



THE IMPLEMENTATION OF MANAGEMENT CLASS IN KINDERGARTEN AT AL ARABI

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ABSTRACT

The purpose of the study was to find out about the implementation of classroom management in Al Farabi Islamic Kindergarten in the management of classroom management. The research method used is descriptive qualitative with data collection techniques in the form of interview, observation, and documentation instruments, while the data analysis uses data reduction, data display, and conclusion drawing data. The results show that Al Farabi Integrated Islamic Kindergarten has paid attention to classroom management which includes structuring infrastructure according to learning activities, designing classes, getting sunlight into the classroom, providing trash cans in the classroom, a place to play and learn in the classroom. classrooms, colorful tables and chairs, adding accessories to the classroom, by paying attention to this, the process and learning objectives will go according to plan, because the teacher can create an effective and fun learning atmosphere, because good class management is a class that can optimize early childhood development. This research is expected to contribute to creating good classroom management in Integrated Islamic Kindergartens of its kind.

INTRODUCTION

Early childhood education is education given by adults to children from birth to six years to help children enter the next stage of education. According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 146 of 2014, early childhood education is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to assist physical and spiritual growth and development so that children have readiness in entering further education. The general requirements for establishing an PAUD institution are a number of general conditions that must be met for a foundation that wishes to establish an PAUD institution. Referring to Article 62 paragraph 2, the requirements that must be met to be able to organize an educational institution are the curriculum, Students / Students / Students, Education Personnel (Teachers and Staff), Infrastructure, Education Financing and Evaluation System. When the establishment of an early childhood education institution, of course, management must be carried out at the institution starting from planning, organizing, implementing, monitoring and evaluating so that the program that became the establishment of an institution can run well and can be achieved in accordance with the expectations of the institution. (Elya Siska Anggraini and Umma Mawaddah, 2021, pp. 81-82). Therefore education should be carried out as early as possible in the family, school and community. that efforts for the guidance demanded of children from birth up to the age of six are carried out through the provision of stimuli to assist in the development and growth of children. These stimuli can be carried out in early childhood education (PAUD). (Fitriani & Wijaya Kusuma, 2019, p. 93).

According to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself, the community, the nation and the state (Aan Yusuf, 2019, p. 90). The purpose of education can be achieved in accordance with what is mandated by the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System that;

The purpose of national education is to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. (Gusti ayu Ngurah Trisna Widya Ningrum, et al, 2020, p. 54).

Effective learning is what educators want to achieve. The problem that arises is how to achieve these goals so that more optimal results are obtained for children's development. To achieve effective learning objectives, one of the skills a teacher must possess is classroom management or classroom management skills. Teachers as educators and caregivers must be able to change the character of their students, from negative behavior to positive behavior. To be able to change student behavior, the teacher needs to take an approach, one of the approaches taken by the teacher is to establish positive relationships with his students. The teacher's role in establishing a positive relationship can develop good student behavior, and prevent bad student behavior (Issaura Sherly Pamela, et al, 2019, p. 27).

The teacher has a very important role in shaping the learning behavior of students. For this reason, creating an effective learning environment capable of managing a class must be understood by the teacher. The classroom is a learning environment and is an aspect of the school environment that needs to be organized. This environment needs to be regulated so that learning activities are directed towards educational goals. A good environment is challenging, stimulates students to learn, provides a sense of security, satisfaction in achieving the expected learning outcomes. To create an effective classroom atmosphere, a teacher must understand and know classroom management. Competent teachers will be better able to create an effective learning environment and will be better able to manage their classes so that students' learning behavior is at an optimal level. In the learning process, learning behaviors are needed that are in accordance with educational goals, where with these learning behaviors educational goals can be achieved effectively and efficiently. Basically, learning is the core of the overall educational process, of which the teacher is one of the important factors in determining the success of the teaching and learning process in the classroom. (Fadhilaturrehmi, 2018, p. 65). Therefore, teachers are required to improve their roles and competencies, competent teachers will be better able to create an effective learning environment and will be better able to manage their classes so that student learning outcomes are at an optimal level.

Teaching and learning is an activity that involves students and teachers. All the supporting elements contained therein influence the success of these activities. This is a form of optimization in achieving learning objectives. Among these elements, class is one of the supporting facilities. A conducive classroom atmosphere can facilitate the course of learning. Likewise, a good classroom management system will be a consideration for a teacher in making learning strategies. For that, Class Management is needed. However, in its implementation, some careful planning is needed so that it does not go out of the existing corridor. According to (Wiyani, 2013) (Dwi Faruq, 2018, p. 298) Disruption during the learning process can be caused by two factors, namely internal and external factors. Internal factors can come from children and teachers, while external factors can be caused by the conditions of the learning environment that can be handled by managing the physical class. Ineffective classroom management will be able to bring up various problems in learning along with the emergence and increase of unwanted child behavior. Therefore, in order for the classroom atmosphere to be conducive, the expected positive behavior from children increases, and unwanted behavior can be minimized, the teacher needs to manage the class professionally.

Talking about class management, of course, does not necessarily appear by itself. However, there is a history behind it. Classroom management is an effort directed by the teacher to create an atmosphere of teaching and learning that is effective and fun and can motivate students to study well according to their abilities. According to Alam, classroom management is a series of teacher activities to grow and maintain an effective classroom organization, which includes: teaching objectives, timing, arrangement of space and equipment, and grouping of students in learning. An educational institution or school has the autonomy to regulate the management system which includes planning, implementation, implementation and administration of school financing. This sort of thing presents an SBM (School Based Management) based school system. With the MBS system, it shows the existence of teachers in managing the learning process in schools. This system is a form of education reform. Educational reform has actually been carried out by developed countries like the United States for the last 40 years. This reform brought school management to a decentralized system from previously centralized.

As for the previous research that was conducted by Ahmad Afiif & Ridwan Idris (2016) in a study entitled *The Influence of Implementation of Classroom Management on Student Learning Behavior in the Department of Islamic Education Management, Faculty of Tarbiyah and Teacher Training, Uin Alauddin Makassar*. The results showed that there was a positive influence between the implementation of classroom management and learning behavior where . This means that the better the implementation of classroom management, the better the learning behavior of students.

Previous research was conducted by Ani Fitriani (2019) in a study entitled Classroom Management in Kindergarten. The results of the study showed that the class management used by educators in Kindergarten Kartika II-26 Bandar Lampung were (1) arrangement of room facilities and infrastructure according to the activities to be carried out (2) grouping of tables and chairs according to the needs of children so that they have space more flexible movement (3) The arrangement of the table and chairs can be changed; when participating in activities, the child does not always sit in a chair, but can also sit on the floor/carpet, (4) Walls can be used to attach facilities that are used as learning resources and results of children's activities but not too much so as not to disturb the child's attention, (5) The placement and storage of play equipment is arranged in such a way according to its function so as to train children for the habituation to be achieved such as independence, responsibility, making decisions, the habit of rearranging equipment and so on. Play equipment for safety activities is arranged in the room, so that it can be function when needed by students, (6) Classes for kindergarten children need to be designed to be fun. Bright and cheerful colors are very fond of children. However, don't get too many colors because it can distract the children and (7) try to get sunlight in well so the class isn't dark. the habit of rearranging equipment and so on, Play equipment for safety activities is arranged in the room, so that it can function when needed by students, (6) Classes for kindergarten children need to be designed to be fun. Bright and cheerful colors are very fond of children. However, don't get too many colors because it can distract the children and (7) try to get sunlight in well so the class isn't dark.

Previous research conducted by Nok Pasikha (2017) in a study entitled Implementation of Classroom Management in Overcoming Student Discipline Problems. The results showed that one of the alternative ways that can be taken to overcome the problem of discipline management in the classroom is the classroom management approach. With the skills of a teacher in managing a class, it is hoped that disciplinary problems that often arise in the classroom can be overcome. However, to be able to overcome various problems that arise in class, a teacher should have a high awareness that everyone is not born perfect, because perfection belongs only to Allah.

The similarities of the results of previous studies from the 3 previous studies are that they both use qualitative, descriptive methods, while the differences in the results of previous studies from the 3 previous studies are: The first study: Shows that there is a positive influence between the implementation of classroom management and learning behavior. This means that the better the implementation of classroom management, the better the student's learning behavior. The second research: Shows that TK Kartika II-26 Bandar Lampung is (1) the arrangement of room facilities and infrastructure is adjusted to the activities to be carried out (2) the grouping of tables and chairs is adjusted to the needs of children so that they have more freedom of movement (3) Arrangement table and chairs can be changed; when participating in activities, children do not always sit in a chair, but can also sit on the floor/carpet, (4) The wall can be used to attach the facilities used as a source of learning and the results of children's activities but not too much so as not to disturb the child's attention, (5) The placement and storage of play equipment is arranged in such a way as to its function is so that it can train children for the habituation to be achieved such as independence, responsibility, making decisions, the habit of rearranging equipment and so on, Play equipment for safety activities is arranged in the room, so that it can function when needed by students, (6) Classes for children Kindergarten needs to be designed to be fun. Bright and cheerful colors are very popular with children.

The third research: that one alternative way that can be taken to overcome the problem of discipline management in the classroom is the classroom management approach. With the skills of a teacher in managing the class, it is hoped that disciplinary problems that often arise in the classroom can be overcome. However, to be able to overcome various problems that arise in the classroom, a teacher should have a high awareness that everyone is not born perfect, because perfection belongs only to Allah. Based on the results of observations from the background of Classroom Management that have been carried out by researchers at TKIT ALFARABI, teachers have the right to have creativity to manage classes where according to the curriculum learning does not have to be sitting in class, it can be done outside the class too, it can also be lesehan, Various seats do not have to be in groups, can be with the letter "U" can also be face to face and others. TKIT ALFARABI has long implemented classroom management, with the aim that children are able to socialize with friends at school and feel comfortable with conditions in the classroom because it is well managed so that children can learn as much as possible in class and learning can take place effectively and efficient.

METHOD

This research uses a type of qualitative descriptive research that describes the conditions as they are, from an educational point of view, with this method it is hoped that this method can provide clear descriptions and information about the study of classroom management at TKIT ALFARABI. The subjects used in this study were informants, namely school principals and teachers. The research location is the place where researchers conduct research which is located at TKIT ALFARABI Jln. Struggle, Tanjung Selamat, Kec. Sunggal, Deli Serdang Regency, North Sumatra Province. The data collection technique used in this research is First Interview, interview is a very decisive communication process in the research process. The data obtained from the interview method will be more in-depth so that it can explore the thoughts and opinions of respondents in detail. Second Observation, namely the observation technique used in the study is non-participant observation, where the author only observes events that occur because as an independent observer. Observations were made to obtain data and information in accordance with the facts/facts about classroom management at TKIT ALFARABI, Third Documentation, Documentation obtained from interviews and observations to serve as supporting and complementary data in helping authors obtain data and information about classroom management at TKIT ALFARABI. where the author only observes the events that occur because as an independent observer. Observations were made to obtain data and information in accordance with facts/facts about classroom management at ALFARABI TKIT. where the author only observes events that occur because as an independent observer. Observations were made to obtain data and information in accordance with the facts/facts about classroom management at TKIT ALFARABI, Third Documentation, Documentation obtained from interviews and observations to serve as supporting and complementary data in helping authors obtain data and information about classroom management at TKIT ALFARABI.

The data analysis used in this study is, firstly, data reduction which means reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns, secondly displaying data, namely after the data is reduced, it will display data or data presentation. Presentation of data is usually done in the form of a brief description, thirdly. Conclusion drawing or drawing conclusions is the process of formulating the meaning of the research results expressed in short and easy-to-understand sentences, and finally there is triangulation, triangulation is a technique for checking the validity of data or checking data.

RESULTS AND DISCUSSION

Based on the results of observations, as well as interviews with several teachers and the head of the Al Farabi Integrated Islamic Kindergarten accompanied by documentation data found in the field, it is clear that the planning and design of classroom management has been carried out well. This can be seen from:

- a. Arrangement of facilities and infrastructure according to learning activities: Arrangement of facilities and infrastructure is carried out before learning is carried out such as seating arrangements, preparation of learning media that will be used in learning such as reading books, notebooks, and APE in learning. Arrangement of facilities is prepared and carried out before the learning process begins. Infrastructure arrangements are also prepared before starting the learning process such as seating arrangements where children will feel comfortable if the facilities and infrastructure have been prepared beforehand. The grouping of tables and chairs is adjusted to the needs of children so that children can move more freely in comfort. The arrangement of the table and chairs can change: when following the learning process, the child does not always sit in a chair but sometimes also sits on the floor or on the carpet. the grouping of tables and chairs has been adjusted to the needs of the child, who does not have to sit on a chair during the learning process but can also be on the floor or carpet.
- b. Designing classes to be fun: Classes are designed for kindergartners so that children feel comfortable and enthusiastic about learning. Bright and cheerful colors are very fond of children but not too flashy because it can distract children when studying. Each class has been designed as attractively as possible according to the color the child likes. In each color class used and the pictures on each wall are different, the pictures are also adjusted according to the needs and character of the children. And the colors used are also adjusted to the colors the child likes. The play equipment used in the activity has been stored in a cupboard so that children can easily pick it up and are within easy reach of children.

- c. Strive for sunlight to enter the classroom, so that the classroom remains bright: Try to get enough sunlight so that the class is not dark. The light settings have been well regulated where there are ventilation and windows to pass sunlight in and the door is deliberately closed so that children do not leave the classroom and focus on learning.
- d. Provide trash cans in classrooms: Trash bins are used in classrooms so that children get used to disposing of trash in its place, and not throwing trash anywhere, in addition to maintaining personal hygiene, from the habit of disposing of trash in its place children can also learn to maintain class neatness and cleanliness . By always maintaining the neatness and cleanliness of the classroom, the learning process in the classroom will feel safe and comfortable. So that learning will be fun.
- e. Playing and Learning Outdoors: This method is done so that children, especially early childhood, are not easily bored with indoor learning. By grouping children, changing the shape of a straight line into a circle or with other forms, serves so that children can get to know each other's friends. With outdoor learning, children can also be more flexible in exploring the natural surroundings but still under the supervision of the teacher.
- f. Colorful Tables and Chairs: With a variety of colorful tables and chairs, it can increase children's interest in learning to recognize colors, with bright and unobtrusive colors, tables and chairs in the room can also provide comfort in the learning process.
- g. Adding Accessories to the Classroom: With a variety of teacher creativity apart from the colorful classroom walls, both tables and chairs, the teacher can also add various accessories in the classroom to make it even more interesting. With the addition of accessories in the form of numbers, letters, names of days, months, and can be patches in the form of flowers, butterflies, grass and others. With a variety of teacher creativity, the classroom will come alive and can provide comfort for children during the learning process.

From the results of the research above, an understanding can be obtained that class management at TKIT ALFARABI has made various efforts through teaching objectives, room arrangements (facilities) and groupings in learning. The other roles played by the teacher in classroom management for the learning process are organizing learning, using effective communication, a positive attitude towards students, giving fair grades, and flexibility in the learning approach. Things that schools do to create comfort in the classroom include always maintaining cleanliness, choosing bright wall paint, educating children so that children feel comfortable when in class. To achieve educational goals, it is necessary to have good and measurable classroom management because classroom management is the substance of curriculum management. While curriculum management is the essence of education management. Classroom management is a teacher's activity to create, develop, maintain, control, and also heal the classroom climate so that it is conducive to learning activities so that a teacher who knows and is able to control the scope and objectives of classroom management is needed.

CONCLUSION

Based on the results of research on class management at TKIT Al Farabi, it can be concluded that the Al Farabi Integrated Islamic Kindergarten has paid attention to class management which includes arranging infrastructure according to learning activities, designing classes, trying to get sunlight into the classrooms, providing trash cans. in the classroom, a place to play and learn in the classroom, colorful tables and chairs, adding accessories to the classroom, by paying attention to this, the learning process and objectives will go according to plan, because the teacher can create an effective learning atmosphere and fun, because good classroom management is a class that can optimize early childhood development. This research is expected to contribute in creating good classroom management in Integrated Islamic Kindergartens.

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