, makanya dia tidak memperhatikan jika saya mengajar. Interview with Misparno, S.Pd as teacher social science at MTs Darul Falah Tulungagung in 19 March 2019

“I rarely do homework for fear of being wrong, rather than being wrong, I work at school cheating friends”.<sup>115</sup>

From the result of interview, student not confidence himself, so student not working alone but copying homework.

#### e) **Physiological factors**

Physiological factors from student is boredom, among all these reason most often mentioned by students (5 from 122 students) and reinforced the opinion from teacher social science named Siti khoirun Nisak, S.Pd that is :

“Factors that cause students to do classroom misbehavior due to laziness, are tired of learning, tired and sleepy. And social studies learning is usually at the last hour, if at the last hour they are tired of studying.”<sup>116</sup>

Agree with Mr. Misparno S.Pd that is :

“The reason is that student do lazy and tired in the classroom to learn especially if there are subjects they don't like”<sup>117</sup>

Causes of classroom misbehavior conducted by students is bored and lazy when learning process in the classroom. Interview with David Kristanto of grade VIII D :

“When the teachers are teaching in the class without jokes, I feel bored, and when I'm bored, it's already uncomfortable in class, I will

<sup>115</sup>Saya jarang mengerjakan pekerjaan rumah karena takut salah, daripada salah saya kerjakan di sekolah mbak nyontek temen-temen. Interview with Andika Wahyu Pratama of grade VIII C at MTs Darul Falah Tulungagung in 19 March 2019

<sup>116</sup>Faktor penyebab siswa melakukan classroom misbehavior dikarenakan faktor kemalasan, bosan belajar, capek dan mengantuk. Dan pembelajaran IPS biasanya pada jam terakhir, kalau pada jam terakhir mereka sudah capek untuk belajar. Interview with Siti Khoirun Nisak, S.Pd as teacher social science at MTs Darul Falah Tulungagung in 19 March 2019

<sup>117</sup>Penyebab siswa melakukan classroom misbehavior malas untuk belajar apalagi ada mata pelajaran yang tidak disukainya Interview with Misparno, S.Pd as teacher social science at MTs Darul Falah Tulungagung in 19 March 2019

do a misbehavior. Not only did I do the misbehavior, many other friends also did it”<sup>118</sup>.

Other opinion from Dwi Aris Prasetyo of Grade VIII D that is:

“I feel bored and bored in class, especially in the last hour, because I am tired and the teacher learning method is less interesting. Sometimes I don't pay attention to what the teacher teaches, I play with other friends”.<sup>119</sup>

Agree interview with student Rizqi Bagus Setiawan of Grade VIII

A said that:

“It happened because of my emotions, bored in class, lazy chores and went along with friends and sometimes also caused by my own volition”.<sup>120</sup>

Caused misbehavior of phsycological factors is boredom when learning process because bored, lazy and tired, learning method not attractive.

## **2) The Role of Social Sciences Teachers in Controlling Classroom Misbehavior of Eighth Grade Students at MTs Darul Falah Tulungagung**

The role of social science teachers in relation to classroom misbehavior, the most important teacher to find solution to problem of

<sup>118</sup>Ketika para guru sedang mengajar di kelas tanpa ada lelucon atau senda gurau saya merasa bosan, dan ketika saya bosan, sudah tidak nyaman di kelas, saya akan melakukan misbehavior. Tidak hanya saya yang melakukan misbehavior itu kak, teman-teman lainnya juga banyak. Interview with David Kristano of grade VIII D at MTs Darul Falah Tulungagung in 19 March 2019

<sup>119</sup>Saya merasa bosan dan jenuh di kelas terutama pada jam terakhir, karena sudah kelelahan dan dengan metode pembelajaran guru kurang menarik. Terkadang saya tidak memperhatikan apa yang diajarkan oleh bapak atau ibu guru, saya bermain dengan teman lainnya. Interview with Dwi Aris Prasetyo of grade VIII D at MTs Darul Falah Tulungagung in 19 March 2019

<sup>120</sup>Itu terjadi karena saya emosi, bosan di kelas, malas mengerjakan tugas dan ikut-ikutan dengan teman dan terkadang juga disebabkan oleh kemauan saya sendiri, Interview with Rizqi Bagus Setiawan of grade VIII A at MTs Darul Falah Tulungagung in 19 March 2019



misbehavior conducted by students. Because the role of teacher does not only transfer knowledge during learning process but also guides the behavior of student. Teacher must attention to the development and behavior. The role of teachers social science in controlling classroom misbehavior that is creating classroom environment, role modeling, mentoring, and signs of trouble. Especially the role of teachers at MTs Darul Falah Tulungagung is teacher attention to classroom arrangement, walking in class and calling names student not focus.

**a) The teacher attention to classroom arrangement**

Student seat should make it easier for students to look at the teacher. Students also need to feel comfortable while in class. The beauty of the class is also very important to increase students enthusiasm in learning process. Besides interview Siti Khairun Nisak, S.Pd that is :

”Changes in seating formation need to be done so that students are not bored in class. The mood of a bad mood can be good mood if their class is decorated with beauty decorations. Class decoration also needs to have educational value, so that even after school students can learn”.<sup>121</sup>

Interview with Sulikhah, S.Pd as homeroom teacher said that :

“Change seat in the classroom, so that focus in the learning. Often seat reshuffle, whenever students sit, they can still attention”.<sup>122</sup>

<sup>121</sup> Perubahan formasi tempat duduk perlu dilakukan agar siswa tidak bosan di kelas. Mood siswa yang kurang baik bisa menjai baik bila kelas mereka ihiasi dengan dekorasi yang indah. Dekorasi kelas perlu memiliki nilai edukatif, sehingga di luar jam pelajaran tetap bisa belajar, Interview with Khairun Nisak, S.Pd as teacher social science on the date 19 March 2019

<sup>122</sup> Perubahan tempat duduk di kelas, agar mereka bisa fokus. Sering perubahan tempat duduk, dimana siswa duduk, mereka tetap dapat memperhatikan. Interview with Sulikhah, S.Pd as homeroom teacher on the date 10 April 2019

Besides on interview with students Rizqi Bagus Setiawan of VIII

A that is :

“I am enjoy, if often change seating in the classroom with my friend because not bored”.<sup>123</sup>

The results of the interview, change in seat formation can be good mood in classroom. This affect the concentration of the student during lerning process in the classroom.

#### **b) Teacher’s style of walking in class**

The teacher walking in the class moving position not only in front of the class, the teacher also know in more detail the class situation, even see what is conducted by students one by one. Related interview with Siti Khairun Nisak, S.Pd that is :

“We as teacher can controllling the behavior of students by walking in class while teaching. Because we can known what students are doing. The teachers can discuss subjects in close proximity to students named mobile teaching ”. <sup>124</sup>

Besides interview with Sulikhah, S.Pd said that :

“Walking in class can give full to studentts and full attention to the behavior of each student”.<sup>125</sup>

Interview with students Dwi Aris Prasetyo of VIII D that is :

“Usually i am busy something in private, walking the teacher and see what is conducted. We are forced to attention in learning”.<sup>126</sup>

<sup>123</sup> Saya nyaman, jika sering mengalami perubahan di kelas dengan teman saya karena tidak bosan, Interview with Rizqi Bagus Setiawan of VIII on the date 19 March 2019

<sup>124</sup> Kita bisa mengontrol perilaku siswa dengan berjalan-jalan di kelas saat mengajar. Karena kita bisa tau apa yang dilakukan siswa. Guru bisa membahas mata pelajaran dalam jarak dekat dengan murid atau disebut mobile teaching, Interview with Siti Khairun Nisak, S.Pd, as teacher social science at MTS Darul Falah Tulungagung on the date 19 March 2019

<sup>125</sup> Dengan berjalan-jalan di kelas bisa memberikan perhatian penuh pada siswa dan memperhatikan perilaku setiap siswa, Interview with Sulikhah, S.Pd as homeroom teacher on the date 10 April 2019

<sup>126</sup> Biasanya saya sibuk sendiri, didatangi guru akhirnya saya berhenti. Kalau guru berjalan-jalan kita terpaksa harus memperhatikan

The results of the interview, the teacher know in more detail the class situation, even see what is conducted by students.

**c) Calling the name of the student who begins to lose focus**

The teacher calling the name of the student doing it smoothly. So that the students can focus to the subject matter. Based on interview with Misparno,S.Pd that is :

“If the students not focus in the class, i am always with the student name but calling the student don’t like this David! Please focus!. Insted, the teacher can try things like this “That is the importance of spreasing knowledge about volcanic. What do you think, David ?”<sup>127</sup>.

Besides other opinion with Siti Khairun Nisak,S.Pd that is :

“The role each teacher is different, if i am always caling the name students with face expression, i see they are scared”.<sup>128</sup>

Interview the student Andika Wahyu Pratama of VIII C:

“Some of teachers calling the student name, sometimes we scared if not attention during learning process”.<sup>129</sup>

Interview with David Kristanto of VIII D said that :

“I am often calling my name, i am did not attention during learning , after being calling i am focus again”.<sup>130</sup>

<sup>127</sup> Jika siswa tidak fokus dalam kelas,saya biasanya dengan memanggil nama siswa tersebut tetapi memanggil siswa tidak seperti ini, David! Tolong fokus!. Sebaliknya guru dapatmencoba seperti ini “hal terpenting menyebarkan ilmu, tentang vulkanik. Bukankah seperti itu David!, Interview with Misparno, on 10 April 2019 as teacher social science at MTs Darul Falah Tulungagung.

<sup>128</sup> Peran setiap guru berbeda, kalau saya biasanya memanggil mereka dengan ekspresi wajah, Interview Siti Khairun Nisak,S.Pd, 19 March 2019 as teacher social science at MTs Darul Falah.

<sup>129</sup> Beberapa guru memanggil nama siswa, terkadang kita takut tidak memperhatikan saat pelajaran, Interview with Andika Wahyu Pratama of VIII C at MTs Darul Falah Tulungagung

<sup>130</sup> Saya sering dipanggil nama saya, memang saya tidak memperhatikan, setelah dipanggil saya bisa fokus lagi, Interview with David Kristanto of VIII D at MTs Darul Falah Tulungagung

The results of interview, the teacher calling the students name so that focus again during learning process in the classroom.

#### **d) Creating classroom environment**

Teachers in the classroom prepare a warm, good environment, students are more likely to be happy. An environment set by the teacher can be either positive and negative. Teacher as a stimulus a creativity of students with values social. Based on the interview with Mr. Misparno as a social teacher followed :

“Social studies teachers must be able to put themselves in order to attract students and not get bored in the learning process. when teaching social studies associated with recent cases and the cultivation of social values should always be applied every subject matter such as mutual help among friends”.<sup>131</sup>

Other interview with Sulikhah, S.Pd that is :

“The way social studies teachers are here is in the learning process by using methods that make children enthusiastic about receiving subject matter and can attract students to study”.<sup>132</sup>

Similarity of interview with student Rizqi Wahyu Nugroho of grade VIII A that is :

“Yes, Ms., the teacher here when teaching Social Studies is associated with a topic that is being hotly discussed, so we don't miss out on information. The learning methods used are usually pictures and discussion. In sociology learning where we must be required to work together and help”.<sup>133</sup>

<sup>131</sup> Guru IPS harus bisa menempatkan dirinya agar menarik siswanya dan tidak bising dalam proses pembelajaran. ketika mengajar IPS dikaitkan dengan kasus-kasus terkini dan penanaman nilai-nilai sosial harus selalu diterapkan disetiap materi seperti saling membantu sesama teman. Interview with misparno,S.Pd as teacher social science at MTs Darul Falah Tulungagung in 19 March 2019

<sup>132</sup> Cara guru IPS disini dalam proses pembelajaran itu dengan menggunakan metode yang membuat anak menjadi semangat menerima materi pelajaran serta dapat menarik siswa untuk belajar. Interview with Sulikhah, S.Pd at MTs Darul Falah Tulungagung in 19 March 2019

<sup>133</sup> Iya mbak, bapak/ibu guru disini ketika mengajarkan IPS dikaitkan dengan topik yang sedang hangat diperbincangkan, jadi kita tidak ketinggalan memperoleh informasi. Metode pembelajaran yang digunakan biasanya gambar-gambar dan berdiskusi. Dalam pembelajaran sosiologi dimana

Teachers at MTs Darul Falah is very good in related current topic material of social studies, so students tidak keinggalan informasi terkini. The students of learning spirit is accompanied by learning methods is interesting Student understand of material that be taught by the teacher must be contained social values.

**e) Role modeling**

The social sciences teachers is not only educator but also as a role models. In the interview with Mr Misparno, S.Pd teacher social science said that:

“As a social studies teacher acting as parents of students at school, always taking the time to control the bad behavior of students in the classroom, so that the classroom atmosphere becomes a comfortable place for students to study. I control students who deviate by approaching or mentoring students in private (four eyes)”.<sup>134</sup>

In the interview with Siti Khairun Nisak, S.Pd that is :

“The teacher's job is to give knowledge to students, but besides that, the teacher must also pay attention to the situation of the students when teaching in the classroom. The character of students can not be quiet, calm like college students, if there is certainly something students do. Obviously, it's natural for students to be like that. However, how we as teachers control students for example provides motivation, accompanies whether there are problems and provides good examples. the teacher gives advice, gives a warning, gives a punishment that educates and accompanies the student”.<sup>135</sup>

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kita harus dituntut untuk bekerja sama dan tolong menolong. Interview with Rizqi Wahyu Nugroho of grade VIII A at MTs Darul Falah Tulungagung in 19 March 2019

<sup>134</sup> Sebagai guru IPS bertindak sebagai orang tua siswa di sekolah, senantiasa meluangkan waktunya untuk mengontrol perilaku buruk yang dilakukan siswa di kelas, agar suasana kelas menjadi tempat nyaman buat siswa belajar. Saya dalam mengontrol siswa yang menyimpang dengan melakukan pendekatan atau pendampingan kepada siswa yang bersangkutan secara pribadi (empat mata). Interview with Misparno, S.Pd as teacher social science at MTs Darul Falah Tulungagung in 19 March 2019

<sup>135</sup> Tugas guru memberi ilmu pengetahuan kepada siswanya, tetapi disamping itu, guru juga harus memperhatikan keadaan siswa saat mengajar di kelas. Namanya siswa pastilah tidak bisa diam, tenang seperti mahasiswa, kalau siswa itu pasti ada aja yang dilakukan. Jelas, wajar kalau siswa

The results of the interview, the teacher does not only have the role to transfer knowledge to students but the teacher must attention and controlling for student misbehavior. In addition, the teacher must always provide motivation and prepare of learning media. So, that students are comfortable and not conducted classroom misbehavior.

**f) Mentoring**

Mentoring is a way a teacher encourages students to strive to be the best they can. Mentoring of students especially student conducted by classroom misbehavior. Classroom misbehavior is done repeatedly in the classroom, so the teacher must provide sanctions, of course with the goal of educating and giving a deterrent effect to students. Based on interview with Mrs. Siti Khoirun Nisak, S.Pd :

“The role of the teacher as a guide, students are guided properly and correctly, then students will follow what we guide and teach. The teacher in giving sanctions aims to educate students and give a deterrent effect. I usually give a reasonable sentence, when crowded in the classroom, chatting with friends. I give sanctions to work on tasks that I have explained, or explain to friends according to what I have explained”.<sup>136</sup>

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seperti itu. Namun, bagaimana kita sebagai guru mengontrol siswa misalnya memberikan motivasi, mendampingi apakah ada masalah dan memberikan contoh yang baik. guru memberikan nasehat, memberikan teguran, memberikan hukuman yang mendidik dan mendampingi siswa tersebut. Interview with Siti Khoirun Nisak, S.Pd as teacher social science at MTs Darul Falah Tulungagung in 19 March 2019

<sup>136</sup>Peran guru sebagai pembimbing, siswa dibimbing secara baik dan benar, maka siswa akan mengikuti apa yang kita bimbing dan ajarkan. Guru dalam memberikan sanksi bertujuan mendidik siswa dan memberikan efek jera. Kalau saya biasanya memberi hukuman sebatas sewajarnya, ketika ramai sendiri di kelas, mengobrol dengan temannya. Saya beri sanksi mengerjakan tugas yang sudah saya jelaskan, atau menjelaskan kepada teman-temannya sesuai dengan apa yang telah saya jelaskan. Interview with Siti Khoirun Nisak, S.Pd as teacher social science at MTs Darul Falah Tulungagung in 19 March 2019

Other interview with teacher named sulikhah S.Pd as homeroom teacher said that :

“Usually I give punishment to those whose behavior is too disturbing during learning, I give a sentence explaining to his friends to replace me in front. In addition, I also give appreciation to these students by patting my back, giving praise and encouragement and getting applause from his friends. That is how I used to give reinforcement to students to feel value”.<sup>137</sup>

It can be reinforced by the results of interview with Andika Wahyu Noviantoro of grade VIII B that is :

“The teacher is able to guide us as students so that we can apply what has been taught. If I do deviant behavior in the class, I will be punished, so that can make me better”.<sup>138</sup>

The results of interviews stated that student often conducted classroom misbehavior repeat again, the teacher gives punishment to the student but the goal of educating the student. Giving punishment so that students do not their deeds again and give awards to respect good student.

#### g) Signs of trouble

Teachers are taught to look for signs of trouble in the students.

In interview with Misparno, S.Pd as teacher social sciences that is :

<sup>137</sup>Biasanya saya memberi hukuman pada mereka yang perilakunya terlalu mengganggu saat pembelajaran, saya beri hukuman menjelaskan kepada teman-temannya menggantikan saya di depan. Selain itu, saya juga memberikan penghargaan pada siswa tersebut dengan menepuk punggung, memberikan pujian dan semangat serta mendapatkan applaus dari teman-temannya. Begitulah saya biasa memberikan penguatan kepada siswa agar merasa dihargai. Interview with Sulikhah, S.Pd as teacher of homeroom at MTs Darul Falah Tulungagung in 19 March 2019

<sup>138</sup>Guru mampu membimbing kita sebagai siswa agar kita dapat menerapkan apa yang sudah diajarkan. Jika saya melakukan perilaku menyimpang di kelas pasti diberi sanksi hukuman, biar saya lebih baik. Interview with Andika Wahyu Noviantoro of grade VIII B at MTs Darul Falah Tulungagung in 19 March 2019

“In controlling students who deviate I approach or mentor the students in question personally (four eyes). If the teacher is present to accompany, it will cause students to refrain from that behavior, while recognizing the signs of the problems experienced by students so that they do misbehavior in the classroom, while lesson hours I continue to observe his behavior”.<sup>139</sup>

Similarity with Dwi Aris Prasetyo of grade VIII D, that is :

“Usually if I often do misbehavior in class, I am asked by the teacher personally, why do it like that”.<sup>140</sup>

The results of interviews the teacher in controlling classroom misbehavior with recognize the signs of trouble conducted by students and speaking four eyed, approaching students and attention to his students of behavior.

#### **h) Implantation of character values and moral aqidah**

Implantation of values character and moral aqidah by teacher when learning process, such as interview with Sulikhah, S.Pd and that is :

“To control the student misbehaves in class, when teaching, teachers while instilling character and aqeedah values to the students. Cultivating aqidah, MTs is based on the nahdlatul ulama's and also applies the 2013 curriculum. By planting this value it is expected that students reduce misbehavior and respect the teacher”.<sup>141</sup>

<sup>139</sup>Saya dalam mengontrol siswa yang menyimpang dengan melakukan pendekatan atau pendampingan kepada siswa yang bersangkutan secara pribadi (empat mata). Jika guru hadir mendampingi, akan menyebabkan siswa menahan diri dari perilaku tersebut, sambil mengenali tanda-tanda masalah apa yang dialami siswa sehingga melakukan perilaku menyimpang di kelas, disaat pembelajaran saya perhatikan terus tingkah lakunya. Interview with Misparno, S.Pd as teacher social science at MTs Darul Falah Tulungagung in 19 March 2019

<sup>140</sup>Biasanya kalau saya sering melakukan perilaku menyimpang di kelas, ditanya sama guru empat mata, kenapa melakukan seperti itu. Interview with Dwi Aris Prasetyo of grade VIII D at MTs Darul Falah Tulungagung in 10 April 2019

<sup>141</sup>Untuk mengontrol siswa yang berperilaku menyimpang di kelas, ketika mengajar guru sambil menanamkan nilai karakter dan aqidah kepada siswa. Penanaman aqidah, MTs ini berlandaskan nahdlatul ulama serta juga menerapkan kurikulum 2013. Dengan penanaman nilai ini diharapkan



Similar interview with Misparno, S.Pd said that :

“In controlling classroom misbehavior, I usually pray for the children, if it's difficult to be told not to repeat them<sup>142</sup>”.

The result of interview, when teachers teaching and learning in the classroom not only transfer knowledge but also implantation character value and moral aqidah. It is expected that students reduce classroom misbehavior and respect teachers. The students have and apply social attitudes make a role for society.

### **Classroom Management**

Classroom management is teachers strategies to describe the learning process of ensuring that classroom run smoothly despite classroom misbehavior by students. Teachers must be controlling classroom misbehavior during learning process in classroom. Pausing learning process to reprimand, ask the misbehaving student to answer a lesson related question. This gets the student back on and keeps the pace of the lesson.

Based on interview with Misparno, S.Pd as teacher social science :

“If students are already busy in class, interfering with one another, I usually give time to rest while I give instructions for group assignments. Before entering the class, we must have prepared a learning plan and there is agreement with students about the rules in the class during the lesson process”.<sup>143</sup>

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siswa mengurangi perilaku menyimpang dan menghormati guru. Interview with Sulikhah, S.Pd as homeroom teacher at MTs Darul Falah Tulungagung in 19 March 2019

<sup>142</sup>Dalam mengontrol classroom misbehavior, biasanya saya mendoakan anak-anak itu, kalau sulit diberitahu untuk tidak mengulanginya lagi, Interview with Misparno, S.Pd as teacher social science at MTs Darul Falah Tulungagung in 19 March 2019

<sup>143</sup>Kalau siswa sudah ramai dikelas saling mengganggu antara teman satu dengan yang lainnya, biasanya saya beri waktu istirahat sambil saya memberikan instruksi untuk tugas kelompok.

Interview with Mrs Siti Khoirun Nisak, S.Pd that is :

“Students who do misbehavior in class during the learning process, I usually test it with questions related to the subject matter that I teach, if I can answer it means he is tired and keeps listening to what I say. But there are also those who can answer. There are those who can't at all and laugh. Students will look bored in class, so I usually use an interesting game method so that the class returns conducive”.

<sup>144</sup>

Agree opinion with Misparno S.Pd as teacher social science that is

“Students who do misbehaviors during the learning process, I give questions related to the subject matter that I have explained, so that they can refocus on my subject. In the middle of the learning process I give jokes while ice breaking so that they don't get bored”.

<sup>145</sup>

So, the results findings of interview teachers must understand how social and emotional learning and the quality of teachers students relationships during learning process. Classroom management can reduce classroom misbehavior and teachers can focus effective learning process with prepare lesson plan and can classroom rules during learning process. So that, refers to the wide variety of skills and techniques that teachers use to ensure that their classroom smoothly without student misbehavior.

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Sebelum masuk kelas, kita harus sudah menyiapkan rencana pembelajaran dan terdapat persetujuan dengan siswa tentang aturan di kelas selama proses pembelajaran. Interview with Misparno, S.Pd as teacher social science at MTs Darul Falah Tulungagung in 19 March 2019

<sup>144</sup>Siswa yang melakukan perilaku mengganggu di kelas saat proses pembelajaran, biasanya saya mengetesnya dengan pertanyaan yang berkaitan dengan materi yang saya ajarkan, jika bisa menjawab berarti dia capek dan tetap mendengarkan apa yang saya sampaikan. Tetapi ada juga dari mereka yang bisa menjawab. Ada yang tidak bisa sama sekali dan tertawa. Siswa akan kelihatan merasa bosan di kelas, sehingga saya biasanya menggunakan metode permainan yang menarik agar kelas kembali kondusif. Interview with Siti Khoirun Nisak, S.Pd as teacher social science at MTs Darul Falah Tulungagung in 19 March 2019

<sup>145</sup>Siswa yang melakukan perilaku mengganggu saat proses pembelajaran, saya memberi soal yang berkaitan dengan materi pelajaran yang sudah saya jelaskan, agar mereka bisa kembali fokus pada pelajaran saya. Tengah-tengah proses pembelajaran saya beri guyonan sambil ice breaking agar mereka tidak bosan. Interview with Misparno, S.Pd as teacher social science at MTs Darul Falah Tulungagung in 19 March 2019

### 3) Factors of Supporting and Restricting in Controlling Classroom Misbehavior of Eighth Grade Students at MTs Darul Falah Tulungagung

a) Factor of supporting in controlling classroom misbehavior of eighth grade students at MTs Darul Falah Tulungagung

(1) Method and media of learning is interesting

The teacher uses method and media learning interesting to learn in the classroom this based on Siti Khoirun Nisak S.Pd said that:

“Students are more focused and attentive when I use instructional media. If I don't use it and only explain the lecture, they get bored. For example, yesterday I used market simulation instructional media, there were buyer sellers with market material. They are active and participate with the group. So their attitude will be seen between friends”.<sup>146</sup>

The results of the interviews that method and media learning is interesting and actively participate and comfortable in the classroom during learning process

(2) Facilities and infrastrctur sufficient

Factor of supporting in controlling classroom misbehavior is facilities and infrastructure at MTs Darul Falah Tulungagung, based on interviews with teacher social science as Misparno, S.Pd said that :

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<sup>146</sup>Siswa lebih fokus dan memperhatikan saat saya memakai media pembelajaran. Jika saya tidak memakai dan hanya menjelaskan ceramah gitu, bosan mereka. Misalnya saya kemarin memakai media pembelajaran simulasi pasar ada penjual pembeli dengan materi pasar. Mereka aktif dan berpartisipasi dengan kelompoknya. Jadi akan kelihatan sikap mereka itu antar temannya. Interview with Siti Khoirun Nisak, S.Pd as teacher social science at MTs Darul Falah Tulungagung in 19 March 2019

“In the classroom facilities and infrastructure facilitated with fan, LCD, spacious room and new bench table, adequate air ventilation with windows in each classroom”.<sup>147</sup>

In this interview that is facilities and infrastructure there is classroom facilitated. When observation the research in the classroom, the condition is comfortable.

### (3) Seat Reshuffle

Seat Reshuffle in the classroom, interview with Sulikhah, S.Pd and that is :

“To control the student misbehaves in class, when teaching, teachers while seat reshuffle, so students comfortable in the classroom. This example usually is seat reshuffle letter U or O”.<sup>148</sup>

The result of interview, when teachers teaching and learning in the classroom not only transfer knowledge but also implantation character value and moral aqidah. It is expected that students reduce classroom misbehavior and respect teachers.

### b) Factor of restricting in controlling classroom misbehavior of eighth grade students at MTs Darul Falah Tulungagung

#### (1) Lack of text books from the education office

The stock of text books for learning is minimal from the education office, so disruptive learning process in the classroom.

<sup>147</sup>Sarana dan prasarana in the classroom terfasilitasi dengan kipas,lcd, ruang luas dan meja bangku baru, ventilasi udara yang cukup dengan adanya jendela di setiap ruang kelas, misparno S.Pd as teacher of social science teacher at MTs Darul Falah Tulungagung in 19 March 2019

<sup>148</sup>Untuk mengendalikan siswa bertingkah laku buruk di kelas, saat mengajar, guru sambil duduk reshuffle, sehingga siswa nyaman di kelas Interview with Sulikhah, S.Pd as homeroom teacher at MTs Darul Falah Tulungagung in 19 March 2019

The students when learning each other seize books between friends. Based on interview with Siti Khoirun Nisak, S.Pd:

“The inhibiting factor for students is not to get books personally, so they have to join hands with their friends, even to fight. This has prevented me from controlling students during the learning process”.<sup>149</sup>

The results of interviews that is student often seize of book because stock of text books from education office is minimal for student. Students must join of text book with other friends. The teacher must be controlling student in the classroom that is the student not seize the book each other.

(2) The Teacher stay in the front classroom

The restricting factor is the teacher stay in the front classroom. Based on interview with Mr. Misparno, S.Pd that :

“ I am teach always in front of the class, because the streets are not strong because year old, i am explain about subject matter stay in the front class”.<sup>150</sup>

The result of interview, the teacher stay in the front class because year old and related observation his sitting in the front when explaining of subject matter. The students boring in the classroom because the teacher focus in front class and not walking in class, there are students is sleeping and inattention in the class.

<sup>149</sup>Faktor penghambat nya siswa tidak mendapat buku secara pribadi, sehingga mereka harus bergandengan dengan temannya, bahkan sampai berebut. Hal tersebut yang menghambat saya untuk mengontrol siswa ketika proses pembelajaran. Interview with Siti Khoirun Nisak, S.Pd as teacher social science at MTs Darul Falah Tulungagung in 19 March 2019

<sup>150</sup>Saya mengajar selalu didepan kelas, karena jalan-jalan tidak kuat karena sudah tua. Saya menjelaskan materi tetap di depan kelas. Interview with Misparno, S.Pd as teacher social science at MTs Darul Falah Tulungagung in 19 March 2019

### (3) Learning method not interesting

Learning method not interesting perception students Based on interview with Sulikhah S.Pd said that:

“learning methods used for teaching in the classroom not interesting, students not from respect, sometimes they like games”.<sup>151</sup>

Interviews with David Kristanto of VIII D that is :

“I am like the games when teaching learning because i nteresting and not boring”.<sup>152</sup>

The results of interview, classroom misbehavior at MTs Darul Falah Tullungagung methods of learning not interesting. Suitable with observation students like the games when during learning process.

<sup>151</sup>Metode pembelajaran yang digunakan untuk mengajar di kelas tidak menarik, tidak menghormati siswa, kadang-kadang mereka suka permainan. Interview with Siti Khoirun Nisak, S.Pd as teacher social science at MTs Darul Falah Tulungagung in 10 April 2019

<sup>152</sup>Saya lebih suka bermain games daripada dengan media pembelajarang terkadang jenuh, Interview with David Kristanto of VIII D at MTs Darul Falah Tulungagung in 19 March 2019

## CHAPTER V

### DISCUSSION

In this chapter the researcher will explain and discuss the results of the research obtained in the field. In accordance with data obtained from observations, interviews and documentation during the research at MTs Darul Falah Tulungagung, the researchers will discuss, analyze, and according to what has been describe in the previous chapter four and supported by the literature review discussed in chapter two for answer the focus of the research. In this chapter will be discussed about the role of social sciences teachers in controlling classroom misbehavior of eighth grade students at MTs Darul Falah Tulungagung. The results of the research will be described as follows :

#### **A. Types of Classroom Misbehavior Conducted by Eighth Grade Students at MTs Darul Falah Tulungagung**

Misbehavior is behavior that deemed inappropriate for a particular setting or situation. Two main classes of misbehavior have been differentiated classroom misbehavior and school misbehavior. While classroom misbehaviors are often dealt with by teacher, school misbehaviors are more likely to be adressed by the school administration<sup>153</sup>. The researcher focused in classroom misbehavior includes behaviors caused by the condition of students in the classroom that distrub with the teacher's ability to teach and the

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<sup>153</sup>Emily Sexton. *Adolescents Social Cognitive Beliefs about Misbehavior in School*. (The Ohio State University:Department of Psychology, 2013), P.14

student's ability to learn. When students show disturbing behavior, important relationship between teachers and students can be damaged or tense.

According to observation and interviews which researcher get type of classroom misbehavior at MTs Darul Falah Tulungagung is a student misbehavior disrupt of learning process such as needless talk, asking nonsense question, calling out, conversation, inattention, day dreaming, sleeping, exit permission to the bathroom, verbal aggression, teasing classmates, disrespecting teacher, don't listen to the teacher, doing something in the private and copying home work in classroom.

This research, there are two explanations about understanding definition of classroom misbehavior between teachers and students. Some misbehavior may be more easily identified by students than by teachers as those misbehaviors conducted at the back of the teacher in classroom. This observation is in line with that misbehavior is behavior student either did what they were not do what they were supposed to do or did not do what they were supposed to do.

Type of classroom misbehavior conducted by students refer to all externalizing behaviors that violate explicit rules or implicit norms, disturb in the classroom. Classroom misbehavior conducted by students that is :

#### 1) Being Late

Beside of interview from three of teachers and students that is students being late because late in the morning show in interview with Doni Setyanugraha, S.Pd, Sulikhah, S.,Pd and Dwi Aris Prasetya. Other than that, being late because the night watching tv and still buying snacks at



the canteen or still playing with their friends according opinion with Risqi Agus Setiawan and David Kristanto. Being late because not working class piket from interview with Sulikhah S.Pd and Rizqi Bagus Setiawan. This was seen when i am observed on the date 19 March 2019 in grade of VIII D most of them being late to class because they still carry and eat snack, some of students still playing with friends.<sup>154</sup>

The reason according Siti Khoirun Nisak, S.Pd in interview on the date 19 March 2019 student being late for seeking attention, students turn to look at the late student and a late arrival is disruptive to the entire classroom. Similar with theory Rudolf Dreikurs and Vicky Soltz that is children misbehave to gain attention. Students with conducted misbehavior, their gain attention from teacher and students.<sup>155</sup>

Students often being late to class, spreading lateness as other students realize that it is becoming increasingly common for their peers to be late to class. Therefore, why the researcher classify being late is misbehavior most common. Related theory of misbehavior is labelling theory according Edwin Lemert that the nickname or stamp is usually negative for students conducted classroom misbehavior. Being late included primary misbehavior is first behavior and a violation of norms.

Based on this statement, being late and leaving classroom during learning process is included primary misbehavior if conducted by

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<sup>154</sup> Show of the interviews in chapter IV pages 61-62

<sup>155</sup> Show of the interviews in chapter IV pages 71-72

students for the first time and has been labeled of misbehavior is being late and leaving classroom. Then, the students repeat his misbehavior because it has been labeled from the beginning. For students this behavior is natural things while for school it is a violation or misbehavior.

## 2) Inattention

Type of classroom misbehavior is inattention with sub category is daydreaming, doodling, sleeping and exit permission to the bathroom. According interviews from 6 informant and observation of eighth grade at MTs Darul Falah Tulungagung. Students in class but their minds thinks of other things rather than thinking about the subject matter when during learning process, therefore students daydreaming, doodling, sleeping shows interviews of Siti Khairun Nisak, S.Pd, Sulikhah S.Pd and Dwi Aris Prasetya grade of VIII D on the date 19<sup>th</sup> March and 10 April 2019.

Students conducted misbehavior is exit permission to the bathroom according interview with Doni Setyanugraha, S.Pd, Siti Khairun Nisak, S.Pd that is permission to the bathroom usually two or three students by the one<sup>156</sup>. The reason to the bathroom because the students going to climb tree the mango and the bathroom for a long time according Dony Setyanugraha, S.Pd and Andika Wahyu Pratama of VIII C.

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<sup>156</sup> Show in the Interview with Siti Khairun Nisak, S.Pd as teacher social sciences, page 63

Related to the theory of differential association theory formulated by Edwin Sutherland that is learning and modeling deviant behavior seen in other people close to the individual. The students followed other friends for permission exit to the bathroom. The student influenced association of friend for achieve power. Similar with theory reason student misbehave is achieve power formulated by Rudlof Dreikurs and Vicky Soltz. The students don't want to be said to be weak, so they do what his friend told him to do because they feel can and want to show with friends that they are strong. Based on the interview the teacher Siti Khairun Nisak, S.Pd on the date 19 March 2019 and 3 informant of the students on the date 10 April 2019.<sup>157</sup>

Beside, caused of student inattention because boredom and laziness in the classroom suitable with interview from fourth informant is Siti Khairun Nisak, S.Pd, Misparno S.Pd and students is David Kristanto and Dwi Aris Prasetya grade of VIII D.<sup>158</sup> Suitable with observation conducted by researcher on date 10 April 2019 some of students daydreaming and sleeping when during learning process.

Students conducted by misbehavior of inattention because boredom and to eliminate boredom in the class during the learning process with inattention. The teachers conveyed of subject matter and disturbed the concentration of other friends. Lack motivation of students and there are

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<sup>157</sup> Show in the interview with Siti Khairun Nisak, S.Pd as teacher social science page 72

<sup>158</sup> Show in the interviews with informants page 74

also some who are lazy to learn. Attention is one of them sleeping in the classroom because they are tired, caused activity in the boarding school at night so that not studying and sleeping in the classroom.

### 3) Doing Something in Private

Doing something in private among other dealing with personal stuff, irrelevant reading, irrelevant drawing and copying homework. In the interviews of five informants with Siti Khairun Nisak, S.Pd, Andika Henry Noviantoro of VIII B, Rizqi Bagus Setiawan of VIII D and Dwi Aris Prasetyo of VIII D on the date 19 March and 10 April 2019 is busy themselves, some of them draw on books, actually they have creative art and copying homework of friend's.<sup>159</sup>

Caused of misbehavior is not used method learning, the students boredom in the classroom and the teachers during learning process without jokes according interviews with students David Kristanto and Dwi Aris Prasetya.<sup>160</sup> Observation the research by researcher the classrooms are arranged length wise to the back and the teacher stay in the front, so students boredom in the classroom. Because the teacher is years old Mr. Misparno subject matter social studies of eighth grade students at MTs Darul Falah Tulungagung.

Related the theory of misbehavior is Strain theory by Robert Merton, adaptation theory that innovation is the category which is most relevant

<sup>159</sup> Show of the interviews in chapter IV pages 65-66

<sup>160</sup> Show of interviews with informants in chapter IV page 73

to the studying. David and Dwi Aris copying homework for given value is good. Because students lack of confidence suitable interviews with Misparno, S.Pd and Andika Wahyu Pratama of eighth C that is Students who have less confidence in doing assignments and Andika rarely do homework for fear of being wrong.

4) Needless talk

Students needless talk when learning process this example is asking nonsense question, calling out, conversation and shouting. The observation when during learning process, some of students needless talk with other friends and calling friend with loud speaker and disturb students focus studying.

In interviews with 8 informants with Siti Khairun Nisak S.Pd and Misparno, S.Pd that is the students if teaching in the classroom, there must be something discussed, they are whispering calling their friends in a high tone. Andika Henry Noviantoro of VIII B said that I am calling with my friend in a loud voice. Caused of needless talk is inattention with the teacher and students.<sup>161</sup>

5) Disrespecting teacher

Disrespecting teacher that is disobedience or refusing to carry out instruction and not listen when learning process in the classroom. Fourth informant on the date 19 March 2019 is Misparno S.Pd give instructions to do assignments or portofolio that are on the student worksheet, it is

<sup>161</sup> Show of the interviews in chapter IV pages 67-68

not noticed, just chatting with his friends. Other interview with Andika Wahyu Pratama of VIII C the teacher said is that did not work directly, not dexterous, just wanted to play first and then work on what teacher told me to do.<sup>162</sup>

This misbehavior is a type behavior that cannot be accepted by the teacher, because the respect and obedience of students to the teacher is important. Behaviors that were disrespectful to teachers such as disobedience, refusing to follow instructions, talking back were reported as an obvious problem behavior in the classroom.

#### 6) Verbal Aggression

Verbal aggression conducted by students misbehavior at MTs Darul Falah Tulungagung is seize the book other friend and teasing classmates. The observation researcher on the date is 10 April 2019 during learning process students moving the class show the book other friend for seize. The student not focus in the learning disturb and teasing other friend in the classroom.

The interviews with Siti Khairun Nisak, S.Pd sometimes they were ignorant of their friends, seized the textbooks of their front friends even though one of the benches had been given a bench for one book, because it was in short supply. Mocking his friend and disturbing his friend's chair, rocking from behind until his friend is angry is also there. Related

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<sup>162</sup> Show of the interviews in chapter IV page 69

to the students Rizqi Bagus Setiawan of Grade VIII A and Dwi Aris Prsetya of grade VIII D and Andika Henry Noviantoro of grade VIII B said that the most often is seize the book other friends, teasing classmates and disturb his friend from behind with concuss of friend's chair in front of the bench.<sup>163</sup>

Related the theory of labelling by Edwin Lemert the students students misbehavior because disturb and interaction other friends. The students usually mock my friends who are concentrating on learning and taunted continues to rage usually other friends followup laugh. This misbehavior conducted to be continued in the classroom.

There are some of results from this research classroom misbehavior identified as similar to those reported in previous research that is something in private, inattention, and needles talk. These behavior is viewed as problematic may not necessarily be rule breaking, but inappropriate or disturbing in the classroom setting. These behaviors violate explicit rules or implicit norms, disturb the classroom order in this research.

The school accomodates students with different background and potential, so that affect students obedience to the rules of implicit norms. Therefore, there are student not able to adjust of procedure caused student to commit misbehavior.

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<sup>163</sup> Show of the interviews in chapter IV page 70

## **B. The Role of Social Science Teachers in Controlling Classroom Misbehavior of Eighth Grade Students at MTs Darul Falah Tulungagung**

The role of teacher is to use classroom instruction and teaching learning. However, being a teacher is much more than just executing lesson plan. In today's world, teaching is a multifaceted profession, teacher often carry the roles of a surrogate parent, class disciplin, mentor, counselor, role model and many other related roles. In reality, many student behaviors show lack of discipline when learning process. So, the teacher must to guide, teach and control the behavior of students to be more disciplined while in class and the school environment. Related two informant based on Interview with Siti Khaiun Nisak, S.Pd and Sulikhah S.Pd on the date 19 March 2019 that is the role of teacher as mentoring is guiding in controlling students .<sup>164</sup>

Teachers of social sciences as moral agents, provide good example and instill of skills, attitudes and values. Because social studies as lesson material which value based can be used as the ability to solve problems. Teachers social sciences as parents for students in school are expected to be able to understand the condition of student.

Theory the role of teacher according James W. Brown, argues that the duties and roles of teachers include: mastering and developing subject matter, planning and preparing daily lessons, controlling and evaluating student

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<sup>164</sup> Show of the interviews in chapter IV page 81



activities. Other theory according World Federation of Teacher Profesional Organization, reveals that the role of teacher in school, not only as transmitter of ideas but also serves as transformers and catalysts of values and attitudes.

This theory is in accordance with has been found by reseacrhers at MTs Darul Falah Tulungagung in conduted its task as a professional teacher is a teacher searching material will be delivered tomorrow and lesson plan. Social studies teachers must be able to put themselves in order to attract students and not get bored in the learning process. When teaching social studies associated with recent cases and the cultivation of social values should always be applied every subject matter such as mutual help among friends. As a social sciences teachers acting as parents of students at school, always taking the time to control the misbehavior of students in the classroom. Related to interview with Misparno, S.Pd and Rizqi Wahyu Pratama on the date 19 March 2019.<sup>165</sup>

Data finding at MTs Darul Falah about the role of social sciences teachers in controlling classroom misbehavior there are two : controlling classroom misbehavior in the classroom and outdoor in the classroom. Controlling in the classroom is creating classroom environment. Outdoor in the classroom is mentoring.

Creating classroom environment, shown when the reseracher observation on the date 19 March 2019 and 10<sup>t</sup> April 2019, the teacher preparing method learning related subject material is market with methods is simulation in the

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<sup>165</sup> Show of the interviews in chapter IV pages 80-81

market with divided of group and teaching social studies associated with recent cases and the cultivation of social values. Related with interview with Siti Khairun Nisak, S.Pd, Misparno S.Pd and Sulikhah, S.Pd that is social sciences teachers are here is in the learning process by using methods that make children enthusiastic about receiving subject matter and can attract students to study.<sup>166</sup>

Besides on, controlling in the classroom that is the teacher attention to classroom arrangement, the student seating should make easier for students to look at the teacher. Usually this is influenced by the number of students in one class. The number of students who are not too much will make it easier for students to arrange tables and chairs, so that wherever students sit, they can still gain attention to the teacher while teaching. Different if the class is too dense and many students. Usually students who sit at the back and corner will have difficulty looking at the teacher, because they are closed to other students.

Another thing to note is the ease of students in putting down and reaching for the objects they need while studying. Students need enough space so that they can place their books and stationery. Student seating formations also need to be changed within a certain period of time. Changes in seating formation need to be done so students don't get bored in class. Related 3 informant that is Siti Khairun Nisak, S.Pd, Sulikhah, S.Pd and the student Rizqi Bagus Setiawan of VIII A, interview about the teacher attention to classroom arrangement.<sup>167</sup>

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<sup>166</sup> Show of the Interviews in chapter IV page 79

<sup>167</sup> Show of the interviews in chapter IV page 76

Other the role of teacher in the controlling classroom misbehavior that is teacher's style walking in class, moving position not only in the front of the class so that the teacher also know in more detail the class situation. Based on observation the reseacher on the date 20 April 2019 in the Class C and in the interview 3 informant with the teacher of Siti Khairun Nisak, S.Pd, Sulikhah, S.Pd and the student Dwi Aris Prasetyo of VIII D.<sup>168</sup>

The role of teacher is calling the name of the student who begins to lose focus, the teacher calling the name of the student doing it smoothly. So that the students can focus to the subject matter. Related in interview from 4 informant the teachers Misparno, S.Pd, Siti Khairun Nisak, S.Pd and the students Andika Wahyu Pratama of VIII C David Kristanto of VIII D.<sup>169</sup> There are many reasons why students can not focus in learning can be because sleeping, boredom, laziness and other reasons. As educators we must have many ways so that students remain focused on attention to learning in the classroom.

Role modeling as the role of social sciences teachers suitable observation, the teacher Siti Khoirun Nisak, S.Pd on the date 19 March 2019, the teacher controls students for example providing motivation, accompanying whether there are problems and giving a good example. The teacher gives advice, gives a warning, gives a punishment that educates and accompanies the student. When the researcher observation in the classroom of eight grade D, the role of teachers as parents in the school.

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<sup>168</sup> Show of the interviews in chapter IV pages 77-78

<sup>169</sup> Show of the interviews in chapter IV page 78

Controlling classroom misbehavior at outdoor in the classroom is role modeling and mentoring. The interviews on the date 19 March 2019 with Misparno, S.Pd is control students who deviate by approaching or mentoring students in private (four eyes).<sup>170</sup> When students being late continued the students can be led through a discussion with the teacher of what caused them to be late and why allowing them to come up with solutions for getting to class on time in the future in the outdoor.

### **Classroom Management**

Teacher's classroom management is classically identified as one of the most important variables to understand students classroom misbehavior. Classroom management refers to the set of strategies used by the teacher to increase students cooperation and engagement and to decrease students disruptive<sup>171</sup>. So, it is the process by which teachers and schools create and maintain appropriate behavior of students in classroom setting. The teacher is the primary person who solves these types of misbehavior.

Controlling the teacher in the classroom management when the researcher observation on the date 20<sup>th</sup> March 2019, there are students being late in the classroom, the teachers can make the effort to be in class early, interacting with their students. After that, classroom are made in letters U, making it easier for the teacher to control and all students gain attention and

<sup>170</sup> Show of the interviews in chapter IV pages 80-82

<sup>171</sup>Joao Lopes, Nancy K. Martin and Daniel A. Sass, *Teacher's Classroom Management Behavior and Student's Classroom Misbehavior: A Study with 5th through 9th Grade Students*, Electronic Journal of Research in Educational Psychology (15)3, 2017. P. 470

different with the arrangement of the bench that extends to the rear, where the teacher only attention to the front.

Theory of classroom management according Fredrick Jones : theory is a non-adversarial method which requires that teacher's help students learn to develop self-control and the teachers help students control themselves. This theory according conducted by teacher di MTs Darul Falah, teachers helping, guiding and mentoring students. Teachers of social sciences acting as parents of students at school, always taking the time to control of classroom misbehavior, so that the classroom atmosphere becomes a comfortable place for students to study.

Related to the interview with Siti Khairun Nisak, S.Pd and Misparno S.Pd on the date 19 March 2019, some teachers have different roles in controlling student behavior. Misparno make agreement to rules in class and how to teach humorous. Khairun Nisa by doing reinforcement giving questions to see students' abilities and by using interesting game methods.<sup>172</sup>

The result of the research corresponding with jones's interior loop, teachers while seat reshuffle letter U. The students afraid conducted misbehavior because appear from the front all his behavior. The teacher walks in the classroom so that students don't have time to do classroom misbehavior. Related to interview with Sulikhah, S.Pd on the date 19 March 2019 the goal of appear discipline bhavior.

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<sup>172</sup> Show of the interviews in chapter IV pages 87-88

According to other figures, Skinner : relied on the assumption that the best way to modify behaviour was to modify the environment. This theory similar with the results research in MTs Darul Falah in controlling classroom misbehavior with scaffold instruction, small units, repetition and review of instructions, and immediate feedback. Student can change in behavior which caused from responds this students to teacher and environment.

Observation the researcher on the date 20 April 2019, the teacher how take control of student behavior and take responsibility for the choices they make. The responsibility of the behavior with give punishment to classroom misbehavior of disturbing during learning. This punishment is explaining of subject matter with replace the teacher to his friends in front. In addition the teacher and the other students give appreciation feedback, giving praise and encouragement and getting applause from his friends.

So, the role of social sciences teachers in controlling classroom management, reduce classroom misbehavior with creating classroom environment and implantanting moral value, aqidah and pray from teacher to students misbehavior. The role of teacher for future the student because the era modern are influencing student behavior to filter the good and bad behavior.

Especially, the role of the teachers social sciences in controlling classroom misbehavior is the teacher attention to classroom arrangement, teacher's style of walking in class, calling the name of tthe student who begins to not focus and implantantion of character values and moral aqidah.

### **C. Factors of Supporting and Restricting in Controlling Classroom Misbehavior of Eighth Grade Students at MTs Darul Falah Tulungagung**

In this research about the role of social sciences teachers in controlling classroom misbehavior of eighth grade at MTs Darul Falah Tulungagung, researcher found various kinds of factor of supporting and restricting in controlling classroom. According of results observations conducted by researcher and results of interviews with teachers and students.

Factor of supporting in controlling classroom misbehavior that is method and media learning interesting, facilities and infrastructure sufficient and seat reshuffle. First of supporting factor is method and media interesting, suitable with observations of researcher on date 22 April 2019, the teacher used of method and media learning are fun and provide maximum student achievement because the finished learning, the teacher given reflection and value of the students is a good their assignment. Besides the interview with students, David Kristanto of VIII D said that the learning process is boring. If the learning activities are appropriate learning methods and models with the material provided so that the learning process in class of students feels comfortable.<sup>173</sup>

Second of supporting factor is the facilities and infrastructure of sufficient at MTs Darul Falah Tulungagung. This interview with Misparno, S.Pd on the date 19 March 2019 In the classroom facilities and infrastructure

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<sup>173</sup> Show of the interviews in chapter IV page 86

facilitated and adequate air ventilation with windows in each classroom. The researcher shown condition in the classroom is comfortable and expected to help solve the problems so they do misbehavior in the school. <sup>174</sup>

The next supporting factor is seat reshuffle, in the interview with Sulikhah S.Pd on the date 19 March 2019 that is the student misbehaves in class, when teaching, teachers while seat reshuffle, so this example usually is seat reshuffle letter U or O. The student afraid for student misbehavior and appear behavior of discipline. <sup>175</sup>

After that, known some of supporting factor in controlling classroom misbehavior, beside on the researcher known about factor of restricting in controlling classroom misbehavior such as lack of text books from the education office, and teacher stay in the front classroom.

Besides on, factor of restricting factor in controlling classroom misbehavior the first is lack of text books from the education office. The problem is originated from education office, so that students crowded when taught, seizing the textbooks between other friend, they could not focus on learning. The teachers need to control student misbehavior so, as not to disturb other students who focus on learning.

The restricting factor is the teacher stay in the front classroom. Based on interview on the date 19 March 2019 with Mr. Misparno, S.Pd that his because

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<sup>174</sup> Show of the interviews in chapter IV pages 86-87

<sup>175</sup> Show of the interviews in chapter IV page 87



year old. The students is boring in the classroom and conducted by classroom misbehavior. Related the observation of the researcher on the date 20 April 2019, the most conducted classroom misbehavior especially the backseat and the teacher focused front in the classroom.<sup>176</sup>

Factor is learning methods not interesting, related the interviews of Sulikhah S.Pd and David Kristanto VIII D on the date 19 March 2019, the students boring with method learning used the teacher and the students like used the games when learning process. The researcher observation on the date 20 April 2019, the condition in the classroom sis crowded, some of inattention, needless talk with other students. So, not all learning methods used by the teachers can interesting to the students.<sup>177</sup>

From the discussion above it can be formulated that the factor of supporting and resistricting in controlling classroom misbehavior at MTs Darul Falah Tulungagung, that is factor of supporting in controlling classroom misbehavior that is method and media learning interesting, facilities and infrastructure suffice, seat shuffle and factor of restricting in controlling classroom misbehavior such as lack of text books from the education office, the teacher stay in the front classroom, and learning method is not interesting.

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<sup>176</sup> Show of the interviews in chapter IV page 88

<sup>177</sup> Show of the interviews in chapter IV page 89

## CHAPTER VI

### CLOSING

#### A. CONCLUTION

This research discusses about the role of social sciences teachers in controlling classroom misbehavior of Eighth Grade Students at MTs Darul Falah Tulungagung. Based on the results of research and analysis, it can be concluded that :

1. Type of classroom misbehavior conducted by Eighth Grade Students at MTs Darul Falah Tulungagung that is identified of classroom misbehavior conducted by students the most common, disruptive and unacceptable student problem behavior is being late, inattention, doing something in private, needless talk, disrespecting teacher and verbal aggression.
2. The role of social sciences teachers in controlling classroom misbehavior of Eighth Grade Students at MTs Darul Falah Tulungagung that is the role of social sciences teachers in controlling classroom misbehavior at MTs Darul Falah Tulungagung there are two : controlling classroom misbehavior in the classroom and outdoor in the classroom. Controlling in the classroom is creating classroom environment with classroom management. Outdoor in the classroom is role modeling and mentoring.

3. Factor of supporting and restricting in controlling classroom misbehavior of Eighth Grade Students at MTs Darul Falah Tulungagung that is factor of supporting in controlling classroom misbehavior that is method and media learning interesting, facilities and infrastructure suffice, seat shuffle and factor of restricting in controlling classroom misbehavior such as lack of text books from the education office, the teacher stay in the front classroom, and learning method is not interesting.

#### **B. SUGGESTION**

School as the implementing of teaching and learning process, and implementing of the rules so the students of discipline and moral value. The teacher may provide teachers with useful information to choose the most suitable classroom management techniques for decreasing student misbehavior, and increasing student learning in the classroom. For students, give wisdom of consequence from misbehavior and distinguish between good behavior and misbehavior.

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# APPENDIX

## **Appendix 1 Observation Guideline**

### **OBSERVATION GUIDELINE**

1. Mengamati perilaku buruk yang dilakukan siswa di kelas pada saat pembelajaran.
2. Mengamati interaksi siswa dengan teman sebaya, dan interaksi dengan guru.
3. Mengamati peran guru dalam mengontrol perilaku buruk yang dilakukan siswa di kelas.
4. Guru membantu mengembangkan sikap positif pada siswa
5. Guru memotivasi siswa, menarik perhatian agar mengikuti proses pembelajaran yang baik
6. Guru mendorong siswa agar terlihat aktif dalam pembelajaran
7. Guru selalu bersikap terbuka dan tidak menganggap negatif apabila siswa melakukan perilaku menyimpang saat proses pembelajaran
8. Siswa lebih suka bergerak dan bisa duduk tenang



## Appendix 2 Interview Guideline

### INTERVIEW GUIDELINE

#### 1. Interview dengan Siswa

- a. Apa bentuk perilaku buruk yang kamu lakukan di kelas ?
- b. Apa yang anda ketahui tentang perilaku buruk di kelas ?
- c. Siapa saja biasanya yang melakukan perilaku buruk di kelas ?
- d. Apa faktor yang mempengaruhi anda melakukan perilaku buruk di kelas ?
- e. Bagaimana perasaannya ketika melakukan perilaku buruk tersebut pada saat proses pembelajaran di kelas?
- f. Bagaimana sikap guru jika pelajaran berlangsung di kelas ada teman lain yang mengobrol saat guru sedang mengajar ?

#### 2. Interview dengan Guru

- a. Bagaimana pemahaman menurut ibu atau bapak tentang perilaku buruk yang ada di kelas ?
- b. Apa bentuk-bentuk perilaku buruk yang dilakukan siswa di kelas saat proses pembelajaran ?
- c. Apa faktor penyebab siswa melakukan perilaku buruk di kelas ?
- d. Bagaimana tindakan guru dalam mengontrol siswa melakukan perilaku buruk di kelas ?
- e. Apa faktor pendukung dalam mengontrol perilaku siswa yang buruk di kelas ?
- f. Apa faktor penghambat dalam mengontrol perilaku siswa yang buruk di kelas ?

Appendix 3 Check List Observation In Class Environment

**Check List Observation In Class Environment**

No	Indicators	Yes	No
1	Membuat kegaduhan di kelas		
2	Melakukan bullying		
3	Mengobrol dengan teman saat pembelajaran berlangsung		
4	Keadaan suasana pembelajaran di kelas		
5	Tidak masuk sekolah tanpa keterangan		
6	Tidur di dalam kelas		
7	Melamun saat pembelajaran berlangsung		
8	Tidak mengerjakan tugas		
9	Membuat geng antar teman		
10	Tidak memperhatikan ketika guru mengajar		
11	Keluar ijin ke kamar kecil dengan waktu lama		
12	Terlambat masuk kelas ketika mulai pembelajaran		
13	Tidak mencatat pelajaran yang diberikan guru		

## Appendix 4 Transcript of Interview

### TRANSCRIPT OF INTERVIEW

Narasumber : Siti Khairun Nisak, S.Pd

Tanggal pelaksanaan : 19 March 2019

Tempat pelaksanaan : Ruang Kelas VIII D

Hasil interview :

#### **Bagaimana pemahaman ibu tentang perilaku buruk yang dilakukan siswa di MTs Darul Falah ?**

Perilaku yang tidak seharusnya dilakukan oleh siswa yang mengganggu dan menghambat proses pembelajaran di kelas.. perilaku yang menimbulkan kesusahan guru karena guru harus membimbing siswa membuat komentar-komentar kepada siswa terkait dengan perilaku yang dilakukannya. Terkait perilaku buruk yang dilakukan siswa di kelas,, wajar saja ya mbak karena namanya siswa apalagi masih SMP belum matang usianya, masih menanjak remaja, emosinya masih labil.

#### **Apa bentuk-bentuk perilaku buruk yang dilakukan siswa di kelas ?**

Kalau bentuk perilaku buruk yang dilakukan siswa di kelas banyak sekali misalnya berbicara di kelas mengganggu pelajaran, bullying teman-temannya, mereka melucu atau *guyonan*, merebut buku temannya dan lain sebagainya. Mereka tidak memperhatikan ketika saya sedang menjelaskan materi. Ada aja tingkah laku anak-anak itu mbak.

#### **Apa faktor penyebab siswa melakukan perilaku buruk di kelas ?**

Faktor penyebab perilaku buruk yang dilakukan siswa di kelas itu, kalau saya lihat pribadi siswa, mereka itu sudah capek mbak, setiap harinya harus diberi materi terus-menerus apalagi dengan metode pembelajaran yang monoton, mereka merasa bosan dan jenuh di kelas. Jam mengajar saya pelajaran IPS jadwalnya kebetulan pasti jam terakhir, dimana kondisi siswa ketika itu sudah jam terakhir mereka malas, capek, jenuh, mengantuk, ingin cepat-cepat pulang kerumahnya masing-masing.

#### **Bagaimana tindakan guru dalam mengontrol siswa melakukan perilaku buruk di kelas ?**

Tindakan saya ketika mengajar di kelas, banyak siswa yang mengganggu saat proses pembelajaran berlangsung. Saya itu pasti mengambil *cuthik* atau penggaris atau apa aja yang ada di kelas itu untuk menguasai kondisi kelas.

Ketika mereka clometan, tidur, sibuk dengan kegiatannya sendiri saat saya menjelaskan materi, pasti saya suruh menjelaskan kembali apa yang sudah saya sampaikan. Selain itu saya suruh maju ke depan mengerjakan soal untuk melihat apakah mereka memahami apa yang sudah saya sampaikan ketika mereka sibuk dengan kegiatan sendirinya.

**Apa faktor pendukung dalam mengontrol perilaku siswa yang buruk di kelas ?**

Faktor pendukung dalam mengontrol perilaku siswa yang buruk dengan menerapkan media pembelajaran dalam proses mengajar agar siswa tertarik dan fokus untuk belajar. Kemarin saya menggunakan media pembelajaran simulasi pasar dengan materi pasar kelas 8 dengan dibagi kelompok, per kelompok terdiri 3-4 orang dengan dibagi job descriptionnya, ada yang jadi penjual, pembeli, supplier dan bisakah dia menawar. Dari situ, terlihat sikap anak, terampil atau tidak social skillnya.

**Apa faktor penghambat dalam mengontrol perilaku siswa yang buruk di kelas ?**

Faktor penghambatnya salah satunya kurangnya ketersediaan buku teks dari pemerintah., sehingga siswa merebut buku temannya. Sebenarnya sudah dibagi satu bangku satu buku, tetapi ada juga yang saling merebut. Jadi, bukunya itu tidak pernah dibawa pulang siswa, tetap di bangku bawah meja. Serta faktor penghambat lain perkembangan iptek yang semakin pesat arus informasi yang semakin cepat, segala perilaku siswa banyak dipengaruhi oleh berbagai macam media informasi, tutur bahasa, mereka meniru dari internet. Kalau waktu saya mengajar mereka clometan dengan bahasa anak muda. Yang mereka tiru dari berbagai media informasi baik dari internet (Instagram, Facebook, Line, Twitter) dan Televisi.

Narasumber : Misparno, S.Pd

Tanggal pelaksanaan : 19 March 2019

Tempat pelaksanaan : Ruang guru

Hasil interview :

**Bagaimana pemahaman menurut bapak tentang perilaku buruk yang ada di kelas ?**

Perilaku buruk yang dilakukan siswa di kelas kalau menurut saya perilaku yang seharusnya dilakukan siswa tetapi tidak dilakukan dan meninggalkan tanggung jawabnya sebagai siswa dan menyebabkan kesusahan bagi guru dan menghambat proses pembelajaran, misalnya tidak mengerjakan tugas yang diberikan guru, keluar dari kelas dengan ijin pergi ke kamar mandi dengan waktu yang lama.

**Apa bentuk-bentuk perilaku buruk yang dilakukan siswa di kelas saat proses pembelajaran ?**

Menurut saya bentuk-bentuk perilaku buruk yang dilakukan siswa selain yang saya sebutkan tadi, banyak dari mereka yang suka bergosip, memanggil temannya dengan panggilan ejekan terutama bagi siswa laki-laki, malas, menggambar atau mencoret-coret buku dan lain-lain.

**Apa faktor penyebab siswa melakukan perilaku buruk di kelas ?**

Mereka melakukan perilaku buruk di kelas biasanya disebabkan karena mereka mencari perhatian dari guru, kalau mereka melakukan perilaku buruk pasti guru mengingatkan, menegur dan menasehati. Mereka berperilaku seperti itu karena tidak diberikan kasih sayang sepenuhnya dari orang tuanya, karena di MTs Darul Falah ini banyak yang sudah menjadi yatim piatu dan mendapat keringanan biaya sekolah.

**Bagaimana tindakan guru dalam mengontrol siswa melakukan perilaku buruk di kelas ?**

Usaha saya untuk mengontrol siswa yang berperilaku buruk di kelas biasanya yang mengantuk saya suruh pergi ke kamar mandi untuk membasuh muka saya beri waktu 2 menit, tetapi ada juga yang lebih dari waktu yang sudah saya tentukan. Saya pergi ke kamar mandi untuk melihat apa yang sedang dilakukan siswa tersebut. Siswa yang melamun, malas, bosan dan tidak mengerjakan PR di kelas saya tegur berkali-kali agar mereka menjadi siswa yang disiplin.

**Apa faktor pendukung dalam mengontrol perilaku siswa yang buruk di kelas ?**

Faktor pendukung menurut saya yaitu pembinaan moral aqidah terhadap siswa-siswa yang biasanya disampaikan waktu bakda sholat jamaah dhuha sama dhuhur. Secara tidak langsung menanamkan sikap dan perilaku yang baik bagi siswa.

**Apa faktor penghambat dalam mengontrol perilaku siswa yang buruk di kelas ?**

Kurang pembinaan orang tua, orang tua sepenuhnya menyerahkan tanggung jawab pembinaan anaknya di sekolah. Sedangkan guru hanya mampu mengawasi dan membimbing siswa 6-7 jam selama berada di sekolah dan selebihnya siswa menghabiskan waktunya di rumah.

Narasumber : Sulikhah, S.Pd

Tanggal pelaksanaan : 10 April 2019

Tempat pelaksanaan : Teacher room

Hasil interview :

**Bagaimana pemahaman menurut ibu atau bapak tentang perilaku buruk yang ada di kelas ?**

Perilaku buruk menurut saya mbak perilaku yang melanggar aturan secara tidak tertulis atau norma implisit kelas dapat mengganggu proses pembelajaran di kelas sehingga guru harus melibatkan banyak waktu dan tenaga untuk mengelola kelas tersebut, misalnya siswa tidak memperhatikan guru saat mengajar, berbicara dengan teman lainnya.

**Apa bentuk-bentuk perilaku buruk yang dilakukan siswa di kelas saat proses pembelajaran ?**

Kalau bentuk perilaku buruk biasanya siswa melakukan sesuatu secara pribadi yang tidak terkait dengan pelajaran, mereka berteriak tanpa memina ijin guru. Terkadang mereka menggoda teman di sekitar bangkunya dengan suka ngejahilin teman-temannya, kebanyakan mereka itu juga terlambat masuk kelas karena masih makan jajan. Selain itu juga mereka juga belum menyiapkan buku teks yang diperlukan saat pembelajaran.

**Apa faktor penyebab siswa melakukan perilaku buruk di kelas ?**

Menurut saya mbak, keinginan mereka untuk berperilaku buruk. Faktor dari psikologi siswa karena capek, atau bosan di kelas. Terkadang mereka berperilaku seperti itu untuk mencari perhatian dari guru ataukah dari siswa lain. Faktor lain dari lingkungan kelas yang tidak nyaman, kelasnya kotor dan kurangnya ventilasi jendela.

**Bagaimana tindakan guru dalam mengontrol siswa melakukan perilaku buruk di kelas ?**

Ketika guru melibatkan banyak waktu dengan kelas tersebut, guru memiliki kesempatan untuk mengembangkan strategi yang lebih baik untuk mengatasi perilaku tersebut yaitu dengan terampil dalam manajemen kelas.

**Apa faktor pendukung dalam mengontrol perilaku siswa yang buruk di kelas ?**

Faktor pendukung menurut saya pergantian tempat duduk, agar siswa tidak bosan dan penanaman nilai-nilai moral aqidah dari guru saat mengajar, guru wali kelas ataupun selesai sholat jamaah dhuha dan dhuhur dengan pemberian mauidhoh hasanah.

**Apa faktor penghambat dalam mengontrol perilaku siswa yang buruk di kelas ?**

Tidak melaksanakan kebersihan piket karena kebersihan kelas sangat mempengaruhi kenyamanan siswa dalam belajar. Jika sudah tidak nyaman, pasti siswa tidak tenang dan berusaha melakukan classroom misbehavior. Sering kali siswa tidak melaksanakan tugas piket kelas karena malas melaksanakannya. Padahal sudah ada pembagian jadwal piket kebersihan mulai hari senin sampai sabtu berdasarkan absen siswa. tugas piket satu hari berjumlah 5-6 siswa.



Narasumber : Doni Setyanugraha, S.Pd

Tanggal pelaksanaan : 19 April 2019

Tempat pelaksanaan : Teacher room

Hasil interview :

**Apa bentuk-bentuk perilaku menyimpang siswa yang dilakukan di MTs Darul Falah ini ?**

Perilaku yang sering siswa lakukan itu terlambat masuk kelas dan membolos mbak, keluar kelas pada saat jam pelajaran berlangsung entah nanti pergi ke kamar mandi dengan waktu yang lama, biasanya yang paling heran itu, anak-anak itu memanjat pohon buah mangga yang letaknya di samping dan depan sekolah miliknya warga sekitar

**Apa faktor penyebab siswa melakukan perilaku buruk di kelas ?**

Kalau faktor penyebabnya ketika saya tanya itu mbak, bosan dan jenuh di sekolah. Kebanyakan mereka keluar pada jam terakhir pembelajaran, ada yang mengatakan capek dan lapar

**Bagaimana tindakan bapak dalam mengontrol siswa ?**

Pasti saya tegur mbak, saya saat pergantian jam keliling lihat kelas. Mana yang kelas kosong dan tidak ada tugas dari guru mata pelajaran tersebut, saya isi dengan penyuluhan dalam berperilaku dan bersikap yang baik.

**Apa faktor pendukung dalam mengontrol perilaku siswa yang buruk di kelas ?**

Faktor pendukung di sekolah ini, sudah tersedia ruang khusus BK sendiri mbak, jika ada siswa yang bermasalah langsung ke ruang BK, ruangnya pun tertutup jadi siswa tidak malu.

**Apa faktor penghambat dalam mengontrol perilaku siswa yang buruk di kelas ?**

Penyuluhan BK berperilaku dan bersikap yang baik tidak sepenuhnya mempunyai waktu dan jadwal yang tetap. Seharusnya BK diberikan waktu sendiri menangani masalah siswa.



Narasumber : Siswa  
Tanggal pelaksanaan : 19 March 2019  
Tempat pelaksanaan : Ruang Tata Usaha (TU)  
Hasil interview :

**Dek, apa bentuk perilaku buruk yang kamu lakukan di kelas ?**

Kalau saya mbak, perilaku buruk yang saya lakukan sering ngejahilin teman saya pada waktu konsentrasi saat pembelajaran berlangsung.

**Kalau perilaku buruk yang kamu lakukan seperti itu, menurut kamu perilaku buruk itu apa? Sesuai dengan pemahaman adek**

Perilaku buruk itu kalau menurut saya mbak, perilaku yang dilakukan siswa agar mencari kenyamanan. Saya sering meminta ijin keluar ke kamar mandi, karena di kelas sudah jenuh dan bosan.

**Siapa saja biasanya yang melakukan perilaku buruk di kelas ?**

Biasanya saya dan teman sebangku, itu sudah *klop* kalau mau melakukan perilaku yang buruk di kelas, mengganggu teman lain yang lagi berkonsentrasi untuk belajar dengan memanggil nama dia dengan nama ejekan, diganggu dari belakang di goyang-goyangkan kursinya.

**Kenapa kamu melakukan perilaku buruk di kelas, kira-kira apa faktor penyebabnya ?**

Faktor penyebabnya kalau saya itu, karena pembelajaran guru monoton mbak, jadi tidak menarik. Akhirnya saya tidak memperhatikan. Faktor dalam diri saya mbak, sudah capek dan merasa bosan di kelas.

**Bagaimana perasaannya ketika melakukan perilaku buruk tersebut pada saat proses pembelajaran di kelas ?**

Perasaan saya terasa puas mbak setelah melakukan perilaku yang menyimpang, apa yang saya inginkan bisa terwujud.

**Bagaimana sikap guru jika pelajaran berlangsung di kelas jika kamu sedang mengobrol dengan teman lain saat guru sedang mengajar ?**

Sikap guru itu mbak kadang saya ditegur, beberapa kali kena teguran. Guru juga menasehai saya, tetapi terkadang saya ini merasa bosan, selalu dinasehati.



Narasumber : Siswa  
Tanggal pelaksanaan : 25 Maret 2019  
Tempat pelaksanaan : Di depan kelas 8D  
Hasil interview :

**Bentuk perilaku buruk apa saja dek, yang sampean lakukan ketika proses pembelajaran di kelas ?**

Kalau menurut saya perilaku yang sering saya lakukan saat pembelajaran di kelas, bertanya kepada guru dengan pertanyaan yang tidak menyangkut pembelajaran. Jika sudah bosan di kelas gitu mbak, saya tinggal tidur di bangku. Karena suasanya mengantuk kalau sudah bosan. Keluar ijin ke kamar mandi dengan waktu yang lama dengan teman-teman lain.

**Jadi kesimpulannya, menurut pemahaman sampean perilaku buruk itu apa dek ?**

Perilaku buruk adalah perilaku yang mengganggu teman lainnya belajar di kelas atau mengganggu proses pembelajaran deh pokoknya mbak. Perilaku yang saya lakukan itu seenaknya saya sendiri.

**Kenapa sampean melakukan perilaku buruk tersebut ketika proses pembelajaran di kelas, faktor penyebabnya apa dek ?**

Menurut saya mbak, kenapa saya berperilaku tersebut karena ikut-ikutan teman mbak, teman ngajak keluar dari kelas, mengajak ngobrol.

**Bagaimana perasaannya ketika melakukan perilaku buruk tersebut pada saat proses pembelajaran di kelas ?**

Merasa senang saya mbak.

**Dek, bagaimana sikap guru jika kamu sedang mengobrol dengan teman lain saat guru sedang mengajar ?**

Diingatkan terus gitu mbak, sambil membawa penggaris. Kalo temen-temen ramai sendiri ibu gurunya diam setelah itu temen-temen diam, lalu beliau menyebut nama suruh maju kedepan sesuai dengan yang sudah dijelaskan.

Narasumber : Siswa  
Tanggal pelaksanaan : 10 April 2019  
Tempat pelaksanaan : Ruang kelas  
Hasil interview :

**Dek bentuk perilaku buruk apa saja yang sampean lakukan ketika proses pembelajaran di kelas ?**

Perilaku saya mbak, saya tidak memperhatikan guru sedang mengajar seperti saya sibuk sendiri mainin pen dan pensil atau lambat dalam mengerjakan tugas sambil mengobrol dengan teman biasanya.

**Menurut pemahaman sampean perilaku buruk itu apa dek ?**

Perilaku buruk adalah perilaku yang mengganggu teman lainnya belajar di kelas atau mengganggu proses pembelajaran deh pokoknya mbak. Perilaku yang saya lakukan itu seenaknya saya sendiri.

**Kalau faktor penyebabnya sampean melakukan perilaku buruk apa ?**

Menurut saya mbak, kenapa saya berperilaku tersebut karena ikut-ikutan teman mbak, teman ngajak keluar dari kelas.

**Bagaimana perasaannya ketika melakukan perilaku buruk tersebut pada saat proses pembelajaran di kelas ?**

Kalau perasaan saya sih seneng-seneng aja mbak, bersama teman-teman soalnya.

**Dek, bagaimana sikap guru jika kamu sedang mengobrol dengan teman lain saat guru sedang mengajar ?**

Biasanya saya di tegur dan di nasehati oleh guru mbak. Terkadang saya dihukum maju ke depan, karena diberi pertanyaan saya tidak bisa menjawab.

Narasumber : Siswa  
Tanggal pelaksanaan : 10 April 2019  
Tempat pelaksanaan : Ruang Kelas  
Hasil interview :

**Bentuk perilaku buruk apa saja dek, yang sampean lakukan pada saat proses pembelajaran di kelas ?**

Yang sering saya lakukan mengejek teman dengan nama panggilan di kelas kadang saya juga memanggil nama teman bapaknya.

**Jadi kesimpulannya, menurut pemahaman sampean perilaku buruk itu apa dek ?**

Menurut saya, perilaku yang mengganggu teman lain mbak biar ramai di kelas

**Kenapa sampean melakukan perilaku buruk tersebut ketika proses pembelajaran di kelas, faktor penyebabnya apa dek ?**

Kalo dari saya sendiri sudah males dan bosan mbak

**Bagaimana perasaannya ketika melakukan perilaku buruk tersebut pada saat proses pembelajaran di kelas ?**

Merasa senang mbak, bisa melampiaskan kebosanan di kelas.

**Bagaimana sikap guru jika kamu sedang mengejek dengan teman lain saat guru sedang mengajar ?**

Dimarahi sama guru mbak, tidak boleh gitu sama temennya. Pasti diingatkan dan diberi hukuman. Selesai saya melakukan hubungan tersebut malah diberi tepuk tangan sama teman lain.

Narasumber : Siswa  
Tanggal pelaksanaan : 10 April 2019  
Tempat pelaksanaan : Ruang Kelas  
Hasil interview :

**Bentuk perilaku buruk apa saja dek, yang sampean lakukan pada saat proses pembelajaran di kelas ?**

Yang sering saya lakukan mengejek teman dengan nama panggilan di kelas kadang saya juga memanggil nama bapaknya kak. Saya memanggil teman saya itu yang duduknya agak jauh dari saya, jadi kan saya harus berbicara keras kak, agar teman saya mendengar. Kemudian, teman lain satu kelas pun tertawa bersama.

**Jadi kesimpulannya, menurut pemahaman sampean perilaku buruk itu apa dek ?**

Menurut saya perilaku buruk itu, ya mengganggu proses pembelajaran dan belajar teman lain kak.

**Kenapa sampean melakukan perilaku buruk tersebut ketika proses pembelajaran di kelas, faktor penyebabnya apa dek ?**

Kalo dari saya sendiri sudah males dan bosan mbak

**Bagaimana perasaannya ketika melakukan perilaku buruk tersebut pada saat proses pembelajaran di kelas ?**

Merasa senang mbak, bisa melampiaskan kebosanan

**Bagaimana sikap guru jika kamu sedang mengejek dengan teman lain saat guru sedang mengajar ?**

Memarahi saya kak, saya ya senang diperhatikan guru, dan waktunya habis buat memarahi saya tidak untuk belajar.



**Appendix 5 Documentation**

**DOCUMENTATION**



DAFTAR HADIR SISWA

Kelas

: VIII - A

WALI KELAS : Khoirul Mustofa, S.Pd

No	Induk	Nama	L/P	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	S	L	A	
1	2498	AHMAT DAROINI	1																																		
2	2499	AHMAD RIZA FAHLEFI	1																																		
3	2500	AIDA ILMA NAFISA	1																																		
4	2501	ALFIANA EKA PUTRI	1																																		
5	2502	ALFIATUS SOLIHA	1																																		
6	2503	ANA MUNTAHAZULEFA	1																																		
7	2504	ASNA ZANZABILA HAMIDAH	1																																		
8	2505	CINDY AFTITA ASMAL KHSNA	1																																		
9	2624	DHEVY TANTRI BUDIARTI	1																																		
10	2506	IRMA MUFATIROH	1																																		
11	2625	M. RAFI AKBAR	1																																		
12	2507	MUHAMMAD ILHAM FATHURROHIM	1																																		
13	2508	MUHAMMAD IQBAL ASYAUKI	1																																		
14	2509	MUHAMMAD MISHACHUZ ZAMANI	1																																		
15	2510	MUHAMMAD RISQI SABILUL MUTTAQIN	1																																		
16	2511	MUHAMMAD SIROJUL ISLAM	1																																		
17	2512	MUHAMMAD WILDAN YASSOFA SULTONARIF	1																																		
18	2513	MARATUS SHOLIKAH	1																																		
19	2514	MOCHAMAD ROJUL ARIFIN	1																																		
20	2515	MOHAMMAD MAULANA ALFARUQ	1																																		
21	2619	MOHAMMAD ALWI BAKRODIN	1																																		
22	2517	MUHAMMAD NABIL HIDAYATILLOH	1																																		
23	2518	MUHAMMAD SUHARTAMA	1																																		
24	2519	NAILA ERINA RIZOI AGUSTIN	1																																		
25	2520	NATHANIA DIANA MUSTAQIMAH	1																																		
26	2521	NAUFAL AKBAR GHANIM	1																																		
27	2623	PUTRI UTAMI	1																																		
28	2522	RIFATUL BASITOH	1																																		

29	2523	RIZKI BAGUS SETIAWAN	1																																	
30	2524	SALMA TIYAS ARDIAN SAPUTRI	1																																	
31	2525	SALSABILA NUR ROHMAH	1																																	
32	2788	SITI NURKHOLIFAH	1																																	
33	2526	VIRANIA DWI TRISNAWATI	1																																	
34	2527	WINDHA INDAH PRATIWI	1																																	

DAFTAR HADIR SISWA

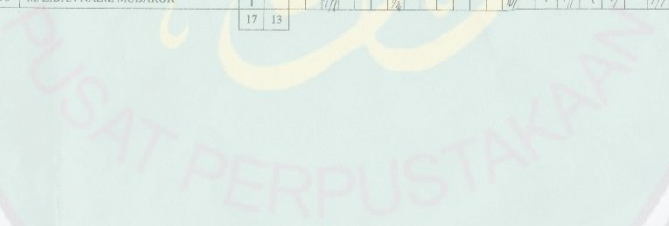
Kelas

: VIII - B

WALI KELAS : Havid Zuhrizal Anhar, S.kom

No	Induk	Nama	L/P	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	C/A		
1	2528	ACHMAD NASHOICHUL MUSLICHIN	1										S																							
2	2529	AHMAD ULINNUHA ALFARIH	1																																	
3	2530	AKBAR TOWAFUR ROZIKIN	1																																	
4	2531	ANDIKA HENRY NOVIANTORO	✓	1	A																															
5	2532	ANDINI NUR AZIZAH		1																																
6	2533	ANNISA PUTRI NABELA		1																																
7	2534	DEWI MASITOH		1																																
8	2535	DILA NOVIANA RAHMADANI		1																																
9	2536	DWI CAHYANI		1																																
10	2537	DWIJANTAN NUR AINI		1																																
11	2538	DWI PUTRA ANUGRAH		1																																
12	2539	ERINA POPPY NOVITASARI		1																																
13	2620	FADILLAH NUR APTILIA		1																																
14	2540	FARIDATUL ASMA'UL KHOMSAH		1																																
15	2541	MOH. DWI CAHYO ARIFIN	✓	1	A																															
16	2542	MUHAMMAD NASRUDIN		1																																
17	2543	MUHAMMAD ZULFAN RIFAT		1																																
18	2544	MUHAMMAT ARDIANSYAH	✓	1																																
19	2545	MILA MINHATUL MAULA		1																																
20	2546	MUHAMAD IRFAN FAUZI		1																																
21	2548	MUHAMMAD FAHMI ARDIANTO		1																																
22	2549	MUHAMAD WAHYUDI	✓	1	A																															
23	2550	MUHAMAD BAEHAKI	✓	1	A																															

24	2551	MUHAMAD QUBAY		1																																
25	2552	MUHAMAD RIZKI IRIANTO	✓	1																																
26	2553	MUHAMMAD ZIYANUN ALI		1																																
27	2554	SITI AISAH		1																																
28	2555	SITI FATIMAH		1																																
29	2556	SITI NAILATUL MUNAYA		1																																
30	2796	M. ZIDAN NAZIL MUBAROK		1																																



DAFTAR HADIR SISWA

Kelas : VIII - C WALI KELAS : Sulikhah, S.Pd.

No	Induk	Nama	L/P	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Σ	A		
1	2557	AHMAD FAZA NAJIB TAQIYYUDIN	I																																1	1	
2	2558	AHMAT DAHLAN	I	S																																2	1
3	2559	AHMAD DICKY ARDIANSYAH ✓	I																																	2	1
4	2560	AINUR ROFIQ ✓	I																																	1	2
5	2561	AKMALIA MARTHA KURNIA	I																																	2	
6	2562	ALDI MAHYA TAUKHIDIYAH ✓	I																																	1	2
7	2563	ALMA' RUFU BISHOBATI ✓	I																																	1	2
8	2564	ANDIKA WAHYU PRATAMA ✓	I																																	1	4
9	2565	CICI WULANDARI	I																																	4	5
10	2567	FITRIYA RAHMADANI	I																																	1	
11	2568	HANIF MAHMUDAH	I																																	2	
12	2569	ISMI ZAHROTUL JANNAH	I																																	3	
13	2793	JENNI KARLINA	I																																	2	
14	2570	LULUK IL MUDAWAMAH	I																																	2	
15	2571	MUHAMMAD ANDIK FEBRIANTO ✓	I																																	2	2
16	2572	MUHAMMAD FARIS HAFIZHA	I																																	1	2
17	2574	MILA MINHATUL MAULA HASYIM	I																																	2	
18	2575	MILA WULANDARI	I																																	3	
19	2576	MOHAMAT ONAHA	I																																	2	
20	2577	MUHAMMAD DANIRIDWAN	I																																	3	
21	2578	MUHAMMAD FIRDAN FADLILAH	I																																	2	
22	2580	NORFADZILA EKA AZHARINA	I	S																																3	

23	2581	NUR AIDA	I																																	30	5	14
24	2582	OKTAVIA LAILATUS SA'ADAH ALIMIN	I	S	S																															4		
25	2583	REANITA WICAHYANI	I																																		1	
26	2584	RISMA ANISA	I																																		3	
27	2585	SALSA SOFIYA QULUBINA	I																																		3	
28	2586	SITI ROHMA TUS-SHOLIKHAH	I	S																																5	2	
29	2587	SYIFA' NURUL ANIANI	I																																		1	
30	2588	ZELFIA ARIFIN	I																																		1	
31	2589	ZIDNI 'ILMAN NAFTA	I	S																																	1	2

DAFTAR HADIR SISWA

Kelas

VIII - D

WALI KELAS : A. Syaiful Anam, S.Pd.

No	Induk	Nama	L/P	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	S	I	A
1	2590	ACHIK PRIYANTO +	1																																	5
2	2591	ALFIYAH	1																																	5
3	2592	ALIM SYAIFUL KUSNANI	1																																	2
4	2593	APRILLANA +	1																																	2
5	2594	APRILIANI +	1																																	4
6	2595	ARINDA AMALIA FITRIANI ++	1																																	2
7	2596	ARMELISA YULI NUR'AINI +	1																																	1
8	2597	ATIA YAYA AUFIA	1																																	1
9	2598	DARIS SYIFA FAUZI ✓	1																																	5
10	2599	DAVID KRISTANTO ✓	1																																	6
11	2601	DWI ARIS PRASETYO ✓	1																																	7
12	2602	EKA NIRMALA +	1																																	5
13	2603	EKO MISWANTO +	1																																	2
14	2604	ELLIZA NURSABILA	1																																	2
15	2605	FINA TRI RAHAYU	1																																	4
16	2606	IBNU NGATOTILAH	1																																	4
17	2607	IRMA FIRNANDA ++	1																																	1
18	2608	M. ANA WAHYU AHIMSA ✓	1																																	6
19	2609	M. REZA BASILIAN ✓	1																																	6
20	2610	MUHAMMAD ROFFUL LUTHFI	1																																	1
21	2612	MOHAMMAD RAFLI ✓	1																																	1
22	2613	MUHAMMAD ROSUL ✓	1																																	4
23	2614	NADA SALSABILA	1																																	4

24	2615	PUTRI ZAKIA FUADNINISA +	1																																	1																								
25	2616	SITI MASUFUFAH +	1																																	3																								
26	2617	SUCI CAHYANTI ++	1																																	5																								
27	2618	WINDA NUR AGUSTINA +	1																																	3																								
				12	15																																																							37



## Appendix 6 Evidence of Skripsi Consultation



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
**FAKULTAS ILMU TARBIIYAH DAN KEGURUAN**  
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
<http://fitk.uin-malang.ac.id> email : [fitk@uin-malang.ac.id](mailto:fitk@uin-malang.ac.id)

### EVIDENCE OF CONSULTATION

Name : Lusi Herniati  
Number of Students : 15130012  
Departement : Social Science Education  
Advisor : Mokhamad Yahya, Ph.D  
Title of Skripsi : The Role of Social Sciences Teachers in Controlling Classroom  
Misbehavior of Eighth Students at Mts Darul Falah Tulungagung

No	Date of Consultation	Consultation Material	Signature
1.	8 March 2019	Research Instrument	
2.	10 April 2019	Konsultasi bab I,II,III	
3.	18 April 2019	Konsultasi bab IV	
4.	24 April 2019	ACC bab IV	
5.	2 May 2019	Konsultasi bab V	
6.	9 May 2019	Revisi bab V	
7.	13 May 2019	ACC bab V	
8.	16 May 2019	ACC Keseluruhan	

Acknowledge by,  
Head of Departement,

Dr. Alfiana Yuli Efiyanti, M.A  
NIP. 197608032006041001

## Appendix 7 Research Permit



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
[http:// fitk.uin-malang.ac.id](http://fitk.uin-malang.ac.id). email : [fitk@uin\\_malang.ac.id](mailto:fitk@uin_malang.ac.id)

Nomor : 587 /Un.03.1/TL.00.1/03/2019 05 Maret 2019  
Sifat : Penting  
Lampiran : -  
Hal : Izin Penelitian

Kepada  
Yth. Kepala MTs Darul Falah Tulungagung  
di  
Tulungagung

*Assalamu'alaikum Wr. Wb.*

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Lusi Herniati  
NIM : 15130012  
Jurusan : Pendidikan Ilmu Pengetahuan Sosial (PIPS)  
Semester - Tahun Akademik : Genap - 2018/2019  
Judul Skripsi : **The Role of Social Sciences Teachers in Controlling Classroom Misbehavior of Eighth Grade Students at MTs Darul Falah Tulungagung**  
Lama Penelitian : **Maret 2019 sampai dengan Mei 2019**  
(3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

  
Dekan  
Anis Maimun, M.Pd.,  
NIP. 19650817 199803 1 003

Tembusan :  
1. Yth. Ketua Jurusan PIPS



LEMBAGA PENDIDIKAN MA'ARIF NU

Akte Notaris JOENNES E. MAOGIMON, S.H. No. 103/1986

**MADRASAH TsANAWIYAH "DARUL FALAH"**

BENDILJATI KULON - SUMBERGEMPOL - TULUNGAGUNG

STATUS : TERAKREDITASI B

NIS : 121235040027

**SURAT KETERANGAN**

Nomor : 21/MTs.DF/B.3-A.3/V/2019

Yang bertandatangan di bawah ini Kepala Madrasah Tsanawiyah "Darul Falah" Bendiljati kulon, Sumbergempol, Tulungagung menerangkan dengan sebenarnya bahwa :

Nama : Lusi Herniati  
NIM : 15130012  
Jurusan : Pendidikan Ilmu Pengetahuan Sosial (PIPS))

Bahwa yang bersangkutan telah mengadakan penelitian di MTs "Darul Falah" Bendiljati Kulon, Sumbergempol, Tulungagung mulai bulan Maret 2019 sampai dengan Mei 2019 dalam rangka menyusun skripsi dengan judul "The Role of Social Sciences Teachers in Controlling Classroom Misbehavior of Eighth Grade Students at MTs. "DARUL FALAH" Bendiljati Kulon – Sumbergempol - Tulungagung".

Demikian Surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Tulungagung, 15 Mei 2019  
Kepala MTs Darul Falah



H. AHMAD MUTHOHAR, M.HI  
NIP. 19740403 200710 1 003



## STUDENT BIODATA



Name : Lusi Herniati  
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