

**PENINGKATAN KUALITAS PENGELOLAAN KELAS MELALUI  
IMPLEMENTASI MANAJEMEN EFEKTIF PADA KELOMPOK B BKB PAUD**

**ASALAM**

*(Penelitian Tindakan Kelas pada Anak Usia 5–6 Tahun)*

**Ida Hamidah 4012221066**

**ABSTRAK**

**Latar belakang:** Kualitas pengelolaan kelas di Kelompok B BKB PAUD Asalam belum optimal, ditandai perhatian anak yang mudah beralih, aturan yang belum konsisten, transisi kegiatan yang lama, serta penggunaan media dan pembagian peran yang belum merata. **Tujuan:** Penelitian ini bertujuan meningkatkan kualitas pengelolaan kelas melalui implementasi manajemen efektif. **Metode:** Penelitian menggunakan Penelitian Tindakan Kelas model Kemmis dan McTaggart dalam dua siklus yang meliputi perencanaan, tindakan, observasi, dan refleksi. Subjek penelitian terdiri atas 15 anak usia 5–6 tahun. Data dikumpulkan melalui observasi, penilaian unjuk kerja, wawancara, catatan lapangan, dan dokumentasi, kemudian dianalisis secara kuantitatif dan kualitatif. **Hasil:** Kualitas pengelolaan kelas meningkat dari 61,25% pada prapenelitian menjadi 68,75% pada Siklus I dan 92,50% pada Siklus II. Rerata unjuk kerja anak meningkat dari 48,33% menjadi 57,78% dan 75,00%, sedangkan ketuntasan klasikal meningkat dari 6,67% menjadi 13,33% dan 80,00%. **Rekomendasi:** Guru disarankan menerapkan aturan dan jadwal visual, timer atau lagu transisi, media per kelompok, pembagian peran yang merata, penguatan positif spesifik, serta evaluasi dan refleksi berkelanjutan.

**Kata kunci:** manajemen efektif, pengelolaan kelas, pendidikan anak usia dini, unjuk kerja anak, penelitian tindakan kelas.

**IMPROVING THE QUALITY OF CLASS MANAGEMENT THROUGH THE  
IMPLEMENTATION OF EFFECTIVE MANAGEMENT IN GROUP B OF BKB**

**PAUD ASALAM**

*(Classroom Action Research on Children Aged 5–6 Years)*

**Ida Hamidah**  
**4012221066**

**ABSTRACT**

*Background: Classroom management in Group B at BKB PAUD Asalam was not optimal, as indicated by children's easily distracted attention, inconsistent rules, lengthy activity transitions, and unequal distribution of learning media and roles. Aim: This study aimed to improve classroom management quality through the implementation of effective management. Method: Classroom Action Research based on the Kemmis and McTaggart model was conducted in two cycles comprising planning, action, observation, and reflection. The participants were 15 children aged 5–6 years. Data were collected through observation, performance assessment, interviews, field notes, and documentation and were analyzed quantitatively and qualitatively. Results: Classroom management quality increased from 61.25% in the preliminary stage to 68.75% in Cycle I and 92.50% in Cycle II. Children's mean performance increased from 48.33% to 57.78% and 75.00%, while classical mastery increased from 6.67% to 13.33% and 80.00%. Recommendation: Teachers should use visual rules and schedules, transition timers or songs, group-based learning media, equitable role distribution, specific positive reinforcement, and continuous evaluation and reflection.*

*Keywords: effective management, classroom management, early childhood education, child performance, classroom action research.*