

# IMPROVING STUDENTS' CLASSROOM BEHAVIOUR BY MAXIMIZING TEACHER-STUDENT INTERACTION DURING CLASS

**Purnama Nancy F. Lumban Batu<sup>1</sup>**

***Abstract:*** Behaviour is one thing that is really important in one's life achievement. Behaviours will develop into character that defines one's future. Further, a research of Swick shows that a student's behaviour in the classroom significantly affects his/her behaviour outside the classroom, as in the real world. This article is focusing on a way to improve the students' behaviour in the classroom. Teachers, as students' motivator and role model, can encourage them to improve their behaviour through the limited learning process at school. It not through the presented material, yet it is through the way the material is presented in the class, the interaction led by the teacher. This article is trying to apply the communication science into classical teaching-learning process related to Skinner behaviourism theory. The better the stimulus, the better the response will be. Interaction is seen as the stimulus and the students' behaviour is seen as the response to it. The better the interaction, the better the behaviour will be.

***Key words:*** behaviour, interaction, communication skill, stimulus, response.

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<sup>1</sup> Purnama Nancy F. Lumban Batu , S.S. <nancy.lumbanbatu@gmail.com> +6281326274225 teaches at STIP Jakarta.

## **INTRODUCTION**

To become a competent person both in academic and life skills, a student is expected to have a good attitude and behaviour. To students who spend their 6 – 8 hours at school per day, schools have become dominant factor in the formation of learner behaviour (Swick 1987). In addition to being students, this process will be significantly influenced by their behaviour in the classroom when having classes. Therefore, the behaviour outside the classroom and in the classroom is closely related one to another (Swick 1987: 8). Behaviour outside the classroom could have an impact from the establishment of acceptable behaviour in the classroom and behaviour in the classroom may also be the impact of his behaviour outside of class formation.

Students' behaviour is one element that needs to be observed as it affects the efficiency and effectiveness of the educational process. Disruptive behaviour of the students will interfere the learning process, thus will affect the achievement as well. Research has shown that learners who actively participate in the school environment generally have a positive attitude (Swick 1987).

Teaching and learning process is a process of interaction where students and teachers influence each other not only in the minds but also in the actions. The basic patterns of interactions that occur in Teaching and learning process are: the teacher and the student, a student with other student (s), and between a student and the teacher. The activity during class hours are the main act of teaching-learning process, so teachers focus more on the interaction occurs in this limited period of time.

Indonesian system of education focuses on the end-result in score - as in they will fail the school if they do not reach the minimum score required as high as 5,5 for SMP and SMA level (Metrotvnews.com). Accordingly, it is the teachers' responsibility to make them pass the exam. Long-planned method is needed to get to

the bottom of this challenge. The students' achievement is affected by some possible factors. Lack of motivation when learning could be the best culprit other than their innate Intellectual Quotient (IQ). School teachers can not do much about their IQ, but can help significantly through motivating them.

Motivating them does not mean teachers have to spend a particular time to 'preach' them about good life, being better, getting more attentive in class, and so on. Teachers can motivate the students through the class they are conducting. The way the teachers interact during their session will be the stimulus that reflects on the way the students behave as their response to the stimulus.

More on how to interact positively and encouragingly in class will be seen from communication study point of view; where teachers are the communicator sending the message (stimulus), while the students are the communicants receiving the message and react (response) to it.

## **TEACHING-LEARNING PROCESS**

Learning is an activity that brings changes to individual learning. The change here is not just about the amount of knowledge gained but also in the form of skills, habits, attitudes, understanding, appreciation, interest, self-adjustment, on all aspects of one's personal or (Nasution 1995:35). According to the psychological sense, learning is a process of change in thorough which a behaviour changes as a result of interaction with the environment to meet their daily needs (Slameto 2003:2). Next, Winkel (1989:15) suggests that learning in humans is a process that took place in the cycle of active interaction with the environment that subjects produce lasting changes in knowledge, understanding, skills that are settled/constant. Also Sardiman (1992: 22) states that learning is always a change in behaviour or skills with a series of activities such as reading,

watching, listening and so forth. These changes are persistent changes in knowledge, understanding, skills, attitudes and behaviour.

According to Slamet (1995:29), the delivery of teaching cultures in the form of experience and skill to students. The other modern advanced definitions states that teaching is guidance to students in the learning process. This definition indicates that the students are actively experience the learning process. Teachers only guide, by taking the personality of students into account. Students are given more opportunities to actively participate during the process. Teaching is defined by Sudjana (2000:37) as a tool that is planned through the arrangement and provision of conditions that enable students to perform various learning activities as optimal as possible. From the above description it can be concluded that teaching is a planned activity to guide and to organize the environment around the students, in order to create a conducive learning environment that enables optimal learning process.

Teaching and learning process process is the core of the overall education conducted by educators as a major role. Manifestations of Teaching and learning process proces are grouped into 4 terms, namely: (1) process information, (2) personal development, (3) social interaction, and (4) behaviourur modification.

Teaching and learning process process contains a series of actions of teachers and students on the basis of reciprocal relationships that take place in educational situations to achieve a particular goal. Interaction or relationship between teacher and students is a primary condition for the continuity of the process. It has a wider meaning, not just teacher and student relationship, but the form of educational interaction; in this case, not only the delivery of messages in the form of subject matter, but the planting of attitudes and values in students' beliefs.

Teaching and learning process has a meaning and a broader sense than the notion of teaching. Learning activity implies the

existence of an inseparable unity between students who learn and teachers who teach; between the two activities are intertwined interactions of mutual support.

The behaviour of students who appeared during the teaching and learning process is called classroom behaviour: all actions, behaviours that can be observed both by educators and behavioural conduct learners (Goldstein 2007). For example, when teachers instruct all students to sit in their seats and they are then seated in accordance with instructions received, then they are called to behave.

The intensity of interaction between educators and students is a highly important role in the formation behaviour (ibid. 6). Classroom behaviours are often observed, particularly in the field of Educational Psychology, because research shows that students who behave positively in the classroom (positive classroom behaviour) also tend to behave positively outside the classroom and even outside the school environment (Swick, 1987). The same thing applies to negative behaviour that appears in the classroom.

## **STUDENTS' BEHAVIOURS**

Behaviours are all manifestations of biological behaviour of individuals in their interaction with the environment, ranging from the behaviour of the most visible to the invisible ones. (Syllabus General Psychology Courses - UPI). Behaviour is the actions or behaviour of an organism that can be observed and can even be learned (Huey 1974, through Notoatmojo 1997). Human behaviour is the activity that arises because of the stimulus and response and can be observed directly or indirectly (Sunaryo 2004: 3). Operationally, the behaviour is defined as an action-reaction of the organism to its environment. It can also be defined as responses to stimulation from organisms or someone from outside the subject (1993:58). New

behaviour occurs if there is something that needed to cause a reaction, namely the so-called stimulus. In other words, a certain stimulus will produce a reaction or certain behaviour (Notoatmojo 1997:60).

There are five main approaches of behaviour: (1) neurobiological approach, this approach focuses on the relationship between the behaviour of the events that took place in the body (brain and nerve), because the behaviour is governed by the brain and nervous system activity, (2) Behaviouristic approach, this approach focuses on behaviours that appear, the behaviour can be formed by refraction and strengthening through the conditioning stimulus, (3) cognitive approach, according to this approach not only individual who passively accept the stimulus but the stimulus processing into new behaviours, (4) view of psycho - analysis, according to This view of individual behaviour is driven by innate instincts and most of that behaviour is not realized, (5) humanistic view, the behaviour of individual aims set by the internal aspects of individuals. Individuals capable of directing the behaviour and give colour to the environment.

A research by Rogers (1974) reveals that before people adopt new behaviours, the process appears as follows:

1. Awareness; that person is aware in the sense of knowing the stimulus (object).
2. Interest; people began wanting for the stimulus
3. Evaluation; weigh - and wondering whether or not the stimulus is for him. This means that the attitude of the respondents had been better.
4. Trial; people have started to try the new behaviours.
5. Adoption; the subject has behaved in accordance with the knowledge, awareness, and attitude toward the stimulus.

If the acceptance or adoption of new behaviours through a process like this behaviour based on knowledge, awareness, and a positive attitude then the behaviour will become habit or are enduring (long lasting) (Notoatmodjo 2003:122).

Behaviourism is one stream that has a big influence in psychology. Pioneering figures, J.B. Watson, argues that to remain for scientific research, the behaviour that can be studied is the visible behaviour (overt) only. As a consequence, the Watson focused to study the relationship between stimuli and behaviour in return. Watson formulate that any behaviour is essentially a response or a reply (response) to stimuli (stimulus), because it greatly affects the behaviour; response is even determined by the stimuli. The theory is called the stimulus-response theory or reinforcement theory.

Dary Beum (1964), based on Skinner's statement that human behaviour developed and maintained by reinforcing member to behave in certain behaviours, four basic assumptions are suggested, namely:

1. Any behaviour, whether verbal or social, is something that is free and independent, not a reflection (describe) attitudes, belief systems, impulse, whim, or other circumstances hidden within the individual.
2. Stimulus and response is the basic concepts to explain a behavioural symptom. These concepts can only be measured physically and tangibly (visible).
3. The principle that the relation between stimulus and response is actually only a little. This principle is seen varies because of the various environments where stimulus-response relationship is valid.
4. In the analysis of the behaviour, inclusion of internal circumstances that occurred at the time of behaviour that arise, both physiological (tired, hungry, etc.) and conceptual (the urge, will, etc.) should be avoided.

Based on these assumptions, Beum put forward the theory of Functional Relationships (Functional Relationship) in social interaction. There are more to stimulate the amplifier, that control the response. For example, when a child says "Mom, I'm hungry," then the mother gives food (reward), then on another occasion the boy would say the same sentence to get food. Behaviour is called operant behaviour (operant response). Operant behaviour that is verbal as above is called *mand* (from the command or demand which means the command or request).

The second functional relationship occurs when the behaviour being rewarded-counteracted only in certain circumstances (if-then). The relationship is called a functional relationship with discriminatory controls (discriminative control) and response which occurs only if there is a discriminative stimulus is called *tact*.

In social contacts, according to Beum, what is important is one's ability to distinguish between behaviour which is a *mand* or *tact*. Someone who, too often, does *mand* usually can not be trusted, while someone who does *tact* more easily gained the trust of others (credible). The greater the confidence of others to that person the stronger his influence to change the behaviour of others.

Hence, that is the strategic position of teachers to influence and improve the students' behaviours. First thing to do is to gain the students' confidence (trust) in the teachers. Most of the chances to gain this is available during class time.

## **TEACHER-STUDENT INTERACTION**

Contact is the first stage of social interaction and can take place in three forms, namely:

- a. Interaction of a person with others, such as family members; to learn the value in social life in its environment.



- b. Interaction of a person with a group, for example, someone who registered as a candidate member of an organization that already performs programs or activities.
- c. Interaction between human groups with other human groups, for example between sports organizations conduct trials with others to practice a match together.

Contact continues to start communication. Some definitions of communication are:

- a. Communication is the transfer symbol that carries meaning(s) that need to be understood jointly by the parties involved in communication activities.
- b. Communication is any behaviour or activity of delivering messages or information about thoughts or feelings.
- c. Communication is the transfer of information and understanding from one person to another .
- d. Communication is trying to hold in common with other people.

Hewitt in Mercy (2004), outlining the intended use of the communication process specifically as follows:

- a. Learning or teaching something
- b. Affecting a person's behaviour
- c. Expressing feelings
- d. Explaining his own behaviour or the behaviour of others
- e. Connecting with others
- f. Solving a problem
- g. Achieving a goal

- h. Lowering the tension and conflict
- i. Stimulating interest in self or others

Communication is a process that has the following basic components: sender, recipient and message. Understanding or interpretation of the message sent by the communicator is affected by the verbal and non-verbal factors as described below.

### **A. Verbal Factor**

Language used in the process of interaction is the only verbal factor. There are two ways to define the language: functional and formal. Functional definition is to see language in terms of function, so the language is defined as a shared tool for expressing ideas (socially shared means for expressing ideas). Emphasis in the "socially shared" because language can only be understood if there is an agreement among the members of social groups to use it. Every language has rules about how to arrange the words in order to give meaning, the grammar.

The grammar includes three elements: phonology, syntax, and semantics. According to Miller (1974:8) to be able to use certain language, we must master the three steps above plus two more stages. First step is to master the sounds in that language (phonology). The second phase - the syntactic knowledge about how to form sentences. In the third stage we have to know the lexical meaning of words or combinations of words. The fourth stage is the stage of conceptual knowledge about the world we live and the world we're talking about. Finally, the fifth stage, we must have some kind of confidence to assess the things we hear.

The first three special stages discussed by experts in the language (linguists), while the two last stages are studied through psycholinguistic, which is about concepts and confidence in using and understanding the message.

Teachers are transferring the message through their teaching. Hence, when teaching, teachers must interact by using the verbal usage or language appropriate to the students. Furthermore, make it really clear to the students when it comes to new word or terminology, or even the concept of the language. By doing so, the students are expected not to get lost in the language, as the main means of communication.

## **B. Non-Verbal-Factor**

Mercy (2004) states that up to now there is no agreement among the experts of non-verbal communication about the factors of non-verbal that function as a message. Duncan, in Mercy (ibid. 289), mentions 6 (six) of non-verbal messages, among other things: (1) gestures, (2) paralinguistic or voice, (3) proximity or use of personal and social space; (4) smell, (5) skin sensitivity, (6) artefactual factors such as clothing and cosmetics. Schefflen names this division with other terms: kinetic, touch (tactile), smell (odorific), territorial, proximity, and artefactual. Classification delivered by Leathers are visual; kinetic, proximity, and artefactual, non-verbal auditory; paralinguistic (voice), and non-verbal non-visual non-auditory; including touch and smell.

### **1. Kinetic**

There are three main components namely: facial, gestural, and postural.

#### **a. Facial**

Facial means face, facial expression to convey the intent or specific message. Various studies indicate that the face can convey at least ten groups of meaning: happiness, surprise, fear, anger, sadness, disgust,

condemnation, interests, amazement, and determination. Leathers concluded research on the face as follows: (1) facial expressions to communicate the assessment to the happy and unhappy, which indicate whether the communicator looked good or bad, (2) faces which are interested or not interested in communicating to others or the environment, (3) face communicates the intensity of involvement in a situation, (4) communicates the degree of control of an individual's face against his own statement, and (5) communicates existing or lack of understanding.

**b. Gestural**

With a body gesture (gesture) or some parts of the body, such as eye and hand, one can communicate a variety of meanings. Galloway (ibid.190) states that body gesture (gestural) can be used to disclose: (1) encourage/restrict, (2) adjust/polarize; (3) responsive or not responsive, (4) feeling positive/negative, (5 ) caring/ignoring, (6) receptive or not receptive; (7) approve/reject. Interference can occur when messages are communicated through gestures are inappropriate or incompatible (incongruous) with verbal messages or other messages. Gesture is said to be unresponsive when gestures are unrelated to the message or tend to ignore requests for action. Negative gestural attitudes reveal a cold, condescending rejection.

**c. Postural**

Postural (posture) related to the whole limb. Mehrabian said the three meanings that can be delivered by the posture: immediacy, power, and responsiveness. Immediacy is an expression of preference or dislike towards other individuals. Posture leaning toward a conversation shows care and/or positive assessment. Power reveals a high status in self-communicator. Individual responsiveness to communicate when there is an emotional reaction to the environment, both positive and negative. If posture does not change, it can be interpreted as non-responsive.

## **2. Proximity**

Talking about proximity means to talk about setting the distance and space. By setting the distance, familiarity with others can be revealed. Anthropologist Edward T. Hall (ibid. 290) mentions four kinds of distance that Americans are used when dealing with others. Affirmed in part of America because the spacing is also dependent on cultural and social norms believed. In Indonesia, so far there is no research on the differences in the spacing (Rachmat 2004).

## **3. Artifactual**

Appearances can be a messenger or even become the message itself. Appearances include the body, clothing, and cosmetics. Despite the relatively settled body shape, people often behave in relationship to others in accordance with his perception of his body (body image). Some efforts to form a body image are through the clothing and cosmetics. Certain clothing is associated with certain behaviours (Kefgen and Touchie: 1971). Clothes are used to indicate the identity of the wearer. Delivering identity indicating the behaviour to others and how others should behave to him. In addition, clothing may also indicate feelings (such as black clothes when mourn or grieve), status and role (such as office uniforms), and formalities (such as sandals for the informal and formal batik to the atmosphere). Cosmetics can reveal a person's health and expressive and communicative strategy.

## **4. Paralinguistic (voice)**

Paralinguistic (voice) is directly related to how to give a verbal message. The same verbal message can convey different meanings when pronounced differently. Messages in paralinguistic view consists of: tone, voice quality, volume, speed, and rhythm.

Tone (pitch) indicates the number of vibrations produced by the sound source. The more amount of vibration, the higher the tone will be. Speaking without much change in tone is called monotony. Tone can express passion, fear, sadness, sincerity, or love saying. Tone can strengthen the impact of the spoken word (Rachmat 2004). Some studies also show that the tone often used to influence others Rachmat 2004: 293). The voice quality shows whether it is 'heavy' or 'light'. Each individual has its own sound quality, so the sound quality may also disclose the identity and personality of its owner.

Indication of high or low volume sound is exemplified when someone is angry or confirms something. There is a tendency to increase the volume of the voice. To express a sense of saying or understanding, can be expressed by lowering the volume. As with volume, speed and rhythm can reveal or confirm feelings. Overall, the sound (paralinguistic) is the most accurate tool in the delivery of the feelings of others.

## **5. Touch and Smell**

If a receiver is touched on the skin, he can receive and distinguish various emotions conveyed through the touch. Alma I. Smith, a researcher from Princeton, has researched the skin's ability to convey and receive messages. According to the most, unusual touch is communicated without attention (detached), love saying (mothering), fear (fearful), anger (angry), and jokes (playful) (2004:294).

Smells have been used by humans to communicate consciously and unconsciously. However, most communication took place via the olfactory unconsciously. When someone is in a state of emotional or tense, the body produces sweat and produce distinctive odours. Currently, several companies have tried to use perfume smells in the form of perfume to convey a message.

## **CONCLUSION**

In conclusion, interactions may take place conditionally on the existence of individuals, relationships, goals, as it relates to the structure and function of the group. Interaction is a social phenomenon that can occur if there is interplay of communication between individual to individual, individual to a group, or a group to another group. Interaction as a communication is directly related to the delivery of messages, both verbal and non-verbal.

Verbal message received by an individual is limited to language or words used, whereas in non-verbal messages more to how it is delivered. Non-verbal messages include facial expressions, body gesture, posture, appearance, tone, voice quality, volume, speaking rate, distance, and touch. Non-verbal messages will greatly affect the responses given by respondents.

Behaviourism views the messages (verbal and non-verbal) as a stimulus, and behaviour that emerged as a reaction is called the response. Behaviour can be formed as a result of various factors. A complex interaction of factors can be explained by psychological approach (Behavioural) and also with sociological approaches. Behaviour can emerge as a result of observation of the environment (observation learning). Behaviour can also arise as a result of reinforcement learning. Disruptive behaviour appears to be a problem in teaching and learning process. This behaviour is not expected because they interfere with the efficiency and effectiveness of the educational process taking place in the classroom.

Thus, interaction becomes an important factor. Through interaction, teachers have big opportunity to influence and motivate the students. By showing proper verbal and non-verbal factors of interacting, when delivering message through teaching, teachers can gain the trust or confidence of the students. Hence, the teaching and learning process will run smooth and efficient. It is efficient because

the disruptive (unwanted) behaviour in the classroom no longer persist as the students pay close attention to the process of learning. This behaviour will then have an impact not only on their grades or academic achievement, but also on their behaviour outside the classroom.

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