

# Character-based Class Management Strategy at Pertiwi Kindergarten DWP Wonosobo

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**Abstract:** Character development is an important part of the learning process in AUD. The study was conducted using qualitative descriptive techniques with sources from interview results, documentation, and observation. The purpose of the study focused on the development of children's character through classroom management strategies located in Pertiwi DWP Kindergarten, Wonosobo Regency. The learning process is not limited to the level of knowledge, but is also optimal in conveying character values in AUD. The good or bad character-based classroom management has an impact on the effectiveness of character development carried out by teachers. The results of the study showed that teachers carried out classroom management strategies by setting class rules, building positive relationships, modeling good behavior, giving appreciation to children, carrying out reflection activities. Based on the results of the implementation of classroom management, teachers are able to develop positive characters, namely discipline, responsibility, empathy, honesty and self-confidence.

**Keywords:** AUD; character; class management

## 1. Introduction

Early childhood is a child who has an age of 0 to 6 years where they are in a very rapid growth and development process (Khairi 2018). The golden age of children should not be missed, because it affects the quality of physical, cognitive, social, and emotional development. Optimization of various child developments needs to be done as soon as possible in the process of forming character maturity. Some children's activities start from interaction with the environment, the ability to speak in simple sentences, and recognize feelings and basic social relationships. Character development in early childhood is very necessary because this period is a fundamental period in the formation of attitudes, personality, and values that will underlie the provisions of life in the future (Widayati 2013). The formation of children's basic character can be done by building positive habits in children, teaching honesty, discipline, and a sense of responsibility in every activity carried out by children.

Early childhood education plays an important role in the formation of basic character of early childhood. The process of educating children involves the central role of educators as figures who have a significant influence on children. Educators in PAUD are not enough to develop academic abilities alone. Early childhood education is essentially education that is held with the intention of facilitating the growth and development of children holistically and emphasizing the development of aspects of the child's personality optimally (Ummah 2019). Early childhood education is the main key in the formation of a child's personality and to

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prepare for entry into the next level of school. Kindergarten education functions as a link between family life and the larger community, namely elementary schools and other environments (Lutfiyah 2023) .

Educators have a role in the stability of children's psychological conditions in the learning process. The process of forming children's character is correlated with the role of teachers in this field of psychology, because teachers must be able to overcome the emergence of bad characters, instill positive characters, and improve characters that have become rotten . Existing character values, if they can be formed properly, can become the foundation and basis of children's personalities when they are adults. The role of parents, teachers and the community is needed to improve the quality of personal values by being examples for students, and being able to prepare an environment that supports their maturation process (Haryanti and Dindin 2021) .

According to Lickona, teachers have the power to instill values and character in children with three things. First , teachers can be effective caring individuals, help achieve success and build self-confidence and be role models in teaching and ethical practices of the teacher, second, teachers become role models for students both in the classroom and outside the classroom related to moral examples, third, teachers can be mentors in providing moral education and guidance through explanations, discussions, storytelling or strengthening personal motivation and providing feedback (Dalmeri 2014) . Given the importance of character development because character is the identity of a nation, it needs to be instilled as early as possible so that it takes root in a person's life as a citizen. Character provides an identity that can be seen physically, both those that have an impact on good things, or bad characters. Character must be cultivated, trained and accustomed to in all aspects of a child's life with educators providing materials and examples as a foundation for the development of positive AUD Character. The process of forming a child's Character through learning must be supported by learning management strategies and effective and efficient steps.

The achievement of a positive and character-based learning process must be balanced with good classroom management. A teacher should be able to think about and carry out various classroom management strategies in order to be able to maximize their contribution to improving the quality of learning and developing children's character. As a result of research conducted by Ika Budi Maryatun, PAUD educators in character development refer to the theory of moral development according to Lickona through three approaches, namely moral concepts, moral attitudes, and moral behavior. Based on the three moral approaches, effective and character-based classroom management strategies are implemented through optimizing the function of educators as educators, educators as role models, educators as development designers, and educators as consultants and mediators. (Maryatun 2016) . The

formation of children's character can be easily achieved in accordance with the learning objectives and achievements that have been determined.

Based on the author's observation results, TK Pertiwi DWP Setda is an Early Childhood Education Institution located in the city center of Wonosobo Regency which was established in 1993. This institution has participated in the development of the golden generation by prioritizing the internalization of Character-based education in Early Childhood Education. TK Pertiwi DWP Setda is one of the good quality kindergartens in terms of its development and has won many achievements as evidenced by the many certificates of appreciation and trophies documented in the principal's cupboard. The children in this institution come from various backgrounds and have various Characters that can be combined with the Character-based learning management strategy by educators.

## 2. Method

This research is a qualitative research conducted by exploring and understanding the meaning that a number of individuals or groups of people consider to come from social or humanitarian problems (Cresswell, 2014). The research process carried out by the author with qualitative descriptive method steps as a way to identify one or more independent variables, without making comparisons or connecting one variable with other factors (Sugiyono PD 2017) . As previously described, the presence of researchers based on this is very much needed (Nuril Lubaba and Alfiansyah 2022) . Data acquisition in qualitative research through observation and interviews. During the observation stage, researchers are actively involved directly with the daily activities of the observed objects. Direct observations are carried out both inside and outside the classroom. Below is the flow of research analysis techniques:



**Figure 1** Method

Data analysis was carried out interactively through the Data Reduction process, Data Display (data presentation), and Conclusion Drawing (conclusion). The steps of data collection used in the study include collecting information through observation, interviews, and documentation. The subjects of this study were teachers and students. While the research was conducted at TK SEKDA DWP Wonosobo. Observations in this study were carried out to see how various student activities and behaviors emerged in the environment intended as research subjects.

### **3. Results and Discussion**

#### **3.1. Learning at PERTIWI Kindergarten DWP SETDA**

The implementation of learning at TK PERTIWI DWP SETDA uses the independent curriculum which has entered its second year. Learning is carried out in order to meet children's learning needs with flexible, character-based and fun learning. Each child is given the opportunity to learn through various activities that suit their interests, needs, and development. The concept and practice of learning at TK Pertiwi DWP Setda uses the independent curriculum with the Loose Part system. The loose part system is the application of learning by utilizing the potential of media/natural materials in the environment around the house which are consciously and can be used in learning activities (Sumarseh and Eliza 2022) . Through the system Loose part gives children various opportunities to discover new things and increase creativity and support children in interacting with the social environment. The application of the loose part method can optimize the strengthening of the five senses in recording all processes of activities and new experiences (Farikhah et al. 2022) . The introduction of reading, writing and arithmetic is carried out using the habituation method but does not force each student, each child has different learning readiness (Interview, Eli Nur Hasanah).

The learning approach at PERTIWI Kindergarten DWP SETDA refers to the Montessori concept which leads to the independent development of children in an environment that has been specifically designed to accommodate the needs and all the unique potential and interests of children. Learning using the Montessori approach prioritizes active and interactive child participation, as well as variations by maximizing all of the child's five senses, then all materials taught by educators can be optimally absorbed by children (Buwani and Priyanti 2022) . The learning process is applied at Pertiwi Kindergarten DWP Sekda Wonosobo by referring to the curriculum currently being implemented by the government, namely the independent curriculum.

#### **3.2 Class Management Strategy at PERTIWI Kindergarten DWP SETDA**

Classroom management is a skill that a teacher must have in maintaining a conducive and optimal classroom atmosphere and being able to control if there are things that disturb the discomfort of the class. Educators play a central role in managing the class in order to create a classroom atmosphere that can increase productivity and develop children's character. Classroom management is a series of actions designed by the teacher as an effort to create a motivating, friendly and enjoyable classroom condition for children. As a result of an interview with the head of the Kindergarten, Mrs. Sumini, S.Pd. AUD said that the character and background of children in the institution vary greatly so that it is necessary to adjust and manage learning in various ways so that all children can develop knowledge, skills and the main goal is the development of positive character in children (Interview, Sumini.). The

results of this interview provide an explanation of character development as an important priority for every child so that the learning atmosphere can run conducive and enjoyable.

The quality of teacher performance has a significant influence on the quality of education. In the learning development process, teachers are required to be creative and innovative, able to facilitate students' needs through the use of various and enjoyable learning models, methods, media, and approaches that make it easy for children to accept learning (Ulfah and Danero 2021). Classroom management is an important part of forming student character, because the majority of student activities are carried out in class. Character value development strategies can be carried out through various real activities that provide new experiences for children. Character-based classroom management aims to create a learning environment that supports the development of moral values and positive character of students (Interview, Yany Indriyani). Positive character can be formed gradually in the learning process in the classroom. Creating a positive learning environment, where students not only learn academic material, but also moral and social values. The strategy for managing classrooms based on character at the DWP Setda Kindergarten in Wonosobo is carried out in several ways, including:

a. Set Class Rules

The class rules applied in Pertiwi Kindergarten are carried out by each teacher by providing reinforcement to children in accordance with the previously created SOP, including maintaining order in the class, such as when entering the class shoes must be put on the shoe rack, bags on the bag rack. In the initial activities of reciting the Koran and praying, children remain sitting on the edge of the carpet. Based on the results of the interview, "the reinforcement activities carried out every day for these children are not only initial activities but also help step by step to get children used to being more focused, developing positive characters such as discipline and responsibility". Providing reinforcement through SOPs in developing the character of early childhood must be carried out optimally by teachers. The consistency and commitment of teachers in implementing SOPs in schools greatly influence the development of early childhood character because the character of early childhood can be formed if teachers are always consistent in carrying out habits for the development of early childhood character. The level of success of early childhood character development can be identified based on children's daily activities. Reinforcement activities through the implementation of SOPs are one way to help motivate the formation and development of children's character.

b. Building Positive Relationships:

Learning activities at Pertiwi Kindergarten DWP Setda are carried out interactively between teachers and students. Teachers provide opportunities to encourage children to communicate in class. Based on the results of the interview: "In class we also get used to

taking the time to get to know students individually. With various questions that provoke children to communicate openly to build trust". The method used by teachers to improve the quality of children's learning in class is to build positive relationships through stimulating questions according to the child's ability level. Children are given the opportunity to express themselves according to the knowledge and experience they have. Positive communication patterns can build emotional closeness between teachers and children so that they can improve the character of honesty, self-confidence, and responsibility for children. Children's views of teachers are the main source in all matters and the safest place for children to share. Children make teachers a place to complain about all the difficulties they experience.

c. Modeling Good Behavior

Teachers' ability in teaching is not only limited to aspects of knowledge and skills. PAUD teachers are one of the people closest to children, therefore every action seen from educators will be imitated by children. Children are not yet able to distinguish which behaviors should be imitated and which should be abandoned. Teachers must be able to show a positive attitude to children by providing examples of the application of character values in everyday life. Based on the results of the interview, " usually what we do during student study hours is by reprimanding children with polite words, happy so that unconsciously children will feel comfortable with us and exemplify to organize toys and tidy up other learning media, remind children not to leave school before being picked up ". Teaching children by providing examples of positive behavior and activities is very helpful in improving children's positive character. various activities that are practiced are a form of stimulation for children for character development that is expected to be increasingly embedded in the child. Potentially, early childhood has extraordinary abilities in learning various things starting from observing and imitation. Educators must be able to take the golden opportunity to go through modeling strategies in helping and determining the success of children's character formation as a basis for the next. Characters that can be formed include responsibility, mutual respect for friends.

d. Giving Rewards to Children :

Giving awards is part of how to develop character values in children. Giving awards makes children feel happy and have a strong desire to try to complete the ongoing learning activities. According to Rosyid, a reward is a gift, reward, an award that aims to make someone more active in improving or increasing the performance achieved (Rohmah 2024) . Through awards, children become more enthusiastic to do better to achieve the expected results. As a result of interviews with teachers " Giving awards to children who behave well, such as praise or giving star stickers to children who are great today. " It can be said that the awards given in class are aimed at raising the spirit of children's ability and willingness to learn. This strategy is a real manifestation in forming children who are strong in knowledge and mature in character .

e. Carrying out reflection activities optimally

Reflection activities are given by teachers at the end of the learning process to determine the extent of learning outcomes achieved by each child, both in written and oral form.

Reflection is an activity that has an essential purpose, namely to find out the students' responses, weaknesses and strengths, the accuracy of using methods or strategies, understanding the needs and willingness of students to learn in detail. Through reflection activities, it is hoped that each child will dare to express constructive impressions, messages, expectations, during the learning process in the classroom. Based on the interview results " We invite students to reflect on their behavior and its impact on the classroom environment ". If the reflection activity is carried out optimally, it can improve the quality of children's learning and the development of children's positive character. activities reflection can help with a review of a class, so that a picture of the condition of a class is obtained . Activities reflection for children can improve critical thinking, mental strength and self-confidence. The existence of reflection activities as a means for students to express their impressions and feelings after learning, including the positive and negative things they experienced. They can also provide their hopes and desires for learning in the next meeting.

### **3.3 Character Development through Class Management Strategies in Kindergarten**

Positive Character Building in AUD can be implemented with the right Class management strategy. Effective class management can create a conducive and good class environment and help facilitate the implementation of children's teaching and learning activities. According to Mulyasa, the ideal school environment to foster learning motivation and maximize student potential can be achieved if the school climate is conducive and has positive characters such as optimism and high expectations from the school and creates student-centered learning activities. The important role and quality of teachers are needed in creating Character-based class management. The Character development process always needs to be stimulated so that children grow and develop into mature individuals.

The Character-based classroom management strategy implemented by teachers at Pertiwi Kindergarten DWP Setda Wonosobo is carried out starting from setting Class Rules, Building Positive Relationships, Modeling Good Behavior, giving Awards to children, carrying out Reflection activities that have a positive impact on increasing children's positive Character. The positive characters embedded in children are Discipline, Responsibility, Empathy, honesty, and self-confidence. The following are the results of observations of the success of developing positive character through five classroom management strategies at Pertiwi Kindergarten DWP Setda Wonosobo stated in the following table:

- a. Discipline is the development of early childhood character that leads to orderly and obedient behavior based on established rules. Through the classroom management

strategy implemented at Pertiwi Kindergarten DPW Setda by implementing class rules through the habituation method and Good Behavior Modeling where teachers provide examples of positive behavior to children. These two methods can help improve children's discipline in learning activities. Discipline in early childhood can be formed through the habit of arriving on time, getting used to following the rules, wearing clothes according to the agreed day, and storing and taking out tools for playing (Tajib 2021) . The development of discipline in childhood is a real phenomenon through various daily activities that can be said to be a character with the activities shown.

- b. Responsibility, Character is developed in children as a means of forming thinking skills, behavior and attitudes that lead to a responsible attitude. Responsibility is defined as a person's behavior and attitude in carrying out their duties and obligations, both those related to personal, social, and in a wider scope (Hikmah and Dwi Arisona 2023) . The teacher's classroom management strategy through setting class rules and building positive relationship patterns through stimulating learning activities can encourage each child to have a sense of responsibility. Developing a responsible character provides hope for children to have the ability to solve problems according to their level effectively and efficiently through the ability to interact between children and education or peers through stimulating educational learning activities. Children learn to be responsible for finding and showing their identity and are able to improve their own self-control in various activities (Andini and Ramiati 2020). The role of educators in fostering a responsible character in children starts from simple activities that are most favored by children, namely playing. Building positive relationships through play activities helps children become sensitive individuals in learning and absorbing all the knowledge that occurs in their social environment (Sudono 2000). Stimulation of playing experiences from educators helps to increase concentration and be more prepared to bear all risks for one's own actions.
- c. Empathy is a child's ability to understand and feel the presence of other people as individuals who have different characteristics and personalities. Empathy is the ability to understand the feelings and needs of others so that others are happy and their feelings are understood (CH Nona Irma, Harmawati, and Fitrianti 2022) . The character of empathy is an attitude that needs to be developed by children from an early age. The character of empathy directs children to be able to appreciate playmates in the classroom, share and cooperate in completing learning activities. Through the Character-based classroom management strategy applied in kindergarten, teachers provide examples of building positive communication, teaching positive habits in play and learning activities through various story methods and also role-playing or



sociodrama (Nugraha, Apriliya, and Veronicha 2017) . The character of empathy in early childhood can begin to be seen from the interaction process, how to control emotions, and how children respond to their surroundings. The function of the teacher as a facilitator in the development of children's empathy must be carried out properly so that children's empathy is easy to develop.

- d. Honest, Character Development Honesty is important to be taught to children from an early age so that they can grow into individuals who are trusted by others. Honesty is related to a character that requires someone to do an activity correctly without being fake, either in words or actions. An honest character is formed from a trustworthy attitude. Having a trustworthy attitude can foster an honest and reliable attitude for commitment in carrying out tasks and obligations (Diananda 2018) . Developing an honest character helps children to make decisions by expressing their feelings through words and actions in accordance with the existing reality without manipulating them for their own benefit (Kesuma, 2011: 16). Teachers implement character-based classroom management strategies starting from their ability to build positive relationships by approaching children in a good way , inviting them to communicate with positive language, building a sense of security and comfort, and stimulating children to solve problems by implementing project-based learning. The teacher's position as a facilitator can provide continuous guidance so that children always want to appreciate the advantages of their friends by providing an understanding of each of their weaknesses and strengths (Suparyanto and Rosad 2020) . The practice of character-based classroom management is carried out using various methods, such as building the habit of children telling stories about their daily lives honestly, giving awards, making class agreements, and teachers providing project-based learning activities.
- e. Self-confidence is a personal characteristic that has a high level of stability and optimism towards the abilities that one has. The character of self-confidence is very important to be instilled gradually in children from an early age. The growth of children's self-confidence greatly influences the various activities that will be carried out. The existence of this character helps children to adapt to building knowledge and learning experiences through interaction with their surroundings. The impact of the classroom management strategy carried out by teachers at Pertiwi Kindergarten DWP Setda provides building positive relationships, giving awards to children can increase positive motivation, and appreciation for children in learning activities. This method is the basis for building self-confidence in each individual, starting with a sense of satisfaction and pride, for the results that have been done and reducing feelings of inferiority (Humaida et al. 2022) . Self-confidence in children increases confidence in

all their abilities to complete a problem and be more capable of making decisions, and can complete their development stages well. Self-confidence is a very important thing to teach to every individual

#### 4. Conclusion

Character-based classroom management provides a positive contribution to the creation of conducive learning and character development in early childhood . The implementation of Character-based classroom management strategies in Pertiwi DWP Kindergarten is able to improve discipline, responsibility, empathy, honesty and self-confidence in children. This strategy can help teachers communicate positively with children and make it easier to create a harmonious and inclusive classroom atmosphere and minimize conflict in the classroom.

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