

# Developing An English Teaching Handbook Based on Assertive Discipline Classroom Management for Seventh-Grade Students of SMP Laniang on the Unit 7 "How to Make Something" in the Joyful English 1 Coursebook

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## ABSTRACT

This research aims to develop an English teaching handbook for seventh-grade students at SMP Laniang that integrates Assertive Discipline Classroom Management techniques with Unit 7, "How to Make Something," from the Joyful English 1 coursebook. The main objective is to enhance students' English proficiency while fostering self-discipline, responsibility, and respect within a positive classroom environment. The study employs the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model to design and produce the handbook. Data were collected through interviews, questionnaires, and expert validation involving teachers and students to ensure the material's relevance and practicality. The results reveal that 60% of students and 75% of teachers believe existing materials lack clear rules and expectations, confirming the need for this new handbook. The developed resource successfully combines language learning with structured classroom management, leading to improvements in student participation, behavior, and learning outcomes. This research implies that integrating classroom management principles with language instruction can create a more effective and engaging learning environment. The handbook serves as a practical model for teachers to apply assertive yet supportive teaching strategies, bridging the gap between theory and real classroom practice.

**Keywords:** *EFL Material Development, Assertive Discipline, Handbook, ADDIE Model*

## 1) INTRODUCTION

Educational resources, known as teaching materials, play a crucial role in facilitating learning and achieving instructional objectives. Teaching materials include textbooks, workbooks, multimedia resources, and teacher-made materials. Well-prepared materials should align with the curriculum, engage students' interest, and support diverse learning styles. They need to give clear explanations, real-life examples, and enough practice to strengthen understanding. Beyond delivering content, teaching materials should also help students develop critical thinking, problem-solving, and other valuable skills. With the growth of technology, digital materials such as interactive videos, educational

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apps, and online learning modules are becoming more common in classrooms today. One of the key achievements in the Indonesian education curriculum extends beyond mere cognitive abilities (Noor et al., 2020). The curriculum recognizes the importance of fostering students' affective and psychomotor skills, which are essential to their holistic development. Among these crucial abilities is discipline, a fundamental trait that enables students to cultivate self-control, responsibility, and a structured approach to their studies and personal growth (Sotto, 2021).

A fundamental principle of Assertive Discipline is establishing clear and equitable classroom rules. Consistently enforcing these rules through predetermined consequences, both positive reinforcement and negative repercussions, underscores the importance of adhering to the established standards. By experiencing the consistent application of rules and consequences, students gain valuable insights into taking responsibility for their choices and behaviors. Moreover, Assertive Discipline encourages teachers to adopt an assertive, yet respectful, stance when addressing student behavior (Rofiki et al., 2022). This approach involves acknowledging and praising positive behavior while firmly addressing disruptive conduct. By maintaining a calm, composed demeanor, teachers model the behavior they expect from their students, effectively setting the tone for a disciplined, productive learning environment.

A 2022 study by the Ministry of Education and Culture found that 37% of teachers reported significant difficulties maintaining classroom discipline, with disruptive behaviors such as speaking out of turn, disobedience, and disrespectful conduct among the most commonly encountered behaviors. These findings highlight the ongoing struggle to address student indiscipline, despite the curricular focus on fostering discipline among learners. The consequences of students misbehaving in school extend far beyond just classroom disruptions, as demonstrated by a 2023 survey from Indonesia's Child Protection Commission (KPAI). The survey revealed that over a quarter (28%) of students admitted to acts of vandalism like defacing school property or littering. Additionally, 18% reported getting into physical fights with their peers. These concerning numbers underscore the need for a thorough approach to address the causes of student behavior and to build a school environment grounded in respect and responsibility (Ambelia et al., 2023).

Additionally, a 2023 report from the Indonesian Teachers Association (PGRI) found that 22% of teachers faced verbal or physical abuse from students, signaling a worrying lack of respect for authority figures. This disruptive conduct not only impedes the learning process but also fosters an

unsafe and unproductive environment for both teachers and students. Tackling these issues through effective disciplinary approaches, such as the Assertive Discipline method, becomes vital to cultivating a positive and conducive atmosphere for learning for all involved parties (Jagaba, 2020). The issue of student misbehavior is not confined to secular schools in Indonesia; it also extends to religious-based educational institutions such as Islamic junior high schools (known as Madrasah Tsanawiyah or MTs). Despite the inherent focus on moral and ethical principles in religious education, these schools still face challenges related to student misconduct that obstruct learning and undermine intended educational goals (Ambelia, 2023).

Research conducted by Indonesia's Ministry of Religious Affairs in 2022 found that around 31% of teachers at Islamic junior high schools (MTs) frequently encountered disruptive student behavior. These incidents spanned tardiness, absenteeism, and disrespectful conduct towards teachers and classmates. Moreover, the study found that 19% of MTs students admitted to acts of vandalism or damage to school property, demonstrating a concerning lack of regard for the educational environment (Bebang et al., 2021).

The issue of indiscipline in Islamic junior high schools (MTs) is not confined to urban areas, but is also prevalent in rural regions. A 2023 survey by the Indonesian Ulama Council (MUI) revealed that 27% of MTs teachers in rural areas faced significant difficulties maintaining classroom order, with problems such as bullying, truancy, and substance abuse being reported. These findings highlight the need for comprehensive strategies to address student indiscipline across all educational settings, regardless of religious orientation or geographic location (Bin Tahir, 2015).

The researcher's choice to integrate Assertive Discipline principles into English teaching materials for Islamic junior high schools (Madrasah Tsanawiyah or MTs) stems from an apparent lack of such content in existing textbooks. A thorough examination of the widely used "JOYFUL ENGLISH" 7<sup>th</sup>-grade textbook revealed a significant gap - while it effectively covers language skills, it falls short in explicitly addressing classroom management and discipline strategies. This deficiency prompted the researcher to bridge this gap by thoughtfully incorporating assertive discipline techniques into the textbook's content, exercises, and activities. The goal is to provide a comprehensive resource that not only enhances English proficiency but also equips students with essential skills in discipline and self-regulation (Nurlaelah, & Subaedah, 2023).

Recognizing the gap between theoretical principles and real-world realities, the researcher aims to seamlessly integrate the principles of Assertive Discipline into the widely-used "JOYFUL ENGLISH" grade 7 textbook for English instruction at SMP Laniang. This textbook, comprising 7 thematic units, will serve as the foundation for incorporating classroom management strategies that foster discipline and a conducive learning environment. Throughout the 7 units, the researcher plans to embed clear expectations, consistent consequences, and techniques for promoting positive behavior within the language learning activities and exercises. For instance, introductory sections could outline classroom rules and expectations, while exercises and tasks reinforce these principles through role-plays, scenarios, or reflective activities. By thoughtfully weaving Assertive Discipline into the existing curriculum, the researcher envisions providing English teachers with a comprehensive resource that simultaneously develops language skills and nurtures self-discipline, respect, and accountability among 7th-grade students. However, for this research, the focus is on UNIT 7 "How to Make Something". Hence, this research is titled "Developing English Teaching Handbook based on Assertive Discipline Classroom Management for Seventh-Grade Students of SMP Laniang".

## **2) METHODS**

The research approach used in this study was the ADDIE model, which stands for Analysis, Design, Development, Implementation, and Evaluation. This model is a systematic approach commonly utilized in instructional design and educational technology (Branch, 2009). The Analysis phase entails assessing needs, identifying the target audience, and determining learning objectives. The Design phase focused on developing a plan for instructional resources, including content, exercises, and evaluation procedures. The Development phase entailed generating the instructional materials themselves, such as the English teaching handbook based on Assertive Discipline Classroom Management. The Implementation phase entailed supplying educational materials to the intended audience, namely the seventh-grade pupils of SMP Laniang. Finally, the Evaluation step assessed the effectiveness of the educational materials and offered suggestions for future improvements (Cheung, 2016). The ADDIE methodology provided a systematic, thorough approach to developing effective instructional materials tailored to the target audience's individual needs. However, this research focuses only on the analysis to the development stage, while the implementation and evaluation stages are not included due to time limitations.

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The participants in this research were divided into three groups: students, teachers, and validators. Thirty-five seventh-grade students from SMP Laniang helped analyze needs and implement an English teaching handbook based on Assertive Discipline Classroom Management. A seventh-grade English teacher at SMP Laniang submitted data and evaluated the English teaching handbook's validity and acceptance. Two validators with subject-matter expertise assessed the validity of the English teaching manual using Assertive Discipline Classroom Management concepts.

Three instruments utilized to collect the necessary data for this research. Questionnaires were the first instrument used. Questionnaires were distributed to seventh-grade students and English teachers at SMP Laniang. These questionnaires assisted in examining students' and teachers' requirements, attitudes, and preferences on the proposed English teaching handbook based on assertive discipline classroom management practices. (Arifin 2017). The second instrument utilized was an interview. Interviews were conducted with English teachers at SMP Laniang to gain a thorough understanding of their experiences, issues, and ideas for effective classroom management. This qualitative data provided useful context for building the manual. (Mohajan 2018). The third tool or instrument involved document analysis. Relevant papers, such as current teaching materials, lesson plans, and classroom management procedures at SMP Laniang, were examined. This document analysis informed the development of the English teaching handbook and ensured it complied with the school's current practices and rules (Arifin 2017).

The data-gathering procedure in this study followed the ADDIE model, which consists of five major phases: analysis, design, development, implementation, and evaluation. Due to time constraints, this research focuses solely on the development stage, with the implementation and evaluation stages excluded. Future researchers are encouraged to continue these stages to build on the foundation established in this study.

### **3) RESULTS AND DISCUSSION**

#### **a. The Result of the Analysis Phase**

The outcomes of the needs assessment process informed the researcher's development of an English teaching manual that integrates assertive discipline techniques for the unit titled "How to Make Something." The researcher gathered information through questionnaires and interviews.

### ***The result of the interview***

The interviews with two English teachers revealed several important issues related to the existing teaching module and the integration of Assertive Discipline principles. Both participants agreed that the rules and expectations presented in the current module are insufficiently precise and not fully aligned with students' cognitive levels. They noted that much of the language in the module is overly complex, making it difficult for students to understand expectations and classroom guidelines. Furthermore, maintaining consistency in enforcing rules was identified as a persistent challenge, largely due to students' tendency to forget agreements and the influence of environmental and academic limitations. To address these challenges, the school employs regular routines such as daily briefings, literacy sessions, monthly reflections, and semester evaluations that reinforce expectations and synchronize teacher practices.

Both teachers also expressed optimism about the inclusion of Assertive Discipline principles in the English teaching materials. They recognized that the module already reflects values aligned with character development and student profiling. However, they emphasized that the practical integration of these principles requires more focused, efficient strategies to ensure they can be applied effectively in the classroom. The participants similarly highlighted the need for a balanced approach to managing behavior, combining verbal praise and encouragement with logical and proportionate consequences for rule violations, while maintaining open communication with homeroom teachers, student affairs staff, and parents.

Clear communication emerged as another key concern. While the module is considered structurally complete, its complexity often hinders students' comprehension. Both teachers emphasized the importance of adapting explanations, vocabulary, and instructional content to students' developmental stages, particularly in early secondary grades where foundational language skills are still being built. In terms of fostering respectful and supportive teacher–student relationships, the participants acknowledged that elements such as visual materials and character-based content contribute positively to classroom climate. Nonetheless, they reiterated that all materials should be adjusted to ensure they are accessible and engaging for learners with diverse abilities.

*The result of the questionnaire*

**Table 1:** *Clarity of Rules and Expectations*

| No | Question                                                                                        | Strongly agree |        | agree |        | neutral |       | disagree |        | Strongly disagree |        |
|----|-------------------------------------------------------------------------------------------------|----------------|--------|-------|--------|---------|-------|----------|--------|-------------------|--------|
| 1  | The English learning module includes clear class rules.                                         | 0              | 0      | 13    | 4.55 % | 0       | 0     | 22       | 7.7 %  | 0                 | 0      |
| 2  | The class rules in the English learning module are easy for all students to understand.         | 1              | 0.35 % | 11    | 3.85 % | 0       | 0     | 21       | 7.35 % | 2                 | 0.7    |
| 3  | The class rules in the English learning module are specific and detailed.                       | 3              | 1.05 % | 9     | 3.15 % | 0       | 0     | 13       | 4.55 % | 10                | 3.5 %  |
| 4  | Class rules are displayed in a visible place in the English classroom.                          | 1              | 0.35 % | 5     | 1.75 % | 0       | 0     | 19       | 6.65 % | 10                | 3.5 %  |
| 5  | I am always reminded about class rules through the English learning module.                     | 0              | 0      | 5     | 1.75 % | 0       | 0     | 21       | 7.35 % | 9                 | 3.15 % |
| 6  | The English teacher explains the class rules in the module at the beginning of the school year. | 0              | 0      | 0     | 0      | 0       | 0     | 17       | 5.95 % | 18                | 6.3%   |
| 7  | I feel like I know what is expected of me in English class thanks to the study modules.         | 4              | 1.4%   | 2     | 0.7%   | 0       | 0     | 26       | 9.1%   | 3                 | 1.05%  |
| 8  | Class rules in learning modules help create an orderly learning environment.                    | 2              | 0.7%   | 0     | 0      | 3       | 1.05% | 10       | 3.5%   | 20                | 7%     |

The initial table's data indicates that a majority of students disagree with statements about the clarity, comprehensibility, specificity, visibility, and frequency of reminders regarding classroom rules in their English learning module. Most students also disagree that teachers explain these rules at the start of the school year or that the module effectively communicates class expectations. A significant number of students strongly disagree that the module's classroom rules contribute to an orderly learning environment. This data suggests that the current English learning module is not effectively conveying or implementing classroom rules. To address these issues, improvements are necessary in several areas. These include making classroom rules clearer and more comprehensible, increasing their

specificity, enhancing their visibility, providing more frequent reminders about them, and ensuring teachers thoroughly explain the rules at the beginning of the academic year. By implementing these improvements, the module could better assist students in understanding classroom expectations and foster a more structured English learning environment.

**Table 2:** *The Implementation of Rules*

| No | Question                                                                                              | Strongly agree |       | agree |       | neutral |       | disagree |       | Strongly disagree |       |
|----|-------------------------------------------------------------------------------------------------------|----------------|-------|-------|-------|---------|-------|----------|-------|-------------------|-------|
| 1  | English teachers are consistent in applying the rules stated in the learning module.                  | 17             | 5,95% | 11    | 3,85% | 6       | 2.1%  | 1        | 0,35% | 0                 | 0     |
| 2  | Any violation of rules in English class is handled in the same way as written in the study module.    | 12             | 4,2%  | 14    | 4.9%  | 7       | 2.45% | 1        | 0.35% | 1                 | 0,35% |
| 3  | I feel that the application of the rules in English class is fair.                                    | 14             | 4.9%  | 8     | 2.8%  | 9       | 3.15% | 2        | 0.7%  | 2                 | 0.7%  |
| 4  | English teachers do not differentiate between students in applying the rules of the learning module . | 20             | 7%    | 8     | 2.8%  | 3       | 1,05% | 1        | 0,35% | 3                 | 1,05% |
| 5  | I know the consequences I will receive if I violate the class rules according to the learning module. | 9              | 3.15% | 14    | 4.9%  | 5       | 1.75% | 5        | 1.75% | 2                 | 0.7%  |
| 6  | English teachers always follow the policies in the learning module when enforcing the rules.          | 18             | 6.3%  | 11    | 3.85% | 5       | 1.75% | 1        | 0.35% | 0                 | 0     |
| 7  | Implementing rules in learning modules helps maintain order in the English class.                     | 18             | 6.35% | 10    | 3.55% | 4       | 1.4%  | 0        | 0     | 3                 | 1.05% |
| 8  | I feel more disciplined with the consistent application of rules in the English learning module.      | 17             | 5.95% | 9     | 3.15% | 5       | 1.75% | 1        | 0.35% | 3                 | 1.05% |

The table on consistency in English class rule application shows that most students approve of their teacher's adherence to the learning module's rules. Specifically, 17 students (5.95%) strongly agree and 11 students (3.85%) agree that the teacher consistently enforces these rules. Regarding rule violations, 12 students (4.2%) strongly agree and 14 students (4.9%) agree that each infraction is handled as specified in the module, though some uncertainty persists among a few students. The application of rules is perceived as fair by most students, with 14 students (4.9%) strongly agreeing and 8 students (2.8%) agreeing. A significant portion, 20 students (7%) strongly agreeing and 8 students (2.8%) agreeing, believe the teacher does not discriminate when enforcing rules. However, some students express uncertainty about the consequences of rule violations as outlined in the module. Despite this, the majority agree that the teacher consistently follows the module's policies in rule enforcement. This suggests that while the current approach is generally effective, there may be room for improvement in some areas to address the concerns of the minority of students who are unsure or in disagreement.

**Table 3:** *Positive and Negative Consequences*

| No | Question                                                                                 | Strongly agree |       | agree |       | neutral |       | disagree |       | Strongly disagree |       |
|----|------------------------------------------------------------------------------------------|----------------|-------|-------|-------|---------|-------|----------|-------|-------------------|-------|
| 1  | The English learning module includes rewards for good behavior.                          | 1              | 0.35% | 0     | 0     | 4       | 1.4%  | 7        | 2.45% | 23                | 8.05% |
| 2  | I feel appreciated when I behave well in English class according to the learning module. | 1              | 0.35% | 2     | 0.7%  | 3       | 1.05% | 9        | 3.15% | 20                | 7%    |
| 3  | The rewards explained in the learning module motivate me to behave well.                 | 2              | 0.7%  | 1     | 0.35% | 6       | 2.1%  | 12       | 4.2%  | 14                | 4.9%  |
| 4  | The English teacher gives praise for good work according to the learning module.         | 3              | 1.05% | 1     | 0.35% | 5       | 1.75% | 14       | 4.9%  | 12                | 4.2%  |
| 5  | Negative consequences in learning modules are given fairly in English classes.           | 0              | 0     | 7     | 2.45% | 7       | 2.45% | 9        | 3.15% | 12                | 4.2%  |

|   |                                                                                                       |   |       |   |       |    |       |    |       |    |       |
|---|-------------------------------------------------------------------------------------------------------|---|-------|---|-------|----|-------|----|-------|----|-------|
| 6 | I know the type of consequences I will receive if I break the rules according to the learning module. | 0 | 0     | 2 | 0.7%  | 11 | 3.85% | 11 | 3.85% | 11 | 3.85% |
| 7 | The negative consequences explained in the learning module helped me learn from my mistakes.          | 2 | 0.7%  | 3 | 1.05% | 9  | 3.15% | 6  | 2.1%  | 15 | 5.25% |
| 8 | The rewards and consequences in the learning module are fair and balanced.                            | 3 | 1.05% | 0 | 0     | 6  | 2.1%  | 14 | 4.9%  | 12 | 4.2%  |

The table illustrates students' views on positive and negative consequences in an English learning module. Regarding positive consequences, a mere 0.35% strongly agreed that the module included rewards for good behavior, while only 0.7% strongly agreed they felt appreciated for good behavior in English class as per the module. Although 0.7% strongly agreed that rewards described in the module motivated good behavior, a larger 4.9% strongly disagreed. Responses were mixed about the English teacher praising good work according to the module, with 1.05% strongly agreeing and 4.2% strongly disagreeing. Concerning negative consequences, 4.2% strongly disagreed that these were administered fairly in English class as per the module. Students' awareness of consequences for rule violations varied. Notably, 5.25% strongly disagreed that negative consequences helped them learn from mistakes.

**Table 4:** *Clear and Firm Communication*

| No | Question                                                                              | Strongly agree |       | agree |       | neutral |       | disagree |       | Strongly disagree |      |
|----|---------------------------------------------------------------------------------------|----------------|-------|-------|-------|---------|-------|----------|-------|-------------------|------|
| 1  | The English teacher clearly conveys the expectations outlined in the learning module. | 0              | 0     | 0     | 0     | 6       | 2.1%  | 8        | 2.8%  | 21                | 4.2% |
| 2  | The English teacher clearly conveys the consequences outlined in the learning module. | 0              | 0     | 0     | 0     | 7       | 2.45% | 12       | 4.2%  | 16                | 5.6% |
| 3  | The English teacher uses appropriate body language                                    | 3              | 1.05% | 3     | 1.05% | 6       | 2.1%  | 13       | 4.55% | 10                | 3.5% |

|   |                                                                                                                |   |      |   |       |    |       |    |       |    |       |
|---|----------------------------------------------------------------------------------------------------------------|---|------|---|-------|----|-------|----|-------|----|-------|
|   | when communicating about the learning module.                                                                  |   |      |   |       |    |       |    |       |    |       |
| 4 | The English teacher's tone of voice helps me understand the instructions in the learning module.               | 2 | 0.7% | 2 | 0.7%  | 10 | 3.5%  | 10 | 3.5%  | 11 | 3.85% |
| 5 | The English teacher is firm in conveying the rules and expectations outlined in the learning module.           | 0 | 0    | 1 | 0.35% | 6  | 2.1%  | 11 | 3.85% | 17 | 5.95% |
| 6 | I do not feel confused by the instructions given by the English teacher according to the learning module.      | 0 | 0    | 2 | 0.7%  | 8  | 2.8%  | 12 | 4.2%  | 13 | 4.55% |
| 7 | Clear communication from the English teacher about the learning module helps me learn better.                  | 2 | 0.7% | 0 | 0     | 9  | 3.15% | 9  | 3.15% | 15 | 5.25% |
| 8 | The English teacher respects students when giving instructions or reprimands according to the learning module. | 2 | 0.7% | 3 | 1.05% | 5  | 1.75% | 10 | 3.5%  | 15 | 5.25% |

The survey data regarding clear and firm communication by English teachers in delivering instructions and expectations from a learning module reveals mixed responses. For question 25, 6% were neutral about the teacher clearly conveying module expectations, while 7% disagreed or strongly disagreed. On question 26, 7% were neutral about clear communication of consequences, with 9.8% disagreeing or strongly disagreeing. Regarding appropriate body language (question 27), 3.15% strongly agreed or agreed, 2.1% were neutral, and 8.05% disagreed or strongly disagreed. For question 28, on the teacher's tone aiding understanding, 1.4% strongly agreed or agreed, 3.5% were neutral, and 7.35% disagreed or strongly disagreed. On the teacher's firmness in conveying rules and expectations (question 29), 0.35% agreed, 2.1% were neutral, and 9.8% disagreed or strongly disagreed. For question 30, about clarity of instructions, 0.7% agreed, 2.8% were neutral, and 8.75% disagreed or strongly disagreed. Regarding whether clear communication improved learning (question 31), 0.7% strongly agreed, 3.15% were neutral, and 8.4% disagreed or strongly disagreed. Finally, for question 32, on the teacher respecting students while giving instructions or reprimands, 1.75% strongly agreed or agreed, 1.75% were neutral, and 8.75% disagreed or strongly disagreed.

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**Table 5:** *Respectful and Supportive Relationships*

| No | Question                                                                                                                             | Strongly agree |       | agree |        | neutral |        | disagree |        | Strongly disagree |       |
|----|--------------------------------------------------------------------------------------------------------------------------------------|----------------|-------|-------|--------|---------|--------|----------|--------|-------------------|-------|
| 1  | The English teacher builds positive relationships with students through the learning module.                                         | 0              | 0     | 1     | 0.35 % | 4       | 1.4 %  | 1        | 3.85 % | 19                | 6.65% |
| 2  | I feel respected by my English teacher in accordance with the principles in the learning module.                                     | 0              | 0     | 0     | 0      | 7       | 2.45 % | 1        | 3.85 % | 17                | 5.95% |
| 3  | The English teacher supports me if I experience difficulties according to the learning module.                                       | 2              | 0.7%  | 0     | 0      | 3       | 1.05 % | 1        | 4.55 % | 17                | 5.95% |
| 4  | A good relationship with the English teacher according to the learning module helps me learn better.                                 | 3              | 1.05% | 2     | 0.7 %  | 5       | 1.75 % | 9        | 3.15 % | 16                | 5.6%  |
| 5  | The English teacher listens to my complaints and suggestions related to the learning module.                                         | 1              | 0.35% | 0     | 0      | 7       | 2.45 % | 1        | 5.6%   | 11                | 3.85% |
| 6  | I feel comfortable talking to the English teacher about my problems related to the learning module.                                  | 1              | 0.35% | 3     | 1.05 % | 6       | 2.1 %  | 1        | 3.85 % | 14                | 4.9%  |
| 7  | The English teacher pays sufficient attention to all students in accordance with the learning module.                                | 2              | 0.7%  | 1     | 0.35 % | 7       | 2.45 % | 1        | 3.5%   | 15                | 5.25% |
| 8  | The relationship between teachers and students in the English class according to the principles in the learning module is very good. | 2              | 0.7%  | 0     | 0      | 1       | 3.5 %  | 6        | 2.1%   | 17                | 5.95% |

The survey data reveals students' perceptions of their relationships with English teachers and the learning module used in class. A substantial portion of students (approximately 10-12%) disagreed or strongly disagreed with statements such as "The English teacher builds a positive relationship with students through the learning module" (Statement 33), "I feel respected by my English teacher

according to the principles in the learning module" (Statement 34), and "The English teacher supports me if I experience difficulties according to the learning module" (Statement 35).

Similarly, about 8-9% of students disagreed or strongly disagreed that a good relationship with the English teacher, as outlined in the learning module, enhanced their learning experience (Statement 36), and that the English teacher was receptive to their complaints and suggestions regarding the learning module (Statement 37). Furthermore, around 8-9% of students reported feeling uncomfortable discussing issues related to the learning module with their English teacher (Statement 38), and a similar percentage disagreed or strongly disagreed that the English teacher gave adequate attention to all students as per the learning module (Statement 39).

Notably, about 8% of students either disagreed or strongly disagreed that the teacher-student relationship in the English class was very good, according to the principles outlined in the learning module (Statement 40). While some students agreed or strongly agreed with the positive statements, the data indicates that a significant proportion of students (ranging from approximately 8-12%) expressed concerns or disagreements regarding teacher-student relationships and the implementation of the learning module in the English class.

These research findings from the five tables offer valuable insights into the implementation of assertive discipline classroom management in the English learning module, a concept proposed by Canter and Canter (1976) that emphasizes clear rules, consistent consequences, and positive teacher-student relationships for an effective learning environment. Table 1 (Clarity of Rules and Expectations) shows many students disagreed with statements about the clarity, comprehension, specificity, visibility, and reminders of classroom rules. This suggests ineffective communication and implementation of rules, a crucial aspect of assertive discipline as emphasized by Canter and Canter (1976).

Table 2 (Consistency in The Application of Rules) indicates most students agreed with the teacher's consistency in applying rules. However, some uncertainty or disagreement existed regarding rule violation consequences and fairness, highlighting areas for improvement. Table 3 (Positive and Negative Consequences) reveals mixed views on the fairness and balance of rewards and consequences. A notable percentage of students disagreed that consequences helped them learn or that rewards and consequences were fair, suggesting ineffective implementation of assertive discipline strategies. Table 4 (Clear and Firm Communication) shows a significant portion of respondents

perceived a lack of clear and firm communication from the teacher in delivering the module. This highlights the need for improvement in communication skills and module delivery. Table 5 (Respectful and Supportive Relationships) indicates that many students had concerns or disagreements about teacher-student relationships and module implementation. This suggests the current approach may not effectively promote positive relationships, potentially hindering student learning and engagement. In conclusion, the findings indicate several areas for improvement in implementing assertive discipline. The module should be revised to include clearer rules, more consistent consequences, and greater emphasis on positive reinforcement. The English teacher should focus on improving communication skills and building positive relationships with students to create a more effective and supportive learning environment promoting student success.

### **b. The Result of Product Design**

To develop effective learning modules, the research began with defining clear objectives. Existing materials in Unit 7 "How to Make Something" of the "Joyful English 1 Course Book" were then analyzed to identify areas for improvement. Assertive Discipline principles, including clear rules, balanced reinforcement, and effective communication, were subsequently integrated into the module design. This process also involved creating diverse and engaging instructional content alongside assessments to gauge student understanding.

Initial feedback on the modules was gathered through interviews and questionnaires, allowing for adjustments and refinement before wider implementation. Ultimately, these structured steps aimed to not only enhance students' English language skills but also foster a more orderly and supportive learning environment aligned with Assertive Discipline and the comprehensive content of the coursebook, the "Joyful English 1 Course Book on The Unit 7 "How to Make Something" Following an Assertive Discipline approach, the design of the learning modules features;

#### *1. Define Learning Objectives*

The main goal when setting objectives for this phase is to create a well-structured and supportive learning environment. This involves making classroom rules and expectations clear and easy to understand. It's important to communicate these guidelines in a way that students can easily grasp, ensuring they know exactly what is expected of them. Using simple language and consistently reminding students of the rules helps to avoid any confusion or misunderstandings.

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## *2. Defining Key Aspect of Assertive Discipline*

To guarantee successful implementation of the learning objectives, the module design prioritizes several crucial aspects. These include.

- **Clearly Defined Expectations:** The modules feature explicit rules that are prominently displayed and frequently reinforced.
- **Consistent Enforcement:** Guidelines and examples are provided to help teachers apply rules and consequences in a consistent manner.
- **Balanced Reinforcement:** A system is established that rewards positive behavior alongside the use of logical consequences for rule violations.
- **Effective Communication:** Emphasis is placed on clear and firm communication techniques within the modules.
- **Supportive Environment:** Strategies are integrated to foster respectful and positive relationships between teachers and students

## *3. Design Instructional Content*

To create engaging and successful learning experiences, instructional content design incorporates several key elements.

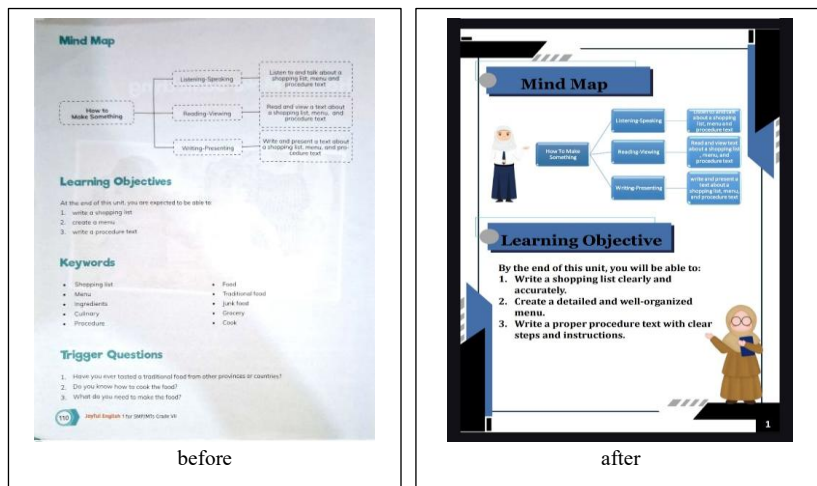
- **Informative Texts:** Develop clear and well-organized informational texts that follow Assertive Discipline principles.
- **Engaging Activities:** Create imaginative content that incorporates scenarios related to rules and consequences.
- **Positive Reinforcement Examples:** Include persuasive texts that model how to reinforce positive behavior and justify the use of logical consequences.
- **Visual and Interactive Learning:** Utilize visual aids and interactive elements to make learning about rules and expectations more engaging and memorable.

### c. The Result of Development

The developed unit presents a clear and systematic structure, outlining all its elements from the cover page onwards. This includes clearly defined rules and responsibilities, learning objectives, and instructional content.



The figure above visually depicts the impact of module development. This process incorporates Assertive Discipline principles, with a specific focus on ensuring clear rules and student responsibilities.



The figure compares a unit before and after development, highlighting how it integrates Assertive Discipline principles. This comparison focuses on the learning objectives and the trigger question used to engage students.

#### **d. The Result of the Validation Checklist**

Following multiple revisions of the textbook, the researcher has concluded the validation process. The validation criteria were based on the textbook feasibility standards set by BNSP, which assess four key areas: content quality, presentation effectiveness, language appropriateness, and graphic design suitability.

The analysis assesses the textbook's content using 21 different metrics. Two evaluators rated each metric on a 1-5 scale. Most metrics earned the top score of 5 from both evaluators, with a few receiving 4.5. The overall average score is 4.95, categorized as "very valid" on the assessment scale. This high score suggests that the textbook's content strongly meets educational objectives, curriculum standards, and subject matter relevance. The textbook's presentation used 7 criteria. Scores range from 4.5 to 5, yielding an average of 4.79, which is classified as "very valid". This high rating indicates that the textbook excels in its organization, ability to foster interaction, and capacity to stimulate learning. The textbook's linguistic aspects are evaluated using 5 distinct criteria. Ratings range from 4.5 to 5, with an overall average of 4.8, which is categorized as "very valid". This high score indicates that the textbook's language is comprehensible, well-matched to students' comprehension level, and largely accurate in its grammatical structure and word usage. The paragraph analyzes the textbook's visual and design elements using 6 different criteria. The scores range from 4.5 to 5, with a mean of 4.83, indicating "very valid". This suggests that the textbook's physical appearance, organization, and graphical components are effectively implemented and suitable for educational use.

The summary provides improvement recommendations from two evaluators. The first evaluator proposes using diverse font styles for various textbook components and maintaining color consistency. The second evaluator advises enhancing the cover's design and improving the overall grammatical correctness of the textbook's content.

#### **4) CONCLUSIONS**

The newly created English handbook "HOW TO MAKE SOMETHING" has undergone a thorough evaluation process with extremely favorable outcomes. The assessment, conducted by two qualified experts, examined four crucial aspects: content, presentation, language, and graphics. Using a detailed checklist, the validators consistently rated the handbook as "excellent" or "very valid" across nearly all criteria. This strong endorsement from education specialists indicates that the textbook aligns

well with the Learning Goals Phase D for English instruction in Junior High School and effectively embodies the principles of the Merdeka Curriculum. The handbook's ability to meet these rigorous requirements suggests it could serve as a valuable and captivating educational resource for students at SMP Laniang Makassar.

Despite the handbook receiving an overwhelmingly positive evaluation, the experts provided constructive feedback for potential enhancements. Their suggestions mainly targeted visual presentation and language precision. The validators recommended diversifying font styles to enhance readability and visual structure across different sections of the handbook. They also stressed the need for color schemes that remain effective when printed in grayscale. The advice to improve the cover design emphasizes the importance of creating an enticing first impression to capture students' interest. Moreover, the emphasis on increasing grammatical accuracy highlights the crucial role of flawless language in educational materials, particularly in a language learning resource.

The handbook's excellence is evident from its high marks across all evaluation areas. Content-wise, it effectively incorporates all language skills - reading, listening, speaking, and writing - while coherently linking them to unit themes and learning objectives. The handbook's layout earned acclaim for its clear organization and its capacity to encourage interactive and participatory learning. The language used was judged suitable for the students' cognitive abilities and communicatively effective. In terms of graphics, the handbook adhered to ISO standards and used visuals that enhanced the learning experience without distracting. This comprehensive approach to handbook design ensures students benefit from a balanced and captivating educational resource.

The validation outcomes provide robust evidence for the handbook's effectiveness and suitability for use at SMP Laniang Makassar. Consistently high scores across all evaluation criteria demonstrate that the handbook successfully meets expert standards and aligns with current curriculum requirements. While the validators suggested some minor enhancements, these do not detract from the handbook's overall high quality. Implementing these proposed improvements will further refine the handbook's efficacy. This evaluation process has not only validated the handbook's worth but also offered valuable insights to guide future educational resource development. The process confirms the handbook's value while providing a roadmap for continued improvement and future projects.

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