

Building Effective Rules and Routines: A Guide for Pre-Service Teachers in Classroom Management

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Abstract

Building an environment that is appropriate to learning requires effective classroom management. A crucial part of this process for pre-service teachers is comprehending and putting into practice defined guidelines and regular practices. Routines offer regularity, simplify everyday tasks, and reduce interruptions, while rules set rules for appropriate conduct and foster an environment of deference and order. These components work together to improve classroom efficiency, decrease behavioral problems, and encourage student participation. The article examines the value of routines and norms in classroom management, emphasizing useful tactics designed for aspiring educators. It highlights how crucial it is to create regulations in conjunction with kids in order to promote responsibility and compliance. It also emphasizes how routines must be flexible in order to accommodate different classroom dynamics while still being structured. The implementation of these ideas is demonstrated through real-world examples, guaranteeing that pre-service teachers may successfully modify them for use in a variety of educational settings. Pre-service teachers may construct a productive, well-run learning environment that benefits both instructors and students by being proficient in the creation and upkeep of rules and procedures.

Keywords: Classroom Management, Pre-Service Teachers, Rules, Routines

Introduction

An ideal learning environment is established by efficient classroom management, which guarantees both behavioral stability and academic achievement. As essential elements, rules and routines assist educators in creating a disciplined, civil, and learning-friendly environment. According to Simonsen et al. (2008), classrooms with effective management techniques show fewer behavioral issues, freeing up more time for learning and interaction. Furthermore, according to Epstein et al. (2008), having clear expectations promotes mutual respect and understanding among students and increases their accountability. This foundation fosters kids' social-emotional growth in addition to improving their academic achievement. Teachers need to understand that classroom management is an ongoing process that calls for reflection and

modification rather than a one-time effort. Teachers may avoid a lot of disturbances and create a welcoming, inclusive learning environment by implementing efficient rules and procedures.

In order to establish procedural norms and behavioral expectations in schools, rules and routines are essential. Routines simplify everyday tasks and transitions, while rules provide standards for appropriate conduct, guaranteeing uniformity and equity. Clear and regularly implemented rules create a sense of order and predictability, which is important for both instructors and students (Walliams et al., 2014). By making repetitious tasks automatic, routines, on the other hand, lessen cognitive overload and free up more time for instruction and learning. For example, students are better able to absorb expectations when routines are followed, such as reviewing material at the beginning of class or reflecting at the conclusion. These components are frequently effortlessly incorporated by effective teachers, who strike a balance between structure and adaptability to suit the requirements of each individual student. A feature of effective classroom management is a balance between routines and rules, which fosters both autonomy and discipline.

In educational studies, the relationship between academic success and good classroom management is well-established. According to Wallace et al. (2014), students are more engaged in classrooms with clear rules and procedures because there is more time for effective learning when there are fewer disturbances. Furthermore, well-run classrooms foster collaborative learning, which helps students hone their problem-solving and cooperation abilities. Teachers who establish clear norms and high standards also help children develop a growth mentality, which promotes tenacity and resilience. Additionally, organized settings aid in the development of time-management and organizing abilities in kids, both of which are critical for success in the classroom. Teachers can improve academic and behavioral outcomes by coordinating classroom management techniques with educational objectives.

Effectively putting rules and procedures into practice is not always easy. The process can be made more difficult by elements including resistance to change, different learning demands, and a varied classroom population. In order to address these problems, Kasson and Wilson (2017) support mindfulness-based techniques, arguing that mindfulness can help teachers better control their emotions and cope with stress. Additionally, kids who are not accustomed to organized surroundings may fight back against teachers, necessitating perseverance and tolerance in order to create new standards. Peer cooperation and professional development can assist educators in honing their strategy and making sure they are prepared to face these obstacles. In order to establish a classroom culture that emphasizes cooperation and discipline, these challenges must be overcome.

Classroom management strategies need to change along with the state of education. New opportunities for efficiency and engagement are provided by integrating technology, such as interactive digital routines or behavior tracking applications (FLPBIS, 2016). Additionally, studies on culturally sensitive classroom management techniques are becoming more popular, emphasizing the necessity of inclusive methods that appeal to a range of student demographics. Teachers need to be lifelong learners who stay up to date on the latest developments and best practices in classroom management. Teachers can guarantee that their classrooms continue to be dynamic environments where all students may succeed by continuously improving their teaching strategies.

Numerous studies highlight how important classroom procedures and norms are for encouraging efficient classroom management and student participation. After conducting a

thorough analysis of research-based classroom management techniques, Simonsen et al. (2008) came to the conclusion that clearly stated and regularly implemented regulations improve academic achievement and decrease disruptive behaviors. Similarly, a research by Epstein et al. (2008) showed that classes with clear expectations and established routines have fewer disciplinary referrals, which frees up more time for instruction. Furthermore, Kulkarni and Sullivan (2019) emphasized the importance of consistent routines in helping pupils, especially those in the early grades, develop emotional stability. According to Wallace et al. (2014), students' compliance and intrinsic motivation are enhanced when well-defined regulations are combined with positive reinforcement. These findings collectively highlight the critical role that well-designed and implemented rules and routines play in creating a positive and productive classroom environment.

Methodology

This study employs a descriptive qualitative methodology to investigate how routines and norms affect pre-service teachers' classroom management. Document analysis, literature reviews, and expert interviews are some of the data collecting techniques used to determine evidence-based practices and their suitability for teacher preparation. To group the results into important categories, including how rules and routines affect student conduct, academic achievement, and teacher-student interactions, a thematic analysis was utilized. To comprehend how rules and procedures are really implemented in various educational environments, case studies and classroom scenarios were examined. Additional confirmation of tactics successful in creating a good learning environment in the classroom came from expert insights.

With a focus on publications by Simonsen et al. (2008) and Epstein et al. (2008), the study examined findings from peer-reviewed books and articles published within the previous 10 years to assure trustworthiness. Ensuring interviewee anonymity and appropriately citing secondary data sources were ethical issues. The goal of the study was to provide pre-service instructors practical advice that they might use to improve their classroom management and student engagement. The results of this research demonstrate how controlled classroom settings have both theoretical and practical ramifications. This method provides a thorough grasp of how educational theory and practice interact, particularly when it comes to programs that prepare future teachers.

Results and Discussion

The study's results highlight the significant impact that well-defined rules and routines have on classroom management, particularly for pre-service teachers. Effective classroom management requires the implementation of norms and procedures, as stated by Simonsen et al. (2008) and Epstein et al. (2008). According to Simonsen et al. (2008), creating norms that are consistent and unambiguous gives instructors and students a framework for understanding expectations, which fosters a well-organized and productive learning environment. Rules should be straightforward, unambiguous, and positive, with predictable and equitable consequences for actions. Since students are aware of the particular conduct required of them, there is less confusion and fewer disturbances when teachers regularly implement these norms. The findings of this study's interviews, in which instructors said that defined norms greatly decreased disturbances in the classroom and generated a secure learning environment, corroborated this theoretical approach. In line with the findings of Simonsen et al. (2008), a number of participants stated that their classes with well-defined rules had less behavioral issues, freeing up more time for instruction and student participation.

As stated by Epstein et al. (2008), routines, like norms, aid in establishing a predictable atmosphere so that students may concentrate on learning rather than negotiating the social dynamics of the classroom. Epstein et al. state that routines should address everyday behaviors like changing between work, coming into and going out of the classroom, or beginning classes. Students internalize these patterns via repeated practice, which lessens the need for ongoing reminders. According to several teachers surveyed for the present study, routines helped them make the most of class time by minimizing distractions and guaranteeing that pupils were paying attention. In line with Epstein et al.'s theory that routines lead to improved academic performance; these routines made sure that time was effectively spent on educational activities rather than dealing with behavioral interruptions.

Several pre-service teachers expressed concerns during the interviews regarding the proper implementation of rules and procedures in varied classroom settings. Although the theoretical significance of rules and routines in classroom management is well recognized, they noted that putting these tactics into practice particularly in large, diverse classrooms presents considerable problems. A participant commented, "It's easier said than done every classroom is unique, and what works for one group might not work for another." This opinion is in line with Kulkarni and Sullivan's (2019) finding that strict regulations might not always meet the various requirements of pupils, especially those who have behavioral issues or varied learning styles. Additionally, several pre-service instructors said that they found it difficult to modify routines to accommodate the diverse backgrounds of their pupils, which may have an impact on how effective these tactics are overall.

"I tried using the same routine for all students, but I realized that some students needed more structure, while others needed more flexibility," for instance, one respondent wrote. As stressed by Simonsen et al. (2008) and Epstein et al. (2008), these observations highlight the need for a flexible strategy. The difficulties pre-service teachers encounter highlight the necessity of flexibility in classroom management, where routines and regulations may be modified to meet the requirements of each individual student. This implies that more thorough training in identifying and addressing the variety of students' learning requirements and behavioral inclinations may be necessary for aspiring teachers; this is an area that might use additional study and professional growth.

According to Wallace et al. (2014), who contend that a predictable classroom environment fosters positive interactions between students and teachers, the concept of teacher-student rapport is supported by the fact that several participants mentioned that when rules were enforced in a fair and consistent manner, students were more likely to respond with compliance, fostering a respectful classroom dynamic. One significant aspect of the findings is the role of teacher-student relationships in classroom management. Interviewees often mentioned that consistent enforcement of rules and routines facilitated positive relationships, and teachers found that students were more respectful and cooperative when they understood the routines, which in turn led to fewer behavioral problems.

Therefore, the study's findings are consistent with the theoretical frameworks put forward by Simonsen et al. (2008) and Epstein et al. (2008). Better classroom management and more effective teaching time were reported by teachers who established clear norms and organized routines. According to these results, pre-service teachers may gain a lot from instruction that stresses creating norms that work and following them consistently, since this can create a more favorable learning environment. In conclusion, although while pre-service teachers recognize the need of rules and routines in maintaining classroom order, putting these tactics into practice

in the real world poses difficulties that call for constant assistance, adaptability, and customized methods in order to successfully fulfill the requirements of every student. These findings highlight the importance of practical training that prepares teachers for the complexities of classroom management in diverse educational settings.

Conclusion

The findings of this study reinforce the assertions made by Simonsen et al. (2008) and Epstein et al. (2008), who emphasize the foundational role of clear rules and procedures in effective classroom management. A structured environment with clearly defined expectations helps minimize disruptions and fosters a focused atmosphere conducive to learning. Pre-service teachers in this study consistently highlighted the importance of routines and classroom norms in guiding student behavior and maintaining order. These structures not only provided clarity for students but also empowered teachers to create a predictable, safe, and supportive learning environment.

However, the study also revealed the complexity of implementing these strategies in classrooms with diverse learners. Participants reported significant challenges in trying to apply uniform procedures to students with varied needs, learning styles, and behavioral tendencies. This aligns with the views of Kulkarni and Sullivan (2019), who argue that rigid rules may not be equally effective for all students, particularly for those who struggle with behavioral issues or who learn differently. The experiences of the pre-service teachers suggest that while structure is essential, it must be balanced with flexibility. The ability to adapt rules and routines to suit individual students is just as important as establishing them in the first place.

These findings underscore the need for more robust and practical training in classroom management, particularly in the context of diversity and inclusion. Pre-service teachers would benefit from targeted professional development that prepares them to respond to the nuanced realities of today's classrooms. Flexibility, cultural sensitivity, and adaptive planning should be integrated into teacher education programs to ensure that future educators are equipped not only with theoretical knowledge but also with the skills to manage real-world challenges. Ultimately, the study highlights the importance of ongoing teacher training that evolves with the changing dynamics of student populations, with a focus on equipping educators to build classrooms that are structured, inclusive, and responsive to every learner.

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