



## Analysis of Teacher Behavior Errors in Learning

\* Neni Handayani<sup>1</sup>, Darsinah<sup>2</sup>

<sup>1,2</sup> Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

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### Abstrak

Penelitian ini bertujuan untuk menganalisis kesalahan perilaku guru dalam pembelajaran di KB Mekar Sari Kecamatan Ngargoyoso Kabupaten Karanganyar. Penelitian ini merupakan penelitian deskriptif kualitatif dengan jenis studi kasus. Obyek penelitian ini adalah perilaku guru di dalam pembelajaran. Pengumpulan data perilaku guru dalam pembelajaran diperoleh melalui observasi. Teknik validasi data dengan triangulasi teknik. Teknik analisis data yang digunakan yaitu model analisis konten. Hasil penelitian menunjukkan bahwa terdapat kesalahan perilaku guru dalam pembelajaran yaitu, guru terkadang Marah, guru sering Memerintah dan Melarang (3M). Beberapa perilaku guru yang seharusnya dilakukan dapat dilihat dalam tahapan TBC (Teacher Behaviour Continuum) atau kontinum perilaku guru dalam pembelajaran.

### Abstract

This study aimed to analyze teacher behavior errors in learning at KB Mekar Sari, Ngargoyoso District, Karanganyar Regency. This research is qualitative descriptive research with a case study type. The object of this research is teacher behavior in learning. Collecting data on teacher behavior in learning was obtained through observation. The data validation technique was carried out with the triangulation technique. The data analysis technique used was the content analysis model. The study results showed that there were errors in teacher behavior in learning; the teacher was sometimes Angry (*Marah*), often Order (*Memerintah*), and Forbid (*Melarang*). Some teacher behaviors that should be carried out can be seen in the TBC (Teacher Behavior Continuum) stage or the continuum of teacher behavior in learning.



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✉ Corresponding author:

E-mail: [nenihandayani531@gmail.com](mailto:nenihandayani531@gmail.com)

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## INTRODUCTION

Early childhood begins learning through play. Play activities are in great demand by every child. When children play, teachers need to show good behavior. Teachers play a significant role in the learning process and behavior formation because they interact directly with children as students. In this direct interaction, the teacher's behavior becomes an example and a model for children. Teacher behavior can be reflected in verbal actions such as speech, and nonverbal such as appearance, attitude, and action.

This teacher's behavior is necessary for providing support when children play. Learning activities carried out effectively by the teacher can support a fun learning process. In addition, effective learning carried out in early childhood education is significant. It is because, through the learning process, children will get stimulation and support to grow and develop. Therefore, children need to be given stimulation, encouragement, and support in the form of learning activity programs that are interesting, effective, fun, and meaningful for children.

Phelps in (Darsinah, 2018) mentioned:

*“The teacher's continuum of behavior with the term Teacher Behavior Continuum (TBC), and breaks it into five ranges from Visually Looking On/VLO, Non Directive Statements/NDS, Questioning/Q, Directive Statement/DS, and Physical Intervention/PI. Visually Looking On is the behavior of teachers where teachers only see children playing in accordance with the game in the Center. In using this, the child is playing smoothly, no need for help.”*

The explanation from the statement above is that teacher behavior that should be carried out at the TBC (Teacher Behavior Continuum) stage includes:

1) Visual Looking On is the teacher's behavior where the teacher only sees the children playing according to the games in the Sentra. In using this, children play smoothly, with no need for help. Example: The teacher observes a child playing a puzzle.

2) Non-directive statements are statements given by the teacher to the child but are not directly related to the child. This statement is general in nature, requiring the child to translate it into the situation at hand. Example: Teacher: "I saw a child littering carelessly", "There is a trash can there."

- 3) Questions are questions that the teacher gives to children. Example: “Do you know the function of the trash can?” (including convergent questions).
- 4) A directive statement is a direct statement from the teacher related to the child so that the child can easily understand it. Example: "Put the toy on the shelf!"
- 5) Physical Intervention is the teacher's direct physical intervention to the child. Physical intervention can be carried out through direct justification and teacher modeling. "This is not how to make a tower. A big block should be placed at the bottom", (the teacher directly helps to make the tower).

Wismiarti and Arriyani (2010) in (Darsinah, 2018) divided four Taxonomic Question, namely: factual, convergent, divergent, and evaluation questions. Factual questions are questions related to existing facts, for example: What is that (pointing at the object)? Convergent questions are questions that have only one answer, for example: What do you do when you are sleepy? Distinct questions are questions that have more than one answer, for example: What to wear? Meanwhile, evaluation questions are questions related to cause and effect, for example: What happens if you do not drink? This study used the behavioral continuum proposed by Phelps.

According to the Law of the Republic of Indonesia Number 20 of 2003 on the National Education System Article 28, which regulates Early Childhood Education (National, 2003). Early childhood education is a coaching effort aimed at children from birth up to the age of six, which is carried out through the provision of educational stimulation/stimuli to help physical and spiritual growth and development so that children are ready to take further education. Coaching is through educational stimulation, so teachers may not be Angry, Order, and Forbid (3Ms). PAUD’s teaching and learning process generally consists of initial activities, core activities, and closing.

According to Yuniarti in (Putra et al., 2018), children's abilities and development need to be stimulated by parents so that children can grow and develop optimally and according to their age. Stimulation is an activity to stimulate children's basic abilities so that children develop optimally. Every child needs regular stimulation as early as possible and continuously at every opportunity. According to KBBI (2021), to be angry is to be very unhappy (because you have been insulted, treated inappropriately, and so on); furious; riled up (Big Indonesian Dictionary (*Kamus Besar Bahasa Indonesia*) hereinafter

abbreviated as KBBI, n.d.). According to Indah Wigati, anger is a gift from God that must be controlled (Wigati, 2013). Meanwhile, according to (Amirul, 2022) prohibition sentences are expressions or words, both written and unwritten, which ask someone not to do an act. We usually issue the ban if the child does something that is not good that is detrimental or that can harm him. Every order and regulation in education contains decency norms, so it is giving direction or contains goals towards moral actions (Akyuni, 2022). Meanwhile, according to Laeli Nur Azizah (Azizah, n.d.), an imperative sentence is a sentence that contains the meaning of ordering or asking someone to do something. The person being ordered must do something according to what the person in charge of the speaker wants. If simplified again, an imperative sentence can be interpreted as sentences whose contents ask or order other people to do what they want.

Initial activities include reading a joint pledge prayer, presence attendance, reading a short letter, singing and clapping as a stimulus for pre-learning activities, telling stories, and conveying apperceptions about today's activities. In the following core activities, the teacher's behavior should be carried out when children are playing. According to Sundari and Wismiarti (2010), a scale of teacher approaches is carried out, such as observations (visually looking on), non-directive statements), taxonomic questions (such as questions that are facts, convergent, divergent, and evaluation), direct statements and physical interventions, non-direct-teaching (such as: not ordering, not banning, and not getting angry), using good and correct language, and providing motivation. At the closing, the teacher carries out cleaning activities with the children, and recalling activities to train the children's memory, asks about children's feelings during activities, conveys tomorrow's activities, and prays.

## **LITERATURE REVIEWS**

Darsinah's research (Darsinah, 2018) regarding Teacher Behavior Continuum In Microteaching (Case Study on Early Childhood Education Students at the Teacher Training and Education Faculty of Universitas Muhammadiyah Surakarta). This study examined the behavior of student teachers in microteaching at PG PAUD UMS. The results of this study include: 1) the order of giving TBC is: Question, Visually Looking On, Physical Intervention, Directive Statement, and Non-Directive Statement; 2)

taxonomy questions that are often done are factual questions; and 3) not all micro-teaching practice students use TBC in practice.

Diyah Setyaniningrum Winarni (Winarni, 2017) reported her research entitled *Analysis of Difficulties of PAUD Teachers in Teaching Science in Early Childhood*. The results of the study showed that the difficulties of PAUD teachers in teaching science were still rigid understanding of science concepts by following reference books, limited tools, materials, and time, as well as the application of science concepts not referring to the early childhood environment. Based on the results of this study, the competence of PAUD teachers must be increased in accordance with the objectives of teaching science in early childhood.

Research by Rasyid Ridho et al. (Ridho et al., 2016) on the *Management of Early Childhood Education (PAUD) Learning in "Cerdas" District, Sukorejo District, Kendal Regency* showed that (1) PAUD learning syllabus was outlined in the form of semester planning, weekly planning, and daily/meeting planning. The planning was carried out by taking into account the level of development, needs, interests, characteristics of students, and aspects of development, including religious and moral values, motor, cognitive, language, and socio-emotional; (2) Implementation of learning in KB Cerdas began with (a) happy morning, (b) habituation activities, (c) transition, (d) environmental steps, (e) steps before playing, (f) steps during play, (g) footing after playing, (h) introduction to prayer, and (i) closing. Implementation of learning used the method of playing while learning through center class learning with the Beyond Center and Circle Time (BCCT) approach and methods of question and answer, stories, role-playing, or direct field practice. Activities were carried out in a comfortable, safe, clean, and healthy playing atmosphere; and (3) Assessment of learning in the KB Cerdas was carried out by observation at any time, not during the learning activities until the lesson was finished through observation, anecdotes record, and portfolios.

The studies were different from the research we did. It has yet to be researched the analysis of teacher behavior errors in learning. The research title is "*Analysis of Teacher Behavior Errors in Learning*", aiming to analyze teacher behavior errors in learning at KB Mekar Sari, Ngargoyoso District, Karanganyar Regency.

## **METHODS**

This research is descriptive qualitative research. The subjects in this study were two class teachers. In the data collection procedure in this study, the researchers carried out data collection using observation. The data validation technique used technical triangulation. The data analysis technique used was the content analysis technique. According to Caulley (1992) in (Darmiyati Zuchdi & Afifah, 2021), it can be seen that content analysis research is included in the qualitative research category, which aims to find the content (content and/or meaning) of communication and identify and categorize the elements that appear and explore the relationship. The object of this research was teacher behavior in learning. Collecting data on teacher behavior in learning was obtained through observation. The data validation technique used technical triangulation. Research Time was conducted in December 2022 for 3 days for 2 teachers. It was located at KB Mekar Sari, Ngargoyoso District, Karanganyar Regency. The data collection technique used was observation.

## **RESULTS AND DISCUSSION**

In the discussion, the researchers discussed the results of the research that has been carried out, namely the implementation of learning in the Mekar Sari KB teacher using the classical method, which consists of three stages of activity: initial activities, core activities, and closing. The learning process was good enough. However, there were still some errors in teacher behavior in the implementation of learning. Hence, it was not in accordance with the provisions in the Regulation of the Ministry of Education, Culture, Research, and Technology (*Peraturan Menteri Pendidikan dan Kebudayaan*), hereinafter abbreviated as *Permendikbud*, No. 137 of 2014 and teacher competence. Educator-certified teachers have 4 competencies: professional competence, social competence, pedagogical competence, and personality competence (Sumardjoko & Sumardjoko, 2018). In the National Education Standards article 28 section 3 point c it is stated that professional competence is the ability to master learning material broadly and in depth, which enables them to guide students to meet the competency standards set out in the National Education Standards. In accordance with *Permendikbud* No. 137 of 2014 on the National Standards for Early Childhood Education, in the appendix, it is stated that the

professional competence of PAUD teachers contains three elements. The three elements referred to are 1) developing material, structure, and scientific field concepts that support and are in line with the needs and stages of early childhood development; 2) designing various development activities creatively according to the stages of early childhood development; and 3) developing professionalism in a sustainable manner by taking reflective action (Education & Numbers, 2015).

The initial activity of learning the teacher's behavior was quite good. This was seen when the teacher asked the children to pray, attend the meeting, read short letters, sing and clap, tell stories, and convey apperceptions about today's activities. However, the teacher in conveying apperception used non-standard sentences, and did not ask open questions to explore children's knowledge. The teacher only explained the theme of the day. The children only listened, so there was no discussion. Piaget 1963 in (Baroody, 2017) stated that the early childhood development stage requires concrete experiences, not symbolic presentations that require abstract thinking. In addition, teachers also did not offer toilet training before starting core activities.

During the core activities, the teacher did not allow children to choose play activities, here, the teacher has determined that all children have the same activities. According to Phelps, 1997 (Phelps, 1997), teachers use Developmentally Appropriate Play-Based, in this case implementing play activities according to child development, child-centered activities, not teacher-centered. When conducting the activities, the teacher used command sentences: "Take your stationery", "Make a circle shape and color it based on the example!", "Cut out the circle neatly, Okay!" The teacher's behavior includes a Direct Statement but the wrong teacher's behavior because he ordered the child. The teacher should have said, "You already know the shape of a circle. The stationery is on the table. Now please use it according to its function. You can make a circle and color it as you like". "When finished coloring, you can cut it using the scissors carefully". Activities at Mekar Sari KB still used worksheets, even though learning using the play method encourages activity, knowledge, and social interaction of children (Dhieni et al, 2022) in (Damrongpanit, 2022). After giving the order, the teacher observed the children (Visual Looking On), where the teacher only saw the children doing activities. Darsinah, 2018 stated that in the main activities, the order in which TB is given is: Question,

Visually Looking On, Physical Intervention, Directive Statement, and Non-Directive Statement. The teacher should have carried out the sequence.

During recess, a child was running and climbing on the table. Spontaneously, the teacher got angry and shouted: "Hey...you, get off the table now!". In this case, the teacher made a behavioral error, namely anger. The teacher should not immediately shout but instead walk closer to the child and ask the question, "Hi, what is the table for?", "If you know now, please get off the table." In the closing session, the teacher had cleaning up and recalling activities to train the children's memory, and asked about children's feelings during activities, conveyed tomorrow's activities, and prayed. When cleaning up with the children, the teacher's behavior was appropriate, and the teacher and the children cleaned up the toys.

Teachers frequently said words that prohibit children, for example, "Do not take friends' toys", "Do not jump the queue", and "Do not play before completing your assignment". The sentences used by the teacher should be positive, "Who uses this toy, do we take the toy that a friend is playing with?", "If we are in the queue we have to be patient waiting for our turn", "Is the task finished? If it's finished, you can play, if you have not finished, finish it first, Okay?" In this case, the teacher has not applied the non-direct statement properly because it is still a negative sentence.

From the description above, it can be concluded that teachers at KB Mekar Sari were still found to have errors in teacher behavior. Teachers still often did the 3Ms. By prohibiting, children do not know what to do, and the teacher does not provide stimulation to children. By ordering, children cannot think and find their creative ideas. Being angry will cause the disconnection of the brain's nerve cell network. Another teacher's behavior error is not applying Taxonomic Questions such as factual, convergent, divergent, and evaluation questions. This error occurs because the teacher was not familiar with TBC (Teacher Behavior Continuum) which should be carried out by the teacher. The character of students cannot be stimulated properly, in accordance with the opinion of Edwards et al., 2021 that early childhood teachers in learning develop early childhood education media to shape character (Grieshaber et al., 2021).



## CONCLUSION

The results showed that teachers at KB Mekar Sari still found errors in teacher behavior. Teachers still often did the 3Ms. By prohibiting, children do not know what to do, and the teacher does not provide stimulation to children. By ordering, children cannot think and find their creative ideas. Being angry will cause the disconnection of the brain's nerve cell network. Another teacher's behavior error was not applying Taxonomic Questions such as factual, convergent, divergent, and evaluation questions. This error occurred because the teacher was not familiar with TBC (Teacher behavior continuum) that should be carried out by the teacher. Suggestions

Based on these findings, the authors suggest that teachers:

1. study and get to know TBC (Teacher Behavior Continuum)
2. apply TBC in learning practice
3. minimize the use of 3Ms
4. improve teacher practice in taxonomy debriefing
5. implement a child-centered learning model

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