

## ENHANCING CLASSROOM MANAGEMENT THROUGH STUDENT AGENCY IN EARLY CHILDHOOD EDUCATION

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**Abstract:** Student involvement in the process of creating class agreements can significantly influence classroom management. This study was motivated by the need to foster a positive and conducive learning environment by actively involving students as agents who are given voice and choice, thereby cultivating a sense of ownership over class agreements in Early Years Education. This research aimed to analyze how student agency in developing class agreements contributes to the effectiveness of classroom management, particularly in terms of student discipline, behavior, and responsibility. A qualitative research approach was employed, utilizing classroom observations and interviews with relevant participants. The study was conducted at Amman Academy previously named as Buin Batu School, involving participants from the Early Years program and its educators. Data were gathered through observations, interviews, and document analysis of collaboratively created class agreements. A thematic analysis approach was used, focusing on student participation, the decision-making process, and its impact on classroom dynamics. Preliminary findings suggest that student involvement in creating class agreements enhances compliance, fosters a more positive and conducive learning environment, and strengthens students' sense of ownership. The results further suggest that classrooms with student-driven agreements exhibit higher levels of engagement, fewer behavioral disruptions, improved discipline, and an overall

*more active and positive learning atmosphere. The findings highlight the significance of student agency in effective classroom management practices.*

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**Keywords:** *Student agency, Classroom agreement, Classroom management, Early Childhood Education.*

## **A. Introduction**

The foundational element of the successful teaching and learning process in the class is effective classroom management. Effective classroom management leads to a respectful, meaningful, safe, and engaging learning environment that supports both academic and non-academic achievements. The positive relationships among class members, consistent routines, and clear expectations foster student engagement and academic achievement (Marzano & Marzano, 2003). Conducive class management will build a positive learning environment, reduce disruptive behaviours, and create opportunities for meaningful student participation in their learning. The class management is aligned and supported by the class agreement. The class agreement serves as a vehicle to achieve conducive class management, fostering a positive classroom dynamic. The class agreement is agreed upon among class members through the students' agency, which involves students participating in giving their voice and choice, leading to ownership. To encourage student engagement in the classroom, students must have the authority to participate in their learning process, including contributing to the class agreement. Student agency refers to students' active role and engagement in their learning, where they use their voice and make choices about how they learn. Student agency is a student's capacity to make choices, control their learning, and act in ways that shape their educational experience (Reeve & Tseng, 2011). Student agency refers to a student's capacity to make choices, control their learning, and act in ways that shape their educational experience (Vaughn, 2020). Student agency, which refers to students' active participation and engagement, needs to be explored more, especially in Early Childhood education. It needs to be given attention in educational research, as it has a significant impact on a better learning experience for young learners, not just older

learners. Student agency refers to the ability of students to take initiative, be responsible for their learning, and have control over their learning process. Another research (Klemenčič, 2015) explores the concept of student agency in the context of student engagement. It concluded that an agentic approach connects and advances the multifaceted scholarship on student engagement in learning. The active participation in creating the class agreement will foster the students' ownership, which in turn leads to their responsibility for the class agreement, ultimately driving effective classroom management.

This study examines the role of student agency in classroom management, focusing on how class agreements support a well-managed learning environment in early childhood settings. Fostering student agency in creating class agreements plays a crucial role in creating supportive, engaging, and productive learning environments. The journal of Adesuwa & Joy (2022) explores rules. Rules are one of the basic techniques that a teacher could use to curb the excess of students' misbehaviour within the class. It's challenging to find a previous paper on class agreement rather than rules created by teachers with similar purposes, which aim to make the class a more supportive and safer place to learn.

Class agreement is universally regarded as a key dimension of teachers' work, as reflected in research that ranks it among the most essential teaching skills (Huntly, 2008). The research displayed that students identified effective classroom managers as teachers who cope with students' needs by improving caring relationships and controlling the class environment while fostering student engagement and responsibility (Egeberg et al., 2021).

Previously, the author visited some nearby schools of Amman Academy in 2024 in Sumbawa Barat. She observed the teaching and learning process in schools and gathered some findings, as described below: In one Kindergarten school (X-school), the school had a snack shop located just next to the classroom. The researcher observed some students leaving the class easily and buying snacks while the class was still in session. Two of the students played with a small slide while the other students joined the class. Several students talked to each other while the teacher explained the topic of learning, which was fruit. Many students didn't engage

with the activity. The class rules were not visible/displayed in the class. The class didn't have a class rule, and the class management didn't work appropriately. The teacher worked hard to discipline the students in the class. In another school (Y-school), the class was in a discussion session that focused on the parts of plants. Once, students shared their opinions simultaneously without established rules on how to answer the questions. The class was a little bit noisy when the teacher shared a question. There were class rules on the wall, written in lengthy sentences that might be difficult for the students to understand. The teachers made the rules. The researcher observed that class management needed to be developed in each school she visited during the last academic year. This research on student agency and class agreements for better classroom management is essential, based on prior studies and the author's experiences visiting local schools, considering the following aspects, such as the limitations of research that focus on how class agreement can be created and used to promote student agency and improve class management in Early childhood education. Most of the class rules are made by the teachers and often use long words or complex sentences. This practice led the students to follow the rules out of fear of the teachers, rather than due to the students' awareness and responsibility. Another reason is that teachers lack knowledge about student agency, which is beneficial for the learning process.

Implementing class agreements greatly enhances primary students' discipline (Loyz et al., 2023). Co-created agreements between educators and students encourage shared accountability, active engagement, and a polite learning environment. Through mutual expectations, including respecting peers and time, as well as by promoting intrinsic motivation and peer reminders, these agreements aid in the development of students' discipline. Consistent behaviors outside the classroom, such as maintaining cleanliness and punctuality, also help reinforce discipline. Another research study about class agreement investigated the *implementation of class beliefs and agreements in elementary schools* using qualitative methods by interviews, observations, and documentation (Rahmawati et al., 2025). The subjects were elementary class teachers. Their findings highlighted that agreed-upon classroom norms significantly improved student self-

awareness and discipline.

The gap in this research with previous studies is that most investigations of student agencies and class agreements have been conducted for older or primary students. In contrast, this research focuses on early childhood education. Moreover, much research focuses on the theory and concept, while research about the implementation of students' agency is limited. Previous research has shown that a student's active role is associated with a higher level of engagement and responsibility, which promotes an effective classroom. The active engagement of the students has a significant impact on student learning. Student agency brings positive results in student learning. The paper aims to provide knowledge about the benefits of using the student agency approach through a class agreement, promoting more effective and efficient class management practices that support holistic development in young learners, thereby enhancing the learning and teaching process within the class.

The student agency, class agreement, and class management have distinct roles in creating a supportive, positive, and conducive learning environment. However, the three variables are connected to build a crucial impact on the student's academic success through a positive, engaging, and supportive learning environment. Class agreements can serve as a tool to bridge the gap between student agency and effective classroom management. The teacher serves as a facilitator to encourage and establish a learning experience and a supportive environment that empowers students to be motivated, engaged, cooperative, and take the lead in learning, ultimately fostering a better classroom dynamic. The relationship creates a classroom culture based on mutual respect and shared responsibility.

## **B. Method**

This research employed a qualitative approach using a descriptive method to describe the comprehensive phenomenon. Qualitative research is a research method that focuses on an in-depth understanding of social phenomena, human behavior, and complex processes (Sugiyono, 2017). The data collection used a class observation and interviews with several practitioners of Amman Academy. The methods explored experiences, opinions,

and behaviors in a contextual manner that aligns with student agency, class agreements, and effective class management. It employed methodological triangulation for validity through class observations and simple interviews with students and student agency practitioners. This research explored how student in the class are involved and contribute to the making of the class agreement by using their voice and choice, which would affect the ownership of the agreement, leading to effective class management. The research also utilized observations in the class to support the data on the implementation of student agency through the class agreement, which contributes to the effectiveness of class management in the first semester of the academic year 2024/2025 and the beginning of the second semester. It observed the disciplines, responsibility, behaviors, and an active and positive learning environment. The data collection used by class observation of EY 2 / TK A class (14 students of 4-5 YO) and interviewing teachers, the curriculum coordinator, and a junior principal of Amman Academy. The school utilizes the IB Primary Years Programme (PYP framework), which emphasizes students' agency. The school and class environment are multicultural, with students from diverse backgrounds, including various cities in Indonesia and other countries. The observation was conducted during a series of discussions focused on the use of students' voices and choice in making the class agreement. Observations are held during the regular classroom hours to capture the daily practice in the class. The researcher employed an anecdotal technique, capturing spontaneous conversations between students and the teacher, as well as among students, that occur in the classroom. The observation also captured the behaviors, responsibilities, and what the learning environment looks like during the learning process. The data analysis employed thematic analysis, focusing on identifying ideas, topics, and patterns to achieve a class consensus. The observation was further supported by examining the implementation of the class agreement in classroom practices. How the class agreement affects the class management involves identifying and analyzing recurring themes in the observed classroom interactions and behaviors of the class members. Besides gathering data through the observational strategy, the research also conducted interviews with relevant individuals

at the school, including teachers, curriculum coordinators, and principals.

### C. Results and Discussion

The implementation of student agency in the class was visible. The students actively participated and contributed to the class agreement-making process. The students used their voices to share ideas about the points of the class agreement. This ability is developed by involving students in having a voice, making choices, and taking ownership of their learning (Wirastuti et al., 2024). The teacher facilitated the activity by posing prompts that encouraged students to explore their perspectives related to the class agreement. The students got opportunities to be involved and decide the points for the class agreements. The implementation of the class agreements was demonstrated as the students engaged in class activities. In the classical activity, all the students listened to the teachers attentively during the period of young learners' stamina for listening. In daily activities, a group of students worked together to tidy up the toys after playing and collaborated with others to clean up the area. The students tried their best to complete the task, despite not being confident about it. Two students who looked mature than the others reminded the children who were unsure. *"Do your best,"* they said. The students who had a better understanding were active in reminding their friends. Moreover, the results show that classrooms with student-driven agreements demonstrated higher levels of engagement, reduced behavioural disruptions, more disciplined behaviours, and created an active and positive learning environment. The value of student agency is visible in classroom management practices. Class agreements are collaborative frameworks created by class members to establish rules and norms that manage classroom behaviors. The development of a class agreement supports students' understanding and internalization of the classroom rules, fostering a sense of responsibility and ownership. The strategy not only supports positive behaviors but also encourages student voice in making decision that aligns with the principles of student agency (Williams & Williams, 2019).

### **C.1 Student agency in creating a class agreement in EY 2 (4-5 YO) class.**

In the EY 2 / TK A classroom at PAUD Amman Academy, the students and teachers discussed what should and shouldn't be done in the class. The teacher, as the facilitator, guides the students to share their thoughts on the class agreement. The teachers prepared the whiteboard and markers to record the process. This class agreement is typically established at the beginning of the new academic year to outline the rules and norms of the class, fostering a supportive, engaging, and effective learning environment. Some questions have been set to facilitate the discussion and gather the students' voices, choices, and engagement. The class agreement will usually be completed within a week, as students in early childhood education have a limitation on the duration of discussion in one session. Student agency in this research is understood as students' ability to actively participate in their learning process and make decisions that impact their educational journey (Adair & Sachdeva, 2021) as well as students' ability to make choices to control their learning and take action in ways that shape their learning experiences (Vaughn, 2020).

To cultivate a sense of ownership and community among students, the teacher initiated a collaborative brainstorming session regarding classroom expectations. The objective was to guide students in identifying behaviors that support a positive learning environment. To stimulate student thinking, the teacher posed the question: *"What should we do in the class?"* One student promptly responded, *"Kita harus sharing di kelas"*. Building on this idea, the teacher encouraged further reflection by prompting the student to consider additional related actions. Through guided discussion and illustrative scenarios—such as how children interact during play—the class collectively agreed on the importance of *"Sharing and Taking Turns"* as the first principle of the class agreement. The teacher recorded this input on the whiteboard, observing that students remained highly engaged. This led to a second question: *"What else should we do in the class?"* A student responded in Indonesian, *"Tolong teman"*. The teacher expanded the discussion by asking whether this support should extend beyond peers to include teachers and others. The consensus was clear: *"Helping Each Other"* became the second

agreed-upon principle. This dialogic process continued, resulting in a total of seven class agreements. These agreements were not only reflective of student ideas but also represented a collaborative construction of classroom norms, thereby reinforcing student agency in managing their learning environment.

**Table 1.** The Finalization of the Class Agreements

| <b>The finalized class agreements</b> |
|---------------------------------------|
| 1. Share and Take Turns               |
| 2. Help Each Other                    |
| 3. Tidy Up                            |
| 4. Listen to Each Other               |
| 5. Walk on the Concrete               |
| 6. Use Inside Voice                   |
| 7. Do Our Best                        |

After the class reached the point where the class agreement was finalized, the teacher typed and printed it, along with related pictures, to make the point more visible, as the students couldn't read yet. Afterward, the teacher put the printed points and picture into one big paper. The students and the teachers collaborated to review the class agreement. The next step was for the class members to establish the legacy of the agreement. Each member made a handprint with their name and placed it on the edge of the class agreement. All members of the class acknowledged it, and everyone agreed with it. The class agreement was completed. The location where the class agreement is displayed also plays a crucial role in its implementation. It also involved the students' voice and choice to find the place. *"Where should we put the class agreement?"* the teacher asked. The class agreement was displayed based on the students' decision-making. It was shown between the whiteboard and TV, where the class agreement was visible and placed at a height level that allowed students to easily access it, making it touchable and convenient for reminders. The ownership of the class agreement has been established since the students were involved in its creation. The student gained the concept of the class agreements. Sometimes, they act as agents of their class agreement by reminding friends who don't follow

the class agreement. It runs and works so well in the class. The students feel a sense of ownership over the class rules and norms, and are the agents of it. The class ran smoothly and appropriately. If a student exhibited inappropriate behavior, another student would remind the student who had broken the class agreement. It also helped the teachers in the learning and teaching process in the class. Besides supporting the learning environment with an engaging, positive, and comfortable place to learn, this approach also develops the students' social and emotional skills. This approach has developed the holistic developmental aspect of early childhood students. Research on class management, as cited by Smith (2021), emphasizes that building class agreements is crucial for a respectful learning environment. He further emphasized that establishing class agreements promotes a sense of community and belonging among young learners, which is essential for their social and emotional development.



**Picture 1.** The process of making the class agreement

The students demonstrated their agency by sharing their voices in establishing the agreement and choosing how to present it in class. This built the students' ownership of the class agreement, leading them to follow the agreement more effectively.

The students' actions, in accordance with the class agreement, fostered positive behavioral discipline and responsibility, resulting in effective class management.

## **C.2 The implementation of the class agreement through the learning process.**

The research study demonstrated that class agreements are not only displayed but also used to discipline and remind class members about what they should do in class to build a positive, conducive, and supportive learning environment. The students understood and followed the class agreements properly. Another study stated that classroom management is a form of organizing the student learning process, or a form of teacher effort in creating conducive learning conditions and maintaining them when obstacles arise, to achieve more effective learning goals (Suryana, 2012). This research aims to describe the steps involved in teacher activities related to learning classroom management, to gain an understanding of student characteristics in the learning process, and to assess the teacher's skills in classroom management. The study method used is a literature study. The research results indicate that classroom management, combined with student character development, is a teacher's duty and responsibility. Teachers must be able to encourage their students to actively participate in learning. To create a conducive classroom climate, teachers need specific skills, such as being responsive, attentive, engaging, and fair. The finding of involving the student's agency in making the class agreement will be more effective as the student has ownership of it. The students led the creation of the agreement, driving the class to follow the agreed-upon guidelines. On observation, it was sometimes visible when one student reminded the other students to follow the class agreements. Another visible moment when the teacher encourages the students to do a task is when one student says, "Do our best." The student motivated her friend to do her best. The research of Nugraha (2018) explores classroom management as the core of all types of education management. In the teaching and learning process, a teacher is not only transferring knowledge to students but also required to manage student conditions that encourage active learning (Juhji, 2016). A teacher is required to

implement an approach that directs students to play an active role and explore the potential that exists within themselves. Class agreements also contribute to creating a more conducive classroom atmosphere and promoting more effective learning. Class agreements are one of the practical efforts to prevent chaos in the classroom (Ansori, 2024).

During daily class activities, students have free play time, which provides them with opportunities to explore the classroom. The students enjoyed themselves in various areas of the learning environment, including the dramatic area, the loose parts area, the constructive area, and other designated spaces. All the students were busy with their activities. The students played, shared, and took turns with the toys properly. A group of children played in the dramatic area by wearing some costumes. They wore the costumes the whole time, until one of the students asked to borrow Elsa's costume. The girl who wore the Elsa Costume shared it nicely without any complaint. Another scene was a group of students playing with a marble race. They constructed the racing tracks together. When it was finished, they took the marbles because the number of marbles was less than the number of students who played. But they were able to share and take turns nicely. As time passed, the teacher announced that the free play time was up, and he played a song about tidying up. The students stopped playing and started to tidy up. They understood the class agreement about tidying up after playing. The students also helped each other in tidying up the toys. During the play or the learning process, the students used an indoor voice. The students displayed sharing and taking turns in their play. They could wait for their turn. Once a student broke the class agreement, another student was keen to remind her friend to follow the class agreement. The location of the class agreement was easily accessible and visible, serving as a reminder for students to participate in learning and playing activities. The ownership of the class agreement was evident as the students demonstrated a good understanding of it, which helped create a positive, supportive, and responsible class environment.



**Picture 2.** The class activities (literacy area and Unit of Inquiry area)

The class vibe was positive, supportive, engaging, and manageable. The value of class agreement made by students as part of the student agency practice was visible through the class management. The results showed that the physical environment, social-emotional, and organizational conditions are important in supporting and inhibiting class management. The research of Ozen & Yildirim (2022) evaluated class management from the teacher's perspective. The perspective of teachers on the meaning of "classroom management" emerged within the sub-dimensions of creating an effective and transformative learning environment, fostering open communication, and delivering effective instruction. The research showed that the class agreements of the EY 2 class lead students to exhibit conducive, manageable, and responsible behaviors, which are crucial for both academic and non-academic success. It develops students' social-emotional skills, fostering principled and balanced learners.

The knowledge and support of the pertinent people around the school (teachers, coordinator, principal) contributed to the success of building good class management. The school members who inquired about the students' agency expressed similar views on ownership, decision-making, choice, and voice, and provided numerous opportunities for students to develop to the best of their ability through their involvement in the learning process. The class agreement was created with the students' built-in ownership, developing responsibility and discipline in them. It's one way of doing reflection in the class, based on the class agreements, which help build their understanding of the points and implement them in the class. The class agreement was made in children's friendly words, was interactive, and was agreed upon by all members of the class. Consistency played a crucial role

in the success of implementing the class agreement. The class agreement, collaboratively created by the class members, is more likely to be followed and hold others accountable in the class. The class agreement has a positive impact on class management.

**Table 2.** The Interview results of the school community

| Interview<br>ee/<br>Question           | DR<br>(teacher)                                                                                                                          | HJ<br>(teacher)                                                                                                                                                                                                               | AB<br>(Curriculum<br>Coordinator)                                                                                                                                                                                                                                                                                                        | SR<br>(Principal)                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What do you know about student agency? | Students' agency refers to their ownership of their ideas, thoughts, and actions. They think deeply with their agency to do/make things. | As an EY 2 Homeroom Teacher, I see student agency as the ability of young learners to take ownership of their learning by making choices, expressing their thoughts, and actively engaging in their educational experiences . | Student agency provides students with the opportunity to experience their learning. The students are the subjects of their knowledge, where they plan and make decisions on how to express their understanding. Student agency also involves students in making decisions about their learning. In brief, student agency encompasses the | Student agency is a crucial component of any classroom. Student agency allows students to take an active role in their learning. It gives them a voice and a choice in their educational journey. Student agency helps to foster independent, engaged, and reflective learners. Students are given opportunities to express opinions, share ideas, and ask questions about their learning. They can help design their learning spaces and focus on what interests them. |

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student's voice and choice, making them feel a sense of ownership over their learning.

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| How do you make/think of the class agreement dealing with student agency? | We brainstorm the students' thoughts about what we can do to support the class running smoothly. For example, what will happen if you run in the classroom? Students may think we will bump into each other. So, can we run in the class? We also asked them to think of the consequences; therefore, they agreed to | As an EY 2 Homeroom Teacher, I involve students in the process of creating the class agreement to encourage student agency. Instead of imposing rules, I facilitate discussions where children share their ideas on how to make the classroom a safe and happy place. Students express their thoughts through drawing, | The class agreement is a class rules that applicable not only for students but also for teachers as the members of the class. To build the ownership of the class agreements the students are involved and giving the opportunity to express their voice and choice when creating the class agreement. | Creating class agreements that include student agency means that students take ownership of the expectations in the classroom. They are involved in creating the agreements and deciding what the learning environment should be like. Reflection is an important part of this process also. |
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|                                                           |                                                                                                                                                                             | set the rule based on their agency.                                                                                                                                                               | role-playing, or simple verbal responses, and together, we create classroom agreements using child-friendly language and visuals. This approach empowers them to take ownership of the rules they help create. |                                                                                                                                                                                                                                           |  |
| How do the children understand about the class agreement? | We discuss the consequences if certain things happen in the class when we don't follow the rule. We also do the role play about following and not following the agreements. | To help young learners understand and remember the class agreement, I ensure it is visual, interactive, and consistently reinforced in our daily routines. By making the agreements relatable and | Class agreement must be developed age appropriate level. Therefore, the language that will be used to develop the class agreement will be different from one level to another.                                 | When co-created with the teacher, classroom agreements are developed in kid friendly language. Students take ownership of these agreements and therefore truly understand why they are created and how they will be met in the classroom. |  |

interactive, students internalize them rather than just memorizing rules.

The class agreement is not a set of class rules that is displayed in the classroom. It needs to be used everyday to praise the students who follow it well, remind the students who break the agreements. The teachers are expected to always refer to the agreements to develop students' understanding towards it.

|                                                                            |                                                                                              |                                                                                                 |                                                                                                            |                                                                                                                   |
|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| How effective does the class agreement contribute to the class management? | Very effective. We put it in the class with pictures. For example, we raise our hands before | The class agreement greatly supports my classroom management by creating a shared understanding | It is very effective. Because the teacher can always refer to the agreements to manage students' behaviour | Class agreements support classroom management by creating a shared understanding of the expectations. They make a |
|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|

speaking. This makes it easier for them to understand the concept and follow.

ng between students and teachers. Since the agreements are made collaboratively, students feel a sense of responsibility and are more likely to follow them. It also Fosters independence, as students remind each other about the agreements.

Creates a positive classroom culture where students feel valued and respected.

With these agreements in place, my role as a teacher shifts from enforcing rules to guiding and

positive environment where students can take ownership of their actions. When students are involved in creating the agreements, they are more likely to follow them and hold others accountable for their actions. Co-creating the agreements also minimizes misunderstandings, enabling students to better adhere to the agreements.

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supporting students in making responsible choices.

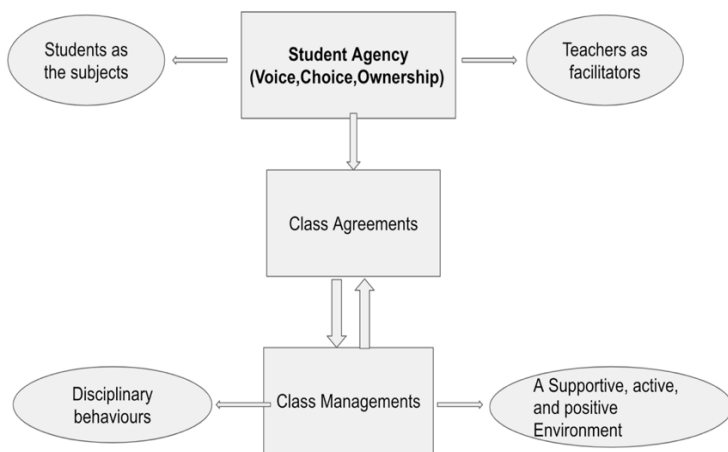
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|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What are your impressions of implementing student agency in creating class agreements that impact class management and the learning process | improve students' engagement in the class and make them more responsible | In my opinion, this approach positively impacts the learning process by fostering a sense of belonging and mutual respect, which helps students feel safe and confident to explore, take risks, and express themselves. and I believe that student agency in class agreements is essential for creating a harmonious, child-centered classroom that supports both academic and personal growth. | Every member of the class feels the ownership of the agreements. The students feel their voice and choice are heard and when it becomes everyone's agreements, all the class members have the responsibility to follow it. | Implementing student agency positively affects the classroom environment. Students have a shared understanding of the expectations, promoting ownership, accountability and a strengthening the classroom community. When students are involved in the process, they are more engaged and invested in maintaining a respectful learning environment. A collaborative learning approach enhances motivation and reduces behavioral issues, promoting a positive classroom culture. |
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The teachers' knowledge and perceptions are very important in facilitating this practice. They influence the run of the students' agency through the class agreement for class management, aiming to build a positive and supportive class environment.

**Figure 1.** A Student Agency Through Class Agreement Contributes to Effective Class Management



The explanation of the diagram:

**Students' agency:** Involving Voice, Choice, and Ownership of the students (Students as leaders of their learning)

**Students as subjects:** Students play a leading role in making the class agreement through their voice and choice, which builds ownership and drives the class agreements.

**Teachers as facilitators:** The knowledge and perception of student agency will guide and facilitate students in achieving the learning intention.

**Class agreement:** Rules or norms created from the students' voices and choices to manage the class for a supportive and inclusive learning environment.

**Class management:** A Situation that is influenced by the class members' behaviour and the conducive environment.

#### **D. Conclusion**

The study highlights the critical role of student agency in building effective class management through the creation of class agreements. The implementation of class agreements by students shapes a positive and conducive classroom environment. It supports the point of view that even young learners are capable of understanding classroom expectations and participating in decision-making processes that affect classroom management. The implementation of student agency in classroom management has been receiving increasing attention, especially in early childhood practices, so that young learners can take autonomy and responsibility for creating positive environments. This study focused on managing class agreements as a tool to empower students, giving them a voice and choice in setting classroom rules and norms. Involving students in creating the laws and standards of the class raised their responsibility and ownership of the agreements, leading to positive and conducive class management. This study also proposed to fill that gap by exploring students' agency roles in an early childhood setting. The study's results demonstrated that incorporating student agency through classroom agreements had positive impacts on students' engagement, class management, student behaviors, and student discipline. Some aspects still require further discussion, such as the challenges and limitations. The challenge is dealing with the students who struggle with consistency. Another discussion raised is about the restriction of the student agency's knowledge of the teachers. Some teachers may find it challenging to implement these practices as they haven't received training on student agency. It would be fruitful to pursue further research on teachers' knowledge and perceptions of student agency, as well as the implementation of student agency in other field areas, such as subjects learned in early childhood education.

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