

Research Article

Using Digital Classroom Management to Engage and Foster Collaboration Among Accounting Students

Nujmatul Laily^{1*} and Sulikah¹¹Accounting Department, Universitas Negeri Malang, 65114, Indonesia**ORCID**Nujmatul Laily: <https://orcid.org/0000-0003-2156-692X>**Abstract.**

This research is motivated by the low involvement and participation of students in learning which is caused by the lack of attractive learning media used by lecturers. The increasing popularity of digital classroom management-based learning media motivated the research. This research aims to develop learning media based on digital classroom management (ClassDoJo). This research is categorized as research and development, namely research that aims to produce certain products and test their effectiveness. This research focuses on developing digital classroom management (ClassDoJo)-based learning media for accounting teaching material development courses. This research uses the ADDIE development model popularized by Dick and Carey (1996) which consists of five important stages, namely analyze, design develop, implement, and evaluate. The result shows that the learning media is feasible to use in learning.

Keywords: ClassDojo, learning media, digital classroom

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1. Introduction

Student involvement is a student's active participation in a learning activity [1]. Student involvement in learning is the main factor that determines student learning success [2]. [3] revealed that students who have a high level of involvement in learning activities not only get good grades but they get more from what they learn even though student involvement in learning fluctuates [4]. However, students show less active participation in learning, especially in Accounting teaching material development courses. According to accounting students, the media used by lecturers not attracting student interest. Lecturers only used lecture and presentation methods in class. Because of that, lecturer can develop learning media based on virtual classroom management which is claimed to be able to increase participation, involvement and communication between lecturers and students.

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Virtual Classroom management is a purposeful process where educators strive to create an environment that is conducive to virtual learning. Educators need to determine an appropriate behavior management plan before starting learning [3], because the relationship between educators and students is the most important component of classroom management and an important part of creating an effective learning community [2]. Classroom management and student involvement are very important in supporting learning [5]. Digital classroom management is one of the biggest challenges faced by new/beginner educators who are concerned about disruptive student behavior [5].

ClassDojo is a digital classroom management platform that aims to unite the community and provide them with a medium to improve education for all students [6]. Classdojo-based learning media is used to encourage and monitor student involvement and participation, behavior and teamwork. This media can also directly provide positive or negative feedback to students audio-visually [7]. Apart from that, Classdojo also helps communication between educators and parents. This platform provides diverse functions including communication between school and home, class management for several users such as parents, students, educators and admins [8]. This platform allows real-time communication between educators and parents of students using various languages. Research [6] succeeded in providing insight how students and educators perceive this new ClassDojo-based digital education application. The research results found that using Classdojo can increase students' positive behavior and reduce deviant behavior.

This research is important for several reasons: first, student participation and involvement in learning is an indicator of the success of learning. This research aims to develop ClassDojo-based learning media which is expected to increase student participation and involvement in learning; Second, the increasing popularity of the use of virtual classroom management among academics also motivated this research. Third, there is still limited research that develop ClassDojo-based learning media for Accounting courses.

2. Method

This research is categorized as research and development, namely research that aims to produce certain products and test their effectiveness. This research focuses on developing digital classroom management (ClassDojo)-based learning media for Accounting teaching material development courses. This research uses the ADDIE development

model popularized by Dick and Carey (1996) which consists of 5 important stages in developing learning media. The stages can be seen in Figure 1.

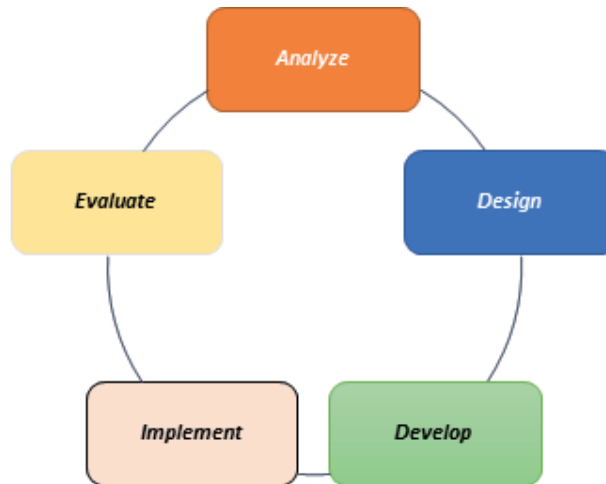


Figure 1: ADDIE development model.

The first stage carried out to develop ClassDojo-based learning media was 1). The Analyze stage is a stage for analyzing the problems faced by students, 2) Design stage, is the media design stage based on the results of the needs analysis. The planning carried out includes initial design of the media to be developed, preparation of teaching materials, preparation of evaluation plans, and creation of storyboards 3). The develop stage includes creating ClassDojo-based learning media. At this stage, the media that has been developed then validated by material experts and media experts. Validation by material experts carried out by lecturers while media validation will be carried out by lecturers majoring in learning technology. Implement and evaluate stage did not carried out in this paper. Media and material expert use the following criteria to validate Classdojo based learning media.

TABLE 1: Validation Criteria.

Percentage	Description
76-100	Feasible
50-25	Fairly feasible
26-50	Poorly feasible
<25	Unfeasible

3. Result and Discussion

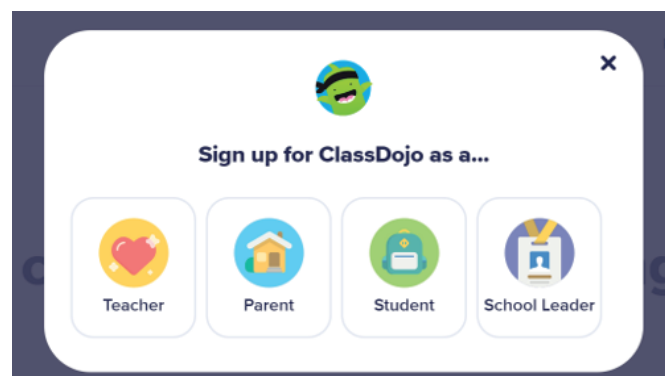
This research aims to develop ClassDojo-based learning media for Accounting teaching material development courses. ClassDojo has several advantages compared to

other virtual classrooms, namely the features in ClassDojo are very varied so it seems very fun, there is a class story feature which functions for sharing material, videos or announcements from lecturers, there is participation from parents to monitor progress student learning, there is a feature to assess student attitudes/behavior during learning and students can also directly find out the results of the assessment, there is a toolkit feature that can be used for background sound during learning, creating automatic task groups and displaying class sound. The results of product development are classdojo-based learning media which can be accessed at <https://teach.classdojo.com>. Students and lecturers can access this media for free. The results of media development are as follows:

1. Please open ClassDojo.Com so the display will look like the following image



2. Please click "sign up" for lecturers or students who don't have an account on ClassDojo and click "login" if you already have an account



3. Please choose according to your role. ClassDojo provides several options such as lecturers, students, parents or school admin

Create Your Teacher Account

Already have an account? [Log in here](#)

Mrs.

Nujmatul

Laily

[Did you mean nuimatul.laily.fe@gmx.ac.id?](#)

nuimatul.laily.fe@um.ac.id

4. Please fill in the information above completely so you can move to the next step

ClassDojo

Congrats - You're in!

To get started, let's find your school

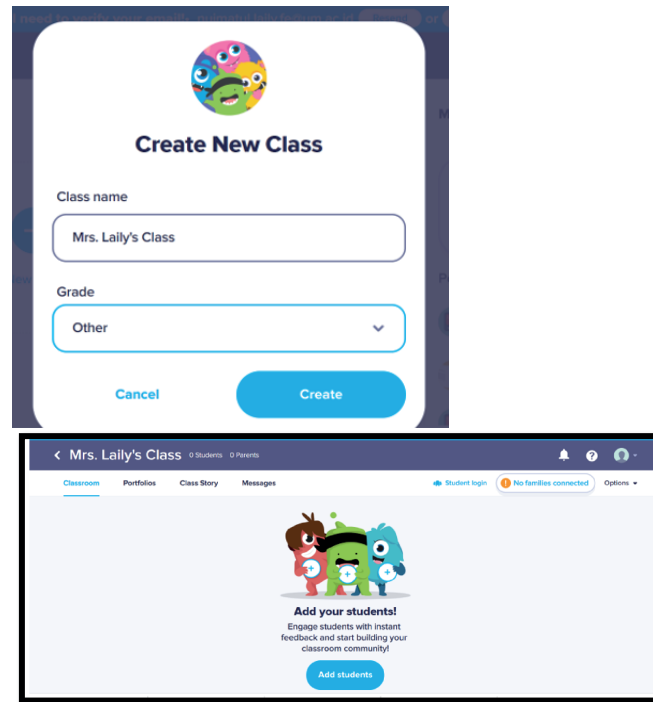
Search by school name or address

Suggested schools

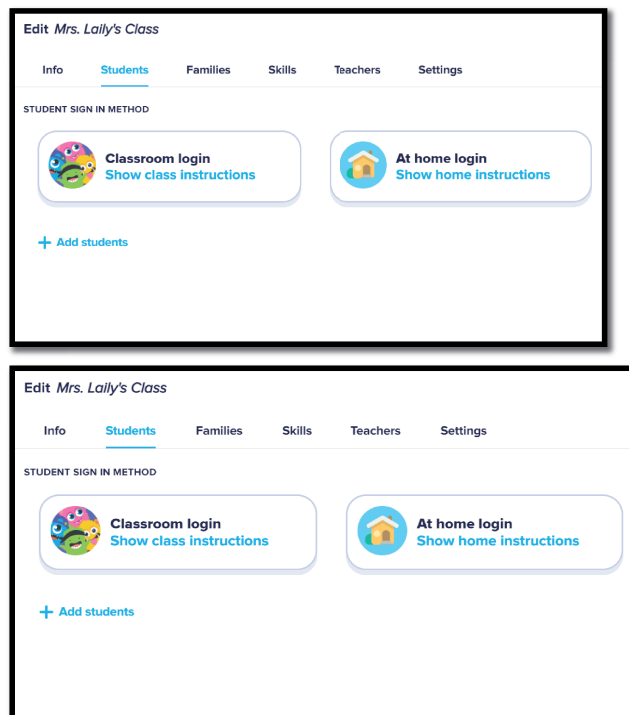
- Sma labolatorium UM
Jalan Bromo, Malang, Jawa Timur, INDONESIA
- Universitas Negeri Malang
J. Semarang, Malang, Jawa Timur, INDONESIA

1 ClassDojo Teacher

5. The next step you need to take is to create a class according to the course you teach



6. You can choose menus according to your needs.



After developing classdojo-based learning media, the next step is validation by media experts and material experts. The media expert is a lecturer majoring in learning technology, while the material expert is a lecturer who teaches courses. Media experts assess the display aspect, including the appropriate combination of color, layout, image and

font size. The validation results from media experts show that it is feasible, which means that Classdojo-based learning media can be used as supporting media in teaching and learning activities. Meanwhile, material experts assess two aspects, namely the clarity of the material in the media and practice questions. The results of the material expert validation show that the material in Classdojo is appropriate.

4. Conclusion

This research aims to develop Classdojo-based learning media. The validation results of media experts and material experts show that the media is suitable for use as a medium in learning for accounting teaching material development courses. Future researchers are advised to add variations to the material and practice. Apart from that, it is hoped that you can use this classdojo media for other courses.

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