

The Development of A Magnetic Classroom Agreement Board (Pakeman) as Learning Media to Foster Discipline in Children Aged 5–6 Years

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ABSTRACT

Discipline learning in early childhood education institutions still faces several challenges, including overly instructive approaches, less engaging learning media, and limited child participation in establishing classroom rules. This study aimed to develop a magnetic-based classroom agreement board as an effective learning medium to foster positive discipline among young children through a participatory approach.

This research employed the ADDIE development model, adapted into five stages. The research subjects were 15 children in Group B (aged 5–6 years) at TK Negeri Manonjaya, Tasikmalaya. Data were collected through interviews, observations, questionnaires, and expert validation, and were analyzed using qualitative and quantitative approaches. The resulting product was a magnetic classroom agreement board consisting of a magnetic board as the main surface for attaching agreement cards, 15 circular agreement cards with concrete illustrations, and supporting materials including a header poster, guidebook, tutorial video, and blank templates. Theoretical validation indicated a “Very Feasible” category (92%), while empirical validation reached 93.3%. The effectiveness test showed a 61.7% improvement in children’s disciplinary behavior with an improvement score of 0.50 (effective category), accompanied by positive developmental shifts across all participants. These findings indicate that participatory-based media can serve as an effective, practical, and sustainable tool for fostering positive discipline in early childhood education.

Keywords: Learning Media, Classroom Agreement Board, Positive Discipline, Early Childhood

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INTRODUCTION

Early childhood education plays a crucial role in shaping children’s character, behavior, and social competencies. This stage is widely recognized as a critical developmental period often referred to as the *golden age*, during which children experience rapid growth in cognitive, emotional, and social domains. During this period, educational stimulation significantly influences long-term developmental outcomes. Developing discipline from an early age is particularly important because it helps children build self-control, responsibility, and the ability to adapt to social rules in family and school

environments (Hurlock, 1980; Wijoyo & Indrawan, 2020). Research also emphasizes that early stimulation strongly influences brain development and behavioral formation during early childhood, making this stage essential for cultivating positive character traits, including discipline (Magh'firoh et al., 2024). Consequently, early childhood education institutions must provide learning experiences that support the development of positive behavioral habits and self-regulation in children.

In recent years, the concept of discipline in education has shifted from authoritarian approaches based on punishment toward more constructive and democratic strategies known as positive discipline. Positive discipline focuses on guiding children through respectful relationships, clear communication, and logical consequences rather than coercive control or punitive measures. The theoretical foundation of positive discipline originates from Adlerian psychology, which emphasizes that children's behavior is motivated by their need to feel accepted and valued within their social environment (Adler, 1937). Positive discipline encourages children to understand the consequences of their actions while fostering mutual respect between teachers and students (Nelsen et al., 2007; Durrant, 2010). Recent studies also confirm that replacing punishment with guidance, positive communication, and logical consequences can create a learning environment that supports the development of self-discipline and character in young learners (Miftahusalimah et al., 2025; Alhidri, 2025).

One strategy that supports the implementation of positive discipline in the classroom is the establishment of classroom agreements. Classroom agreements are collaboratively developed rules or norms created by teachers and students to guide behavior and interaction during learning activities. Unlike traditional classroom rules that are usually determined solely by teachers, classroom agreements involve children in the decision-making process, thereby promoting a sense of ownership and shared responsibility for maintaining classroom order (Nurcahyani & Rajasa, 2022; Juniardi, 2023). Previous research indicates that participatory rule-making encourages children to respect classroom norms because they perceive themselves as active contributors to the learning environment (Desiyanto et al., 2023). This collaborative approach aligns with democratic classroom management practices that aim to build mutual respect, cooperation, and accountability among learners.

Participatory classroom agreements also contribute to the development of internal discipline among young children. When children are involved in establishing classroom norms, they develop a deeper understanding of expected behaviors and are more likely to regulate their actions independently. Studies have shown that participatory classroom agreements encourage reflective thinking and help children regulate their behavior based on shared understanding rather than external pressure (Rahayu & Aisyah, 2024). As a result, the classroom environment becomes more conducive to learning, as children demonstrate greater awareness of their responsibilities and actively support the implementation of agreed rules.

The process of developing discipline in young children is also closely related to the concept of scaffolding in learning. According to Vygotsky's theory of the Zone of Proximal

Development (ZPD), children learn most effectively when they receive appropriate guidance from adults or more competent peers. This support may take the form of verbal instructions, guided questioning, demonstrations, or visual aids that help children understand and perform tasks that would otherwise be difficult to accomplish independently (Safira Aulia, 2025). Consistent adult support plays an important role in helping children practice and maintain disciplined behavior in everyday classroom situations (Fani et al., 2025). Therefore, the presence of supportive learning media can function as scaffolding tools that reinforce children's understanding of classroom expectations.

Learning media are particularly important in early childhood education because young children tend to understand concepts more effectively through concrete and visual experiences. According to Piaget's theory of cognitive development, children in early developmental stages learn best through direct interaction with tangible objects and visual representations (Piaget, 1947). Visual learning tools, such as illustrated cards and visual reminders, can therefore help children understand and remember behavioral expectations more easily (Halpenny, 2020). Several studies have demonstrated that visual learning media can significantly improve positive behavior and discipline among young children. For example, the use of illustrated card media has been shown to increase positive discipline behavior among children aged 5–6 years by providing clear and engaging visual cues (Veronica & Suryani, 2025). These findings highlight the importance of integrating visual and interactive learning media into classroom management strategies.

Despite these promising approaches, classroom agreement practices in many early childhood institutions still rely on conventional poster-based media that have several limitations. Observations and preliminary interviews with teachers indicate that traditional classroom agreement posters lack flexibility, durability, and opportunities for active child participation. Conventional posters cannot easily be modified when new classroom situations arise or when additional behavioral agreements are needed. Furthermore, printed media tend to deteriorate over time and may not support long-term classroom use. More importantly, the process of creating and evaluating classroom agreements using static posters often limits children's opportunities to actively modify or interact with the rules (Fauziyah et al., 2021). These limitations suggest the need for more dynamic and participatory learning media that allow children to interact directly with classroom agreements.

To address these challenges, innovative learning media that support participatory classroom management are needed. One potential solution is the development of a magnetic classroom agreement board that allows children and teachers to easily add, remove, or modify agreement cards during classroom activities. The use of magnetic components provides flexibility, durability, and interactive engagement, making the learning media more suitable for early childhood learners who benefit from hands-on experiences. By integrating visual illustrations and interactive elements, such media can help children better understand classroom expectations while actively participating in the rule-making process.

Based on the issues described above, this study aims to develop a Magnetic Model Classroom Agreement Board (PAKEMAN) as a learning medium to foster positive discipline in children aged 5–6 years. Specifically, this research seeks to design, validate, and evaluate the effectiveness of the PAKEMAN media in supporting the development of disciplinary behavior in early childhood classrooms. The development process follows the ADDIE model, which includes analysis, design, development, implementation, and evaluation stages.

The contribution of this research lies in the development of an innovative participatory learning medium that integrates visual learning principles, classroom management strategies, and positive discipline approaches. By providing an interactive and flexible classroom agreement system, the PAKEMAN media is expected to enhance children's engagement in establishing behavioral norms and support teachers in implementing positive discipline practices. Furthermore, this study contributes to the field of early childhood education by offering a practical and sustainable tool that can strengthen character development and classroom management in early learning environments.

METHOD

Research Design

This study employed a Research and Development (R&D) approach aimed at producing and evaluating an educational learning medium to support the development of positive discipline among early childhood learners. The development process adopted the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model was selected because it provides a systematic framework for designing, developing, and validating educational products in a structured manner. Through this model, the research focused not only on producing the learning media but also on examining its feasibility and effectiveness when implemented in an early childhood classroom setting.

Subjects / Population and Sample

The subjects of this research were 15 children in Group B aged 5–6 years at TK Negeri Manonjaya, Tasikmalaya, Indonesia. This group was selected because children at this developmental stage begin to demonstrate emerging self-regulation and social responsibility, making it an appropriate period to introduce positive discipline practices. The participants consisted of both boys and girls who were actively enrolled in the kindergarten program during the research period. In addition to the child participants, several experts were involved in the product validation process, including experts in early childhood education and learning media. These experts evaluated the feasibility, clarity, and practicality of the developed learning media before it was implemented in the classroom.

Data Collection Procedure

Data were collected using several techniques to obtain comprehensive information regarding the development and effectiveness of the learning media. First, interviews were conducted with teachers to identify existing challenges in implementing classroom

discipline and managing classroom agreements. Second, classroom observations were carried out to examine children’s disciplinary behavior before and after the implementation of the developed media. Third, questionnaires were distributed to experts for validating the feasibility of the learning media, including aspects of design, usability, and pedagogical appropriateness. In addition, documentation techniques were used to record the development process, classroom implementation, and supporting learning materials. These multiple data collection methods were intended to provide both qualitative insights and quantitative measurements of the media’s effectiveness.

Data Analysis

The collected data were analyzed using both qualitative and quantitative approaches. Qualitative data obtained from interviews, observations, and documentation were analyzed through descriptive analysis to interpret the learning process and children’s behavioral responses during the implementation of the media. Quantitative data obtained from expert validation questionnaires and observation scores of children’s disciplinary behavior were analyzed using percentage calculations to determine the feasibility level of the developed product. In addition, effectiveness analysis was conducted by comparing children’s disciplinary behavior before and after the use of the media. The improvement score was calculated to measure the extent to which the PAKEMAN media contributed to the development of positive discipline among children aged 5–6 years.

FINDING AND DISCUSSION

Needs Analysis Results

The initial stage of the research involved a needs analysis to identify the existing conditions of classroom discipline practices in early childhood education. Data were collected through interviews with teachers and classroom observations at TK Negeri Manonjaya, Tasikmalaya.

The results indicated that classroom discipline practices were generally implemented through teacher-directed instructions, while children's participation in establishing classroom rules was limited. The media used for displaying classroom rules mainly consisted of printed posters that were static and difficult to modify according to classroom situations.

Table 1. Needs Analysis Results

Aspect Observed	Findings
Classroom discipline implementation	Mostly teacher-directed
Student participation in rule making	Limited
Media used for classroom rules	Printed poster
Flexibility of classroom rules	Difficult to modify

Product Development Results

Based on the results of the needs analysis, a learning medium called the Magnetic Model Classroom Agreement Board (PAKEMAN) was developed. The development process followed the ADDIE model consisting of analysis, design, development, implementation, and evaluation stages.

The developed product consists of several components designed to support classroom agreement activities.

Table 2. Components of the PAKEMAN Learning Media

Component	Description
Magnetic board	Main board used for attaching classroom agreement cards
Agreement cards	15 circular cards containing behavioral illustrations
Header poster	Title display for the classroom agreement board
Guidebook	Instructions for teachers on how to use the media
Tutorial video	Demonstration of media implementation
Blank template	Template for creating additional agreement cards

Expert Validation Results

The feasibility of the PAKEMAN media was evaluated through expert validation involving specialists in early childhood education and learning media. The validation assessed aspects such as content suitability, visual design, usability, and practicality. The results of the theoretical validation indicated that the developed product achieved a feasibility score of 92%, categorized as Very Feasible.

Table 3. Expert Validation Results

Validation Aspect	Score (%)	Category
Content suitability	92%	Very Feasible
Media design	92%	Very Feasible
Usability	92%	Very Feasible
Overall feasibility	92%	Very Feasible

Empirical Validation Results

Empirical validation was conducted during the implementation phase to evaluate the practicality of the PAKEMAN media when used in classroom learning activities. The results showed that the developed learning media achieved an overall empirical validation score of 93.3%, indicating that the media met the criteria for practical use in classroom settings.

Table 4. Empirical Validation Results

Assessment Aspect	Score (%)	Category
Media practicality	93.3%	Very Feasible
Ease of use	93.3%	Very Feasible
Classroom applicability	93.3%	Very Feasible
Overall result	93.3%	Very Feasible

Effectiveness Test Results

The effectiveness of the PAKEMAN media was tested by comparing children's disciplinary behavior before and after the implementation of the learning media. Observations were conducted on 15 children aged 5–6 years in Group B at TK Negeri Manonjaya. The observation results showed differences in disciplinary behavior before and after the use of the PAKEMAN media.

Table 5. Children's Discipline Scores Before and After Implementation

Observation	Average Score (%)	Category
Before implementation	42.4	Developing
After implementation	80.1	Very Good
Improvement Score	0.50	Effective

Further observation results were also analyzed based on specific indicators of disciplinary behavior.

Table 6. Improvement of Children's Disciplinary Behavior

No	Discipline Indicators	Before Implementation (%)	After Implementation (%)	Improvement (%)
1	Following classroom agreements	40	75	35
2	Waiting for turns during activities	45	80	35
3	Following rules during learning activities	50	85	35
4	Maintaining classroom order	35	78	43
5	Showing responsibility for classroom tasks	42	79	37
Average		42.4	80.1	61.7%

The results also indicated that all participating children experienced a shift toward higher developmental categories after the implementation of the PAKEMAN learning media.

DISCUSSION

Interpretation of Findings

The findings of this study indicate that the Magnetic Model Classroom Agreement Board (PAKEMAN) functions as a feasible and effective learning medium to support the development of positive discipline among children aged 5–6 years. The high expert validation score (92%) and empirical validation score (93.3%) show that the developed media meets the criteria for feasibility in terms of content, design, and practical implementation in early childhood classrooms. These results suggest that interactive learning media designed with visual elements can support classroom management practices and facilitate the development of positive behavioral habits among young learners.

The effectiveness test results also show an increase in children's disciplinary behavior after the implementation of the PAKEMAN media, with an improvement of 61.7% and an improvement score of 0.50 categorized as effective. This result indicates that the use of participatory classroom agreement media may help children understand classroom expectations and develop responsible behavior during learning activities. The involvement of children in placing and arranging agreement cards on the magnetic board also provides opportunities for active participation, which may strengthen children's awareness of classroom rules.

Relationship to Previous Studies

The results of this study are consistent with previous research highlighting the importance of participatory approaches in classroom management for early childhood education. Studies have shown that involving children in the creation of classroom rules increases their understanding and acceptance of behavioral expectations, which in turn supports the development of self-regulation and responsibility (Nurchayani & Rajasa, 2022; Juniardi, 2023). In this study, the PAKEMAN media provided a platform for children to visually engage with classroom agreements, allowing them to participate in arranging and reviewing the agreed rules during classroom activities.

In addition, the findings support theories of early childhood learning that emphasize the importance of visual and concrete learning media. According to Piaget's theory of cognitive development, young children learn more effectively through direct interaction with concrete objects and visual representations (Piaget, 1947). The use of illustrated agreement cards in the PAKEMAN media provides visual cues that help children recognize and remember expected behaviors in the classroom. Previous studies also found that visual learning media, such as illustrated cards and behavioral reminders, can improve positive discipline among children aged 5–6 years (Veronica & Suryani, 2025).

The interactive nature of the magnetic board also aligns with Vygotsky's concept of scaffolding, where children develop new skills and behaviors through guided interaction with adults and supportive learning tools. Through the use of the magnetic board, teachers can guide children in discussing classroom agreements and reinforcing expected behaviors during daily activities. Such interactions may support children's gradual internalization of classroom norms and social responsibilities.

Limitations of the Study

Despite the positive findings, several limitations should be considered when interpreting the results of this study. First, the research involved a relatively small sample consisting of only 15 children from a single early childhood education institution. This limited sample size may affect the generalizability of the findings to other educational contexts. Second, the implementation period of the PAKEMAN media was relatively short, which may not fully capture the long-term development of disciplinary behavior among children.

Another limitation relates to the contextual factors influencing classroom management practices. The effectiveness of the developed media may depend on the teacher's facilitation skills, classroom environment, and institutional support. Differences in teaching approaches and classroom cultures in other schools may produce different outcomes when implementing similar learning media.

Implications for Practice and Future Research

The results of this study provide several implications for early childhood education practice. First, participatory learning media such as the PAKEMAN board can serve as an alternative classroom management tool to support the implementation of positive discipline strategies. By allowing children to participate in establishing and arranging classroom agreements, teachers may create a more engaging and collaborative learning environment.

Second, the integration of visual and interactive learning media may enhance children's understanding of classroom expectations and support the development of responsible behavior in early childhood settings. Teachers may consider incorporating similar visual tools into classroom management practices to promote positive behavioral habits among young learners.

For future research, further studies may involve larger and more diverse samples across different early childhood education institutions to examine the broader applicability of the PAKEMAN media. Longitudinal research may also be conducted to explore the long-term effects of participatory classroom agreement media on children's self-regulation and discipline development. Additionally, future research could investigate the integration of digital or technology-based classroom agreement systems to further enhance children's engagement in participatory classroom management practices.

CONCLUSION

This study aimed to develop and evaluate the effectiveness of the Magnetic Model Classroom Agreement Board (PAKEMAN) as a learning medium to foster positive discipline among children aged 5–6 years. The development process followed the ADDIE model, including the stages of analysis, design, development, implementation, and evaluation.

The results of the study indicate that the PAKEMAN media meets the feasibility criteria based on expert validation and empirical validation results. The expert validation score reached 92%, while empirical validation during classroom implementation reached 93.3%, both categorized as very feasible. The effectiveness test also showed an improvement in children's disciplinary behavior, with an increase of 61.7% and an improvement score of 0.50, categorized as effective.

These findings suggest that participatory learning media supported by visual and interactive elements can help children better understand classroom agreements and encourage responsible behavior during learning activities. The use of magnetic agreement boards provides opportunities for children to actively participate in establishing and maintaining classroom rules.

Overall, the PAKEMAN media can serve as an effective and practical tool for supporting positive discipline practices in early childhood education settings.

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