

Setting and Strategy Child Friendly Classroom Management in Early Childhood Education: A Literature Review

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Abstract

Creating and maintaining a safe and comfortable learning environment has a very important role in preventing bullying in early childhood education. Teachers can implement child-friendly classroom management to create a safe and comfortable environment. This research uses a type of qualitative research with a library study method or known as a literature review such as journals and scientific articles. The result is that child-friendly classroom management has been proven to be more practical and effective in Early Childhood Education classes. Through child-friendly classes, children's acceleration and abilities can be improved because the child-friendly learning process has consistent values and is in line with children's needs. In addition, creating a friendly classroom can reduce aggressive behavior and increase prosocial behavior among students. A child-friendly education system has also been implemented in New Zealand by integrating contextual learning that is relevant, interesting and meaningful. The role of teachers in child-friendly classroom management is very important. Teachers as role models in the classroom can foster a friendly learning environment to overcome bullying behavior in children. However, good pedagogical competency support is also needed so that teachers can create a more positive learning atmosphere. The importance of creating child-friendly classes in early childhood education is to provide a classroom environment that is safe, comfortable, and supports children's optimal development. Classroom arrangements can be made by arranging classrooms that are safe, easily accessible, comfortable and clean, providing safe and interesting learning media, and ensuring positive communication between teachers and children.

Keywords: *Child-friendly classroom management, Strategy friendly classroom management, early childhood education.*

Introduction

In creating the learning process, it is required to be more interesting and enjoyable in order to provide a feeling of comfort and security, so the school must be *set in* a comfortable, enjoyable setting for children, so that the learning process and results can be maximized (Sholeh, 2017). Not only in the school area, but in the classroom area it must be set in a comfortable and enjoyable setting, because according to the facts in the field, according to the Indonesian Child Protection Commission (KPAI) 2023, there are around 3,800 cases of bullying that occur in educational institutions as well as the results of SEAMEO research on teachers' classroom management skills in Indonesia found, *'Except for Indonesia, all Southeast Asian countries have identified "maintaining a physical environment conducive to learning within the limitations of available facilities" as a competency'*. Therefore, teachers must know about children's development, be able to design play activities that can make children active and create a pleasant classroom atmosphere (Anisa, Wulan, Hikmah. 2023). This can be realized if a teacher has an understanding of classroom management in Early Childhood Education, that classroom management is a form of activity in a teacher's efforts to create a conducive classroom situation and create a pleasant classroom atmosphere (Fitria, et al. 2023).

Managing Early Childhood Education requires good program planning that is in accordance with existing conditions in the institution, so according to (Puspitawati, 2013) there are several aspects of PAUD learning, namely appreciation, working together and lifelong learning. Apart from that, it must also meet the needs of children, paying attention to security, comfort and safety (Suyatni et.al. 2015). According to the quality PAUD guidebook from the PAUD directorate, quality PAUD is a PAUD unit that has a safe, comfortable learning environment and is able to facilitate children to develop fully.

Quality Early Childhood Education is correlated with child-friendly classroom management, because its management provides a quality and comfortable classroom environment. Schools that have quality are those that prioritize service to children, one of which is child friendly (Sumantri et al, 2019). Child-friendly classes are not building or creating new classes, but making the classroom a place where children can experience learning by participating in play activities and having a voice regarding children's rights, namely the right to be healthy, loved, treated well, protected to avoid violence and harassment (Wulan, dhieni, Pujiastuti, 2022). So the main basic principles of child-friendly classroom management are as follows.



Figure 1 . Child-friendly classroom management model (Wulan & Fridani, 2022)

Classroom management is a crucial aspect in education that has a big influence on the teaching and learning process. In an effort to create a conducive and enjoyable learning environment, a child-friendly classroom management approach is very important because Jean Piaget (1936) stated that children experience cognitive development through certain stages and actively build their own knowledge through interaction with the environment. So in the context of child-friendly classroom management, educators need to provide an environment that stimulates cognitive development, taking into account the different developmental stages of each child. Learning activities must be adapted to children's cognitive abilities, so that they can learn in the most effective way for them. Apart from that, Albert Bandura (1977) also stated that children learn through observing and imitating the behavior of other people, including adults and peers, so in child-friendly classroom management, teachers must act as positive models and provide examples of desired behavior. Positive social interaction between students also needs to be encouraged to create a supportive learning environment.

Child-friendly classroom management can also ensure that basic needs are met, teachers create a safe environment physically and emotionally, where children feel valued and accepted, this is in accordance with (Maslow.1954) basic needs such as security and affection. must be fulfilled before a person can reach their full potential. Not only that, (Rogers.1969) "*Significant learning can only take place when the student feels he is accepted, when he is in an environment where he is trusted, and where he is free to express his own feelings and thoughts*". In the learning process teachers must be warm, accepting and empathetic, and provide the emotional support needed by students. (Vygotsky.1978). The importance of social and cultural interactions in children's cognitive development, regarding the importance of social and cultural interactions in children's cognitive development and the concept of the Zone of Proximal Development (ZPD), (Vygotsky. 1952) "*Children are not passive recipients of knowledge, but active builders of their cognitive world through interaction with their environment.*" In child-friendly classroom management, teachers need to recognize the ZPD of each student and provide the right support to help them reach their full potential. By applying these theories, teachers can create a learning environment that not only prioritizes academic aspects but also emotional and social well-being A child-friendly class is a class that respects each individual and provides space for children to develop according to their individual abilities and needs.

Method

This research uses a type of qualitative research with a library study method or known as a literature review. According to Creswell (2014) explains that a literature review is an analysis of research literature which has the aim of providing information to readers about the results of other research that have a correlation with the research conducted. The data analysis technique is carried out from various data that has been obtained using the descriptive analysis method by presenting the facts and then analyzing and describing them and providing sufficient understanding and explanation.

The data collection technique uses library research, namely collecting data from other sources that have research topics by taking them from various sources such as journals, books and other studies. In this research, literature was obtained which included international and national journals.

Results and Discussion

Based on the results of research conducted using the literature method, namely collecting references and processing materials that are relevant to the problems or cases raised, the author found that to move towards a child-friendly classroom management concept, settings and strategies for implementation are needed. The following are the results of a review of several sources used in this research.

No	Writer	Title	Results
	Sri Wulan, Lara Fridani (2021)	Teaching Strategy in Early Childhood Education: Child-Friendly Classroom Management to Anticipate Bullying Behaviors	The research has found that bullying behavior is quite common in ECE institutions, corroborating with various other studies that have reported bullying occurrences at an early age. All ECE teachers believe that effective classroom management is vital for fostering a conducive learning environment. However, the actual implementation of these practices is not as widespread, indicating a gap between understanding its importance and the practical application. The research suggests that the

			implementation of child-friendly classroom management can help prevent bullying behavior in ECE classes. This conclusion is based on both the literature review and the responses from the teachers.
	Muhammad Yusri Bahtiar (2020)	Kindergarten child-friendly based learning in Bontotiro sub-district, Bulukumba district	The research concluded that the child-friendly learning model is practical and effective, and it has been empirically proven to stimulate acceleration and increase the long-term memory capabilities of learners but need The child-friendly learning model has consistent values that align with the learning needs of children in early childhood education (PAUD). This model emphasizes the teacher's ability to manage learning in PAUD institutions.
	Hayani Wulandari, Denisa Putri Rahmawan (2023)	The role of teachers in creating a child-friendly learning environment	The findings show the importance of teachers in preventing and overcoming bullying and fostering a child-friendly learning environment as well as the importance of pedagogic competencies that teachers must have to understand their students and create a positive and appropriate learning atmosphere in the classroom.

	Amitya Kumara Birlanti Novita Sari Dinni Asih Febriyanti Husna Ika Putri Sari (2012)	Creating Friendly Classroom” Program And Classroom Management	The findings show that The "Creating a Friendly Classroom" training program can improve teachers' classroom management skills. Implementation of the "Creating a Friendly Class" Program by teachers in kindergarten classes can reduce aggressive behavior and increase prosocial behavior among students . Statistical test results showed a decrease in aggressive behavior and an increase in prosocial behavior among students after program implementation.
	Shofie Rizqita Yusra, Rita Mariyana, Henny Djohaeni (2019)	class arrangement in inclusive preschool	The findings show that the classroom arrangement is towards a child-friendly classroom setting with teacher professionalism in managing the learning environment for children, the availability of adequate facility support as well as school policies and school committees that support the realization of a conducive learning environment and (c) community participation, especially parental involvement. in helping to create an effective learning environment. So every corner of the classroom must be save, accessible, comfortable, clean and tidy. This aims to ensure the

			<p>safety and comfort of children in their activities in class. Apart from that, the indoor classroom arrangement at Mutiara Bunda Kindergarten also has a stimulus room which functions for children with special needs who cannot receive learning in class. In this room children are stimulated so that they know the stages of development. the child is at what level so that the school teacher knows what stimulation is right for the child so that when the child participates in the learning process they feel safe, comfortable, and safety is the main priority in designing and purchasing furniture.</p>
	Tank prasad bhandari (2020)	Child-friendly learning environment: practice in mathematics classroom	<p>The findings show that the physical arrangement of the classroom is less suitable in terms of a diverse group of students and inclusive aspects because teachers do not have sufficient theoretical knowledge about teaching methods, pedagogy, and techniques for dealing with individual differences but they do not implement student-centered pedagogy and friendly situations. children in class.</p>
	Ravi Bhushan, Prashant S Homkar, Shivakumar N Revashetty, Dr	Developing child friendly environment in early childhood education classrooms of physical education	<p>The findings show that early childhood physical education teachers in India need to improve and</p>

	Pravin Shiledar (2016)		understand child-friendly environments when in the classroom because teachers need to understand the classroom environment and teacher behavior can influence student learning and must have strategies and skills to develop child-friendly classes in schools.
	Khush Funer Murtaza (2011)	Developing child friendly environment in early childhood education classroom in Pakistan	The findings show that the teacher's role in creating a child-friendly classroom is very important by encouraging students to share ideas, listen to each other, and work in groups. However, in its implementation, PAUD teachers in Pakistan need training related to child-friendly classroom learning.
	Anayanti Rahmawati, Warananingtyas Palupi, Ruli Hafidah, Muhammad Munif Syamsuddin, Adriani Rahma Pudyaningtyas, Nurul Kusuma Dewi, Vera Sholeha (2023)	The Concept of Child-Friendly Early Childhood Curriculum Development in Early Childhood Education	The findings show that the application of special material in child-friendly education for children aged Idni is through character values, noble and cultural values, anti-violence, as well as elements that contribute to the development of children's attitudes, personalities, talents, mental and physical health. The application of non-violent discipline, positive character formation, non-discrimination, security,

			<p>comfort and stimulating spatial elements in schools are also crucial, as is the preparation of learning before its implementation. The main requirements that need to be considered are the provision of interesting learning media, ensuring the learning process is always positive and enjoyable for children, as well as the active role of teachers in providing rights and protection for children. Regarding achieving this goal, it can be done with a child-friendly early childhood curriculum that must consider three criteria: learning materials, development programs and learning content, as well as assessment of learning progress. Learning material is an initial criterion that must exist, which becomes the basis for other criteria. The next criterion is program development and learning content, and the final criterion is related to learning assessment.</p>
	Amaliyah Ulfah (2023)	Early Childhood Education in New Zealand	<p>The education system in New Zealand is child-friendly because it has standardized buildings, a tailored curriculum, implements a contextual learning system, and involves families and communities and The</p>

			learning system applied is contextual. Contextual itself is interpreted as learning that relates the material studied to real situations or students' daily lives.
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Discussion

Child-friendly classroom management in early childhood education (PAUD) is an implementation in designing a learning environment in the classroom that is comfortable, safe and warm with the aim of achieving successful learning in which there is physical environmental regulation to attract children's attention during the learning process. learning takes place.

Creating and maintaining a safe and comfortable learning environment has a very important role because according to (Fridani & wulan.2021) acts of bullying in early childhood education fall into the general category. To avoid or prevent acts of bullying in Early Childhood Education teachers can implement management child-friendly classes that can create a safe and comfortable environment, this is in accordance with the statement (Fridani & wulan.2021) that early childhood education teachers agree that effective classroom management is very important to create a conducive classroom environment.

Child-friendly classroom management proves that its implementation is more practical and effective in Early Childhood Education classes, because research results from research (Bahtiar.2020) through child-friendly classes are proven to be able to stimulate acceleration and improve consistent abilities because the child-friendly learning process has consistent values that align with the child's needs. This is in line with Sari (2012) in other terms, namely "creating a friendly class" can reduce aggressive behavior and can increase prosocial behavior among students. As a result, children are more motivated to learn and interact with each other in a harmonious atmosphere. This is supported by Ulfa (20 23) in New Zealand implementing a child-friendly education system that is integrated into the curriculum by adapting and implementing a contextual learning system, meaning by linking learning material to real life contexts by considering children's needs and characteristics so that learning is more relevant, interesting and meaningful.

By looking at the positive impact of child-friendly classroom management, there is a teacher's role in it, namely Wulandari (2023) teachers as role models in the classroom fostering a friendly learning environment to overcome bullying behavior in children, but also the need for good pedagogical competency support because in order to be able to creating a more positive learning atmosphere, and the teacher's active role in providing rights and protection for children by integrating these goals into a child-friendly curriculum that has criteria in learning materials, learning programs and content as well as assessing learning progress.

The importance of creating child-friendly classes in early childhood education (PAUD) by providing a class environment that is safe, comfortable, and of course supports children's optimal development. For the classroom arrangement itself, this can be done by arranging a classroom where every corner must be safe, accessible, comfortable, and clean (Djohaeni, et al. 2019), providing safe and interesting learning media, as well as ensuring positive communication between teachers and children (soleha. 2023).

However, in reality in the field there are obstacles for teachers in implementing child-friendly classroom management due to the lack of adequate teacher resources and there are still needs. In reality, there are obstacles in implementing child-friendly classroom management in the field. Teachers often face limited adequate resources, both in terms of the number of teachers available and the training required to implement child-friendly classroom management because according to (Murtaza.2011) teachers in Pakistan in implementing child-friendly classes still need training, and are supported by (shileader.2016) Special physical education teachers for early childhood in India still need to improve and understand the child-friendly environment in the classroom because this can affect student learning, and teachers' understanding regarding the physical arrangement of child-friendly classes for inclusive classes also still needs to improve knowledge that includes understanding teaching, pedagogy, as well as theoretical knowledge related to child-friendly learning settings. Apart from that, there are also problems with supporting facilities and infrastructure which are often inadequate, so teachers have difficulty creating a truly child-friendly learning environment.

Conclusion

The function of child-friendly classroom management settings is to make it easier for teachers to create safe, comfortable and enjoyable classes for children and to support holistic development by increasing emotional well-being when helping children feel safe, respected and accepted in class, as well as reducing negative behavior by preventing bullying. Teachers can create positive environment with child-friendly classroom management.

Suggestion

It is hoped that this research can provide a contribution to readers regarding the setting and contribution of child-friendly classroom management in early childhood education institutions. Apart from that, it is hoped that other researchers can develop this research in terms of examples and each setting and the contribution of child-friendly classroom management to early childhood education today.

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