

# PRE-SERVICE TEACHER UNDERSTANDING OF BEHAVIOUR MANAGEMENT AND BEHAVIOUR SUPPORT

by Hermanto, et al.

## ABSTRACT

Previous research has identified the need for preservice teachers to be skillful and knowledgeable in behavior management and behavior support. However, the quality and number of course credit in behavior intervention is varied in both developed and developing countries. This study aims to examine and explore preservice teachers' belief of challenging behavior in Indonesia especially in Java islands and outside Java islands. Different context and support system provided in both geographical location might differ pre-service teachers' belief and can be part of lesson learned for teacher preparation program.

The results of this study will underlie efforts to support more preservice teachers understanding of challenging behavior. A mixed method approach was conducted in order to examine and explore preservice teachers' belief of challenging behavior. Online surveys were distributed to preservice teachers in Java islands and outside Java islands with total of 216 participants. The survey consisted demographic questions, preservice teachers belief, future strategies and two open ended questions about their readiness and needed support. The quantitative findings revealed that the majority of preservice teachers rated their positive belief that challenging behavior can be improved. Preservice teachers also rated that their preservice program adequately preparing them to deal with challenging behavior. Classroom Management course is the most common course listed by participants while behavior assessment and positive behavior support were listed as the least course taught in the university. In terms of readiness skills, the majority of participants rated neither agree or disagree to deal with the most challenging behavior in the classrooms. It might relates to their future strategy of sending students with behavior problems to the office. Various factors influencing their belief in dealing with challenging behavior: year of study, major of study, university status and gender. The qualitative findings support the quantitative findings that preservice teachers from special department and other department have different area of readiness and needed support in their preservice programs.

*Kata Kunci: pre service teachers' understanding, behavior management and behavior support*