

CLASSROOM MANAGEMENT FOR KINDERGARTEN CHILDREN: EFL TEACHER'S PERSPECTIVES

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STATEMENT OF WORK'S ORIGINALITY

I hereby declare that this undergraduate thesis entitled "Classroom Management for Kindergarten Children: EFL Teachers' Perspective" is entirely my own work. It has not been previously submitted for any degree or diploma at any other university or academic institution. All sources used and references made have been properly acknowledged in accordance with academic standards.

Yogyakarta, 10 January 2026



Syafina Anazar Bhahari

MOTTO

"Maka sesungguhnya bersama kesulitan ada kemudahan. Maka apabila engkau telah selesai (dari suatu urusan), tetaplah bekerja keras (untuk urusan yang lain).

Dan hanya kepada TUHAN mu lah engkau berharap."

QS. Al-Insyirah, 6-8

"Life can be heavy, especially if you try to carry it all at once. Part of growing up and moving into new chapters of your life is about catch and release."

Taylor Swift

DEDICATIONS

First of all, I want to thank Allah SWT for always listening to my prayers and guiding me through every step of this journey. I know I could only do my best and surrender the rest, but without Allah SWT help and blessings, this thesis would never have been completed.

I dedicate this work with all my heart to my parents and family. Thank you for your endless love, your sacrifices, and your constant prayers that have carried me to this moment. I am here because of everything you have done for me, and for that I will always be grateful.

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I also understand that this thesis is not perfect and still has many aspects that could be improved. Therefore, I truly appreciate any thoughtful feedback or suggestions. I genuinely hope this work can be useful for readers, especially for those who aspire to become kindergarten teachers.

Aamiin Ya Rabbal 'Alamin.

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Classroom Management for Kindergarten Children: EFL Teacher's

Perspectives

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ABSTRACT

This study aims to explore how kindergarten English teachers manage their English subject classes in an EFL context to create an effective and engaging learning environment. This study focuses on identifying the strategies implemented by teachers to maintain a positive classroom atmosphere for young learners. A descriptive qualitative was employed in this study. The participants were two kindergarten English teachers from different schools: one from an international school in Yogyakarta and the other from a private Islamic kindergarten in Bandung and the study explored how these different institutional backgrounds shaped their classroom management practices. The data were collected through semi-structured interviews, allowing participants to share their experiences, classroom routines, and personal reflections in depth. The collected data were analyzed using thematic analysis to identify emerging themes related to classroom management. The findings revealed that both teachers emphasized clear rules, consistent routines, and positive teacher–student relationships as the foundation of effective classroom management. They also employed creative strategies such as songs, games, and group work to maintain engagement. In conclusion, successful classroom management in EFL kindergarten settings involves not only discipline and structure but also warmth, creativity, and emotional connection between teachers and students.

Keywords: *classroom management, EFL teachers, kindergarten*

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

The term classroom management has been defined in various ways across educational studies. In general, Lohmann et al., (2021) state the concept of classroom management refers to the practices implemented by teachers to create a conducive learning environment, maintain order, and encourage student cooperation in overcoming discipline challenges. According to Obsesi et al., (2022), classroom management refers to the strategies employed by educators in establishing and upholding both behavioral and academic standards within the classroom, fostering an atmosphere conducive to learning and active student participation. Furthermore, other research that has been conducted by Agbaria, (2020), argues that classroom management includes a number of strategies used by teachers to ensure a smooth learning process without interruption from students, and emphasizes the importance of the teacher's ability to organize the classroom and manage student behavior to achieve positive learning outcomes.

Classroom management in kindergarten differs from that in upper-level classes because young children are still developing self-control, emotional regulation, and social interaction skills, whereas older students generally have better independence and focus (Jazriyah, 2021). Kindergarten teachers therefore need greater flexibility, patience, and creative strategies rather than rigid discipline to support children's behavior and learning (Algamdi, 2024). The challenge becomes more complex in early childhood EFL classrooms, where children must

adjust to routines while being exposed to a foreign language; research shows that this dual demand affects attention and engagement (Putra et al., 2022; Aprianti et al., 2025). When classroom management is not implemented effectively, the classroom can become disorganized, student focus may decline, and participation decreases, which can hinder readiness and emotional development (Harianja et al., 2024). Therefore, classroom management in kindergarten must create a safe, engaging, and developmentally appropriate environment, not merely maintain order. Classroom management places a significant role among young learners, as they form the earliest stage of the learning process. Classroom management places a significant role among young learners, as they form the earliest stage of the learning process. Unlike upper-level students who are generally more capable of regulating their behavior and understanding classroom expectations, young learners are still developing self-control, emotional regulation, and social awareness. Therefore, classroom management in early childhood settings requires approaches that are developmentally appropriate and responsive to children's characteristics. The most prominent characteristic of teaching young learners is their learning style, which is learning while playing. According to Nurdin (2021), the application of playing while learning in early childhood is an important foundation that leads them to the development of various abilities. The study also outlines that the approach of learning through play in early childhood aims to embed concepts of knowledge, skills, and attitudes that emphasize the foundations of physical growth and development, intelligence, socio-emotional, language, and communication according to their unique developmental stages. Furthermore, the

study explains that one method that is suitable for the concept of learning through play in early childhood is edutainment-based learning. This approach ensures a fun learning experience, encouraging exploration and imagination.

There are several recent studies that have shown that effective classroom management plays an important role in shaping young learners' participation and comfort in EFL settings. Putra et al. (2022) found that teachers of young learners apply clear class rules agreed upon at the beginning of the semester, use storytelling as a strategy to manage attention and behaviour, and organize seating arrangements strategically to maintain order and support learning. These findings suggest that structure and predictability help children understand expectations inside the classroom. Similarly, Yasin et al. (2022) emphasized that engagement and participation are central components of effective EFL classroom management. Their study shows that the physical setup of the classroom, such as seating arrangement, works together with social interaction in encouraging students to participate more actively during lessons. These strategies help maintain students' focus and improve the overall learning climate.

From a psychological perspective, Reeve and Cheon (2021) demonstrated that classroom management becomes more meaningful when teachers provide emotional support and acknowledge students' perspectives. When teachers offer choices, respond warmly, and build trust, children participate willingly rather than out of compliance. In addition, the study conducted by Soraya et al. (2022) in a private primary school found that English teachers implemented clear classroom rules, structured routines, and engaging strategies to manage students' behavior and

participation effectively. The study also highlighted that these strategies were applied to maintain discipline, support active learning, and create a positive classroom environment.

Although several studies have investigated TEYL classroom management in primary school contexts (Putra et al., 2022; Yasin et al., 2022; Soraya et al., 2022), these studies primarily focus on elementary-level settings and explore the strategies used by English teachers as well as their impact on students. However, limited research has examined classroom management practices in kindergarten contexts, particularly within international school settings in Indonesia. Therefore, this study aims to identify the classroom management strategies employed by kindergarten English teachers in an international school context in Indonesia.

1.2 Identification of the problem

Based on the preliminary interview with a kindergarten teacher in West Bandung, the first challenge for kindergarten teachers to create a conducive classroom is the students themselves. Kindergarten teachers sometimes still have difficulty with the varied, hyperactive, and even aggressive behavior of kindergarten children, so teachers are overwhelmed with making the class conducive. The second challenge is even from the teachers themselves which makes management classes not run effectively sometimes teachers have planned learning activities for tomorrow but there are teachers who are not present, this is a challenge because other teachers have to change class management again.

1.3 Limitation of the problem

Due to practical limitations, this research focuses on the classroom management strategies applied to manage very active kindergarten students and situations where backup classroom management plans are limited.

1.4 Formulation of the problem

This study attempts to answer the following question: What are the classroom management strategies do kindergarten English teachers use to make the classroom more conducive?

1.5 Objectives of the study

Linked to the issues investigated, this research was carried out to find out the classroom management strategies of kindergarten English teachers when teaching kindergarten children.

1.6 Significance of the study

Practically, it is hoped that the results of this research can provide strategies for kindergarten teachers to pay more attention to management classes for young learners, and even though this is only for young learners, researchers hope that kindergarten teachers take management classes seriously.

CHAPTER 2

LITERATURE REVIEW

2.1 Classroom Management

Classroom management is generally defined as the teacher's effort to create and maintain a structured and conducive learning environment that supports students' academic and social development. Lohmann et al. (2021) describe it as practices implemented by teachers to establish order and encourage cooperation. Similarly, Obsesi et al. (2022) emphasize maintaining behavioral and academic standards, while Agbaria (2020) highlights the importance of ensuring smooth instructional processes without disruption.

In addition, Marzano et al. (2003) identify four essential components of classroom management: (1) rules and procedures, (2) disciplinary interventions, (3) teacher–student relationships, and (4) teacher awareness or mental set. These components demonstrate that effective classroom management involves both structure and relational support.

Although Marzano's framework was developed in general educational contexts, its dimensions remain relevant for analyzing classroom management in Teaching English to Young Learners (TEYL). The emphasis on clear expectations, consistent discipline, positive relationships, and teacher responsiveness is particularly important in early childhood settings, where students require structured guidance alongside emotional support. Therefore, Marzano's framework provides a suitable theoretical foundation for examining classroom management strategies in kindergarten EFL classrooms.

2.2 Classroom Management in Teaching English to Young Learners (TEYL)

Classroom management in TEYL requires specific consideration due to the developmental characteristics of young children. Kindergarten students generally have short attention spans, high energy levels, and developing emotional regulation. According to Nurdin (2021), early childhood learning integrates cognitive, social–emotional, language, and physical development, which requires developmentally appropriate approaches.

Play-based learning becomes central in this context. Nurdin (2021) explains that learning through play supports holistic development while maintaining children’s engagement. In EFL classrooms, interactive activities such as storytelling and games help sustain attention and minimize disruptive behavior.

Managing disruptive behavior in kindergarten settings requires responsive strategies rather than rigid discipline. Beazidou et al. (2013) explore various approaches teachers employ in managing disruptive behaviors in early childhood classrooms, emphasizing supportive and preventive strategies. This perspective aligns with TEYL pedagogy, where emotional support and positive reinforcement are prioritized.

Furthermore, Putra et al. (2022), Yasin et al. (2022), and Soraya et al. (2022) highlight that structured routines, classroom organization, and positive teacher–student interaction significantly influence engagement and participation in young learner EFL contexts. These findings indicate that classroom management in TEYL

emphasizes flexibility, engagement, and relational support rather than strict control.

2.3 Review of Relevant Studies

Several previous studies have examined classroom management strategies in young learner and EFL contexts. Yasin et al. (2022) emphasize that classroom organization and interaction significantly influence student engagement and participation in EFL classrooms. Their findings indicate that physical classroom setup and structured routines help maintain students' focus and improve the overall learning atmosphere.

Similarly, Putra et al. (2022) found that teachers of young learners apply clear classroom rules, strategic seating arrangements, and storytelling techniques to manage attention and behavior effectively. These strategies contribute to creating a more predictable and supportive learning environment for children.

In addition, Soraya et al. (2022) investigated classroom management strategies employed by English teachers and highlighted the importance of balancing instructional objectives with behavioral guidance. The study shows that positive teacher–student interaction plays a crucial role in maintaining classroom order and student comfort.

Although these studies provide valuable insights into classroom management in EFL and young learner contexts, most of them focus on elementary school settings or do not specifically compare different types of school environments. Therefore, limited research has explored classroom management

strategies in kindergarten settings, particularly in comparing international and Islamic school contexts in Indonesia. This gap forms the basis for the present study.

2.4 Conceptual Framework

In this framework of classroom management, the researcher refers to Marzano et al., (2003) outlines four essential aspects: (1) rules and procedures that clarify behavioral expectations and reduce classroom disruptions (2) disciplinary interventions that applied consistently to address students misbehavior (3) teacher-student relationships that influence student cooperation and engagement (4) teacher mental set, which includes withitness and emotional objectivity in responding to classroom situations.

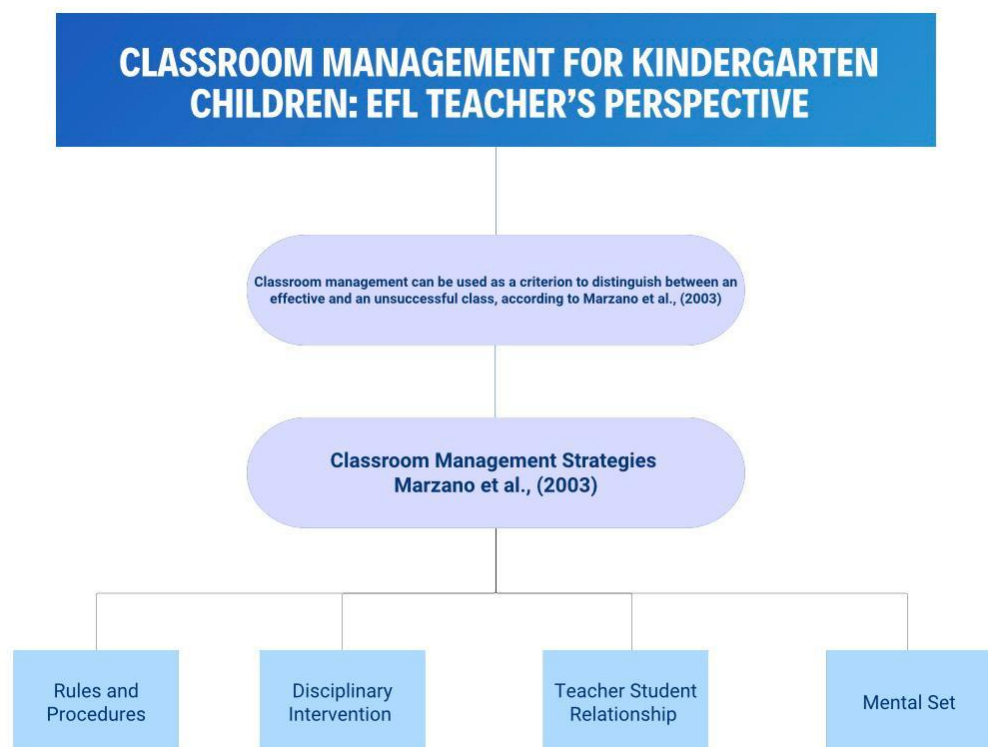


Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH DESIGN

3.1 Research Design

This research is using descriptive qualitative research. In order to obtain a thorough understanding, this approach entails acquiring data using techniques like questionnaires, interviews, or direct observation. By presenting a variety of informative views, performing the study in a natural context, and analyzing language, it highlights the researcher's responsibility for painting a comprehensive and detailed picture of the topic matter. This method strives to increase understanding of social or human problems by detailed inquiry and interpretation, in addition to outlining the particular characteristics of the topic under investigation.

3.2 Setting and Participants

This study was conducted in two different kindergarten settings in Indonesia: an international school located in Yogyakarta and a private Islamic kindergarten located in Bandung. These two settings were selected to provide varied educational contexts and institutional backgrounds.

The first setting is an international school in Yogyakarta. This institution is a national-plus school that combines the Indonesian National Curriculum with the Cambridge Curriculum. English is used as the primary language of instruction, including at the kindergarten level. The school operates in an international and multicultural environment, where students are introduced to English from an early age.

The second setting is a private Islamic kindergarten in Bandung. This school provides a child-friendly learning environment and integrates Islamic values into daily classroom activities. All students come from Islamic backgrounds, and the educational approach is aligned with religious principles and character development.

After describing the research settings, the participants of this study were selected from these two institutions. Two active kindergarten English teachers with diverse experiences in classroom management strategies participated in this research.

The first participant (Teacher A) is an English teacher at the international school in Yogyakarta. She began her teaching career in 2017 after completing her undergraduate education. Although she had prior experience in microteaching during her university studies, she described her early teaching years as a period of exploration and adjustment. Initially, she faced challenges in capturing and maintaining young learners' attention. Over time, through classroom experience and reflective practice, she developed more engaging and effective classroom management strategies tailored to kindergarten students.

The second participant (Teacher B) is a teacher at the private Islamic kindergarten in Bandung. She has approximately 18 years of experience teaching kindergarten and also serves as the principal and owner of the institution. Her dual role provides her with authority over school policies and classroom practices. Teaching in a religiously homogeneous environment, she integrates Islamic values into classroom routines and management strategies. Her extensive experience

makes her a rich source of insight into classroom management practices in early childhood education within a faith-based setting.

3.3 Type of Data

The type of qualitative data involves identifying themes or patterns within the interview responses. Researchers analyze transcripts to discover recurring ideas, topics, or concepts from the interviews.

3.3.1 Informed Consent

Informed consent is used to make sure that participants clearly understand the purpose of the research and willingly agree to be involved. It serves not only as a formal requirement, but also as a way of showing respect for participants' rights and comfort. Through this form, participants are informed about what the study is about, what they will be asked to do, how long the process will take, and their freedom to withdraw at any time if they no longer wish to continue. It also explains how their identity and personal information will be kept confidential throughout the research process. An informed consent form includes the study title, the researcher's identity and contact details, the aims of the study, the form of participation required, time commitments, confidentiality assurances, possible risks and benefits, and a statement of voluntary agreement. The form is read and signed by the participant as a sign of their willingness to take part, while the researcher provides clarification and ensures that participation is based on a full understanding of the information given. By using informed consent, the research process becomes more transparent, ethical, and respectful toward everyone involved.

3.4 Data Collecting Techniques

Semi-structured interviews served as the primary data collection technique.

"Interviews can provide both the detailed information you set out to collect and some fascinating contextual or other information," according to Wisker (2001, p. 165). According to Hitchcock and Hughes (1989, p. 83), a semi-structured interview allows for depth to be achieved by giving the interviewer the chance to delve deeper and expand on the interviewee's responses. The interview guide was developed following extensive research of pertinent literature and consultation with experts in the field of teacher education. It consisted of open-ended questions designed to elicit detailed responses about the strategies used, classroom situations encountered, and lesson planning procedures.

The interviews were conducted online through Zoom Meeting. Each interview lasted approximately 26 minutes, and the two sessions were conducted with a one-week interval. With the participants' consent, the interviews were audio-recorded and subsequently transcribed for analysis and the interviews were conducted in Indonesian language.

Table 3.1 Matrix of Interview

Constructs	Definition	Components	Interview Questions
Classroom Management Strategies.	Marzano (2003), Classroom management strategies is criterion to distinguish between an effective and an unsuccessful class.	1. Rules and Procedures 2. Disciplinary Interventions 3. T-S Relationship 4. Mental Set	1. How do you define effective classroom management in a kindergarten setting? 2. When children are given English assignments or activities, do they usually work

Constructs	Definition	Components	Interview Questions
			individually, in pairs, or in groups? Which one do you find most effective for kindergarten students in learning English? 3. How do you maintain the attention and engagement of kindergarten students during English lessons? Do you use any specific strategies like icebreakers, songs, or physical movement to help re-engage students when they lose focus? 4. Are there any specific rules in this English class? For example, if a student wants to go to the toilet, do they need to ask for permission? What about other rules? 5. Is there a certain form of discipline applied in your English class? For example, are students expected to stay quiet and listen when the teacher is speaking? And how do you manage situations where children tend to move around or get distracted during lessons? 6. How teachers build good relationships with students (e.g. by

Constructs	Definition	Components	Interview Questions
			showing affection, attention, or good communication), and how do those relationships impact students' behavior and participation in class? 7. How has your approach to classroom management evolved over your teaching career? 8. Can you describe the strategies or techniques you find most effective in managing an English classroom? 9. Are there any Islamic values that guide the classroom rules you apply in your English lessons? What are they?

3.5 Data Analysis Technique

Thematic analysis is used to analyze the data. Thematic analysis is a technique for finding, examining, and summarizing patterns (themes) within data, according to Braun and Clarke (2006). When a research effort seeks to identify themes and concepts woven across qualitative data, thematic analysis is very helpful (Rubin & Rubin, 1995). This method entails methodically coding and classifying data in order to find recurrent themes and interpretations, providing insights into the subtleties and complexity of the topic. Thematic analysis is a

flexible technique in qualitative research approaches because it allows researchers to gain a comprehensive and in-depth understanding of the phenomenon being studied through repeated examination of the data.

3.6 Trustworthiness of the Data

In this study, three strategies are employed to enhance the trustworthiness of the data. Member checking was conducted by inviting participants to review the researcher's interpretations, allowing them to confirm whether their views had been represented correctly. To support transferability, the research context, participants, and data collection procedures were described in rich detail so that readers can judge whether the findings may also be relevant to other kindergarten settings. Dependability was maintained by audio-recording the interviews, enabling accurate documentation of participants' responses during data analysis.

CHAPTER 4

RESEARCH FINDINGS AND DISCUSSION

4.1 Research Findings

This study aims to identify the classroom management strategies employed by kindergarten English teachers in maintaining a positive classroom atmosphere for young learners. Based on this objective, this section presents the findings derived from the interviews with two English teachers who teach kindergarten students. The findings reveal how classroom management strategies are applied in everyday teaching practices. The teachers shared their experiences in setting classroom rules, responding to students' behavior, building teacher–student relationships, and managing classroom situations. These findings reflect the practical strategies used by the teachers as well as the considerations that guide their classroom management practices. The results of the interviews are presented in four main categories: (1) Rules and Procedures, (2) Disciplinary Interventions, (3) Teacher–Student Relationships, and (4) Mental Set.

Table 4.1 Overall Findings

Construct	Aspect	Teacher A	Teacher B
Classroom Management Strategies	Rules & Procedures	1. Student must use English 2. Student must listen when the teacher talks 3. Students are given the opportunity to share ideas. 4. Students must speak politely.	1. Students must ask permission from the teacher when students need to go to the toilet. 2. Students are not allowed

Construct	Aspect	Teacher A	Teacher B
Discipline		5. Students are not allowed to run or walk in the classroom.	to disturb their friends, walk around the classroom,
		6. Students are required to tidy up their own learning equipment.	not to talk or joke while the lesson is in progress.
		7. The lesson begins with an opening activity, continuing with key learning points, and ending with a closing session.	3. Carry out prayer readings before and after studying.
		8. Teacher A ends the lesson with reflections.	
		1. Teacher A gives students a warning and the chance to correct their behavior when they do not follow the rules.	1. Teacher B helps them understand the rules in a gentle and engaging way.
		2. Teacher A will change the student's seat if the student still doesn't listen after a warning from the teacher.	2. Teacher B will discuss with the student's parents to apply the same parenting technique at home and at school so that the child will listen to the teacher's rules.

Construct	Aspect	Teacher A	Teacher B
	T-S Relationship	1. Teachers apply fair strategies by treating them fairly. 2. The teacher empathizes and pays attention to the students' situation, asking the students whether they are happy or sad. 3. Getting to know the students by knowing what children like or dislike, teachers can talk with them in ways that feel more personal. 4. The teacher encourages the students to use positive language. 5. Teachers and students should give praise, express appreciation, and use polite expressions. 6. The teacher gives small rewards for their good behavior, placing stickers or stars on the board next to their names.	1. Teachers give praise and appreciation when students behave well and are willing to listen to the teacher. 2. Teachers show care through gentle physical touch
	Mental Set	1. Teacher A is prepared with the most effective teaching method. 2. Teacher A combines a variety of concrete learning methods to keep students engaged. 3. Teacher A is aware of any disturbances	1. Teacher B joins a lot of workshops and seminars to prepare her teaching. 2. Teacher B has a strong sense of adaptability

Construct	Aspect	Teacher A	Teacher B
Emergent Findings	Managing Engaging Classroom	that will happen in the classroom.	and creativity.
		- Teacher A brings core values into her lesson to build a comfortable lesson. - Teacher A uses individual, pair, and group work to engage students. - Teacher A uses songs, movements, icebreakers, media, and outdoor activities to keep lessons engaging and maintain students' focus. - Teacher A makes learning playful with games, songs, and media. - Teacher A uses smooth transitions and organized routines to build independence and responsibility.	- Teacher B builds a safe, comfortable class with creative activities. - Teacher B uses group work to keep students engaged and motivated, while some tasks are done individually. - Teacher B creates an engaging class with bright decorations and varied learning props. - Teacher B uses creative games and songs to make learning fun. - Teacher B integrates religious values

Construct	Aspect	Teacher A	Teacher B
			through prayers and songs.

4.1.1 Rules and Procedures

In managing her class, Teacher A explained that English is the main language used throughout classroom activities. She encourages the children to speak English not only with her, but also with their classmates and the assistant teacher. At the same time, she ensures that the *laoshi* (Mandarin teacher) interacts with the children in Mandarin. Furthermore, during Indonesian language lessons, students are given the opportunity to communicate in Indonesian.

“Of course there are rules. My class is usually fully spoken in English. The children are required to speak in English, whether it is to me, to their friends, or to the assistant teacher, they must use English. For Mandarin, with the laoshi, they are encouraged to use Mandarin. And for Indonesian, the children should also have the opportunity to speak in Indonesian during Indonesian lessons.” CM/RP/A/026

Teacher A explained that when the teacher is speaking, the students are expected to listen carefully, as a way to build respect and maintain focus in the classroom. At the same time, she makes sure that discussion sessions are interactive by giving the children the chance to share their own (experience) thoughts and ideas. For example, “I have ever been to the Zoo, miss. I see elephants, lions, and snakes there. I am not scared when the zoo keeper puts the snake over my shoulder”. Teacher A also reminds her students to speak politely, to stay in their

seats instead of walking or running around, and to take care of their own learning tools by cleaning them after use.

“Maybe when the teacher is speaking, you should listen. Like that. Because in the lesson, there is, first there is like a direction. The teacher gives the material, then there is a question and answer session. But when discussing, the children are given the opportunity to express their ideas, their thoughts, their thoughts. It seems like that's probably the only rule. There are actually many rules, and most of them are probably English rules, use kind words, then in class use inside voice, walking in class is not allowed to run, then put where they belong, like stationary books, the children already know where to place them. Must be neat. Tidy Up. Like that.” CM/RP/A/028

Teacher A also emphasizes the importance of consistent daily routines in her classroom. Teacher A explained that every lesson follows a clear structure, beginning with an opening activity, continuing with the main learning points, and ending with a closing session. During the closing, she always provides a brief conclusion of what has been learned that day and encourages the students to reflect on their experiences.

“An orderly and enjoyable class is one that has a consistent daily routine. So, the routine, from day to day, is like that. So there's circle time first, an opening, then the main points, and then at the end there's a conclusion, what we learned today, a reflection, and so on. Secondly, an orderly class must have clear rules and expectations. So, students come to class without confusion, meaning they're not confused, you know. In the end, they're told what to do or the instructions are unclear, like that. So, the rules must be clear, the instructions must be clear, and the expectations must also be clear.” CM/RP/A/039

Meanwhile, Teacher B also establishes several rules to students during classroom activities. One of the rules is that whenever students need to go to the toilet, they must ask permission from the teacher, as they are required to be

accompanied. Similar to Teacher A, Teacher B also reminds the students not to disturb their friends, not to talk or joke while the lesson is in progress, and not to walk around the classroom unnecessarily.

“The specific rule is that when it comes to going to the toilet, preschool children are required to tell the teacher if they want to go. For example, if the mother wants to pee, for example, the child must be accompanied. For specific rules, especially when learning English, perhaps here. So, as teachers, we usually remind the children before the lesson begins, not to joke around, not to talk, not to disturb their friends, not to wander around the classroom, things like that, not to be naughty.” CM/RP/B/038

Teacher B also highlighted the importance of having a consistent daily routine in her class. One of the routines she applies is asking the students to pray together before and after each lesson.

“We implement habits such as reading prayers before studying, after studying, starting studying with prayer and at the end of the study, we also end with prayer.” CM/RP/B/058

4.1.2 Disciplinary Intervention

In disciplining her students, Teacher A explained that she first gives them a warning and the chance to correct their behavior when they do not follow the rules. However, if students continue to break the rules, the teacher will give fair consequences. For example, when a student talks to friends instead of listening to the teacher, and students have received a warning but still do it, the teacher will change the student’s seat so that they can no longer choose where to sit anymore.

“If a child disobeys the rules, we give them a warning and an opportunity to improve. If they continue to break the rules, the teacher will impose fair consequences. For example, if a student doesn't listen to the teacher and

talks to a friend, the teacher will change their seat. Students will no longer be able to choose their own seat.” CM/DIS/A/028

Meanwhile, Teacher B shared that her way of disciplining students is by helping them understand the rules in gentle and engaging ways, such as through storytelling, picture books, or educational videos about the rules. If the child still cannot be told continuously, teacher B will reach out to the parents and have an open discussion with them. So both the teacher and parents can apply the same parenting pattern at school and at home.

“Then, if a student doesn't follow the rules, we usually explain them through storybooks or videos. If the child still can't be explained, I discuss it with the parent or guardian so they can implement the same parenting style at home.” CM/DIS/B/038

4.1.3 Teacher-Student Relationship

When it comes to building relationships with her students, Teacher A applies a consistent and fair strategy. Fairness means that no student is treated as a favorite; instead, every child is given equal attention and respect. Teacher A also shared the belief that a teacher should be empathetic and attentive to a student's situation. When students feel sad or happy, it is important for the teacher to notice and ask about their feelings and show care to them. Teacher A explained that one effective approach is to truly know the student. This means understanding what each child enjoys or dislikes, so the teacher can connect with them through casual conversations or shared interests. Teacher A also emphasizes the importance of using positive language in the classroom. For example, offering praise, expressing appreciation, and using polite expressions such as “thank you,” “please,” “help,”

and “sorry.” Even though as a teacher, teacher A also often gives positive words like that to her students. Teacher A added that the teacher–student relationship she had established had a significant impact on her students.

“First, the way to build a good relationship between teachers and students must be consistent and fair. This means there is no favoritism. All students have the same rights, equal attention and treatment. Also, be consistent. Second, as teachers, we must also show empathy and understand the student's situation. If the student is sad or happy, we must ask about their feelings. Third, in my opinion, this is an effective way, you know a student. So we must know what this child likes and dislikes. Then we must also use positive language. For example, praise them, be praised, appreciate them, and we also use kind words, thank you, even though we are teachers, we must also do this. For example, thank you using words like please, help, sorry like that. It definitely has an impact on students. It increases their motivation to learn. When they feel happy, safe with their teacher, supported, and valued, their motivation to learn will definitely increase, their confidence will increase and they are not afraid to ask questions.”
CM/TSR/A/032

Teacher A not only praised and appreciated her students, but also gave them small rewards to recognize their good behavior. For example, teacher A would place stickers or stars on the board beside their names as a way of marking the positive actions they had shown during the week. As a teacher, teachers must also set an example for students by using positive language too. Teacher A also tried to be emotionally supportive and empathetic. Teacher A believed that by doing so, students would develop trust in the teacher to build a teacher-student relationship.

“So if children do good, we praise them, we praise them, and we appreciate them, for example, by giving them rewards, such as stickers, stars, and so on. Usually, stickers or stars are placed in front of the whiteboard with their names on them, and the stars will stay on the board for a week until the next week. So, their good behavior improves. We definitely have to provide emotional support and empathy to build trust between teachers and children. And the children and teachers are good. We continue to build teacher-student relationships.”
CM/TSR/A/039

Similar to Teacher A, Teacher B also praised her students in class. When the classroom was less conducive, she would patiently guide them back to conducive. After the children are in a conducive situation and sitting neatly, the teacher should give words of appreciation such as, “*Wow, great!*” or “*Thank you for sitting quietly.*”

“After the children are calm, and are sitting neatly, you should praise them, "Wow, that's great, thank you for sitting so quietly." Like that,”
CM/TSR/B/042

Teacher B shared that the way she builds strong relationships with her students is by giving them attention and affection. Teacher B believed during school hours, a kindergarten teacher becomes like a mother figure. Teacher B also mentioned that she often expressed care through gentle physical touch, such as giving a hug or holding a child when they sought comfort. Teacher B believed that when a teacher shows this kind of warmth, it helps create a close and trusting relationship with the students. The impact is students feel more secure and comfortable in the classroom.

“We must show attention and affection to children, especially in kindergarten. Because during school, the kindergarten teacher is a substitute for their mother at home. So it's like a mother to her small child. Physically too, we teachers sometimes like to hug, sometimes the child likes to be held. So we really have to pay full attention and love towards children. So if we have shown such an attitude towards students, then the relationship will be closer with the children, and the children will definitely obey because they already feel comfortable with the teacher.”
CM/TSR/B/046

4.1.4 Mental Set

In terms of mental set, Teacher A explained that she chose teaching methods that she has found to be most effective through her own experience in the classroom. Teacher A observed that one of the best ways for students to learn more quickly and effectively is through group discussions. This is because learning English is not something students can do alone, it requires practice through speaking and having someone to talk with.

“In my opinion, the most effective way to learn English is in a group. English requires practice; we have to speak, and there has to be someone to talk to. That's why children learn quickly during group discussions, in my opinion.” CM/MS/A/014

Teacher A also explained that her teaching is planned by combining a variety of concrete learning methods to keep students engaged. As much as possible, they try to present learning experiences that are real things that children can see, hear, touch, and feel.

“Kindergarten needs more variety in learning. We should try to present concrete, tangible things as much as possible, things that children can see, hear, touch, and feel. That's it.” CM/MS/A/022

Another aspect of Teacher A's mental set is her alertness to any disturbances or loss of focus in the classroom. When the teacher notices that the children are becoming distracted, the teacher will respond in a calm and controlled way. For example, teacher A sometimes introduces short breaks with fun icebreakers such as “Listen up, buttercup!” or “Macaroni, cheese, everybody freeze!” Teacher A added that maintaining order does not always mean speaking

in a loud voice. Teacher A found that using creativity, warmth, and variety in her tone was often more effective in getting students' focus while keeping the class positive and enjoyable.

“When the children start to lose their focus, what are we going to do to pull them back? If not, we can take a short break with the ice cream that was Esenap, Buttercup macaroni and cheese, and Everybody Free. The voice doesn't always have to be loud all the time.” CM/MS/A/030

The final mindset implemented by Teacher A is to bring core values into her lessons to encourage good behavior and build a comfortable classroom. Teacher A explained that this approach helps students not only focus on academic content but also develop character and social skills. In particular, Teacher A highlights her school's core values, summarized in the word *RESPECT*: responsibility, enjoyment, risk-taking, self-confidence, proficiency, entrepreneurship, consideration, and tolerance.

“For values, we emphasize more on our school's core values, namely respect, which stands for responsibility, enjoyment, risk, self-confidence, proficiency, entrepreneurship, consideration, and tolerance. So, in every learning that we provide, every attitude that we provide must have respect, enjoyment, responsibility, and self-confidence.” CM/MS/A/041

Meanwhile, the mental set practiced by Teacher B is shaped through training and experience. By attending workshops and seminars, teacher B feels better prepared to face the many different personalities and behaviors of young children in her classroom. Through these experiences, teachers become more mentally prepared to handle the variety of children's personalities, staying calm in

different situations while remaining attentive to both their potential and any possible disruptions.

“Over time, we often held training, workshops, and seminars. So, little by little, we learned how to teach children and how to deal with children with diverse personalities.” CM/MS/B/048

Teacher B also shows a strong sense of adaptability and creativity in managing her classroom. Teacher B often searched for teaching ideas and materials on YouTube, using them to bring variety and excitement into her lessons. Through this approach, teacher B makes the class more enthusiastic and keeps the children interested in the learning activities. At the same time, teacher B always tries to find new ways to turn the classroom into a place where learning feels natural and the students feel comfortable.

“The way we organize a classroom may have been simple at first. But as time goes by, many ideas emerge, especially now that they're all on YouTube. There are so many ideas: "Oh, I want to decorate a classroom like this, oh, an environmentally friendly classroom, a comfortable environment for children." CM/MS/B/052

Teacher B explained that her awareness in managing the classroom is closely connected to the Islamic values implemented in the school environment. She stated that daily religious habituation, such as reciting prayers before and after learning, memorizing short hadiths, practicing wudhu and prayer, giving charity, and memorizing short surahs, are consistently applied in the classroom. According to Teacher B, these activities are not only religious routines but also serve as a foundation for shaping students' character and guiding their behavior. Through this approach, Teacher B demonstrates mental set by proactively building discipline

and self-regulation through internalized moral values. Rather than responding to misbehavior reactively, she emphasizes preventive classroom management grounded in character education and spiritual awareness.

“We implement daily habituation activities such as reciting prayers before and after learning. The students also memorize short hadiths, which help build their character because the hadiths are not only memorized but also practiced in daily behavior. We also conduct religious practices such as performing wudhu and prayer, especially on Fridays. In addition, students are encouraged to give charity and memorize short surahs and daily prayers.” CM/MS/B/057

4.1.4 Managing Engaging Classroom

When managing her class, Teacher A likes to change the way students learn. Sometimes students work on their own, sometimes in pairs, and other times in small groups. For example, students work on worksheets individually, students share pictures and discuss them together while working in pairs. Students will be given tasks such as studying the body or performing simple role-plays when studying in pairs. Meanwhile, when studying in groups, students are invited to discuss the plot, main characters, and events, helping them share ideas and learn from each other after students read the story together.

“There are times when you learn alone, then there are times when you have to study together, there are times when you have to do it in a group, for example, if it's a worksheet, you can do it alone, then in pairs, it's usually sharing, for example, what picture is it and then your friend tells you what it's about, if in pairs, for example, if you want to learn about parts of the body, touch your nose, one friend says that and the other friend plays the role, then for groups, the group usually has a discussion. After reading the story, then we discuss the story, the main character, what events are there.” CM/MEC/A/014

Teacher A also uses a variety of teaching methods, such as songs and movements, since children learn best by listening, watching, and imitating. When the class starts to get noisy or students lose focus, she quickly uses fun icebreakers to bring their attention back. Teacher A also makes learning more interesting by showing videos or short films and sometimes even taking the children outside to explore, so the lessons feel fresh and exciting.

For Teacher A, the most effective way to teach is by turning learning into playing. Teacher A believes children should not spend all their time on worksheets because students can feel bored and tiring. Teacher A brings in fun games, sings songs with movements, and sometimes shows movies to make the lesson come alive. Teacher A feels that when children use their senses, listening, watching, and moving, they can learn faster and enjoy the process much more.

“Singing with movement is very easy for children to absorb from watching movies and listening to English songs. Facilitating their learning is by listening to music with movement, songs, watching movies, with activities that involve singing movements, watching, what can stimulate these children, how beautiful children are, children's senses are the most effective, so it's not through doing worksheets.” CM/MEC/A/036

When teaching, it is important for teachers to apply smooth transition strategies. Instead of suddenly stopping one task and jumping to another, the teacher can use small bridges, like telling a short story before moving into the lesson, then following it up with a worksheet or a fun activity. When items like pencils, books, and shoe racks are placed neatly, children learn to be independent and take responsibility for their own.

“The subject transition must be smooth so it doesn't suddenly end with this, so the bridging must be clever in providing bridging, for example, there is a story first, then move on to the material, then give a worksheet or activity. One more thing, the classroom must also be well organized so that the pencil is there, the book is there, and the shoe rack is there so the children can be independent.” CM/MEC/A/039

Meanwhile, Teacher B believes that managing a class is not only about making it fun but also about making it feel safe and comfortable for the children. Teacher B creates this kind of space by doing interactive and creative activities, bringing in fresh ideas, and making sure the children enjoy being part of every activity.

“So, in my opinion, a fun kindergarten class is one that's full of activities. So, interactive activities with the children, lots of creative activities, lots of ideas so the children enjoy participating. It also has to create a safe, secure, and comfortable atmosphere for the children.” CM/MEC/B/018

Teacher B believes that group work is one of the best ways to keep students engaged because it makes learning more enjoyable. However, it depends on the task, for example, students will work on worksheets individually, students will work in groups when doing crafts such as sticking. Teacher A also believes that group work can be more effective, especially when some students are in a bad mood or feeling lazy. Being with their friends will make students enjoy and happy.

“In my opinion, group work is most effective, as it's more enjoyable. It also depends on the task. Some assignments are independent, like completing worksheets, while others require a more class based approach. Students from the same class are grouped together to paste crafts. If someone is in a bad mood, they become lazy. So, it's better to work in groups.” CM/MEC/B/024

Teacher B manages an engaging classroom by decorating it with bright colors and attractive pictures. Teacher B also provides a variety of learning props, so the students are not limited to one type of activity. Students have many options that keep them busy, curious, and motivated to learn. With so many colorful decorations and interesting materials around them, the students feel comfortable, enjoy their time in class, and see the classroom as a place where they belong.

“The classroom environment must also be made attractive. For example, the classroom is decorated with bright, colorful pictures, attractive decorations. Then there are also educational aids (APE), and teaching aids. So children don't just focus on one activity, so there must be lots of activities so that children feel at home and motivated. So they feel at home in the classroom because they enjoy it, and they stay in class because they enjoy lots of pictures and teaching aids.” CM/MEC/B/034

When managing her class, Teacher B makes learning fun by giving students creative activities, such as singing together or playing guessing games with pictures in English.

“The strategy, in essence, must be creative. Teachers must be creative in creating activities that are guaranteed to be fun for children. Examples include movement songs, songs sung in English, and guessing pictures, for example, guessing the picture or guessing the color, using English. So, one strategy must be creative and innovative, with lots of ideas for creating activities that are guaranteed to be fun for children.” CM/MEC/B/054

Teacher B also brings religious values into the classroom. Every Friday the students are encouraged to give alms, and before lessons begin, they recite the *Iqro* together. The students also learn daily prayers, often by singing them, which makes it easier and more fun to memorize the *Asmaul Husna*, the names of the Prophets, and the duties of the angels.

“Then there are also religious practices like ablution and prayer, which we perform on Fridays. We also get into the habit of giving alms, which are blessed Friday alms. The children learn to recite Ikro first before learning. Then there's memorization, like memorizing short surahs and daily prayers. I still memorize a lot through songs, like memorizing the husana (charity), the names of the prophets, and the duties of the angels.”CM/MEC/B/058

4.2 Discussion

This study aims to identify the classroom management strategies employed by kindergarten English teachers in maintaining a positive classroom atmosphere for young learners. The findings are discussed in relation to the theories and previous studies presented in earlier chapters. Regarding rules and procedures, both teachers applied structured routines and clear expectations to maintain classroom order. This finding supports the framework proposed by Robert J. Marzano (2003), which emphasizes that well-established procedures help reduce disruptions and create a more effective learning environment. Similarly, Putra et al. (2022) highlight that clear classroom agreements and organized seating arrangements support young learners in understanding expected behaviors. In addition, studies published in Jurnal Obsesi (2022) underline that classroom management strategies play a significant role in building a conducive academic and behavioral climate. However, this study further shows that in kindergarten settings, these routines must be adjusted to children's playful and highly active characteristics.

The findings also reflect the importance of play-based learning, which aligns with Nurdin (2021), who emphasizes that early childhood education should integrate knowledge, skills, attitudes, and socio-emotional development through meaningful and engaging activities. In both classrooms observed, strategies such

as songs, games, storytelling, and creative media were not only used to deliver content but also to manage classroom behavior. This indicates that, at the kindergarten level, classroom management and play-based pedagogy are closely interconnected.

In terms of disciplinary interventions, the teachers demonstrated different yet constructive approaches. Teacher A applied clear warnings and logical consequences, reflecting Marzano's (2003) perspective that discipline should aim to restore order rather than punish. Meanwhile, Teacher B incorporated storytelling and reflective activities to guide students' behavior, showing that discipline can also be delivered in a calm and value-oriented manner. While previous studies, such as Putra et al. (2022), discuss similar strategies in elementary contexts, this study suggests that in kindergarten settings, disciplinary practices are more closely tied to emotional nurturing and moral guidance.

Concerning teacher–student relationships, the findings reinforce previous research indicating that warmth, fairness, and emotional support enhance students' engagement and sense of security. The teachers in this study consciously built trust and showed care, which contributed to a more positive classroom climate. However, this study also illustrates how relational strategies are shaped by institutional context, as one teacher operated within an international EFL environment while the other integrated Islamic values into daily interactions.

The results also showed that both teachers' mental readiness shaped their classroom practices in different ways. Teacher A stayed alert, calmly redirected students, and embedded her school's values into daily lessons, while Teacher B

strengthened her mindset through character-based guidance grounded in Islamic values. In the Islamic school context, mental set was reflected not only in awareness and emotional control but also in the integration of religious habituation, such as prayers, hadith memorization, and moral reminders to guide students' behavior. This reflects Marzano's (2003) concept of mental set, particularly in maintaining emotional objectivity and proactive classroom awareness. Furthermore, Teacher A reflected Reeve and Cheon's (2021) idea that supportive and value-based teaching fosters students' self-driven motivation and a positive classroom climate, while Teacher B demonstrated that spiritual and moral foundations can also shape teachers' responsiveness and preventive classroom management practices.

Overall, although the findings are largely consistent with previous research on classroom management in TEYL contexts, this study provides a more contextualized understanding by highlighting how these strategies are adapted to Indonesian kindergarten EFL classrooms, particularly through the integration of play-based learning, cultural values, and teachers' professional mindset.

In terms of discipline, the findings reveal two different but thoughtful approaches. Teacher A used clear warnings and fair consequences such as changing seats, reflecting Marzano's (2003) view that discipline should restore order rather than punish. Teacher B, on the other hand, took a gentler method. Teacher B often used short stories or videos to help students reflect on their behavior in a calm and meaningful way. This reflects Darusman et al. (2024), who highlight storytelling as a creative and non-punitive tool for guiding children toward positive behavior.

Another key point is that both teachers prioritized building warm and trusting relationships with their students. Teacher A emphasized fairness and positive reinforcement to maintain a respectful and encouraging atmosphere, while Teacher B showed motherly care through affection and emotional support. This aligns with de Ruig, de Jong, and Zee (2023), who found that warm and supportive teacher–student relationships promote students’ motivation, emotional security, and active engagement in learning.

The results also showed that both teachers’ mental readiness shaped their classroom practices in different ways. Teacher A stayed alert, calmly redirected students, and embedded her school’s values into daily lessons, while Teacher B strengthened her mindset through continuous learning and creativity. This reflects Marzano’s (2003) idea of mental set, with Teacher A reflected Reeve and Cheon’s (2021) idea that supportive and value-based teaching fosters students’ self-driven motivation and a positive classroom climate, while Teacher B showed that continuous learning and reflection help teachers stay flexible and responsive to their students’ needs.

Finally, the study highlights that both teachers placed strong emphasis on keeping learning engaging, though in different ways. Teacher A used songs, games, group work, and even outdoor activities to make learning feel like play (Iswandhary, 2023); while Teacher B created a safe and stimulating space with colorful decorations, props, and creative games. These findings support Soraya et al. (2022), who emphasized that engagement arises not only from activities but also from the classroom atmosphere and the creative use of media that makes students

feel comfortable, focused, and actively involved in learning, making learning both fun and meaningful for young children.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This study aimed to investigate how EFL kindergarten teachers manage their classrooms to create an effective and engaging learning environment in two different school contexts. The results show that both teachers applied clear rules, consistent routines, and positive disciplinary strategies to help students adapt to classroom expectations. They also prioritized warm teacher–student relationships and created enjoyable learning experiences through songs, games, and interactive activities. However, the findings also reveal that the different school backgrounds influenced how these strategies were implemented. While both teachers followed similar core dimensions of classroom management, the international school context emphasized structured procedures and consistent rule enforcement. In contrast, the Integrated Islamic kindergarten embedded moral and religious values as the foundation of discipline and character development. Thus, the difference does not lie in the fundamental principles of classroom management, but in how each institutional background shapes the emphasis and expression of those practices. Therefore, effective classroom management in EFL kindergarten settings involves not only organizing routines and maintaining discipline, but also adapting strategies to the values and culture of the school context in which teaching takes place.

5.2 Suggestion

The researcher realizes that this study still has several weaknesses and limitations. As someone who is still learning and developing in the research field. I realize that I was not able to explore every aspect of classroom management as deeply as I had hoped. The number of participants in this study was also limited to two kindergarten teachers, which means that the findings may not fully reflect the experiences of all EFL teachers in Indonesia. In addition, this study only used interviews as the main data collection method. Although the interviews provided meaningful insights into teachers' perspectives, direct classroom observations could have offered a richer understanding of how the strategies were actually applied in daily teaching practice. There might also be some imperfections in grammar, vocabulary, or sentence construction throughout the writing process. These mistakes are certainly unintentional and become part of the researcher's learning journey.

Future researchers are highly encouraged to involve more participants from various school settings and backgrounds to provide a broader and more diverse picture of classroom management in early childhood education. Future studies could also combine interviews with observations or document analysis to present more comprehensive data. Exploring other aspects such as the role of teacher emotions, cultural values, or parental involvement in classroom management would also be interesting directions to take

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APPENDICES

Appendix 1. Interview Data Transcription and Coding

Interviewer : Syafina Anazar Bhahari

Participant : Teacher A (7 July 2025)

Teacher B (17 July 2025)

Thematizing

Construct	Theme	Codes
Classroom management strategies	1. Rules & Procedures	CM/RP/A/001
	2. Discipline	CM/Dis/A/001
	3. Teaching-Student Relationship	CM/TSR/A/001
	4. Mental Set	CM/MenSet/A/001
Emergent Finding	1. Managing Engaging Classroom	MEC/A/001

TEACHER A

I	021	Pertanyaan nomor tiga, bagaimana caranya Miss supaya anak-anak tetap semangat dan fokus waktu pelajaran bahasa Inggris? Apakah Miss memakai lagu, permainan, atau gerakan supaya mereka tidak bosan, Miss?	
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A	022	Ya, benar sekali kak. Kalau TK itu variasi belajarnya harus lebih banyak, gitu ya. Kakak sebutin tadi itu digunakan semua entah itu pakai lagu misalnya big and small big and small big big big small small small juga dengan gerakan anak TK kan juga belajarnya itu mendengarkan, melihat, menirukan begitu kan, terus juga pakai ice breaking biasanya kalau udah rame-rame gitu belajarnya bilang one silent clap. Terus silent clap kalau nggak, please snap, buttercup. Kalau suruh anteng gitu ya, macaroni and cheese, everybody freeze. Terus juga pakai games itu pasti. Contoh gamesnya Simon Says, atau ketika belajar mengurutkan angka, nanti anak-anak dikasih angka terus suruh mengurutkan, seperti itu. Terus juga pakai cerita yang relate sama temanya hari itu apa terus pakai video juga nonton film short movie gitu juga kalau enggak explore keluar ruangan. Pokoknya tergantung tema hari itu Sebisa mungkin kita menghadirkan hal-hal yang konkret, hal yang nyata, yang anak-anak bisa lihat, bisa dengar, bisa pegang, bisa merasakan. Seperti itu.	MEC/A/022 CM/MenSet/A/022
I	023	Baik Miss mungkin ada lagi Miss?	
A	024	Mungkin itu contohnya untuk pertanyaannya.	
I	025	Baik terimakasih Miss. Pertanyaan selanjutnya adalah pertanyaan nomor 4. Apakah di kelas Bahasa Inggris ada aturan-aturan tertentu, Miss?	
A	026	Tentu saja ada aturannya kak. Untuk kelas saya itu biasanya harus full speak in English. Karena di Mutiara Persada sendiri kan setiap subjek itu ada teacher-nya, jadi kalau ke Cambridge-an,	CM/RP/A/026

		Cambridge itu ada seperti let us explore, mathematics, sama language, kan. Itu yang pegang saya. Jadi ketiga subjek itu anak-anak diminta untuk diwajibkan sih, diwajibkan untuk speak in English, baik ke saya, ke teman, ke assistant teacher itu harus speak English. Terus kalau untuk Mandarin ya sama laoshi nya usahakan pakai bahasa Mandarin. Atau bahasa Indonesia, Bahasa Indonesia juga anak-anak harus berkesempatan untuk berbicara bahasa Indonesia selama itu.	
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TEACHER B

I	037	Sebelumnya terima kasih atas jawabannya. Selanjutnya adalah pertanyaan nomor 4. Pertanyaan nomor 4 ini apakah di kelas bahasa Inggris ada aturan-aturan tertentu Ibu? Misalnya kalau mau ke toilet harus izin dulu atau apakah ada aturan khusus lainnya?	
B	038	Ya kalau untuk aturan tertentunya sih mungkin kalau untuk ke toilet ya anak PAUD itu pasti kalau mau ke toilet pasti bilang ke guru gitu. Misalnya Ibu pengen pipis misalkan gitu, karna anak kan harus ditemani yah. Minimal si anak minta bantuan atau biasanya diantar sampai pintu gitu ya. Walaupun si anak diajarkan untuk belajar sendiri antara pembelajaran toilet training gitu ya. Tapi untuk aturan tertentunya apabila sedang belajar khususnya bahasa Inggris mungkin disini. Jadi paling kita sebagai guru mengingatkan atau sebelum dimulai pembelajaran itu, paling ke anak-anak mengingatkan untuk tidak bercanda, jangan berbicara, atau jangan mengganggu temannya, tidak jalan-jalan di kelas paling hal-hal seperti itu, tidak boleh jahil, mungkin	CM/RP/B/038

		seperti itu. Lalu jika murid tidak mematuhi peraturan, biasanya kita memberikan pengertian atau pemahaman tentang aturan tersebut melalui bercerita dgn media buku cerita atau memperlihatkan video yg bersangkutan dengan aturan tersebut. Kalau si anak masih tidak bisa di beritahu terus, saya berdiskusi dengan orang tua wali nya agar sama2 menerapkan pola asuh yg sama pada saat di rumah.	CM/Dis/B/038
I	039	Baik, terima kasih Bu atas jawabannya. Kita lanjut ke pertanyaan selanjutnya ya Bu?	
B	040	Ya, baik.	
I	041	Pertanyaan selanjutnya adalah pertanyaan nomor lima. Apakah Ibu punya cara khusus untuk menjaga anak-anak tetap tertib di dalam kelas bahasa Inggris? Misalnya, apakah mereka harus diam di waktu Ibu bicara? Atau kalau ada anak yang suka jalan-jalan dan tidak fokus, biasanya Ibu ngapain di dalam kelas bahasa Inggris ini?	
B	042	Ya, baik. Kalau untuk menciptakan, jadi harus menciptakan lingkungan kelasnya dulu gitu ya, dibuat tenang dulu, sehingga anak-anak itu nyaman. Jadi, terus kita itu harus menentukan waktu belajarnya itu yang lama gitu setiap hari, misalnya durasi waktunya, kalau ada materi yang sulit, jadi durasinya harus singkat gitu ya, jangan terlalu lama, karena si anak kan fokusnya hanya sebentar ya, jadi kalau terlalu lama, ya buyar gitu fokusnya, sudah tidak fokus lagi, sehingga si anak itu kan pasti pengennya jalan-jalan atau keliling-keliling gitu kan	

	di kelas. Kalau sebagai guru TK, ketika ada anak yang suka jalan-jalan atau misalnya kondisi kelasnya sudah kurang kondusif, ya ada instruksi gitu, ada instruksi misalkan, anak soleh, siap gitu kan, anak-anak pasti siap gitu. Duduk rapi, siap gitu, jadi anak langsung duduk, seperti itu. Jadi, kitanya memberi instruksinya yang jelas gitu. Nah, nanti setelah anak-anak kondusif, tidak ramai lagi dan sudah duduk rapi, ya harus memberikan pujian, wah hebat, terima kasih, sudah mau duduk dengan tenang gitu. Seperti itu, seperti memberikan apresiasi lah gitu.	MEC/B/042 CM/TSR/B/042
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Appendix 2. Consent Form

LEMBAR PERSETUJUAN PARTISIPASI WAWANCARA (CONSENT FORM)

Kepada Yth.
Bapak/Ibu Guru
di Tempat

Dengan hormat, Saya yang bertanda tangan di bawah ini:

Nama	: Syafina Anazar Bhahari
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Ilmu Sosial Budaya
Judul Penelitian	: Classroom Management for Kindergarten Children: EFL Teacher's Perspective

Saya bermaksud melakukan penelitian untuk penyusunan skripsi berjudul sebagaimana tercantum di atas. Penelitian ini bertujuan untuk memahami strategi dan pendekatan guru dalam mengelola kelas di jenjang taman kanak-kanak.

Sehubungan dengan itu, saya memohon kesediaan Bapak/Ibu untuk menjadi partisipan dalam wawancara singkat ($\pm 15-20$ menit), yang dapat dilakukan secara daring dengan persetujuan Bapak/Ibu dan akan direkam untuk keperluan analisis data.

Seluruh informasi yang diberikan akan dijaga kerahasiaannya dan hanya digunakan untuk tujuan akademik. Dengan menandatangani formulir ini, Bapak/Ibu menyatakan bersedia menjadi narasumber dalam penelitian ini. Terima kasih atas waktu dan partisipasinya.

Peneliti

Syafina Anazar Bhahari

Saya yang bertanda tangan di bawah ini,

menyatakan bahwa saya telah membaca dan memahami tujuan, prosedur, serta bentuk partisipasi dalam penelitian ini. Saya menyetujui untuk menjadi partisipan secara sukarela tanpa adanya paksaan dari pihak mana pun.

Saya juga memahami bahwa:

1. Data yang saya berikan hanya digunakan untuk keperluan penelitian.
2. Identitas saya akan dijaga dengan kerahasiaan sesuai dengan etika penelitian.
3. Saya berhak untuk mengundurkan diri kapan saja tanpa konsekuensi apa pun.
4. Proses dokumentasi (wawancara) dilakukan atas persetujuan saya.

Dengan menandatangani formulir ini, saya memberikan persetujuan untuk berpartisipasi dalam penelitian tersebut.

Yogyakarta, 20 Oktober 2025

Partisipan