

## CASE STUDY OF THE IMPLEMENTATION OF CLASSROOM MANAGEMENT IN PAUD CENDEKIA KIDS SCHOOL MADIUN

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**Abstract:** This research aims to clarify the implementation of classroom management and the cases that occur in the classroom management conducted by the teacher in PAUD Cendekia Kids School (CKS) lab school of University of PGRI Madiun. The implementation of classroom management is what is in the classroom management that is carried out and the teacher's skills in carrying out the management function. The results are expected can be used as a reference for CKS to determine classroom learning strategies as an effort to improve learning quality and service for students. This is a case study research with qualitative methods. This study was conducted in five playgroup classes, group A and B guided by five classroom teachers and five shadow teachers. The result shows that the management space in PAUD CKS conducted by classroom teachers consists of 1) Management of classroom administration, 2) Display management and classroom facilities, 3) Management of teaching and learning activities (also called KBM), and 4) Management of classroom students. Problem found in the implementation of classroom management is that the understanding level and skills of teacher's classroom management, competence, and class management systems need to be improved.

**Keywords:** PAUD classroom management, teacher as classroom manager, PAUD teacher

### 1. Introduction

Class is a place where students get coaching and learning material, and interact or socialize with others and teachers. Most teaching and learning activities (also called KBM) in schools are conducted in a class. Regarding that, it is very important for the teacher to manage the class to create the teaching learning process to be more comfortable, effective, efficient and qualified. According to Vand Deventer and Kruger in I Gusti Ketut Arya Sunu, that a good-managed

classroom creates the teaching and learning can be done in more effective way.

Classroom management has an important role in achieving the learning goals. The purpose of classroom management according to the Director General of Primary and Secondary Education in Nurhadi are: 1) Realizing a conducive and optimal classroom for students, 2) Eliminating the obstacles and barriers during the learning process, 3) Optimizing the facilities that support the students' intellectual activity in the classroom, and 4). Supporting the students based on their own backgrounds.

In the Early Childhood Education (PAUD), the students are taught by a classroom teacher assisted by a shadow teacher. Classroom teacher in PAUD have an important role as classroom managers, because they should be in the same class every day and must be able to teach all development fields for the students. It means if the class sustainability depends on how the classroom teacher manage the class.

Classroom management is an important skill that must be owned by the teacher. Classroom teacher in PAUD have a very important role, because they are responsible for the classroom conditions, both teaching and learning activities (KBM), organizing class displays, classroom facilities and classroom administration. Besides, classroom teacher also should give attention to the students' improvement, making communication with parents, students, class partner or shadow teacher. Considering the important of the responsibilities of PAUD classroom teacher to carry on the sustainability of their class and students, it is a must that PAUD classroom teacher should have managerial skills.

So far, the research related to classroom management in PAUD is rarely found.

Basically, the success of achieving learning objectives in PAUD cannot be separated from classroom management. In contrast, the scope of classroom management conducted by teachers is only limited in management related to the students' learning activities and the efforts to improve the students' improvement field. Other cases are that the researchers found many problems regarding the management that were poorly understood by PAUD classroom teacher.

The implementation of classroom management success depends on the managerial skills of classroom teacher's own. Previous research related to classroom management conducted at PAUD Cendekia Kids School (CKS) is an active, responsive and adaptive (MENARA) classroom management researched by Hermawati Dwi Susari & Alisa Alfina,. It shows that to achieve an effective and efficient MENARA, classroom teacher must have an open attitude of accepting, responding with a positive attitude of giving attention then following up based to the needs and characteristics of children in different situations and conditions. This research pays more attention to the case study of the impact of MENARA on students' social maturity. It can be said that social maturity in students depends on active, responsive and adaptive classroom management where those are teacher's attitudes. This is not described yet on how the overall management implementation, especially on the classroom teacher's managerial skills.

This research is an advanced research from MENARA that wants to know more about how the overall classroom management implementation, that is not only that has an impact on social maturity but also find out causes of cases in the implementation of classroom management, then analyzed what are the strengths, weaknesses, opportunities and barriers. This research is important to do because the results are expected to be a reference for determining the strategies to improve quality and quality in PAUD CKS, Madiun.

## **2. Literature Review**

### **2.1. Classroom Management**

Management is a managing activity by utilizing available resources, to achieve goals. Management according to Terry [4] is a science and art. Science is knowledge about

management, while art is a skill to achieve the desired results. From that explanation, class management can be interpreted as science and art to manage the class by utilizing resources in the classroom to achieve learning objectives.

Management is a process of coordinating work activities to make the work is completed efficiently and effectively with and through other people [2]. Similarly, classroom management is a process to coordinate teaching and learning activities so the learning objectives can be carried out effectively and efficiently. The achievement of activity effectiveness according to Robbin and Coulter is described as doing the right job. With classroom management, it is expected that teaching and learning activities can be achieved effectively and efficiently. Effective is completeness in providing material and learning objectives are maximized. While efficient is related to empowering resources according to needs and nothing is wasted or in vain.

### **2.2. Classroom Management Function**

Classroom management function is an activity carried out by the teacher as a class manager, and the principle that has the same as the management function in general, which is to plan, organize, implementation, control [2]. It explains that the planning management function includes the process of formulating objectives, developing strategies to achieve goals, and developing plans to integrate and coordinate a number of activities. Organizing classes is the activity of classifying and structuring which aims to facilitate work and control. Implementing is the implementation process of what has been planned. Controlling is reviewing the extent of planning to achieve the objectives, so it can be used as a material to evaluate the results.

### **2.3. Classroom Teachers as Classroom Managers**

Managers are individuals or someone who carries out management activities. A manager is required to have skills or managerial skills. An important skill possessed by a manager in general is time management skills, relationship building skills and listening skills. Robbins & Coulter divides the manager's skills according to manager level. The initial manager must master technical skills, the middle-level manager's skills that

must be possessed are the skills to relate and cooperate with people, both individually and in groups. While the top-level manager, the skills he must possess are conceptual skills. According to Wisdom what is meant by technical skills is the skill of operationalizing the tools, methods, and other facilities that are traditional and modern. Skills related to humans is a skill to collaborate, motivate and awaken the individual work ethic they lead. Conceptual skills are the skills to understand, conceptualize, and manage an organization.

#### 2.4. PAUD Teacher's Competency

There are four competencies of PAUD teachers, namely pedagogic, professional, social and personality. As a PAUD classroom teacher ideally has four competencies to understand the students, understand the material to ECD, have good personality and social interaction. The ability to manage level of class is determined by the degree knowledge owned by teacher.

### 3. Research Methods

This is a case study research with the type of research is qualitative. The aim is to describe the implementation of classroom management and analyze the causes of cases that occur during classroom management. The research was conducted in five classes in PAUD CKS, starting from the Play group; group A and B. The teachers studied were all classroom teachers and shadow teacher.

Data obtained through observation, documentation, in-depth interviews with teachers. Data analysis technique used in this study is interactive models Miles & Huberman in Sugiyono [3] through three activities that take place simultaneously, namely (1) data reduction, (2) data presentation, (3) conclusion / verification. The three components of the data analysis above run simultaneously at the time of data collection activities. After the researcher compiled the field notes, complete data reduction activities were immediately carried out and continued with the development of temporary data presentations. Based on the data presentation, the researchers then draw conclusions / verify data.

## 4. Results and Discussion

### 4.1. Profile of CKS PAUD Teachers

PAUD CKS is PAUD which is being pioneered as an Inclusion school, so it has classroom teachers, classroom assistants and shadow teachers of Children with Special Needs (ABK). In table 1 below shows the teachers' profile which is seen from the position, length of teaching in CKS, employment status, educational background and required information.

By looking at the table, the core teachers on average have the same teaching experience in CKS PAUD because when this research was conducted, CKS just established for 5 years. There is one teacher who has more experience teaching before teaching in CKS. Teacher education in CKS was initially not a graduate of PAUD. However, they have studied S1 of PAUD after teaching in PAUD CKS. This was done because there were provisions that must be fulfilled from the foundation if appointed as permanent employees of the foundation. The classroom and ABK teachers were graduated from various departments except PAUD and one graduated from high school. All of the shadow teachers in CKS have been short courses training of PAUD teachers before registering to be a teacher in CKS.

**Table 1** Profile of ECD CKS Teachers in year 2017/2018

Position	Length in teaching	Personnel status	Education status	Information
Teacher of PG class	5 years in CKS	Permanent teachers of foundation	Bachelor of Biology	Currently in the process of taking a Bachelor of PAUD education
Teacher of A1 class	4 years in CKS	Permanent teachers of foundation	Diploma 3 of Japan language	Currently in the process of taking a Bachelor of PAUD education
Teacher of A2 class	2 years in CKS 1 years in PAUD lain	Permanent teachers of foundation	Bachelor of PAUD	The process of Resign follows the duties of the husband
Teacher of B1 class	3 years in CKS dan 2	Permanent teachers	Bachelor of PAUD	

	years in PAUD lain	of foundation		
Teacher of B2 class	3 years dan 5 years in PAUD N lain	Permanent teachers of foundation	Bachelor of English education	Currently in the process of taking a Bachelor of PAUD education
The shadow teacher	Less than 1 year	contract / non-permanent teacher	Others bachelor except PAUD	have no teaching experience
ABK's monitor	Less than 1 year	contract / non-permanent teacher	Others bachelor except PAUD dan SMA	have no teaching experience

These data are needed to find out whether the background of the core teacher and the shadow teacher is one factor of the cases that occur in the classroom management implementation in PAUD CKS. According to Sutanti's research entitled The Picture of Classroom Management by PAUD Teachers in Payung Sekaki, Pekanbaru, that classroom management skills are more influenced by the teacher's tenure, while the training that has been obtained by teachers does not have much effect because teacher training does not have anything to do with classroom management.

#### 4.2. Teacher Performance Routines

Teacher performance routines in carrying out the main tasks set by the school from the observations and information of teachers and principals were started from the afternoon after the students back home from the school. The teacher cleaned and fixed each class then goes to the teacher's office. Then, ten minutes of special moments, in the form of a brief coordination which contained a short story and confirmed the situation of Teaching and Learning Activities (KBM) in teachers' respective classes and reported the condition of students. Then proceed with making notes, evaluating the results of the KBM today, preparing the media for KBM the following day. Basically, teaching planning was made once a week. In the morning before starting the cultural activity was done by praying together before the activity and then the teacher prepared the class and media that have been made and then taught. Based on the data on the teacher's performance routine is found that the teacher keeps records, arranges classes, carries out teaching and keeps monitoring the progress

of students. The performance carried out by the teacher is the scope of classroom management carried out in CKS.

The classroom management scope carried out by the CKS teacher is the duty and responsibility of the classroom teacher assisted by the shadow teacher. Further, the implementation process in each classroom management scope in CKS is as follows:

##### 1. Management of classroom administration

From the observations in all classes, it was found that there was uniformity in the types of administration carried out by classroom teachers. The types of administration if the list can be seen in table 2.

**Table 2** List of class administration lists

No	Administrative Name	Work time	Function
1	Presence	Everyday	To find out the intensity of student attendance
2	Class inventory	At the beginning of each semester and if there are additional and reduced inventories	To find out the existence and condition of class infrastructure
3	Photo documentation	Everyday	As physical evidence of activities has been carried out
4	Profile of students	Collection according to KBM and workmanship at the end of each semester	To find out student data, students' medical history, students' background as data in an effort to develop students' abilities and prevent problems and become insights into solving student problems.
5	Assessment recap	Weekly and semester	Assessment recap to find out student progress
6	Anecdote	Everyday	Records student events as additional data to detect student progress
7	Connecting books	Once in a week or as needed	As a book connecting each student to the teacher if there are several things that need to be conveyed
8	Student Report Card	Every end of the semester	As a teacher's report to parents of students

In table 2, the time of classroom administration and the function of each administration are explained. The administrative process of technical implementation is carried out by the classroom teacher and the shadow teacher individually or group tasks. The division of administrative duties between classroom teachers and shadow teachers has been determined by the school. The classroom teachers work on administration related to students such as student report cards, anecdotes, and assessments, while the rest is done by the classroom teachers but it has the possibility if all class administrations are worked together. In this case, the main person in charge is the classroom teachers. the problem of all the classroom administration is the continuity and routine to complete and refine the writing and save the finished file. This is due to the many activities outside the teacher's teaching hours, such as organizational activities and competitions. While administrative work requires its own time and concentration.

The administration which has reduced the effectiveness is a contact book. Nowadays, all kinds of information are informed via WA to give know the students' parents. Besides, the teacher keeps writing the information from the school as written evidence that the information has been delivered and distributed to the guardian.

Classroom administration in the form of KBM photo documentation is mostly done through the mobile phone owned by each classroom teachers. Unfortunately, to move to the school data computer in the teacher's room, the teacher must queue, except for some teachers who already have a personal computer, the teacher can use it to revise the classroom administration.

In CKS, there is no administration that has good quality and there is no written system that can be used as an administrative guide. During this time the briefing on how to manage the administration of the new class is verbal and incidental. Classroom administrative planning, organizing types of data and workmanship, direction in working on class administration has been done but not yet in the good structure and written form. While controlling the implementation of administration and the

continuity of class administration has never been carried out by the principal. Even though the teacher has done well, the final result that is expected to be administered to become class data to be less is not optimal, because most work is done at the end of the semester so the process is not in accordance with the procedure.

Classroom administration is very important because by the existence of the administration, the history and data will not lose. Classroom administration is an activity of recording and archiving data to facilitate the search for data related to the class. Data can be in the form of writing and photos, and the output is in the form of soft files and handouts. To keep the existence of the data, class administration must be well-managed, systemized, and done the teacher training on how to implement classroom administration that is effective, efficient and accountable. Classroom administration is a simple activity but often becomes a problem for classroom teachers. This is because the teacher does not have the attitude and is still low in skills in recording, filing and processing writing or photo data.

Planning and organizing classroom administration management begins with compiling what data lists are needed in the class and what the data functions are and then formatting and systematic writing. Then, calcify the data that has been listed based on interests, time, method of preparation and type of data. Data planning and classification facilitate the process of recording data and controlling data when needed.

## 2. Display management and classroom facilities.

The classroom in PAUD CKS consists of three classrooms where two large rooms are divided into 4 classes that are partitioned or partitioned in the form of aluminum which is not permanent and has a function as a tight divider. The purpose of the partition in this large room is expected to be multifunctional, which is to be used as a classroom and meeting room. The four classes become group A and B. While the Play Group (KB) class is in a separate room, there is an indoor bathroom and

a kitchen. Every class has an Air Conditioner. The glass that surrounds the class is made of dark glass, while the door has no glass at all. This space design makes it difficult to monitor activities in the classroom. If there is a child in the classroom and the door is closed tightly, it cannot be known what is happening in the classroom. This is certainly vulnerable because the teacher cannot monitor students when students are in class.

The learning model in CKS PAUD consists of two models, namely classical models for family planning classes and center models for groups A and B. There are four centers in CKS, namely preparation, beam, role and natural centers. The facilities of the central classes have shown the characteristics of a center, for example the center of the beam has many beams, the role play center there are many role plays, the preparation center has a lot of stationery and natural centers, consisting of some equipment that is related to nature.

Classroom display looks so ordinary, just consists of decoration class and has not shown yet a function to ignite students' desire to learn. Many facilities and classroom decorations come from buying rather than handmade classroom teachers. Creativity has not been found in the arrangement of the room. Many classroom decorations made from stickers from buying look good but lack sharpening teacher's art skills. APE is very large, but is included in the window, except for the beam, which is placed in a block locker. So, it makes the game is almost untouched by students. These arrangements are found in all classes.

When the teacher was interviewed, APE is stored neatly in the storefront because the children are difficult to navigate, returning APE back to its place. The teacher has more role to return the toy to its place because the teacher feels impatient and the time is up. Even though playing and returning the toy to its place is a part of learning and can develop students' social emotional development.

The layout of the student tools also cannot make students learn to put their learning tools in the place because they are placed in a big box into one and carried when they move to another center, so the class seems stiff. It looks concise and easy for teachers, but

for students there is less benefit as learning. Arrangement of student learning tools even though in the box should be well organized so that students can learn how to discipline and put

the device back to its place according to the class.

The classroom display in PAUD can reflect how creative the PAUD teacher is. When the teacher displays the class, the teacher is also challenged to learn to understand the students in class and what is needed by them. The ornaments made by the teacher also reflect the teacher's ability to make students learn and love the class. The choice of the place of the tool, its color and shape according to the characteristics of the child makes students feel happy to be in the classroom.

Children learn from seeing and holding, classroom displays that make children learn colors, class displays in the form of writing symbols make children learn to recognize writing. The way teachers get used to classifying spatial planning and learning tools makes students learn to classify, organize and tidy up. Display and facilities of PAUD classes are effective tools of student in learning.

In PAUD, classes that are the main concern and characteristic are classroom displays and facilities. Classroom display relates to classroom decoration and layout of student learning furniture and equipment. While the classroom suggestions and facilities are supporting equipment needed in the classroom for learning purposes, both as an educational learning tool (APE), teaching materials or student learning tools that all support the teaching and learning process.

The PAUD classroom display is not only aimed at beautifying the class, and attracting students, but to stimulate students' curiosity and make the brightest students want to learn. Whereas facilities in the form of compulsory and complementary support should be chosen in accordance with children's characteristics and child-friendly. School learning models such as centers or groups, affect classroom displays and infrastructure.

### 3. KBM Management

KBM in PAUD CKS is done since students come to school early until back from school. KBM outside the classroom is KBM which is related to attitudes and gross motor training. Habit is done in the form of good attitude and putting things back in place such as shoes on a shoe rack, throwing garbage in its place, discipline comes in school and so on. Table 3 outlines the KBM schedule that is done in CKS.

**Table 3** Schedule of CKS PAUD

	Time	Activity
1	07.30 -08.00	Line in the Field
2	08.00 – 08.30	Outdoor activities
3	08.30 – 09.00	Break
4	09. 0 – 10.00	In-door activities
5	10.00 – 10.30	Preparation to go home

Outdoor activities are rough motor training activities such as sightseeing, or games that can train students' gross motoric. While indoor activities are activities related to the field of development other than gross motoric. Indoor activities train the development of language, fine motor, art, cognitive and social emotional.

The process of making RPPH that applied in CKS PAUD, the teacher is obliged to confirm and consult the draft KBM planning to the principal before being taught to class. The aim is to monitor whether the material and activities and strategies are in accordance with the curriculum and lead to the achievement of the vision and mission. After RPPH is implemented, the teacher must make notes on how to implement classroom learning and new ideas and special moments that can be used as special notes during learning. This teacher's recording is also an evaluation for the teacher on the implementation of the learning that has been done.

**Table 4** CKS Learning Planning Procedure

No	Activities	Information
1	RPPH draft before teaching	Consulted to the principal If there is a revision, it can be revised the RPPH draft and then consulted again If there is no revision proceed to the next step
2	Preparing the learning material	Student learning media and teacher learning tools
3	Draft made according to RPPH	RPPH systematically implemented
4	RPPH is revised and completed with teacher notes and student assessments.	Revisions are needed to improve RPPH after it is implemented The teacher's notes are about the implementation evaluation both by the teacher and the observer if there are, special moments, new ideas. If RPPH is not implemented it does not need to be revised
5	RPPH is on legality and documented	Reporting of learning outcomes and RPPH revisions, then signed by the school principal RPPH is archived both in the form of soft file, and hand out
6	Complete	

RPPH format and systematics in CKS PAUD consist of: 1) identity, 2) syllabus or material for each field of development that will be given, 3) activity procedure consisting of opening in the form of apperception, core containing teaching strategies, and closing, 4) learning media and teaching, 5) literature 6) assessment. RPPH should be made every day by classroom teachers. By looking at the contents of RPPH, it can be seen how the form of KBM management and the ability of teachers to master the material. While the implementation of KBM can only be seen when the teacher teaches in class.

The KBM management procedure in CKS PAUD has been well systemized, but in its implementation, there are still many obstacles. From the results of observations and interviews found several cases that make KBM management many obstacles that are: 1) the procedure is still new and the teacher is not familiar, 2) the center learning model that is still in the evaluation process in its implementation, 3) classroom teachers are often confused ideas creative activities, 4) many organizational activities that make making RPPH makeshift or to abort obligations 5) culture makes RPPH still needs encouragement and habituation to be on time, teachers' skills in preparing RPPH still need practice

The consultation process for the KBM or RPPH planning draft is carried out directly or through technology media such as e-mail, and WA or communicating directly through HP. This makes the time to make flexible KBM planning and wherever the existence of the headmaster of the KBM planning routine can still be implemented. Even so, not all teachers use this. There are even teachers who are passive and almost never communicate with the principal except the principal or other teacher who precedes to remind. CKS has facilitated Wi-fi to utilize the technology. However, for teachers who prefer to work at home, the internet package is not sufficient to communicate.

Center learning model in CKS PAUD is in the process of evaluation and consideration, considering the teacher has not mastered the center model and class conditions it is not possible if using a center model which is not appropriate. This affects the making of RPPH. However, teachers still continue to make RPPH, even though they are not in accordance with procedures and tend to be late in making.

Delays in making RPPH influence the delay in preparing the media for learning and teaching. In fact, the implementation of RPPH often does not suit the field situation because the strategy used to deliver the material is very minimal, the teacher lacks control over class and material. The problem is the main cause is the lack of ideas and creativity teaching teachers.

The case of KBM management has many problems, come from planning and implementation. This is realized by teachers and principals and can be understood because CKS is only 6 years old and the conditions of teacher change are still very frequent. Consequently, the new teachers must be retrained that they can adjust the system in CKS.

RPPH standard quality when observed affects the quality of teacher teaching. This is also justified by both the teacher and the principal. Teachers who have longer teaching experience and teachers who have teaching experience below that are only a few years apart from KBM's ability to learn are still the same in the learning process.

This is actually a common case in PAUD schools that just have been established for less than six years, and the teacher has no experience. Teachers who are more proactive, more adaptable, creative and innovative have a lot experience of progress in managing KBM. This applies to the classroom teacher and shadow teachers. Creativity, innovation is still being a challenge that needs to be improved. There are a number of changes when the school conducts coaching related to teaching strategies. The coaching was carried out during the RPPH consultation. However, to be able to get RPPH consultations, there were also many problems because the teacher felt that he lacked ideas in making RPPH. This is a weakness and needs a strategy to encourage the teacher's ability to teach continues well and the KBM management system can run in line with expectations.

Shadow teachers come as not fully mastered what is their task as a shadow teacher. This is because the teaching experience is the first time for PAUD students. Besides, the core teachers are less courageous to guide because the core teachers themselves also have problems with creative abilities and innovating when teaching and have not found a form that suits their character. Here, the shadow teachers are all young and just graduated from

university, so they can still be formed to be more competent, committed and qualified teachers. Unfortunately, the shadow teacher is also prone not to continue his profession as a PAUD teacher because he is still looking for experience and looking for the expected form of work which is appropriate for each character.

The skills of KBM management are not only influenced by the length of experience of the teacher's work, but more importantly the teacher's willingness to actively hone skills, add insight and knowledge. That the current era is technology era, where everything can be learned through technology. Unless the teacher's attitude and character can be obtained through the teacher's experience. The creativity of teaching PAUD teachers is currently competing with technology, where early childhood is now a child who has understood technology since birth.

From the description above, KBM management is an important thing must be owned by teachers, because it relates to the teacher's duties and obligations, called teaching. Not all teachers have implemented the basic management functions such as planning, organizing, directing and controlling. Planning begins with making RPPH and teaching media already implemented, but delay handout even happens, although the principal has often warned. The teacher more often makes plans by dreaming, then drafts it, then makes systematically and prints it out. The organizing of classes in the KBM process is little missed that make difficult teachers to carry out teaching and learning and rarely controlling done by the principal. Controlling the implementation of KBM is only seen by the principal as far as seeing how far the students' behavior in applying the habit.

The obstacle in realizing ideal teaching and learning comes from the competence owned by teacher. The challenges of creativity and innovation that require thinking power, skills and knowledge still need to be improved. Continuous training and mentoring still need to be improved, too.

#### 4. Management of classroom students

Observation of student in CKS in this research is limited to how teachers address each student's problems during school and pay attention to the improvement of each student. In CKS, dealing with various developmental problems of students in the classroom, is done

by coordinating between teachers, principals and parents of the students. At the time of meeting, the teacher will share experiences dealing with various student problems. The management of students in each class are various because each class has different student characteristics. There are classes whose students are easily conditioned but there are also classes whose students are difficult to condition, although only a few, but can affect others. This case is a challenge for classroom teachers, because the handling of students influences the teaching and learning activities.

The ability to measure on how far student's development becomes a challenge for CKS teachers. This is because not all teachers are able to measure development maturity in every field development. There are some teachers who pay attention to the students. There are teachers who have never felt if their students have a lot of problems because the teacher itself is stagnant and passive. The same cases, there are teachers who have difficulties to handle their students in class. The teacher's ability to communicate and socialize with parents and co-workers, each teacher also varies. There are teachers who are very communicative with parents, but some are very passive.

Controlling of students' situation in class is carried out by the principal by asking the condition of the students and by directly observing to see students while playing at the yard and while in the class. Especially if there are complaints from parents and teachers regarding the students involved, the principal will go to the classroom to review the condition of students to communicate with students and also the classroom teacher, then discuss the classroom teachers to provide some strategies dealing with students.

Early childhood development is very fast, has a high curiosity, easy to imitate what is seen and heard without filtering it, and without knowing the bad impact. Early childhood can be said to be an age that is prone to everything. Regarding to that, handling early childhood should not be alone, but good collaboration and communication is needed between schools, teachers and parents or even grandmother, grandfathers and babysitter at home. Monitoring process should be done individually.

The student's management is an effort to regulate students to have good development in all fields at school, such as efforts to develop

their talents and interests, find the causes of developmental problems. The success of students in PAUD is characterized by how fast their development is in six developmental institutions. The classroom teachers should really monitor how far its development. All those can be done if the teacher has the ability to manage the students and have good competence.

In PAUD, the student's management in the class can be started by looking at the medical history and background of the student's environment. Because it can be a reference to pay attention to other developments. In handling all problems students need a teaching experience, and training and clear procedures from the school management system. All teacher competencies are fully involved in student management. In handling this skill and knowledge is needed to know how to handle each student's problems, observation, and detect problems in student development.

## 5. Conclusion

The scope of classroom management conducted in CKS PAUD is: 1) management of classroom administration, 2) display management and classroom facilities, 3) management of Learning and Teaching Activities (KBM) and 4) Management Of Classroom Students. The scope of classroom management is an education management derivative consisting of curriculum management and learning, management of students, management of academic activities, and management of administrative activities [7].

The main problem in the implementation of classroom management in CKS lies in the understanding of classroom management and low-class managerial skills, stagnant teacher competencies as well as classroom management systems still need improvement. The strengths and opportunities that can be achieved are that the teachers have the willingness to learn, continuous evaluations and continuous communication

## 6. Suggestion

It is suggested that a training and mentoring and contingency assistance and training program be held continuously to improve classroom management skills and develop teacher competencies. The ability of classroom

management is one of the quality standards for assessing teacher performance to improve teacher performance.

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