

3Ms Model Classroom: Make-up and Make Way for Managing Classrooms in Times of COVID – 19

Charlyn S. Baylon^a, Rochelle A. Luzano^b

^acharlyn.baylon001@deped.gov.ph, ^brochelle.luzano@deped.gov.ph
Gusa Regional Science High School - X, Cagayan de Oro City, Philippines

Abstract

The current distance learning due to COVID-19 reshapes the description of classrooms. This strategy is developed in response to – how a classroom should look like when students are not yet around. The time of setback during COVID-19 has come to the point of revamping the classrooms. This strategy generally aims to make-up and make way for aesthetic classrooms. Moreover, it is purpose to make over the classrooms in response to current health situation and prepare anytime students will return in school. The class advisers are considered participants in this study. A tool was also developed for school-based classroom monitoring with the following criteria: a.) information dissemination and management, b.) health and wellness, and waste management, c.) disaster risk prevention and management, and d.) teacher as a classroom manager. Both quantitative and qualitative data are interpreted. Results of this study suggest that 3Ms Classroom Model is effective in improving the designs and structure of classrooms. It is supported by the entire faculty as shown by the improvement in all year levels. Teachers are empowered as classroom managers as they find comfort in their classrooms amidst the learning challenge. Continuous improvement of the strategy should be explored since it is a good practice.

Keywords: classroom management, model classroom, school facilities

1. Introduction

School facilities or educational facilities refers to school properties of school such as grounds, buildings, and various learning facilities. One of the major prerequisites for a school to stand is its safe, secured and satisfactory educational facilities. Conversely, substandard facilities are one of the bases for non-use of the school facility and worse closure of a school. Also known as physical facilities mainly include classrooms. The classroom does not just provide learning shelter for learners but also speaks what a school is. For instance, the number of classrooms is usually proportionate to the number of learners in that school. Most importantly, safe, secured, adequate, and satisfactory classrooms support the teaching and learning processes. Ultimately, a well-organized classroom improves the quality of basic education.

To be effective, classroom design classrooms should reflect the educational processes and activities that take place in them. Hence, the classroom shall be suitably structured and decorated to make the surroundings of students conducive to learning. The materials for structuring and decorating shall be selected based on their educational value providing opportunities for class discussions. Likewise, its cleanliness and orderliness must be maintained, the fact that this is vital aspect contributing to the educational growth of the pupils/students.

The contexts and standards on how school facilities such as classrooms should look like are also well-stipulated in the DepEd Educational Facilities Manual of 2010. The child- friendly school system also supports the guidelines. Furthermore, the 2013 Regional Memorandum of DepEd Region 10 was issued as a direction for teachers on structuring and decorating classrooms. However, school facilities should be responsive as well to the changes in the teaching methods and school organization. Take into consideration

the current condition – the COVID-19 pandemic. How should classrooms look like? Does classroom structure still apply even when learners are at home?

It is understood that the aesthetic environment – affects learning and even mood. An aesthetical design environment impacts one's feeling. How a person feels affects mindset and attitude towards learning (<https://bit.ly/37ysOEB>). And so, a person who feels happy learns more. For some, the structure and design of classrooms make learner comes and stays in school. The facility's aesthetic quality is usually described as from extreme ugliness to an exciting beauty range based on the DepEd Educational Facilities Manual of 2010. At the least, for a classroom, it shall be pleasant. It also appeals inviting and exciting. Almost a year without students inside the school; with only teachers and the cabinets and chairs. Add to that the adjustment experience – empty room yet more busy teachers in the new normal education setting. Could it be more comforting and relaxing to be in a well-structured and designed room?

Previous research shows model classrooms based on learning strategies, student engagements in learning, teacher's methodology, and the likes. A study by Bergsmann et al. (2013) found multiple mediator variables for the classroom model. Significant associations among classroom structure to mastery goal orientation, metacognitive learning strategies, and classroom climate were concluded. This implies that multiple associations to learning variables are associated with classroom structure. Specifically, past studies on teaching and learning processes. However, in the time of COVID-19, remodelling classrooms are indeed necessary. It covers more than just the context of teaching and learning strategies. Classroom structuring as associated with classroom climate (Bergsmann et al., 2013), may further denote a positive association between classroom design and atmosphere. It is for this context that this action research was crafted. Where in this study, the concept of model classroom pertains to 3Ms Model. It stands for make-up and makes way model classroom.

Make-up or make-over of one's classroom to make it more comfortable and flexible to the current situation. The standard posters in front of the chalkboard, updated bulletin boards, reading corners, and many other structures. But this time, adding the health protocols to be observed in the classroom. A make-over of a classroom now signifies a COVID-free room where the teacher is safe enough to stay. Make way model classroom – any time soon or far enough when students are already allowed to return to school; classrooms are ready. This strategy of model classroom prepares the learning environment of students. Hence, the current concept of model classroom advocates learner-centered classroom even students are not yet around. It is also one way of promoting a positive atmosphere within the school community despite the learning challenge this time of the pandemic. Overall, the general goal of the study is to always make the learning environment classrooms ready.

2. Methodology

The class advisers are considered participants in this study. This applies in the first phase of implementation. There 34 sections for School Year 2020-21. To begin the implementation, grade-level leaders convene for a meeting. One of the results of the meeting is a strategy that will help and motivate the teachers to restructure their classrooms. A committee was created for the implementation of the Model Classroom of the Week. Non-advisers in particular serves as the evaluators of the classrooms.

A tool was also developed for school-based classroom monitoring. It was aligned to the Regional Memorandum number 10 series of 2013. The 3Ms classroom is composed of the following criteria: a.) information dissemination and management, b.) health and wellness, and waste management, c.) disaster risk prevention and management, and d.) teacher as a classroom manager. The tool is contextualized according to the strengths and areas for improvement of the school. It is also open for revision as the implementation progress – part of continuous improvement as well. The Weekly Model Classroom is awarded every school flag-raising ceremony.

Both qualitative and quantitative data were gathered, analyzed, and interpreted. The results of the weekly evaluation are the main source of quantitative data. While the meetings and feedbacking were utilized for qualitative data. Quantitative data were summarized using frequency and percentage. The test of difference was done using Paired T-Test Analysis. During the entire duration of the research, the researchers followed intellectual honesty. All communications such as procedures and reporting of data were not misinterpreted. Health proper protocols were also observed. The practice of confidentiality was also strictly maintained. Responsible research reporting was also observed proper citation and acknowledgment were done.

3. Results and Discussion

On Pre-Implementation and Implementation Phase Summary of Results

The following figure shows the summary of the results of the pre-implementation and implementation phase of the model. The effectiveness of the strategy can be gleaned through the difference in the graph presented with 100 as the total points. All grade levels have shown improvement in their classroom structuring. The implementation of the 3Ms Model Classroom is actively participated by all class advisers. This is supported by their increased score in the evaluation. Hence, not a single room was not restructured and improved during the implementation of the program.

The unity of all the teachers also signifies their positive motivation to do the challenge. Focused group discussions with the grade leaders and department chairmen have a common indicator found, the strategy has a positive impact on teacher's sense of responsibility. This result is supported by the recent study of Matteucci, M.C., Guglielmi, D., and Lauermann, F. (2017) who reported that a high level of work engagement is a result of teacher's sense of responsibility. This further explains the result of this study, where all grade levels show positive engagement in structuring their classrooms as part of their teacher's responsibility.

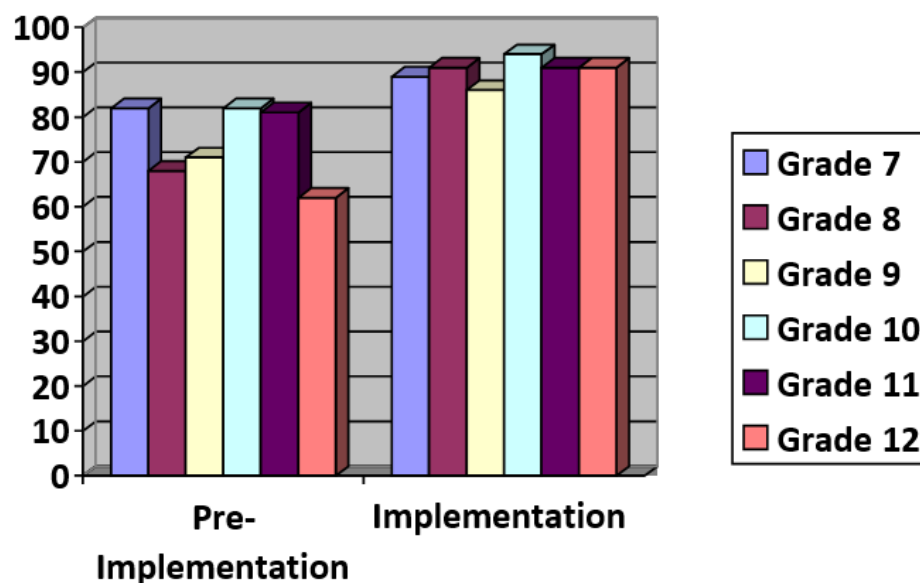


Figure 1. Comparative Summary Results of the Pre-Implementation and Implementation

The strategy becomes not just a simple school contest, but a good avenue for teachers to express themselves and find their place of comfort amid challenges in the delivery of learning in times of COVID-19. The strategy is also a chance for teachers to find solutions and provisions amidst pandemic. As proven by previous research that classroom design has a sense of the impact of learner's engagement and even holistically (Barrett, Davies, Zhang, & Barrett, 2015), the result of this current study reveals a new direction that teachers as person who stays in the classroom also need this positive effect. This is evident with the shared expressions of teachers, *"It feels good to finally see my classroom in order."* *"I just express myself as I restructure my classroom."* *"My perspective and attitude towards my profession has changed positively."* Henceforth, restructuring and redesigning make way also for teachers to continually become inspired despite learning delivery challenges. Results imply that classroom structures and designs indeed improve with the implementation of the Model. The strategy covers improvements in information dissemination and management, health and wellness, and waste management, disaster risk prevention and management, and teacher as a classroom manager. Qualitative data through picture documentation displayed improvement in these areas of classroom structuring. The following themes are briefly described.

Information Dissemination and Management. The usual bulletin board in classrooms are the announcements, information on child protection, drugs, and pregnancy prevention. However, in times of COVID 19, it becomes usual to see posted health protocols.

Health and Wellness. Aside from emergency kits placed in each classroom, health and wellness essentials are also updated. During the implementation of the strategy, checking of face masks, face shields, alcohol, footbath, hand gloves, and protective suits are checked. Even the arrangement of seats is in observance of proper health protocols.

Waste Management. Without the presence of learners in the classrooms, who is expected to maintain the cleanliness of the room? Aside from trash bins that are labeled for proper waste segregation, it is not a surprise to see teachers cleaning the windows and sweeping the rooms and even corridors.

Disaster Risk Reduction Management. Signages for evacuation in case of emergency are posted new the door. During the implementation, any structures in the classroom that may cause risk – fire or accidents are identified and properly addressed.

Teacher as Classroom Manager. One of the roles of a teacher is a manager. A classroom manager covers not only the teaching-learning process but structuring the learning environment as well. Through this strategy, the teachers are greatly empowered to do the extra mile to make-over and make way for a more conducive learning place in times of pandemic.

Indeed, comparative results of the pre-implementation and implementation phase of the 3Ms Model Classroom strategy both in quantitative and qualitative analysis, show notable improvements in the classrooms. The comparative analysis is also done to support the effectiveness of the strategy.

Effectivity of the 3Ms Classroom Model

The table shows the result of the T-Test analysis of the evaluation of the classroom during the pre-implementation and implementation phase of the program. The mean of the pre-implementation is 74.17 while the implementation phase is 90.33. The increase of scores supports that there is indeed an improvement in classroom structuring. The effectivity of the model is tested by comparing means. For the results, looking at the $P(T \leq t)$ two-tail, which is the p-value (0.00), it is less than the significant level of 0.05. This result supports that there is a significant difference in the evaluation points of the pre-implementation and implementation phases of the program. Furthermore, since the mean scores show a significant increase, it further implies that the program led to positive improvement of classrooms.

Table 1. Results of t-Test of Paired Two Sample for Means

	Pre- Implementation	Implementation
Mean	74.17	90.33
Variance	70.17	7.07
Observations	6	6
Pearson Correlation	0.23	
Hypothesized Mean Difference	0	
df	5	
t Stat	-4.84	
P(T<=t) one-tail	0.00	
t Critical one-tail	2.02	
P(T<=t) two-tail	0.00	
t Critical two-tail	2.57	

*p-value<0.05

The concept 3Ms Model make-up and make way for classrooms to be ready in case of limited face-to-face. Classrooms are more comfortable and flexible to the current situation. A makeover of a classroom now signifies a COVID-free room where the teacher is safe enough to stay. Make way model classroom – any time soon or far enough when students are already allowed to return to school; classrooms are ready. This strategy of model classroom prepares the learning environment of students.

4. Conclusions and Recommendations

The implication of the results of this study, suggests that physical management of classrooms is not only a responsibility to fulfill. It also promotes a sense of responsibility among teachers as managers. Moreover, the impact of a good aesthetically design room promotes positive impact. In this time of COVID-19, indeed a well-structured room is not only physically ready but also promotes an atmosphere of safety and comfort.

Since the 3Ms Model Classroom Strategy is found to be effective, it is recommended to adopt the strategy as a continuous program of the school. Laboratories should be included in the next cycle especially since the school offers a science curriculum for Junior High School and STEM for Senior High School. Furthermore, the tool shall be improved by using a validated-indicators and a scoring scale. This will also make the tool accessible to other schools that opt to adopt the strategy may do so.

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