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How Does School-Wide Positive Behavior Develop Students' Positive Behavior?

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Abstract
This study was aimed to guide students in order to use their smartphone for study needs primarily in classroom learning activities using School-Wide Positive Behavior Support (SWPBS). Classroom Action Research and Spiral Self-Reflective as its design was used as a research method. The research process was conducted in 2 cycles where each cycle comprised planning phase, action phase, and reflection phase. Respondents were selected purposively to be members of group counseling and individual counseling as forms of SWPBS. All data were collected through questionnaire, observation, and interview technique. After receiving counseling services, students have awareness and willingness to not use their smartphone unless it is permitted by teachers for the learning medium or browsing learning resources.

Keyword: Group Counseling, Individual Counseling, School-Wide Positive Behavior, Smartphone use.

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Introduction

In the era of modern learning method, smartphone is one of learning media using in the learning activities by both students and teachers. A previous study by Lee (2014) on 314 upper secondary school students showed that 84% students have a smartphone. In addition to access social media, students use their smartphones to download learning resources especially for references of school assignments (Miranda, et al., 2011; O'Bannon & Thomas, 2014). Furthermore, they can be utilized to overcome learning problems which are occurred in the past era where various smartphone applications provide an innovation and assist students, teachers, and parents to easier get access to academic books (West, 2013). On the one hand, many teachers in present time changed their perception about advantages of smartphone use; therefore, many of them permit their students to bring the smartphone to school due to the fact that features on smartphones can contribute more effectivities to the learning outcome.

On the other hand, smartphone use in school gradually causes some negative effects. The point is not how the way the smartphone works or be operated, but more likely on students' readiness and wise as a user of smartphone; students use their smartphone in the classroom during learning activity for other purposes such as playing game, listening music using a headset, and accessing social media. Some students explained why they use their smartphone while learning activity is in progress. The common factors are bored in the classroom, do not understand to the teachers' speech, and prefer reading learning material on the website due to more understood. They argued that from the internet, they can gain complete references than from print books.

This specific problem has to finish through solution and support from The Head of School and all teachers in school. In the meantime, School-Wide Positive Behavior Support (SWPBSS) as psychological treatment can be implemented to invite teachers to cooperate along with school counselors in overcoming learning hindrance related to smartphone use in the classroom setting. SWPBSS is a strategy to attenuate behavior problems through the application of behavioral, social learning, dan organizational behavioral principles (Bradshaw, Mitchell & Leaf, 2010). The ideal of SWPBSS conceptual model consist of behavior analysis application principle, the multi-tiered prevention program for community health, universal screening and progress monitoring, behavior integration and education practice to increase positive behavior, and utilizing advance of technology (Horner, Sugai & Anderson, 2010: 5; Coffey & Horner, 2012: 407; Bliese, 2013).

In the U.S. for more than 1000 formal schools adopted SWPBSS on August 2009 (Bradshaw, Koth, Thornton & Leaf, 2009) with three implementation stages: primary intervention, secondary intervention, and tertiary intervention where each stage has specific strategies and systems (Sailor, Dunlap, Sugai & Horner, 2009). SWPBSS is often practised for schools discipline problems (Jovilette, et al, 2014: 63) and for enhancing social behavior and school-level academic achievement (Gage, et al, 2013).

The development of technology can also be integrated into SWPBSS implementation procedure. For example, Bromley (2012) undertook the classroom reading activity by using a smartphone, Meanwhile, Miranda, et al (2011) point out that use of e-reader among students can increase students' reading skill although the process takes time. Moreover, the digital era has been replacing the paper era, teachers, therefore have to create an innovation in learning which closes to smartphone trend to achieve the teaching effectivity as an increase of academic achievement in the category of study outcome (Hur & Oh, 2012).

Empirically, the primary prevention of SWPBS works for 4-6 days in schools (Bradshaw, et al, 2009). Likewise, Bradshaw, et al, (2010) showed evidence that SWPBSS consistently can decrease the intensity of counseling service because students achieve better academic achievement. SWPBSS implementation in the early step is correlated to reduce of maladaptive behavior in school, disruption, academic activity, and enhancing school security system (Nelson, et al, 2008). The counseling service succeeds when SWPBSS is focused on the correlation between maladaptive behavior and academic perform (McIntosh, et al, 2008; McIntosh, et al, 2011).

According to focus of problem in this study that is students use their smartphone other than for learning needs in the classroom and based on empirical evidence regarding SWPBS implementation as intervention to cope with students' behavior problems and learning habit; consequently, aim of this research was to modify students' behavior in order students can use their smartphone appropriately and opportunely in the classroom learning activity through School-Wide Positive Behavior Support.

Method

The method of this research was Clasroom Action Reseacrh with Spiral Self-Reflective Design which consists of planning, action, and reflection. Following are 2 cycles of the research design:

Table 1. Spiral Self-Reflective

1st cycle	**1. Action plan** **2. Planning implementation** **3. Process Reflection and Outcome** **4. Re-planning**
2nd cycle	1. Next action based on reflection outcome and re-planning 2. Reflection of the second action 3. Action conclusion

In both of two cycles, We realized SWPBS as learning intervention of guidance and counseling service area to resolve the identified students' problem. Seven respondents who were students of Class XI of Natural Science of Muhammdiyah Upper Secondary School 1 Yogyakarta were selected using the criterion that they often use their smartphone in the classroom while learning activity was held in.

Data Collect Method

The observation was used to observe students and teachers activities in the classroom, and students and counselor activity in counseling service sessions. The objects of observation were: (1) SWPBS implementation in classroom setting; (2) students learning activities in the classroom; (3) students' habit of smartphone use in the classroom; and (4) interaction between students and teachers.

Semi-standardized and semi-opened questionnaire was also used to collect data regarding students' viewpoint relating how SWPBS can assist them to change negative smartphone use habit and how their respond to the teachers' support to SWPBS implementation.

Interview was another method to collect verbal data from students who involved in group counseling and individual counseling sessions to further understand smartphone-use-related problems which were experienced by respondents in developing their learning habit and motivation in the classroom.

Research Procedure

Firstly, prior to arranging the learning syllabus, students' needs and problems were assessed. There were: (1) respondents' academic achievement and (2) descriptive data about respondents' learning motivation. Next, these data were analysed and SWPBS was planned.

Secondly, SWPBS planning consist of several activities including: (1) counseling service based on respondents' need assessment, (2) preparing observation form and questionnaire as non-standardized instrument, (3) socialization of SWPBSS implementation to the teachers, (4) cooperate with The Head of School and teachers in conducting counseling services, (5) group counseling planning, and (6) individual counseling planning.

Thirdly is observation phase in which observer filled in the observation instrument regarding implementation of SWPBS in classroom learning and group counseling. Finally, in the regard of reflection, data from observation were used to analyse, organize, and conclude the research finding.

Findings and Discussion

First Meeting

Counselor cooperated with teachers to design, organize, and utilize smartphone use by students during learning activities in the classroom.

Table 2. Collaboration Guide Between Counselors and Teachers

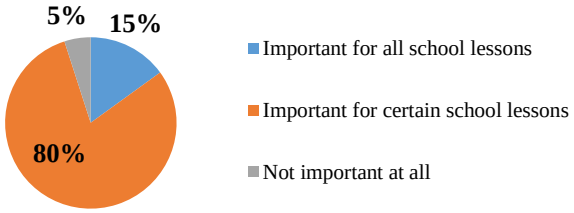
No	Collaboration Steps
1	a. SWPBS socialization
	b. Consequence and punishment for students who did not follow the classroom orders
	c. Student's smartphone is given to counselor
	d. Students received counseling service
2	a. Counselor and teachers discussed learning material which would be integrated with smartphone use
	b. Teachers conducted learning activities using smartphone as the medium and learning resource

After SWPBS planning, teachers applied the classroom order and its punishment when students did not obey the order. No online and offline activities are permitted during the class such as playing game, listening music, messaging and chatting on social media. Students were able to use their smartphone when teachers informed that certain material needs electronic or online learning resources in assisting students to complete their learning assignment or to understand more discussions which were not found in the print book. If students violated the order then they would be punished, students had to meet the counselor prior to getting back their smartphone.

In the process of learning, teachers were not the central of learning by delivering all material from the beginning to the last of the class. In the opening of the class, they introduce a short explanation to students about the current topic and asked students to access any references available on the internet. The focus of this agenda was that smartphone became the second alternative after text books. Thus, when the textbook did not discuss the important material which was related to the lesson topic then students could use their smartphone to find what was not written in the text book.

In addition to read electronic books and articles, students could download free electronic books which were recommended by their teachers. In applying this, some teachers who taught certain social science lessons assigned students to write an opinion. Firstly, teachers made a list of the topic, and explicated definition and area of each topic. Secondly, students could choose each topic which was interesting for them and were able to browse example and references for the opinion article's citations. Following are students' opinion about smartphone as the medium of learning.

Figure 3.1 Students' Opinion About Smartphone Use in Learning



Eighty percent of students argued that smartphone was worthwhile in the process of learning but it has to appropriate with the lesson's topic and not all lessons need this medium. Conversely, 15% of students assumed that smartphone can be used for all lessons regardless of the topic because the internet provides access to various resources. Meanwhile, others believe that smartphone merely contributes many disadvantages to learning activities and it was better to not use a smartphone as a medium.

Reflection

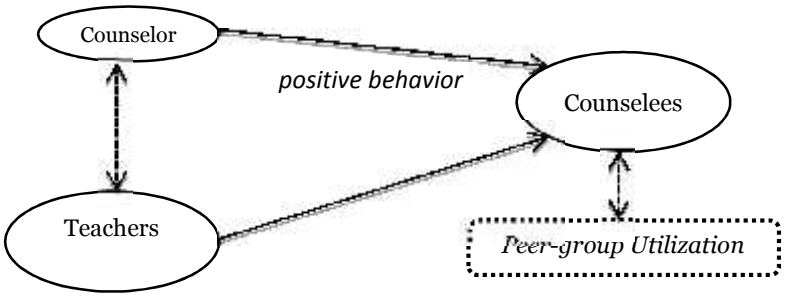
The majority of students in the early implementation of SWPBS followed the classroom order; they did what were permitted and did not do what were forbidden. Students actuated teachers' instruction regarding smartphone use in the classroom. In sum, when teachers totally involved in the supervision of smartphone use in the classroom, thus, students realized that they were under teachers' control during the class. As a result, students did not want to get a punishment because they aware that teachers knew what students did with their smartphone. However, there were 7 students who still using their smartphone for other activities, that was the reason why those students have to attend group counseling in the next meeting in order to assist them to communicate and find viable problem solving for their problems.

Collaborative counseling service in the classroom setting much depends on teachers participation and support because teachers have many times to meet directly with students. In the study rule, students did not totally forbid to use their smartphone, yet there was time to use it and to not use it according to advantages and disadvantages to the learning outcome and process. This decision equates to SWPBS purpose that this intervention aims to develop the school power in carrying out the behavioral intervention either for prevention program or solving action for students' maladaptive behavior by using technology support (Horner, et al, 2010; Coffey & Horner, 2012; Bliese, 2013).

Second Meeting

The Group counseling service was underlined for: (1) positive behavior, it was how students can manage themselves to not always use their smartphone so that not disrupting the understanding of lessons material; and (2) peer-group utilization, it created support among peer group in group counseling in order students could express their thought and emotion, support one another especially when studying in the classroom while the smartphone use was not needed in the learning process, and share problem solving or solution each other. Through the peer-group process, students also could establish group dynamic in the process of counseling.

Figure 3.2 Group Counseling Design



Counselor focused on positive behavior principle during the group counseling session, it was how students were able to develop a self-management skill; as a consequence, they would be unwilling to not consistently use a smartphone in the classroom when they should not to. In this regard, the counselor taught counselees a self-talk and self-evaluation as coping skills, these were including: (1) how to prioritize between learning activity and smartphone use, (2) rational thought process about disadvantages to the self when using smartphone, (3) past behavior evaluation, what were occurred when students used smartphone during the class, and (4) self-commitment to not do the same ineffective behavior.

To develop the group dynamic and interaction, counselees were not as a passive receiver but also became an active organism. Within the group, each student had her/ his time to talk about the reason that affected her/ him still used smartphone. Nevertheless, teachers did not permit them to use any electronic media. Here, each group member can explain their personal perception then other members would convey their idea whether the viewpoints of their peer was irrational or not. In the end, each member could deliver a or some solutions to the drawbacks of their peers and each of them together built a self-commitment to support each other in changing their learning behavior in the classroom positively.

The group counseling was according to the criteria of SWPBS: commencing from students' needs, having specific data about students' behavior, the counseling service is in accordance with students' development, the population targets have negative behavior patterns which have to change or modify, focusing on behavior issues, and laying on relevant conceptual theories to implement behavioral analysis.

In particular, teachers have significant role and position in the group counseling service, it is the supervision function after counselees participated in the group process due to the fact that the behavior change would be realized outside the counseling room including how counselees implement the coping skills. Therefore, counselor conveyed the counseling outcome to teachers and asked them to cooperate in observing and supervising students' behavior development post group counseling.

Reflection

The common factors of smartphone use in the classroom among 7 students were due to bored to the teachers' teaching method. It was descriptive material delivering by speech and finally, students were assigned to do a homework. Regarding group counseling service, 5 of 7 students showed a positive change in their behavior in the classroom while others were still stagnant. Previously, these students revealed that they did not have a motivation to the learning process and were not interested in any school lessons; consequently, their lesson marks were under the standard, and they were not enthusiast to any curricular programs. Overall, the group counseling showed an integration between students' behavior and their study activities so that students can increase the adaptive behavior and effective learning.

The Second Cycle

First Meeting

The individual counseling was for both of counselees and the goal of this service was behavior change; it was solve the counselees' study interest, smartphone use habit, and teaching coping skill. Each counselee received different treatment belongs to his/her needs.

Table 3. Individual Counseling Process

Counselee	Counseling Steps
Student A	a. Trust building between counselor and counselee
	b. Identifying external and internal factors
	c. Searching information about counselee's interest of study
	d. Collaborating with teachers
	e. Teach the counselee to implement coping skill
	f. Counselee's self-commitment to implement coping skill
Student B	a. Deepening the reason behind study problems of the counselee
	b. Identifying environmental factors and parents' support
	c. Analysing counselee's study interest
	d. Teaching coping skill to solve smartphone use habit in the classroom
	e. Counselee's self-commitment to implement coping skill

Through individual counseling, counselees commenced understanding some factors which affected attitude and interest of counselees to the school lessons. Intensive communication and interaction during individual counseling process assisted counselees to be able to convey what were occurred and why. In the first session of counseling, counselees were intended to create a problem solving planning from internal causes to coping skill implementation.

Reflection

Coping skills such as self-talk and self-understanding were undertaken by both counselees after the first individual counseling service. However, those counselees still found an obstacle regarding smartphone use. Actually, counselees had attempted to not reply any messages on their social media accounts while they were studying in the classroom; however, the notifications affected them to check who delivered them messages and who responded their recent status on social media.

Second Meeting

In addition to increase counselees' ability in evolving the coping skills which were learned from the first individual counseling service, the objective of the second meeting of individual counseling was habit change. To support this purpose, guiding counselees to think about consequences of every planning and action was part of the process. Moreover, teachers still had important position after the counseling meeting.

Table 4. Second Session of Individual Counseling

Individual Counseling Process
1. Identifying external causes
2. Habit change: the place to put smartphone during the class when it is forbidden and change the smartphone setting in order counselees did not receive any notifications during classroom activities
3. Presuming negative smartphone use effects on understanding of school lessons and academic achievement
4. Predicting other negative consequences for counselees themselves

5. Creating a shyness related their maladjustment behavior
6. Realization of problem solving outside individual counseling setting
7. Collaborative service between teachers and counselor after individual counseling process

In the individual counseling service, coping skills is an important part to be taught to counselees intensively so that counselees have abilities to resolve their problems independently without counselor presence and help especially after termination phase.

In sum, counselee A and B succeeded doing coping skills when they face the similar situation or problems in the classroom. All problem solving alternatives related to smartphone use disruption in learning activities also had been implemented; as a result, external causes could be overcome. Furthermore, counselees were the same as other students where they could follow the class orders as discussed before.

Reflection

Either students A or student B accomplished the individual counseling assignments; they could achieve the goal of counseling because could develop a self-awareness. Similarly, habit change occurred; student B evaluated their past behavior and attempted to behave more positively such as put his smartphone inside his bag, changed the social media notifications, and enhanced his learning motivation.

Meanwhile, student B also changed her smartphone use habit in the classroom and further, increased their self-discipline by attending all school lesson schedules although not all of lessons were comprehended by her at this time. She did a self-talk prior to coming to the classroom until what she was said to herself became her believe. This treatment was effective in helping her focus on the learning activities.

All in all, the outcomes which were achieved in the second cycle were in line with SWPBS implementation by previous researchers that SWPBS empirically could decrease the number of counseling services (Bradshaw, Mitchell & Leaf, 2010), school discipline problems, disruption, academic problems (Nelson, Hurley, Synhorst & Epstein, 2008) and specific defective behavior (McIntosh, Bennet, & Price, 2011).

Conclusions

SWPBS either as regular learning system or as an integral part of school counseling service is a considerable treatment which substantially could be implemented in Upper Secondary School level. Individual and collaborative school programs could be undertaken effectively because from the beginning of action plan, all school staffs including counselors, teachers, and the Head of school have a commitment to overcome the specific problem among students where in this study was inappropriate smartphone use in the classroom learning activities. In previous studies, we can see that SWPBS, in particular, was addressed for school issues such as school discipline, behavior treatment, and learning outcome. Especially, in this research, SWPBS is a problem solving for smartphone-related problem among chosen respondents. The problem has to be clear, well defined and can be understood because the goal of the intervention was positive behavior.

SWPBS itself does not have a standard form of development because depends on the environmental context. Fundamentally, it explained the action plan and implementation within two cycles of this action research: first, classroom orders and group counseling; and second, two sessions of individual counseling. The classroom order could increase students' discipline in the classroom; group counseling leads to positive behavior among the peers. In this level, counselees were able to establish a positive community who share and care one another. Meanwhile, individual counseling services assisted counselees in comprehending their maladjustment. More importantly, all counselees of the group and individual counseling had a capacity to learn coping skills and were motivated to realize those skills to resolve their maladaptive behavior independently.

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