

## **Indigeneity and the Plight of Managing Behaviour; A Collaborative Instructional Model Based on Digital Classroom**

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### **Abstract**

The disruption of learning that found its momentum in the midst of a pandemic succeeded in forcing teachers to make learning innovations. The process of learning innovation undertaken by teachers is often hampered by differences in abilities between each student and the carrying capacity of facilities and other supporters, especially the ability of students' parents. However, these obstacles can be overcome if the teacher is able to use the approach that is characteristic of Indonesian society. This approach does not necessarily meet with obstacles. Thus, this study seeks to reveal the indigeneity and the plight of managing behaviour; a collaborative instructional model based on digital classrooms in elementary schools. This research uses a qualitative approach with a case study. The results showed that collaborative instructional models based on digital classrooms in elementary schools were carried out by analysis and identification of learning objectives, prepare and distribute behaviour control books, deep communication between teacher and parents, and consistency and positively functioning classrooms.

**Keywords:** Indigeneity, Pandemic, CIM, Digital Classroom.

### **1. Introduction**

The disruption of learning has demonstrated its momentum with the presence of a pandemic outbreak that has plagued all countries in the world. The outbreak had an impact not only on social and economic aspects but also on education. The outbreak caused delays in the learning process with technical changes in learning operations. These changes have occurred in almost all educational institutions, including educational institutions in Indonesia, ranging from educational institutions for early childhood to tertiary institutions. These changes impact on changes in patterns, models, strategies, and methods used by teachers. In this context, teachers are required to be adaptive in managing change and making learning enjoyable [1]. Learning is fun with these new patterns, models, strategies, and methods without reducing the nature of education that is oriented towards changing behaviour [2] [3].

Besides, the situation that does not allow for the implementation of learning directly makes technology as the main medium in delivering messages in learning. The teacher uses a variety of media that are considered to be accommodating and efficient for delivering learning material. Digitalization of methods, materials, and learning interactions makes values in the interaction between teacher and students limited to virtual space so that teachers

cannot provide feedback related to student behavior. Likewise, the advantages of digitizing learning make teachers not the only source of information [4]. In this era, students can download knowledge from other information sources that are considered relevant and exciting [5]. Therefore, the phenomenon of information flooding can no longer be avoided so it requires teachers to have unique strategies that support the achievement of learning objectives [6].

The flood of information obtained by students makes the learning process no longer focused on textbooks as traditional learning models. Therefore, as a professional teacher, innovation is needed in the transformation of learning, both within the scope of learning planning, planning and implementing the learning process, assessing learning outcomes [7]. The innovation is directed at the achievement of the nature of education, namely managing behaviour in accordance with learning outcomes. One of the innovations made by the teacher is distance learning while prioritizing changes in student behaviour. Online mode of learning is fun for students. Classrooms without barriers that make it interact with different backgrounds of knowledge, culture, and traditions. Learning without the classroom divider also has weaknesses that are not found in learning with face-to-face mode. Among the most visible weaknesses is the digital problem gap which creates distance in teacher and student interactions that have an impact on managing student behaviour [8].

In managing student behaviour, teachers need the active involvement of parents as those who interact directly with children. The honesty of parents in reporting student development and behaviour becomes a major thing in the learning process with online mode [9]. The digitalization of knowledge, methods, and media does not make behavioural management a final achievement. The managing behaviour remains the main target of achievement as in the learning process carried out face to face [10]. In managing behaviour, parents or teachers have unique ways that differ from one family institution to another family. In this context, the results of research that have not yet been found discussing the management of student behaviour in the context of online mode learning. Therefore, this study seeks to uncover the management of behaviour that characterizes elementary schools and the difficulties they face [11].

## **2. Teacher Ability and Classroom Behavior Management**

Managing student behaviour through digital classes has its own uniqueness and different ways of managing behaviour carried out in the class with face-to-face mode. On the one hand, effectiveness in the learning process will bring its own satisfaction, both teachers and students. This satisfaction arises due to the achievement of the core of the use of strategies and methods that can help and facilitate the acceptance of material in the learning process. Thus, the strategy used by teachers in learning is an important thing that can improve student academic achievement [12]. However, in learning that is based on digital mode, the limitations and capacity of parents' abilities as learning partners contribute significantly to the failure of the knowledge transmission process. The complexity of the educational background of parents makes teachers have to be creative in managing learning that is oriented to changing student behaviour through digital classes [13].

The description above shows the urgency of early observations about the potential and competence of students, which are also accompanied by the educational background and work of parents. Thus, teachers can prepare themselves in creating learning scenarios that can accommodate all groups. These factors are important information for teachers in planning effective classroom management, pedagogical quality, the nature of the learning environment, and teachers' responses to their students. Therefore, teachers need to master the management of student behaviour in class well. The teacher has authority as a class leader that influences how students learn, what students learn, and the formation of student characters [14]. Good management of student behaviour in the classroom will affect the optimization of the learning process [15]. This is in line with the results of research by Ratcliff et al, who found that the teaching-learning environment is strongly influenced by the quality and quantity of behaviour management by teachers. The learning process will be maximized when the teacher can create an atmosphere conducive to learning. Thus the teacher must have good classroom management skills [16]. However, the results of the [17] research found that someone with a teacher education background may not necessarily directly master good classroom management, it needs to be supported by sufficient experience [18].

Learning disruption that currently leads to the digitization of classrooms is a challenge for a teacher in managing student behaviour. Teachers must be able to make learning plans, implementations, evaluations, and reflections accompanied by additional abilities in behaviour modification, group management in collaborating, and finding and overcoming problematic behaviour [19]. The mastery and ability of teachers to recognize and map student characteristics also become a determining factor in managing behaviour.

### **3. Collaborative Instructional Model; The Concept of Co-teaching**

Learning in the pandemic requires teachers to make learning innovations that lead to the achievement, effectiveness, and efficiency of the learning process. The learning process that is the focus of discussion in this study is a collaborative learning model that aims to achieve changes in student behaviour. As part of the learning model, collaborative teaching is not as simple as its definition. Teaching collaboration with online modes currently conducted by teachers requires the role of parents as educators. Parent and teacher collaboration in learning with online modes in its implementation requires a mutual understanding of both parties. When compared to teaching collaboration with the online mode, teaching with face to face is relatively easier to do. In the process, the teacher becomes a teaching team that manages classroom learning. In the process, the teacher shares roles and responsibilities, both the responsibility in delivering learning material or the responsibility in monitoring student performance. Whereas in the other model, learning is carried out in the form of dividing students into small groups that are managed by each teacher [20].

The premise on which collaboration teaching is based is consensus on the division of cooperation and responsibility [21]. So, in the context of learning in the pandemic period with the collaboration model between teachers and parents who act as educators, collaboration becomes an urgent matter in building understanding. The results of the study only showed a description of the nature of teacher collaboration. Different characteristics affect the interaction style in teaching collaboration. The excellence of collaboration in teaching shows that high collaboration leads to the achievement of learning outcomes [22]. Thus, in teaching with a collaborative model, teachers are required to design, deliver, and evaluate a learning session. In the process, there are several components of the collaborative teaching approach that should be of concern to the teacher, namely educational philosophy, personal quality, professional quality, classroom dynamics, and external support [23].

The teaching process with a collaboration model also requires the teacher's experience in designing, delivering material, and evaluating. The way the packaging of learning experiences are designed by the teacher is very influential on the meaningful experience for the students. Learning experience shows more the relationship between conceptual elements to make the learning process more effective [24]. The conceptual relation that is studied with the relevant field of study will form a scheme (concept) so that students will get wholeness and unanimity of knowledge.

### **4. Research Method**

This study uses a qualitative approach with case study. This research uses a qualitative approach to the type of case study. Thus, this study seeks to investigate phenomena in the context of real life by utilizing multiple sources that exist in human life [25]. One of the uniqueness in qualitative research is that researchers act as the main instruments as well as data collectors. While the data in this study in the form of words, behaviour, documents, and others about indigeneity and the plight of managing behaviour through collaborative instructional models based on digital classroom. In conducting data analysis, researchers used Miles and Huberman's data analysis techniques which consisted of data reduction, data display, and verification. Whereas in checking the validity of the data, researchers used the technique of extending participation, the perseverance of observation, and triangulation.

### **5. Research Result**

The indigenization of education discourse has led to the emergence of various views related to the implementation strategy. The basis of indigenization theory can be classified into four levels, namely meta-theoretical, theoretical, empirical, and application. The focus of this research focuses on indigenization as an application that is manifested in and collaboration between components in implementing various dimensions of local culture in a community. Thus, this research is a modification of the concept that was built from a Western perspective and context so that it is more suitable and meets local needs. This view emphasizes that indigenization is an initiative that is carried out critically and creatively to overcome gaps in the application of knowledge and problem solving from outside sources so that they have a more contextual [26].

The results of this study indicate that the indigeneity and the plight of managing behaviour through collaborative instructional models based on a digital classroom at elementary schools is carried out in the form of;

#### *5.1 Analysis and Identification of Learning Objectives*

As a first step in the learning process that characterizes elementary schools is to do an analysis of learning partners. The results of this study indicate that indigeneity and the plight of managing behavior through

collaborative instructional models based on the digital classroom at elementary schools analyze the teaching partners. Teaching partner analysis is carried out in order to recognize the characteristics and abilities of partners in the learning process. In learning done in online mode, parents become the teacher's main partner in achieving learning outcomes. The potential, competence, educational background, and work of parents are among the things that are considered necessary to be explored in order to learn the uniqueness of education in each student's family. This analysis also aims as an initial step towards building an understanding of what teachers and parents must do in the midst of digitizing learning. The teacher's limitations in managing student behavior in learning that is not done face-to-face require the teacher to partner with parents as a party that interacts with students within 24 hours. However, the main difficulty in the identification process is the heterogeneity of the competence and educational background of the students' parents so that the teacher can only draw conclusions from the average results of the analysis. The results of the analysis also did not become the main reflection in decision making.

Likewise with the step of identifying learning objectives, which emphasizes the achievement of changes in student behavior. The change in behavior is due to the operation of awareness and values that are internalized in the learning process. The digitalization of learning that is done by online mode makes the access and interaction of teachers and students limited. These limitations cause delays in the process of transmitting knowledge. To end the problem, the teacher identifies the learning objectives, which are then directed towards behavioral change as the main essence of education. In its most ideal form, according to Freire, education awakens human self-awareness as subjects. With awareness as a subject, humans can play *liberative* action. This communal awareness finally shapes social awareness [27].

### 5.2 *Prepare and Distribute Behavior Control Books*

Management of student behavior through digital classes is done by providing and distributing control books to students which control media serves as a liaison and supervision of students at home during this pandemic so that student development can be pursued optimally by the teacher and parents of students every day. The control process cannot be carried out without the assistance and active role of parents of students.

Some of the activities recorded in the control book include learning activities, prayer, recitation, and activities to help parents who are carried out routinely by students. The involvement of parents in learning activities as teacher partners is by monitoring student behavior every day. Thus, honesty and parenting collaboration between parents and teachers are needed. The process is carried out in the framework of habituation which will ultimately shape the character of students. This is in line with Mulyasa's statement which states that character education is an ongoing process and never ends (never-ending process) [28]. This process has been the uniqueness of Indonesian education for a long time. The process is reflected in interactions and patterns of parenting that are carried out jointly between teachers and parents as reflected in pesantren education.

### 5.3 *Deep Communication between Teacher and Parents*

Managing behavior through collaborative instructional models based on the digital classroom at elementary schools is done with in-depth communication between parents and teachers. In the process of communication, teachers and parents exchange information, thoughts, and ideas. In practice, the communication process is carried out in two ways, collective and personal. Collective communication is done through parents' media groups. Whereas personal communication is only done through social media which is carried out personally between the teacher and parents. The process of personal communication is only done if a problem or problem is found. The communication also becomes a means of building effective and efficient collaboration for the achievement of learning objectives.

### 5.4 *Consistency and Positively Functioning Classrooms*

An equally important process that is unique and the answer to online education problems is consistency and makes virtual classrooms a positive and fun medium. The practice of consistency carried out by teachers and parents in the form of rules that are applied consistently gives praise verbal or non-verbal and opens opportunities for participation in positive activities carried out outside of school activities. The involvement of students in positive activities outside of school indirectly contributes to making parents the primary partner of the teacher.

## 6. Conclusion

Based on the description as above, it can be concluded that indigeneity and the plight of managing behaviour through collaborative instructional models based on the digital classroom at elementary schools are done through; a) analysis and identification of learning objectives, the analysis process becomes the first step in learning in elementary schools using online mode; b) prepare and distribute behaviour control books that function as media for monitoring and controlling student behaviour; c) deep communication between teacher and parents. Communication in this context serves as a means of building the closeness of teachers and parents of students as partners so that they can easily exchange information, thoughts, and ideas; and d) consistency and positively functioning classrooms.

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