



## DISRUPTIVE BEHAVIORS AMONG ELEMENTARY SCHOOL STUDENTS

Daviq Chairilisyah

Teacher Education of Early Childhood Education Study Program  
FKIP Universitas Riau, Pekanbaru, Indonesia  
[daviqch@yahoo.com](mailto:daviqch@yahoo.com)

### PERILAKU MENGGANGGU PADA ANAK SEKOLAH DASAR

---

#### ARTICLE HISTORY

**Submitted:**  
11 Oktober 2021  
11<sup>th</sup> October 2021

**Accepted:**  
12 Januari 2022  
12<sup>th</sup> January 2022

**Published:**  
25 Februari 2022  
25<sup>th</sup> February 2022

---

#### ABSTRACT

**Abstract:** *One of the negative behaviors that often appears among elementary school students is disruptive behavior. Symptoms of disruptive behaviors are the behaviors related to learning activities, the behaviors that interfere with students' rights in learning, psychologically and physically unsafe behaviors, and the behaviors that cause property damages at schools. This article aims to provide insightful knowledge, especially for parents and teachers, about disruptive behavior and understand it so that parents and teachers can reinforce it and the children avoid disruptive behavior. The research method in this article is a literature review. This article contains definitions, causes, and symptoms of disruptive behavior. In addition, this article provides some solutions and tips for teachers and parents on how to deal with children who behave disruptively. One of the strategies to deal with disruptive behavior is guidance and counseling services based on a developmental approach. There are several forms of intervention to overcome disruptive behavior that practitioners of clinical and developmental therapy have carried out with different target focuses, namely on children, parents, and the environment. These interventions are necessary so that the opportunity to take advantage of childhood development can be appropriately realized.*

**Keywords:** *disruptive behavior, children, elementary school*

---

**Abstrak:** *Salah satu perilaku negatif yang sering muncul pada siswa Sekolah Dasar adalah disruptive behavior. Gejala disruptive behavior adalah perilaku yang mengganggu terkait dalam kegiatan belajar, perilaku yang mengganggu hak-hak siswa dalam belajar, perilaku yang secara psikologis maupun fisik tidak aman, dan perilaku yang menyebabkan kerusakan properti di sekolah. Artikel ini bertujuan untuk memberikan wawasan pengetahuan khususnya kepada orang tua dan guru mengenai apa saja disruptive behavior, memberikan pemahaman mengenai perilaku disruptive behavior, sehingga orang tua dan guru dapat memberikan penguatan agar anak terhindar dari disruptive behavior. Metode penelitian dalam penulisan artikel ini menggunakan kajian literatur. Artikel ini berisi tentang definisi, faktor penyebab dan gejala perilaku disruptive behavior. Selain itu juga, artikel ini memberikan beberapa solusi dan tips kepada guru dan orang tua tentang bagaimana menghadapi anak yang berperilaku disruptive behavior. Banyak strategi untuk menghadapi perilaku disrupsi adalah layanan bimbingan dan konseling yang berbasis pendekatan perkembangan. Ada beberapa bentuk intervensi untuk mengatasi perilaku disrupsi yang telah dilakukan oleh praktisi terapi klinis dan perkembangan dengan fokus sasaran yang berbeda yaitu pada anak, orang tua dan lingkungan. Hal ini perlu dilakukan agar kesempatan untuk memanfaatkan perkembangan masa anak dapat terealisasi dengan baik terutama dalam aspek perilaku dan karakter yang positif.*

**Kata Kunci:** *disruptive behavior, children, elementary school*

---

#### CITATION

Chairilisyah, D. (2022). Disruptive Behaviors Among Elementary School Students. *Primary:*



## INTRODUCTION

Mental health is very important to be given and studied so that it can create individuals who can adapt well to their surroundings (well adjustment). Related to the role of mental health in schools, it is also necessary to address some of the problems that arise or occur in students, both at the elementary, secondary and tertiary levels. The problem that occurs in elementary schools is disruptive behavior. Disruptive behavior that appears in elementary school students includes not wanting to go to school, truancy, disturbing school friends, violence occurs, violates the rules or regulations imposed at the school (Koesoema, 2010).

The phenomenon of disruptive behavior that occurs in children is increasing significantly, both in the school and family environment. Every behavior shown by children is inseparable from the role of parents and teachers as educators and mentors. Recent studies predicting the presence of behavioral disorders in the general population appear to be very consistent. The number of children considered to have a behavior disorder in Ontario, Canada was 5.5% for children aged 4-16 years, in Queensland 6.7% for children aged 10 years, and in Dunedin, New Zealand it was 6.9% for children age 7 years (Marais & Meier, 2010).

Disruptive behavior cases are children's problems that have a major impact on the continuity of the teaching and learning process in the classroom and the life of the next child. Ghufron (2010) says behavioral disorders are disorders that have two main characteristics in the form of behavior, one of which is disturbing or disrupting other people (disruptive behavior) with attitude patterns, such as: uncooperative, opposing, prejudiced, and showing hostility to others or adults.

Disruptive behavior between ordinary children is different from children with special needs who have ADHD (Attention Deficit Hyperactivity Disorder), ODD (Oppositional Defiant Disorder) and CD (Conduct Disorder), which are included in the DSM IV-TR criteria, namely Disruptive Behavior Disorder (DBD). Disruptive behavior in question is only behavior that is often called "naughty" with the category of disruptive behavior that they show such as attacking friends, behaving impolitely, opposing, disrupting the learning process in class, and talking loudly (Feist, 2010).

Disruptive behavior has now become an important concern not only from parents but also from academic circles, namely teachers. If this behavior disorder is left unchecked, it will have a lasting impact and will cause significant damage to social functioning, academics, and also the future of children (Chairilisyah, 2016). However, if the behavior persists and gets worse at the age of elementary school children, then it becomes a problem and must get treatment (Pidarta, 2013).

Based on this description, further handling is needed to reduce disruptive behavior, so that well adjustment can be realized for elementary school students.

## LITERATURE REVIEW

### Definition of Disruptive Behavior

Disruptive behavior according to Muslich (2011) is an act against the rules and destructive. The phenomenon of disruptive behavior often occurs in children. Every behavior shown by children is inseparable from the role of parents and teachers as educators and mentors. This disruptive behavior usually often occurs in the school environment, such as arriving late and disturbing friends.

Rustini (2012) explains that disruptive behavior is a permanent pattern of behavior in

which individuals break rules and violate the rights of others. Marais & Meier (2010) explain that disruptive behavior is behavior that violates the rules or regulations in schools and the surrounding environment. Prabaningrum (2013) say other terms of disruptive behavior include a variety of behaviors such as temperamental, tantrums, excessive whining or crying, demanding attention, disobedience. According to Silahudin (2017) is a behavior characterized by not following directions and ignoring requests. Disruptive behavior such as aggressiveness, fighting against oneself and others, stealing, lying, destroying property, and delinquency.

Marais & Meier (2010) there are 4 basic categories of disruptive behavior, namely: 1) Disruptive behavior related to teaching and learning actions, for example students who disturb other students during the learning process, students who refuse instructions from the teacher or even show aggressive behavior. 2) Behavior that interferes with the rights of students in learning, for example, often leaves the classroom without any clear reason when in the learning process. 3) Behavior that is psychologically or physically unsafe, for example using laboratory equipment for play equipment, using tables and chairs as a medium for playing. 4) Behavior that causes property damage within the school.

According to Istiqomah (2004) disruptive behavior is behavior that often interferes with the relationship between children's interactions with peers and children with adults. This behavior is impulsive and hyperactive behavior such as running in the room or leaving the chair in class and dining chair at home. This disruptive behavior is also a matter of difficulty maintaining attention and difficulty following instructions given.

Disruptive behaviors that appear in elementary school students include refusing to go to school, truancy, disturbing school friends, violence, violating the rules or regulations imposed at the school. This behavior clearly interferes with life at school as well as disrupts the students themselves.

One example of such behavior is as revealed by Marliany (2014) that some elementary school students show behaviors such as skipping school, disturbing classmates when the learning process takes place, not paying attention to the rules from the teacher or from the school.

Based on these categories, it can be said that the behavior of elementary school students which is included in disruptive behavior is a pattern of disruptive behavior that causes problems in learning, especially when the learning process takes place, because it violates the rules and regulations in the school (Umari & Rosmawati, 2018).

### **Disruptive Behavior Characteristics**

The behavior that is raised by a child is a response to various environmental situations that are lived and the result of the child's interactions with other people. It is necessary to know the behavioral characteristics that appear in a child, because this can help others to recognize the behavior that appears, including disruptive behavior. According to Fathurrohman & Fatriany (2013) disruptive behavior has certain characteristics, namely:

1. Temperamental.
2. Demanding attention.
3. Active Deficiency.
4. Aggressive.
5. Against yourself and others.
6. Disobedient.
7. Steal.
8. Lie.
9. Shout.
10. Mocking.
11. Damage property.
12. Frequent or irritable.
13. Often resists or refuses to comply with adult requests or rules.
14. Often openly opposes or refuses to comply with adult rules or requests.
15. Doing things that intentionally annoy others.
16. Often blames others for his own mistakes or misbehavior.

17. Easily distracted by other people or sensitive.
18. Often annoyed and angry.
19. Often vengeful or spiteful.

### **Factors that Cause Disruptive Behavior**

There are four factors according to Sudaryanti (2012) that cause disruptive behavior in a person, especially in children. The first factor is genetic or biological. The causes of disruptive behavior based on gender differences, it is stated that boys are more disruptive than girls. And more often found in children whose parents have anti-social and alcoholic personalities. Aspects of temperament also cause disruptive behavior including: emotional regulation, intense reactivity (especially frustration), negative emotions and irritability, ability to control oneself, and a high or weak approach to avoidance (can lead to risky behavior). The results showed that the ratio of behavioral disorders in boys and girls was 2:1 to 4:1. Boys are more likely to be involved with disruptive behavior problems than girls.

The second factor is the family factor. The cause of disruptive behavior is family factors, which are related to parental dysfunction. In this case there are several things that influence it, namely: parental treatment (discipline style, warmth, hostility, supervision of children), parental psychopathology (such as depressed mother, personality disorders, drug use and antisocial or criminal behavior), marriage/parents who dysfunction (such as divorce or separation, conflict, violence in partners), low economic status and sibling conflicts, lack of attention from parents, giving gifts or punishments to children for doing something, and parenting applied by parents to children (Yusuf, 2007).

The third factor is the environment or society. Disruptive behavior can occur in children is also caused by environmental factors that are not immoral. Children easily witness and imitate violent behavior and other disruptive behavior through the media and the surrounding community (Marais & Meier, 2010). This influence can increase students'

involvement in disruptive behavior. Sudarna (2014) suggests that students' disruptive behavior is caused by the school environment and social relations at school.

The fourth factor is the result of trauma. According to Wibowo (2012) suggest that trauma to a child due to his past can cause disruptive behavior in children. The subject of this study used a teenager whose disruptive behavior was due to trauma in his past, when he was a child the subject saw his neighbor being mistreated. Since then the subject is often angry, when at school the subject is very aggressive, emotional, likes to lie, likes to hurt his classmates or younger classmates, likes to be late for school and can't adjust to class.

The fifth factor is the school environment. The school environment may indirectly contribute to disruptive behavior in elementary school children. This happens because the teacher's teaching methods are too conventional, the curriculum is inconsistent in its implementation, the negative influence of classmates or classmates, the application of school discipline is not always consistent, and the facilities and infrastructure in schools are incomplete.

### **Impact From Disruptive Behavior**

The impact that can be felt as a result of this disruptive behavior is as follows:

1. Annoy or annoy other children.
2. Shows hostility to other students so as to make other students afraid.
3. Elementary school students who exhibit disruptive behavior tend to be hostile/ostracized.
4. Damaging children's minds.
5. Disrupt the teaching and learning process in class.
6. Unable to focus on learning material.
7. If not handled further, disruptive behavior will carry over into adolescence and even adulthood.
8. If not given guidance, it will be increasingly difficult to change the behavior of the child.

## **RESEARCH METHOD**

Literature study is one of the techniques that can be used in carrying out a research. Literature study is a way to solve problems by tracing the sources of writings that have been made before. In other words, the term literature study is also very familiar with the term literature study. Some of the common and appropriate ones to use are books by trusted authors, accredited scientific journals, and student research results in various forms such as theses, theses, dissertations, practicum reports, and so on. There are several methods that can be used to conduct a literature study, such as criticizing, comparing, summarizing, and synthesizing a literature. To understand in depth the object of research, this literature study technique can be used as one of the best ways (Sugiyono, 2015).

In this literature review research, primary and secondary sources are used on the topic of disruptive behavior and traits in children. The author tries to provide an understanding of the importance of this behavior can have a negative effect on child development. In addition, researchers also try to provide opinions and suggestions for teachers and parents in educating children who are still disruptive to become better individuals at school and at home.

## **RESULTS AND DISCUSSION**

### **Efforts to Handle Disruptive Behavior**

#### **1. From the school**

In elementary school, the presence of teachers is an important key to handling disruptive behavior in the classroom. Handling disruptive behavior by teachers can be done with more than one approach or method according to needs. The first method is the classroom management approach. The classroom management approach method can be carried out by teachers such as physical classroom arrangements, making rules that apply but not burdening students, conveying teacher expectations to students so that they can create harmonious relationships in the classroom. This classroom management can help teachers create a conducive atmosphere so

that students can focus on the learning process rather than interrupting.

According to Marais & Meier (2010) one strategy to deal with disruptive behavior is guidance and counseling services based on a developmental approach. Furthermore, they stated, especially in providing counseling services to children, various techniques are needed, one of which is playing techniques. Related to this opinion, one of the efforts to deal with disruptive behavior in elementary school students is to draw in the group counseling process. The implementation of group counseling through drawing to deal with disruptive behavior will be described as follows:

#### **a. Stage I, group formation**

In this stage, students who show disruptive behavior are grouped and given an offer to take part in group counseling activities. To obtain these students, it is done by using observations and interviews with teachers and homeroom teachers. At this stage, information is also given about willingness to participate in counseling activities including their willingness to participate in group counseling.

#### **b. Stage II, orientation and exploration**

This stage provides an opportunity for each member to introduce himself to other members including the counselor. So that in this stage begin to create a harmonious relationship between group members and with the counselor. In addition to introductions are also given about the function of the group, the goals achieved together, norms in the group and fostering mutual trust between them.

#### **c. Stage III, transition**

At this stage, it is hoped that the problems faced by each member can be identified. The main problem is their behavior which results in harm to other students and damage to the school environment. Sometimes in this stage there is anxiety, resistance, conflict and even reluctance to open up more deeply.

#### **d. Stage IV, work**

This stage can be started by giving each

member a paper to draw on everything. They can draw about their condition, the problems they are experiencing, the events that make them uncomfortable, and the hopes they want to achieve in the future. By drawing, students are expected to be able to express whatever they feel, so that this can make students in a comfortable and safe condition.

e. Stage V, consolidation

The next stage aims to try to make changes-change or show significant progress in each group member. Each group member is given the opportunity to provide feedback on the implementation of the counseling they have attended. The purpose of the feedback is to make improvements and can be continued or applied in everyday life.

f. Stage VI, evaluation and follow-up

The evaluation can be identified by following up whether it is necessary to continue or end group counseling activities. This can be done after each member begins to show changes or progress that has been agreed upon at the previous stage.

Another method to reduce disruptive behavior is the behavior management approach. Behavior management is an effort to reduce students' disruptive behavior through increasing positive behavior that supports the learning process. The form of behavior management that can be done is to provide reinforcement for behavior such as giving gifts, praise, comments, and teacher gestures that show approval of the emergence of positive behaviors that support the learning process.

The last method is the social skills approach method. Social skills that can be done by teachers are by teaching communication skills, self-control, recognizing and expressing feelings, and problem solving that can help students learn and develop social and cognitive abilities and help increase the emergence of positive behavior, so as to reduce disruptive behavior in children in elementary school.

2. Handling from family

The role of the family is very important for elementary school children who experience disruptive behavior. Not infrequently, elementary school children who experience disruptive behavior are children who get less attention from their parents, maybe because the child's parents are busy with work, or the child is in a broken home family.

For this reason, as a family which is the mental foundation of a child, the family should be able to better understand the character of a child and adapt to the pattern of education that will be applied to educate children. Moreover, elementary school children, he will imitate what he sees. If at home he often sees his parents fighting physically and emotionally, then it will provoke the child's emotions to do the same with what he sees.

Be a family that sets a good example for their children, grow a sense of affection in the family. Give examples of appropriate behavior in everyday life.

### **Therapeutic Techniques that can be used in Disruptive Behavior**

There are several forms of intervention to overcome disruptive behavior that have been carried out by practitioners of clinical and developmental therapy with different target focuses, namely on children, parents and the environment. In children, interventions can be carried out in the form of social skills training and cognitive skills training. Interventions that involve parents can be in the form of training on parental behavior and parent-child interactions. Meanwhile, interventions in the environment can be in the form of family therapy and school interventions (Sewartini, 2018).

Various kinds of therapeutic techniques are used to identify, reduce and analyze the causes of disruptive behavior in children, adolescents and even adults. The techniques used in disruptive behavior research include the use of child counseling techniques, family counseling, cognitive therapy, behavioral therapy and humor therapy.

## CONCLUSION AND RECOMMENDATION

Disruptive behavior shown in elementary school students needs to be handled specifically. This is related so that students can make well adjustments and avoid maladjustments. Basically, disruptive behavior is a pattern of behavior that violates the rules and regulations that have been enforced. Disruptive behavior is a child's problem that has a major impact on the continuity of the teaching and learning process in the classroom and the life of the next child. The role of schools, especially teachers, is needed to be able to help elementary school students reduce this disruptive behavior pattern, so it doesn't happen for a prolonged period. The role of the environment outside the school is also very necessary, especially from the parents. Parents have an important role in shaping the personality, mental growth and character of children.

## REFERENCES

- Chairilisyah, D. (2016). Metode dan Teknik Mengajarkan Kejujuran Pada Anak Sejak Usia Dini. *Jurnal Educhild*, 5(1), 8-14.
- Fathurrohman, P., Suryana, AA & Fatriany, F. (2013). *Pengembangan Pendidikan Karakter*. Bandung: PT. Refika Aditama.
- Feist, J., G, J, Feist. (2010). *Teori Kepribadian: Theories of Personality*. Jakarta: Salemba Humanika.
- Ghufron, M. N., Rini, R, S. (2010). *Teori-teori Psikologi*. Yogyakarta: Ar-Ruzz Media.
- Istiqomah, U. (2004). *Merawat dan Mendidik Anak*. Surakarta: PT. Widya Duta Grafika.
- Koesoema, D. (2010). *Pendidikan Karakter*. Jakarta: Grasindo.
- Marais, P. & Meier, C. (2010). Disruptive Behavior in the Foundation Phase of Shooling. *South African Journal of Education*, 30, 41-57.
- Marliany, R. (2014). *Psikologi Umum*. Bandung: Pustaka Setia.
- Muslich, M. (2011). *Pendidikan Karakter: Menjawab Tantangan Krisis Multidimensional*. Jakarta: Bumi Aksara.
- Pidarta, M. (2013). *Landasan Pendidikan*. Jakarta: Rineka Cipta.
- Prabaningrum, D, W. (2013). *Menyiapkan Anak Untuk Sukses di Sekolah dan Kehidupan*. Jakarta: PT Indeks.
- Rustini. (2012). Pendidikan Karakter Anak Usia Dini. *Jurnal Cakrawala Dini*, 3(1). DOI 10.17509/cd.v3i1.10321
- Silahun. (2017). Urgensi Membangun Karakter Anak Sejak Usia Dini. *Jurnal UIN Ar-Raniry*, 3(2), 18-41.
- Sudarna. (2014). *Pendidikan Anak Usia Dini Berkarakter*. Yogyakarta: Genius Publisher.
- Sudaryanti. (2012). Pentingnya Pendidikan Karakter Bagi Anak Usia Dini. *Jurnal Pendidikan Anak*, 1(1), DOI 10.21831/jpa.v1i1.2902.
- Sugiyono. (2015). *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. Bandung: Alfabeta.
- Suwartini, S. (2018). Pengembangan Buku Ajar Pendidikan Karakter dengan Pendekatan Pembelajaran Berbasis Soft Skill Pada Siswa SD Kelas II. *Jurnal Educhild*, 7(2).
- Umari, T & Rosmawati. (2018). Analisis Nilai-nilai Karakter Cerdas Mahasiswa FKIP Universitas Riau. *Jurnal Educhild*, 7(2), 118-126.
- Wibowo, A. (2012). *Pendidikan Karakter Usia Dini*. Yogyakarta: Pustaka Pelajar.
- Yusuf, S., Nurihsan, J. (2007). *Teori Kepribadian*. Bandung: PT. Remaja Rosdakarya.