

Class agreements as implementation of positive discipline in elementary schools

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Abstract

To create a conducive teaching and learning process, support is needed from all parties involved. One of the parties directly involved in the teaching and learning process is teachers and students, so both need to establish a good relationship so that learning is safe, comfortable, and enjoyable. Therefore, there needs to be an agreement between teachers and students which is a reference in implementing discipline during the teaching and learning process. This study aims to describe the implementation of positive discipline through class beliefs and class agreements in elementary schools. This study is qualitative research with data collection in the form of interviews, observations, and documentation. The data sources for this study are the teacher elementary school whose members of the Program Sekolah Penggerak Batch 3 Magelang City. Data analysis in this study includes data reduction, data presentation, and conclusion. The results of the study indicate that the implementation of positive discipline through class beliefs and agreements in elementary schools has proven effective in conditioning students during class, both in terms of learning discipline and in terms of other disciplines in class. The implementation of positive discipline through class agreements raises student self-awareness to comply with what has been agreed upon in class. This is because class agreements also function as a result of class beliefs.

Keywords

Class agreements, Positive discipline, Elementary school

Introduction

Discipline was still a timeless topic of discussion in teachers' efforts to instill positive character values in students. Curricula change, but instilling character values is a serious concern that must be prioritized to shape students into noble human beings in addition to having qualified intellectual abilities. The Independent Curriculum with various regulations that cover it brings several changes in perspective and mindset about the intent and direction of Education which aims to make students lifelong learners one part of the study and good practices in the Independent Curriculum. Positive discipline has long been introduced in the world of Education, it's just that Indonesia has not adopted it as a whole to teach discipline to children. Ki Hajar stated that the main requirement

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for achieving independence or, in the context of our current education, creating independent students is strong discipline. The discipline in question is self-discipline, which has internal motivation. If we do not have internal motivation, then we need another party to discipline us or external motivation because it comes from outside, not from within ourselves.

To create a conducive teaching and learning process, support is needed from all parties involved. One of the parties directly involved in the teaching and learning process is teachers and students, so both need to establish a good relationship so that learning is safe, comfortable, and enjoyable. Therefore, there needs to be an agreement between teachers and students which is a reference in implementing discipline during the teaching and learning process.

This study aims to describe the implementation of positive discipline through class agreements in elementary schools. The quality of learning will increase if a teacher is able to apply positive discipline well done and students have positive discipline that arises from within themselves without any element of coercion from anyone. The expected impact is that students have good positive discipline, so the quality of children's learning increases, which results in an increase in the quality of education in schools.

Discipline that is usually applied in schools tends to be authoritarian based on the school's decision, in this case, the results of the principal's deliberation with teachers and employees without involving students to provide input or choices of agreements that will be used as a form of discipline. Efforts to improve student learning discipline are carried out by implementing positive discipline through class agreements. This class agreement is made through a brainstorming process with teacher guidance from all students. The teacher monitors student behavior during the implementation of the class agreement with the help of a positive student discipline behavior observation sheet according to the points in the class agreement. On the observation sheet, the teacher can also provide notes on the impact of implementing the class agreement on the learning situation.

The previous relevant research proves that the application of positive discipline through class agreements has a positive impact on changes in student behavior, especially in terms of time discipline, responsibility, and mutual respect [4]. Then [3] support that the student's disciplinary behaviour is reduced by itself as a result of the use of positive discipline through class agreements and with the positive disciplinary conduct that pupils start to exhibit, student learning discipline starts to increase.

Method

This study is qualitative research with data collection in the form of interviews, observations, and documentation. The data sources for this study are 10 teacher elementary school in Magelang City. The criteria for the research subjects are teachers

of the learning committee who are members of the 3rd generation of the Magelang City Driving School. These schools have received assistance and training, and they have a common perception of implementing positive discipline in schools. Data analysis in this study includes data reduction, data presentation, and conclusion. The research results emphasize meaning rather than results, where the research results obtained are not binding and can change according to situation and conditions in the field. Results of the research are interpreted and written down in the form of descriptive sentences based on the facts in the field. Data reduction in this study was used to simplify interview data, observations, and documentation on forms of positive discipline in class agreements that had been formed and implemented in each class. This was intended to produce meaningful information and facilitate the implementation of positive discipline through class agreements. The data in this presentation study was in the form of narrative text as an explanation of the data from interviews and observations, then supplemented with documentation of the results of class agreements of students and class teachers from representatives of each school as data samples. The conclusion of the research data was obtained after the data reduction and presentation process.

Result and Discussion

Results

The implementation of positive discipline through class beliefs and agreements in elementary schools has proven effective in conditioning students during class, both in terms of learning discipline and in terms of other disciplines in class. Class beliefs are compiled by considering the timeline of their compilation and concrete steps. In addition, class beliefs also need to pay attention to the values of virtue that need to be emphasized to be agreed upon together. In compiling class beliefs, teachers and students also need to pay attention to what resource support is needed, including the tools and materials of the parties involved.

A 4th-grade teacher at Rejowinangun Selatan 2 Elementary School revealed that in an effort to compile class beliefs into a class agreement, there are several stages that need to be carried out by the teacher, including:

1. Ask students' opinions about class problems and expectations.
2. Explore ideas from students to achieve the dream class.
3. Change ideas into class beliefs, asking students to write ideas on sticky note paper. Draw conclusions from students' ideas, and then the teacher and students write positive words.
4. The teacher and students carry out the class agreement.

The principal's opinion regarding the main role is to be a driver of positive culture in schools by implementing key steps that include:

1. Forming a cross-stakeholder team to increase participation and ownership.

2. Establish and implement positive values as the foundation of all school activities.
3. Integrate character-building programs into the curriculum and extracurricular activities.
4. Increase positive communication through various media.
5. Implement conflict management strategies that involve all parties.
6. Include an achievement recognition system to increase motivation.
7. Actively involving parents in school activities.

With consistency and participation from all parties, the principal can create a positive educational environment and support the growth of students and all members of the school. Added that the implementation of positive discipline in schools still needs to be developed by continuing to internalize the universal values that were to be achieved. Joint agreements are not only discussed at the beginning of the school year but must continue to be strengthened routinely and continuously. [4] said that the implementation of discipline in schools is not fully effective. This can be seen from the discipline of several teachers and students in terms of attendance which still needs to be improved.

The following is documentation data on the implementation of positive discipline in class through class agreements in 5 elementary schools that were subjects of the research (see Figure 1-5).



Figure 1. Class agreement SD IT Ihsanul Fikri



Figure 2. Class agreement SD N Wates 4



Figure 3. Class agreement SD Islam Al-Iman



Figure 4. Class agreement SD Islam Al-Iman



Figure 5. Class agreement SD Muhammadiyah Alternatif 1 Kota Magelang

Discussion

The implementation of positive discipline through class beliefs and agreements in elementary schools has proven effective in conditioning students during class, both in terms of learning discipline and in terms of other disciplines in class. The application of positive culture through class agreements, show that students' learning discipline can be improved and students will automatically reduce undisciplined behavior. The positive cultural behavior shown by students shows that their discipline is starting to improve [2]. Similar opinions were also expressed by [3] that the student's disciplinary behavior is reduced by itself as a result of the use of positive discipline through class agreements. With the positive disciplinary conduct that pupils start to exhibit, student learning discipline starts to increase.

Based on the research results, the teacher explained the steps for drawing up a class agreement. Steps for drafting class agreements vary depend ding on each homeroom teacher. There are steps to create a class agreement by [1].

1. Discuss the importance of class agreement. The teacher asks questions about why it is important to have a collective agreement in the class.
2. The teacher describes an ideal class.
3. The teacher and students formulate class agreement points.
4. Create a class agreement sentence together.
5. There are step for arranged class agreement for teacher and students:
6. Ask students' opinions about class problems and expectations.
7. Ask students for ideas to achieve the best class.
8. Make students' ideas into class beliefs, students are asked to write ideas on folded paper that has been formed and then attached to the board
9. The teacher concludes students' ideas, and then the teacher and students compile them into a class agreement.
10. The teacher makes a class agreement together with Canva and sticks it on the class board
11. The teacher and students carry out the class agreement.

Conclusion

The results of the study indicate that the implementation of positive discipline through class beliefs and agreements in elementary schools has proven effective in conditioning students during class, both in terms of learning discipline and in terms of other disciplines in class. The implementation of positive discipline through class agreements raises student self-awareness to comply with what has been agreed upon in class. This is because class agreements also function as a result of class beliefs. The practical recommendations for teachers in the future when making class agreements are joint agreements are not only discussed at the beginning of the school year but must continue to be strengthened routinely and continuously. When class beliefs have been formed then teachers and students in terms of attendance which still needs to be improved.

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