

Empowerment Of Child-Friendly Class Management Based On Character For Early Child Teachers At Aisyah Paud Pondok Kelapa, Central Bengkulu Regency

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ABSTRAK

Tidak semua sekolah Pendidikan Anak Usia Dini (PAUD) menerapkan pemberdayaan manajemen kelas ramah anak berdasarkan karakter bagi guru PAUD di PAUD Aisyah Pondok Kelapa, Kabupaten Bengkulu Tengah, terutama di PAUD Aisyah, Bengkulu Tengah. Hal ini menjadi salah satu alasan dosen dan mahasiswa Universitas Dehasen Bengkulu untuk melaksanakan kegiatan Pengabdian kepada Masyarakat (PKM). Tujuan utamanya adalah menganalisis cara memberdayakan manajemen kelas ramah anak berdasarkan karakter oleh guru PAUD di Kabupaten Bengkulu Tengah. Dari hasil yang diperoleh dalam kegiatan PKM ini, guru PAUD memperoleh pengetahuan tentang manajemen kelas ramah anak dan berbasis karakter, serta menjadi lebih kreatif dalam mengelola kelas ramah anak dan berbasis karakter sehingga anak-anak tidak merasa bosan selama proses pembelajaran.

ABSTRACT

Not all Early Childhood Education schools Empowerment of Child-Friendly Classroom Management Based on Character for PAUD Teachers at PAUD Aisyah Pondok Kelapa, Central Bengkulu Regency, especially at PAUD Aisyah, Central Bengkulu, this is one of the reasons Lecturers and students of Dehasen University Bengkulu to carry out Community Service (PKM) activities. The aim is to analyze how to empower child-friendly class management based on character by PAUD teachers in Central Bengkulu Regency. From the results obtained in this PKM activity, Kindergarten teachers gain knowledge about child-friendly and character-based class management and Kindergarten teachers become more creative in managing child-friendly and character-based classes so that children do not get bored during the teaching and learning process.

INTRODUCTION

PAUD Aisyah Bengkulu Tengah is an early childhood education institution located in Pondok Kelapa, Central Bengkulu, Indonesia. The school is situated in a rural area with a flat land contour, which influences the design of its classroom buildings—single-story and flat in structure. Due to its geographic location, PAUD Aisyah is quite far from the city center of Bengkulu, requiring approximately one hour of travel by vehicle. This significant distance from urban facilities and professional development centers has posed a challenge in terms of accessing educational resources, training, and up-to-date pedagogical practices. This geographical barrier is one of the main reasons for the initiation of community service programs by university lecturers, including our team from the University of Bengkulu.

Not all early childhood education institutions are equipped with the knowledge or capacity to implement child-friendly and character-based classroom management strategies effectively. Many schools, especially those located in rural and underdeveloped areas, continue to face challenges in adapting to modern pedagogical approaches that prioritize children's rights, emotional intelligence, creativity, and holistic development. Recognizing these challenges, the Lecturers of the University of Bengkulu decided to carry out community service initiatives specifically targeted at addressing these educational gaps.

The primary aim of this community service program is to empower PAUD institutions, especially their teachers, to manage their classrooms more effectively by adopting child-centered and character-based strategies. The ultimate goal is to enhance the overall learning environment so that children feel more comfortable, engaged, and motivated throughout the learning process. When children feel safe and respected in their classrooms, they are more likely to participate actively, explore their creativity, and develop strong interpersonal skills. Moreover, through this training, teachers are encouraged to become more innovative, adaptable, and responsive to the unique needs of their students.

Before initiating the community service program, the Head of the Early Childhood Education (PG-PAUD) Study Program at the University of Bengkulu, together with several lecturers, conducted a needs analysis at PAUD Aisyah and other similar institutions in Central Bengkulu. The findings revealed several core issues, the most pressing of which was the limited understanding among teachers regarding child-friendly and character-based classroom management. Many educators had not yet received adequate training on how to create inclusive, respectful, and emotionally supportive classroom environments.

To respond to these challenges, a collaboration was established with the Early Childhood Education Study Program at Dehasen University Bengkulu. Support was also received from the Dean of the Faculty of Teacher Training and Education and the Head of the Institute for Research and Community Service (LPPM) at Dehasen University. These institutional leaders issued official assignment letters to facilitate and formalize the implementation of the community service activities. The purpose of this collaborative effort was to provide structured and impactful professional development opportunities for early childhood educators in the region.

The community service activities were specifically designed for the education community, particularly for Kindergarten and PAUD teachers in Central Bengkulu Regency. The program consisted of a series of training workshops, interactive discussions, and demonstration sessions that introduced teachers to practical strategies for child-friendly and character-based classroom management. Topics covered included the importance of building emotional connections with children, encouraging mutual respect among peers, promoting positive discipline strategies, and designing classroom environments that support creativity, independence, and moral development.

One of the key expectations of this program was that the knowledge gained would help teachers guide children to become not only academically competent but also emotionally intelligent and socially responsible individuals. By applying the principles of character-based education in a child-friendly setting, educators are better positioned to help children grow into compassionate, respectful, and self-aware learners who can appreciate diversity and show empathy towards others.

The benefits of this community service initiative have been significant for both the participating teachers and the institutions involved. For the lecturers and students from the PG-PAUD Study Program at Dehasen University Bengkulu, the project provided a valuable opportunity to engage directly with local communities and apply their academic knowledge in a practical, socially meaningful context. For the PAUD teachers in Central Bengkulu, the program served as a critical platform for expanding their professional competencies and improving the quality of education provided to young children in the region.

Through this collaborative community engagement, we hope to continue fostering sustainable improvements in early childhood education across Bengkulu by equipping teachers with the tools, confidence, and inspiration needed to create nurturing and character-rich learning environments for the next generation.

RESEARCH METHODS

The method used to carry out this community service activity was in the form of a seminar with the theme "Empowering Child-Friendly Classroom Management Based on Character for Early Childhood Education Teachers." This seminar was specifically organized for teachers from PAUD Aisyah Pondok Kelapa and other nearby early childhood education institutions in the Central Bengkulu Regency. The aim was to provide participants with both theoretical and practical insights into how to create a learning environment that prioritizes the emotional well-being, character development, and overall growth of young children.

The seminar was held as a one-day intensive activity and was attended by 20 Early Childhood Education teachers from various PAUD institutions within Central Bengkulu. These teachers came with diverse backgrounds and teaching experiences, but they all shared the same challenge: a limited understanding of how to manage classrooms that are both child-friendly and grounded in character education principles. Through this seminar, the participants were not only introduced to new concepts but were also given the opportunity to reflect on their current teaching practices and explore how they could be improved.

To ensure that the seminar was both informative and engaging, the session was delivered by a team of four lecturers from Dehasen University Bengkulu, all of whom have extensive academic and practical experience in early childhood education, classroom management, and educational psychology. These lecturers acted as facilitators, presenters, and discussion leaders throughout the session. They presented research-based strategies and also included interactive activities that allowed teachers to participate actively in group discussions and problem-solving exercises.

In addition to the lecturers, two students from the PG-PAUD Study Program at Dehasen University Bengkulu also participated in the seminar. Their role was to assist with the logistical and technical aspects of the program, as well as to serve as co-facilitators during breakout sessions. Their involvement provided them with valuable field experience and also demonstrated the importance of student participation in real-world community service initiatives.

Overall, the seminar method was chosen because it allowed for direct interaction, immediate feedback, and the opportunity for collaborative learning among teachers, lecturers, and students. It proved to be an effective way to disseminate knowledge and encourage active engagement from all participants involved in improving early childhood education in Central Bengkulu.

RESULTS AND DISCUSSION

The community service activities held at PAUD Aisyah, Central Bengkulu Regency, with the theme “Empowering Child-Friendly Classroom Management Based on Character” produced several important outcomes that contributed significantly to the professional development of early childhood education teachers in the region.

Results of the Activity

The Outcomes Obtained From This Community Service Program Can Be Summarized As Follows:

1. Increased Knowledge Among Teachers:

One of the most evident results was the significant increase in knowledge among Kindergarten and PAUD teachers regarding the concept of child-friendly classroom management. Through the seminar, participants gained a deeper understanding of how to create safe, respectful, and nurturing learning environments. The approach is not only focused on academic outcomes but also emphasizes the development of positive character traits such as empathy, discipline, respect, and cooperation in children. Teachers reported that the knowledge they acquired would be highly useful in their daily teaching practices.

2. Greater Creativity and Innovation Among Teachers:

The training also inspired PAUD teachers in Central Bengkulu to be more creative in their approach to classroom management. They were introduced to practical examples and innovative strategies that they could implement immediately in their classrooms, such as the use of visual learning aids, positive reinforcement techniques, and classroom arrangements that support children's independence and collaboration. Many teachers expressed motivation to apply these new ideas and make their classroom environments more engaging and effective for their students.

Discussion and Evaluation

Activity Evaluation:

The evaluation of this community service activity was conducted after the seminar concluded. Feedback from participants was collected informally through verbal responses and observations during the sessions. One of the key indicators of success was the number of enthusiastic and positive responses from teachers during and after the seminar. Many participants actively engaged in discussions, shared their experiences, and asked insightful questions, indicating a strong interest in the topic and a desire to implement the concepts in their own classrooms.

In recognition of their active participation, the community service team gave special appreciation to selected participants in the form of small gifts. These were awarded to teachers who asked relevant questions or successfully answered questions posed by the lecturers and student facilitators. This incentive approach proved to be effective in encouraging teacher engagement and building a lively, collaborative learning atmosphere during the seminar.

Documentation:

Comprehensive documentation of the community service activity was conducted to record its implementation and outcomes. Photos were taken throughout the event to capture the enthusiasm of the participants, the materials presented by the lecturers, and the overall atmosphere of collaboration and learning. This documentation serves as a valuable reference for future community service projects and as evidence of the university's commitment to contributing to early childhood education development in rural areas like Central Bengkulu.

In conclusion, the community service initiative conducted at PAUD Aisyah Pondok Kelapa had a meaningful impact on the participating teachers. It succeeded in equipping them with relevant knowledge and practical tools to create more child-friendly, character-focused classrooms. By fostering creativity, increasing awareness of child development principles, and encouraging interactive learning among educators, this program has laid the foundation for continued improvements in the quality of early childhood education in Central Bengkulu. The positive response from participants also reflects the need for ongoing support and training for teachers in rural areas, ensuring that every child—regardless of where they live—has access to high-quality, compassionate, and character-building early education.

CONCLUSION

Based on the study and observation of the implementation of the community service activities (PKM) held at PAUD Aisyah, Central Bengkulu, one of the most notable aspects of the program was the high level of enthusiasm shown by the teachers throughout the seminar. The seminar, themed “Empowering Character-Based Child-Friendly Classroom Management for PAUD Teachers”, successfully captured the interest and active participation of the teachers in attendance.

The enthusiasm of the PAUD teachers was evident from the very beginning of the session. Teachers arrived on time and showed a keen interest in the material presented. As the seminar progressed, their engagement grew stronger. This was particularly observable during the interactive sessions, where lecturers presented real-life classroom management scenarios and opened the floor for questions and discussions.

One of the strongest indicators of this enthusiasm was the number of questions asked by the participants. The PAUD teachers were not passive listeners; they were curious, thoughtful, and eager to gain clarity on various topics discussed. Many teachers asked questions about how to apply character-based strategies in real classroom settings, especially when dealing with common behavioral challenges. They were also interested in learning how to design classroom environments that support positive character formation, such as developing empathy, responsibility, cooperation, and independence in young children. Some teachers shared the difficulties they encountered in managing classrooms where children come from diverse backgrounds and family environments. They were genuinely interested in learning more about inclusive practices and how to ensure that every child feels safe, respected, and encouraged to grow. These discussions became valuable moments for peer learning, where teachers exchanged ideas and experiences under the guidance of the facilitators.

The lecturers responded to these questions with in-depth explanations, practical examples, and strategies that are adaptable to different classroom situations. This dynamic created a collaborative learning environment, allowing the seminar to go beyond lecture-style delivery and become a platform for mutual growth. Additionally, the willingness of teachers to speak up and engage in discussions showed that they saw the seminar as a meaningful opportunity for their professional development. Their participation demonstrated a strong commitment to improving the quality of early childhood education in their communities.

The enthusiasm observed during the seminar highlights the importance of conducting such community service initiatives more frequently, particularly in rural areas where access to training and capacity-building programs is limited. It also reinforces the idea that PAUD teachers are eager to learn and innovate when given the opportunity and support. This positive response serves as motivation for universities and educational institutions to continue fostering partnerships with local schools and contributing actively to educational development at the grassroots level.

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