**Abstract**

*This study aims to analyze the role of teachers in addressing verbal misbehavior among students at Limboto 1 Public Elementary School, Gorontalo Regency. This study uses a qualitative approach with a descriptive research type. Data collection techniques were carried out through observation, interviews, and documentation with informants such as the principal, teachers, and students. Data analysis was carried out through the stages of data reduction, data presentation, and drawing conclusions. The results of the study showed that the forms of verbal misbehavior found included teasing friends, using inappropriate words, interrupting conversations, and chatting during learning. The factors causing student verbal misbehavior come from internal and external factors, such as lack of parental attention, the influence of the social environment, and weak supervision and character building. The role of teachers in addressing verbal misbehavior is carried out through providing role models, character building, persuasive approaches, positive reinforcement, and collaboration with parents and the school. With a consistent and collaborative role of teachers, verbal misbehavior can be minimized and a conducive learning environment can be realized.*

***Keywords:*** *Teacher Role, Verbal Delinquency, Elementary School*