

## **Implementing A Foundational Classroom Management in Kindergarten**

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### **Abstract**

*Classroom management is part of the educator's skills in creating and regulating classroom conditions to support children's learning optimally. Classroom management is essential because it is one factor that affects the success of learning in the classroom. This study aimed to determine and describe classroom management in a kindergarten in Parepare, South Sulawesi. This study uses a qualitative approach with a case study model. The data collection method uses interviews, observation, and documentation. The results showed that the foundational management of the classroom includes (1) Classroom physical design; (2) Classroom routines; (3) Positively stated expectations. This study also reveals what steps and considerations need to be done by teachers and managers in kindergartens to implement foundational classroom management.*

**Keywords:** *foundational classroom management, kindergarten, early childhood*

### **Abstrak**

Manajemen kelas merupakan bagian dari keterampilan pendidik dalam menciptakan dan mengatur kondisi kelas untuk mendukung pembelajaran anak secara optimal. Manajemen kelas sangat penting karena merupakan salah satu faktor yang mempengaruhi keberhasilan belajar di kelas. Penelitian ini bertujuan untuk mengetahui dan mendeskripsikan pengelolaan ruang kelas di sebuah taman kanak-kanak yang berlokasi di Parepare, Sulawesi Selatan. Penelitian ini menggunakan pendekatan kualitatif dengan model studi kasus. Metode pengumpulan data dilakukan dengan beberapa teknik: wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa manajemen dasar kelas meliputi (1) desain Fisik Kelas; (2) rutinitas kelas; (3) harapan yang dinyatakan secara positif. Studi ini juga mengungkapkan langkah-langkah dan pertimbangan apa yang perlu dilakukan oleh guru dan manajer di taman kanak-kanak untuk menerapkan manajemen kelas dasar.

**Kata kunci:** manajemen kelas dasar, taman kanak-kanak, anak usia dini

### **A. Introduction**

The problem of early childhood behavior in the classroom is one of the things that is serious enough to pay attention to. A study in 2015 showed that 35% -56% of children in each class had disruptive behavior.<sup>1</sup> It is also reinforced by a report cited by Novitasari in her research that 34% of kindergarten-aged children tend to experience behavioral disorders.<sup>2</sup> Young children who exhibit disruptive behavior in the classroom are at risk of various academic problems<sup>3</sup> that can hinder their success in school.

Teachers can apply this by implementing foundational classroom management to improve children's behavior by realizing a fun classroom. Murphy et al. revealed many benefits to be gained by developing and validating classroom management procedures designed to prevent inappropriate disruptive behavior in kindergarten students.<sup>4</sup> Classroom management can be a strategy that can be used to prevent unwanted and disruptive behavior. Among these is to apply classroom rules, which

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<sup>1</sup> Purwati and M. Japar, "Parents' Education, Personality, and Their Children's Disruptive Behaviour," *International Journal of Instruction* 10, no. 3 (2017): 227-240, <https://doi.org/https://doi.org/10.12973/iji.2017.10315a>.

<sup>2</sup> Resnia Novitasari, "Kecenderungan Perilaku Disruptif Pada Anak Usia Prasekolah Ditinjau Dari Stres Pengasuhan Ibu," *Intuisi: Jurnal Psikologi Ilmiah* 8, no. 2 (2016): 61-70, <https://doi.org/10.15294/intuisi.v8i2.8597>.

<sup>3</sup> Kara E. McGoey et al., "Classwide Intervention to Manage Disruptive Behavior in the Kindergarten Classroom," *Journal of Applied School Psychology* 26, no. 3 (2010): 247-261, <https://doi.org/https://psycnet.apa.org/doi/10.1080/15377903.2010.495916>.

<sup>4</sup> Kelly A. Murphy et al., "Interdependent Group Contingency and Mystery Motivators to Reduce Preschool Disruptive Behavior," *Psychology in the Schools* 44, no. 1 (2007): 53-63, <https://doi.org/https://doi.org/10.1002/pits.20205>.

establish the expected behavior of students. With classroom management, teachers can also make adjustments to spatial concepts that can help reduce the effects of student discomfort in the classroom.

According to Taylor, interventions in the early years of education represent the most effective way to improve the prospects for each child to receive the maximum benefit from their educational experience. Lack of environmental experience in early childhood education, including restrictions on play activities and lack of feedback from other individuals, can slow down social development and learn in the future.<sup>5</sup>

In this context, teachers must prepare a conducive learning environment so that student growth and development can be ideal. The teacher must manage the class and create a conducive learning atmosphere for successful and proper learning.

Some experts mention that excellent classroom management strategies can motivate learners toward the desired learning and prevent poor behavior. The characteristics of good teaching in order to create a conducive learning atmosphere: willingness to share compassion for students, the ability of teachers to create materials that can create interest, the ability of educators to explain in class, show interest to students, the ability to grow and adjust well, the use of teaching techniques that can make students active and responsible, giving good feedback, and the willingness to continue to learn from various sources.<sup>6</sup>

Some aspects need to be also considered by teachers related to meeting the needs of children in the classroom, especially in the condition of children with diverse backgrounds. For the aspect in question here, Cummings says that children from diverse backgrounds have increased the need for improvement in classroom management techniques. Student diversity has increased academically, emotionally, and socially in today's classroom.<sup>7</sup> From this, we get the idea that the diversity of children's backgrounds is not only a cultural but also an academic, social and emotional matter.

Simonsen et al. describe good classroom management as at least five aspects consisting of the development of the structure, the creation and implementation of expectations determined, students' active involvement in the classroom, and the use of bonding strategies to strengthen and relax the

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<sup>5</sup> George R. Taylor, *Practical Application of Classroom Management Theories Into Strategies* (USA: University Press of America, 2004).

<sup>6</sup> Jumrawarsi and Neviyarni Suhaili, "Peran Seorang Guru Dalam Menciptakan Lingkungan Belajar Yang Kondusif," *Ensiklopedia Education Review* 2, no. 3 (2020): 50–54, <https://doi.org/https://doi.org/10.33559/eer.v2i3.628>.

<sup>7</sup> Carol Bradford Cummings, *Winning Strategies for Classroom Management* (USA: Association for Supervision and Curriculum Development, 2000).

attitude of students.<sup>8</sup> Based on this view, the development of structure in the classroom routine is one of the crucial components.

According to Hadriani, several things can be noticed in classroom management, including the arrangement of facilities and infrastructure, the use of walls, the storage and the laying of play equipment, the play area arranged in the room, and the class is designed to be fun.<sup>9</sup> The teacher's clear expression of his/her expectations towards the academic and behavioral development of the students, as well as the provision of a cooperative classroom environment for the students to achieve their classroom goals, are also identified as important features influencing the students' view of classroom management. Here we can see the relationship between classroom management and how students perceive their classrooms.<sup>10</sup>

A case of inadequate classroom management was recently discovered in a kindergarten in South Sulawesi. It is because the school has only been occupied for one week. The school has also moved five times, so the implementation of classroom management still needs to be exemplary. On the other hand, children's behavioral problems also require serious attention. Based on this, the researcher wants to explore the implementation of foundational classroom management in kindergarten. This study aimed to know and describe classroom management in kindergarten and learn how they fix the problem of classroom management.

## **B. Method**

The research method used is qualitative research with a case study approach model. Case studies (case studies) are part of the research methodology in which a researcher is asked to be more careful and thorough and explore a case or event in individuals and groups. A case study explores a "bound system" that begins over time with a deep aggregation of data from multiple sources rich in information in a situation. With the case study method, researchers use a variety of data collection procedures over time.<sup>11</sup>

On the other hand, this study is also community service-based research. This study was conducted in conjunction with implementing community service in the form of classroom management assistance in kindergarten. The study was conducted in a kindergarten in Parepare,

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<sup>8</sup> Brandi Simonsen et al., "Evidence-Based Practices in Classroom Management: Considerations for Research to Practice," *Education and Treatment of Children* 31, no. 3 (2008): 351–80.

<sup>9</sup> Maria Istiqoma, "Pengaruh Tempat Duduk Terhadap Efektivitas Pembelajaran Bahasa Inggris Di Prodi Arsitektur ITN Malang," *Pawon II*, no. 1 (2018): 81–90.

<sup>10</sup> James D. Allen, "Classroom Management: Students' Perspectives, Goals, and Strategies," *American Educational Research Journal* 23, no. 3 (2016): 437–59, <https://doi.org/https://doi.org/10.3102/00028312023003437>.

<sup>11</sup> Kusmarni, "Studi Kasus," *Edu UGM Press*, 2012, 1–12.

South Sulawesi, Indonesia. The number of students in the kindergarten is 17 people, consisting of eleven boys and six girls. Data collection techniques used in this study are interviews, documentation, and observation. The interview technique chosen is a type of direct interview. In comparison, the documentation technique is done to obtain data in the form of relevant documents class management. The process of data analysis is done through three stages: data reduction, data display, and conclusion.



Chart 1. Data analysis techniques

### C. Result and Discussion

According to Simonsen et al., the foundation of best classroom management practices includes the classroom's physical design, classroom routines, and positively stated expectations.<sup>12</sup> The physical layout of the classroom can be designed to prevent obstacles while facilitating regular activities and routines. To design the classroom in this way, the teacher can ensure materials and furniture are appropriate for the student's age and level of development, clearly marking materials and providing other visual clues. Teachers can also ensure that spaces and materials are accessible for high-intensity activities and transitions.<sup>13</sup>

**Tabel 1.1 Classroom Management Indicators**

No	Indicator	Sub-indicator
1.	Classroom physical design	a. Seating position adjustment b. Laying of children's handiwork c. Arrangement of educational games following the functions and needs of children d. Grouping types of games according to the stage of Child Development
2.	Classroom routines	Explicit description to students to prepare themselves for learning activities and appropriately engage in activities that take place every day

<sup>12</sup> Brandi Simonsen et al., "Using Data to Support Educators' Implementation of Positive Classroom Behavior Support (PCBS) Practices," *Education and Treatment of Children* 42, no. 2 (2019): 265-290.

<sup>13</sup> Melissa A. Collier-Meek et al., "Identifying Critical Components of Classroom Management Implementation," *School Psychology Review* 48, no. 4 (2019): 348-61, <https://doi.org/https://doi.org/10.17105/SPR-2018-0026.V48-4>; Simonsen et al., "Using Data to Support Educators' Implementation of Positive Classroom Behavior Support (PCBS) Practices."

	regularly
<b>3.</b> Positively stated expectations	Expectations are posted visually, articulated using examples, and taught using hands-on training.

### **1. Classroom Physical Design**

Based on the results of observations, it is known that the observed classrooms still need to be fully organized. According to the results of observations, the classroom wall is not used to display the work of children. It appears on the floor the work of children lying untidy. Some children's works are also contained in picture books stored in lockers. This condition still shows that the arrangement of classes could be more optimal. Researchers assume that teachers need more time to organize the classroom or use the wall to display educational games because the classroom has just moved to a new place. A table and eight chairs are located in the middle of the room. Nevertheless, it still needs to be equipped with accessories or room decoration. At first glance, the classroom looks still plain and requires a touch of spatial art.

Regarding the condition, Rohmanurmeta said that seating arrangement is one of the efforts in managing the class. There are various styles of seating arrangements. The arrangement of seating styles can be used according to educators to be creative in choosing the suitable style of arrangement in the classroom and the material to be given. The incompatibility of the selection of seating arrangement style can sometimes hinder students' understanding of the learning material.<sup>14</sup> A poor classroom environment is associated with poor student aggression, peer relationships, and academic focus. Changes in student behavior over time can be seen in the quality of the current classroom environment.<sup>15</sup>

Classroom physical management includes the theme of airflow, lighting, and layout of class items consisting of children's games or learning media and learning programs. In addition, the management of the class or organization consists of educators, students, and the surrounding environment. There is interaction from it to create a classroom learning process.<sup>16</sup> In addition, creating an atmosphere to

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<sup>14</sup> Rohmanurmeta dan Farozin, "Pengaruh Pengaturan Tempat Duduk Terhadap Motivasi Dan Hasil Belajar Pada Pembelajaran Tematik Integritive," *Penelitian Ilmu Pendidikan* 9, no. 1 (2016): 71.

<sup>15</sup> Joan M. Barth et al., "Classroom Environment Influences on Aggression, Peer Relations, and Academic Focus," *Journal of School Psychology* 42, no. 2 (2004): 115-33, <https://doi.org/https://doi.org/10.1016/j.jsp.2003.11.004>.

<sup>16</sup> Mularsih dan Hartini, "Pengelolaan Ruang Kelas Dalam Rangka Meningkatkan Keefektivan Pembelajaran Di PKBM Insan Cendekia," *Bakti Masyarakat Indonesia* 2, no. 1 (2019): 15-21.

foster students' interest, enthusiasm, and passion for participating in learning requires an adequate organization or processing class.

The arrangement of facilities and infrastructure is significant because, with these facilities and infrastructure, educational institutions can be maintained and provide considerable benefits. The purpose of building educational facilities and infrastructure is to provide professional accommodation for the educational process effectively and efficiently. With adequate facilities and infrastructure, the learning process will be completed and the basis for the success of the learning process. Facilities and infrastructure are the main focus that needs to be arranged to be functional, safe, and attractive. Physically, the facilities and facilities must guarantee a safe and healthy situation, while psychologically, it can increase the willingness of students to learn.<sup>17</sup>



Pict. 1.1 Arrangement of chairs and tables

According to Suminah et al., the result of the work of children is the crystallization of children's thinking, poured into the form of actual work, which can be in the form of handicrafts, artwork, or display of children, such as: sketching, painting, folding, collage, decorate an object, writing/doodles, blocks, dance, and crafts. The school needs to allow children to enjoy the results of the work after the children regret the results of doing the work. Children need to be allowed to present their work as a form of appreciation for the work.<sup>18</sup>

Classroom walls can be maximized to hang/stick two-dimensional visual educational games. After the learning process is complete, educational games should not be discarded but can still be used for learning activities on other days. The kindergarten class wall should also

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<sup>17</sup> Nadiya, "Pengelolaan Sarana Dan Prasarana Untuk Pembelajaran Yang Efektif," *Unesa*, 2020, 50–62.

<sup>18</sup> Enah Suminah et al., *Penilaian Pembelajaran Pendidikan Anak Usia Dini*, ed. Ella Yulaelawati and Kurniati Restuningsih (Jakarta: Direktorat Pembinaan Pendidikan Anak Usia Dini Direktorat Jenderal Pendidikan Anak Usia Dini dan Pendidikan Masyarakat Kementerian Pendidikan dan Kebudayaan, 2015).

be colorfully painted or drawn to the characters that are relevant to the needs of the children.<sup>19</sup>



Pict. 1.2 Utilization of walls to display children's works

Researchers also found that educational game tools must be neatly arranged under children's activities. So based on these conditions, the research team, with the teacher, arranged the arrangement of children's educational games following the functions and needs of the children. The game tools have been placed according to the child's goals and need so that children can easily access and rearrange them every time they finish using them. Among the roles of parents and educators is to promote play activities in children so they can express themselves. However, when they finish playing, children are also expected to try to rearrange. Storage and placement of playground equipment in its original place foster a sense of responsibility in children.

According to Sihombing, play tools and equipment are related to the goals, learning strategies and concepts of learning materials on the playground. There are several provisions for playground equipment in the room: a) playground equipment is tailored to the needs and interests of children; b) playground equipment is arranged according to the level, interests, and type of play area; c) the addition of playground equipment is carried out continuously; d) it is necessary to rotate and change playground equipment in order to allow children to take turns; e) develop the use of types of play tools from the surrounding environment.<sup>20</sup>

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<sup>19</sup> Zulfitriah ZR and Nurhafizah, "Analisis Profesionalisme Guru Anak Usia Dini Dalam Manajemen Pengelolaan Kelas Di TK Sabbihisma Padang," *Jurnal Pendidikan Tambusai* 3, no. 2 (2019): 730–38.

<sup>20</sup> Sihombing, "Pengelolaan Sarana Dan Prasarana Dan Alat Permainan Sebagai Suatu Pengelolaan Sumber Belajar Di Taman Kanak-Kanak," *Generasi Kampus* 7, no. 1 (2014): 39–57.





Pict. 1.3 Tidying up toys and educational tools

The indoor play Area is the layout of the rides that are available indoors. Due to the large area of the location that does not support, outdoor games are often placed indoors. In this type of indicator, the research team only took a few actions but focused on the third indicator, which was the arrangement of the play equipment according to its function and the child's needs. It follows the research of Ismail et al. that the regulation of the physical environment at the time of learning is the beginning of classroom management and is the duty of all teachers before school activities begin.<sup>21</sup>

The physical environment is of two kinds, outdoor and indoor. Open nature in the learning environment is understood as a means of play and a container for children's desire to explore. In an outdoor setting, there are various games, including swings, seesaws, slides, and so on.<sup>22</sup> The arrangement of the playground in the room should be sensitive to the child's needs, interests, cultural diversity, and personality. Organize playground equipment indoors, providing a sufficient number of play tools and materials that can be sorted and used by children in each playground. Aspects of the arrangement of the play area in the room consist of the following:

- a) the type of play area;  
the type of play area in the room, such as the language play area, numeracy play area, role play area, sensory play area, art play area, music play area, and build-construction play area. The type of playground in the room used is categorized on the needs and interests of children;
- b) security;

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<sup>21</sup> Wahyuni Ismail et al., "Pengelolaan Lingkungan Pembelajaran Di Paud Kemala Bayangkari," *NANAEKE Indonesian Journal of Early Childhood Education* 2, no. 2 (2019): 121–28.

<sup>22</sup> Elena Himma Nizrina, Laily Rosidah, and Kristina Maryani, "Outdoor Terhadap Kemampuan Motorik Kasar Anak Usia 4-5 Tahun," *Jurnal JPP PAUD FKIP Untirta* 6, no. 1 (2019): 41–50.

namely peace and tranquility in the management of the playground where educators monitor and review children in each playground in the room;

- c) arrangement of furniture, such as cabinets, chairs, tables, and other furniture used in the playground in the room is categorized by the characteristics;
- d) directions and instructions, or the naming of each type of playground in the room which means that children can effectively find out the concepts and benefits of each playground in the room.

Aspects of the construction of the playroom include a) the type play area, the type of play area in the room, namely the language play area, arithmetic play area, character play area, sensory play area, art play area, music play area, and wake-up play area. The types of play areas in the room used are classified according to the needs and interests of the child; b) security, i.e., peace in the management of the playground, with educators monitoring and inspecting the children in each playground in the room; c) arrangement of furniture, i.e., cabinets, chairs, tables and other furniture used in the indoor play area, categorized according to the characteristics and needs of the child; d) hints and instructions, i.e., naming each type of play area.<sup>23</sup>

## **2. Classroom Routines**

Based on the results of this research, classroom routines are actively taking place even though the classroom situation is still not fully restored after changing locations. The children looked excited and had excellent initiative in Class Activities. This condition is supported by the ability of teachers to influence and foster interest in children to involve themselves and follow what is conveyed. On the other hand, there are fewer class participants than class participants in other kindergartens in general, making the teacher's efforts in handling the class seem more manageable. The school's location, located in an area far from urban areas and closer to the outdoors, makes children more often participate in nature-related activities.

When starting the lesson, the teacher begins by delivering cheerful invitations and advice and recalling experiences that have been passed on in previous activities. The first 15-20 minutes at the beginning of learning are used for instructional sessions geared explicitly toward achieving classroom expectations. Among these expectations is children's success in practicing a healthy and independent way of life and strengthening the ability to practice worship. Sometimes the session is also a means of

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<sup>23</sup> Opan Arifudin et al., *Konsep Dasar Pendidikan Anak Usia Dini*, Widina Media Utama, CV Widina (Bandung, 2021).

strengthening young students in spelling letters and recognizing numbers.

The ability of teachers to manage classroom routines is one of the indicators of teacher competence needed for classroom management. Leinhardt et al. argue that a successful teacher can use the first days of school to establish and practice a routine that allows the instructional process to run smoothly and efficiently. Classroom routines, such as the effort to share written behavior patterns with the students, aimed to reduce cognitive complexity in the classroom.<sup>24</sup>

The classroom routine is not only a series of activities that are regularly implemented in the classroom. However, it is also part of the learning activities that can first and explicitly be taught to students. The goal is to prepare young students to be personally and actively involved in activities regularly in the classroom. Thus he will have the opportunity to get the support of teachers and feel challenged to manage his time. This classroom routine can also clarify the expectations that the teacher wants to achieve to produce later a structure that can be understood by students and provide predictability. Curby et al. call an approach that applies the method the term Interactive Modeling. In its application can use the methods of demonstration, practice, and feedback.<sup>25</sup>

The educator determines the success of the teaching process in the classroom. Educator learning programs in the classroom are divided into guiding and regulating classroom conditions. Being a professional, an educator as an executor in the classroom is someone who has an essential task, an educator who manages learning programs that want to be carried out in the classroom. The program's subjects are designed according to the student's reality, which is established by understanding the existing provisions to ensure appropriate action on existing obstacles and disorders. Set the way by estimating when there are obstacles with interference so that learning procedures remain mobile bias and learning objectives that have been set bias implemented.<sup>26</sup>

The teacher must have basic teaching skills for the classroom atmosphere to be attractive. For this reason, creative, professional, and fun teachers are needed to create a challenging learning atmosphere for students. According to Jaya's Research, creating a pleasant learning

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<sup>24</sup> Gaea Leinhardt, C. Weidman, and K. M. Hammond, "Introduction and Integration of Classroom Routines by Expert Teachers," *Curriculum Inquiry* 17, no. 2 (1987): 135–76, <https://doi.org/https://doi.org/10.1080/03626784.1987.11075284>.

<sup>25</sup> Timothy W. Curby, Sara E. Rimm-Kaufman, and Tashia Abry, "Do Emotional Support and Classroom Organization Earlier in the Year Set the Stage for Higher Quality Instruction?," *Journal of School Psychology* 51, no. 5 (2013): 557–69, <https://doi.org/https://doi.org/10.1016/j.jsp.2013.06.001>.

<sup>26</sup> Minsih Minsih and Aninda Galih D, "Peran Guru Dalam Pengelolaan Kelas," *Profesi Pendidikan Dasar* 1, no. 1 (2018): 20.

atmosphere is a teacher's skill. According to him, a pleasant learning atmosphere has several characteristics, namely: creating a carefree environment, meaning a safe environment, being able to work on problems but creating expectations of success, valuable and essential teaching materials, being able to meet students' needs learning expectations can increase students' positive emotions in learning, namely: humor, encouragement, rest and enthusiastic support, and challenging students' ability to think ahead and express what they learn through the material. Therefore, teachers must master the basic skills of teaching, and the learning atmosphere expected by teachers and students must be under the plan so that the learning process runs smoothly.<sup>27</sup>

Fun learning situations can only be achieved if social relationships occur well; with good social relationships, every individual can easily interact with others. School conditions are a condition of student life patterns that are run on every individual in their daily lives. Helping the teaching and learning process that is fun is a form of adequate and appropriate learning. A fun form of learning is an effective pattern that follows the teaching and learning process, such as stimulating and motivating student creativity.



Pict. 1.4 Making A Pleasant Classroom Activity

Pleasant classroom conditions are closely related to the quality of student learning. We realize that a fun class can keep students away from boredom and boredom, psychological fatigue. While on the other hand, a conducive class will develop interest, motivation, and learning endurance. Learning conditions can be enjoyable for students if the teacher displays and utilizes humor appropriately. Therefore, a conducive learning and playful approach are essential to help teachers generate learning conditions and interaction relationships that can invite and challenge students to work actively.<sup>28</sup>

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<sup>27</sup> Hasma Nur Jaya, "Keterampilan Dasar Guru Untuk Menciptakan Suasana Belajar Yang Menyenangkan," *Pendidikan Dan Ilmu Pengetahuan* 17, no. 1 (2017): 23–35.

<sup>28</sup> Wati dan Trihantoyo, "Strategi Pengelolaan Kelas Unggulan Dalam Meningkatkan Prestasi Belajar Siswa," *Dinamika Manajemen Pendidikan* 5, no. 1 (2020): 46–57.

Classroom processing is necessary because it becomes a primary learning area that prepares a conducive, safe, and effective learning environment. The principle of learning in kindergarten is to play while learning. The learning activities should make children more active, creative, practical, and fun. By understanding learning principles, an educator can make a backup in learning. Early childhood should observe sound principles with what the child wants is play activities. According to Mulyasa, the learning procedure in kindergarten is a) classroom management procedure: this classroom management procedure consists of forming a room and directing students according to the wishes and strategies that are prepared to facilitate the achievement of competency standards and essential competencies. B) activity procedure: consists of before entering class, initial activities, core activities, meals and breaks, and closing activities. C) assessment procedures: outlining activities, preparing evaluation tools, and determining evaluation or assessment criteria.<sup>29</sup> Therefore, if they do the learning process by knowing the learning procedures, educators can carry out the learning process in a systematic and organized that adapts to the learning model that will be used so that the learning process from the first to the end can take place effectively.<sup>30</sup>

A fun learning environment aims to help educators realize the learning requirements and create a bonding atmosphere that can invite and encourage students to work actively. Fun and exciting learning mean that the material delivered by educators is easily captured or accepted by students. Students will be more encouraged to understand better the material delivered by teachers or educators. Religion also proposes that a teacher must go through a way full of tenderness in transmitting knowledge. A calm and attractive learning atmosphere strengthens students to focus their concentration and interest in what is observed.

Conversely, an unsettled and mediocre learning atmosphere can disturb students' focus. Of course, it can fail to expect the best results. With a conducive and peaceful school environment, students can be enthusiastic about learning. As a result, the learning method runs smoothly and well. A conducive school environment has a lot to do with the virtues of student learning. A conducive learning space can release students from boredom and psychological fatigue. Learning conditions

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<sup>29</sup> Mulyasa, *Manajemen PAUD* (Bandung: PT Remaja Rosdakarya, 2014).

<sup>30</sup> Nopi Sri Rejeki and Suwardi Suwardi, "Pengaruh Kemampuan Guru Dalam Mengelola Kelas Terhadap Pembelajaran Efektif Di Taman Kanak-Kanak," *Jurnal Anak Usia Dini Holistik Integratif (AUDHI)* 2, no. 1 (2021): 37.

can be exciting and fun for students if teachers can display and use jokes appropriately.<sup>31</sup>

### **3. Positively Stated Expectations**

No matter how small the classroom expectations expressed positively by the teacher, observable, measurable, and applicable throughout the situation, they will be able to create behavioral structures for students. Even if necessary, the classroom expectations should be displayed in real. Once determined, these expectations should not only be conveyed orally. It is also necessary for the teacher to post it visually, even articulate it using examples, or teach it using live training. The goal is to ensure that every student is prepared to be involved in realizing those expectations during the school day.<sup>32</sup>

According to Carter and Pool, clearly defining classroom expectations can create a shared understanding that teachers, children, and parents can use as a reference in the classroom environment. Of course, this has a positive impact in providing an excellent alternative way to talk about what kind of behavior should be mastered by children. In addition, the delivery of expectations can also increase parents' attention in directing students to be better and meet the desired expectations.<sup>33</sup>

However, instead of being oriented towards targets or absolute benchmarks, expectations of what young children should know and should do at a given age tend to be more associated with each child's relative growth trajectory.<sup>34</sup> That is, there is no fixed and absolute rule related to the determination of expectations that are fulfilled. Setting classroom expectations should still consider aspects of child growth and adjust to different stages of development.

Based on the results of observations on the learning process observed, teachers generally only sometimes explicitly state what expectations to be achieved together, either related to what should be known or done by their students. The process of conveying expectations is identical to verbal instructions, but it rarely does so more measuredly. Although the expectations can be achieved through curriculum and learning plans and are written on both devices, the intense dissemination of these expectations has to be apparent.

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<sup>31</sup> Arianti, "Urgensi Lingkungan Belajar Yang Kondusif Dalam Mendorong Siswa Belajar Aktif," *Didaktika* 11, no. 1 (2019): 41.

<sup>32</sup> Collier-Meek et al., "Identifying Critical Components of Classroom Management Implementation."

<sup>33</sup> Deborah Russell Carter and Juli Lull Pool, "Appropriate Social Behavior: Teaching Expectations to Young Children," *Early Childhood Education Journal* 40, no. 5 (2012): 315–321, <https://doi.org/https://doi.org/10.1007/s10643-012-0516-y>.

<sup>34</sup> Susan B. Neuman and Kathleen Roskos, "The State of State Pre-Kindergarten Standards," *Early Childhood Research Quarterly* 20, no. 2 (2005): 125–45, <https://doi.org/https://doi.org/10.1016/j.ecresq.2005.04.010>.

The classroom expectations should be achieved by taking a variety of supportive approaches. Expectations contain positive sentences and abilities that students can achieve, but with the condition that they can be reached, implemented, observed, and has a clear benchmark.

The kindergarten can also involve parents in realizing the expectations of the classroom. Nevertheless, unfortunately, this is only sometimes done by many early childhood educational institutions. It is also the case in the kindergartens examined in this study. Parents need better access to information about school expectations and classroom expectations. Similarly, Nelson's research reveals that most schools do not provide comprehensive transition plans that allow teachers and parents to exchange important information about child development and school expectations.<sup>35</sup> It shows that in realizing the statement of expectations, classrooms, in general, are still rare, involving other parties, including parents.

A study conducted by Chan shows that children also have varying expectations of transition during school. On the other hand, parents tend to have high expectations about their children's academic ability and self-discipline. Nevertheless, kindergarten teachers put children's academic ability and self-discipline as the least important thing.<sup>36</sup> By departing from the previous study, the kindergarten should be able to make a step forward to make the statement of school expectations to be more disseminated. Sometimes accommodating the needs and expectations of parents and young students becomes essential.

#### **D. Conclusion**

Based on the results of this research and discussion, the implementation of foundational classroom management still needs improvement. There are at least three components to be the indicators: (1) Classroom physical design; (2) Classroom routines; (3) Positively stated expectations. The three components have been implemented, although they could have been in a better way. Every kindergarten or any other preschooler institution should maximize classroom management to gain a more optimal learning environment. The role of parents and children's perceptions of ideal learning is significant in structuring class routines and expressing expectations in addition to considering instructional and institutional goals. In the future, research needs to be conducted to observe

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<sup>35</sup> Regena Fails Nelson, "The Transition to Kindergarten," *Early Childhood Education Journal* 32, no. 3 (2004): 187–90.

<sup>36</sup> Wai Ling Chan, "Expectations for the Transition from Kindergarten to Primary School amongst Teachers, Parents and Children," *Early Child Development and Care* 182, no. 5 (2012): 639–64, <https://doi.org/https://doi.org/10.1080/03004430.2011.569543>.

further the extent to which the effectiveness of foundational classroom management in influencing the quality of fun learning.

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