

TEACHING STRATEGIES TO CONTROL UNCONDUCTIVE CLASS IN THE RON CLARK STORY: A FILM BY RANDA HEINES

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ABSTRACT

Although there are many teaching strategies that teachers can use, the majority of teachers employ the same strategies regardless of the students' varying needs and abilities in the classroom. Analyzing teaching strategies can be done in a variety of settings, including a real-life situation like a classroom or institution, as well as through literary works. One of the literary works is a movie For instance, the motivational movie titled The Ron Clark Story. The researcher selected descriptive qualitative research as the research design to support this study. The purpose of the study is to describe the teaching strategies used by Ron Clark to control the uncondusive class and analyze the disruptive behavior dealt with by Ron Clark. The research showed that, according to Korpershoek et al.'s theory of teaching strategies, Ron Clark's method of teaching in the movie was made up of two teaching strategies. Both preventive and reactive strategies are available. Additionally, Ron Clark preferred the reactive strategy, which appeared 10 times, to the preventive strategy, which appeared 9 times. Then, in accordance with Cangelosi's theory, Ron Carlk also addressed both violent and nonviolent disruption. non-violent disruption accounted for 7 scenes of the most disruptive conduct, whereas violent disruption accounted for 6.

Introduction

Teaching is a challenging career because teachers must meet a number of requirements, including pedagogical knowledge, subject matter knowledge, organization and communication skills, and socio-affective abilities (Putra et al.,2022). There is a lot of pedagogical knowledge that has to be mastered by the teacher, one of which is teaching strategy. A teaching strategy, according to Husanah in Jehsoh (2020), is a group of plans that include steps or initiatives that are taken during the teaching process. The teaching strategy then becomes a set of plans for the whole lesson, including the goals and structure of the lesson, while the tactics lay out the plan that is needed to teach. Additionally, (Korpershoek et al., 2014) defines teaching strategies as tools that the teachers can use to create such an environment, ranging from activities to improve teacher-student relationships to rules or to regulate student behavior. The priority of the teacher before teaching in the class is to control the atmosphere of the classroom to make it conducive. Although there are many teaching strategies that teachers can use, the majority of teachers employ the same strategies regardless of the students' varying needs and abilities, or the teacher employs a series of potentially inefficient teaching strategies in the classroom. Same strategy that teachers frequently implement, for instance, lecturing or expository as a conventional teaching strategy,



which tends to make students feel bored and find it difficult to pay attention to the teacher's explanations (Kurniawan et al., 2015). The same teaching strategy implemented by the teacher is also conveyed by Dodi (2016). He stated that due to the teacher's ability to employ limited knowledge, the strategies of instruction could be the same, which is referred to as conventional teaching focusing on the teaching center model. According to Lasry et al. (2014), the teacher center is a traditional strategy in which one instructor stands in front of the group of pupils, who all turn to face him or her. Thus, the teacher is the main source for students in acquiring knowledge. Mastering teaching strategies to handle misbehavior is urgent for teachers because, without control of the class, they can not implement a method smoothly. The idea presented by (Korpershoek et al., 2014) is best suited for this research because it concentrates on managing the classroom, which must be the teacher's primary concern before utilizing other strategies aimed at transmitting the material to the students.

Analyzing teaching strategies can be done in a variety of settings, including a real-life situation like a classroom or institution, as well as through literary works. Nuriadi and Sribagus (2019) define literary work as ergocentric, which means they have an autonomous world free from extrinsic elements, particularly the writer's background and audience interpretation. One of the literary works is a movie. The movies at this time feature a wide range of topics and genres, making them the most well-known modern literary works. For instance, in the motivational movie titled *The Ron Clark Story*, directed by Randa Heines, the main role as the inspirational teacher is Ron Clark, portrayed by Matthew Perry. The authenticity of this film compared to others lies in the teaching strategy implemented by Ron Clark, the main character of this film, depicting the urgency of mastering an attractive and unique management teaching strategy to handle an uncondusive class. He showed some unique ways of controlling the class. For instance, when he implemented one of the preventive strategies, namely the exceptional establishment of roles and procedures, in one of the scenes, he collected a lot of milk in front of the class. If the students had not been noisy, he would have drunk one glass of milk every 15 seconds, and he would also pretend to vomit so that the students would laugh. Because of his unique strategy to create unique roles with his learners, he could interconnect with students easily. As a result, the class was more attractive and communicative. The purposes of this study are to describe the teaching strategies used by Ron Clark to control the uncondusive class and analyze the disruptive behavior dealt with by Ron Clark.

Research Method

The researcher selected descriptive qualitative research as the research design to support this study. The explanation is that this study concentrated on comprehending a phenomenon. According to Creswell (2014), qualitative research can be utilized to portray, examine, and describe an event or circumstance related to a social or human issue. Meanwhile, descriptive analysis is a methodology used to examine a phenomenon using several methods (Fraenkel, et al. 2006). The researcher selects descriptive qualitative methods to gain a "straight description of the phenomenon," as well as to analyze and understand data and findings.

To collect the data, the writer applied the following steps: 1) The researcher downloaded the movie from archive.org as well as the scripts, which were downloaded from subslikescript.com. 2) The researcher watched *The Ron Clark Story: A Film* by Randa Heines. 3) The researcher analyzed the scripts of *The Ron Clark Story: A Film*

by Randa Heines thoroughly by implementing structuralism theory to gain clarity of meaning. 4) The researcher identified which scenes show Ron Clark as the main character implementing teaching strategies in an uncondusive class and problems regarding students' misbehavior in the classroom. 5) The researcher transcribed selected scenes that contain teaching strategies implemented by Ron Clark and the student's misbehavior problem faced by him in his uncondusive class.

To analyze the data, the researcher did as follows: 1) The researcher analyzed the teaching strategies that exist by looking at the Ron Clark movie. 2) The researcher broke the data into certain parts according to (Korpershoek et al., 2014) theory of teaching strategies to control uncondusive class implemented by Ron Clark and analyzed misbehavior conducted by Ron Clark's students that caused uncondusive class based on the theory of misbehavior problems by Cangelosi (2013). 3) Furthermore, the researcher made interpretations relating to the data having been sorted and categorized based on understanding of the theory. 4) Last but not least, the researcher authored the research conclusion.

Result and Discussion

Teaching strategies used by Ron Clark to control uncondusive class

1. Preventive Strategy			
No.	Kinds of preventive strategies	Scene	Frequency of scene
1	Establishment of rules and procedures	{(18.04-->18.27), (22.42-->22.53), (25.00-->25.09)}	3 scenes
2	Teacher-student interaction	{(19.31-->20.01), (32.21-->32.32), (40.05 --> 40.21), (43.21-->43.32), (46.49-->47.35), (1.00.43 -->1.00.56), (1.02.45 -->1.03.06)}	7 scenes

Table 1. The results of analyzing preventive strategy disruption in Ron Clark's story based on Cangelosi theory (2013)

2. Reactive Strategy			
No.	Kinds of reactive strategies	Scene	Frequency of scene
1	Issuing warnings	{(17.23 -->17.40), (25.00 -->25.09), (26.48 -->26.56), (27.56-->28.01), (28.16-->28.27), (33.31-->33.39), (35.51-->35.56), (1.02.45 -->1.02.52)}	8 scenes
2	Punishment	{(26.01-->26.16), (27.16-->27.3)}	2 scenes

Table 2. The results of analyzing preventive strategy disruption in Ron Clark's story based on Kapersoek et al. theory (2014)

The findings show several teaching strategies used by Ron Clark to control an uncondusive class. Based on Korpershoek et al.'s (2014) theory of teaching strategies, the researcher found two ways to control classes. Two teaching strategies are preventive

strategy and reactive strategy. Preventive strategy is classified into two categories: the establishment of rules and procedures and teacher-student interaction. Based on two classifications of preventive strategy, the researcher found that there are 3 scenes of the establishment of rules and procedures and 7 scenes of teacher-student interaction. Meanwhile, the reactive strategy is divided into two categories: issuing warnings and punishment. Based on two classifications of reactive strategy, the researcher found that there are 8 scenes of issuing warnings and two scenes of punishment. So, according to the theory of (Korpershoek et al., 2014), Ron Clark used the reactive strategy the most. He used it 10 times, 8 times to give warnings and 2 times to punish. Besides, he used the preventive strategy 9 times, 3 times to establish rules and procedures and 6 times for teacher-student interaction.

Disruptive behavior dealt with by Ron Clark

1. Violent Disruption			
No.	Kinds of violent disruptions	Scene	Frequency of scene
1	Bullying	Researcher identified all scenes there is no single disruptive behavior indicated bullying based on theory of Cangelosi (2013)	0
2	Fighting	{(26.48 -->26.56), (33.01 -->33.24), (1.01.22 -->1.01.46), (1.02.45 -->1.02.52)}	4
3	Attack on the teacher	{(19.14 -->19.21)}	1
4	Vandalizing	{(29.31 -->30.36)}	1

Table 3. The results of analyzing violent disruption in Ron Clark's story based on Cangelosi theory (2013)

2. Non-violent Disruption			
No.	Kinds of non-violent disruption	Scene	Frequency of scene
1	Disruptive talking	1 scene {(35.51 -->35.56)}	1
2	Interrupting	Researcher identified all scenes there is no single disruptive behavior indicated interrupting based on theory of Cangelosi (2013)	0
3	Clawning	Researcher identified all scenes there is no single disruptive behavior indicated clawning based on theory of Cangelosi (2013)	0
4	Being discourteous	{(17.08 -->17.14), (17.23 -->17.40), (24.09 -->24.22), (28.16 -->28.27), (1.08.07 -->1.08.12),}	5
5	Failing to clean up	{(18.55 -->19.11)}	1

Table 4. The results of analyzing non-violent disruption in Ron Clark's story based on Cangelosi theory (2013)

Based on Cangelosi's (2013) theory of disruptive behavior, the researcher found that there are two types of disruptive behavior that make the classroom a bad place to be: violent disruption and non-violent disruption. To begin, the researcher discovered that violent disruption occurred in 3 of 4 categories, including 4 scenes of fighting, one scene of an attack on the teacher, and one scene of vandalizing. However, there was no scene of bullying carried out by Ron Clark's students after the researcher examined every scene in the movie. Fighting is the most violent disruption. It happens when two students, Julio and Mitchell, don't understand each other. They do most of the fighting in this movie. But after looking at all the scenes, it's clear that bullying as a violent way to cause trouble does not happen in this movie. Meanwhile, the researcher found 3 out of 5 non-violent description categories in this movie, which are one scene of disruptive talking, 5 scenes of being discourteous, and one scene of failing to clean up. Being discourteous is where most scenes of non-violent disruption happen. Nonviolent disruption occurs as a result of the environment of class and family. In line with Pradana et al. (2021), he says that a child's character is shaped by their environment and how their parents raise them. It is clear that the child's personality reflects his family and surroundings, so when someone sees the youngster, one will automatically picture what his family and surroundings are like. However, after the researcher identified all scenes, there is no single scene showing interrupting and clowning conducted by Ron Clark's students. So, according to the theory of Cangelosi et al. (2013), Ron Clark dealt with non violent disruption the most. He dealt with violent disruption 6 times, 4 times fighting, one time attack on the teacher and one time vandalizing. On the other hand, he dealt with non-violent disruption 7 times, one time disruptive talking, 5 being discourteous and one time failing to clean up.

Most of the teaching techniques used by Ron Clark are successful, according to the data that the researcher gets through analysis. On the other side, Ron Clark finds it difficult to deal with some of the students' misbehavior at the beginning of the film. At the beginning of the film, Ron Clark shows how rules and procedures, in particular, can be used to prevent disruptive behavior. The student neglected and disobeyed the regulations, so the method was ineffective. Ron Clark used a new preventive strategy as a result. Ron Clark used teacher-student interaction to manage the class and to either speak to pupils in front of the class or privately speak with a few troubled kids. The teacher-student interaction that Ron Clark used is unique and effective. Based on the data collected by the researcher, Ron Clark used 7 teacher-student interactions. This shows that by implementing student interaction, Ron Clark can know the problem of the learner because he sees his students as a close-knit family. For instance, Ron Clark joined rope skipping to strengthen bonds with the learners, and when he had drunk milk, if her learner got noisy, every 15 seconds after that he would vomit. It made the students laugh and, unintentionally, tightened their bond.

Furthermore, even though the preventive strategy of Ron Clark ran smoothly, some disruptive behavior happened, which is why the reactive teaching strategy was implemented by Clark to tackle the incident so it would not get worse. He employed two reactive strategies: issuing warnings and punishing. According to the data collected by the researcher, Ron Clark preferred to issue warnings that were 8 times rather than punishments that were twice, indicating that he avoided punishing his students either physically or mentally but told them that what they did was false. Nevertheless, issuing warnings does not solve all disruptive behavior's problems. For example, when

Shameika spoke to his friend, Ron Clark advised her to talk to him, but she never heard it, and when Julio went to the canteen without hearing Ron Clark's instruction, he had to wait in line. This demonstrates that not all of Ron Clark's warnings were received by his students.

Contradictively, punishment ran smoothly, but the punishment that he showed was to force students to do what he wanted. For example, when his students did not want to wait in line and went to the canteen, Ron Clark locked the door until all students agreed to do so. In this film, Ron Clark implements various teaching strategies either to prevent disruptive behavior or to respond to disruptive behavior in the class. Even though not all disruptive behavior can be handled by him, he tried to be an inspiration and a good teacher. Sueni (2019) stated that there is no such thing as a good or bad method. All methods are good, but they can also be bad. There are good teachers and bad teachers, and they are able to use the models and methods they have chosen. Therefore, teachers should determine whether the strategy is appropriate for what students need.

Conclusion

Korpershoek et al.'s theory of teaching strategies says that Ron Clark's method of teaching in the movie was made up of two teaching strategies. Both proactive and reactive strategies are available. Additionally, Ron Clark preferred the reactive strategy, which appeared 10 times, to the preventive strategy, which appeared 9 times. Then, in accordance with Cangelosi's (2013) theory, Ron Clark also addressed both violent and nonviolent disruption. Violence-free disruption accounted for 7 scenes of the most disruptive conduct, whereas violent disruption accounted for 6. The researcher's review of the data reveals that most of Ron Clark's teaching strategies are effective. On the other hand, Ron Clark finds it challenging to handle some of the pupils' inappropriate behavior at the start of the movie. Ron Clark's preventive technique worked well, but some disruptive conduct still occurred. As a result, Clark used his reactive teaching strategy to deal with the situation and prevent it from getting worse. Ron Clark employed a variety of instructional techniques in this movie, either to address disruptive behavior in the classroom. He attempted to be an inspiration and a competent teacher, even though he couldn't control all disruptive conduct.

The researcher suggests to the next researchers that he conduct an experimental study to determine whether Ron Clark's teaching strategy will be effective or not. Teachers should be aware of the importance of connecting with students to learn about the problems they face. Also, they have to try to be creative and innovative in how they approach the students. Teacher not only as an individual that transfers ideas and knowledge but also as an individual that hears the student's anxieties and gives a solution to or suggestion for them so that any issues of disruptive behavior can be tackled and the class can be conducive. Moreover, by implementing Ron Clark's strategy and being aware of the disruptive behaviors that Ron Clark dealt with, the teacher can effectively implement it if the disruptive behavior faced by the teacher is the same as that of Ron Clark. Either a preventive or a reactive strategy should be well understood by the teacher in order to make it easier to use. Even though some strategies did not work and some disruptive behaviors cannot be handled by Ron Clark, they can be taught by a teacher. However, by the time Ron Clark approached students and identified the student's problem and gave solutions or advice to solve the problem, they had stopped being disruptive.

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