



RESEARCH ARTICLE

Oppositional Defiant Disorder and Learning Behavior in Elementary School Students

Endah Sri Wahyuni¹; Fatma Kusuma Mahanani^{2*})

Published online: 5 February 2022.

Abstract

Education is one of the fields that support the national development process. Therefore, education in Indonesia must be further improved so that success in education can also be achieved. One way is to improve or overcome basic problems in the field of education, namely problems related to students, teachers and programs in schools. One of them is about learning behavior and also the opposing behavior of elementary school students. This objective of the study was to determine 1) the description of learning behavior in elementary school students, 2) description of defiant behavior disorder in elementary school children, 3) the correlation between disruptive behavior disorder and learning behavior in elementary school students. The type of research used by the researcher is quantitative research with a correlational design. The population in this study were elementary school students in the city of Semarang. The characteristics determined by the researchers in taking the population in this study were: a) Elementary School Students in Gunung Pati District and b) Students at SDN Mangunsari 01 & SDN Plalangan 03. The sampling technique in this study used a purposive sampling technique, namely the technique of determining the sample with consideration certain. The sample in this study amounted to 57 students. The data collection method in this study used various techniques, namely the provision of a questionnaire on learning behavior variables and a questionnaire for opposing behavioral disorders. The result of this research is the value of the correlation coefficient obtained from calculations with the Spearman Rank Correlation with the help of data processing shows the result of 0.620**. That is the level of strength of the correlation or correlation between the variables of the tendency of opposing behavior disorders and learning behavior is 0.620. An asterisk (**) means that the correlation is significant at a significance value of 0.01. While the significance value or Sig. (2-tailed) owned by both variables is 0.000 where Sig. (2-tailed) $0.000 < 0.05$ or 0.01 . These results indicate that the research hypothesis is accepted.

Keywords: students; elementary school; learning behavior; opposing behavior

Abstract

Pendidikan merupakan salah satu bidang yang menjadi pendukung dalam proses pembangunan nasional. Oleh karena itu, pendidikan di Indonesia harus lebih ditingkatkan agar keberhasilan dalam pendidikan juga dapat tercapai. Salah satu caranya adalah dengan memperbaiki atau mengatasi masalah-masalah mendasar dalam bidang pendidikan, yaitu masalah yang berkaitan dengan siswa, guru maupun program yang ada di sekolah. Salah satunya adalah mengenai perilaku belajar dan juga perilaku menentang yang dimiliki oleh siswa Sekolah Dasar. Penelitian ini bertujuan untuk mengetahui 1) Gambaran perilaku belajar pada siswa Sekolah Dasar, 2) Gambaran gangguan perilaku menentang pada anak Sekolah Dasar, 3) Hubungan antara gangguan perilaku menentang dengan perilaku belajar pada siswa Sekolah Dasar. Jenis penelitian yang digunakan oleh peneliti adalah penelitian kuantitatif dengan desain korelasional. Populasi dalam penelitian ini adalah siswa Sekolah Dasar yang ada di Kota Semarang. Karakteristik yang ditetapkan oleh peneliti dalam pengambilan populasi pada penelitian ini adalah: a) Siswa Sekolah Dasar di Kecamatan Gunungpati dan b) Siswa di SDN Mangunsari 01 & SDN Plalangan 03. Teknik sampling dalam penelitian ini menggunakan teknik *purposive sampling*, yaitu teknik penentuan sampel dengan pertimbangan tertentu. Sampel dalam penelitian ini berjumlah 57 siswa. Metode pengumpulan data dalam penelitian ini menggunakan berbagai teknik yaitu pemberian kuesioner variabel perilaku belajar dan kuesioner variabel gangguan perilaku menentang. Hasil dari penelitian ini adalah nilai dari koefisien korelasi yang diperoleh dari perhitungan dengan Korelasi Spearman Rank dengan bantuan pengolah data menunjukkan hasil sebesar 0,620**. Artinya, tingkat kekuatan hubungan atau korelasi antara variabel kecenderungan gangguan perilaku menentang dengan perilaku belajar adalah sebesar 0,620. Tanda bintang (**) artinya korelasi bernilai signifikan pada angka signifikansi sebesar 0,01. Sedangkan nilai signifikansi atau Sig. (2-tailed) yang dimiliki oleh kedua variabel adalah sebesar 0,000 dimana Sig. (2-tailed) $0,000 < 0,05$ atau $0,01$. Hasil tersebut menunjukkan bahwa hipotesis penelitian ini diterima.

Keywords: siswa; sekolah dasar; perilaku belajar; perilaku menentang

INTRODUCTION

Law of the Republic of Indonesia Number 20 of 2003 contains the National Education System which regulates all components of education that are interrelated in an integrated manner to achieve national education goals. Article 6 paragraph (1) states that "every citizen aged seven to fifteen years must attend basic education". Every student has a role and obligation that must be carried out as a contribution to the ongoing process and success of education. General provisions regarding education are also explained in Law no. 20 of 2003 in article 1 paragraph 1.

The success of an education can be influenced by many factors. The learning process at school, the attention and affection of parents, their association with their playmates, and the environment in which they live are some of the factors that also participate in the educational process undertaken by a student. The main factor that determines the success of education is of course how the attitudes and behavior of the students themselves. Interest and motivation can be a supporting factor for students to be able to complete their education well. The process during learning takes place and the delivery method used by the teacher also has an effect.

Schools are considered the most important instrument in the implementation of education to realize the expected Indonesian human figure, namely a human figure who believes and fears God Almighty, has noble character, is healthy, knowledgeable, capable, creative, independent, and becomes a democratic citizen and responsible as stated in article 3 of Law number 20 of 2003 concerning the National Education System.

This goal can be realized in various ways, one of which is that educational institutions need to make efforts to improve education and invite all levels of society to take an active role in it. This is of course done to improve the quality of education in Indonesia. Structured education in each education unit, namely primary, secondary, and higher education units also needs to be improved.

The process of realizing the expected human figure as required by Law number 20 of 2003, of course, will experience many difficulties. Various problems other than the problem of the educational paradigm, which are related to the implementation of education may occur. These problems include problems regarding the low quality of teachers, the quality of physical facilities, teacher welfare, student achievement, lack of equal distribution of educational opportunities, the low relevance of education to needs, and the high cost of education (Al-Jawi, 2006).

Data obtained by UNESCO (2000) proves that the quality of education in Indonesia is very concerning. The Human Development Index ranking, which is the composition of the ranking of educational attainment, health, and income per head, which shows that Indonesia's human development index is decreasing. Among 174 countries in the world, Indonesia ranks 102nd (1996), 99th (1997), 105th (1998), and 109th (1999). The low quality of Indonesian education is also shown by Balitbang data (2003) that out of 146,052 primary schools in Indonesia, only eight schools have received world recognition in the

category of The Primary Years Program or PYP (Al-Jawi, 2006).

Syaikhu Usman in an article written on July 2 2018 entitled "The Poor Quality of Indonesian Students Due to Incomplete Learning Processes" said that based on the results of educational research in 2016 and in the ongoing Research on Improving Systems of Education (RISE), it indicates that One of the causes of the low quality of teaching in Indonesia is related to "complete learning". Complete learning is a teaching and learning process that implies that students are well versed in all competency standards and basic competencies for each subject.

Success in achieving educational goals is determined by the learning process experienced by students. Students are expected to be able to experience changes both from the cognitive, affective, and psychomotor aspects. One of the factors that can improve or provide good changes is the right learning model, an effective and conducive classroom situation so that it can improve student learning outcomes.

Students can have difficulty in following the lesson. The learning process carried out by students can be less than optimal so that students will feel burdened in participating in learning. This of course will cause new problems for students. Such problems, for example, are students who often ask for permission, often come late or even play truant, like to disturb friends who are studying, and are also lazy to do assignments or homework. In the end, this resulted in the emergence of problems in terms of academics and at the same time in their environment or social life (Hairina in Kurniawati, 2018:1).

Based on the results of a preliminary study on January 17, 2019, researchers found subjects who had problems with learning. There were 10 subjects from two elementary schools in Gunungpati District who showed the most prominent learning behavior compared to their friends. They rarely do and complete the assignments given by the teacher, both those that are used as homework and assignments that must be completed while in class. They are also less active in participating in learning and have less interest in learning.

According to the results of interviews conducted by researchers with teachers in one school. The following are the results of interviews conducted by researchers.

"Mother's three children rarely complete the tasks they are given. They don't even do the homework they do. I've watched and waited while they were working but still just watched. Because I was tired by myself, I ended up staying and the task was never done. Sometimes I get angry, but they don't seem to listen and keep repeating the behavior." (S1,W1, January 17, 2019)

Subjects who have problems in doing assignments are caused by a lack of concentration and also the attention of subjects who are easily distracted. The behavior experienced by the subject will certainly be very influential in the learning process followed by the subject when in class, especially when the subject is given an assignment to complete. They will find it difficult to complete the task.

In addition to interviews, the researcher also provided a questionnaire that had to be filled out by the homeroom teacher for 10 children who were considered to have poor learning behavior. The questionnaire given is a questionnaire of children's learning strengths and difficulties. The questionnaire has 5 subscales, namely Emotional Symptoms Scale, Conduct Problem Scale, Hyperactivity Scale, Peer Problem Scale, and Prosocial

¹⁻²Jurusan Psikologi, Fakultas Ilmu Pendidikan, Universitas Negeri Semarang

*) *corresponding author*

Fatma Kusuma Mahanani

Email: fatma.psi@mail.unnes.ac.id

Scale. The total possible score for each of these subscales is 10 points.

These items relate to how the subject behaves when in class, such as restlessness, being too active, unable to stay still for a long time, constantly moving restlessly or squirming. The items in the questionnaire can also be used

to see whether the subject is easily distracted or not easy to concentrate, as well as how the subject deals with the given task and how the task is completed. The scoring results of the questionnaire will be described in the following table:

Table 1.
Scores of Children's Learning Strengths and Difficulties Questionnaire Results

Subject	Score Each Subscale				
	<i>Emotional Symptoms Scale</i>	<i>Conduct Problem Scale</i>	<i>Hyperactivity Scale</i>	<i>Peer Problem Scale</i>	<i>Prosocial Scale</i>
1	1	3	6	4	5
2	3	2	4	7	4
3	4	3	6	6	6
4	4	2	4	6	5
5	1	5	2	3	2
6	7	2	5	6	7
7	3	4	3	3	6
8	1	5	4	2	2
9	4	2	1	5	6
10	5	1	3	7	4

Items that can be used to observe student behavior when learning in class are items on the Hyperactivity Scale subscale, namely the items are restless, too active, unable to stay still for a long time; constantly moving restlessly or squirming; easily distracted, unable to concentrate; before doing something he thinks first about the consequences, and has good attention to anything, is able to complete a task or homework to completion.

Based on the data above, it can be seen in the Hyperactivity Scale subscale, that there are 3 subjects who have the highest scores in that subscale, namely subjects numbered 1, 3, and 6. According to Hawes & Dadds (in Oktaviana & Wibarti, 2014:105) SDQ scores on The subscale is moderate if it has a score of 5 and high if it has a score of 8 and low if the score is less than 5.

The role of behavior can be seen from how students follow or undergo learning activities while they are at school. Student learning behavior plays a role in a student's ability to achieve good academic achievement. It takes a strength or motivation from various parties as a driving force so that academic achievement can increase. For example, by developing appropriate or effective interventions as an alternative to improve student learning behavior.

Learning behavior or learning behavior is a pattern obtained from the behavior shown by students when they respond to learning situations and react to academic tasks given by the teacher. Learning behavior can be used as an indicator to assess how effective a learning process is. Problem solving, student flexibility in participating in learning, persistence in doing assignments and responses to new assignments given can show student learning behavior.

The term learning behavior is often confused with the term "learning style" which is often used in several studies. Learning styles are related to how children learn, not how well children learn which is usually referred to as academic achievement. While learning behavior is more directed to the learning process and also how students interact with the learning environment (Yamazaki in McDermott, 2018: 36).

The basis for assessing learning behavior is entirely on classroom observations made by the teacher. These assessments are carried out without reference to the students' intentions, thoughts, or feelings. However, the teacher concludes or interprets each behavior related to students who are in the same classroom environment, not with other children.

Learning behavior can be carried out by teachers using a scale called the Learning Behavior Scale or learning behavior scale. The scale is used to observe and see differences in children's behavior in learning at school. There are 4 different dimensions of learning behavior, namely motivational competence, attitude in learning, attention and persistence, and strategy and flexibility. The results of the LBS can be used as a way to predict student academic achievement by considering scores from intelligence tests that are usually carried out.

Research on learning behavior has been done quite a lot. One of them is the research conducted by Hanifah & Abdullah (2001) regarding "The Influence of Learning Behavior on Academic Achievement of Accounting Students". The results of the research show that student behavior in participating in learning is closely related to academic achievement. However, their habits when taking lessons cannot be used as a definite benchmark. In fact, behavior related to learning is not only behavior that is shown in the classroom, but also behavior that takes place outside the classroom or school environment.

There is also another study conducted by Afif & Kaharuddin (2015) regarding "Learning Behavior of Students in Review of Authoritarian Parenting Patterns". The research shows that the authoritarian parenting pattern of parents has an influence on the learning behavior of students in grades V and VI of SD state 50 Bonto Panno, Sibatua Village, Pangkajene District, Pangkep Regency.

Based on some of these studies, it can be concluded that in addition to the behavior of students or students when in class, there are also other behaviors that can be used as a reference to see how the learning behavior of a student or students is. These behaviors will of course affect the success of students in attending education which is

indicated by good academic achievement. Not always learning behavior can run smoothly. There are times when children experience problems or disturbances in participating in learning at school. For example, because other behaviors appear that hinder the learning process.

Behaviors that influence learning behavior can come from the students themselves or are behaviors that arise due to the influence of other parties. How the teacher's attitude and teaching method when in class can also be one of the things that affect student learning behavior. Physical conditions, interests, motivation and also personality can be other factors that influence student learning behavior when in class (Putri & Budiani, 2012:11).

Children prefer to act or behave according to their wishes. Therefore, they often show angry behavior, often oppose and show uncontrollable or aggressive emotional reactions when someone else prohibits or hinders them from carrying out an action or behavior (Mac Kenzie in Kurniawati, 2018:1).

Children who are considered as parties who must follow and obey what is said or ordered by older people, both parents and teachers. If they oppose or do not follow, then they will be said to be "naughty" children. Therefore, parents often use several methods to make their children better and have a more positive attitude. Children are expected to have good abilities in controlling behavior, willing to listen to positive advice, and have good relationships (Anisah, 2012: 3).

The child's behavior may be included in the category of behavioral disorders. Behavioral disorders that usually occur in childhood are the tendency of opposing behavior disorders or what is known as Oppositional Defiant Disorder (American Academy of Child & Adolescent Psychiatry, 2009: 2).

This disorder is known as oppositional disorder and is characterized by negative opposition and disobedience to authorities. The disorder is more common in boys before puberty and usually occurs before 8 years of age. There is evidence that ODD can be distinguished from normative child behavior among preschoolers in terms of clinical fields and community samples (Keenan & Wakschlag in Loeber et al, 2009:134).

The anger and the tendency of maladaptive defiant behavior disorders indicate that children have the ability to control emotions and control emotions according to the developmental level of school-age children, who are generally able to control and direct their actions to cooperate with others. Such behavior often occurs in children with Oppositional Defiant Disorder (ODD), which is a behavioral disorder characterized by a pattern of tendencies toward opposing, challenging and hostile (hostile) behavior disorders, which are mainly aimed at parents (APA, 2000).

Looking for the problems that have been described, the researcher wants to conduct research on "The Correlation between Oppositional Behavior Disorder and Learning Behavior in Elementary School Students". Researches on learning behavior that have been done previously are more related to the learning achievement and no one has conducted research on one of the factors that can influence learning behavior, namely opposing behavior. Such research has never been done before.

This research should be carried out considering the importance of the role of the advancement of education for a nation. Education is one of the fields that support the national development process. Therefore, education in Indonesia must be further improved so that success in education can also be achieved. One way is to improve or overcome basic problems in the field of education, namely

problems related to students, teachers and programs in schools. If these basic problems can be overcome, then the educational goals to be realized by the Indonesian people will soon be implemented and run as expected.

RESEARCH METHODS

Research used by researchers to conduct research is included in quantitative research. While the research design used is correlational research. Correlational research aims to see the relationship between variations in one variable and variations in one or more other variables. Correlational measurements can be used to see the relationship between research variables. Researchers can also obtain information about the level of the correlation that occurs not whether there is an effect of one variable on another variable (Azwar, 2015: 8).

The variables in this study are Learning Behavior and Oppositional Defiant Disorder. The population in this study were elementary school students in the city of Semarang. The characteristics determined by the researchers in taking the population in this study were: Elementary School Students in Gunungpati District and Students at SDN Mangunsari 01 & SDN Plangan 03. The determination of characteristics carried out by researchers was based on the results of filling out questionnaires on the strengths and learning difficulties of children. Both schools have the highest number of children with scores on the Hyperactivity Scale subscale compared to other elementary schools in Gunungpati District. If other schools only have 1-2 children, then both schools have 5 children with the highest scores on the Hyperactivity Scale subscale.

Samples are taken by setting special characteristics that are in accordance with the research objectives so that they can answer research problems. The number of samples set in this study were 57 elementary school students. The sampling technique in this study used a purposive sampling technique.

The data collection method in this study used a questionnaire to obtain data as well as complementary and mutually supportive information about learning behavior in students with defiant behavior disorders.

The questionnaire in this study used a learning behavior questionnaire adapted from the Learning Behavior Scale (LBS) compiled by Chao et al (2018) which was compiled based on several indicators of learning behavior derived from the definition of learning behavior, namely a pattern obtained from the behavior shown by students, when they respond to learning situations and react to academic assignments given by the teacher. Chao et al (2018) suggest that there are two aspects of learning behavior, namely Competence Motivation or Competence Motivation and Strategy/ Flexibility or Strategy/ Flexibility. This questionnaire consists of 24 items using a Likert scale. There are two parts in the scale, namely 14 items for the motivational competency section and 10 items for the strategy/flexibility section. The preparation of the attitude scale aims to reveal the attitudes of pros and cons, negative and positive, agree and disagree with a social object (Azwar, 2018: 137).

Another method used by the researcher is the defiant behavior disorder questionnaire. The questionnaire was prepared based on the diagnostic criteria or indicators of defiant behavior disorder in DSM V. The questionnaire consisted of 36 statement items on a Likert scale and 5 short questions that had to be answered. The questionnaire used in this study uses instrument items which can be in

the form of statements or questions based on the indicators of the research variables that have been described. Questionnaires were given to respondents as a way to collect data. This questionnaire has alternative answers, namely Never, Rarely, Sometimes, Often, and Always.

Instrument validation in this study uses expert judgment or expert opinion. So, the researcher analyzed the results of expert judgment using the content validity coefficient of Aiken's V (Elistantia, 2018: 7). Azwar explained that the relevance of items with behavioral indicators and with measuring objectives can actually be evaluated through reason and common sense which is able to assess whether the contents of the scale do support the theoretical constructs being measured. This process is called logical validation as part of content validity. Judgment experts are asked to give an assessment with a value from a number between 1 to 5. The number 1 is given if the item is not very representative or very irrelevant and 5 if the item is very representative or very relevant (Azwar, 2015: 134).

The standard of validity on each research variable obtained by researchers with a number of raters as many as 3 people is 0.667. Validity results greater than 0.667 can be said to be valid.

The reliability of the learning behavior variable questionnaire with a total of 24 items has a Cronbach's Alpha coefficient of 0.701. Cronbach's Alpha coefficient of the learning behavior variable is included in the sufficient category. Testing the reliability on the questionnaire on the opposing behavior disorder variable with the number of items as many as 35, the Cronbach's Alpha coefficient of 0.850 was obtained. Cronbach's Alpha coefficient of the learning behavior variable is included in the high category.

The research was carried out on 08-14 May 2019 using a used tryout, namely testing measuring instruments or research instruments as well as collecting research data. So, the test results of measuring instruments are also used as research data. The data analysis method used in this study was non-parametric statistical analysis to test the differences between the two groups. Sugiyono (2013) explains that non-parametric statistics is a statistical method that can be used by ignoring the assumptions that underlie the use of parametric statistical methods, especially those related to the normal distribution.

RESULTS AND DISCUSSION

Learning behavior in this study is defined as a repetitive pattern that is carried out by students as an effort to participate in learning at school and also about student attitudes in dealing with tasks given by teachers, both school assignments and homework. In the analysis and data processing that has been described previously, it is known that the majority of elementary school students who are the subject have learning behavior in the poor category with a percentage of 61.40% (35 students) while the remaining 3.51% (2 students) are in the category very poor, 29.82% (17 people) were in the fairly good category, and 5, 27% (3 people) were in the good category.

The results of the calculation of two aspects of learning behavior also have an average score that falls into the poor category. The Competence Motivation aspect has a percentage of 64.91% and the Strategy/Flexibility aspect has a percentage of 52.63% in the poor category. This

shows that the students who are the research subjects have poor learning behavior where they have less interest in learning and also have not been able to deal with the tasks given well.

Such learning behavior will certainly greatly affect the academic achievement of the subject. One of the benchmarks regarding a good learning process is when students also have good learning behavior by being active in class and assignments that are always well completed. Then the achievements that will be obtained will also be satisfactory for the child because his efforts in learning produce good results. As for the teacher, it means that the learning activities that have been carried out so far have been well received and followed by the students.

In general, the majority of behavioral disorders against elementary school students who were used as subjects in this study were in the low category with the percentage in the very high category having a percentage of 0% (0 people), the high category having a percentage of 1.75% (1 person), the medium category had a percentage of 19.30% (11 people), the low category had a percentage of 54.39% (31 people), and the very low category had a percentage of 24.56% (14 people). So, there are only a few children who have defiant behavior disorder. The behavior possessed by the subjects was still at a reasonable stage like children in general.

The hypothesis of this study is "there is a relationship between defiant behavior disorder and learning behavior in elementary school students" is accepted. This is because the value of the correlation coefficient obtained from calculations with the help of data processors.

Spearman Rank Correlation According to Riduwan & Sunarto (in Martalisa & Budisetyani, 2013:121) the use of Spearman Rank analysis is to measure the level or close relationship between two variables, namely the independent variable and the dependent variable on an ordinal scale, knowing the level of compatibility of two variables to the same group.

The Spearman Rank correlation method is not bound by the assumption that the population studied must be normally distributed, the sample population taken as a maximum sample of $5 < n < 30$ pairs, the data can be changed from interval data to ordinal data. Therefore, this study did not calculate the assumption test in the form of normality and linearity tests and directly tested the correlation to prove the hypothesis. Statistical calculations in this study were calculated using the help of a data processing program. The correlation guideline is if the correlation coefficient value is close to 1 or -1, then the relationship is getting closer or stronger, if it is close to 0 then the relationship is getting weaker. The results of hypothesis testing in this study are show in table 2.

Based on the results of hypothesis testing, it can be seen that the correlation between the variables of opposing behavior disorder and learning behavior obtained a correlation coefficient value of 0.620. That is, if the disorder of opposing behavior (X) has increased by 1, then learning behavior (Y) will have increased by 0.620. The two variables have a strong level of correlation strength.

That is, the level of strength of the relationship or correlation between the variables of opposing behavior disorder and learning behavior is 0.620. An asterisk (**) means that the correlation is significant at a significance value of 0.01. While the significance value or Sig. (2-tailed) owned by both variables is 0.000 where Sig. (2-tailed) $0.000 < 0.05$ or 0.01.

Table 2
Results of Non-Parametric Statistical Test Analysis with Spearman Rank

		Learning Behavior	Opposing Behavior
Spearman's rho	Learning Behavior	Correlation Coefficient	1.000
		Sig. (2-tailed)	.000
		N	57
	Opposing Behavior	Correlation Coefficient	.620**
		Sig. (2-tailed)	.000
		N	57

** Correlation is significant at the 0.01 level (2-tailed).

DISCUSSION

Learning behavior in this study is defined as a repetitive pattern that is carried out by students as an effort to participate in learning at school and also about student attitudes in dealing with tasks given by teachers, both school assignments and homework. In the analysis and data processing that has been described previously, it is known that the majority of elementary school students who are the subject have learning behavior in the poor category with a percentage of 61.40% (35 students) while the remaining 3.51% (2 students) are in the category very poor, 29.82% (17 people) were in the fairly good category, and 5, 27% (3 people) were in the good category.

The results of the calculation of two aspects of learning behavior also have an average score that falls into the poor category. The Competence Motivation aspect has a percentage of 64.91% and the Strategy/Flexibility aspect has a percentage of 52.63% in the poor category. This shows that the students who are the research subjects have poor learning behavior where they have less interest in learning and also have not been able to deal with the tasks given well.

Such learning behavior will certainly greatly affect the academic achievement of the subject. One of the benchmarks regarding a good learning process is when students also have good learning behavior by being active in class and assignments that are always well completed. Then the achievements that will be obtained will also be satisfactory for the child because his efforts in learning produce good results. As for the teacher, it means that the learning activities that have been carried out so far have been well received and followed by the students.

Defensive behavior disorder in elementary school students is one of the behavioral disorders where they often fight or oppose other people, both parents and teachers. They also do not like to follow the rules and prefer to do as they please. Children with defiant behavior disorder are more irritable and sensitive. They also like to argue when different opinions or when they are prohibited from doing something.

In this study, defiant behavior disorder was measured using a defiant behavior disorder scale with 5 answer choices, where the higher the score obtained, the higher the defiant behavior disorder possessed by the subject. Vice versa, the lower the score obtained, the lower the disorder of opposing behavior.

In general, the majority of behavioral disorders against elementary school students who were used as subjects in this study were in the low category with the percentage in the very high category having a percentage of 0% (0 people), the high category having a percentage of 1.75% (1 person), the medium category had a percentage of 19.30% (11 people), the low category had a percentage of 54.39% (31 people), and the very low category had a percentage of 24.56% (14 people). So, there are only a few children who

have defiant behavior disorder. The behavior possessed by the subjects was still at a reasonable stage like children in general.

This study used a learning behavior questionnaire as well as a defiant behavior disorder questionnaire. The learning behavior questionnaire uses two aspects, namely 1) Competence Motivation and 2) Strategy/ Flexibility. Meanwhile, the opposing behavior disorder questionnaire uses four aspects, namely 1) Angry/irritable mood, 2) Argumentative/Defiant Behavior, 3) Vindictiveness, 4) School life.

One of the impacts of good children's learning behavior is to have good learning achievements as well. Therefore, learning behavior is one of the important factors in the success of the learning process. In order for children to have good achievements, of course, they need support or motivation from various parties, especially motivation from themselves to be able to excel academically.

According to Shah (in Conscience, 2011: 57) there are many factors that influence learning achievement, including internal factors, external factors, strategies and learning methods. Internal factors include health conditions, intelligence levels, attitudes, talents, interests and motivation of students. External factors in the form of social and non-social conditions in the student environment.

The third factor that affects learning achievement, namely learning strategies and methods is in line with the second aspect of the learning behavior variable, namely the Strategy/Flexibility aspect. Strategy is one of the learning efforts made by students to make it easier for students to catch or understand the lesson. While flexibility is a child's ability when he is able to accept learning and also the readiness of children to accept new tasks and do these tasks well.

The empirical mean of each aspect of the learning behavior variable can be compared. The comparison is that the Competence Motivation aspect has an empirical mean of 35.87 while the Strategy/Flexibility aspect has an empirical mean of 25.98.

Based on the statement described above, every aspect of the two variables is related to each other. The results of calculations that have been carried out with data processing applications tend to show scores that are classified as low or not good to moderate or good enough.

The low learning behavior possessed by students from the two schools is of course because there are many factors that influence it. One of them is the teacher at the school who is less attentive to the students when they are doing their assignments. Teachers prefer to accompany children who want to follow instructions well. Mentoring is carried out when all students have not completed their assignments, while not all students are able to complete assignments together with other friends. So the task will be neglected and students prefer to play with their friends

rather than having to complete the task (Mahanani 2017: 279).

Good learning behavior can be shown through student discipline in participating in learning. The party in charge of disciplining students when learning in class is the teacher. Teachers have a responsibility to discipline in the classroom, because discipline has an impact on students to mature and improve themselves for the better. One of them is to improve learning behavior. So that their learning achievement will also increase (Priyanto & Gulo 2018:54).

Zimmerman (in Wicaksono, 2013: 116) explains that disruptive behavior is a symptom of behavioral deviations that are common in children with ADHD, OD and ODD, starting when they are small and increasing in adolescence and adulthood. This is in accordance with the variables of this study, namely Oppositional Defiant Disorder (ODD).

The empirical mean of each aspect of the opposing behavior disorder variable can be compared. The comparison is that the Angry/irritable mood aspect has an empirical mean of 21.05; the Argumentative/ Defiant Behavior aspect has an empirical mean of 30.01; the Vindictiveness aspect has an empirical mean of 27.78; and aspects of life at school have an empirical mean of 6.89.

Based on the data above, the Argumentative/Defiant Behavior aspect has a larger empirical mean value for the four aspects. This means that the Argumentative/Defiant Behavior aspect is one of the behaviors shown by children that can be used as a sign of whether the child has an opposing behavior disorder or not.

Aspects of Angry / Irritable Mood related to a feeling in the mind that affects the actions taken as a response to a condition or situation experienced. As stated by Istiqomah (2017: 254) that children with emotional and behavioral disorders have complex characteristics and often their behavioral characteristics are also carried out by other peers, such as moving a lot, disturbing peers, fighting behavior and sometimes aloof behavior.

Aspects of vindictiveness or revenge is one of the characteristics shown by children with defiant behavior disorder. This is in line with the opinion of Aristotle (in Ikhwanisifa, 2016:71) which says that belief in being treated unfairly or belittled can hurt a child's heart, causing feelings of anger and a desire to take revenge against friends who are hostile to him.

Life in school is the last aspect that is owned by the opposing behavior disorder variable. Life at school involves many things, such as learning activities, children's relationships with playmates, and children's relationships with teachers. Children with defiant behavior disorder have problems or disruptions in their school life. Disturbances that are owned by children related to life at school are about their disruptive behavior in class.

Disorders of opposing behavior shown by the subjects were also included in the low class. One reason is because the observations were made only once, so their natural behavior did not appear fully. Children with emotional and behavioral problems have a vulnerability to experience problems in the functions of daily life, especially in learning and socialization functions. These problems are often difficult to recognize by parents and teachers so that children with these problems can only be overcome after being in a fairly severe condition (Wiguna et al 2010:270).

Resistance behavior disorder can increase due to many influencing factors. Behavioral and emotional disorders in children cover four aspects, namely family, school, personality and social child. Behaviors that can improve children's behavior include behavior to seek attention from others, violate school rules, destructive behavior, lack of interest in learning, and lack of teacher-student

relationships. Attention from the teacher that is not obtained by students can also be the cause of the emergence of a tendency to oppose behavior disorder. (Yumpi 2017:288)

The hypothesis of this study is "there is a relationship between defiant behavior disorder and learning behavior in elementary school students" is accepted. This is because the value of the correlation coefficient obtained from calculations with the Spearman Rank Correlation with the help of data processing shows the result of 0.620**. That is, the level of strength of the relationship or correlation between the variables of opposing behavior disorder and learning behavior is 0.620. An asterisk (**) means that the correlation is significant at a significance number of 0.01. While the significance value or Sig. (2-tailed) owned by both variables is 0,000 where Sig. (2-tailed) $0.000 < 0.05$ or 0.01.

LIMITATIONS

The limitations of this research include, firstly, the licensing process for conducting research takes a long time. After giving permission letter to the principal, the researcher also asked the homeroom teacher for permission directly from the two schools that became the research population. However, due to the busy schedule of the teachers and the unfinished tasks, the researchers had a hard time asking for permission directly.

Second, the date set by the researcher as the conduct of the research collided with the exam schedule for grade 6, and the homeroom teacher was assigned the task of supervising the examination outside their school. So, researchers have to rearrange the schedule that has been estimated. Third, after the National Exams are over, students and teachers are busy preparing activities for events leading up to the month of Ramadan. So, research cannot be done.

Fourth, the limited research time given because the students have started the holiday for the month of fasting and preparation for the Class Advancement Examination. So, not much time that can be used by researchers. Fifth, observations were only carried out 1 time so that the results obtained were still not maximal enough and did not show the actual conditions of the research subjects.

CONCLUSION

the research hypothesis "there is a correlation between oppositional defiant disorder and learning behavior in elementary school students" is proven. This is shown from the results of hypothesis testing which shows a positive correlation. The significance value of the two variables is also more than 0.05, which is 0.000. So there is a significant relationship between the variables of learning behavior and defiant behavior disorder.

SUGGESTION

Based on the results of the research and conclusions, the authors propose several suggestions, namely for the school to be able to provide learning activities with interesting methods for students so that they are not bored and less involved in learning and are more concerned with

students who have problems at school, both about subjects, their association with peers, as well as about student attitudes while at school.

Families should encourage and motivate children in terms of learning. Support from family is very influential to increase students' interest in achieving achievements in the academic field. As for other researchers, it is better to make observations or observations more than once and use more subjects if they want to develop or conduct research similar to this research. If researchers want to do similar research, they can establish report cards first so that children do not feel supervised. If researchers have sufficient funds, they can use surveillance cameras so that the behavior shown by children is their natural behavior. If not, the researcher can use a more interesting method, for example by acting as a teacher or by providing interesting activities.

REFERENCES

- Afif, A., & Kaharuddin, F. (2015). Perilaku Belajar Peserta Didik Ditinjau dari Pola Asuh Otoriter Orangtua. *Auladuna*, 292-293.
- Al-Jawi, M. S. (2006). Pendidikan di Indonesia: Masalah Dan Solusinya. *House of Khilafah*, 1-8.
- American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorder Edition (DSM-V)*. Washington: American Psychiatric Publishing
- Anisah, A. S. (2015). Gangguan Perilaku Pada Anak dan Implikasinya Terhadap Perkembangan Anak Usia Sekolah Dasar. *Jurnal Pendidikan Sekolah Dasar*, 1(2). 5-20. Retrieve from: <https://jurnal.untirta.ac.id/index.php/jpsd/article/view/689>
- Apriani, R. (2017). Pengaruh Perilaku Belajar Menggunakan Model Pembelajaran Kooperatif Tipe NHT terhadap Hasil Belajar IPS Siswa Kelas V SD Negeri 1 Rajabasa Raya Bandarlampung.
- Arikunto, S. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Aunurrahman. 2012. *Belajar dan Pembelajaran*. Bandung: ALFABETA.
- Azwar, S. (2015). *Metode Penelitian*. Yogyakarta: Pustaka Pelajar.
- Azwar, S. (2016). *Reliabilitas dan Validitas Edisi 4*. Yogyakarta: PustakaPelajar.
- Azwar, S. (2018). *Metode Penelitian Psikologi ed. 2*. Yogyakarta: PustakaPelajar.
- Bahrussofa, M. F. (2017). Journal Review ODD, ADHD dan Agresivitas.
- Burke, dkk. (2002). Oppositional Defiant Disorder and Conduct Disorder: A Review of the Past 10 Years, Part II. *J. Am. Acad. Child Adolesc. Psychiatry*.
- Chao, J. L., McDermott, P. A., Watkins, M. W., Drogalis, A. R., & Worrel, F. C.(2018). The Learning Behaviors Scale: National standardization in Trinidad and Tobago. *International Journal of School & Educational Psychology*. 2018, VOL. 6, NO. 1,35-49.
- Goodman, R. (2005). Kuesioner Kekuatan dan Kesulitan Pada Anak.
- Hairina & Kurniawati (2018). Pengaruh Parent Management Training Untuk Meningkatkan Keterampilan Sosial Pada Anak Dengan Oppositional Defiant Disorder.1.
- Hanifah, & Abdullah, S. (2001). Pengaruh Perilaku Belajar terhadap Prestasi Akademik Mahasiswa Akuntansi. *Media Riset Akuntansi, Auditing dan Informasi Vol 1 No 3*, 63-86.
- Istiqomah. (2017). Parameter Psikometri Alat Ukur Strengths and Difficulties Questionnaire (SDQ). *PSYMPATHIC: Jurnal Ilmiah Psikologi*, 4(2). 251-264. <https://doi.org/10.15575/psy.v4i2.1756>
- Jossapat Hendra Prijanto, A. J. (2018). Penerapan Positif dan Negatif Untuk Meningkatkan Kedisiplinan Siswa SMP Lentera Harapan Lampung Tengah Dalam Mapel IPS. *JTP2IPS*, 54.
- Mahanani, F. K. (2017). Operant Conditioning: Shaping Dan Positive Reinforcement Contingencies "Dari Perilaku Off-Task Menjadi On-Task". *Intuisi: Jurnal Psikologi Ilmiah*, 9(3), 276-289. Retrieve from: <https://journal.unnes.ac.id/nju/index.php/INTUISI/article/view/14119>
- Muttaqin, I.S. (2009). Studi deskriptif tentang persepsi siswa SMA terhadap kinerja polisi lalu lintas dan motivasi siswa menjadi anggota polisi. Skripsi. Jurusan Fakultas Ilmu Pendidikan Universitas Negeri Semarang.
- Nurani, N. (2011). Prestasi Belajar Biologi Siswa Program Akselerasi SMAN 3 Semarang ditinjau dari Emotional Quotient (Kecerdasan Emosional), Minat Belajar dan Cara Belajar. Skripsi. Jurusan Fakultas Ilmu Pendidikan Universitas Negeri Semarang.
- Oktaviana, M., & Wimbari, S. (2014). Validasi Klinik Strengths and Difficulties Questionnaire (SDQ) sebagai Instrumen Skrining Gangguan Tingkah Laku. *Jurnal Psikologi*, 41(1), 101-114. [:http://dx.doi.org/10.22146/jpsi.6961](http://dx.doi.org/10.22146/jpsi.6961)
- Parker, J., & Parker, P. (2004). *Oppositional Defiant Disorder*. San Diego, USA: Health Care.
- Pratiwi, P. A. (2014). Penerapan levels of inquiry untuk Meningkatkan Achievement siswa SMP pada Pokok Bahasan Optik. Skripsi Jurusan Pendidikan Fisika FPMIPA UPI Bandung: Tidak diterbitkan.
- Psychiatry, A. A. (2009). *Oppositional Defiant Disorder: 2*.
- Purwanto. (2013). *Evaluasi Hasil Belajar*. Yogyakarta: Pustaka Pelajar.
- Putri, A., & Budiani, M. S. (2012). Pengaruh Kelelahan Emosional terhadap Perilaku Belajar pada Mahasiswa yang Bekerja.
- Rampengan. (2008). *Penyakit Infeksi Tropik pada Anak*. Jakarta: Kedokteran EGC.
- Republik Indonesia (2003). Undang- Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.
- Elistantia, R., Yusmansyah, Y., & Utaminingsih, D. (2018). Hubungan Dukungan Sosial Orang Tua Dengan Perilaku Prososial. *ALIBKIN (Jurnal Bimbingan Konseling)*, 6(1).
- Rolf Loeber, J. B. (2009). Perspectives on oppositional defiant disorder, conduct disorder, and psychopathic features. *Journal of Child Psychology and Psychiatry*, 133-142.
- Seniati, A. Y. (2009). *Psikologi Eksperimen*. Jakarta: PT. Indeks.
- Sugiyono. (2013). *Metodologi Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.

- Tjhin Wiguna, P. S. (2010). Masalah Emosi dan Perilaku pada Anak dan Remaja di Poliklinik Jiwa Anak dan Remaja RSUPN dr. Cipto Mangunkusumo (RSCM), Jakarta: Sari Pediatri, 270.
- Triana, N. A. (2015). Uji Keterbandingan Asesmen Kinerja Kompetensi Service Roda, Ban, dan Rantai Sepeda Motor Antara Bengkel Otomotif dan SMK. 62.
- Umi Tarsih, S. A. (n.d.). Perubahan Perilaku Belajar Siswa Dalam Pembelajaran Pkn Menggunakan Model Pertemuan Kelas. 1-10.
- Walgito. 2005. *Pengantar Psikologi Umum*. Yogyakarta: Andi Offset.
- Walter Matthys, J. E. (2010). *Oppositional Defiant Disorder and Conduct Disorder in Childhood*. The Atrium, Southern Gate, Chichester, West Sussex: John Wiley & Sons Ltd.
- Wibowo, H. (2013). Implikasi Kompetensi IT Mahasiswa terhadap Hasil Pembelajaran di Perguruan Tinggi Vokasional Universitas Pendidikan Indonesia. 30.
- Wicaksono, T. H. (2013). *Perilaku Mengganggu Di Kelas. Paradigma*, 15(8).
- Widjaja, F. N., & Sandjaja, S. S. (2013). Uji validitas dan reliabilitas index of teaching stress (ITS). *Jurnal NOETIC Psychology*, 3(2), 104-127.
- Youth, V. C. (2017). Collection of Evidence-based Practices for Children and Adolescents with Mental Health Treatment Needs. 1-18.
- Yumpi, F. (2017). Identifikasi kebutuhan untuk perancangan intervensi anak gangguan emosi dan perilaku. *Prosiding Temu Ilmiah X Ikatan Psikologi Perkembangan Indonesia*, 285-286.

