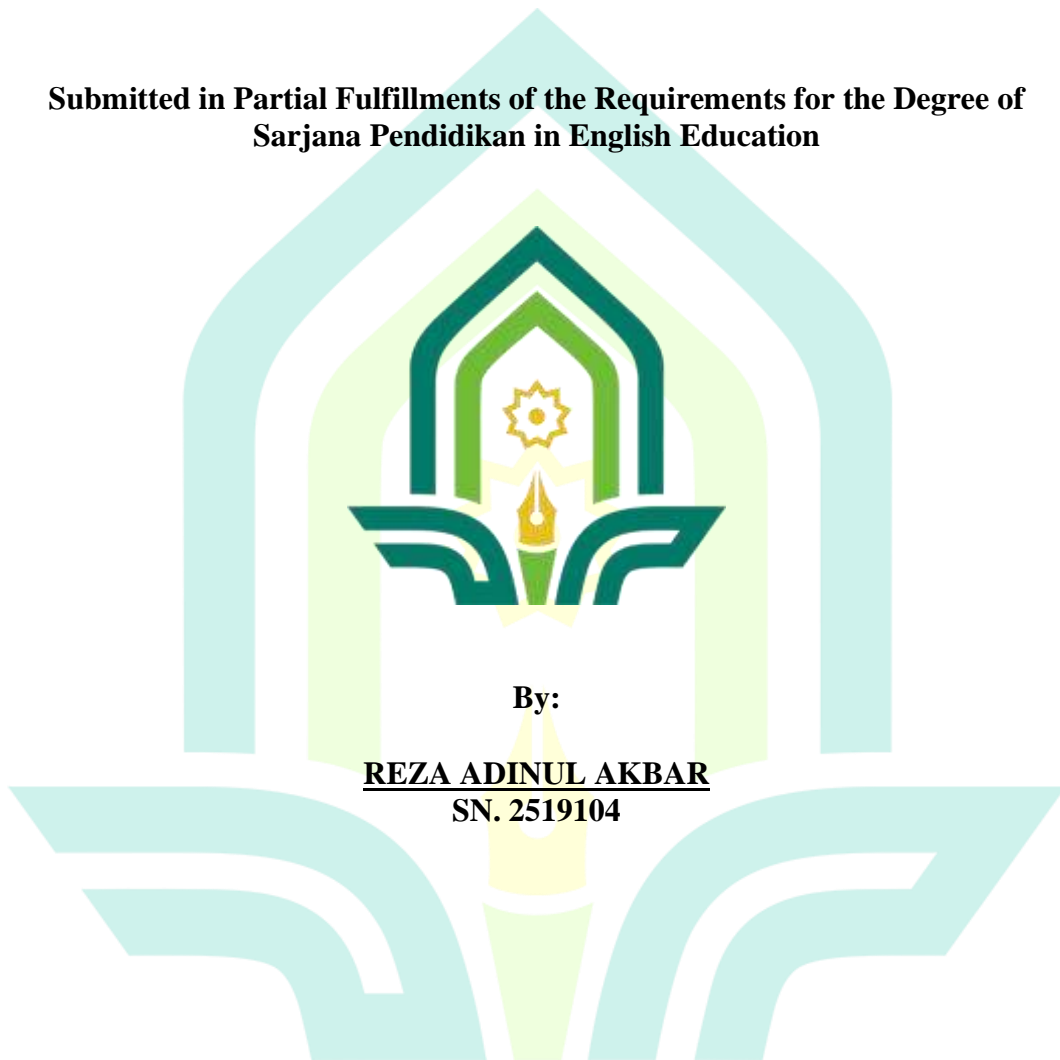# PRE-SERVICE TEACHERS' REFLECTION ON BEHAVIOR MANAGEMENT IN THEIR TEACHING PRACTICUM

**AN UNDERGRADUATE THESIS**

**Submitted in Partial Fulfillments of the Requirements for the Degree of Sarjana Pendidikan in English Education**

**By:**

**REZA ADINUL AKBAR**
**SN. 2519104**

**ENGLISH EDUCATION DEPARTMENT FACULTY OF EDUCATION AND TEACHER TRAINING UNIVERSITAS ISLAM NEGERI K.H ABDURRAHMAN WAHID PEKALONGAN 2025**

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# SURAT PERNYATAAN KEASLIAN SKRIPSI

Dengan ini saya

Nama          : Reza Adinul Akbar

NIM            : 2519104

Program Studi   : Tadris Bahasa Inggris

Menyatakan bahwa yang tertulis dalam skripsi yang berjudul

**PRE-SERVICE TEACHERS' REFLECTION ON BEHAVIOR MANAGEMENT IN THEIR TEACHING PRACTICUM** ini benar-benar karya saya sendiri, bukan jiplakan dari karya orang lain atau pengutipan yang melanggar etika keilmuan yang berlaku, baik sebagian atau seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam skripsi ini dikutip berdasarkan kode etik ilmiah. Apabila skripsi ini terbukti ditemukan pelanggaran terhadap etika kelimuan, maka saya secara pribadi bersedia menerima sanksi hukum yang dijatuhkan.

Demikian pernyataan ini, saya buat dengan sebenar-benarnya.

Pekalongan, 26 Juni 2025

Yang membuat
pernyataan,

**REZA ADINUL A.**
**NIM. 2519104**

**Fachri Ali, M.Pd.**
Kajen, Pekalongan

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## NOTA PEMBIMBING

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Sdr, Reza Adinul Akbar

Kepada
Yth. Dekan FTIK UIN K.H. Abdurrahaman Wahid Pekalongan
c.q. Ketua Jurusan TBIG di
PEKALONGAN

*Assalamu'alaikum W.W.*

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan
naskah skripsi:

Nama            : Reza Adinul Akbar
NIM             : 2519104
Jurusan         : FTIK/Tadris Bahasa Inggris
Judul           : **PRE-SERVICE TEACHERS' REFLECTION
                  ON BEHAVIOR MANAGEMENT IN THEIR
                  TEACHING PRACTICUM**

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan
sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima
kasih.

*Wassalamu'alaikum W.W.*

Pekalongan, 26 Juni 2025
Pembimbing

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## APPROVAL SHEET

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Title : **PRE-SERVICE TEACHERS' REFLECTION ON BEHAVIOR MANAGEMENT IN THEIR TEACHING PRACTICUM**

Has been established through an examination held on July 8th, 2025 and accepted in partial fulfillments of requirments for the degree of Sarjana Pendidikan (S.Pd.)

**Examiners**

Examiner I                                                     Examiner II

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iv

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# MOTTO

*"A lonely star can't be a constellation."*
**Not Equal Me**
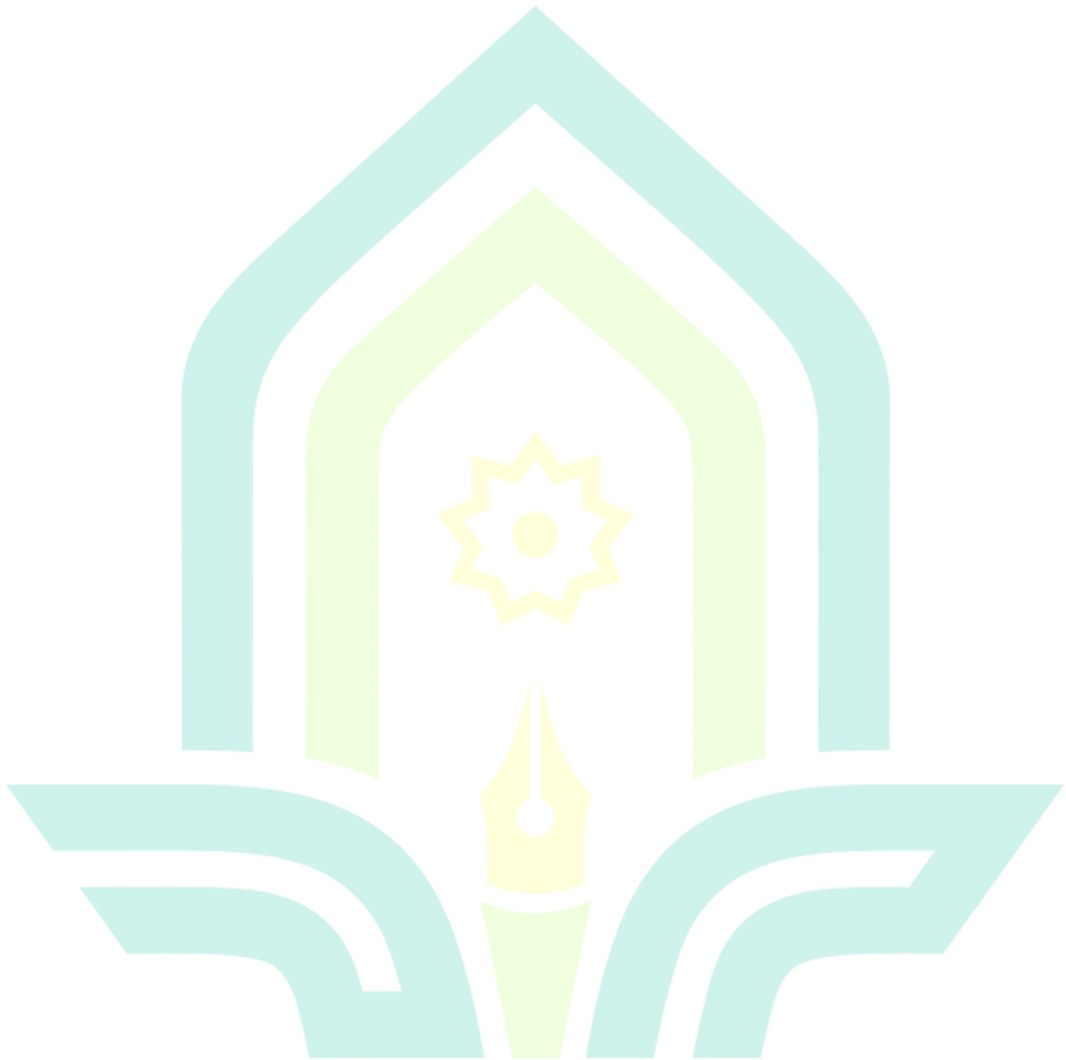
# ABSTRAK

*Meskipun manajemen kelas telah dibahas dalam sejumlah penelitian, penelitian yang lebih mendalam tentang bagaimana guru mengelola perilaku siswa selama proses belajar mengajar di kelas masih diperlukan. Penelitian ini bertujuan untuk menyelidiki bagaimana calon guru merefleksikan praktik mengajar mereka mengenai aspek manajemen perilaku yang mereka lakukan. Partisipan penelitian adalah tiga mahasiswa Jurusan Pendidikan Bahasa Inggris di salah satu Universitas di Pekalongan. Penelitian ini menggunakan metode penelitian studi kasus kualitatif dengan wawancara Video-stimulated recall sebagai metode perolehan data. Temuan penelitian menunjukkan fitur manajemen perilaku yang digunakan oleh calon guru, misalnya penguatan positif, penguatan negatif, hukuman positif, dan hukuman negatif. Lebih jauh, melalui penggunaan fitur manajemen perilaku, calon guru memperoleh beberapa manfaat dari penyediaan fitur-fitur tersebut seperti memudahkan proses pembelajaran, mendisiplinkan siswa, menciptakan kelas yang kondusif, dan siswa yang lebih bertanggung jawab. Hasil ini menunjukkan bahwa penggunaan manajemen perilaku sebagai metode pedagogis bermanfaat, terutama ketika calon guru sedang melakukan praktik mengajar dan perlu mengendalikan perilaku dan lingkungan siswa di kelas untuk membangun lingkungan belajar yang positif. Studi ini menyoroti pentingnya calon guru mempelajari manajemen perilaku secara menyeluruh sebelum memulai peran mereka sebagai guru dan menyarankan penelitian lebih lanjut tentang masa depan jangka panjang penerapan manajemen perilaku secara umum.*

***Kata Kunci****: Praktikum Mengajar, Refleksi, Manajemen Perilaku*

# ABSTRACT

In spite of the fact that classroom management has been covered in a number of studies, more in-depth research on how teachers manage students' behavior during the teaching and learning process in the classroom is required. This research aims to investigate how pre-service teachers reflect their teaching practicum regarding the behavior management aspect that they engaged in. The participants were three English Teaching Departments' students at one of the University in Pekalongan. This research used a qualitative case study research method with Video-stimulated recall interview as methods of obtaining the data. The research findings indicate the behavior management features used by pre-service teachers, e.g. positive reinforcement, negative reinforcement, positive punishment, and negative punishment. Furthermore, through the use of behavior management features, pre-service teachers gained several benefit from providing those features such as make ease the learning process, discipline students, create conducive class, and responsible students. These results suggest that using behavioral management as a pedagogical method was beneficial, particularly when pre-service teachers are practicing teaching and need to control student conduct and settings in the classroom to establish a positive learning environment. This study highlights the value of pre-service teachers thoroughly studying behavior management before beginning their roles as teachers and suggests more research on the long-term future of behavior management implementation in general.

**Keywords:** Teaching Practicum, Reflection, Behavior Management

# PREFACE

Praise and gratitude are given to Allah SWT, who has not only been kind and generous to me but also bestowed upon me perseverance, wellness, and guidance, which have allowed me to finish my study paper entitled **"Pre-Service Teachers' Reflection on Behavior Management in Their Teaching Practicum"**. It is submitted in to the UIN K.H. Abdurrahman Wahid Pekalongan English Department in order to complete a research seminar proposal course. This proposal research can be completed with many people's assistance. Thus, I intended to use the opportunity to sincerely thank:

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7. My closest friends who have supported each other during the entire journey.

Pekalongan, 26th June 2025
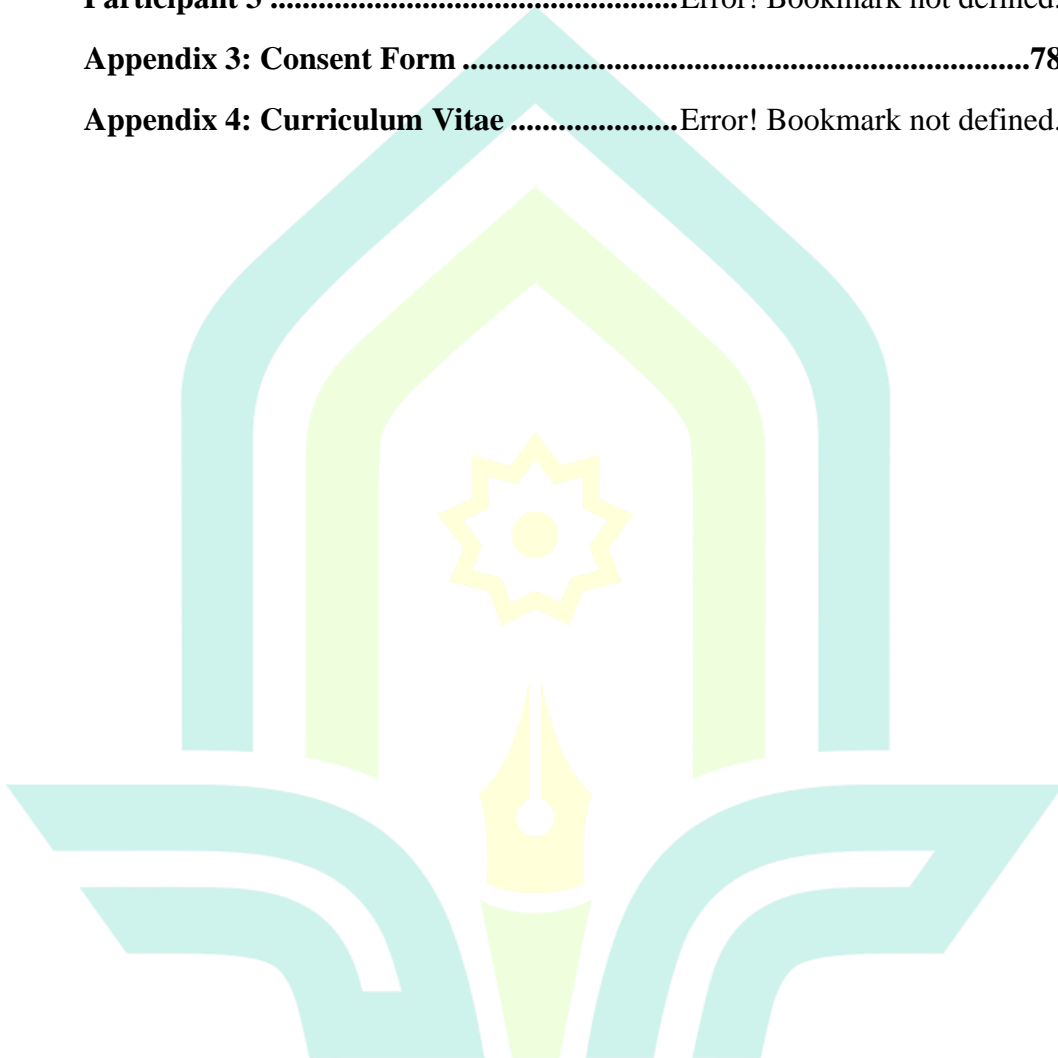
(REZA ADINUL AKBAR)

The Researcher

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# CHAPTER 1

# INTRODUCTION

## 1.1 Background of Research

Since becoming a teacher requires some complicated processes, teacher preparation gets major attention in the field of education (Fontaine et al., 2012; Massod et al., 2022; Richardson & Roosevelt, 2005). One of teacher preparation programs, Teaching practicum, becomes an essential aspect because it offers the chance to combine theory and practice and apply academic knowledge in a real-world setting (Nemtchinova, 2018). The crucial function of teaching practicum in converting theoretical information into practical knowledge has been highlighted in some earlier research (e.g. File et al., 2009; Karakas, 2020; Maaranen & Stenberg, 2017). According to Elbaz (1990) in Maaranen (2017) teaching practicum becomes a comprehensive set of understanding for pre-service teachers that actively forms and directs their teaching. Pre-service teachers also gaining the deeper understanding about their methods, settings, and students they have been taught (Scott, 2014). Furthermore, pre-service teachers who held teaching practicum also provide students a learning practice by utilizing methods that related to the desired behaviors and skills pre-service teachers want to attain (Sivri, 2015).

However, University courses often do not accurately reflect what it is like to teach in real life (Arnett & Freeburg, 2008), even though pre-service teachers gain more classroom experience as students than as student teachers (Farrell, 2007). Therefore, the teaching experience is necessary to enable pre-service teachers to become acquainted with the realities of practice, recognize problems, and come up with innovative solutions (Oyinlola, 2022). On this occasion, researcher highlights the classroom and behavior management aspect on the teacher preparation program. Eisenman (2015) stated that during the beginning stages of teaching, teachers accuse their teacher preparation programs of not providing them with sufficient classroom management training. For this reason, the practicum is important to teacher education.

One of the fundamental issues that pre-service teachers may encounters is how they can master the skill to set up a classroom (Al-amarat, 2011). Pre-service teachers sometimes equate classroom management with student behavioral management because successful teachers are thought to be those who can control their disruptive students (Andiyani, 2015). For students who are concerned about behavioral disorders, research-based classroom management strategies are required to improve behavioral and academic outcomes (Parsonson, 2012). Hence, to connect students' behavioral issues with the current study, researcher thought to use

Skinner's behavior management theory. The theory has allegedly been adopted by most school systems in a variety of ways and had a significant impact on the management techniques used in schools. When attempting to change problems or promote good classroom behavior, Skinner argued in favor of employing quick praise, feedback, or prizes (Omomia, 2014).

However, according to Fontaine, et al. (2012), many pre-service teachers struggle to control student behavior in the classroom. They are frequently devoting more time to regulating student behavior than teaching material (Lewis, 2001; Deaton, 2013). Across many grade levels, there have been recurring concerns that may be linked to most classroom settings. These issues include the appearance of disruptions, poor motivation and behavioral issues between the teachers and the students (Halbkat, 2019). Thus, to get a better teaching experience, pre-service teachers must evaluate their performance and highlight spots where their teaching needs to be improved through reflection (Sabgini, 2020).

Reflection has recently been an influential framework in the domains of educational research and teacher preparation (Arslan, 2018). It is frequently defined as the process of gaining new insights about oneself, one's activity, and/or oneself by experience (Finlay, 2008). In the teaching context, reflection is crucial for teachers to effectively handle the various and frequently contradictory demands

that come throughout their workdays (Kaunisto, 2013). Additionally, it typically involves each practitioner being self-aware and critically assessing their reactions to practice settings (Finlay, 2008). Reflection for pre-service teachers aim to look at their level of preparedness and competence in the classroom and to help them build their capacity for reviewing, identifying, managing, and resolving problems related to their instructional practices (Nuzulia, 2016). Pre-service teachers carry out the reflection of their teaching practicum if they are serious about persuading their students to behave properly in the classroom, in which case they should put in place behavior management that enables them to keep an eye on the desired behavior and encourage it (Ningsih, 2021).

The topic of classroom management has been the subject of many earlier studies, but there is still a shortage of research that examines teachers' reflections regarding classroom management, particularly in the behavioral setting. Therefore, the purpose of the current study is to investigate how Pre-service teachers have reflected on how to handle behavioral problems in the classroom. The result of the current study is expected to make an important contribution to the advancement of teaching practicum activity regarding to the reflection of pre-service teachers in managing the classroom especially in the behavioral aspects.

**1.2    Formulation of the Problems**

Based on the description of the background and to find out the purpose of this research, this research has one questions to answer: How do the pre-service teachers perform the behavior management during their teaching practicum?

**1.3    Operational Definitions**

In order to clear up any misunderstandings regarding the words used in this study, the researcher offers the following definitions:

1.  **Behavior Management**: The process of controlling the behavior of learners to provide a conduciveness environment for learning in the classroom (Walker & Shea, 1998).

2.  **Reflection**: A process of self-recognizing that occurs in advance of, throughout, and following events to obtain more in-depth knowledge of oneself and and the circumstance such that past interactions with it are informed by earlier encounters (Sandars, 2009).

3.  **Pre-Service Teachers**: A student involved in a teacher preparation program who must properly complete degree requirements, including courses and field experience, before being granted a teaching license (Ryan, 2017).

## 1.4 Aim of the Study

The aim of the study is to investigate how pre-service teachers manage their behavior management aspect that they engaged in their teaching practicum.

## 1.5 Significance of the Study

The significance of this study is as follows:

1. Theoretical Significance

The research contributes to the theory of behavior management or operant conditioning conducted by Skinner (1984) and the support theories related to pre-service teachers' behavior management in their teaching practicum

2. Empirical Significance

The results of this research will provide empirical insights into how pre-service teachers reflect on behavior management during teaching practicum.

3. Practical Significance

In terms of practice, it will be expected that the results of this research will provide an overview of pre-service teachers' perspectives on behavior management during teaching practicum.

## CHAPTER V

## CONCLUSION

### 5.1 Summary of the Findings

The present research was designed to determine how pre-service teachers reflect their teaching practicum regarding the use of behavior management. The findings showed that the pre-service teachers who are conducted as participants in this research, using the features of behavior management or operant conditioning theory by Skinner (1984) e.g. Positive reinforcement sech as, smiling, giving praises, and positive gesture expressions, Negative reinforcement such as eliminating rules and granting exception, Positive punishment such as marking and reprimanding, and Negative punishment such as detention and planned ignoring. Through these features, the participants believe that the behavior management can ease their teaching and learning process in the classroom since it can help students become more responsible and disciplined as well as improve the classroom conduciveness.

This study has several implications for classroom efficacy and teacher education programs. The strengths and weaknesses in pre-service teachers' training are emphasize by seeing how they manage student behavior in actual classroom environments.

Also, the study helps teacher preparation programs better prepare them with useful tactics for establishing a positive learning environment. In order to guarantee that aspiring teachers are competent and self-assured in handling a variety of classroom behaviors, this research can help guide curriculum modifications, mentorship strategies, and support networks. Additionally, the results can assist schools in anticipating the difficulties that new teachers could have, facilitating more seamless transitions into full-time teaching positions and focused professional development.

## 5.2 Recommendation

In this section, the researcher offers recommendations for further study on related subjects that is intended for various audiences. First, the researcher is glad providing suggestions to the pre-service teachers who are the primary subject of the current research. In order to establish a more comfortable and conducive learning environment for teachers and students, the researcher supposes that pre-service teachers will be able to utilize behavioral control elements more extensively in the future. The researcher suggests that pre-service teachers become more actively using behavior management or operant conditioning by Skinner (1984) to create stable teaching and learning process. Pre-service teachers also should not be afraid to

utilize behavior management features because these features did not violate the rules related to discipline students.

Second, this research is expected to be used as a reference or consideration for faculty members in providing training to pre-service teachers who will participate in the teaching practicum program. The researcher suggests that faculty members can provide a spesific training regarding managing classroom especially in the behavioral aspects, because it is important for pre-service teachers so that they have the knowledge and can choose the right decision in dealing with various different student characteristics.

Last, the researcher also hopes that this research can be useful for further researcher who takes same research subject. The current research has several obstacles such as, including inadequate data collection and recording quality, unsatisfactory participant selection in terms of quantity of teaching experience, and inadequately detailed data presentation and discussion. The next researchers are expected to prepare themselves better in the data collection process because the researcher realizes that this research has many shortcomings so the next researchers are advised to prepare according to the needs to get better research results.

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