

GAMBARAN *DISRUPTIVE BEHAVIORS* PADA SISWA

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INTISARI

Disruptive Behavior dikatakan perilaku yang tidak menunjang proses pembelajaran, dilakukan secara berulang kali, dan berdampak pada guru serta siswa lain. Tujuan penelitian ingin mengetahui gambaran *disruptive behavior* pada siswa. Penelitian ini merupakan penelitian jenis kuantitatif deskriptif dengan teknik pengambilan sampel *quota sampling*.

Penelitian ini menggunakan metode analisis deskriptif kuantitatif. Populasi penelitian sebanyak 720 siswa dengan sampel yang digunakan sebesar 259 siswa. Alat ukur yang digunakan skala *Disruptive Behavior Scale Professed by Students* (DBS-PS) diadaptasi dari Veiga dalam (Wijayanti, 2018) terdiri dari 16 item pernyataan.

Hasil penelitian menunjukkan bahwa terdapat 109 siswa (42%) memiliki kecenderungan melakukan *disruptive behavior*, sedangkan 150 siswa (58%) tidak memiliki kecenderungan melakukan *disruptive behavior*. hasil faktor eksternal memperoleh 230 siswa (88%), sedangkan faktor internal 29 siswa (12%). Hasil penelitian ini dapat dijadikan sebagai bahan pertimbangan para guru untuk lebih meningkatkan keterampilan mengajar saat proses pembelajaran didalam kelas.

Kata kunci : *Disruptive behavior*, Siswa Sekolah Menengah Atas

1. Peneliti
2. Dosen Pembimbing 1
3. Dosen Pembimbing 2

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ABSTRACT

Disruptive Behavior is said to be behavior that does not support the learning process, is done repeatedly, and has an impact on teachers and other students. The aim of the research is to find out the description of disruptive behavior in students. This research is a descriptive quantitative type research with quota sampling technique.

This study uses a quantitative descriptive analysis method. The research population was 720 students with a sample of 259 students. The measuring instrument used is the Disruptive Behavior Scale Professed by Students (DBS-PS) scale adapted from Veiga in (Wijayanti, 2018) consisting of 16 statement items.

The results showed that 109 students (42%) had a tendency to disruptive behavior, while 150 students (58%) had no disruptive behavior. the results of external factors obtained 230 students (88%), while internal factors 29 students (12%). The results of this study can be used as consideration for teachers to further improve teaching skills during the learning process in the classroom.

Keywords: Disruptive behavior, High School Students

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2. *Advisor I*
3. *Advisor*