



POINT CLASS: A COLLECTIVE CLASSROOM-MANAGEMENT APPROACH TO STRENGTHENING STUDENT DISCIPLINE IN THE ISLAMIC PRIMARY SCHOOL OF MASJID AL-AKBAR SURABAYA

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Abstract

This study aims to describe the implementation of the Point Class strategy in classroom management and its effectiveness in improving disciplinary behavior among third-grade students at the Islamic Primary School (Madrasah Ibtidaiyah–MI) Masjid Al-Akbar Surabaya. Employing a two-cycle Classroom Action Research (CAR) design, the study followed the stages of planning, implementation, observation, and reflection. The participants consisted of 21 students, with the homeroom teacher acting as the primary implementer of the strategy. Data were collected through observations, interviews, field notes, and documentation, and were analyzed descriptively by integrating qualitative insights with simple quantitative indicators. The findings demonstrate a significant improvement in student discipline, increasing from 47.62% in Cycle I to 91.84% in Cycle II following the consistent application of the Point Class strategy. This strategy utilizes a collective point-based system supported by visual reinforcement to cultivate cooperation, shared responsibility, and compliance with classroom rules. As a form of collective positive reinforcement, it fosters orderly behavior while serving as a transitional tool toward the internalization of student discipline. Overall, the study highlights the Point Class strategy as a practical and adaptable classroom-management innovation, offering valuable implications for teachers and student interns (PPL) in creating dynamic, structured, and conducive learning environments.

Keywords: Student Discipline, Classroom Management, Point Class Strategy, Shared Responsibility, Elementary Education

INTRODUCTION

Student discipline is a crucial factor in creating a conducive learning environment (Nailus Sabila Firdausiyah et al., 2025). An orderly classroom allows both teachers and students to engage actively in the learning process, whereas a noisy and uncontrolled environment often hinders the achievement of learning objectives. Several studies indicate that undisciplined student behaviors, such as talking while the teacher is explaining or ignoring instructions, directly reduce the effectiveness of classroom management (Windah Wardhani, 2018). In the context of elementary education, this phenomenon becomes even more complex because children are at a stage of social development that is still unstable and requires consistent guidance from educators.

The phenomenon of indiscipline in the classroom is a common challenge for teachers across educational levels. In this study, discipline is understood as a consistent pattern of behavior that reflects the internalization of rules and the ability to exercise self-control within the learning context, rather than merely situational obedience to commands. This perspective distinguishes between “compliance,” which is a temporary response to external authority, and “discipline,” which is more stable and internally motivated.

At the elementary level, discipline is often still in a developmental stage. Children require external stimulation, reinforcement, and social structure to develop sustainable self-control. Therefore, systematic classroom management functions as a medium to facilitate this internalization process. Classroom management strategies provide clear rules, consistent consequences, and reinforcement mechanisms that collectively shape both collective and individual disciplinary practices. In the context of the Point Class strategy developed by the researcher, the point system is not intended to replace the concept of discipline but rather to serve as a transitional mechanism, an external reinforcement designed to encourage behaviors that can later be internalized into genuine discipline.

Studies show that more than 60% of elementary school teachers in Indonesia experience difficulties in managing student behavior, particularly during lessons that require a high level of

concentration (Fauziah & Fitriyeni, 2024). Low levels of student discipline are closely related to the absence of well-planned and appropriate classroom management strategies (Hening, 2022). Teachers who still rely on conventional methods such as verbal reprimands or physical punishment often struggle to maintain classroom order, resulting in a less effective learning process (Naufal Bayu Sabilha & Pratikno Ahmad Sudi, 2024).

In the initial condition, the classroom appeared orderly when the homeroom teacher was present. However, once the teacher left the room, the learning environment became less conducive; students began talking, playing, and losing focus. Repeated verbal warnings did not succeed in restoring order, indicating that student discipline had not yet developed independently and was still dependent on the presence of an authority figure.

Disciplinary problems are influenced not only by individual behavior but also by environmental factors and differences in character between the homeroom teacher and the student teacher. Homeroom teachers who are firm and have established classroom agreements since the beginning of the school year tend to manage order more successfully, whereas student teachers often face challenges because they have not yet built strong authority or established clear disciplinary agreements.

The researcher's initial attempt to address the problem involved displaying instructions on the LCD screen, such as "Do Not Make Noise Yet" or "Work on Page..." as a substitute for verbal reminders. This approach initially captured the students' attention, but the effect did not last; they soon resumed talking and became less focused on completing their tasks. This indicates that visual cues alone were insufficient to foster a sense of social responsibility for maintaining classroom order. Based on this reflection, the researcher recognized the need for a new system that not only suppresses negative behavior but also cultivates collective disciplinary awareness.

From this reflection, the Point Class strategy was developed as a point-based classroom management system that positions disciplinary responsibility as a shared obligation among all students. This approach is grounded in the idea that behavioral regulation does not need to be purely individual but can be cultivated through social mechanisms in which the group collectively monitors and corrects the behavior of its members. The collective point system was implemented so that students would understand the shared consequences of both compliance and rule violations.

The initial application of this strategy was consulted with the supervising teacher, who viewed it as an appropriate reflection of the classroom challenges and supported its implementation as a new classroom agreement. Thus, the Point Class strategy emerged as a collaborative reflection between the researcher and the supervising teacher to strengthen student discipline through shared responsibility within the classroom.

Initial observations showed that out of twenty-one third-grade students, sixty percent frequently talked to themselves while the teacher was explaining, and forty percent often left their seats without permission (Annisa et al., 2019). This condition had a direct impact on classroom order and disrupted the flow of the learning process. The classroom became noisy, difficult to control, and the teacher struggled to maintain students' focus because many were talking, walking around, or ignoring instructions. As a result, the delivery of the material was hindered, and the teacher's workload increased due to the need to manage the class while teaching at the same time. If left unaddressed, the quality of learning is at risk of declining, and educational objectives will be difficult to achieve optimally (Nailus Sabila Firdausiyah et al., 2025).

These issues indicate the need for innovation in classroom management that goes beyond relying solely on punishment and also incorporates positive reinforcement (Qonita et al., 2022). One relevant approach is a point-based system that integrates reward and consequence mechanisms so that students clearly understand classroom rules and are motivated to behave orderly. Several previous studies have examined the implementation of reward and punishment strategies in learning, particularly in developing student discipline (Siti Nuraisah et al., 2023). Irma Utami's (2023) study shows that providing consistent rewards increases students' motivation to follow classroom rules, yet most research still focuses on secondary education rather than primary education, where student characteristics differ significantly (Irma Utami et al., 2023).

Ariani (2020) emphasizes that effective classroom management requires a combination of positive reinforcement and the regulation of negative behaviors (Ariani, 2020). However, its implementation in the field remains general and has not yet utilized creative approaches to capture students' attention. This condition highlights the need for a strategy that is not only theoretical but also practical and easily adaptable for novice teachers (Resti Septikasari et al., 2025). Nieto-EscameZ's (2021) study on gamification also shows that the use of game elements can enhance student engagement and discipline, but the research was focused on online learning during the pandemic and has not yet been tested in face-to-face classroom contexts. In addition, gamification approaches that are too complex are often difficult to implement in classrooms with limited resources (Nieto-Escamez & Roldán-Tapia, 2021).

Based on these studies, there is still a lack of research that specifically explores the implementation of the Point Class strategy, which combines reward and punishment with simple visual cues to improve discipline among elementary school students. Therefore, this study is directed toward applying and evaluating the Point Class strategy at Islamic Primary School Masjid Al-Akbar Surabaya to provide practical contributions for teachers in managing dynamic and challenging classrooms.

This research aims to describe the implementation of the Point Class strategy in improving the discipline of third-grade students, indicated by increased compliance with teacher instructions, learning focus, classroom order, and adherence to agreed-upon rules. Through a reward-and-punishment approach supported by visual tools in the form of blue and red sticks, this study is expected to provide practical insights for teachers in creating a more structured, conducive learning environment oriented toward fostering students' disciplinary behaviour

METHOD

This study employs a Classroom Action Research (CAR) approach aimed at improving instructional practices in the classroom. The research model refers to the framework developed by Kemmis and McTaggart (2014), which consists of four main stages in each cycle: planning, acting, observing, and reflecting (Kemmis et al., 2014). This design was chosen because it allows teachers to conduct continuous evaluation and refine instructional strategies based on data obtained from the field.

The Point Class strategy was developed as a classroom management system based on point reduction, beginning with an initial total of 1000 points for the entire class. Each violation, such as talking while the teacher is explaining or refusing to participate in group reading, results in a deduction of 50 points. If students are able to maintain a minimum of 600 to 800 points until the end of the lesson, they receive a collective reward. The strategy is also supported by a visual tool in the form of a two sided stick colored red and blue, which serves as a cue to help regulate the classroom atmosphere and keep the learning environment conducive.

This classroom action research was conducted in two cycles, each consisting of two meetings, to observe changes in student behavior from the first cycle to the second. The study was carried out at Islamic Primary School Masjid Al Akbar Surabaya during the even semester of the 2024/2025 academic year, involving twenty one third grade students consisting of ten boys and eleven girls. The classroom teacher acted as the implementer of the strategy, while the researcher served as the observer. The research site was selected based on initial observations showing a low level of student discipline that affected the effectiveness of learning. Each cycle followed the four stages of the Kemmis and McTaggart model, namely planning, acting, observing, and reflecting..

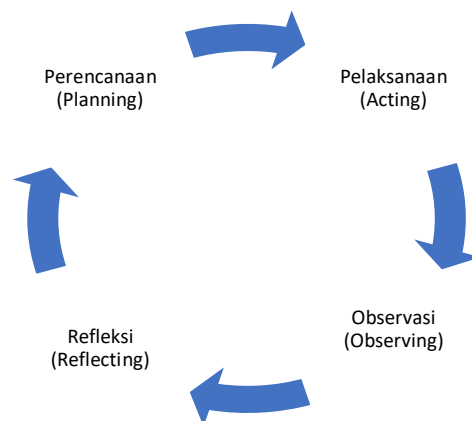


Figure 1. The Classroom Action Research Cycle Model of Kemmis and McTaggart

In Figure 1 it is explained that this study was carried out through four main stages following the Classroom Action Research model, namely planning, acting, observing, and reflecting. In the planning stage, the researcher and the teacher prepared the instructional tools based on the Point Class strategy, including the lesson plan, color sticks, and a class point board to monitor point accumulation. Indicators of discipline were formulated in detail and supported by instruments such as observation sheets, interview guidelines, and field notes.

The acting stage was implemented according to the learning scenario, in which the teacher explained the classroom rules as well as the mechanisms of point deduction and rewards to the students. During the learning activities, the teacher applied the point system consistently to foster discipline. The observing stage was conducted collaboratively by the researcher and the teacher using observation sheets, photo documentation, and field notes to record student behavior and responses to the implementation of the Point Class strategy. The reflecting stage was then carried out to analyze the observation results and evaluate the effectiveness of the intervention. The reflection findings were used as the basis for improving the strategy in the next cycle so that the enhancement of student discipline could be achieved more optimally.

The research instruments used in this study consisted of observation sheets, interview guidelines, field notes, and documentation. The observation sheets were used to record students' compliance with teacher instructions, their engagement in learning activities, and their timeliness in completing tasks. The interview guidelines were designed to explore teachers' and students' perspectives on behavioral changes after the implementation of the Point Class strategy. Field notes were used to document classroom dynamics, students' spontaneous responses, and the teacher's reflections during the intervention, while photo and video documentation supported the observational data. Observations were carried out across two cycles by the researcher and the supervising teacher using a checklist system on the discipline indicators. All instruments were validated by the supervising teacher before use to ensure their suitability within the classroom context.

Instrument validity in this study was established through content validity by involving the supervising teacher as an expert familiar with both student characteristics and the classroom environment. Each observation indicator, interview guideline, and field note format was discussed collaboratively to ensure alignment with the research objectives. The validation process resulted in refined wording of the indicators to make them clearer, measurable, and relevant to third grade students' disciplinary behavior.

Instrument reliability was maintained through collaborative observations conducted simultaneously by the researcher and the supervising teacher to ensure consistency in the recorded data. After completing each observation, both parties compared and agreed on the results to minimize subjectivity. Accordingly, all research instruments were declared valid and reliable, making them appropriate for obtaining accurate data in this classroom action research.

FINDINGS AND DISCUSSION

Findings

This section presents the research findings obtained from two cycles of action conducted with third-grade students at Islamic Primary School Masjid Al-Akbar Surabaya. Each cycle consisted of the planning, acting, observing, and reflecting stages based on the Classroom Action Research model of Kemmis and McTaggart. The focus of the study was directed toward improving student discipline during Civics (PKn) learning through the implementation of the Point Class strategy.

In this section, discipline is defined as the aggregate score of seven observation indicators that reflect (1) compliance with teacher instructions, (2) refraining from talking during lessons, (3) adherence to classroom rules, (4) remaining in one's seat during learning activities, (5) timely completion of tasks, (6) participation in shared reading, and (7) active engagement. Each indicator carries equal weight and is measured using a standardized observation sheet (see methods). This definition and set of instruments were chosen to ensure that the discussion corresponds directly to the empirical data collected.

Data were collected through observations of student behavior, interviews with teachers and students, as well as photo and video documentation during the learning process. The instruments used included an observation sheet with seven discipline indicators that had been validated by experts and tested for reliability through inter-observer consistency. The presentation of the results in this section aims to describe the changes in students' disciplinary behavior from the initial condition before the intervention to after the implementation of the Point Class strategy.

Cycle I Results

Data were collected through observations of student behavior, interviews with teachers and students, as well as photo and video documentation during the learning process. The instruments used included an observation sheet with seven disciplinary indicators that had been validated by experts and tested for reliability through inter-observer consistency. The presentation of results in this section aims to describe changes in students' disciplinary behavior from the initial condition before the intervention to the condition after the implementation of the Point Class strategy.

The implementation of Cycle I focused on identifying the initial condition of student discipline prior to the application of the Point Class strategy. At this stage, the teacher still used a conventional approach consisting of direct instructions and reprimands, without any reward system or motivational points. Observations of 21 students were conducted based on seven disciplinary indicators, including compliance with teacher instructions, adherence to classroom rules, punctuality, and active engagement in learning.

The observation results showed a low level of discipline, with an average achievement of only 47.62% of the maximum score. More than half of the indicators were not met, particularly in the aspects of complying with teacher instructions (28.57%) and refraining from talking during lessons (33.33%). Other indicators such as following classroom rules and staying in place during learning only reached 42.86%–61.90%. This condition indicates weak reinforcement of positive behavior and the absence of a motivational mechanism that encourages students to follow the rules.

These findings are consistent with Hidayat (2024), who explains that when a classroom lacks a structured and continuous motivational system, students tend to show lower levels of compliance with established rules, as there are no clear behavioral expectations or reinforcement mechanisms to guide them (Hidayat et al., 2024). This perspective aligns with the theoretical views of Emmer and Sabornie (2015), who argue that disciplined behavior does not emerge automatically but must be cultivated through the presence of explicit, consistently enforced rules that are strengthened by positive reinforcement and supportive teacher–student interactions (Emmer, Edmund T. and Sabornie, 2015). Taken together, these scholarly insights reinforce the interpretation that the results of Cycle I reflect not merely temporary lapses in student behavior

but a deeper need for structured corrective action. Therefore, the systematic and well-planned implementation of the Point Class strategy becomes essential to enhance students' motivation, strengthen their sense of responsibility, and ultimately establish a more stable foundation for maintaining discipline within the classroom environment.

Cycle II Results

Implementation of cycle II focused on improving the learning strategy through the application of the Point Class system as a form of positive reinforcement. Every disciplined behavior was given points, while rule violations were subject to point deductions. Before the action began, the teacher clearly explained the rules and objectives of the system so that students understood how it worked.

During implementation, the teacher applied the Point Class strategy consistently. Students received individual point cards, and the teacher together with the researcher monitored and awarded points directly when positive behavior appeared. The points accumulated were announced at the end of the lesson as a form of reward and motivation. The change in classroom atmosphere was evident from the beginning of cycle II; students appeared more prepared, focused, and responded quickly to the red-stick signal by stopping talking within five seconds—unlike in cycle I, which tended to be uncontrolled.

Observation results showed a significant increase in discipline. The average achievement percentage rose from 47.62% in cycle I to 91.84% in cycle II. The highest increase occurred in the indicator of obeying the teacher's instructions, rising from 28.57% to 100%, and not chatting during learning from 33.33% to 76.19%. Indicators such as punctuality in completing tasks and group reading also increased to 95.24%.

These findings are consistent with Putri & Wahyu (2025), who state that reward systems based on points can motivate students to maintain positive behavior in learning (Putri & Wahyu, 2025). This also supports Skinner's reinforcement theory (as cited in Catania, 1984), which states that behavior can be shaped and maintained through the consistent provision of positive consequences (Catania, 1984). In this context, the point system functions as a concrete form of external reinforcement, helping students understand the relationship between disciplined actions and the outcomes they obtain.

From these results, the implementation of the Point Class strategy in Cycle II proved effective in improving student discipline. Nearly all indicators reached optimal achievement, the classroom atmosphere became more orderly and conducive, and the learning process ran more efficiently. This strategy can serve as an alternative for classroom management that emphasizes motivation and rewards rather than reprimands and punishment. The extrinsic motivation provided through the point system can act as a bridge for students to internalize disciplined behavior. This aligns with the view of Deci and Ryan (2020), who state that properly designed rewards can encourage students to develop intrinsic motivation (Ryan & Deci, 2020).

Table 1. Summary of Student Discipline Achievement Results in Cycle I and Cycle II

Cycle	Maximum Score Total	Achieved Score Total	Average Percentage (%)
Cycle I	147	70	47.62
Cycle II	147	135	91.84

Based on the processed observation data, there was a significant increase in student discipline achievement after implementing the Point Class strategy. The comparison of class achievement between Cycle I and Cycle II is presented in Table 1.

Table 1 shows that in Cycle I, the total achieved score was only 70 out of a maximum score of 147, with an average percentage of 47.62%. After implementing the Point Class strategy in Cycle II, the total score increased to 135, equivalent to 91.84%. This increase demonstrates the effectiveness of the Point Class strategy in improving student disciplinary behavior during the learning process.

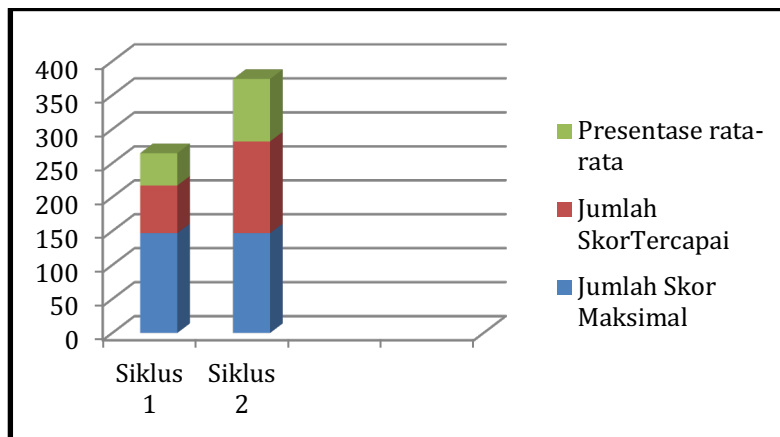


Figure 2. Comparison Chart of Total Percentages

Figure 2 illustrates the increase in student discipline achievement from Cycle I to Cycle II. A significant jump is observed, with the percentage rising from 47.62% in Cycle I to 91.84% in Cycle II. This indicates that the Point Class strategy can have a substantial positive impact on students' disciplinary behavior.

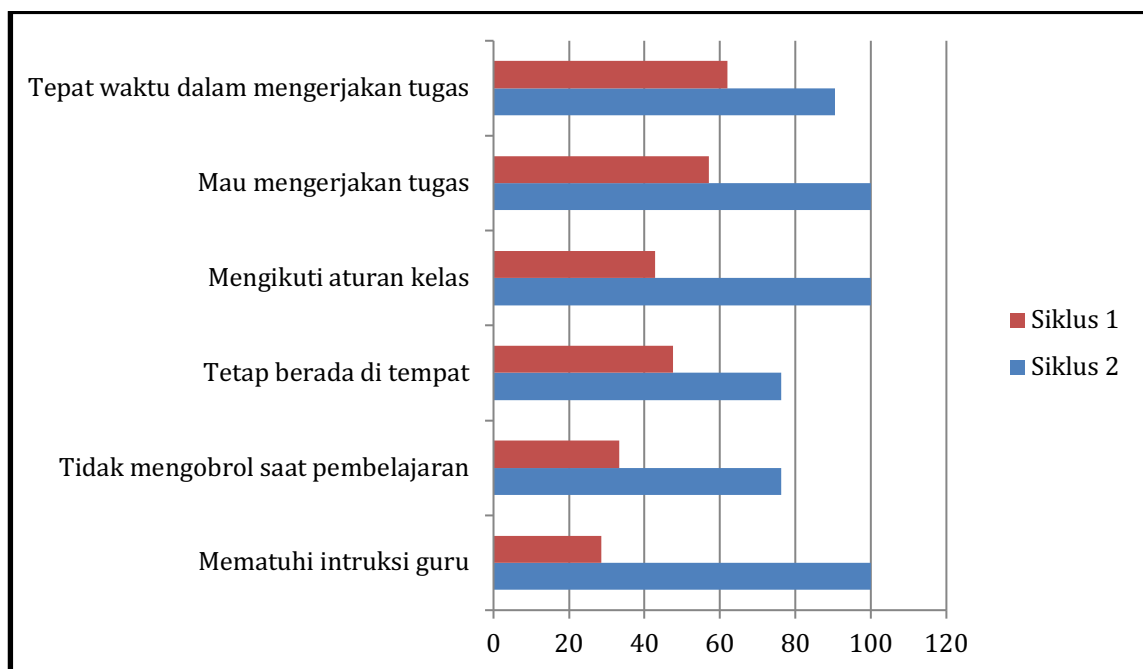


Figure 3. Comparison Chart by Indicator

Next, Figure 3 presents a comparison of discipline achievement for each indicator. Almost all indicators show a sharp increase, especially the indicator for following teacher instructions, which rose from 28.57% in Cycle I to 100% in Cycle II. This improvement indicates that students increasingly understand and comply with learning rules after the strategy was implemented.

Interpretation of Results

The change in students' disciplinary behavior after implementing the Point Class strategy is demonstrated by a significant increase from 47.62% in Cycle I to 91.84% in Cycle II. The comparison chart by indicator shows that nearly all aspects of discipline improved. The indicator for following teacher instructions increased from 28.57% to 100%, while not talking during

lessons rose from 33.33% to 76.19%. Indicators for timely task completion and willingness to participate in group reading also reached 95.24%. Overall, these results indicate that the Point Class strategy is effective in enhancing students' compliance, responsibility, and active participation through a positive reinforcement mechanism.

Discussion

The results of the study indicate a significant improvement in students' disciplinary behavior after implementing the Point Class strategy, with indicator achievement rising from 47.62% in Cycle I to 91.84% in Cycle II. This increase confirms that a point system with collective reinforcement effectively influences student behavior during learning. The low discipline observed in Cycle I was due to the absence of clear rules and tangible consequences, resulting in low student motivation to comply. After the Point Class strategy was applied, students began to understand the connection between behavior and outcomes, as evidenced by their quick responses to teacher instructions and efforts to maintain class points. This change demonstrates that the Point Class system not only serves as a classroom management tool but also fosters social responsibility and cooperation among students.

The success of the Point Class strategy can be explained through Skinner's reinforcement theory (Kemmis et al., 2014). The point system acts as a form of external reinforcement that provides immediate consequences for students' behavior. Through the collective point deduction mechanism, students are encouraged to remind each other so as not to lose class points. This aligns with findings that group rewards can strengthen cooperation and social responsibility within a team (Ladley et al., 2015).

The use of red and blue sticks as visual cues reinforces the clarity of classroom rules and accelerates students' responses to teacher instructions. This strategy aligns with the idea that visual cues and non-verbal signals are effective in managing student behavior without continuous verbal intervention (Amanda Morin, n.d.). These findings support the view that effective classroom management requires consistent rules and visual cues that are easily understood by students. In Cycle II, students' motivation shifted from extrinsic to intrinsic motivation (Ryan & Deci, 2020). This is evident from the increased student initiative to maintain order without relying on teacher instructions. Experimental studies also show that providing immediate external rewards can strengthen intrinsic motivation under certain conditions (Liu et al., 2022).

The comparison of results between Cycle I and Cycle II shows a significant change in student behavior. In Cycle I, students frequently talked, delayed tasks, and did not follow instructions, with indicator achievement at 47.62%. After implementing the Point Class strategy in Cycle II, the classroom environment became more controlled, and indicator achievement increased to 91.84%. Students began to demonstrate collective responsibility, remind each other, and follow classroom rules consciously. This 44.22% increase indicates that the Point Class strategy not only enhances individual discipline but also fosters a positive and participatory classroom culture.

These findings support Skinner's reinforcement theory as well as the Self-Determination motivation theory (Ryan & Deci, 2020), where immediate consequences are able to shape disciplinary behavior, and external rewards can develop into intrinsic motivation. This study also aligns with findings that group-based rewards are more effective in fostering a sense of shared responsibility than individual-based systems (Ladley et al., 2015). The use of visual cues is also consistent with research showing that visual signals help clarify instructions and reduce classroom interruptions. The uniqueness of this study lies in the use of a collective point deduction system rather than individual point addition, thereby contributing new insights to the development of classroom management strategies.

The successful implementation of this strategy was supported by collaboration with the mentor teacher, students' enthusiasm for the new method, and collective rewards that encouraged cooperation. Initial challenges, such as student confusion and resistance to the shared responsibility system, were addressed through repeated explanations and reinforcement of the collective discipline concept. Another challenge was time management for recording points and

maintaining classroom control, which requires more efficient scheduling in future applications.

The Point Class strategy provides practical implications for novice teachers and student teachers as an alternative classroom management approach that fosters discipline through shared responsibility. This approach can serve as a foundation for policies aimed at strengthening a culture of discipline in elementary schools. However, this study has limitations due to the small number of subjects and the two-cycle duration, so the generalizability of the results is limited. The novelty of the method may also have influenced the outcomes. Further research with a longer duration and different contexts is needed to test the sustainability of this strategy's effectiveness

CONCLUSION

The implementation of the Point Class strategy proved effective in improving the disciplinary behavior of third-grade students at Islamic Primary School Masjid Al-Akbar Surabaya. By applying a collective reinforcement system in which class points decrease when violations occur, students developed a stronger sense of shared responsibility and became more aware of the importance of maintaining orderly behavior as a group. Across two action cycles, disciplinary indicators increased significantly from 47.62% in Cycle I to 91.84% in Cycle II, demonstrating that consistent use of the collective point system can foster more stable and cooperative classroom behavior. This success was supported by the active involvement of the homeroom teacher, students' enthusiasm toward the new method, and the use of visual cues, such as colored sticks, that clarified expectations and made rules more tangible. Overall, the Point Class strategy offers a practical and easily implemented classroom-management approach, particularly beneficial for novice and pre-service teachers seeking to create a disciplined and participatory learning environment. However, because the strategy relies primarily on external reinforcement, further research is necessary to determine whether these behavioral improvements persist once point incentives are removed and whether they reflect deeper internalization of discipline.

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