

Classroom Management Training for Beginner Teachers at the Raudhatul Atfal (RA) GUPPI Kalak Institution

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ABSTRACT: Classroom management is an important pedagogical competency that must be possessed by Early Childhood Education (PAUD) teachers, including Raudhatul Atfal (RA) teachers. Beginner teachers often face various obstacles in managing classes due to limited experience and understanding of classroom management strategies that are appropriate to the characteristics of early childhood. This community service activity aims to improve the classroom management competency of beginner teachers at the Raudhatul Atfal (RA) GUPPI Kalak Institution through a structured and applicable training program. The implementation method includes needs analysis, interactive lecture-based training, discussions, simulations, and mentoring in classroom implementation. The results of the activity show an increase in teachers' understanding of classroom management concepts, improved skills in managing children's behavior, and changes in teacher attitudes to become more confident and reflective in creating a conducive and child-friendly learning climate. This training also encourages the integration of Islamic values in RA classroom management practices. Thus, classroom management training for beginner teachers at RA GUPPI Kalak has proven effective as an effort to improve teacher pedagogical competency and the quality of PAUD learning.

Keywords: *Training, classroom management, novice teachers, RA, PAUD*



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INTRODUCTION

Classroom management is one of the essential pedagogical competencies that teachers must possess, especially in Early Childhood Education (PAUD) settings, including Raudhatul Athfal (RA). Effective classroom management not only serves to maintain order but also plays a crucial role in creating a safe and comfortable learning environment that supports the social-emotional, cognitive, and moral development of young children. Teachers who are able to manage their classrooms effectively will find it easier to build positive interactions and improve the quality of the learning process (Kusumaningtyas & Aprianto, 2025)

Beginning teachers often face various challenges in implementing effective classroom management. Limited teaching experience, lack of practical training, and a limited understanding of the developmental characteristics of early childhood are key factors affecting teachers ability to manage their classrooms. Research shows that teachers with limited teaching experience tend to have difficulty managing student behavior and maintaining a conducive classroom climate (Felisilda et al., 2024). This situation has the potential to impact suboptimal learning and child development

Early childhood education represents a foundational stage in human development, during which cognitive, social, emotional, moral, and spiritual dimensions are formed holistically. In the context of Islamic early childhood education, such as Raudhatul Athfal (RA) institutions, educational practices are not merely oriented toward academic readiness but are deeply rooted in the cultivation of Islamic values, moral conduct, and religious habits (Ginting, 2024). Consequently, classroom management in RA settings transcends technical or procedural aspects and encompasses value-based management that integrates pedagogical competence with moral and spiritual responsibility. Teachers are therefore required not only to organize learning activities effectively but also to serve as role models who consistently demonstrate Islamic behavior and character within the classroom environment.

In RA classrooms, children are typically between the ages of four and six, a developmental stage characterized by high levels of curiosity, emotional volatility, egocentrism, and limited self-regulation. Developmental psychology emphasizes that children at this age are still learning to control impulses, follow rules, and interact socially (Amirinia et al., 2024). Therefore, classroom management in early childhood settings requires approaches that are preventive, responsive, and developmentally appropriate. Teachers must be able to anticipate behavioral issues, guide children gently, and create structured yet flexible learning environments. For novice teachers, mastering these skills is particularly challenging without targeted training and ongoing professional support.

The RA GUPPI Kalak Institution, as an Islamic early childhood education unit, faces similar challenges in enhancing the pedagogical competence of its novice teachers. Preliminary observations and initial needs identification indicate that several obstacles persist, particularly in managing children's behavior, organizing classroom environments, and implementing active, joyful, and meaningful learning activities. Some novice teachers rely heavily on traditional, teacher-centered approaches, which are less effective in engaging young children and often lead to classroom disruptions. Others experience difficulty in enforcing rules consistently while maintaining a warm and nurturing atmosphere, which is essential in early childhood Islamic education.

These challenges suggest that novice teachers at RA GUPPI Kalak require structured professional development opportunities that specifically address classroom management within the context of Islamic early childhood education. Training programs that are generic or designed for higher educational levels may not sufficiently address the unique characteristics of RA classrooms. Instead, classroom management training must be tailored to the developmental needs of young children, the cultural and religious context of Islamic education, and the practical realities faced by novice teachers.

Research consistently demonstrates that effective classroom management is strongly associated with improved teaching effectiveness, student engagement, and positive teacher-student relationships. Kucukakin & Göloğlu Demir, (2021) found that teachers who received systematic classroom management training showed significant improvements in managing student behavior, creating supportive learning environments, and reducing instructional time lost to disruptions. Similarly, a study by Fahd Naveed Kausar (2024) emphasizes that classroom management skills are not innate but can be developed through intentional training and reflective practice. These findings highlight the importance of professional development programs that equip teachers with practical strategies for managing classrooms effectively.

In early childhood education, classroom management training has an even more critical role. According to Sabancı & Özyildirim (2020), teachers who possess strong classroom management skills are better able to implement child-centered learning approaches, facilitate social interactions, and support children's emotional regulation. In Islamic early childhood settings, this competence is closely linked to the teacher's ability to model patience (*ṣabr*), kindness (*rahmah*), fairness (*ʿadl*), and discipline grounded in moral guidance rather than punishment. Classroom

management training, therefore, should incorporate not only behavioral strategies but also ethical and spiritual dimensions consistent with Islamic educational philosophy.

Islamic education scholars emphasize that teaching young children should reflect the concept of *tarbiyah*, which involves nurturing the whole child intellectually, emotionally, socially, and spiritually (Abdalla, 2025). In this perspective, classroom management is a form of moral guidance that shapes children's habits, attitudes, and character through daily interactions. Teachers are expected to demonstrate exemplary behavior, establish routines that include religious practices (such as greetings, prayers, and expressions of gratitude), and foster a classroom culture that reflects Islamic values. Novice teachers, however, often need guidance in translating these abstract principles into concrete classroom practices.

Professional development programs, particularly classroom management training, provide novice teachers with opportunities to bridge the gap between theory and practice. Well-designed training programs typically include an introduction to the principles of classroom management, strategies for preventing disruptive behavior, techniques for responding to behavioral challenges, and methods for creating positive classroom climates (Wilkinson et al., 2020). In the context of RA education, training should also address the integration of Islamic values into classroom routines, storytelling, play-based learning, and teacher child interactions.

Furthermore, classroom management training contributes significantly to teacher confidence and self-efficacy. Teacher self-efficacy refers to a teacher's belief in their ability to organize and execute teaching tasks effectively (Shah, 2023). Studies indicate that novice teachers with higher self-efficacy are more resilient, more reflective, and more effective in managing classrooms (Li, 2023). Conversely, teachers who feel unprepared often experience stress, burnout, and reduced job satisfaction. By enhancing classroom management competence, training programs can help novice teachers develop a stronger sense of professionalism and commitment to their teaching roles.

The urgency of classroom management training at RA GUPPI Kalak is further reinforced by the broader educational policy context. In Indonesia, early childhood educators are expected to meet professional standards that include pedagogical, personal, social, and professional competencies. Classroom management is a key indicator of pedagogical competence, as it directly affects the quality of learning experiences provided to children. Without adequate support for novice teachers, efforts to improve educational quality at the institutional level may be undermined.

Moreover, the post-pandemic educational landscape presents additional challenges for early childhood teachers. Changes in children's behavior, social skills, and emotional regulation have been widely reported following prolonged periods of home-based learning (Kvintova et al., 2025). These changes demand even greater classroom management skills, particularly in helping children readjust to structured learning environments and social interactions. For novice teachers, adapting to these challenges without proper training can be overwhelming.

Based on the foregoing discussion, classroom management training for novice teachers at RA GUPPI Kalak Institution is not merely an optional professional development activity but a strategic necessity. Such training can enhance teachers' pedagogical competence, strengthen their ability to integrate Islamic values into daily classroom practices, and ultimately improve the quality of early childhood education provided by the institution. By equipping novice teachers with practical, value-based classroom management strategies, RA GUPPI Kalak can foster learning environments that are safe, engaging, morally grounded, and developmentally appropriate for young children.

Therefore, this article aims to describe the background and urgency of implementing classroom management training for novice teachers at the RA GUPPI Kalak Institution. By

examining theoretical perspectives, empirical research, and contextual challenges, the article seeks to provide a strong rationale for structured training interventions as a means of improving teacher professionalism and strengthening the overall quality of Islamic early childhood education.

METHOD

This study employs a qualitative descriptive approach using a training-based research design. This approach is intended to obtain a comprehensive and in-depth understanding of the classroom management training process as well as to describe changes in the pedagogical competencies of novice teachers after participating in the training program. A qualitative descriptive approach allows researchers to explore educational phenomena in their natural settings and to capture participants' experiences, perceptions, and behavioral changes in a contextual and holistic manner. (Miles et al., 2014) This approach is particularly suitable for research conducted in Early Childhood Education (Pendidikan Anak Usia Dini/PAUD) institutions, where learning interactions are dynamic and closely linked to social and cultural contexts

The research subjects consisted of novice teachers at the Raudhatul Atfal (RA) GUPPI Kalak Institution, with the criterion of having less than five years of teaching experience. Novice teachers were deliberately selected because teachers at the early stages of their professional careers generally require reinforcement of pedagogical competencies, especially in classroom management for early childhood settings. Effective classroom management is a fundamental skill for PAUD teachers, as it directly influences children's learning engagement, emotional security, and behavioral development. The research was conducted at RA GUPPI Kalak to enable direct observation of classroom practices and to ensure that the training and data collection processes were carried out in a real and authentic educational context.

The classroom management training program was designed based on a needs-based approach, emphasizing practical and applicable skills relevant to PAUD classrooms. The training content focused on core aspects of early childhood classroom management, including managing children's behavior, organizing the physical learning environment, establishing classroom routines, and fostering a positive, child-friendly, and Islamic classroom climate. The training design followed the principles of active and experiential learning, in which participants were not only exposed to theoretical concepts but were also actively involved through discussions, simulations, collaborative problem-solving, and reflective activities. (Ashari et al., 2022) This model of professional development has been widely recognized as effective in enhancing teachers' professional competence and instructional practices.

The research procedures were carried out through several structured stages. First, a needs analysis stage was conducted through initial classroom observations and informal interviews with novice teachers. This stage aimed to identify common classroom management challenges encountered in daily teaching practices, such as managing children's behavior, maintaining classroom order, and creating a conducive learning atmosphere. (Ruyang et al., 2025) The needs analysis played a crucial role in ensuring that the training materials were relevant, contextual, and aligned with the actual conditions and challenges faced by teachers in RA classrooms

Second, the training implementation stage involved the delivery of training sessions using interactive instructional methods, including lectures, group discussions, and case-based learning. During this stage, participants were encouraged to share their experiences and collaboratively analyze classroom management cases commonly found in PAUD settings. The training sessions aimed to strengthen teachers' conceptual understanding while simultaneously promoting reflective and critical thinking regarding their classroom practices.

Third, the simulation and practice stage was conducted through classroom management simulations using role-play techniques. Participants were asked to act out common teaching and

learning scenarios in RA classrooms, allowing them to practice applying classroom management strategies in a controlled yet realistic setting. This stage was intended to enhance teachers' practical skills, confidence, and readiness to implement effective classroom management strategies in real classroom situations.

Finally, the evaluation and reflection stage was carried out to assess the outcomes of the training program. Evaluation data were collected through direct observations during training activities, participant questionnaire responses, and group reflection sessions. The evaluation focused on identifying changes in teachers' understanding, attitudes, and skills related to PAUD classroom management. Reflection activities enabled participants to evaluate their learning experiences and to identify areas for further professional development.

RESULT AND DISCUSSION

The results of this study indicate that the classroom management training program implemented for novice teachers at the Raudhatul Atfal (RA) GUPPI Kalak Institute yielded significant positive outcomes in terms of teachers' pedagogical understanding, practical skills, and professional attitudes toward managing early childhood classrooms. Overall, the findings demonstrate that structured, context-based training is highly effective in supporting novice teachers who are still in the early stages of professional adaptation, particularly within early childhood Islamic education settings.

The improvement in teachers' conceptual understanding of classroom management demonstrates that systematic training plays a crucial role in strengthening pedagogical competence, particularly for novice teachers in early childhood education settings. Following the training, teachers began to reconceptualize classroom management not merely as an effort to control children's behavior, but as a comprehensive process aimed at creating a safe, positive, and supportive learning environment that fosters children's social-emotional development. Contemporary studies emphasize that effective classroom management in early childhood education prioritizes proactive strategies, emotional support, and strong teacher-child relationships rather than reactive or punitive measures (Sarmiento & Junior, 2025). This shift in understanding reflects a growing consensus that classroom climate is a fundamental determinant of children's engagement, well-being, and learning outcomes.

From the perspective of practical skills, the findings indicate that novice teachers demonstrated increased ability to implement flexible, child-centered, and developmentally appropriate classroom management strategies. These improvements are closely linked to the use of experiential learning approaches during the training, such as simulations, role-playing, and case-based discussions. Recent research highlights that professional development programs emphasizing active learning and contextual practice are significantly more effective in changing teachers' instructional and management behaviors than lecture-based training alone (Diab & Green, 2024). Through direct practice and reflection, teachers were able to internalize classroom management techniques and apply them more confidently in real classroom situations, particularly in managing diverse child behaviors constructively.

In addition to improvements in knowledge and skills, notable changes were observed in teachers' attitudes and self-efficacy. After participating in the training, teachers reported reduced anxiety and stress related to classroom management and began to perceive it as an integral and manageable component of the learning process. This enhancement in teacher self-confidence is particularly significant, as recent studies suggest that teachers' self-efficacy in classroom management is strongly associated with the quality of teacher-child interactions and overall classroom climate (Wang et al., 2025). Teachers who feel confident in their ability to manage classrooms tend to demonstrate greater emotional responsiveness, consistency, and patience, all of which are essential in early childhood education contexts.

In the context of Islamic early childhood education, such as Raudhatul Atfal (RA), the outcomes of the classroom management training also hold substantial relevance for character and moral education. Effective classroom management enables teachers to integrate values such as discipline, responsibility, respect, and cooperation into daily classroom routines and interactions. Recent literature on values-based education emphasizes that moral and character development in early childhood is most effective when embedded in consistent practices, role modeling, and a nurturing classroom environment (Almubaroq, 2022). Thus, classroom management functions not only as a pedagogical tool but also as a medium for cultivating Islamic values and positive habits in young learners.

Overall, these findings suggest that classroom management training for novice teachers at RA GUPPI Kalak constitutes a relevant and effective intervention for improving the quality of early childhood education. The results reinforce recent evidence indicating that sustained, context-based professional development is essential for enhancing teacher competence and instructional quality (Ainnin & Ismail, 2024). Consequently, classroom management training should be viewed as a strategic and scalable program that can be adapted and implemented in other early childhood education institutions, particularly those serving similar sociocultural and religious contexts.

The implementation of community service activities in the form of classroom management training for novice teachers at the Raudhatul Atfal (RA) GUPPI Kalak Institute proved to be highly relevant to the practical needs of teachers in the field. The results of the program discussions indicated that novice teachers require professional support that goes beyond theoretical explanations and emphasizes contextual, applicable, and developmentally appropriate strategies tailored to early childhood learners and the RA educational environment. This finding aligns with recent perspectives on teacher development, which stress that effective training must be grounded in teachers' real classroom challenges (Afrida, 2023).

The community service outcomes further revealed that the training enhanced teachers' awareness of classroom management as a foundational element of early childhood learning. Teachers increasingly recognized that a well-managed classroom contributes directly to children's learning engagement, emotional security, and behavioral regulation. Current research confirms that classroom organization and emotional support are among the strongest predictors of young children's learning success and socio-emotional development (Pianta et al., 2020; Hamre et al., 2022).

Discussions with training participants also highlighted that practice-based approaches such as simulations, role-playing, and analysis of classroom scenarios were perceived as more impactful than traditional lecture methods. Teachers reported feeling better prepared and more confident in responding to challenging behaviors after engaging in hands-on learning activities. This supports recent findings that professional development programs incorporating collaborative reflection and active participation are more likely to result in sustainable changes in teaching practices (Darling-Hammond et al., 2017; Opfer & Pedder, 2019).

Moreover, the training contributed to a paradigm shift in teachers' perceptions of children's behavior. Participants increasingly adopted positive, preventative strategies, such as reinforcing appropriate behavior, establishing consistent routines, and fostering supportive teacher-child relationships, rather than relying on corrective or punitive approaches. This shift aligns with contemporary frameworks of Positive Behavior Support (PBS), which emphasize prevention, relationship-building, and instructional consistency in early childhood settings (Sugai et al., 2019; Simonsen et al., 2021).

Within the RA context as an Islamic early childhood education institution, the discussions also underscored the importance of integrating Islamic values into classroom management practices. Teachers acknowledged that modeling good manners, encouraging respectful communication, and cultivating empathy are essential components of effective classroom

management. This perspective reinforces the view that classroom management serves not only to maintain order but also as a strategic means of instilling moral values and character from an early age (Lickona, 2019).

In conclusion, the community service program demonstrated that classroom management training for novice teachers at RA GUPPI Kalak positively impacted pedagogical competence, teacher readiness, and classroom climate. These findings confirm that mentoring-based and practice-oriented community service initiatives play a strategic role in improving the quality of early childhood education. Future programs should consider extending the duration of mentoring and incorporating follow-up support to ensure sustained implementation and long-term impact.

Finally, the discussion emphasizes the need for sustainability in classroom management training programs. While the training at RA GUPPI Kalak produced positive outcomes, participants expressed the need for ongoing mentoring and follow-up activities to reinforce and expand their skills. Longer-term mentoring programs, peer learning communities, and periodic refresher training could further enhance the impact of such initiatives.

This aligns with the broader literature on teacher professional development, which highlights the importance of continuous and sustained support rather than one-time interventions (Desimone & Garet, 2015). By institutionalizing classroom management training within professional development frameworks, early childhood education institutions can ensure consistent improvements in teaching quality and learning outcomes.

CONCLUSION

Classroom management training for novice teachers at the Raudhatul Atfal (RA) GUPPI Kalak Institution had a positive impact on improving teachers' understanding, skills, and attitudes in managing early childhood education (PAUD) classes. Novice teachers demonstrated improved abilities in creating a conducive classroom climate, implementing a child-friendly behavior management approach, and integrating Islamic values into learning practices. This community service activity confirmed that practice-based training and contextual mentoring are effective in improving the pedagogical competence of PAUD teachers. Therefore, classroom management training is recommended to be implemented continuously to support the improvement of learning quality at RA institutions.

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