

Class Management in Growing Early Children's Religious Development

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ABSTRACT. This study aimed to analyze classroom management's implications on the spiritual development of early childhood. The method used in this research is the library research method. Research analysis by collecting data from previous research and managing all information and theories relevant to the research study from several sources such as books and journals. The result of this study is that classroom management gives teachers sufficient time to build classroom management practices, some with intensive coaching and feedback. It is essential because coaching can increase classroom management's efficacy, which is linked to the child's growth, and the proper guidance in school leads to moral and academic excellence. Well managed in the classroom, it creates space for positive student behavior, academic excellence, and the formation of a religious character.

Keywords: *Classroom management, religious development, early childhood*

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INTRODUCTION

Ineffective classroom management can lead to various problems in learning along with the emergence and increase of unwanted child behavior. Therefore, for the classroom atmosphere to be conducive, the expected positive behavior of children to increase, and hostile behavior to be minimized, the teacher must master class management professionally. However, in reality, the problem faced by teachers, both beginners and experienced, is class management which could be more challenging for teachers. Teachers must pay attention to classroom management's principles, approaches, and components (Syafaruddin & Nurmawati, 2011). According to Tilaar (Warsono, 2016), education in Indonesia is still low, lagging behind neighboring countries due to less-than-optimal management. The low quality of education in Indonesia, especially at the junior high school level, makes it a shared responsibility to improve it, especially for teachers. The primary education problem in Indonesia to date is the low quality of education, mainly primary and secondary education.

Djamarah (2006) mentions that the principles of classroom management can be applied to minimize the problem of disturbances in classroom management. Djamarah said the regulations are as follows: a) warm and enthusiastic Warm and enthusiastic are needed in the teaching and

learning process, b) challenges, c) varied, d) flexibility, e) emphasis on positive things and f) the role of discipline. Class management is a teacher's skill to create a conducive learning atmosphere and climate. This classroom management aims to provide various facilities for student learning activities in a social, emotional, and intellectual environment in the classroom to create a pleasant atmosphere.

Good classroom management is about creating a conducive learning environment and utilizing facilities by considering the needs of students individually and in groups. Because the primary purpose of learning activities is to provide guidance and services to students so that they are willing to actively participate in the learning process, it is also necessary to know that individual students have different backgrounds, family backgrounds, and intellectual abilities. It is the most critical student characteristic that must be part of the teacher's attention and calculation in bringing his students toward the learning goals that have been set (Kadri, 2018).

Efrida in Usnan (2019) PAUD management is very much a concern when viewed from the fact that the imaginative, creative, innovative, and proactive graduates are significantly different compared to those who do not go through early childhood education. The importance of management in classroom management in the era of globalization which is full of competition requires high-quality human resources so that they do not continue to be left behind. Meanwhile, Ending Suryana (Prasetyo et al., 2021) revealed that management has student characteristics, and good classroom management can serve and help students' needs in learning. Therefore, the characteristics and needs of students are the first things that teachers need to know and take into account as well as possible, namely; (1) class management needs to be planned with steps clear and operational as teaching preparation materials; (2) the characteristics and needs of students in classroom management need to be taken into account by the teacher to obtain a more appropriate use of teaching methods/media; and (3) in order to maintain optimal learning conditions, several skills, and teaching approaches are needed by the teacher in serving the needs of students.

Having children with noble character and good morals is the dream of parents. However, these expectations must be balanced with reasonable and earnest efforts; sometimes, both parents and teachers need to be corrected in educating children so that the formation of their character does not match expectations (Yanto, 2020). Aristotle saw character as the ability to do good and moral actions. Psychologist Frank Pittman observes that the stability of our lives depends on our character. Building character is admittedly much more complex and takes a long time. Coon defines *character* as a subjective assessment of a person's personality related to personality attributes that can or cannot be accepted by society (Syafri, 2014). Early childhood is a child in the stage of growth and development, both physically and mentally, the most rapidly. Thus, every child must receive an excellent education to support their growth and development. So that every child is not only able to increase his knowledge and skills but also be able to form good characters children, at this early age, all three must be able to be given to children as well as possible in terms of affective, cognitive, and psychomotor development (Tumiran, 2018). The stage of children's spiritual development is in 2 stages; namely, the first stage takes place in the first two years of a child's life. At this time, children's understanding of God is still unclear and often associated with their parents. Children tend to show the existence of an object as a form of understanding of God, for example, a house of worship or worship equipment; at this time, prayer is also a child's first understanding of God (Syafri, 2014).

In developing religious values in early childhood, parents or educators must pay attention to several things in introducing or teaching children according to their age stage of development. Therefore, parents or educators need to know the stages of child development to help parents or teachers develop development in children (Lestari & Muqowim, 2020). Researchers are interested in examining how classroom management develops religion in early childhood to anticipate or minimize children from deviant, disgraceful acts violating religious norms so that children have a high tolerance attitude.

METHOD

The method used by researchers in research is the library research method, namely research that solves research problems using data or materials from libraries in the form of books, encyclopedias, dictionaries, journals, documents, and magazines (Harahap, 2020). At the same time, this study discusses how classroom management is in developing religion in early childhood, which is done by reviewing the results of previous research and collecting all information and theories relevant to the research study from several sources such as books, journals, and others.

RESULT AND DISCUSSION

Result

During the learning process, students are managed and controlled by the teacher (or sometimes by the students themselves) to enable effective teaching. Classroom management includes procedures for grouping students for various class activities, using lesson plans, handling equipment, aids, and resources, and managing the direction of student behavior (Kiseleva & Pogolian, 2021). Classroom management refers to various skills and techniques teachers use to keep students organized, organized, focused, attentive, on task, and academically productive during class. When classroom management strategies are implemented effectively, teachers minimize behaviors that hinder learning for individual and group students while maximizing behaviors that facilitate or enhance learning. In general, effective teachers tend to display strong classroom management skills.

In contrast, the hallmark of inexperienced or less effective teachers is disorganized classrooms filled with students who are not working or paying attention. Classroom management is how an educator delivers the classroom curriculum, lessons, and environment to their students. Many strategies provide students of all ages with a practical learning experience. Classroom management strategies create consistency in the classroom, keep students on task, and set consequences for correcting student misbehavior (Hans & Hans, 2017). Class management becomes the primary key to the success of the learning process, especially related to the attitudes and characteristics that want to be developed in learning (Widyaningrum & Hasanah, 2021).

According to Moh (Wiyani, 2013), classroom management is the teacher's skills to create and maintain optimal learning conditions and restore them if there are disturbances in the teaching and learning process. Many empirical studies that support the benefits of classroom management practices provide teachers with sufficient time to build classroom management practices, some with intensive coaching and feedback. It is essential because coaching can lead to increased classroom management efficacy linked to a child (Chow *et al.*, 2021).

Discussion

Sudjud in Nisa et al. (2021) state that PAUD education management activities are divided into three activities: (a) planning for early childhood education. Planning is an activity to determine the things to be achieved, (b) regulation is an activity to regulate the implementation of everything that has been planned to make effective and efficient use of early childhood education resources, and (c) supervision of the implementation of plans for organizing early childhood education is an activity to check, measuring, assessing, as well as improving and perfecting efforts to utilize early childhood education resources. These increasingly advanced developments encourage changes in the needs of students and the community. This increasing need triggers the increasing number of student demands that must be met to win society's competition. Increasing teacher competence is increasingly needed considering the developments in government, from a centralized system to a

decentralized system. Decentralized education management will bring education closer to education stakeholders in the region.

Therefore, teachers are increasingly required to describe the wishes and needs of the community for education through their competencies (Nurlela & Amelia, 2021). According to Rokim in Wahyuni and Purnama (2020), developing religious character from an early age is one way that children can worship consciously and sincerely God Almighty. Worship is obedience to Allah by carrying out His commands through the mouth of His Apostles; worship is humbling oneself to Allah Almighty, namely the highest level of submission accompanied by the highest sense of sahabah (love). The teacher must also prepare the classroom management strategy by implementing the learning process; according to Wati and Trihantoyo in Nurpratiwiningsih and Ervina (2022), a superior class management strategy for improving learning achievement strategy is needed. Sujiono in Pujianti *et al.* (2021) state that the social and emotional development characteristics of children aged 5-6 years include: expressing rigid ideas about the role of the opposite sex, having good friends in a short time, and often fighting in a short time.

Short, able to share and take turns, participate in every experiential activity at school, want to be number one, and learn about right things from wrong. According to Wiyani in Israwati (2017), "*class management targets can be classified into two types, namely classroom management, and student management.*" The study aims to find out more about classroom management. A classroom is a place where learning takes place. A conducive class can be achieved if a teacher as a manager can manage the classroom well. Teachers as managers must equip themselves with conceptual skills related to planning, organizing, actuating, and controlling as well as social skills that regulate human relations so that they can apply the right leadership style in various situations and conditions, which can support the implementation of the program being run.

The inculcation of religious values must be done by shaping behavior through educational program activities that are carried out continuously and applied in children's daily lives. Behavioral coaching is carried out periodically to help aspects of child development develop optimally by the norms adopted by the community—the formation of children's behavior in the aspect of developing children's religious values through educational programs. How to shape children's behavior is how to instill religious values—seeing the importance of assessment, especially for teachers and parents to assess religious values to determine how children develop. Schools that successfully organize religious education will make students more disciplined and can have an impact on children's achievements (Selvi, 2020). One of the basic principles in classroom management is readiness. In this theory, readiness includes maturity and physical development, psychology, intelligence, background experience, learning outcomes, perceptual motivation, and other factors that can make a person learn. Another factor here leads to classroom management planning. Classroom management planning depends on the curriculum. The school curriculum significantly influences classroom activities to streamline the teaching and learning process in building student characteristics. For this reason, the curriculum must be included in classroom management learning. Then it is realized through curriculum documents, annual programs, semester programs, and lesson plans (Kuron *et al.*, 2022).

Effective classroom management is generally based on building a positive classroom environment that includes effective teacher-student relationships. When an effective teacher-student relationship exists, it becomes easier for the teacher to guide students. The proper guidance of the child in school leads to moral and academic excellence. This study, therefore, argues that when a teacher manages his or her classroom well, it creates space for students' positive behavior, hence, academic excellence and character building (Oluoch- Suleh & Ekene, 2020)

CONCLUSION

This study has proven that classroom management is integral to effective instruction. Classroom management aims to be precise and directed, instructional strategies, concise and concrete teacher and student performance activities, and practical instructional resources to produce

disciplined students oriented to good morals. Effective classroom management, which begins with adequate learning preparation, will produce positive results in the teaching and learning process when students are motivated and allowed to connect lessons with experiences that have lessons and still do good in the classroom.

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