

Teachers' Views on Managing Misbehavior in Synchronous Online Learning

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ABSTRACT

Due to the global pandemic, all teaching and learning have shifted to online. Having the expertise in a face-to-face teaching setting does not ensure success in dealing with students' misbehavior in synchronous online classrooms. The stress levels of both teachers and students have risen due to the behaviour difficulties that developed during virtual learning. This has disrupted the flow of the class. The purpose of this study was to collect examples of students' misbehavior and the techniques employed by the teachers to address the issues in an online class. This study enlisted the help of twenty-two English teachers who taught synchronous online classes. A phenomenology case study was employed to explore the participants' experiences. An online survey consisted of open- and closed-ended questions, with an interview following to discuss the results in more significant detail. The findings included ideas for future research as well as practical methods for coping with behavior concerns in online learning.

Keywords: Classroom management, misbehavior, synchronous, online learning, teaching strategies

INTRODUCTION

COVID-19 outbreak's rapid expansion has demanded the teaching and learning process transition from face-to-face classroom interaction to online classrooms. This shift has seen an impact on how teachers teach and students learn. Despite having theoretical and practical knowledge of managing a classroom properly, most teachers still need assistance in managing online learning (Francisco & Barcelona, 2020; Milliken, 2019; Powell, 2003; Rossen & Ko, 2010). Managing students' misbehavior during synchronous online meetings is one of the most crucial issues that need urgent attention.

Many students and teachers have expressed their frustration with online classes. Teachers believe that when it comes to developing materials and classroom setups, quick adaptation is insufficient. Students, on the other hand, say they are unfamiliar with the new teaching method. Many of them have misbehaved in the synchronous classroom; for example, their e-learning facilities are not supportive, their connections are unreliable, and so on (Johnson et al., 2017; Li & Titsworth, 2015; Sun & Shek, 2012). These circumstances have influenced how students behave in the virtual classes. Some students prefer to be obedient, while many others find excuses to avoid completing tasks and assignments.

Misbehavior is conceptualized in this research using Kapalka's (2009) framework, which defines numerous elements that contribute to the difficulty of handling students' misconduct. Some concerns are related to the students, some deal with the teacher's reactions and behavior, while others are about classroom dynamics. Understanding those elements could lead to the development of realistic solutions to classroom behavior issues. In addition, this study describes two examples of research relevant to this topic.

The first, a study by Sun (2015), focused on teachers' experiences with effective misbehavior management approaches. Twelve secondary school teachers from Hong Kong volunteered for the study. The findings summarized eight techniques that teachers could employ to deal with misbehavior in their students. Furthermore, teaching strategies were favourably associated with students' learning achievement. Li and Titsworth (2015) they looked at students' misbehaviors on an online classroom, as well as the association between misbehaviors and numerous classroom communication processes and impact. The data indicated that the students' misbehaviors in synchronous online class were identical as in regular classes.

Stakeholders, researches, teachers, and students were expected to get advantages from this research. This study could use stakeholders, such as the government, school administrators, and institution directors, to establish regulations and standards before setting online classrooms. They should also provide proper training to educate their teachers to manage distance learning efficiently, particularly in controlling their students' behavior during lassroom clessons. Moreover, this study could be useful in the teachers them about some potential students' misbehaviors and techniques to properly manage them. Further, this study could inform students about some disruptive and inappropriate behaviours during online learning. Other researchers would find this study to be valuable in providing them with information and references for their future research. As a result, the questions were formulated as follow:

- 1: What are some students' misbehaviors during online synchronous classrooms?
- 2: What strategies do teachers employ to deal with

students' misbehaviour?

This study aimed to gather data on students' misbehaviors during synchronous lessons and some practical solutions employed by teachers to address these issues. Any English teachers who had online synchronous meetings were included in the study. They could be teachers in traditional schools from elementary through secondary schools or English teachers teaching English courses. The study aimed to discover and describe disruptive behaviors students engaged in during synchronous learning via video conference tools such as Zoom or G-meet. Furthermore, this study focused on teachers' misbehavior management practices, particularly in the ELT context.

LITERATURE REVIEW

The research subject concerns teachers' practical solutions for students' misbehavior during online synchronous classes. This section addresses the literature on disruptive behavior among students.

Misbehaviors

The types of students during synchronous online classroom and a traditional classroom are the same. Quiet students, creative procrastinators, commandos, caretakers, class comedians, and disruptive ones are all there at all times (Rossen & Ko, 2010). They give examples of disruptive actions that cause problems in the classroom, such as disrupting discussions, opposing the teacher, being aggressive, and threatening the teacher in the worst-case scenario. Furthermore, problem behaviors can take a variety of forms, including being constantly terrified in class, Not paying attention to the teacher and simply declining to undertake particular activities or neglecting to accomplish what is expected of them are all examples of negative resistance, being consistently late, and even being rude (Harmer, 2007). As a result, misbehavior is characterized as insufficient, incorrect, or disrespectful behavior (Meriam-webster online dictionary, 2020).

There would be a number of examples of misbehaviors in the classroom if the teacher were asked to identify any, but the actions to avoid them are equally substantial. Misbehavior can range from simple annoyances to serious situations such as life-threatening situations (Cummings, 2000). Furthermore, unpleasant attitudes toward school, rudeness, non-participation, and inadequate social skills are examples of student misbehaviors, trouble participating, and other forms of general devastation (Croom & Moore in Johnson et al., 2019). In a nutshell, misbehaviour can be defined as all negative attitudes students display to disturb the teaching and learning process.

Synchronous learning

Synchronous is frequently used interchangeably with the terms online and distance learning. According to the Merriam-Webster online

dictionary, online means capable of connecting to, supported by, or accessible through a network, notably a telecommunications system or computer (including the internet) (2020). Distance learning is described as a learning model in which teachers and students may not meet in a classroom but rather perform lessons via the internet or email (Merriam-Webster Online Dictionary, 2020). Nowadays, the terms “distance learning” and “online” are commonly used to characterize a method of instructions that utilizes the internet as a medium. While, synchronous learning is about training and learning that occur simultaneously but not in the same place. The phrase is most typically applied to various televisual, digital, and online learning forms. Students study in real-time from teachers, colleagues, or peers but not in face-to-face setting. (The Glossary of Education Reform, 2020). The similarities between these three concepts include the internet for learning and the fact that the teacher and students do not have to be in the same classes simultaneously. On the other hand, the difference might be detected during the learning process. The teacher and students meet in synchronous learning via video conferencing or other devices.

Previous works on literature have been undertaken on distance or online learning, especially since the Covid-19 pandemi (Cross & Polk, 2018; Dhawan, 2020; Francisco & Barcelona, 2020; Milliken, 2019; Sojayapan & Khlaisang, 2020). Some studies looked at the implementation and problems of online learning, while other studies looked into different remote learning methodologies. However, just a few studies have looked into synchronous online classrooms.

Strategies to Manage Misbehaviors

Class management also entails preventing disruptive conduct and responding successfully (Harmer, 2007). Classroom management success is determined by the teachers’ skills and knowledge in behavior management and other essential features, their knowledge and skills in behavior management, and other key factors (Yilmaz & ahinkaya, 2010). Teachers must recognize that poor classroom management is a major contributor to disruptive conduct (Parsonson, 2012). As a result, once harmful behaviour arises, we must act quickly to stop it (Harmer, 2007).

Strategies to enhance positive behaviors and respond to improper and disruptive behaviors should be included in approved disciplinary procedures (Marzano et al., 2005). They also point out that responding to inappropriate behavior can help to strengthen appropriate response behavior. We need to look at the reasons behind the destructive behaviors in our classroom to understand them better. After studying external elements impacting the wrongdoing, we can make the best options (Cummings, 2000).

Experts provide a few ways for dealing with problematic behaviour in students. It begins with the preparation for the instructions and the teachers’s actions in the classroom. The relationship between teachers and

students is the second subject, and the consequences for students with discipline issues are the third theme (Sueb et al., 2020). Many people agreed with Sueb et al. that setting classroom rules and agreement at the start of the lesson is crucial (Harmer, 2007; Kapalka, 2009; Parsonson, 2012; Rossen & Ko, 2010). Further, keeping eye contact with students, informing them of classroom rules, discussing about their misbehaviors (Yilmaz & ahinkaya, 2010), changing the classroom environment, practising self-control, and listening (Cummings, 2000) are some examples of tactics used in teacher-student interaction.

The final theme is the use of consequences to prevent misbehavior. As a result of the students' disruptive conduct, Marzano et al. (2005) propose that teachers implement isolated time-out by removing them from the classroom. In extreme cases, teachers may speak with parents to inform them of their children's misbehaviors. Furthermore, teachers should seek assistance from their surroundings, such as talking to colleagues or supervisors about the behavior policy (Harmer, 2007). In summary, scholars that have undertaken substantial investigations on misbehavior management have offered specific solutions. They range from talking to students directly to involving parents and other colleagues.

Previous Related Research Reports

Some examples of research related to this study are discussed in this paper. The first, a survey by Sun (2015), looked at teachers' experiences with effective misbehavior management measures. Twelve secondary school teachers in Hong Kong volunteered to participate in the study. Interviewees' impressions of classroom misbehavior and ways of dealing with it were investigated using a self-constructed semi-structured interview. Cantonese was used to conduct the interview (both the interviewers and interviewees). The transcripts were interpreted using general qualitative analysis.

The outcomes indicated that teachers used eight procedures in their classrooms. Establish rules, directive statements, after-class conversations, hints, relationship development, instructional engagement, punishment, and referral were all on the list. Furthermore, the study discovered that Hong Kong teachers not only responded to students' misbehaviors, but also combined discipline, advice, and teaching strategies that helped students learn and develop (Kayikci on Sun, 2015). The findings also significantly impact classroom management in both Chinese-cultural and western-cultural contexts.

One of the most important components of teaching and learning is managing students' conduct. It is an essential talent for teachers to have to conduct practical classes. Students become disruptive for a variety of reasons. Teachers must look into and examine why students engage in such troublesome behavior. In their courses, teachers can use a variety of effective tactics. Teachers must be aware of and alert to any misbehavior, as

the disturbances range from minor annoyances to life-threatening crises.

METHOD

The phenomenological case study was employed as the research design in this study. The purpose of this study was to collect the substance of participants' experiences (Creswell & Creswell, 2018). Teachers' experiences in managing students' misbehavior during synchronous classes were investigated. Eight male and fourteen female English teachers were among the 22 participants in this study. The majority of them work for various schools or institutions. The figures differed across formal and informal schools and public and private institutions. After the link to the survey was delivered through a WhatsApp group for English teachers with synchronous classrooms, they voluntarily participated in the study. Before filling out the questionnaire, the participants had to sign a consent form. At the end of the questionnaire, the participants were asked if they were willing to engage in an interview to gather more information. Following that, purposeful sampling was used to recruit a participant to be interviewed, even though the discussion was limited because not all participants were articulate and perceptive (Leavy, 2017). The findings were then described using both survey and interview data.

In this research, two instruments were used. To begin, an online survey with a questionnaire was circulated to gather information on students' misbehaviors while enrolled in online learning. It was inspired by Li and Titsworth (2015) and Johnson et al. (2017). The justification for this quantitative method is that different samples with varying demographic information were required to acquire data relevant to the research goals. In a study, numerous people were questioned about their actions, attitudes, and opinions, according to Marczyk et al. (2017). Second, semi-structured interviews were used to acquire qualitative information. The purpose of conducting an interview was to obtain additional information not included in the survey. Sueb et al. (2020) and Sun (2015), who also looked at teachers' successful tactics for dealing with student misbehavior behaviors, were incorporated.

Three teachers were interviewed informally about their synchronous online classes during the pandemic. An elementary teacher in Banjarmasin confirmed that her school was only using WhatsApp to deliver the lesson. A senior high school English teacher in Padang likewise said that she could only give the lectures using asynchronous courses. Because not all students had access to video conferencing, it was rarely used. Last but not least, a Bandung junior high English teacher stated that the synchronous classes she held at school was intended to update and review all subjects. The session lasted barely two hours and covered all school subjects in detail.

For this study, an online survey with a built-in questionnaire was used. The survey's link was shared with specific WhatsApp groups. A

message was presented asking members to complete the questionnaire and share the link with other English instructors who held synchronous online meetings in their classrooms, both in formal and informal settings. The questionnaire was divided into four sections. Before agreeing to participate in the survey, participants were needed to read and sign a permission form in section one. They were asked to fill out some demographic information in the second part. The goal was to prevent double data and properly describe the teaching backgrounds of respondents. Their knowledge was kept private and would only be utilized for this study. The responders were asked to complete part three of the questionnaire honestly. There were both closed-ended and open-ended questions on the list. The participants were asked if they would voluntarily engage in an interview in the survey's final portion.

Second, using WhatsApp, semi-structured interviews were performed. Purposeful sampling was used to select the participant. It was believed that the more informed the participants were on the subject, the richer the data would be (Leavy, 2017). The participant was chosen because she had answered all of the open- and closed-ended questions and consented to the interview. Another reason the participant was chosen is that she teaches English synchronously six days a week. The participant also taught students ranging in age from 6 to 15 years old.

Descriptive statistics were used to count the number of times each topic was asked in the questionnaire (Leavy, 2017). Data from open-ended questions were gathered and categorized in some cases. Second, the audio from the interviews was transcribed into text using an online program called transcribe by Wreally. Because the program misinterpreted the audio due to poor back sound noise, the researcher had to manually polish parts of the text. To address the study questions, the data were then evaluated and described.

FINDINGS AND DISCUSSION

The following is a summary of the findings of the survey:

Questions	Respond		Percentage	
	Yes	No	Yes	No
Do you have a "behavioral contract" or an agreement between the teacher and the students on what to expect and the rules and consequences at the beginning of the class?	17	5	77,27%	22,73%
Do you constantly remind the students what is appropriate and inappropriate during the lesson?	18	4	81,82%	18,18%

Do you know some samples of students' misbehaviors during synchronous classes?	21	1	95,45%	4,55%
Do you have some disruptive students in your class?	20	2	90,91%	9,09%
Do you know some useful strategies to manage students' misbehaviors?	21	3	87,50%	12,50%
Do you apply some effective strategies in handling misbehaving in your classes?	20	2	90,91%	9,09%
Do you consult other teachers about students' misbehaviors in your classes?	21	3	87,50%	12,50%
Do you consult your supervisors about students' misbehaviors in your classes?	21	3	87,50%	12,50%

Table 1. Teachers' experience of students' misbehaviors

Most teachers realize the importance of establishing guidelines and regulations at the beginning of the semester as part of their effective classroom management, as seen by the chart above. Teachers also believe that conveying curriculum or program expectations is essential for building a healthy relationship with their students. Furthermore, most teachers have informed their students of what is and is not acceptable behavior in the classroom. This finding reveals that, despite the fact that the rules and program expectations were given prior to the start of class, students still require frequent reminders.

During synchronous sessions, almost all teachers were familiar with some examples of student disobedience. Their experiences with online learning over the last six months have prepared the teachers for some of the issues that come with this type of situation, including students' misconduct behavior, that is always present in a face-to-face classroom setting. Significantly, Despite not having any troublesome students, there has been an increase in the number of teachers who understand how to deal with misconduct. Misconduct behavior did not occur in every school, since just a few teachers claimed to have never encountered it. Furthermore, some of the participants said that they had no knowledge on how to deal with students' misbehaviors during distance learning.

Several teachers who had misbehaving students in their class demonstrated that teachers were prepared with vital teaching skills in managing the classroom. Teachers frequently had a strong sense of what to do when they were in a scenario where they needed to take a specific action. When faced with difficult students or obstacles in their teaching, many teachers seek assistance from their colleagues or supervisors. Teachers, perhaps, would not feel alone due to this knowledge of sharing, collaborating, and seeking outside advice. They were aware that they might benefit from the experiences of others.

Furthermore, based on the respondents' voluntary responses, the arrangement that they frequently had during the first meeting between the

students during the synchronous sessions could be explained simply: being punctual, respecting one another, actively participating during the lessons, listening to each other, turning on the camera and unmuting the audio-only to respond, and using some features of the video call, such as raise hand and chat. Despite the fact that the teachers had different education background, they all had a similar understanding of what to expect during the teaching and learning process.

Additionally, the teachers who had not created a “behavioral contract” may most likely utilize the summary above and change it as needed to meet the Some misbehavior samples were also obtained from the teachers’ experiences as part of the study. According to the research of Li and Titsworth (2015), they were first looking for unwelcome assistance, for instance, talking about unrelated topics; using Indonesian or local language, second, internet slacking: playing with their device, interfering with the writing activities, turning off the camera, causing a disturbance by muting and unmuting the audio, changing the virtual background or filter with funny pictures; third, aggressiveness: leaving the class without permission; calling friends insulting names, and fourth, laziness: missing the class without notice.

The findings also recommended some good practices for teachers to use in this situation. Students were involved in peer correction, rewards were given to those who completed the task, more student-centred activities were provided, points were reduced, students were asked to answer questions, students have discussed their behaviors and the consequences, and students were reminded of the classroom rules, advice was given, students were grouped, students were invited to explain the materials they already knew, and students were spoken to by their parents.

One of the survey participants was interviewed to comprehend better the information gathered. The transcription of the interview supported the data. The participant established a behavioral contract or agreement with her students at the start of the virtual class, based on her previous experiences. The plans included arriving late to class, putting on the camera, and waiting for a moment to speak. This kind of bargaining could be done in a teenager’s or an adult’s class. The regulations were previously prepared for the students in posters or illustrations, and they generally agreed with what the teacher said.

There were also some examples of misbehavior. They were, for instance, dominant students in children’s and adult classrooms who continued talking and disrupting the flow of the class; the majority of the students struggled to keep focused and were readily distracted by their gadgets. In her class, the instructor used a point system. As a result, whenever the students misbehaved, they were docked points. However, only in children’s courses did this point system work. Many teenagers and adult students take their point incentives for granted. In this instance, the teacher employed continuous reminders or “funishment,” a fun punishment

they had planned for misbehaving students. Finally, the teacher clarified that each class has its features.

We can see students' misbehaviour during synchronous classes based on these data. The sorts of misconduct vary based on the age of the students and the class features. The tactics employed to manage those troublesome students should also be tailored to the characteristics of the students. Certain students may only need to be reminded on a regular basis, while others may require more serious actions.

CONCLUSION

Based on the information and debate, it can be determined that classrooms have been digitally shifted to accommodate teachings and make them accessible from a variety of locations. Students engage in the same types of misbehavior that they do in traditional classes during synchronous sessions. These actions range from turning on and off the camera and muting and unmuting the speaker to not answering or chatting about things other than the lessons. Teachers could employ effective ways to deal with those disruptive situations, such as reminding students of acceptable suitable behaviours, enforcing discipline, or even punishing students.

This study looked at some of the misbehaviors that students in synchronous classes engaged in and the practical methods employed to address those misbehaviors. This research, however, has several drawbacks. First, the survey and interview samples were deemed insufficient compared to models from a comparable study in this research area. Second, the research focused solely on the students' misbehavior. It is strongly advised that future researchers use a wide range of samples for better analysis. Furthermore, several topics, such as teacher misbehavior and students' perceptions of synchronous classrooms, could be investigated.

ACKNOWLEDGEMENT

The authors gratefully acknowledge the Indonesian Endowment Fund for Education's (LPDP) financial support.

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