Design and Development Research: Kounin Refugee Classroom Management Module for Limbongan Refugee Learning Centre

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Abstract

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The purpose of this study is to design and develop a classroom management module based on the six strategies of Kounin Model for Limbongan Refugee Learning Centre (LRLC) Melaka. The study employs three-phased Design and Development Research (DDR), a multi- method design. In the first phase, a review of literature on refugee education and Needs Analysis was conducted at LRLC to explore their lacks, wants and needs through focus group discussion. The data was collected and analysed utilizing deductive Thematic Analysis manually. Thus, the finding was that the novice teachers do require material and training in to effectively manage refugee classrooms since they lack the necessary abilities. This therefore led to the second phase of DDR, in which a module was created namely, Kounin Refugee Classroom Management Module (KRCMM) by incorporating the six strategies of the Kounin Classroom Management Model (KCMM). During the designing and development of the Kounin Classroom Management Module (KRCMM), ten experts were engaged to conduct preliminary content validation of the draft. To get to experts' consensus, KRCMM had to go through three rounds of fuzzy Delphi. According to the findings, every item had an expert agreement percentage of 90% or higher, that item defuzzification values were more than α - cut = 0.8, and that all items had Threshold (d) < 0.2 values. This indicates that every item has been maintained and has garnered expert consensus. While in the third stage, the perceived usefulness and ease of use of KRCMM were examined from the perspectives of six LRLC participants. Thematic Analysis was used to gather and analyze data inductively utilizing QDA Miner, an analytical tool. According to usability test result, KRCMM was deemed useful and easy to use by five out of six participants.

Keywords: Design and Development Research, Kounin Model, Classroom Management, Refugee

1. Introduction

Managing classrooms with refugee students poses significant challenges for teachers in Malaysia. These challenges stem from a lack of knowledge and training in effective classroom management, resulting in difficulties related to behaviour, communication, and learning. Teachers often struggle to handle students with behavioural and social-emotional problems, exacerbated by differences in students' backgrounds, cultures, and languages. Moreover, it is evident that the issue of classroom management in refugee

education extends beyond novice teachers. Even experienced teachers in the network of refugee education find themselves novel in their understanding of refugee student behaviours, refugee classroom management, and the unique schooling needs of refugee students in Malaysia. Research by Tas and Minaz (2021) for instance, reveals that a significant portion of primary school teachers (48.39%) with refugee students lack adequate knowledge of classroom management. This deficiency attributed to the absence of specialized training related to refugee students or the insufficient preparation of teachers to educate and manage this specific student population effectively. Teachers are potentially the most important actors when it comes to facilitating the integration of refugee children into the education systems of host countries and promoting their academic progress [1]. However, Tumen et al. (2021) point out that they may not always be adequately prepared to teach and manage diverse classes, to know refugee children's circumstances well and to respond to their needs [2]. Studies confirm the magnitude of this problem. In addition, Siah et al. (2020) reported that most of the teachers of refugee they interviewed jointly voiced that classroom management is the most difficult challenge. They say the lack of knowledge and training in proper management makes it difficult for them to handle students with behavioural and social emotional problems. Moreover, the teachers have difficulty helping the students due to differences in background, culture, and language [3].

According to Boru and Boyacı (2016a) [4], managing classes in which there are students from different cultures are located and having to cope with certain behaviours is a condition that puts strain on all stakeholders. Especially less experienced teachers faced with various difficulties in classrooms where refugee students are located. In this case, there may be conflicts in the class, misunderstanding of behaviours can lead to communication problems, and disciplinary issues may arise, and teacher-student interaction may be negatively affected (Boru & Boyacı, 2016) [4].

Güven and İşleyen (2018) further verify that teachers failed to communicate well with these students and exhibit an ineffective classroom management behaviour due to language and cultural differences [5]. In the study conducted by Işıkgöz et al. (2018), have found that classroom management is a basic concept covering both behavioural and instructional management requires teachers to have more knowledge in this sense, as perceptions and behaviours of teachers in terms of practices can cause them to take approaches that affect both their students and themselves. In this context, teachers who do not have effective classroom management skills may not be effective in the learning-teaching process, while having good classroom management knowledge and skills can help teachers cope with many difficulties [6]. Tas and Minaz (2021) concluded that the existence of a meaningful relationship between teachers' knowledge level about classroom management and their education in classroom management reveals that teachers should be educated, encouraged, and supported to receive training [1]. Because teachers are in direct contact with refugee students and increasing their capacity to address the needs of those students is of primary importance from a social integration perspective (Tumen et al., 2021) [2].

Addressing these challenges is crucial for fostering social integration and enhancing the educational experience of refugee students. O'Neal et al. (2016) highlight the societal stressors and classroom environments that exacerbate refugee students' socio-emotional issues and hinder their ability to learn [7]. Therefore, providing teachers with the necessary tools and strategies to manage refugee classrooms effectively is of paramount importance.

In response to these challenges, this research aims to incorporate the Kounin Classroom Management Model (KCMM). This model, based on Jacob S. Kounin's established principles of classroom management, seeks to create an advantageous classroom environment. Kounin's six strategies, including

Ripple effect, "With-it-ness," Overlapping, Transition, Group focus, and Avoid Satiation, have proven effective in various educational contexts. Guner et al. (2022) found that there is relationship between teacher behaviour and classroom management. Jacob S. Kounin first presented student behaviours in 1970 with a study called "Discipline and Group Management in Classrooms". In this pioneering study, Kounin called attention to preventive methods and demonstrated the basic principles of classroom management such as "with-it-ness", overlapping, momentum, smoothness, group management, and use of teaching techniques (Güner, 2011) [8].

Therefore, the research endeavours to adapt these six strategies of Kounin into a module namely, Kounin Refugee Classroom Management Module as to provide teachers with a systematic and practical approach to manage the refugee classrooms efficiently. The goal is to equip teachers, both experienced and novice, with the necessary tools to generate proactive learning environment for the refugee students, thereby enhancing their educational experience and social integration. By addressing this problem, the research also aims to contribute to the quality of refugee education in Melaka and facilitate a structured, organised, and engaging environment where students and instructors foster a consistent and meaningful classroom interaction. The Role of a teacher is not only to grade a student and to control, but the main role of the teacher is to help every student reach the highest possible level of achievement (Chandra, 2015) [9]. In a nutshell, the purpose of this study is to design and develop Kounin Refugee Classroom Management Module (KRCMM) based on the six strategies of Kounin Model for Limbongan Refugee Learning Centre (LRLC) by employing Design Development Research (DDR) three-phase approach. The first phase, to explore the learning and teaching lacks, wants and needs in the refugee classroom at LRLC. Second phase, to examine KRCMM's content validity by the experts while designing and developing KRCMM based on the six strategies of Kounin. And third, to explore the perceptions of LRLC participants regarding the usability of KRCMM based on the six strategies of Kounin Model.

Method

The study employed a multi- method, three phase Design and Development Research (DDR). For Objective1 and 3, it was deductive and inductive qualitative approach whereas for objective 3 it was quantitative research method. In the first phase of the study design, literature review and Needs Analysis were carried out as part of the three core systematic phases of Design Development Research (DDR). The second phase involved developing and designing a module while obtaining preliminary expert validation. Thirdly, there is the formative and summative evaluation phase for usability at LRLC.

Phase 1

Qualitative methods are specifically chosen to address phase 1 objective, which aims to explore the lacks, wants, and needs of learning and teaching in the refugee classroom at Limbongan Refugee Learning Centre (LRLC). This is achieved through a focus group discussion and document analysis through deductive Thematic Analysis. A focus group discussion among seven participants at LRLC, exploring classroom needs in three areas; personal dimension, teaching and learning, discipline, and management.

Phase 2

The DDR second phase's research goal was quantitative in nature and involved developing the Kounin Refugee Classroom Management Module (KRCMM), based on Needs Analysis. Over the course of this design and development phase, ten experts were engaged and examined the content validity of KRCMM.

The panel of experts for this study included doctors, principals, and highly experienced educators with years of expertise in teaching, administration, and academics. They have direct experience supervising, managing, and guiding teams of students of various ages both domestically and abroad. For this study, they had to go through three rounds of Fuzzy Delphi to reach a consensus. Their findings were examined using Mohd Jamils' (2013) Fuzzy Delphi analytical tool through inductive Thematic Analysis [10].

Phase 3

For Research Question 3, it is to explore the perceptions of the six participants at LRLC regarding the usability of KRCMM based on the six strategies of Kounin Model. Qualitative methods are ideal for exploring the perception of teachers who work directly with refugee students in their daily activities. The data collected in real-time classroom situations, through semi-structured open- ended questionnaires, observation checklist, field notes, and casual conversations. Data collected from the experts were analysed thoroughly by employing inductive Thematic Analysis QDA Miner Tool,
Following Table 1 exemplifies the study's three phase

Table 1 Three Phases of Design and Development Research

DESIGN AND DEVELOPMENT RESEARCH FOR KOUNIN REFUGEE CLASSROOM MANAGEMENT MODULE		
PHASE 1 **Needs Analysis:** 1.Literature Review 2. Collect data from 7 participants through focus group at LRLC 3.Identify and analyse the lacks, wants, needs at LRLC 4.Data analysis: Deductive Thematic Analysis - manual	**PHASE 2** **Design and Development** 1.Design and develop Kounin Refugee Classroom Management Module (KRCMM) - based on Kounin six classroom management strategies 2.Field Experts:go through 3 rounds of Fuzzy Delphi -to determine Content Validity of KRCMM. 3.Utilize Fuzzy Delphi Analytical tool 4.Experts to reach consensus	**PHASE 3** **Implementation/** **Evaluation** 1.Implementation: for 3 months by six particpants at LRLC 2.Formative analysis: ongoing 8 round iterative cycles 3.Pilot study: inter-rater reliability between (UNHCR head of education and Teacher at KL refugee Centre. 4.Usability Test, Metrics: Perceived Usefulness and Perceived Ease of Use- Inductive Thematic Analysis - Qualitative using QDA Miner analysis tool

Results

Phase 1: Needs Analysis findings using deductive Thematic Analysis were that:

a. Novice teachers do lack skills to manage refugee classroom at LRLC
b. Novice teachers do want a module to read to understand their students
c. Novice teachers do need training and material to manage the refugee classroom at LRLC

1. Specialised Module:

It was clear that specific training materials were needed to manage classrooms for refugees. Therefore, the module ought to proactively challenge the current deficiency of resources and assist instructors with focused tools to proficiently manage the refugee classroom. It was expressed by several of the participants that the module would provide ongoing education and guidance, assuming that teachers are adequately prepared to handle the changing demands of refugee education. Table 2 is an overview of the Kounin Refugee Classroom Management Module (KRCMM)

Table 2   Overview of Kounin Refugee Classroom Management Module

Section	Brief Description
	An Overview ♦ Kounin Classroom Management Approaches ♦ Applying Choice Theory ♦ Practical Implementation ♦ Adapting to learner needs ♦ Finding the Right Learning styles ♦ Discovering Personality types ♦ Integrating Technology
1	**Introduction** • Module description • Module audience • Module duration • Module outcomes
2	**Background** • Who is Jacob Kounin • What Kounin believes • Importance of Kounin model • Kounin Model framework

	• Overview of the Six elements of Kounin • Asylum seeker and refugee students' status • UNHCR Role
3	**Ripple Effect** • Description • Objective • How to handle talkative student/s, the rest takes note of • Counselling and ideas from the experts • How to address defiant behavior that affects the whole class • How to address the issues of offensive language/gestures • How to curb sleeping habit in class • Ripple recommendation • Ripple tips • Research bit • Ripple basis • Teacher reflection • Likert scale survey
4	**Whithitness** • Description • Objective • Phases of negative behaviors • How do teachers deal with students fiddling with the phone • Teacher catches students chatting during lessons • Nuggets of wisdom from the experts • Typical reasons refugee students have no interest to study • Defining the problem of misbehaviour • Wary Whithitness • Wits end solution for the teacher • Research bit • Whithitness basis • Teacher reflection • Likert scale survey

5	**Overlapping**

- Description
- Objectives
- Managing a classroom that runs several activities
- Teach students how to take turns
- Overlapping hints
- How to manage a disoriented classroom
- Research Bit
- Overlapping basis
- Teacher reflection
- Likert scale survey

6	**Transition**

- Description
- Objectives
- Construct a simple lesson plan
- The essentials of a lesson plan
- 8 key components of a lesson plan
- Easy solution for transition
- Questions to reflect
- Quick tips for transition
- Research bit
- Transition basis
- Teacher reflection
- Likert scale survey

7	**Group Focus**

- Description
- Objectives
- The new normal
- Classroom SOP
- How to accommodate difficult teenagers
- Taking ownership of study and situation
- To get students to participate in group projects

- Research bit
- Group Focus basis
- Teacher reflection
- Likert scale survey

8

Avoid Satiation

- Description
- Objectives
- Drop plan A
- Free online educational games
- Digital adjustments
- Entrusting students with duties
- Gauging student's learning styles VARK Model
- Discovering personality type Myers-Briggs
- Research bit
- Appropriating Bloom's Taxonomy
- Avoid Satiation basis
- Teacher reflection
- Likert scale survey

9

Choice Theory

- The ten axiom of choice theory
- Explanation of the ten axioms
- Choice Theory framework
- Glasser's discipline Model
- Teacher's choices
- Choice Theory activity

10

Classroom Management Models and Styles

- Implication for the asylum seeker and refugee student
- Area to form a routine
- Intrinsic Motivation
- Techniques to install intrinsic motivation
- Actualizing 4 components of choice theory

	• Four characteristics of Choice Theory • Discipline Models • Management and discipline • Activity1 • Activity 2 • Activity 3 • Activity 4
	Reference
	Appendix

Phase 2: In this study, there are two requirements for a Triangular Fuzzy Number: the expert agreement and a threshold value of d ≤ 0.2 (Bodjanova, 2006) [11]. Based on the findings in Table 3 and 4, all items recorded a value of Threshold d ≤ 0.2. This means that all these items have gained expert consensus (Cheng & Lin, 2002) [12]. Therefore, expert agreement and a cut-off value of d ≤ 0.2 are the two prerequisites for a Triangular Fuzzy Number, which are successfully achieved in this study. Another process is defuzzification, Panigahl (2023) defines Defuzzification as the process of reducing a fuzzy set into a crisp set, to convert a fuzzy member into a crisp member. Mathematically, the process of Defuzzification is also called "rounding it off". Therefore, the expert consensus percentage in this study shows that all items are 90% and above, and all defuzzification values for items exceeded the value of α - cut = 0.8. It shows that the items in round one and round two have gained consensus from experts, hence maintained.

Following is Table 4.7, which are the experts' responses.

Table 3: Experts' Remarks (Round I, II, III)

Expert	Feedback
Expert 1	**Overall RI &II** feedback: These strategies are very helpful for teachers in identifying the best practices in teaching. Each student is unique and has different requirements, and a strategy that works with one child may not work with another. However, the book provides the essential methods that work with majority of children. It is the teacher's responsibility to make an effort to identify what works for each child. The module is applicable for the refugee setting. This remark was given while having conversation on the phone **Round III**: The KRCMM/Kounin Model has practical and applicable suggestions for refugee classroom management. Its effectiveness is a mark of the in-depth study that has been conducted, and the book has shown that certain problems, although difficult to handle, are common in all refugee classrooms. It is certainly a good exposure for teachers who are

	looking into teaching at refugee schools. I found the book to be very insightful and am looking forward to sharing it with other teachers. Validated
Expert 2	**Round I**- KRCMM is designed with a contextual emphasis. Its objectives, format, content, and presentation are formulated to address the peculiarities of refugee and asylum-seeker students. It is generic yet very specific module approach is appropriate to be utilized for various groups with diverse backgrounds. **Round II**- Perceived usefulness and ease of use of KRCMM (6 domains &36 items) shows a high degree of usefulness and utilization of various techniques to strengthen KRCMM approach. **Round III** – KRCMM fully complies with effective, efficient, and excellent refugee or migrant kid classroom management. It prioritizes the six Kounin Model elements while ensuring a safe, collaborative, and positive environment. Validated.
Expert 3	**Round I**-KRCMM appears to be an excellent module to guide teachers on classroom management. The module content appears to be concise and simple to follow. The overall objectives of the module are achievable and if followed closely will enable teachers to better manage the classroom whilst providing a better environment for student to appreciate what is taught in the classroom **Round II**- Avoid Satiation seems to be a good approach in controlling boredom experienced during by students. Adding fun seems to be an interesting approach. **Round III** – KRCMM is truly a feasible and comprehensive guide for any teacher managing a refugee classroom. The module serves to provide required strategies and suggestions that can be utilized by any teacher handling a refugee classroom to create a safe and interactive learning environment. I do hope that this module will eventually reach the targeted group of teachers so that the benefits thereof can be realized. Excellent effort. Validated.
Expert4	**Round I** - All the strategies discussed above are effective to promote conducive learning environment. Teachers also must

	always remember that each student is unique – and every class is different in their learning abilities. **Round II** - Ripple effect: strategy is a practical, useful, and easy to follow strategy however, the teachers really need to study the background of the students especially the refugee children so that this strategy is effective. Withitness: the strategy helps the teachers to have the awareness that is very important in the management of classroom and the …. of the students Overlapping: this strategy is effective as each individual student has different ability in learning. Transition: Technique is important to maintain order in the classroom. This technique also depends on the subjects that are taught before and after the period using the transition technique. Group focus: It is effective keep members of the class or group paying attention to the task. In group strategy the leader is very important to maintain attentiveness in a group activity **Round III**: I am certain that the novice teacher of refugee students will find KRCMM helpful and useful. For the novice teachers, KRCMM will be a great help as they use it as a tool because every student is unique, and has different learning abilities. Validated
Expert 5	**Round I**: She gave the Likert responses only **Round II**: The 6 domains of KRCMM are useful in most ordinary classroom, more so in the context of a refugee classroom management as in Solid Rock Learning Centre (SRLC). Refugee children from different countries are not homogenous in their entry learning style and behavior. Hence applying the strategies in KRCMM by the teacher is certainly a value-added advantage to the SRLC children. I highly recommend that the use of KRCMM be shared and practiced by the other teachers in SRLC **Round III**: Validated; I agree with the above. All the best to your doctorate research.
Expert 6	**Round I**- KRCMM is a powerful resource and module that can provide guidance to teachers on good classroom management. Overall, the objectives are clearly formulated and are achievable.

	The module content is to the point and easy to follow. If followed properly, it will not only empower, enable, and guide teachers in better classroom management, but also provide a better classroom environment for positive student participation. **Round II:** The strategies, suggestions, and tips in all the sections will enable, empower, and greatly enhance the teacher's classroom management positively and effectively, thus creating a conducive learning environment where the students can participate, learn, and interact with the teachers positively. **Round III**: Validated without comment
Expert 7	**Round I**: KRCMM objectives focuses mainly on preventive techniques and strategies designed to prevent occurrence of behavioral problems, however, short on corrective disciplinary techniques. It asserts that good classroom management depends on teachers' ability to manage groups and effective lesson management by following the instructions of the module. Such structured module is helpful and effective for teachers who are dealing in such environment as a newbie, and helps teachers in maintaining momentum in controlling behavior in the classroom **Round II**: The techniques, suggestions and directions advocated by this module are all intended to create and maintain an atmosphere conducive to learning and keeping students engaged which is intended to reduce behavioral problems to a minimum. It also provides the guidelines to effectively manage lessons smoothly and individual accountability to demonstrate effective classroom behavior. However, in some situations, there has to be certain spaces where certain steps are to be taken up or carried out on case-to-case basis based on experiences and analysis with best judgment. **Round III**: Validated - The system provides guidelines for teachers to create an interactive environment with students that help students to learn and grow which can create positive impact in the lives of students.
Expert 8	**Round I**: The overall stated objectives of the Program cover every detail to help a Novice educator what to expect and how to handle varied situations in a classroom. The language used is lucid and the instructions are clear. The use of Kounin classroom management model necessitates the use of evidence-based practices that promotes effective learning for students. Keeping in

	mind the sensitivity of student's background and culture, the contents are well formulated and the techniques mentioned to handle strong willed child would certainly bring about positive outcome for both the learners as well as the educator **Round II**: The six elements of Kounin Strategy is well implemented in the various classroom settings and scenarios. This model framework will effectively work in the Refugee educational centres. **Round III**: Validated without comment
Expert 9	**Round I**: Kounin Module provides the techniques to supervise all things that are always going on in the classrooms and guides the teacher to handle and overcome problems. It also emphasizes on human behavior driven by and on the need to meet basic psychological needs. The module will be helpful for students from diverse backgrounds and helps the teachers with limited resources as in our region. Providing quality education has been a challenge as the privilege to access educational materials are not every person capability, therefore with planned curriculum and proper research, the module can be of great assistance. **Round II**: The Module presents a plan that should be both challenging and enjoyable by both the teachers and students. This method will help the teacher and students to actively participate in learning and can reduce the communication gap between a teacher and students as it is an interactive approach. It also implements the attention towards group of students to help them understand what is being taught by questioning which makes the students to be more involved and alert to the subject matter. **Round III**: Validated - KRCMM helps both teachers and students to learn in an effective way by means of interactions, collaboration, and active participation in the lesson, at the same time, creating a safe environment in the classroom.
Expert 10	**Round I**: Likert responses only **Round II**: The significance of the Kounin Model (2.3) is not stated clearly. Connections between paragraphs/points could be developed further. Overall, a good study – helpful for the novice teacher and for the experienced teacher. Well, done! **Round III**: Validated without comment

The following Tables4 and 5 are the experts' results and ranking

Table 4: Percentage of Agreement and Ranking (R I)

VALUE DISPLAY AND SPACE WILL APPEAR RED IN THE TABLE INDICATING THAT THERE IS A NON-COMPLIANCE IN THE CONDITIONS SET BY THE FUZZY DELPHI METHOD. THEN THIS SHOWS THAT THE CONSENSUS OF THE EXPERTS REJECTS SUCH ELEMENTS

No	Item / Element	Terms of triangular Fuzzy numbers		Conditions of Fuzzy Evaluation Process				Expert Agreement	Element Accepted	Rank
		Threshold Valued, d	Percentage of Expert group agreement %	m1	m2	m3	Fuzzy Score			
1	Objective clear	0.087	90.0%	0.840	0.960	0.990	0.930	**accept**	0.930	2
2	Objective well formulated	0.076	100.0%	0.800	0.950	1.000	0.917	**accept**	0.917	5
3	Objective feasible	0.073	100.0%	0.820	0.960	1.000	0.927	**accept**	0.927	3
4	Objective relevant	0.076	100.00%	0.800	0.950	1.000	0.917	**accept**	0.917	5
5	Objective promotes CM	0.101	100.00%	0.780	0.930	0.990	0.900	**accept**	0.900	9
6	Consistent/coherent	0.118	100.00%	0.740	0.900	0.980	0.873	**accept**	0.873	15
7	Clear/simple/comprehensible	0.103	90.00%	0.800	0.940	0.990	0.910	**accept**	0.910	7
8	Plain and engaging	0.103	90.00%	0.800	0.940	0.990	0.910	**accept**	0.910	7
9	Straight to the point	0.132	100.00%	0.780	0.920	0.980	0.893	**accept**	0.893	11
10	activities presented clearly	0.101	100.00%	0.780	0.930	0.990	0.900	**accept**	0.900	9
11	Relevant to Kounin Model	0.049	100.00%	0.860	0.980	1.000	0.947	**accept**	0.947	1
12	Explained clearly/purposefully	0.076	100.00%	0.800	0.950	1.000	0.917	**accept**	0.917	4
13	CM fully discussed	0.051	100.00%	0.700	0.890	0.990	0.860	**accept**	0.860	18

14	Research/evidence support	0.088	100.00%	0.680	0.870	0.980	0.843	**accept**	0.843	20
15	Emphasis on classroom Management	0.051	100.00%	0.700	0.890	0.990	0.860	**accept**	0.860	18
16	Content organized	0.049	100.00%	0.740	0.920	1.000	0.887	**accept**	0.887	13
17	Unique and original	0.065	100.00%	0.720	0.900	0.990	0.870	**accept**	0.870	16
18	Interesting and attractive	0.082	100.00%	0.740	0.910	0.990	0.880	**accept**	0.880	14
19	Sufficient tips/recommendation	0.107	100.00%	0.720	0.890	0.980	0.863	**accept**	0.863	17
20	Topic equal significance	0.094	100.00%	0.760	0.920	0.990	0.890	**accept**	0.890	12

Table 5: Percentage of Agreement and Ranking (R II)

No		Triangular Fuzzy Numbers Conditions		Fuzzy Evaluation Process				Expert consensus	Item / Element	Rank
		Threshold Value, d	Percentage of Expert Group Agreement, %	m1	m2	m3	*Fuzzy Score (A)*			
1	RE-thwart misbehaviour	0.159	90.0%	0.720	0.880	0.960	0.853	**accept**	0.853	30
2	RE-practical/easy to follow	0.101	100.0%	0.780	0.930	0.990	0.900	**accept**	0.900	17
3	RE-create conducive classroom	0.098	90.0%	0.820	0.950	0.990	0.920	**accept**	0.920	6
4	RE-positive interaction	0.073	100.00%	0.780	0.940	1.000	0.907	**accept**	0.907	15

5	RE-Scenarios relevant	0.064	100.00%	0.760	0.930	1.000	0.897	**accept**	0.897	25
6	RE-Strategy effective	0.076	100.00%	0.800	0.950	1.000	0.917	**accept**	0.917	8
7	WT-develop teacher awareness	0.076	100.00%	0.800	0.950	1.000	0.917	**accept**	0.917	8
8	WT-watch over students	0.101	100.00%	0.780	0.930	0.990	0.900	**accept**	0.900	17
9	WT-diffuse misbehaviour	0.098	90.00%	0.820	0.950	0.990	0.920	**accept**	0.920	6
10	WT- create safe environment	0.064	100.00%	0.760	0.930	1.000	0.897	**accept**	0.897	27
11	WT- scenarios relevant	0.064	100.00%	0.760	0.930	1.000	0.897	**accept**	0.897	25
12	WT-strategy effective	0.073	100.00%	0.820	0.960	1.000	0.927	**accept**	0.927	3
13	OL-multitasking	0.103	90.00%	0.800	0.940	0.990	0.910	**accept**	0.910	11
14	OL-handle ad hoc situations	0.064	100.00%	0.840	0.970	1.000	0.937	**accept**	0.937	1
15	OL-manage students calmly	0.101	100.00%	0.780	0.930	0.990	0.900	**accept**	0.900	17
16	OL- reduce misbehaviour	0.101	100.00%	0.780	0.930	0.990	0.900	**accept**	0.900	17
17	Ol-scenarios relevant	0.101	100.00%	0.780	0.930	0.990	0.900	**accept**	0.900	17
18	OL-strategy effective	0.103	90.00%	0.800	0.940	0.990	0.910	**accept**	0.910	11
19	TR-move smoothly	0.101	100.00%	0.780	0.930	0.990	0.900	**accept**	0.900	17
20	TR- minimize disruption	0.103	90.00%	0.800	0.940	0.990	0.910	**accept**	0.910	11
21	TR-lesson run smoothly	0.101	100.00%	0.780	0.930	0.990	0.900	**accept**	0.900	17
22	TR-improve student focus	0.082	100.00%	0.740	0.910	0.990	0.880	**accept**	0.880	28
23	TR-scenarios relevant	0.076	100.00%	0.800	0.950	1.000	0.917	**accept**	0.917	8
24	TR-strategy effective	0.073	100.00%	0.820	0.960	1.000	0.927	**accept**	0.927	3
25	GF-class engaged	0.087	90.00%	0.840	0.960	0.990	0.930	**accept**	0.930	2

2 6	GF-group focused	0.101	100.00%	0.780	0.930	0.990	0.900	**accept**	0.900	17
2 7	GF- promote alertness	0.082	100.00%	0.740	0.910	0.990	0.880	**accept**	0.880	28
2 8	GF-encourage participation	0.103	90.00%	0.800	0.940	0.990	0.910	**accept**	0.910	11
2 9	GF-scenarios relevant	0.073	100.00%	0.780	0.940	1.000	0.907	**accept**	0.907	15
3 0	GF-strategy effective	0.073	100.00%	0.820	0.960	1.000	0.927	**accept**	0.927	3
3 1	AS-offer challenges	0.065	100.00%	0.720	0.900	0.990	0.870	**accept**	0.870	29
3 2	AS-encourage variety and fun	0.073	100.00%	0.820	0.960	1.000	0.927	**accept**	0.927	3
3 3	AS-help identify learning style	0.064	100.00%	0.840	0.970	1.000	0.937	**accept**	0.937	1
3 4	AS-provide feeling of progress	0.118	100.00%	0.740	0.900	0.980	0.873	**accept**	0.873	5
3 5	AS scenarios relevant	0.076	100.00%	0.800	0.950	1.000	0.917	**accept**	0.917	8
3 6	AS-strategy effective	0.073	100.00%	0.820	0.960	1.000	0.927	**accept**	0.927	3

Phase 3: The third research question focuses on how LRLC participants perceive the usability of KRCMM, specifically in terms of perceived ease of use and usefulness. To conduct an inductive Thematic analysis, QDA Miner analytical too was employed. the result was that, five out of six participants deemed KRCMM useful and easy to use. The following Tables 6 and 7 are the findings from QDA Miner analytical tool

Table 6: Perceived Useful

Case	Case	Variable	Nb hits	Text	
1	code 71	useful	16	1	very effective and **useful** esp. 3.1, step2, 3, 7, the tips are **useful** especially for inexperienced teachers and those who have no prior experience working in a refugee school/setting. the scenarios are on point, classroom situations that are often encountered by teachers
1	code 71	useful	20	1	would be **useful** and beneficial.
1	code 71	useful	25	1	use the defiant behaviour in 3.3. this strategy is especially **useful** in this type of classroom

					to prevent unnecessary disruptions. the alertness and sharp observation of the teacher can diffuse potential quarrels, fights, and disorderly behaviour, maintaining a conducive and calm learning environment. no comment
1	code 71	useful	27	1	**useful** as in when handling a class of different levels of understanding and learning and different age group, it is **useful** because students are more likely to stay on task if they know that the teacher is aware of what they are doing across the classroom, attending to two or more events at the same time
1	code 71	useful	34	1	yes, i do find KRCMM's 'avoid satiation'. tips **useful**. for longer experienced teachers, maybe these tips are common sense, regardless it is still **useful** to be reminded to give the children a feeling of progress, give thought provoking challenges suitable to the age group, and being enthusiastic about my teaching and having variety vs monotony.
1	code 71	useful	43	1	able to focus and help one another. it is **useful** as this strategy will enhance the students learning and the tips & scenarios will help the teacher to be more prepared in handling the class.
1	code 71	useful	52	1	able to obey given instruction w/o much hesitation. the native teacher often walks into the classroom with his/her own pre-conceive ideas and expectations. often bored on their own experience. such assumptions can be catastrophic. the tips, strategies & recommendations are **useful** & wise guidelines for the novice teacher to familiarise with before beginning on her journey.
1	Code 71	useful	83	1	krcmm does provides a clear-cut demonstration of the 6 elements of its model. simple and direct to the point. the scenarios are carefully chosen to demonstrate the elements of this model. pictorial illustrations & written scenarios simplify the explanation.

					useful and easy to use especially in the classroom with different level of learning& age group
1	Code 71	useful	91	1	everyone loves a tip. sharing success secrets saves time, energy & stress when faced with a difficult classroom situation. the explanation of the six strategies is clear and the scenarios & **useful** tips are well arranged and defined
1	Code 71	Useful	109	1	a very good compilation and **useful** tool for every teacher especially teachers working with the refugees. well, done! krcmm is highly recommended because it is easy to use as it helps me to be more effective teacher and my students become happier. however, for an experienced teacher with many years of teaching experience, these strategies may seem very basic and elementary, all contained within is something all teachers should know and should be practicing in class- whether refugee or not.

Table 7: Perceived Ease of Use

Case	Variable	Paragraph	Nb hits	Text
Code 71	**easy**	57	1	Presents the themes clearly and provide the different scenarios & case studies. And they are familiar to me. yes, it is **easy** to use as it helps the students to make connections, to transfer knowledge and learning is further transfer reinforced.
Code 71	**easy**	59	1	KRCMM is **easy** to use in the classroom because the terminology of strategies proposed is clear in the terms for example 'transition' means transition. Hence practising Kounin's strategies merely need to remember the terminology and the strategies enumerated will come to mind. Also, they are common sense strategies.
Code 71	**easy**	60	1	yes, simple and direct the themes are clearly outlined. Each topic has clear goals, introducing the 6 elements with **easy** to grasp explanations & illustrations, making it **easy** to implement in the classroom.

Code 71	**easy**	64	1	It breaks down the strategies well and well defined and I could and able to see the differences in all strategies. It is the correct sequence of steps in managing classroom teaching that is planning, organizing, leading, and controlling the class. KRCMM is practical in its approach so its relatively **easy** to apply on the students. Further the scenarios given us examples are those commonly encountered hence **easy** to apply the strategies, or **easy** to modify to suit the classroom situation.
Code 71	**easy**	68	1	It is **easy** to relate to esp if one is working with refugees. It was clear with **easy**-to-understand scenarios and case studies. It presents the problems and the solution along.
Code 71	**easy**	70	1	The instructions and recommendations are **easy** to follow in that it gives students the structure they need to engage in academic lessons. KRCMM employs everyday English without complicated technical jargons, makes it **easy** to comprehend.
Code 71	**easy**	72	1	Also, the terminology of the six strategies means the strategies itself hence **easy** to recall and apply. yes, teacher able to relate with students more confidently.
Code 71	**easy**	83	1	KRCMM does provide a clear-cut demonstration of the 6 elements of its model. Simple and direct to the point. The scenarios are carefully chosen to demonstrate the elements of this model. Pictorial illustrations & written scenarios simplify the explanation. useful and **easy** to use especially in the classroom with different level of learning& age group
Code 71	**easy**	93	1	Change is not **easy**
Code 71	**easy**	95	1	It's **easy** because it provides ideas to the teacher as to how to entrust students with responsibilities as to become conscientious, proactive, and resourceful. yes, the KRCMM strategies and recommendations provides an **easy**- to- implement content especially to a novice teacher like myself, and a good revision

				to reinforce respect & dignified treatment of children.
Code 71	**easy**	97	1	Yes, it helps to reduce their misbehaviour in class. It is readable and relatable in terms of its content & context. Because it is structured into sections, topics, numbered headings and complete with illustrations, the module is user friendly with **easy** reference for implementation. Applying the recommendations for every strategy will help in the classroom management & effective teaching.
Code 71	**easy**	109	1	a very good compilation and useful tool for every teacher especially teachers working with the refugees. Welldone! KRCMM is highly recommended because it is **easy** to use as it helps me to be more effective teacher and my students become happier. However, for an experienced teacher with many years of teaching experience, these strategies may seem very basic and elementary, all contained within is something all teachers should know and should be practicing in class- whether refugee or not.

The following Table 8 is predicted class tabulated by QDA Miner based on LRLC participant comments

Table 8: Predicted Class

| Predicted class	Ratio	Economy	Education	Politic	Psychology	Sociology
Education	10000.0	0.0000	**1.0000**	0.0000	0.0000	0.0000
Education	60.8	0.0000	**0.9832**	0.0000	0.0162	0.0006
Education	21.9	0.0000	**0.9544**	0.0013	0.0436	0.0006
Education	11.1	0.0000	**0.9028**	0.0021	0.0812	0.0139
Education	7.9	0.1064	**0.8391**	0.0366	0.0172	0.0006
Sociology	1.0	0.1277	0.0228	0.4137	0.0126	**0.4232**
Sociology	1.0	0.0422	0.4313	0.0248	0.0633	**0.4383**

Discussion

In Phase 1 Needs Analysis show that novice teachers do lack the necessary abilities to effectively manage the refugee classroom at LRLC. Therefore, they do want a module to read to understand students and need material and training to manage the refugee classroom. Phase 2, based on Needs Analysis, the module was

designed and developed with 90 – 100% expert consensus. From the ranking, for round one rank 1 to 5 shows that:

- KRCMM is relevant to Kounin Model
- KRCMM Objectives are clear
- KRCMM Objective are feasible
- KRCMM is explained clearly /purposefully
- KRCMM Objectives are well formulated
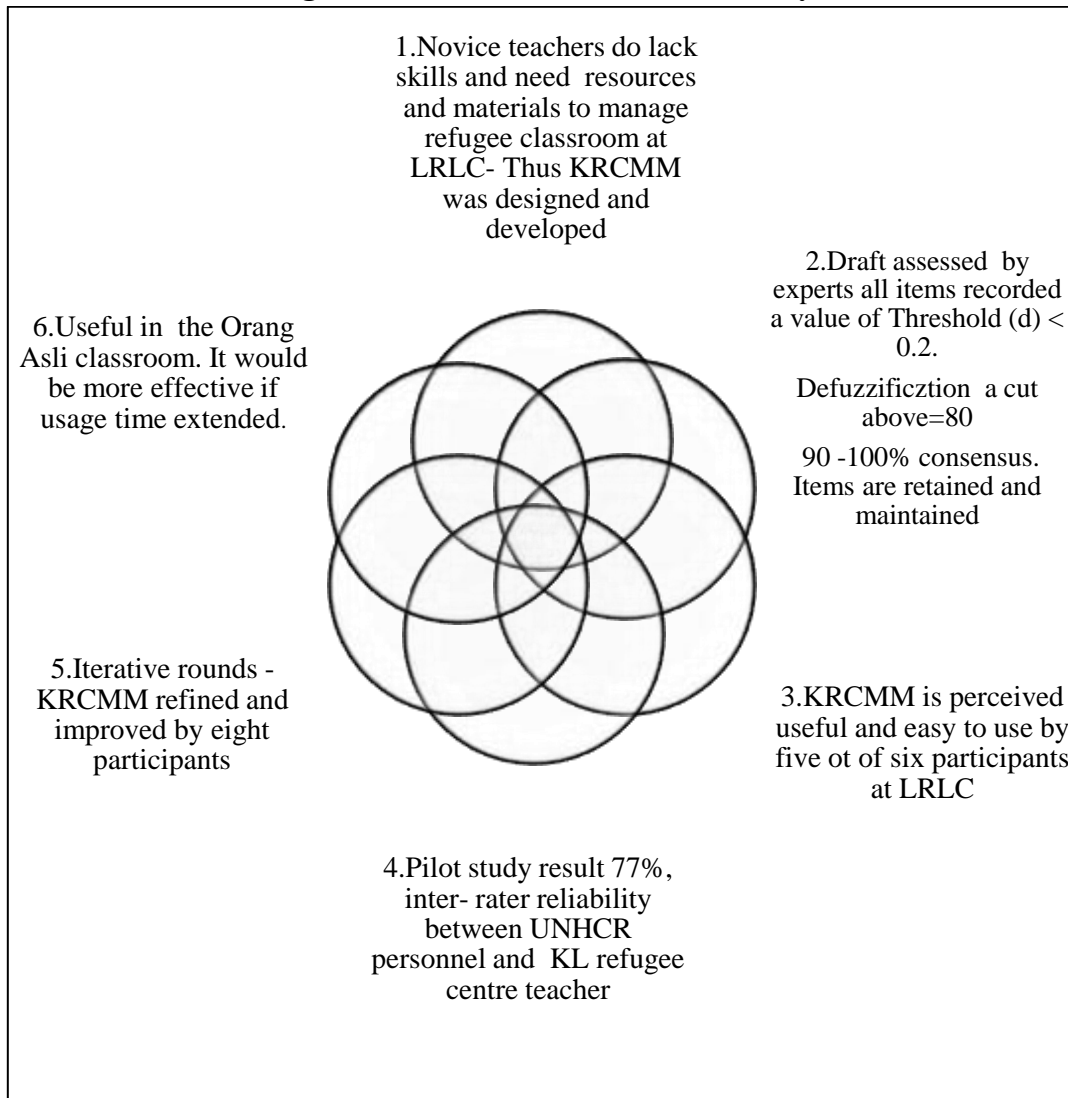- KRCMM Objectives are relevant

Founded on the experts' results, it is evident that Kounin's six strategies are effective in the refugee classroom. This is because they do agree that Kounin's strategies effective enough to develop teacher awareness that is, able to reduce misbehavior, handle extempore situations, able to multitask and encourage variety and fun. Furthermore, KRCMM objectives clearly show that it promotes classroom management with simple and comprehensive approach. Some items even though they ranked on the lower scale, yet they obtained a hundred percent of expert consensus for instance, Group focus promotes alertness, transition student focus and Withitness creates a safe environment. Despite of ripple effect being ranked the last yet it is given a 90% expert consensus, which could be interpreted as, this strategy they deemed not so appropriate in the refugee classroom however, it can still be applied by modifying accordingly. Finally, the third phase, five participants were agreeable to the effectiveness of the KRCMM, nevertheless, there was one participant who was not satisfied with it. Summarised main results of the participants are shown below in Figure 1.

Figure 1: Summarised main results
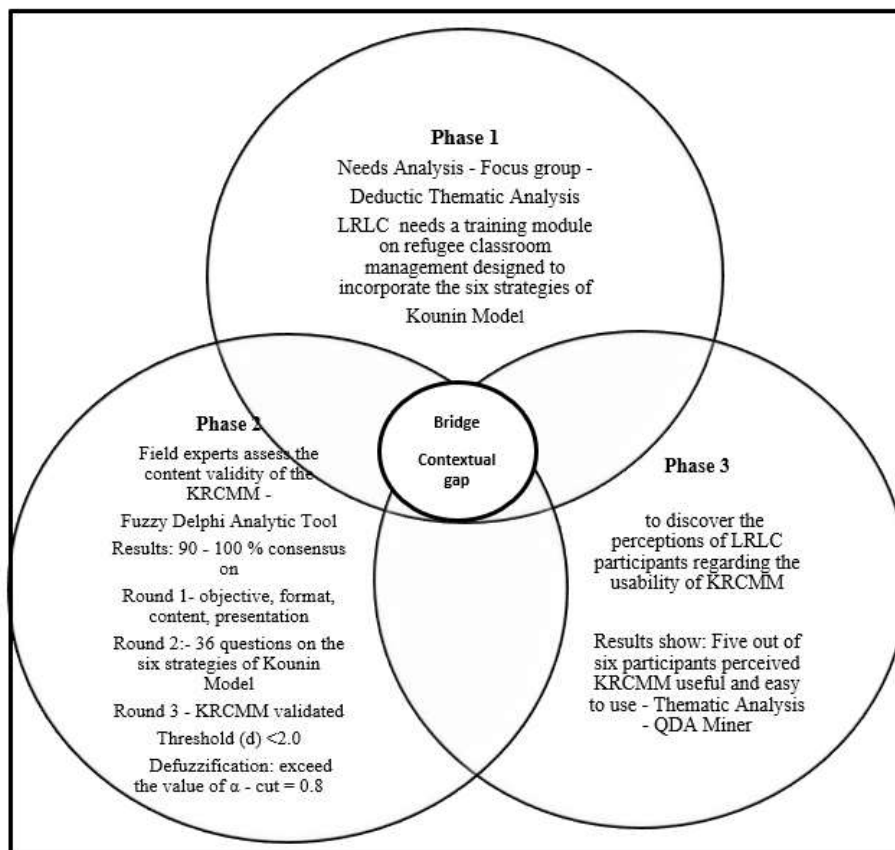
Overall outcome of the study are the procedures such as inter-rater reliability, eight iterative rounds to refine and improve the Module and transferability in another context, namely the Orang Asli classroom, was also carried out. It is illustrated in the figure 3.

Figure 3: Overall Outcome of the Study

1. Novice teachers do lack skills and need resources and materials to manage refugee classroom at LRLC- Thus KRCMM was designed and developed

2. Draft assessed by experts all items recorded a value of Threshold (d) < 0.2.
Defuzzifiction a cut above=80
90 -100% consensus. Items are retained and maintained

6. Useful in the Orang Asli classroom. It would be more effective if usage time extended.

5. Iterative rounds - KRCMM refined and improved by eight participants

3. KRCMM is perceived useful and easy to use by five ot of six participants at LRLC

4. Pilot study result 77%, inter- rater reliability between UNHCR personnel and KL refugee centre teacher

Conclusion

In Phase 1, by focus group discussions, the study aimed to determine the needs at LRLC, from which the Kounin Refugee Classroom Management Module was designed and developed. Phase 2, while developing KRCMM, experts were engaged and generally reached a consensus and the items in round 1 and 2 were maintained and round 3 the experts validated KRCMM by leaving their signature. Phase 3 by analysing LRLC participants data through Thematic Analysis, it was found that five out of six participants deemed KRCMM useful and easy to use. After that, it proceeded through several further procedures, including a pilot study for inter-rater reliability in a different refugee centre, eight iterative rounds including participants and experts, and transferability, which determines whether the results can be applied to another context, specifically, the Orang Asli classroom.

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