

## The Teaching Strategies to Deal with Students' Misbehaviors in *Dangerous Minds* Movie

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### Abstract:

The teacher's responsibility is not only increases student intelligence but also the responsibility for building student morale. This study aims to identify students' misbehaviors and how teachers' strategies in dealing with them are found in the *Dangerous Minds* movie. In identifying student's misbehavior, researcher used Charles's theory. This research uses qualitative research methods. The way to collect data was by observing the movie. And the research instrument used was observation sheet. The types of misbehavior such as apathy, needless talk, annoying others, disruption, aggression and fighting, and defiance of authority was found in this movie. And the strategies used such as teach karate to attract students' attention, bring students to the amusement park, give snacks or candies when students succeed in answering questions, go to the house of the child involved in the fight and tell their parents that this is not their fault and praise the students, presenting a lavish dinner to a group that wins the Dylan-Dylan Contest, and protect students who are threatened with murder. And finally, with great effort, the strategies used by Mrs. Johnson to deal with student's misbehaviors were successful.

**Keywords:** *Teaching strategy, Misbehavior, Dangerous Minds movie*

### **A. Introduction**

Besides having responsibility in educating students' intellectuals, teachers also have responsibility for student behavior. A teacher cannot close his eyes to student's behavior, because in school, teacher also have the same obligaticy as the parents in guiding the children. Charles (2008) describes misbehavior as any movement that, through motive or thoughtlessness, interferes with coaching or learning, threatens or intimidates others, or oversteps society's requirements of moral, ethical, or felony behavior. In the Charles model, misbehaviors are classified into thirteen types, they are inattention, apathy, needless talk, moving about the room, annoying others, disruption, lying, cheating, aggression and fighting, malicious mischief and defiance of authority.

In dealing with bad student behavior, there is a movie that can inspire teachers if they dealing the same problem, namely "Dangerous Minds". This movie tells the story of a former marine who became a teacher at Parkmont High School named Louanne Johnson or who is familiarly called Ms. Johnson. She teaches in special classes where most of her students are involved in social problems and the economic background of the lower classes. Here she received various kinds of rejection and ill-treatment of her students. At first, she wanted to give up but got up and determined to change the bad behavior of her students by doing various kinds of strategies and sacrifices that were not small. The reason of the researcher choose this movie to be analyzed was because in this movie the character of teacher used an interesting strategy in dealing with students' misbehavior. And the conflicts in this movie was also very real, such as the problems of students in America.

Based on the explanation above, the researcher is interested in analyzing the teacher's strategy dealing with these problems. So the title of this study is "The Teaching Strategies to Deal with Students' Misbehaviors in Dangerous Minds Movie". And the research problems are identifying the student's misbehaviors and teaching strategies applied by the teacher dealing with student's misbehaviors in *Dangerous Minds* movie.

### **B. Literature Review**

According to Sanjaya (2008), teaching strategies are action plans (series of activities) including the use of methods and the use of various resources or strengths in learning. Citing the thought of J.R. David, Sanjaya (2008) mentions that the teaching strategy contained planning meaning. That is, basically the strategy is still conceptual about the decisions that will be taken in the implementation of learning.

Brophy (2006) in Garret (2014) expressed his theory on five strategies to help teachers to create and maintain an environment conducive to learning:

1. Physical design of the classroom – Classroom arrangement, such as the arrangement of students' desks, teachers' desks and the arrangement of objects in class.
2. Rules and routines – The teacher creates classroom rules and routines.
3. Relationship – Teachers have a close relationship with students and parents.
4. Engaging and motivating instruction – The teacher provides clear instructions by involving students so that learning is well organized and runs smoothly.

5. Discipline – Not only about punishing students who make mistakes, it also includes the teacher's actions to prevent misbehavior.

Charles (2008) describes misbehavior as any motion that, through reason or thoughtlessness, interferes with teaching or learning, threatens or intimidates others, or oversteps society's standards of moral, ethical, or legal conduct.

Thirteen types of misbehavior are probably to occur in your classes—some frequently, some rarely. The thirteen kinds are as follows:

1. Inattention—daydreaming, doodling, searching out the window, considering things beside the point to the lesson
2. Apathy—a trendy disinclination to participate, as demonstrated through sulking, no longer caring, being scared of failure, no longer looking to strive or do well
3. Needless talk—chatting during instructional time approximately subjects unrelated to the lesson
4. Moving about the room—getting up and shifting around without permission, congregating in parts of the room
5. Annoying others—provoking, teasing, selecting at, calling names
6. Disruption—shouting out all through instruction, talking and guffawing inappropriately, having confrontations with others, causing —accidents
7. Lying—falsifying to avoid accepting duty or admitting wrongdoing or to get others in trouble
8. Stealing—taking things that belong to others
9. Cheating—making false representations or wrongly taking benefit of others for the non- public benefit
10. Sexual harassment—making others uncomfortable through touching, sex-related language, or sexual innuendo
11. Aggression and fighting—showing hostility towards others, threatening them, shoving, pinching, wrestling, hitting, bullying
12. Malicious mischief—doing intentional damage to high school belongings or the property of others

13. Defiance of authority—speak back to the instructor, hostilely refusing to do as the instructor requests

And Dangerous Minds movie talked about Louanne Johnson was a former marines woman who is married. However, she divorced her husband. Louanne Johnson is usually called Mrs. John He was appointed as an academic teacher to replace Mrs. Gingrich, with a special class, with enthusiastic, interesting and challenging students at Parkmont High School by the vice-principal with a salary offer of \$ 24,700 per year. Mrs. Johnson good at English. But she doesn't have a teaching certificate. With her determination, with her confidence, she took the offer to become a teacher at Parkmont High School because she was interested in her salary.

The first previous study is —The Role of Teacher in Dangerous Minds Movie by Bawani, Universitas Diponegoro (2013) the result of the discussion, it can be said that in Dangerous Mind movie, LouAnne Johnson is a teacher that has a unique method to teach her students. This makes her students closer and closer to her. Her teaching methods are unique and make her student respect her as her behavior. Miss Johnson very important and involved in the role of the teacher, such as direct contact, one-to-one precepting, and role modeling. Three main roles of the teacher can be played by Ms. Johnson well, so her students can make good development in her behavior and scores.

The second previous study is “Teacher’s Teaching Strategies to Overcome Students’ Misbehaviors in Freedom Writers Movie” by Rosiana (2018). In this study, researchers made observations to analyze Freedom Writer movie. Researchers observe student misbehavior and how the teacher's strategy to attend the movie.

What distinguishes this research from the first previous study is that the aspects analyzed are different. In the first previous study, the researcher examined to analyze the role of a teacher in Dangerous Minds movie and to analyze the teaching methods that are used by Ms. Johnson in Dangerous Minds movie. Meanwhile, in the second previous study, the aspects analyzed and the theory was the same, the difference was the movie used for analysis. The second previous study used Freedom Writer movie, meanwhile this research uses Dangerous Minds movie.

### **C. Research Method**

To analyze the data, the researcher used a research instrument as a device to accumulate the data. The instrument used by the researcher became an observation sheet. The observation sheet contained types of misbehavior and types of teaching strategies. By the usage of the observation sheet, the researcher

identified misbehavior and found out how the teacher's strategy for coping with it in the movie.

The technique of collecting the data changed into a manner to get or collect the information to be analyzed later. According to Ary et al., (2006) some methods used to collect the records in qualitative research. They are commentary, interview, and record analysis. The researcher conducted a statement as a way to accumulate the records.

To accumulate the records, observation changed into applied. Ary et al. (2006) states that commentary is a basic method for obtaining data in qualitative research. The statement became finished by watching the movie several times. In observing the movie, the researcher used a statement sheet as the tool to report the records. Through the remark phase, the information was got which scenes showing students' misbehaviors.

And the technique of data analysis are classification (researcher list the types of students' misbehaviors and teacher's strategies which conclude in the movie), describing (researcher describe students' misbehaviors and teacher's strategies), concluding (After analyzing the data by describing the types of students' misbehaviors that happened and the teacher's strategy for overcoming it was concluded).

### **1. Instruments**

In this research, the researcher uses the qualitative method. Qualitative studies attempt to understand the what, how, whilst and were of an occasion or an action to establish its meaning, concepts, definitions, characteristics, metaphors, symbols, and descriptions (Latief, 2017).

### **2. Data Analysis**

The data of this research were scenes showing teaching strategies and misbehaviors in the movie. The data were based on actions as expressions, speech, or dialogue. And the source of information on this research is a movie. The movie itself was got from the net by downloading the Dangerous Minds movie on this hyperlink <https://movies21.link/dangerous-minds-1995/>

## **D. Findings**

### **The Description of Types of Misbehaviors Appear in the Movie**

#### **1. Apathy**

One of the most common mistakes students make when Mrs. Johnson enters class for the first time is apathy. The apathy that they do according to the observation results is not caring and being afraid of failure.



**Picture 1:** *Students do not care about Mrs. Johnson*

It showed when the teacher starts the class. Students showed that they were not interested in learning. Not caring was one of the actions that often occurs, students were busy with their affairs.



**Picture 2:** *Raul is afraid if he doesn't graduate.*

There was student named Raul, he had a concern if he did not graduate. Even though he had promised Mrs. Johnson to pay off his debts with graduation.

## 2. Needless Talk



**Picture 3:** *Students were chatting during the instructional time about matters unrelated to the lesson*

Chatting during the instructional time about matters unrelated to the lesson often occurs at the beginning of the movie. They ignored Mrs. Johnson and continue their conversation even though Mrs. Johnson will begin his studies. It looks at the minutes 00:19:59.

## 3. Annoying others

Provoking, teasing, and picking at calling names were misbehaviors of annoying others. In this part, many events show annoying others.



**Picture 4:** *Emilio provoking their friends*

There was a student who became provocateur in the class, so all the other students listen to the student's words (00:28:23). He incited his friends not to believe in Mrs. Johnson. As a result Mrs. Johnson had difficulty communicating her aims and objectives.



**Picture 5:** *Emilio teasing Mrs. Johnson*

Emilio also like to tease Mrs. Johnson (00:09:53). Even before, he had also done this to the teacher before Mrs. Johnson thus made one of the factors the teacher resigned. Even in this film, there are other students who were racist towards their Mexican friends.



**Picture 6:** *The student being a race with give calling names to Mrs. Johnson*

They also like to give a nickname or nickname to other students of different races from them. Even Mrs. Johnson also became a victim (00:09:09). Indeed, if seen, differences in the race Mrs. Johnson was quite conspicuous among her students. This difference is what the students ridiculed.

#### 4. Disruption

In this part, there were three classifications of disruption. They were talking to each other, laughing inappropriately, and having confrontations.



**Picture 7:** *Talking to each other*

When Mrs. Johnson explained about the learning material, many students were chatting with the group. They did not appreciate the existence of Mrs. Johnson. They were busy chatting or annoying their friends.



**Picture 8:** *Laughing inappropriate*

This picture show that many students laughed because of the ridicule that his friends made. Even though at that time Mrs. Johnson was explaining a lesson. Finally, the classroom atmosphere became chaotic and difficult to control.



**Picture 9:** *Having Confrontations*

And there was a student who got into a fight over the charge of snatching a girlfriend from an inmate student. It could be seen in the minutes to 01:13:47. The student even gave death threats to his alleged friend.



5. Aggression and fighting



**Picture 10:** *Showing hostility toward other*

The image above shows a student initiating hostility towards others. The movie shows a big student starting a fight with a smaller student. The small student did not accept it and felt insulted, so he decided to fight with the big student.



**Picture 11:** *Threatening*

Student who was small begin to get annoyed and did not accept it. As a result he started threatening the big students. He wanted to beat him up. Even though this problem could be resolved properly, students who are small can not accept it.



**Picture 12:** *Shoving*

Setelah itu they started pushing each other. And fighting was inevitable. The students around them were finally attracted and approached, forming a crowd that watched them fight.



**Picture 13:** *Wrestling*

They continued to wrestle. And the atmosphere around them became crowded and chaotic. No one can stop them. Meanwhile the students who saw the incident just watched and yelled at their friends who were fighting.



**Picture 14:** *Hitting*

They also beat each other. And the atmosphere became even hotter at the cheers of their friends. They fight with friends of different races from them. If they don't follow them, they feel their pride is insulted. This incident was in the minutes 00:37:07 until 00:39:29.

#### 6. Defiance of Authority



**Picture 15:** *Students interrupt Mrs. Johnson's explanation*

There were two classifications here, talking back to the teacher and hostile refusing to do as the teacher requests. We could see in the movie that many students like to interrupt an explanation from Mrs. Johnson. This could be seen in minutes to 00:19:44.

## B. Teacher's Strategies to Overcome Students' Misbehaviors

Of the five kinds of strategies described by Brophy, there are three kinds of strategies used to deal with students' misbehaviors in the movie. They are relationship, engaging and motivating instruction, and discipline.

### Relationship



**Picture 16:** *Mrs. Johnson visited Raul's house*

In this movie, Mrs. Johnson tries to build good relationships with his students, as well as help students to have good relationships with their friends, and he also builds good communication with parents of students.

By building this good relationship, Mrs. Johnson had overcome apathy, annoying others, and disruption. This good relationship fosters respect and hesitation in students to pay more attention to how they should behave.

Aggression and fighting also managed to overcome her. Mrs. Johnson visited her students' house to met their parents. And she gave understanding to the conflicting parents of students so that it makes students and parents calm. So it showed that Mrs. Johnson built good relationship with her students, and students' parents.

### Engaging and motivating instruction



**Picture 17:** *Students become more diligent in studying together in the library*

We can see in the movie that Mrs. Johnson always gave clear instructions to his students in every command or assignment given, she also said that she would give prizes to students who

were successful. This of course attracts students' attention, and students become more enthusiastic in doing it. This strategy can stop the habit of talking about things that are not important when learning takes place among students. And this strategy can stop students' habits of interrupting conversations and make students feel reluctant to refuse teacher orders.

#### Discipline

In this movie, giving strict sanctions such as suspension is a strategy that can overcome aggression and fighting among students. Because in addition to giving a deterrent effect to the students concerned, it also prevents further fighting.

### **E. Discussion**

This section discusses the findings regarding two research problems, namely identifying students' misbehaviors and teacher teaching strategies to overcome them. Of the six misbehaviors that have been identified, there were three kinds of strategies to deal with them.

A powerful strategy for dealing with students' misbehaviors is "relationships". Mrs. Johnson tried to build good relationships with her students. Such as teaching karate, giving gifts like snacks or candies, then bringing the students to the amusement park, invited to a luxurious dinner as a gift of competition, and giving protection or a sense of security to the students who were fighting. Not only that, Ms. Johnson also maintains good relationships with her students' parents, such as visiting homes. Actions done by Mrs. Johnson is a strategy for dealing with student delinquency such as apathy, annoying others, aggression and fights, and distraction. Mrs Johnson's strategy is what makes misbehaviors disappear. Students begin to appreciate the existence of their teachers, begin to form solidarity among students and students begin to follow what is given.

Beside having a good relationship, Mrs. Johnson also performs engaging and motivating instructions. This strategy is used to control class conditions in order to remain conducive. Mrs. Johnson gave clear assignment instructions to her students. Not only that, so that students become more obedient, Mrs. Johnson also incorporates a "relationship" strategy here. For example, after giving clear assignment instructions, Mrs. Johnson added that she would give gifts. This strategy succeeded in making students obedient and doing their assignments well, so that misbehavior like needless talk and defiance of authority, were lost. Usually students like to chat about things that were not related to the lesson, and also like to sit on a chair that is not theirs was lost. Students become focused on their assignments so that they no longer talk about unnecessary things and sit in their own chairs.

And the last, discipline. In addition to resolving fights between students (aggression and fighting) by building good relationships, disciplinary efforts are

also a good strategy. In the movie, we can see that students who were involved in a fight were suspended from the school. This sanction is a firm form of efforts to discipline students, in addition to providing a deterrent effect, this strategy also provides prevention so that this incident does not happen again. After that, Mrs. Johnson continues to use strategies to build good relationships with his students, such as visiting the homes of students who are involved in a fight, then explaining to parents what happened, and how their children behave at school. This action prevents the parents of students from scolding their children and in fact provides peace to the parents and students.

Based on the explanation above, the researcher draws a common thread, that whatever the students' misbehaviors are, building good relationships with their students is the main strategy. Because building good relationships between teacher, students, and parents builds trust and respect. Not only does it make students obedient to the teacher, but it can also create a comfortable atmosphere for learning.

#### **F. Conclusion**

Through this movie, several misbehaviors students can be identified: 1) apathy by not caring about the surroundings and competing with fear of failure, 2) needless talk with chat during the instructional time about matters unrelated to the lesson, 3) annoying others like provoking, teasing, picking at calling name, 4) disruption like talking to each other, laughing inappropriately, and having a confrontation, 5) aggression and fighting: showing hostility toward others, threatening them, shoving, wrestling and hitting, 6) defiance of authority likes talking back to the teacher and hostile refusing to do as the teacher.

Then the teaching strategies used by Mrs. Johnson to overcome the student misbehaviors are: 1) relationship, 2) engaging and motivating instructions, 3) discipline.

So as a teacher must have the generosity in dealing with student's misbehavior. There are also many obstacles, but the teachers also have to focus on that their main goal, that is teaching. And for that to happen, student's misbehavior must be resolved. In the movie, we can see how Mrs. Johnson persistently succeeded in changing student's misbehavior and making her students have the desire to graduate from school.

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