Project Title:

Building Positive Culture – A Team Teaching Approach

Andy Aryowibowo

Project Description

School culture is the values adopted and believed by all school citizen. For schools that apply high discipline, the culture on time will be one of the values held by and believed by residents in the school. This shows that school culture will encourage every school citizen to act and do the best.

Class as the smallest unit of school, plays an important role in sowing school culture. So that the school culture can start from the classroom in a simple way. For example, to regulate student discipline in the classroom, class rules are made. The existence of this class regulation is an effort to shape the character and value of students that will ultimately shape the school culture.

[Project Video](#)

However, in applying the class rules, it turns out to require its own challenges. Not only challenges that come from students, but also challenges that come from the teacher. Therefore, to answer these challenges, creativity is needed in applying classroom rules. So that students and teachers will feel happy in carrying out class rules.

Based on this, the aim of this project is to make classroom rules fun for students by applying positive behavior. Furthermore, teachers who teach in the class will collaborate with each other so that the application of the classroom rules runs effectively.

Institutional Context

Institutional Name	: Klub Belajar Learning Plus
Location	: Matraman, East Jakarta
Levels	: Primary
Student Population	: 321 students
Staff Population	: 17 staff
Year founded	: 2 May 2007
Type	: Non-formal Education Institution

Project Context

Project Location	: SDIT SN
Levels	: Primary
Student Sample (Project)	: 24 students
Team Teaching (Project)	: 8 teachers (5 formal teachers and 3 non-formal teachers)
Type	: Private School

Transformational Action Plan

Situation

I and the team served as extracurricular teachers (non formal teachers) at a school. Our extracurricular activities take place in a school environment after formal study hours. After formal study hours have been completed, there are breaks for students before entering the class for extracurricular activities. This time lag is sometimes used by some students to play outside the classroom. In fact, in class rules, students are only allowed to rest and prepare for extracurricular activities with a short time lag. As a result, there were several students who arrived late into the class during extracurricular activities.

This has been tried by both us and homeroom teacher and also the other teachers. For example, by giving a penalty for those who are late to class or caught playing outside the classroom. However, the effectiveness of this punishment does not last long. Students only obey when there is enforcement of class rules through punishment.

In addition to these conditions, we also found that there were some student behaviors that did not reflect classroom adherence. For example, there are words that are not good when talking to friends, making nicknames for friends, and so on. Therefore, it becomes a question for us about what really happened. In fact, there are class rules and efforts made by the teacher to overcome them.

When we try to discuss this with the homeroom teacher, we get the answer that in fact it does not only occur in non-formal (extracurricular) learning activities. However, it also occurs in formal learning activities. The homeroom teacher acknowledges that sometimes the rules they make and agree with students do not get the full support of other teachers who teach in the class. So that, sometimes, every teacher carries his own rules when teaching in the class. Unfortunately, these regulations sometimes overlap. For example in the case of a student request for permission to leave the class. There are teachers who are too easy to give permission to leave the class, but there are also those who are strict in giving permission.

Options

Before I chose the option to deal with the situation we faced, I needed to consider our position as an extracurricular teacher (non-formal teacher) who had limited authority in managing the class. Therefore, in every option that I make, the first approach we must do is discuss it with the homeroom teacher who has full authority in managing the class.

Based on the situation we face, then at least I have the following options:

The first option: Asking the Principal to Intervene

We will tell the Principal about the situation we are facing. After that, we will ask the Principal to intervene so that every teacher who teaches in the class supports the class rules that have been made by the homeroom teacher.

Implications :

1. Overlapping regulations will no longer exist because all refer to the class rules made by the homeroom teacher.
2. Changes in student behavior may not have much impact because the focus of completion is on improving coordination between teachers who teach.

Second option: Making Special Rules in Non Formal Learning Activities

We will intervene by drafting special rules that only apply to non-formal learning activities. We will submit this draft to the Principal and Homeroom Teacher to discuss with the teacher who teaches in the class. Through the discussion, it is hoped that there will be openness and dialogue in building a common vision of managing the class. That is, the presence of the draft is as a trigger for a more comprehensive discussion of the situation at hand.

Implications :

1. Students will view class rules as positive daily habits.
2. The homeroom teacher will feel calm because he has the support in applying the class rules he has made.
3. There are still overlapping regulations because there is no coordination between teachers teaching in the class.
4. The homeroom teacher and the teacher will see the intervention actions that we have done are out of the authority we have.

The third option: Creating a Learning Team and Positive Class

We will discuss with the Homeroom Teacher and Principals about the opportunity to create a small team that contains homeroom teachers and teachers (formal and non-formal) who teach in the class. This team will later discuss the situation we face and the options to overcome it, namely making "Positive Class". The focus is not only on student compliance in obeying classroom rules, but on how the values of positive behavior can grow in students.

Implications :

1. Students will view class rules as positive and pleasant daily habits.
2. The homeroom teacher will feel calm because he has the support in applying the class rules he has made.
3. Through team formation, the problem of coordination between teachers can be solved.
4. Requires time and patience in the process of changing student behavior because it adapts to the patterns that have been formed.

Selected Solution

Based on the situation we faced and several options made, I chose the third option. The consideration is that the option can be a bridge of coordination between teachers in an effort to shape student behavior.

To get to that, then I believe that change starts from yourself and will create a broad spectrum outside ourselves, such as family, neighbors, class, and the environment around us.

Therefore, in this third option, before agreeing on the rules that will be applied to students, the regulation must first internalize within us who will make the rules.

The stages of implementing this third option are as follows:

1. Form a team of teachers consisting of homeroom teachers, representatives of formal teachers, and representatives of non-formal teachers who all teach in the same class.

2. Equalize team perception through discussion about the situation and what is meant by "Positive Class".

3. Make "Positive Class" steps and devices as follows:

    a. The team prepares a "Positive Class" card and a "Positive Class" savings box.

    b. Students are asked to write on the "Positive Class" card about what happened first when the name of their friend was mentioned.

    c. After writing, students enter a "Positive Class" card in the "Positive Class" savings box.

    d. The team evaluates the "Positive Class" cards collected.

    e. The following day, the team redistributed the "Positive Class" card to students and asked students to write down the good deeds the friend had done that day. If they don't find a good deed done by a friend, they don't need to write it down.

    f. After writing, the "Positive Class" card is entered into the "Positive Class" savings box for further evaluation by the team.

    g. Activities (3.e) and (3.f) are carried out continuously as needed.

4. Conduct routine evaluations to find out the development of "Positive Classes".

5. At the end of each stage, students who are recorded as doing the most good deeds will receive an award from the team.

Gantt Chart

Transformational Action Plan Gantt Chart

Transformational Action Plan (TAP):	Building Positive Culture – A Team Teaching Approach															
Vision:	Learning is not only related to getting a high score but rather to the process of continuous improvement															
Key Performance Indicators (KPIs)	"Positive tone" of student behavior increased 30%															
Goals/Objectives	March				April				May				August			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Finalisation of TAP	✓	✓	✓													
Literature review	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
Obtaining approvals from relevant stakeholders		✓	✓	✓	✓											
Implementation of intervention					✓	✓	✓	✓	✓	✓	✓					
Measuring the impact of TAP using KPIs									✓	✓	✓	✓	✓	✓		
Preparing Final Report													✓	✓		
Finalising Critical Reflective Portfolios													✓	✓	✓	✓

Note:
June-July : Final exam and Idul Fitri holyday

Evidence of Transformation

Based on the options selected and applied, there are two important questions found in this project. The first question is how the impact of "Positive Class" on student behavior and the second is how to coordinate between teachers after a team is formed.

Before discussing these two questions, there are several challenges encountered during running this project. One of them is changing the personal mindset to suit what will be applied to this project. The challenge to change this mindset is very necessary because what will be done is related to the behavior of others. Of course it will be difficult to change the behavior of others if it is only words without being applied to yourself.

In addition, several activities to collect data are not as planned. Thus, the data collected only comes from "Positive Class" cards, classroom observations, and minutes of discussions with the team.

In the preparation phase, we made a number of "Positive Class" cards for students (Figure 1). This card will be used by students to record good deeds done by their friends. Although in reality, this card was not used because of differences in perceptions in the team for its implementation. In addition, we create a "Positive Class" savings box that is used to store the "Positive Class" cards that have been filled.

#Kartu Kelas Positif (1)

Petunjuk Pengisian :
1. Tulis nama lengkap temanmu pada kolom "**Nama Temanmu**".
2. Tuliskan perbuatan atau tindakan positif secara spesifik yang pernah kamu temukan dilakukan oleh temanmu pada kolom "**Perbuatan atau Tindakan Positif yang pernah dilakukan oleh temanmu tersebut adalah ...**".
3. Hindari menuliskan hal-hal mengenai penampilan fisik.
4. Jika sudah selesai, lipat dan masukkan kartu ini ke dalam kotak yang telah disediakan.

No	Nama Temanmu	"Perbuatan atau tindakan positif yang pernah dilakukan oleh temanmu tersebut adalah ..."
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Figure 1 ("Positive Class" Card)

At this stage, we also hold initial discussions with other team members. Unfortunately, the presence of team members is never 100% complete. Of the 8 team members, only 4 were present regularly. This results in eg information and communication among team members.

Figure 2 (Team Discussion)

Next, we collect data about students' opinions about their classmates. We collect this data by asking questions to students in the form of "what was the first time when the name of the friend passed". Then students write the answer on a piece of paper. If the student answers all contain positive sentences (Figure 3), then we group them into "Positive Tones". Conversely, if it contains a negative sentence (Figure 4), it is grouped into "Negative Tones". The results obtained can be seen in Table 1.

Table 1 (Stage 1)

	Male	Female	Total
Positive Tones	0	1	1
Negative Tones	15	8	23
Total	15	9	24

Figure 3 (Positive Tones, Stage 1)

Figure 4 (Negative Tones, Stage 1)

Based on this data, we conclude that the majority of students have a negative tone in looking at their friends. Although, after we asked the students, some of them thought that it was just funny. However, some others think that this is indeed the characteristic of his friend.

Then, on the next occasion, we give students an explanation of examples of good behavior. Then, we ask students to write on the "Positive Class" card about the good behavior done by their friends that day (Figure 5). The results obtained can be seen in Table 2.

Table 2 (Stage 1)

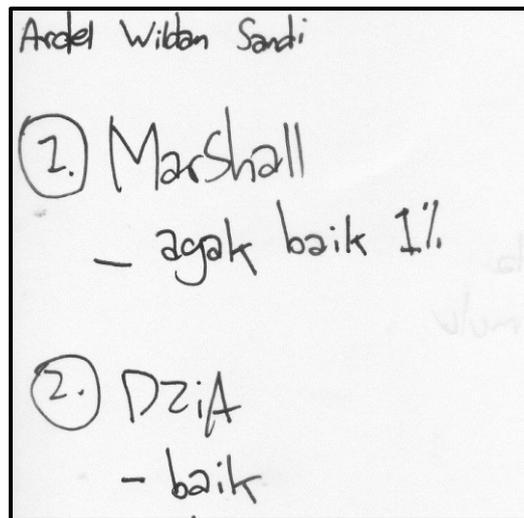|	Male	Female	Total
Positive Tones	5	4	9
Negative Tones	10	5	15
Total	15	9	24

Figure 5 (Positive Tones, Stage 2)

Based on this data, we conclude that the majority of students still have a negative tone in looking at their friends. However, there is an increase for those who have a positive tone, which is 9 people or 37.5% of all students. Although, students write examples of their friends' behavior not as we expected. For the initial stage, we see this as a good start. In addition, we at the team also evaluated whether students still did not understand what was meant by good deeds. So it needs to be given a more concrete example at the next opportunity.

After the second data collection, we hope to continue to the next stage. However, due to conditions that are not possible due to the final exam and fasting holiday, we will not continue the next phase of the implementation. But, looking at the developments, we are optimistic to implement it in the new school year.

So, based on these data, we can conclude that there are changes that occur in student behavior even though the results are insignificant and slightly above the KPI stipulated in this project. This change, although still in its early stages, is a valuable asset for us in making similar plans in the coming school year.

As for changes to the team, we have not received significant results. In addition to the minimal attendance in discussion forums, the use of online media to facilitate us in discussing and collaborating also did not work effectively. Through the media padlet, we have created an online discussion forum for the team (Figure 6). But we cannot use the media because teachers need more practical tools such as using communication media through the WhatsApp application.
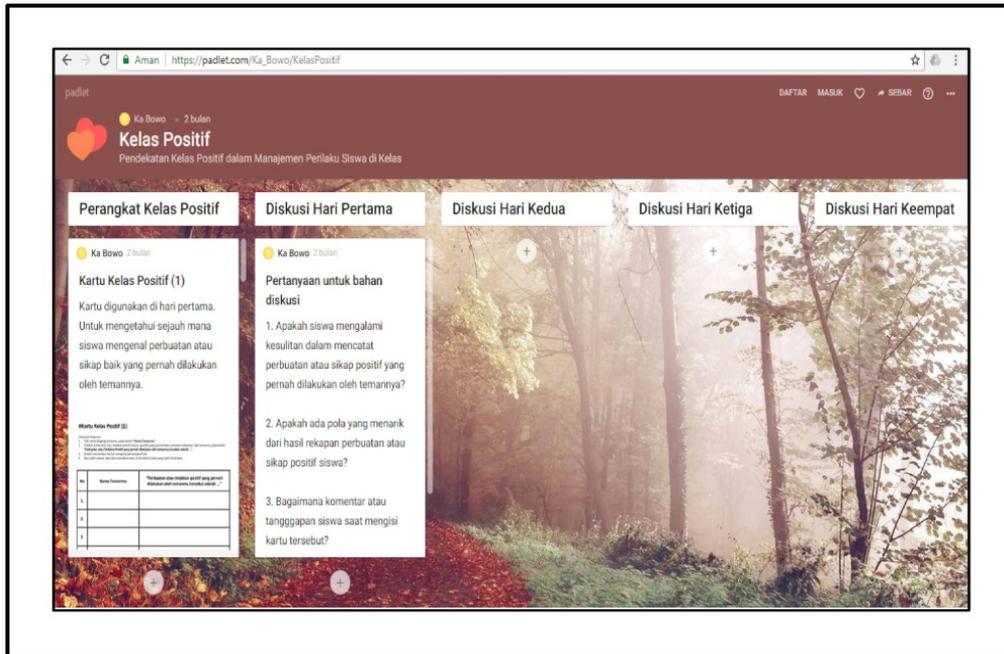
Figure 6 (https://padlet.com/Ka_Bowo/KelasPositif)

Critical Reflections

Lessons Learned

1. **Change of self-mindset to continue to think positively.**
   This has become an important part in the process of positive cultural transformation. Because, the change starts from yourself. If we do not apply a positive way of thinking then we will have difficulty when asking students to do positive behavior.

2. **Familiarize students to do good deeds even though no one sees or gives praise.**
   The habit of recording good behavior by friends, will make students moved to apply it in their daily lives. In other words, a positive character will be formed through a value transformation process.

3. **Familiarize students to write down important things that happened in their lives.**
   So, the use of the "Positive Class" card also trains students to get used to writing events that are important moments in their lives.

4. **Learn to collaborate.**
   The unique potential that exists in ourselves and others will have a tremendous impact when it can be collaborated. Solving the problem will be much lighter when done together.

5. **Fun rules.**
   Forming a school culture through classroom rules can be done with fun activities. One of them is by applying "Positive Class" and other creative activities.

Future Plans

1. Making one rule easy for students to remember "behave well to yourself, friends, teachers and the environment".

2. Create an online "Student of the Month" announcement board using a Padlet. So that students, teachers, and parents can collaborate and find out about the development of "Positive Class" activities.

3. Make targets more specific behavior each month. So that there will be at least 8 positive behaviors for students during the year. This will be the same as repaying the target of applying 8 class rules made at the beginning of the school year.

4. Changing the "Positive Class" card from paper media to online paper (paper less).

5. Create an inspirational class for students about examples and application of good deeds that can be started from simple actions.

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