



Classroom Meeting: A Strategy for Establishing a Positive Classroom Climate

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Abstract. An approach to classroom management known as “classroom meetings” involves the teacher holding regular meetings with the students to identify and solve issues. The purpose of this study is to improve classroom management by finding solutions to actual issues that arise in settings where teachers and learners engage directly. Additionally, this study was done to raise the professionalism of teachers and help them better understand how students behave. An action research approach was used for this study, which was carried out at a private *Madrasah Ibtidaiyah* (elementary school) in Depok City, Indonesia. Each action in this study cycle, which included choosing focus areas, gathering data, evaluating and interpreting that data, and generating an action plan, included four stages. The findings demonstrated that student behavior improved, with statistics indicating that positive behavior among students increased from 70% in the pre-cycle to 92% in cycle I. In the “good” category, changes also take place in the classroom’s student activities. The use of classroom management techniques in the fifth grade can improve student behavior and instructor professionalism.

Keywords: Classroom meeting · Positive classroom climate · Student behavior

1 Introduction

Numerous academically struggling students may regularly disrupt classroom instruction. Students with behavioral challenges can benefit from excellent classroom management practices; however, it is unclear whether these students require regular classroom supervision in the first few years of elementary school to improve their academic performance [1]. According to [2], teachers continue to be concerned about classroom management, especially in urban and diverse learning environments. Managing the classroom during an activity is analogous to managing the learning process; it also entails generating silence so students may begin working [3]. Effective classroom management is a necessary skill for instructors to boost academic progress, improve students’ social skills, foster a positive learning environment, and make special education support possible [4]. The learning and teaching processes can be affected by the classroom environment. Teachers must acquire separate classrooms for each lesson they teach in order to effectively manage the classroom. Thus, the instructor may maximize the classroom’s utility for the specifics of the course being taught.

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By employing observable and quantifiable methodologies, one can develop excellent academic education, classroom management, and relationships [5]. Diversity and classroom management entails more than the teacher's influence over the students' conduct. They are more concerned with how teachers "manage" their kids. When an observer walks down a school's hallway and looks into a classroom, the question should not be whether students are sitting quietly, completing worksheets, or just listening to their teacher's directions. Such classroom layouts may appear productive and beneficial for students at first glance [2]. One of the issues with classroom management is that teachers do not know how to best utilize the space for the subject they are teaching. They also don't know how to make a good environment for learning, so students don't feel comfortable learning and don't respect each other.

Numerous studies have been undertaken on classroom management, but few studies on classroom meetings that produce a pleasant classroom environment have been published. [6] says that classroom meetings give teachers more freedom to set up the classroom based on how the students learn best.

This study will evaluate the strategies teachers use during classroom meetings to maintain a pleasant school climate. The findings of this study will demonstrate to educators how they may use classroom meetings to improve their classrooms.

1.1 Classroom Management

The objective of the management classroom is to provide a stimulating and engaging atmosphere for student learning [7]. [8] say that classroom management is the work done to make and keep a learning environment that is good for teaching. This includes controlling the physical environment, setting rules and procedures, keeping students' attention on lessons, and getting them involved in activities.

According to [9], classroom management strategies are tools that teachers can employ to establish an atmosphere, ranging from activities that promote teacher-student connections to rules that govern student conduct. Several factors and conditions influence classroom management, including the teacher's self-understanding and attention, multicultural classes, behavioral management, lack of knowledge about classroom management, knowledge of physical and social contexts, rules, relationships, and commitment, person-centered versus teacher-centered classroom management, an ecological perspective on classroom management, and classroom management in relation to motivation and learning [10].

1.2 Classroom Meeting

Understanding classroom meetings refer to the teacher's ability to guide the classroom, which includes students and staff, toward emotional and social well-being and student learning. Classroom meetings are viewed as a cyclical process that includes prior planning, implementation, assessment during implementation, and final evaluation that takes into account the children's environment and aims to advance activities undertaken for children's emotional well-being and learning in classroom [11]. According to [12], the classroom meeting is a method of classroom management in which teachers attend

regular meetings to assist students in identifying and resolving various problematic situations.

In the end, classroom meetings equip students with the tools to become independent problem solvers in their schools, homes, and communities by providing a climate conducive to the development of specific social skills and fostering a caring environment that supports and rewards children for employing these skills in classroom settings [13].

1.3 Climate Classroom

A positive classroom climate is one that promotes cognitive and affective skill development [14]. Classroom climate is a worldwide overview of the psychological, social, emotional, and organizational/administrative state of the classroom as a whole [15]. This includes the learning environments established by pedagogical principles and instructors' instructional actions, as well as the environment's management and organization.

In addition to teacher-student and student-student relations, the classroom climate is also associated with the atmosphere of the classroom. Classroom relationships are frequently shaped by how the teacher frames them. For instance, if students frequently switch seat groupings, they would likely build bonds throughout the classroom. When students are seated in ability-based groups, they are more likely to create friendships based on these groups [16]. Typically, the classroom atmosphere is defined as a question of respect, the creation of a safe environment, scientific engagement with materials and ideas, and responsibility [17]. A favorable classroom climate is one that facilitates the successful execution of teaching and learning activities in the classroom. If it turns out that the classroom has not been conducive to the success of teaching and learning activities, the teacher must be able to assist the classroom rather than exert complete control over the learning material or the students.

2 Method

2.1 Research Design

In the past two decades, action research in education has attracted a growing amount of attention. It is viewed as a form of research that is both practical and systematic, allowing teachers to examine their own teaching and the learning of their students [18]. [19] states that action research has an applied focus. Similar to mixed-methods research, action research collects data using qualitative, quantitative, or combined qualitative and quantitative methodologies. However, this research varies in that action research focuses on practical issues and aims to identify problems.

Consequently, practical action research can be defined as a systematic technique conducted by teachers (or other professionals in the field of education) to collect data and subsequently enhance their education, their teaching, and their students' learning [20].

This study employs a practical action research design, which is a problem-solving technique that employs actual action and the process of acquiring the ability to detect and

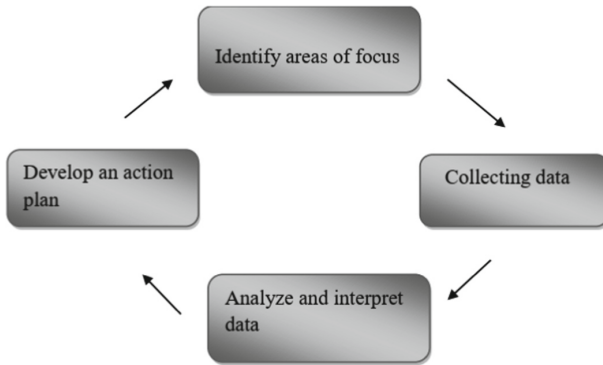


Fig. 1. Spiral of Mills’ Dialectical Action Research (2011) [20]

solve issues. The design model utilized is Mills’ spiral dialectic. Mills emphasizes that this is a model for teachers to conduct research, not a method for researching teachers. This paradigm is referred to as a “spiral” because it consists of four steps in which the researcher alternates between data collection, focus, data collection, analysis, and interpretation [19] (Fig. 1).

2.2 Participant

Participation is frequently cited as a defining characteristic of action research, regardless of whether the term “participatory” is appropriate. Participation serves a range of purposes, including empowering the people involved, fostering a commitment to equity, facilitating the exchange of information among diverse stakeholders, and fostering a commitment to planning [21]. There were 39 fifth-grade kids who participated in this study, including 21 boys and 18 girls.

2.3 Observations and Interviews

Observing and evaluating classroom teaching and interaction over time, according to [22], is vulnerable to trends in teaching quality and assessment behavior, and these trends may have consequences for findings about the design of teaching and learning. During the implementation of the action that applied the strategy of classroom meetings and student behavior, observation sheets, and interview protocols were used to collect information about classroom management and the behavior of students who remained in the classroom during the learning process. This information was then used to measure students’ affective domains.

2.4 Data Analysis

According to [23], the use of conversation analysis to study teacher interview transcripts provides an approach to data analysis that interview-based researchers may wish to investigate further. Wherein [24] state that data analysis must be impartial in relation to

theoretical constructions in order to avoid bias and cannot favor one type of theoretical construction over another. The objective of data analysis is to discover patterns, trends, and linkages underlying the research context [25].

Text and descriptive statistics were utilized to analyze the data. Exploring a pleasant classroom climate through classroom management practices, the teacher creates an action plan describing the six phases of the Glasser classroom meeting based on activities and expected student conduct.

3 Results and Discussion

3.1 Before the Cycle

The discussion of the results begins with the results of the observations reported in the pre-cycle, where the teacher carries out the teaching and learning process as usual without implementing specific classroom management strategies. Several problems, such as irresponsible classes, low discipline, and students' lack of respect for the teacher and their classmates, contribute to an unlearning-friendly classroom environment.

3.2 Initial Cycle

The first of Glasser's classroom meeting's six phases is building the atmosphere. The instructor creates an environment in which all students feel comfortable participating, sharing thoughts, and providing feedback. The classroom environment should encourage free involvement, and students should be in the proper frame of mind for fruitful classroom meetings (Fig. 2).

The second step is to identify the issue. The instructor either recognizes or provides difficulties for discussion. Students who have not had the opportunity to participate in classroom meetings must be instructed on what issues are appropriate for friendship-based discussion. Problem solving techniques can be taught, including giving students time to practice defining problems and identifying the descriptive and value dimensions



Fig. 2. The instructor's efforts to shape the school's climate

of a problem, including: a) bringing issues or problems that need to be discussed; b) describing the problem as a whole; c) identifying possible consequences; d) identifying social norms (Fig. 3).

The third phase, dealing with values. The values surrounding the majority of classroom behavior problems are extremely important, particularly the differences in academic achievement scores; for instance, some students, even the youngest, recognize the moral and practical importance of rules such as waiting one's turn, listening to others, and demonstrating respect. Important platforms for discussing similarities and variances in values are classroom meetings. Determine the values behind behavioral issues and societal standards. Students conduct independent research on the rules that must be observed (Fig. 4).

Fourth phase, identifying alternative courses of action. Students are asked to come up with solutions to various classroom management issues that they, their teacher, or their peers can implement. Students must understand why desired behavior is rewarded and disruptive behavior is punished. Students must also be aware of alternate actions



Fig. 3. The teacher instructs students to sit in a circle, and either the teacher or students may raise an issue



Fig. 4. The teacher invites student to articulate their personal values regarding the problem and related conduct

within the scope of the course. During this portion of the classroom discussion, the teacher's primary responsibility is to listen to alternative options, ensure that everyone understands each suggestion, and reach a consensus on the course of action. Additionally, teachers must be direct and forthright with students if the recommended course of action is entirely undesirable, particularly if it violates school rules (Fig. 5).

Fifth phase, commitment to the public. The instructor encourages students to make a mutually agreed upon public pledge or promise to improve troublesome situations. The instructor writes these pledges on a sheet of paper so that the entire classroom can be reminded of them (Fig. 6).

The sixth phase, follow-up and assessment. Once students have agreed to pilot a set of processes and behaviors, it is crucial that this agreement be honored and evaluated. Specifically, the instructor recalls public pledges made and regularly revisits these obligations in subsequent meetings. If commitments are not followed or if planned activities



Fig. 5. The instructor asks students to suggest a variety of alternatives or processes that might assist in overcoming behavioral issues and to agree on one to be implemented



Fig. 6. The teacher invites students to publicly commit to attempting a mutually agreed-upon new behavior or method



Fig. 7. The teacher states that the problem will be revisited at the next meeting to determine how effectively it was resolved and whether the student's promise is still being upheld

do not fix the problem, then further time and energy have to be given to the problem (Fig. 7).

The findings highlight that classroom management and student behavior have a significant effect on learning processes and outcomes, particularly the ability of teachers to create an orderly learning environment and deal with different types of disruptive student behavior. These findings confirm the contention of [26] that instructors play a crucial role in character formation by serving as role models, mentoring, and nurturing students. According to [27], teachers can provide continual incentive so that students continue to act positively with anyone, including teachers, parents, and elders. Teachers cooperate with parents to involve them in encouraging their children's positive behavior and modifying school policies to meet the difficulties of the twenty-first century classroom. In addition to support and cooperation from all teachers [28].

This study reveals that student conduct in the initial cycle of the learning process is 85 percent positive, indicating that the increase in good student behavior from classroom meetings has nearly reached its maximum. After the classroom meeting concluded, the data indicated that 90% of students exhibited positive classroom behavior. Our data suggest that positive student conduct and positive classroom climate have changed or improved.

In general, these results are in keeping with prior research by [29] which concluded that all classes should have a good culture that reinforces particular values, such as respect and fairness, and makes students feel welcome and successful. Nevertheless, according to the meta-analytic findings of [7], classroom management interventions have a minor but significant effect on numerous metrics of student learning outcomes. The management course will be a benefit, not a challenge, for beginning teachers in urban classrooms (Kwok 2018) [30]. Due to the fact that the learning environment has a direct positive influence on learning assessment [31, 32].

4 Conclusion

The results of this investigation show that classroom meeting strategies adopted in classrooms have been empirically proven to be able to increase positive student behavior, establish a positive classroom climate, and help develop teacher professionalism in classroom management.

Further research in this classroom meeting strategy will greatly assist teachers in creating a positive, conducive, and learning-ready classroom climate. Future studies need to be further explored regarding the teacher's challenges in maintaining the continuity of this student's positive behavior and a positive classroom climate through the consistency of enforcing classroom meetings so that the expected positive behavior can become a habit and part of the culture of the classroom and school. As well as how this is disseminated to other classes and adopted into the rules and culture of the school community.

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