



The Effectiveness of Using the Classroom Guide Book for Early Childhood Education Teachers

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Article Information

Article History

Submitted:
October 2019
Approved:
December 2019
Published:
March 2020

Keywords:

Guidebook
Classroom Settings
Seating settings

Abstrak

Penelitian ini bertujuan untuk (1) untuk mengembangkan buku panduan setting kelas untuk guru PAUD dalam menyediakan alternatif model setting kelas atau pengelolaan tempat duduk di dalam kelas, (2) untuk mengetahui kelayakan pengembangan buku panduan setting kelas untuk guru PAUD. Metode yang digunakan adalah penelitian dan pengembangan (Research and Development) dengan mengadaptasi model penelitian pengembangan Borg & Gall. Subjek uji coba dalam penelitian ini ialah guru PAUD di Surabaya Barat meliputi 7 sekolah. Teknik pengumpulan data yang digunakan adalah wawancara, angket, dan observasi. Subjek penelitian pada penelitian awal merupakan 15 orang guru, dan penelitian operasional merupakan 30 orang guru. Hasil penelitian ini adalah sebuah pengembangan buku panduan setting kelas untuk guru PAUD. Dari hasil uji coba produk didapatkan hasil pengembangan layak digunakan untuk panduan guru dalam memilih alternatif setting kelas yang akan digunakan di kelasnya sebesar 83%. Berdasarkan nilai uji coba lapangan awal, uji coba lapangan utama dan uji coba lapangan operasional (3,6) dari skala 1-4, buku panduan setting kelas efektif untuk menambah pengetahuan guru mengenai jenis model pembelajaran, setting kelas dan pengaturan tempat duduk di kelas berdasarkan wawancara yang telah dilakukan. Dapat disimpulkan bahwa buku panduan setting kelas efektif digunakan guru sebagai referensi dalam penataan tempat duduk di kelas.

Abstract

This study aims to (1) to develop a classroom guide book for early childhood education (ECE) teachers that provides alternative models of class setting and seating management in the classroom, (2) to determine the feasibility of developing a classroom guide book for ECE teachers. This study used research and development method by adapting the Borg & Gall. The subject in this study were ECE teachers from 7 schools in West Surabaya. Data collection techniques used were interviews, questionnaires, and observations. The research subjects in the initial research were 15 teachers, and operational research was 30 teachers. The result of this research is the development of a class setting guidebook for ECE teachers. From the product trial results, the results of the development are feasible to be used to guide teachers in choosing alternative class settings that will be used in their classrooms by 83%. Based on the initial trial scores, main trials and operational field trials (3,6) from a scale of 1-4, the class setting manual is effective for increasing teacher knowledge about the types of learning models, class settings and seating arrangements in the classroom based on interviews have been done. So it can be concluded that the guidelines for structuring children's sitting in class are effectively used and the teacher has the right reference.



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ISSN 2579-7255 (Print)

ISSN 2524-004X (Online)

DOI: <http://dx.doi.org/10.24269/jin.v5n1.2020.pp60-74>

INTRODUCTION

Early Childhood Education (ECE) in the West Surabaya region has increased in quantity every year. The increasing number of ECE services helps parents to determine the location of children enriching their knowledge and skills (Barnett, 1995). The facts according to the results of interviews conducted on the sample of teachers as preliminary data show that 76% of schools do not have special literacy in determining class settings, while 24% of class settings refer to the results of benchmarking with other schools. Class management in this study is intended to develop literacy management of children's playing while learning (Gmitrová & Gmitrov, 2003).

The class setting that is known by teachers in West Surabaya only a classical model. Classical model where the teacher is center of attention of children, on the other hand children sit in rows up to five rows to the back. This position makes it difficult for the teacher to observe all children in the process of playing while learning (Gmitrová & Gmitrov, 2003).

The child in the back seat often escapes attention from teacher. The results of the study said that the seating position in classroom greatly influenced the level of participation and the level of children's achievement (Hidayati, Kurniawan, & Panuntun, 2016). In accordance with the results of research children whose seats are close to the teacher have a value of 61% in the assessment of participation and achievement, while for children whose seats are far from the teacher has a value of 31% in participating and achievement (Rimm-Kaufman, Curby, Grimm, Nathanson, & Brock, 2009).

Therefore, knowledge of seating management in proportional classrooms will create a conducive learning environment for children, this is expected to support the achievement of holistic integrative learning goals so as to get maximum results (Yoder, Williford, & Vitiello, 2019). Based on this introduction it is important for teachers to have the knowledge needed to make decisions based on information about whether lines, groups, half circles or other arrangements will best meet the needs of playing while learning.

Class Setting means efforts in building and also maintaining a classroom environment that is conducive to children's learning and achievement (Stevens, Witkow, Smelt, Good, & Hershman, 2020). Class setting is intended to create,

maintain the behavior of children who can support the learning process (Cosco, Moore, & Islam, 2010).

Classroom seating arrangements are important for the academic development of children, in addition they are useful for children's social functions when in class (Duraisamy, Gadaley, van Haneghan, & Jackson, 2019). That showed that children's social behavior in class and their relationships with peers influenced their learning and achievement in school.

Interaction with peers is a strong source of individual behavior, so positive and negative behavior of children in the class can be strengthened by peers (Ribeiro & Zachrisson, 2019). The classroom is an easy to adapt and flexible place where the teacher makes arrangements for tables, chairs, and other materials to stimulate the child's active involvement in the lesson. In addition, the role of the teacher in deciding on location helps to stimulate the academic and social development of individual children, while encouraging teacher-child interaction, reducing disruption, aggression, and social (Langeloo, Mascareño Lara, Deunk, Klitzing, & Strijbos, 2019).

Placement of children is advised to consider the physiological aspects of the child for example, body posture, the teacher should know the body posture of students so as to place children who have a high body or low proportional to the visibility. Normal eye conditions of children with children with minus eyes also need attention.

METHODS

The research method used is a quantitative and qualitative mix method or commonly called research and development. Research and development are research methods used to produce certain products, and test the effectiveness of these products (Desai Vandana, 2006).

Development Procedure

The research procedures carried out were adapted from the development steps by Borg & Gall (Gooch, 2012). The implementation steps are adjusted to the needs of researchers.

The development steps undertaken by researchers are:

1. Data collection stage

The data collection stage is carried out to determine the real needs of the field. The data collection phase is carried out by means of field studies and literature studies:

- a. Field study was conducted to determine the state of classroom settings in ECE. Field studies are carried out by analyzing learning models that apply in schools, analyzing the stages of child development, and analyzing classroom settings in the field.
- b. Literature study was conducted to find out theories related to classroom settings in early childhood education.

2. The planning stage

The planning stage begins with the preparation of the editorial team. Then the editorial team determined the design of the guidebook. After the design of the guidebook is determined, a mapping of the material will be presented. Mapping the material begins with the analysis of theories related to class settings with the content of the contents of the guidebook

3. Product development stage

This stage starts from product development starting with the collection of material from manuals such as: theory, form illustrations, and book design. material management, and finally production or publishing. After the material is collected, the material management is carried out by the editorial team, namely by selecting the material that has been collected and editing. The guidebook is ready to be produced or published.

Validation and trial product

The handbook has been produced, and then evaluated. The form of evaluating the guidebook product as a teacher's guide is validation. Validation is done in two stages. Phase is validation by material experts and media experts.

Trial Design

Product trials as part of the development phase are carried out in three stages, namely initial field trials, main field trials and operational field trials. An initial field trial was conducted to determine the use of class setting guidebooks in small groups. Initial field trial results are used to improve the product which is then used

for the main field trials. This main field trial was used to find out the use of class setting guidebooks in large groups.

Research subject

The population in this study were teachers in West Surabaya. Consists of TK Dharma Cendikia, TK Al Amanah, TK Tunas Bangsa, TK Al Karomah, TK Adni, TK Al Azhar, TK Attaqwa. The division is the initial field trials of 15 teachers and operational field trial subjects were 30 teachers.

Data Collection Instruments

The instrument used as a data collector is in the form of interview guidelines which are used to collect data on the analysis of needs to find problems that need to be examined, questionnaire sheets for material experts, media experts.

Data analysis technique

The technique of analyzing the feasibility of a class setting guidebook uses a Likert scale. The score obtained is then converted to a value with a scale of 4, which divides the standard value into four scales or four qualifications. To find out the quality of the classroom setting guidebook as a result of the development of both the material and media aspects, as well as to find out the teacher's response to the class setting guidebook, then the original data in the form of a score is converted into qualitative data on a four scale scale. As for the reference interpretation of scores into a scale of four as follows:

Table 1

Percentage of Achievement	Interpretation
3 – 4	Feasible
2 – 3	Decent enough
1 – 2	Inadequate
0 – 1	Not feasible

RESULT AND DISCUSSION

Preliminary studies

In the preliminary study, the researcher conducted the process of gathering information by analyzing the teacher's needs in organizing the classroom by observing, interviewing with the class teacher. From the preliminary study found several problems, namely: (1) lack of teacher knowledge about learning models, (2) lack of teacher knowledge about classroom setting patterns, (3) teachers have difficulty in organizing and organizing classrooms. Guidebook education is a book

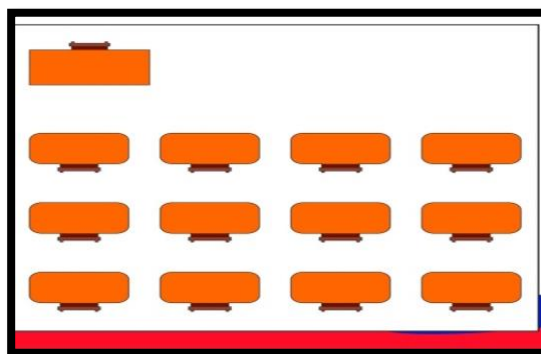
that contains principles, procedures, descriptions of subject matter, or learning models used by educators in carrying out basic tasks and functions as educators (Moseley David, Baumfield Vivienne, Elliott Julian, Higgins Steven, Douglas P. Newton, Jen Miller, 2005). In a broader sense, an education handbook is a book whose material or contents can be used to improve the performance of educators and education personnel.

Planning

From a preliminary study of the need to produce a media to increase ECE teacher's knowledge about class settings and seating in the classroom, the developer made a class setting manual for ECE teachers with easy-to-understand material accompanied by clear picture illustrations. makes it easy for ECE teachers to understand learning models and classroom settings.

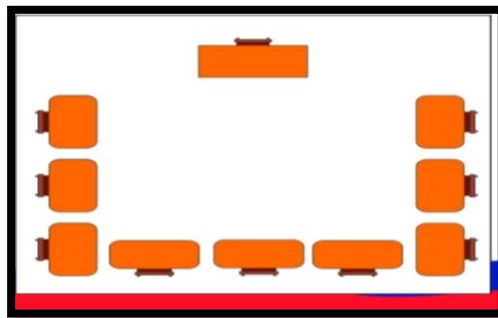
Initial Product Design

This guidebook media was developed with the aim to facilitate ECE teachers in understanding various kinds of learning models as well as classroom management in accordance with the learning being held. The researcher analyzes the product that will be developed with the following steps: (1) collecting material and drawing illustrations that will be used, (2) making the design of the guidebook with available tools and the material and illustrations that have been collected, (3) making the form the physicality of the guidebook and then validated to the material experts and media experts, (4) the media is validated to the media experts and the material experts.



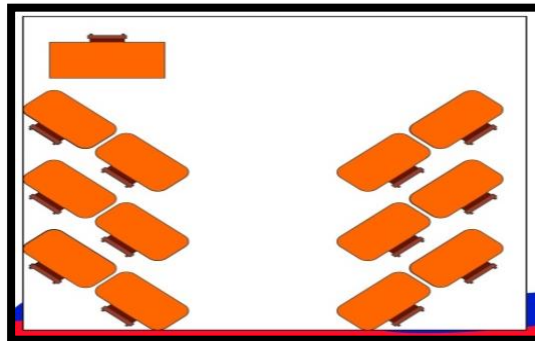
Pict 1: Design settings Traditional Model

Traditional Formations are formations that we usually encounter in traditional classes that allow students to sit alone or in pairs at a table with two chairs. However, this model has limitations, namely the view of friends who are in class, especially in the back often disturbed. Student mobility also cannot be free.



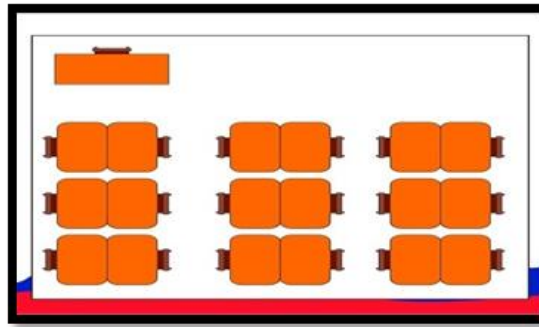
Pict 2: Design U-Shape Model class settings

U-shaped class formation is very interesting and able to activate the students, so as to make them enthusiastic to follow the lesson. In this case the teacher is the most active person by moving dynamically in all directions and directly interacting directly, so that he will get a response from the educator directly.



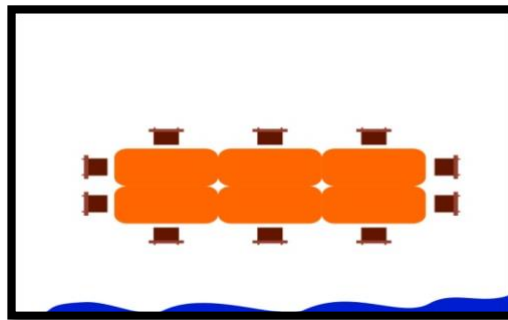
Pict 3: Design settings for the Chevron Model

The stadium / chevron form might be very helpful in reducing distance between students and between students and teachers, so students and teachers have a better view of the classroom environment and are able to be active in classroom learning. This formation provides a new perspective for students, so that they are able to go through the learning process with enthusiasm, fun, and focus.



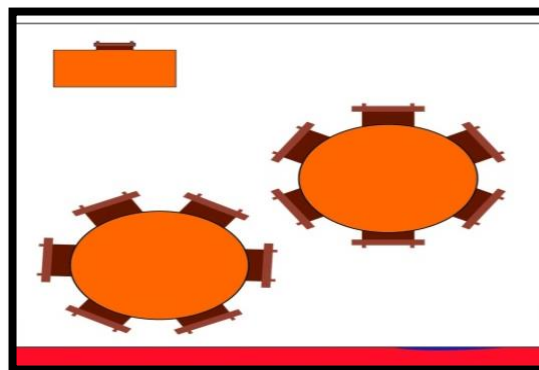
Pict 4. Design Settings for the Model Conference class

Conference formation is best used in the debate method when discussing a problem raised by an educator, then allowing students to freely express their various opinions. That way you will get a conclusion or can even bring up new problems that can be discussed again at the next meeting.



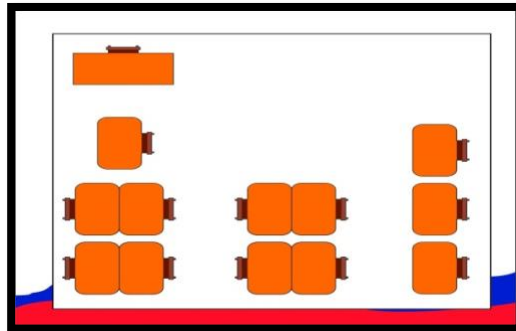
Pict 5. Design Class / Cluster Model Class Settings

A seat cluster or group works well if it has smaller classes and utilizes a lot of group activities in lesson plans. This grouping may not work with larger classrooms because it encourages collaboration which may be difficult for teachers to manage if many students continue to get out of work or run around in a seat.



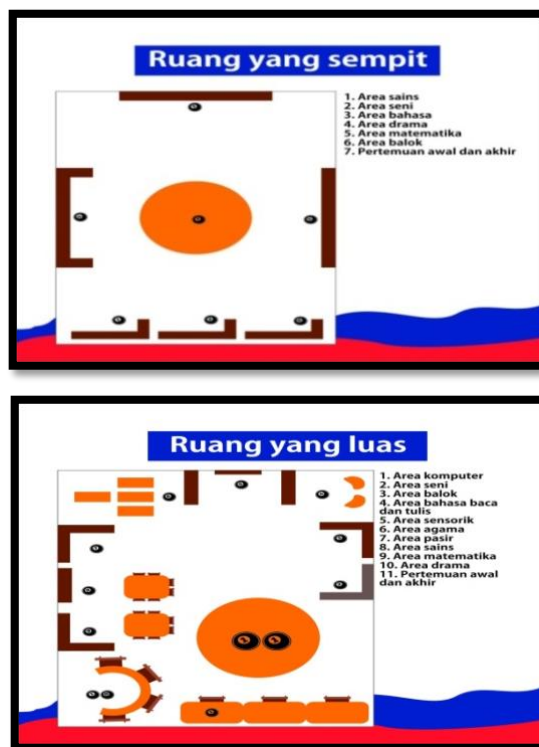
Pict 6. Design Settings for the Model Around

In this model, student seats are arranged in a circle so that they can interact face to face directly. This circle model is suitable for full group discussions.



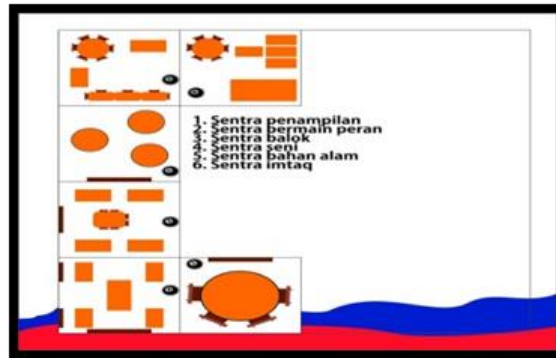
Pict 7. Design Class combination

This configuration is great for classes with students of various levels of learning, learning methods, and problems in student behavior. Mix and adjust whatever configuration best suits the needs of the teacher and the ability of students. For example, arranging parts of the room as lines for students who need to focus on individual work and other parts as mini horseshoe for students who need more activities based on discussion



Pict 8. Desain Setting kelas Model Area

The activity area that is the learning center that is marked in the classroom (Yoder et al., 2019). The learning model or area or interest is more member opportunities for children to choose or do their own activities in accordance with their interests.



Pict 9. Desain Setting kelas Model Sentra

Center learning model is a learning model that focuses on playing centers when learning. Play center is an area of activity that is designed inside or outside the classroom, contains a variety of play activities with materials needed and arranged based on the abilities of children and in accordance with the themes developed and designed in advance.

Media Expert Validation Results

Data obtained by giving a questionnaire that includes an assessment of aspects of language and images, presentation and graphic aspects. The media experts in developing this book have ECE qualifications. Based on the results of the assessment obtained, researchers will know whether or not to make revisions to the media. The results of the media expert's assessment of the class setting manual can be seen as follows:

Table 2: Book evaluation

No	Aspects of Assessment	Total score
1.	Linguistic	4
2.	Illustration of Image	3
3.	Tresentation	3
	Total	10
	Percentage	3,3
	Book evaluation	feasible

From this assessment, the guidebook was declared to be feasible. Media experts also gave the following suggestions: (1) Cover page images to be beautified with bright colors, (2) pictures, letters, colors to be clarified, (3) illustrations of class settings to be enlarged. The developer revised the product according to what was suggested by the media experts as follows: (1) changing the size, layout and shape, from a book measuring 16x16 cm, to the size of the media being 20x20 cm. (2) change the image on the manual cover. (3) change a few sentences. (4) change the size of the book which was originally 16x16 cm to 20x20cm.

Material Expert Validation Results

The data in this study were obtained by giving a questionnaire that included an assessment of the content aspects of the material and language used in the book media. The results of the media expert's evaluation of the picture book media theme of my homeland can be seen as follows:

Table 3: Book evaluation

No	Aspects of Assessment	Total score
1.	Width and depth of material	3
2.	Supporting Material	3
3.	Linguistic	3
Total		9
Percentage		3
Material evaluation		feasible

The advice given by material experts is to provide instructions for using books and make task books for children.

Preliminary Field Trial Results

The purpose of the initial field trial was used to determine the response of the use of a class setting manual in a small group of 15 teachers. The trial was conducted by inviting the teacher to read the class setting manual, asking the teacher's opinion about the manual in accordance with the questionnaire and input from the teacher.

The results of observations in this initial field trial guide class setting book is considered worthy with a total value of 3.38 (feasible) This can be seen when the teacher feels interested in the existence of a class setting guidebook, because it can facilitate teachers to find appropriate classroom arrangement ideas with the learning model used.

Operational Field Trial Results

Operational field trials are used to determine the response of the use of a class setting guidebook for 30 teachers. The trial is carried out by inviting children to read the class setting manual, the teacher is asked to give an opinion and fill out the questionnaire that has been provided. The results of observations in this preliminary field trial media class setting guidebooks were considered to be feasible with a value of 3.6 (Feasible).

Conveys a guidebook is a book that contains practical instructions on carrying out or running something, in the class setting guide also presents practical instructions on various models of classroom settings along with grading and excellence in each class setting so that teachers can adjust with the system and learning objectives. Afandi (2010: 20-21) revealed, a guidebook is a book formulated for a field of study, in which it has components, rules, standards and compiled by experts in the field of study. On content that contains instructional objectives and is equipped with teaching facilities that are harmonious and easily understood by the wearer at the school institution. The preparation of the book is done with certain standard rules so that a proper and effective guidebook can be used. The teacher is enthusiastic about the class setting guide book, because the teacher will get a choice of seating arrangement in the class according to the learning used.

At this operational field trial stage, the class setting manual did not undergo revision because both from observations regarding the teacher's evaluation and the teacher's enthusiasm.

The final product

The results of expert validation and trials that have been carried out by this class setting guide media show the results that the class setting manual has fulfilled the requirements as a good guidebook for ECE teachers. Where, this manual can present alternative choices of classroom settings that are rarely known by ECE teachers (Manassakis, 2020). That the purpose of the guidebook is to (1) reflect and analyze teachers in their learning in the classroom, how teachers can find out the developments in their class. (2) planning and redesigning activities, learning plans so that teachers can consider elements that can maximize students in class learning. (3) supports learning and practice for teacher professionalism and supports in preparing learning. What's more, new teacher or new school. Classroom manuals are equipped with language that is easy to understand and the benefits or advantages of each model or class setting presented, making it easier for teachers to choose the class settings to be used.

CONCLUSION

Based on the results of the development of a class setting guidebook for ECE teachers, the following conclusions can be drawn: (1) the development of a class setting guidebook for ECE teachers, in this study carried out based on systematic steps as follows: preliminary research, planning, development and production, (2) media expert validation (this class setting guidebook is included in the "Eligible" criteria with a value of 3.3), material expert validation (this class setting manual is included in the "Eligible" criteria with a value of 3), field trials (This book settings for aspects of book retention, grammar, presentation of illustrations, and usefulness are included in the appropriate category with a value of 3.38) and revision. Overall this class setting manual for ECE teachers is appropriate to be used as a guidebook for ECE teachers who want to know or try spatial planning and new learning methods for learning in their classrooms, (3) in this study effective guidebooks can be applied to schools, but not all school regulations support periodic rotation of classroom seating management (Hidayati et al., 2016). The existence of the manual will make it easier for teachers to choose a sitting model. The sitting model that is changed periodically can attract children and learn better (Duraismy et al., 2019) (Stagg Peterson & Altidor-Brooks, 2018) (Bryant, Bryant, & Smith, 2019).

SUGGESTION

From the conclusions above it can be suggested as follows:

For ECE teachers, they can use this class setting manual as a reference or ideas for organizing classrooms, arranging seating in classrooms and learning models in ECE to be applied. For Further Development, you can develop class setting books with different content and better.

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