



## The Implementation Of Class Agreements In Strengthening The Discipline Of Elementary School Students

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### ABSTRACT

*This study discusses the implementation of classroom agreements in strengthening the discipline of elementary school students. Classroom agreements serve as a tool to create a conducive learning environment, where students feel valued and responsible for their behavior. Through active student participation in the creation of agreements, they not only learn about discipline but also important social values. The research shows that consistent application of classroom agreements, accompanied by consequences and rewards, can significantly enhance student discipline. The findings indicate that students involved in the rule-making process are more likely to adhere to the agreed-upon agreements. Thus, classroom agreements become an effective strategy in shaping the disciplined character of elementary school students.*

**Keywords:** Classroom agreements, discipline, students, elementary school, character strengthening.



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## 1. INTRODUCTION

Discipline among elementary school students has been a persistent issue in educational institutions worldwide. Social challenges such as disruptive behavior, lack of punctuality, and non-compliance with rules are prevalent in classrooms, leading to reduced learning effectiveness and an unproductive environment. Studies indicate that undisciplined behavior in students can hinder not only their academic performance but also the overall classroom dynamic (Simeon & Nnaa, 2020; Suhendar & Rambe, 2023). These social

realities underscore the need for innovative strategies to instill discipline in young learners and promote a conducive learning atmosphere.

Research highlights that implementing structured agreements, such as class contracts, can significantly impact students' behavior and foster discipline. For instance, Wong and Ngobeni (2024) suggest that clear and mutually agreed-upon rules in the classroom create a framework of accountability and respect. Moreover, the concept of participatory discipline, where students contribute to rule-making, is seen as an effective approach in fostering self-regulation and responsibility (Suhendar & Halimi, 2023; Becova, 2024). These findings emphasize the importance of involving students in the decision-making process to develop a sense of ownership over their behavior, thus supporting the argument for class agreements as a tool for improving discipline.

This paper aims to explore the implementation of class agreements as a strategic approach to strengthening discipline among elementary school students. Specifically, it examines the effectiveness of class agreements in shaping student behavior, fostering cooperation, and creating a disciplined learning environment. By analyzing practical applications in elementary schools, this study seeks to contribute to the body of knowledge on participatory classroom management techniques and provide actionable insights for educators.

The hypothesis of this study is that class agreements, when effectively implemented, enhance students' discipline by promoting clarity in expectations and accountability. Furthermore, this strategy empowers students through participatory decision-making, leading to improved compliance and mutual respect in the classroom. This paper argues that class agreements are not merely a set of rules but a collaborative effort that reinforces positive behavior and facilitates a disciplined educational experience, laying the groundwork for further research on its long-term impact.

## **2. RESEARCH METHODE**

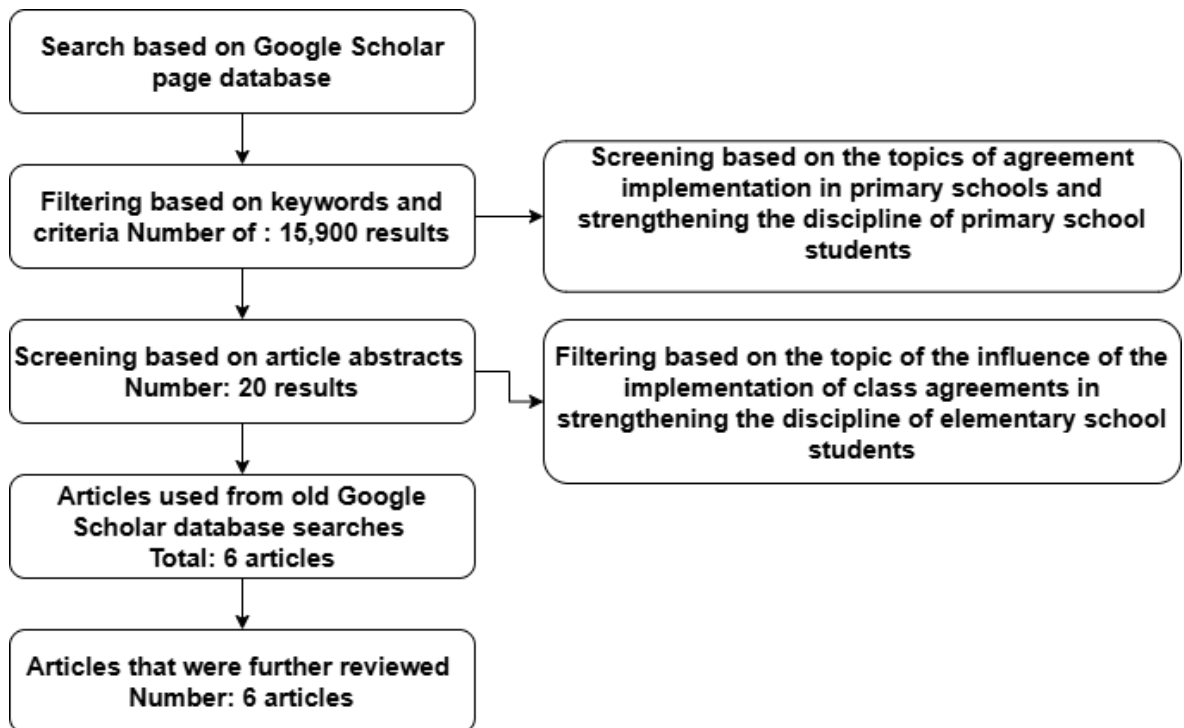
The research method used in this study is a literature review. The literature used is relevant journals/articles with a literature review conducted by selecting, identifying and evaluating research to answer the research questions that have been formulated (Khoiriyah, 2023). This paper focuses on collecting data to describe the implementation of class agreements in strengthening the discipline of primary school students that have been tested through several relevant publications and the stages used in these publications.

Literature searches were conducted through the Google Scholar database on the topic of Implementation of class agreements in strengthening the discipline of elementary school students. The articles searched were Indonesian articles vulnerable in 2018-2024 which were the result of research with the keywords implementation, class agreement, discipline, elementary school.

Based on the search results through the filtering process of searching for articles on the Google Scholar page, several articles were finally selected for further review. In the first step, articles were searched based on predetermined keywords and criteria. In the

second step, articles that did not meet the criteria and keywords 'implementation, classroom agreement, discipline, elementary school' were removed. The third step was to screen the abstracts of several articles that met the second step and articles that did not meet the abstract screening were deleted. In the last step, the researcher carefully re-read the articles that met the requirements of the second and third steps to ensure the suitability of the article for the purpose of this study. The article screening method used in this literature search is shown in Figure 1.

**Figure 1: Article Screening Process**



The characteristics of research articles contained in this review are classified into several parts including (a) title, (b) author, (c) year of publication, (d) research objectives, (e) research type (qualitative, quantitative, or mixed), (f) research location, and (g) main results. Detailed in table 2.

**Table 2. Details of Articles Reviewed**

| No | Year of publication | Type of Research | Total |
|----|---------------------|------------------|-------|
| 1  | 2014-2024           |                  | 6     |
| 2  |                     | Kualitatif       | 5     |
| 3  |                     | Mix metode       | 1     |

There are 6 articles used with discussions related to class agreements affecting the discipline of elementary school students. A brief description of the articles analyzed in this study is contained in Table 2. Table 2 provides a little information about the year of publication and the type of research of the articles used. The discussion contained in

some of these articles contains topics related to the implementation of class agreements in strengthening the discipline of elementary school students.

### 3. RESULT AND ANALYSIS

Research conducted by several authors revealed various relevant findings related to the implementation of class agreements in strengthening the discipline of elementary school students. The implementation of class agreements in strengthening the discipline of elementary school students is proven to have a significant positive impact on improving student learning discipline. Research by Faridatul Yuniar et al. (2024) showed that the implementation of positive discipline through class agreements can create a conducive learning atmosphere, where active participation of students in making agreements is a major factor in its successful implementation. With the agreement made together between teachers and students, students feel more responsible for their learning process, which in turn increases their discipline in the classroom.

The implementation of rules and procedures packaged in class agreements, as explained by Reysa Azmii and Ratnasari Dyah Utami (2022), also has an important role in creating a conducive learning climate. Through mutually agreed rules, students are encouraged to behave disciplined by respecting time and their friends during the teaching and learning process. This research also underlines the importance of consequences for violations and rewards for students who comply with the rules as additional motivations that strengthen learning discipline.

In addition, class agreements help build students' disciplinary character without the use of coercion or oppressive punishment. As stated by Utari (2023), class agreements can reduce undisciplined behavior by making students feel that the existing rules are promises they make to themselves. This is in line with the findings of Ansori (2024) who emphasized the importance of class agreements in creating a respectful environment, where students begin to take responsibility for their actions and remind each other to comply with class rules.

In addition to strengthening the character of discipline through class agreements, habituation activities for disciplinary behavior are also key in shaping students' disciplinary attitudes in elementary schools, as found by Anggit Fadilah Putra and Achmad Fathoni (2022). Habituation such as entering class on time, attending the flag ceremony, and maintaining cleanliness are part of the process of strengthening discipline. Abdul Azis and Muhamad Saleh (2023) added that a school culture that supports discipline, such as the implementation of class agreements followed by appropriate appreciation and sanctions, also plays a role in creating better discipline among students.

Overall, the implementation of class agreements in strengthening the discipline of elementary school students shows positive results, although challenges in managing classroom dynamics and supervision still need attention.

### **Classroom Agreement and Strengthening Discipline**

Classroom agreements are shared rules developed by teachers and students to create a conducive learning environment. The process refers to the concept of independent learning, where students are actively involved in determining teaching and learning procedures. Each class has a different agreement according to their needs and characteristics. In the drafting stage, teachers invite students to discuss the classroom atmosphere they want. They jointly formulate the rules and commitments that will be applied. The agreement that has been compiled is then displayed on the classroom wall so that it is always visible and can be obeyed by all parties.

This process is in line with the spirit of the fourth principle of Pancasila, which is deliberation to reach consensus. Students are trained to speak politely, respect the opinions of others, and learn to make decisions together. Through this activity, the teacher not only teaches the subject matter, but also instills the values of discipline and cooperation. Kurniasih (2013) showed that student involvement in making class rules can increase the level of discipline. Students not only accept the rules, but also participate in determining the consequences if the rules are violated. It is important to note that the agreed sanctions are non-physical and educational in nature. In this way, the class agreement is not just a written document, but a reflection of mutual awareness to create a productive and harmonious learning environment.

Classroom discipline is an important aspect that guides learners' behavior to obey the norms and rules that have been agreed upon. In the teaching and learning process, discipline is a major factor in creating a conducive and effective learning environment. According to Yasin (2018), discipline is an act of compliance that arises from an individual's internal awareness to obey the rules without coercion. This means that learners do not just obey for fear of punishment, but rather understand the importance of the rules that are enforced. Teachers should not simply dictate, but need to build mutual agreements with learners about various classroom rules.

Before starting the lesson, teachers should build a bond of agreement with learners about the rules that will be enforced. Consistency is important, not only from the learners but also from the teacher. This prevents jealousy and ensures fair treatment for all learners. Disciplinary character education cannot be separated from the role of the family. Parents or guardians have a responsibility to support and reinforce the disciplinary values developed at school. They need to have an understanding that is aligned with the school program so that they can implement disciplinary values in daily activities at home.

Lickona (2019) emphasizes that school is the second place of socialization after the family. This is where children learn new habits and ways of life that can shape their moral conscience. The process of internalizing disciplinary character values can be done in various ways, such as posting moral messages on school and classroom walls, and creating an environment that supports positive character building. Thus, discipline is not just about obedience to rules, but a systematic effort to shape the character and moral awareness of learners so that they can develop into responsible and dignified individuals.

### **Efforts to Strengthen the Discipline of Elementary School Students**

The meaning of discipline is conformity to rules, time and requests (wijaya et al., 2019). discipline is expected to be instilled by students themselves so that students are more compliant with existing guidelines or rules, if students comply, they can be given awards or motivations that can make them happy and excited. and if not, a punishment can be given to make a deterrent effect for them Discipline character development is also very important in influencing students outside the classroom and school (Rosita et al., 2022). discipline itself can grow if the teacher is able to make good rules and appreciate students who obey these rules (Eka Purwanti, and Yantoro, 2020), Discipline itself can grow if the teacher is able to make good rules and appreciate students who comply with these rules (Eka Purwanti, and Yantoro, 2020). Every child needs to be taught the importance of being disciplined because this has a big role in determining their future. Discipline is the attitude of someone who obeys the rules in their environment, so that their life becomes more organized and well-organized.

Efforts to strengthen student discipline in elementary schools are carried out through positive discipline methods, which teach students responsibility without violence or punishment (Febriandari, 2017). In addition, the application of rewards and punishments is designed in the learning program by principals and homeroom teachers through discipline exercises, picket schedules, and lesson plans that support disciplinary habits (Sari et al., 2019). School policies such as discipline rules, discipline posters, positive slogans, congregational worship, and attitude post programs also strengthen student character. Cooperation with parents is key, including monitoring student behavior at home through notebooks and active communication (Irsan & Syamsurijal, 2020). Parents are expected to be role models, familiarize discipline, supervise, and make children aware (Setyoningsih et al., 2023). A conducive learning environment, with the support of the school committee and the use of ice breaking, also helps to create a sustainable culture of discipline (Wuryandani et al., 2014).

### **Implementation of the Classroom Agreement**

The implementation of class agreements as a step to strengthen student discipline in elementary schools involves several important stages. First, teachers and students discuss and agree on classroom rules and procedures, such as being on time, doing assignments with discipline, and respecting friends. Procedures such as arriving 10 minutes before the lesson starts or speaking by raising your hand first are organized to facilitate the implementation of the rules. Teachers also set consequences and rewards (reward and punishment) to support discipline, such as giving different assessments for students who are late in submitting assignments, while obedient students are given praise or rewards (Arto & Wakhudin, 2021).

Second, teachers explain the rules and procedures in detail to students, including their purpose and impact on learning. The teacher invites students to agree on these rules and promise to implement them with full responsibility. These rules can be written in a small notebook as a reminder. Third, teachers and students implement the rules and procedures consistently with teacher supervision and student involvement. The teacher

actively reminds the rules until students get used to it and start reminding each other in the group (Setyoningsih et al., 2023). This approach helps students understand their personal responsibility to the rules, creating an orderly and conducive learning environment.

In its application, class agreement is carried out by holding rules and procedures that are determined at the beginning of the semester by agreement between teachers and students so as to reach an agreement called a class agreement. Rules and Procedures need to be determined along with the validity period and consequences to strengthen the implementation of the class agreement. In implementing the class agreement, teachers are required to be fair and consistent in the sense that the provision of consequences should not differentiate between students during the validity period of the class agreement. When a violation occurs, the teacher firmly reminds students of the agreement that has been made, which shows that the consequences of the violation are applied consistently without discriminating. Consistent application of the class agreement will result in learners who can respect each other and take responsibility for their behavior (Ansori, 2024). Class agreements implemented in elementary schools include the following; arriving on time, keeping the class clean, not talking when the teacher is explaining, and respecting friends' opinions. With this designed agreement, learners more easily understand and reflect the positive behavior expected in the learning environment. This is implemented by saying "keep the class clean, rather than saying 'don't eat in class' with the aim of emphasizing learners' positive disciplinary actions.

### **The Effect of Class Agreement on Elementary School Student Discipline**

Classroom agreements implemented at the elementary school level have a significant influence on student discipline. The process of implementing a class agreement can take place if it involves the active participation of teachers and students. The class agreement is a form of formulation of rules and norms that must be implemented during teaching and learning activities. With the active participation of teachers and learners in the formation of class agreements, learners can become responsible individuals and have a sense of ownership of the rules that have been agreed upon. The results of this participation then contribute to the improvement of discipline, because learners tend to value and comply with the rules and norms that are formed by their own involvement.

This is in line with the opinion of Yuniar, et al (2024) which states that the main factor in the successful implementation of class agreements is student participation in making class agreements. Overall, class agreements have a positive influence on student discipline in elementary schools. By providing space for students to participate in making rules, they not only learn about discipline but also about social responsibility and other positive values. The implementation of the class agreement becomes a guideline that helps create a better learning environment and supports students' overall character development.

#### 4. CONCLUSION

The purpose of this study was conducted to explore the application of positive discipline through class agreements in improving student discipline and creating a conducive learning atmosphere.

This research shows that the implementation of class agreements has a significant positive impact in strengthening the discipline of elementary school students. Agreements that are jointly developed between teachers and students, which involve active participation of students, help create a conducive learning atmosphere and increase students' responsibility for existing rules. The implementation of mutually agreed class rules, such as respecting time and friends, also strengthens student discipline.

In addition, class agreements also shape students' disciplinary character without coercion, create an environment of mutual respect and encourage students to remind each other. Habituation of disciplinary behavior outside the classroom, such as punctuality and maintaining cleanliness, also plays a role in developing discipline. Consistent implementation of the class agreement, complemented by appropriate rewards and sanctions, as well as support from the family, are important keys in establishing a sustainable culture of discipline in elementary schools.

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