

## Classroom Management in Improving the Learning Outcomes: A Multi-site Study in Bhayangkari Kindergarten and Tondano Bethlehem Kindergarten

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### ARTICLE INFORMATION

**Publication information**  
**Research article**

### HOW TO CITE

Kuron, Q., Sumual, S.D.M. & Tuerah, R.M,S, (2022). Classroom Management in Improving the Learning Outcomes: A Multi-site Study in Bhayangkari Kindergarten and Tondano Bethlehem Kindergarten, *Asia Pacific Journal of Management and Education*, 5(1), 1-9.

**DOI:**<https://doi.org/10.32535/apjme.v4i3.1423>

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Received: 22<sup>th</sup> March 2021  
Accepted: 20<sup>th</sup> September 2021  
Published: 20<sup>th</sup> March 2022

### ABSTRACT

This study aims to analyze the planning, implementation, and evaluation of class management in improving learning outcomes in Bhayangkari kindergarten and Bethlehem Tondano kindergarten. This research was conducted using a qualitative method with a multi-site study model. The results of this study show that 1) Classroom management planning starts from school curriculum documents. 2) The implementation of classroom management in both schools is manifested in every learning activity. 3) The evaluation of class management In both schools departed from the results of the supervision of the principal, supervisor, teacher meetings, and was evident in the learning outcomes of students. 4) Good class management will make student learning outcomes increase and develop in a good direction as well. The study indicates that classroom management affects learning outcomes.

**Keywords:** Classroom Management, Learning Outcomes, Early Childhood Education

## INTRODUCTION

According to the government's efforts to improve the quality at all levels of education, the application of classroom management strategies is an alternative that will be useful to solve the basic problems of education in this country. National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life. It aims to develop the potential of students to become human beings who believe and fear God, have a noble character, healthy, educated, creative, independent, and become democratic yet responsible citizens as stated in Law No. 2 of 1985 (Sujiono, 2009, pp. 8). To achieve these goals, the Government of the Republic of Indonesia through the Ministry of National Education seeks to improve and renew the education system in Indonesia, namely in the form of curriculum renewal, teacher arrangement, improvement of education management, and development of educational facilities and infrastructure. With this renewal, it is hoped that creative people can be produced under the demands of the times, which in turn will increase the quality of education in Indonesia.

Improving the quality of education will be achieved if the teaching and learning process in the classroom is effective and useful to achieve the expected knowledge, attitudes, and skills. The learning process is the core of the overall educational process, of which the teacher is one of the important factors in determining the success of the learning process in the classroom. Therefore, teachers are required to improve their roles and competencies. It is because competent teachers can create an effective learning environment and manage their classes so that student learning outcomes are at an optimal level. Adam and Decey (as cited in Mudasir, 2011) suggested the role of the teacher in the learning process is as a demonstrator, class manager, mediator, facilitator, and evaluator.

As a professional, a teacher from PAUD to higher education is required to be able to manage the classroom, which is to create and maintain optimal learning conditions for achieving teaching goals. According to Amatembum (as cited in Mudasir, 2011) classroom management is an effort made by teachers in creating, maintaining, and growing motivation to learn to achieve the goals that have been set. Meanwhile, according to Usman (2006), effective classroom management is an absolute requirement for an effective learning process.

Classroom management for early childhood has to meet the criteria such as the spatial orientation direction, the size of the room, the arrangement of floors, walls, and roofs. It is because good classroom management can affect the quality of learning in general. Teachers as professionals, have to understand and carry out technical matters besides understanding things that are philosophical and conceptual. These technical matters are mainly activities to manage teaching-learning interactions in the classroom. For this reason, teachers need to have two basic aspects, namely the ability to design programs and to communicate the program to students. The best ideas and thoughts about learning that must be developed by teachers refer to the learning method that can make students learn optimally. Meanwhile, when referring to

the learning process, the ideas and thoughts of the teacher must focus on all stages of the activity. Such as analyzing the objectives, the initial abilities, and the student characteristics on planning, implementation, evaluation, and follow-up in the teaching and learning process. Classroom management in early childhood generally uses the group model because children become active and creative. Referring to government regulation No.19 of 2005 concerning national education standards article 19 paragraph 1, Sujiono (2009) states that the learning process in educational units is carried out interactively, inspiring, fun, challenging, and motivating students to participate actively. It also provides sufficient space for initiative, creativity, and independence under the interests and talents, physical and psychological development of students. For this reason, learning models can be used by educators as a choice for early childhood education institutions to develop the creativity of students according to their interests and talents.

Early Childhood Education plays an important role and determines the child's development since it is the basic foundation for a child's personality. According to Ki Hadjar Dewantara's (as cited in Sujiono, 2009, pp.124) perspective, he states that the child is the nature of nature who has the characteristics and freedom to act and regulate themselves. He also holds the view that teaching must provide knowledge that is both physically and mentally useful and can liberate oneself. Children who get an early education will be able to improve their physical and mental health, which has an impact on increasing learning achievement, work ethic, productivity. In the end, children will be able to be more independent and optimize their potential. It is because early childhood is the Golden Age. The development of the human brain in early childhood occupies the most vital position, reaching 80% of brain development. The Self-reflection to see the success of children in the future can be seen in the children themselves. Thus who have received good services from the age of 0-6 years old have greater hopes for success. On the other hand, children who do not get adequate educational services need a fairly tough struggle to develop their next life. Therefore PAUD's goals are to help develop all potential and optimal physical, intellectual, emotional, moral, and religious abilities in an educational environment that is conducive, democratic, and competitive.

Discovering the significant progress of these schools, the researchers wanted to know what are the efforts made by Bhayangkari and Bethlehem Tondano kindergartens in optimizing class management starting from class planning and all the preparations made to implement the activity program in the classroom, classroom organization, and implementation of the learning process in the classroom to the evaluation of all activities. From those backgrounds, the researchers are interested to research "How the classroom management increasing learning outcomes in Bhayangkari and Bethlehem Tondano kindergartens?". The main focus of this research is "How does classroom management improve the learning outcomes at TK Bhayangkari and TK Bethlehem Tondano?".

## LITERATURE REVIEW

The importance of early childhood education is shown by various studies around the world, they said that children who attend kindergarten show better performance than those who have never attended kindergarten. The optimization of child development can be achieved if the learning approach is under the stages of child development. Early childhood learning adopts the learning through play approach. Usually, children use their muscles while playing. With that, they will stimulate their senses, explore the world around them, and discover what they like. Piaget (as cited in Sujiono, 2009, pp. 204) says that playing is an activity that is carried out repeatedly and creates pleasure or satisfaction for someone. For this reason, early education is very important for the further growth and development of children. There are so many learning models that kindergarten teachers can use to help children develop their hidden potential. One of the appropriate learning models is the group learning model wherein group learning children can interact with peers in completing assignments from the teacher. Through that learning, the teacher can provide opportunities for children to be able to socialize, friendship, solidarity, and loyalty can be established. Not only that, learning in the classroom and outside the classroom by utilizing information and communication technologies helps both teachers and students (Togas, Naharia, Manggopa, Rompas, & Oroh, 2021). Therefore, early education has a very important role in developing children's potential. As Arigata, Anggraini, and Ribek (2022) state kindergartens provide opportunities to develop children's personalities and need to provide various activities that can develop various aspects of development which include cognitive, language, social, emotional, physical, and motor aspects. Consequently, classroom management research in improving learning outcomes in the context of a multi-site study at Bhayangkari and Bethlehem Tondano Kindergarten is the latest research to be carried out by the researchers based on the problems that exist in the field. However, in this case, several reference studies can be used as references in the preparation of this proposal. Anissa (2015) does research that focuses on one symptom of behavioral disorders is learning concentration disorders, especially in Mathematics. Moreover, Arningsih (2016) also conducted research that focused on Attention-Deficit/Hyperactivity Disorder (ADHD) symptoms associated with maternal depression. Fahmi (2017) does research that focuses on improving the quality of learning in making the class effective.

## **RESEARCH METHOD**

Research on classroom management in improving learning outcomes at Bhayangkari and Bethlehem Tondano Kindergarten uses a qualitative approach. The reason is that it fulfills the qualitative research style, namely:

- 1) The condition of the object study is natural.
- 2) The researchers are the main instrument.
- 3) Descriptive (the collected data is in word form, not in numbers).
- 4) The process is more important than the result.
- 5) The data collected were processed in depth.

In this approach, the teacher's task is to encourage group development and cooperation. Classroom management with a group model requires the ability of teachers to create conditions that allow groups to become productive groups. Besides that, teachers must also be able to maintain these conditions to remain good so they have to maintain high morale and be able to overcome conflicts. On the other hand, the researchers used a multi-sites approach in this study. That is to explain the background of a particular object or event in depth and detail. The multi-site study is a research method that focuses on multi-site intensively and in detail. The object study consists of two units which are seen as multi-sites. In this case, the selected subjects are two favorite kindergarten schools in Tondano city that continue to progress from year to year. This multi-site approach will demonstrate the classroom management in improving learning outcomes at Bhayangkari and Bethlehem Tondano Kindergarten. Therefore, the researchers have the freedom to interpret or explain the various data that have been obtained. Then the data can be understood easily, and it will be easy to understand the classroom management. Qualitative research is research that emphasizes the result of researchers' observations so that researchers integrate with the situation and phenomenon under study. The researchers are one of the important aspects of qualitative research, it is because the researchers are the ones who put themselves as the planners, executors, data collectors, and also writers. At the same time, the researchers also become the key instrument in this research. Accordingly, the researchers must intensively present to understand the research focus holistically. This is to obtain data accuracy regarding classroom management in accordance with the research focus. This research is carried out at Bhayangkari and Bethlehem Kindergarten, located in Tataaran I village and Rerewokan village, Tondano City, Minahasa District. This research was conducted over three months from February to April 2021. The researchers collect the data as much as possible regarding the planning, implementation, and evaluation in classroom management at Bhayangkari and Bethlehem Tondano kindergartens.

In this research, the collected data were taken from interviewing 10 key informants. 5 informants from Bhayangkari kindergarten and the other 5 informants were taken from Bethlehem Tondano kindergarten. 1 person from each kindergarten (the headmaster), 2 teachers from each kindergarten, and 2 representative parents from each kindergarten. The document collected in this study is in the form of photographs, individual documents, official documents, and other documents related to classroom management. Other than that, places and events such as school activities, school environment, and infrastructure are taken too.

The steps in this analysis are divided into four stages, namely:

1. In the first stage, the researcher looked for as much data as possible related to learning activities in two research locations, namely Bhayangkari and Bethlehem Tondano Kindergarten. The data collection is specifically directed at the principal as the planner and person in charge of classroom management activities, as well as the teacher as the executor of classroom management and learning.

2. Data reduction is summarizing and collecting important data. In this case, the researchers will examine the theme and pattern of material development and discard the unimportant thing.
3. Data presentation. At this stage, the researcher will present the data obtained during the research process at Bhayangakari and Bethlehem Tondano Kindergarten in a simple form that will be easily understood by readers.
4. Decision-making is based on research findings in the field that have been reduced and analyzed according to the research focus. The conclusion is supported by expected evidence.

## RESULTS

At this moment, the classroom management in Tondano is not optimal. The reason is that some teachers do not understand how to apply good classroom management. Therefore, problems such as students conflict, boring classes, and lack of learning improvement happened in Tondano. According to research observant, there are only a few kindergartens that can manage the classroom because of the lack of knowledge from the principal about classroom management. In that case, it leads them to use the traditional approach instead. In classroom management, a teacher's creativity is needed to start the learning, including planning, implementation, and evaluation. Other than that, teachers have to understand how to manage the classroom so the children are interested and they will always miss the class. Thus, interesting classroom management and teacher innovation are needed to support learning.

Far different from the researchers' research in Bhayangkari and Bethlehem Tondano kindergarten that has been the most favorite school from time to time. It can be seen from the parent's excitement to register their children, so the registration fluctuates every year due to good management classrooms from both schools. The support from principals and professional teachers who have been in classroom management training has an important role in creating the best graduate. Therefore, these schools became the observation place for another kindergarten in Tondano city.

Some advantages of Bhayangkari and Bethlehem kindergarten are the educators and the staff is complete. They are professionals who consist of headmaster, teachers, janitors, security, and kitchen staff. They're all working under the guidance and supervision of certain foundations or Early Childhood Education and Development authorities. These two kindergartens also have featured programs such as zoo visits, home visits, and saving activities. Aside from that, they're acquiring some achievements such as kids parade, coloring competition, fashion show competition, mentioning Pancasila competition, and class cleanliness competition. One of the basic principles in classroom management is readiness, as stated by Muhaimin (2002, pp. 137). In this theory, readiness includes maturity and physical development, psychological, intelligence, experience background, learning outcomes, motivation,

perception, and other factors which can make someone study. Another factor here leads to classroom management planning.

Classroom management planning depends on the curriculum. According to Nawawi (1989, pp.116), the curriculum used in school has a huge impact on the class activity to make effective teaching and learning in building student's characteristics. For that reason, the curriculum must be included in classroom management learning. Later, it is realized through curriculum documents, annual programs (Prota), semester programs (Prosem), and lesson plans (RPP).

According to the research on Bhayangkari kindergarten, classroom management planning are referring to documents such as annual programs (Prota), semester programs (Prosem), and daily lesson plans (RPPH) or weekly lesson plans (RPPM). Hence, Bethlehem kindergarten also uses the same curriculum as Bhayangkari kindergarten. Therefore, the way both kindergartens used the same curriculum to arrange classroom management is in line with the previous theory.

One thing that needs special attention is the learning policy during the pandemic. In this pandemic era, the learning policies in these schools are different. In Bhayangkari kindergarten used online learning. Meanwhile, Bethlehem used offline learning because not all parents are capable of providing qualified gadgets. These policies affect differently on classroom management in each school. The teachers have to adjust their lesson planning model according to its offline or online learning. Nawawi (1982, pp.115) states that classroom management is the ability of how teachers utilize the potential of the class. This is realized by providing the widest opportunity for each student to carry out creative and directed activities. Classroom management is connected with the curriculum and children's development. Gunawan (as cited in Arikunto & Yuliana, 2019, pp. 11) states that classroom management is directed to the purpose of learning effectively and efficiently.

According to the research in Bhayangkari kindergarten, classroom management plans are realized through the learning activity. Thus learning activities include opening, main activity, and closing. Aside from that, the headmaster is responsible for monitoring the classroom management plan. The implementation process is not dependent on thematic learning only, but also on the management of real character education in habituation activities. As well as on Bethlehem, the headmaster is responsible for supervising and controlling the classroom management implementation. Thus are being realized through the learning activities (opening activity, main activity, and closing), as well as other outside activities such as forming a line, praying, taking a break, and playing. Both schools implement classroom management in all kinds of activities in school. Therefore, the term "class" is not only limited to the classroom but also the integrated education of the group of people. Therefore, either Bhayangkari or Bethlehem kindergartens will activate their efforts to make their children develop according to their potential. For that reason, Nawawi (1982, pp. 115) states that classroom management is implemented through. Concretely, it was implemented in directed activities such as the activity before the class begins, then the activity during the class (opening), main activity, closing, and

playing activity. All of these activities. Therefore, Arikunto's (as cited in Gunawan, 2019, pp. 11) opinion that classroom management is related to the curriculum and student's development is in line with this research.

## **DISCUSSION**

According to Zahro (2015, pp. 78), the evaluation of classroom management includes the teacher's effort to know how far the implementation programs can be seen from the children's achievement on fulfilling the expected learning, so the further learning program will be better. According to the research in Bhayangkari kindergarten, classroom management evaluations are taken from the Headmaster and teacher's meeting. As well in Bethlehem kindergarten, the evaluation is not only taken from the headmaster but the supervisor and the parents are also responsible for classroom management. However, either from Bhayangkari or Bethlehem kindergartens is recognized that the main tools that become an evaluation are. In this matter, it is in line with Zahro's (2015, pp. 78) theory which said that the evaluation of classroom management is seen from the success of children in achieving the expected ability from the education level. Sugihartono et al. (2007, pp. 76-77) formulate some factors that affect learning outcomes. He divides it into internal factors and external factors. The Internal factors are the factor that exists within those individuals who are learning, thus including physical and psychological factors. Meanwhile, the external factors are from outside those individuals, namely family, school, and social factors. According to the research in Bhayangkari and Bethlehem kindergartens, it was concluded that good classroom management will create good development too. In other words, their knowledge is upgradable as well as their habits.

If it was classified in Sugihartono et al. (2007, pp. 76-77) that children's development from this classroom management is supported by an external factor which is school. Hence, it can be seen if these aspects are connected. In Bhayangkari and Bethlehem kindergarten, they mentioned that the children's development is adequate, therefore the classroom management and the outcomes are outstanding. Nevertheless, if the classroom management and good outcomes are being put together, it will give some conditions. First, internally, students are conditioned physically and psychologically. Second, externally, students are conditioned to develop due to family factors, school factors, and community factors.

## **CONCLUSION**

Thus, it can be confirmed that good learning outcomes are driven by good classroom management. Good classroom management is organized from planning, implementation, and evaluation according to conditions. When classroom management is effective, students at Kindergarten will develop. The development of children at an educational level like this is very significant. It is also visible that it can be seen from their ability to read, recognize a word, move, and sing. These kinds of development are the sign of good classroom management which creates a child's development. In other words, the learning outcomes are good. Therefore, it can be



said that classroom management to develop children's learning outcomes is multi-dimensional. This affirmation simultaneously becomes a new finding from researchers in the research process that has been carried out.

After doing the research, it is suggested that both Bethlehem Kindergarten and Bhayangkari Kindergarten should maintain a good and integrated class management planning and management system. In addition, both schools should improve the performance of classroom management implementation in learning activities and character building. Besides that, they should carefully examine the evaluative points that are the material for developing classroom management. For further research, it is worth examining the classroom management's aspects that are more open to developing children's interests. Moreover, the object study can be changed from early childhood education to an advanced level of education.

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Asia Pasific Journal of Management and Education (APJME)  
Vol.5 No.1, pp.1-10 , March, 2022  
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