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Teachers' Integrated Pedagogical Roles in Creating a Conducive Learning Environment in Early Childhood Education

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Abstract

A conducive learning environment is essential for supporting children's development and participation in early childhood education. Teachers play an important role in establishing such an environment through their pedagogical practices and interactions with children. This study aimed to examine teachers' integrated pedagogical roles, identify the factors influencing a conducive learning environment, and analyze the strategies used to address classroom challenges. A descriptive qualitative approach was employed involving five teachers at PAUD Kuntum Melati, Medan, Indonesia. Data were collected through semi-structured interviews, classroom observations, and documentation, and analyzed using the interactive model of Miles and Huberman. The findings identified five interconnected pedagogical roles: learning environment designers, learning facilitators, social mediators, motivators, and behavioral role models. Six factors influenced the learning environment: teacher competence and attitudes, children's characteristics, educational facilities, parental support, school management, and the surrounding social and cultural environment. Teachers addressed classroom challenges through creative learning resources, differentiated activities, positive discipline, parent-school collaboration, and play-based learning. The findings illustrate how these five pedagogical roles were interconnected in everyday classroom practices and shaped by the institutional and social context of the participating early childhood education setting.

Keywords: early childhood education; pedagogical roles; conducive learning environment; teacher-child interaction; play-based learning

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1. Introduction

The quality of early childhood education is influenced not only by the learning activities provided but also by the environment in which children participate, interact, and develop. During early childhood, children acquire cognitive, social, emotional, and behavioral competencies through exploration, play, communication, and interactions with their surroundings. These developmental processes require learning environments that ensure physical safety, emotional security, meaningful interactions, and opportunities for active participation. Putri et al. (2026) emphasized that a safe early childhood learning environment also requires attention to teacher-child interactions, developmental needs, inclusion, and family involvement. Therefore, a conducive learning environment involves more than comfortable classrooms and adequate educational facilities. It also depends on teachers' pedagogical decisions, classroom organization, interpersonal relationships, and responsiveness to children's developmental needs (Bronfenbrenner & Morris, 2006). Research has shown that physical and sensory characteristics of early childhood education settings are associated with children's social and emotional development, although these relationships vary according to environmental conditions and institutional contexts (Tamblyn et al., 2023). This evidence highlights the importance of examining how teachers contribute to establishing learning environments that support children's overall development.

Teachers play a central role in shaping children's everyday learning experiences. Their responsibilities extend beyond delivering instructional content to include organizing classroom spaces, facilitating exploration, mediating social interactions, encouraging participation, and demonstrating appropriate behavior. These responsibilities require teachers to understand children's developmental characteristics and respond appropriately to their individual needs. Egert et al. (2020), through a meta-analysis of professional development interventions, found that in-service training contributes to

improvements in teacher-child interaction quality, particularly in emotional support, classroom organization, and instructional support. Similarly, Salminen et al. (2021) identified associations between teacher-child interaction quality and children's self-regulation in toddler classrooms in Finland and Portugal. Tilbe and Gai (2022) also highlighted the relationship between teacher-child interactions and children's social and language development. These findings indicate that teachers' professional competencies and interactional practices are important components of early childhood educational quality. However, teachers' contributions need to be understood in relation to the various responsibilities they perform in organizing and maintaining children's learning environments.

The importance of teachers' pedagogical responsibilities is particularly evident in play-based learning. Play provides opportunities for children to explore their surroundings, communicate ideas, solve problems, and develop relationships with peers. However, the educational value of play also depends on teachers' ability to provide appropriate guidance while maintaining children's opportunities for exploration and initiative. Amir et al. (2024), in their exploration of early childhood teachers' experiences in Yogyakarta, examined the practical implementation of play-based learning and the challenges teachers encounter in translating pedagogical principles into classroom activities. Utami et al. (2025) further demonstrated how the Conceptual PlayWorlds model connects imaginative play with children's conceptual, cognitive, and emotional development in an Indonesian early childhood education setting. Setianingsih and Solikin (2026) also highlighted teachers' strategies in facilitating children's concentration and memory through structured sorting and matching games, including the use of concrete materials and instructional guidance. These studies highlight the importance of teachers' roles as learning facilitators and play partners.

A conducive learning environment depends on supportive teacher-child interactions and family involvement. Children need positive relationships to express ideas, regulate emotions, and develop confidence. Luo et al. (2022) found that social-emotional interventions improve preschool children's social-emotional competence and reduce challenging behaviors. Bandura's (1986) social cognitive theory explains how children develop behaviors by observing and imitating significant individuals, including teachers. Therefore, teachers' communication, emotional responses, and daily practices influence children's social and behavioral development. Support from families and communities also contributes to a positive learning environment. Murphy et al. (2021) highlighted the importance of partnerships between parents and educators, while Kambouri et al. (2022) emphasized reciprocal communication and collaboration. Keung and Cheung (2023) further demonstrated the contribution of family-school-community partnerships to play-based learning. These findings align with Bronfenbrenner and Morris's (2006) bioecological model, which emphasizes the influence of interactions between children and their surrounding environments on development.

Although previous studies have examined various dimensions of early childhood educational quality, important gaps remain in understanding how these dimensions are connected through teachers' everyday pedagogical practices, particularly in Indonesian early childhood education settings. Previous studies have provided insights into specific aspects of the learning environment and educational practices. Tamblyn et al. (2023) emphasized the influence of physical and sensory environmental conditions, while Egert et al. (2020) examined how professional development contributes to the quality of teacher-child interactions. In the Indonesian context, Amir et al. (2024) explored teachers' experiences in implementing play-based learning, while Utami et al. (2025) examined the implementation of Conceptual PlayWorlds to support children's learning and development. Other studies have addressed social-emotional interventions (Luo et al., 2022) and partnerships between educational institutions, families, and communities (Kambouri et al., 2022; Keung & Cheung, 2023; Murphy et al., 2021). Despite these contributions, the existing studies cited above do not sufficiently explain how teachers in Indonesian PAUD settings coordinate multiple pedagogical responsibilities within the same classroom context. More specifically, limited empirical attention has been given to how

teachers simultaneously organize learning spaces, facilitate children's activities, mediate peer interactions, motivate participation, and model appropriate behavior while responding to children's diverse developmental characteristics, available facilities, and institutional constraints. This gap highlights the need to move beyond examining individual teaching practices toward understanding how different pedagogical roles are interconnected and adapted to the actual conditions of Indonesian early childhood classrooms.

To address this gap, this study examines how teachers integrate their pedagogical roles in creating a conducive learning environment at PAUD Kuntum Melati, Medan Sunggal District, Indonesia. Using a descriptive qualitative approach involving five teachers, it explores five interconnected roles: learning environment designers, learning facilitators, social mediators, motivators, and behavioral role models. Rather than treating these roles separately, the study investigates how they are connected in everyday classroom practices. It also identifies contextual factors influencing their implementation, including teacher competence and attitudes, children's characteristics, educational facilities, parental support, school management, and the surrounding social and cultural environment. Furthermore, it examines how teachers respond to classroom challenges through creative learning resources, differentiated activities, positive discipline, parent-school collaboration, and play-based learning. The study provides a context-specific account of how classroom conditions, integrated pedagogical roles, and adaptive teaching strategies are connected in supporting young children's development at an Indonesian early childhood education institution.

2. Methodology

This study employed a descriptive qualitative research design to explore teachers' pedagogical practices in creating a conducive learning environment in early childhood education. This approach was considered appropriate because the study aimed to obtain an in-depth understanding of how teachers organize, implement, and manage learning activities through their everyday interactions and practices. A descriptive qualitative design allows researchers to examine educational phenomena in their natural settings while providing detailed descriptions of participants' experiences, actions, and perspectives. Accordingly, this study focused on examining how teachers carry out their pedagogical responsibilities and respond to various classroom conditions to establish a safe, supportive, and engaging learning environment for young children at PAUD Kuntum Melati, Medan Sunggal District, Indonesia.

The study was conducted at PAUD Kuntum Melati, located in Medan Sunggal District, Medan, North Sumatra, Indonesia. The participants consisted of five teachers directly involved in teaching activities in Group B, which served children aged 5–6 years. Participants were selected through purposive sampling based on their direct involvement in classroom activities and their experience in establishing a conducive learning environment. This sampling technique enabled the researchers to obtain information-rich accounts from individuals with relevant knowledge and experience related to the research focus (Patton, 2015). All five participants were female, aged between 30 and 45 years. Regarding their educational backgrounds, four teachers had completed senior high school education, while one held a bachelor's degree in education (S.Pd.). This educational profile represents an important contextual characteristic of the participants and provides a basis for interpreting their pedagogical practices and professional competence, which are further considered in the presentation and discussion of the research findings.

Primary data were collected through semi-structured interviews and classroom observations involving the five participating teachers. Interviews were conducted face-to-face at the research site, with each session lasting approximately 30 minutes. Interviews were conducted on two occasions, involving all five participating teachers, between November and December 2025. The interview questions addressed teachers' experiences in planning learning activities, selecting teaching approaches,

organizing learning materials, conducting assessments, maintaining classroom safety and cleanliness, arranging classroom spaces, and managing children's behavior. Classroom observations complemented the interviews by examining classroom arrangements, the availability and organization of learning materials, the use of play areas, teacher-child interactions, classroom management, and efforts to maintain safe, comfortable, and clean learning conditions. Secondary data were obtained through documentation, including learning documents, activity records, planning and evaluation materials, and photographs related to educational activities. These sources provided complementary evidence for understanding teachers' pedagogical practices and the conditions of the learning environment.

The collected data were analyzed using the interactive model of qualitative data analysis proposed by Miles and Huberman (1994). This model involves four interconnected activities: data collection, data reduction, data display, and conclusion drawing/verification. Data obtained from interviews, observations, and documentation were organized according to their relevance to the research objectives. During data reduction, the researchers selected and grouped information describing teachers' pedagogical practices, classroom conditions, and challenges encountered during learning activities. The reduced data were then presented in descriptive narratives to identify recurring patterns and relationships among the emerging categories. Finally, conclusions were drawn and verified by examining the consistency and relevance of the evidence obtained from the different data sources. This analytical process provided the basis for identifying teachers' pedagogical roles and examining the factors and strategies associated with creating a conducive learning environment.

The trustworthiness of the findings was addressed through four criteria: credibility, transferability, dependability, and confirmability, following Lincoln and Guba (1985). Credibility concerned the accuracy of the information and the consistency of findings across interviews, observations, and documentation. Repeated visits to the research site provided opportunities to examine the relevance of the collected information. Transferability was supported through descriptions of the research setting and participant characteristics, allowing readers to assess the relevance of the findings to comparable early childhood education contexts. Dependability concerned the consistency of the research procedures, while confirmability emphasized the connection between interpretations and empirical evidence. Regarding research ethics, the researchers obtained official authorization from PAUD Kuntum Melati before conducting the research. The institution granted permission to collect relevant information and interview teachers selected according to the research needs. All five participating teachers were informed of their involvement in the study and voluntarily agreed to participate in the interviews, providing verbal informed consent. To protect their identities, participant codes (Teacher 1 to Teacher 5) were used throughout the article instead of their real names. The researchers also maintained the confidentiality of research information and protected children's privacy when handling photographs and other research documentation.

3. Results

3.1 Teachers' Integrated Pedagogical Roles in Creating a Conducive Learning Environment

The findings revealed that teachers at PAUD Kuntum Melati performed five interconnected pedagogical roles in creating a conducive learning environment. These roles involved organizing classroom spaces, facilitating children's learning activities, mediating social interactions, providing motivation, and demonstrating appropriate behavior. Rather than performing these responsibilities separately, teachers integrated them into daily classroom practices to support children's participation, comfort, and positive interactions. The interview and observation findings identified several practices that reflected these roles, as summarized in Table 1.

Table 1
Teachers' Integrated Pedagogical Roles in Creating a Conducive Learning Environment

Teachers' roles	Forms of pedagogical practices	Empirical findings
Learning environment designer	Organizing classroom spaces and learning materials according to children's needs.	Arranging tables, chairs, and toy shelves, as well as establishing reading, block, and art corners.
Learning facilitator	Providing learning materials and supporting children's participation through play-based activities.	Using concrete objects, such as buttons and blocks, to introduce counting activities.
Social mediator	Guiding children's interactions and helping them resolve disagreements.	Encouraging children to communicate, share toys, and take turns during classroom activities.
Motivator	Providing encouragement and positive reinforcement to support children's participation.	Giving verbal praise and symbolic rewards, including star stickers, when children demonstrate positive participation.
Behavioral role model	Demonstrating appropriate attitudes and behaviors through everyday classroom routines.	Modeling politeness, cleanliness, praying together, washing hands, and returning toys after use.

Source: Interview and observation data, processed by the researchers (2025).

Interview data provided direct evidence of how the five pedagogical roles were enacted in classroom practices. Regarding classroom organization, Teacher 1 explained, "We try to arrange the classroom into different activity corners, such as block, reading, and art corners. This allows children to choose activities according to their interests and helps maintain classroom order" (interview, November 2025). Teacher 2 described the facilitation of learning through concrete materials: "Children enjoy learning through play. For example, when teaching counting, we use concrete objects such as buttons or blocks. Children understand more easily, and the classroom becomes more lively" (interview, November 2025). Concerning social mediation, Teacher 3 stated, "When children argue over toys, I talk to them calmly and suggest solutions, such as taking turns. In this way, they learn to share and be patient" (interview, November 2025). Teacher 5 explained the use of encouragement: "When children answer questions correctly or share with their friends, I praise them. Sometimes I give them star stickers, which makes them more enthusiastic" (interview, November 2025). Finally, Teacher 4 emphasized the importance of behavioral modeling: "If we want children to be orderly, we must set an example first. When I put toys away after use, the children follow" (interview, November 2025).

Classroom observations provided complementary evidence of these interview accounts. The observed practices included the arrangement of reading, block, and art corners, the use of buttons and blocks in counting activities, and teachers' guidance when children shared toys and took turns. Classroom routines also reflected teachers' efforts to establish positive behavior through activities such as praying together, washing hands, and returning toys after use. These observations illustrated how teachers combined environmental organization, learning facilitation, social guidance, motivation, and behavioral modeling in their everyday interactions with children. Rather than functioning as separate responsibilities, the five roles were interconnected through classroom arrangements, learning activities, and teacher-child interactions. This integration illustrates how teachers contributed to creating a learning environment that supported children's participation, social engagement, and positive classroom behavior.

3.2 Factors Influencing a Conducive Learning Environment

The findings identified six factors influencing classroom conditions: teacher competence and attitudes, children's characteristics, educational facilities, parental support, school management, and the social and cultural environment. Their respective contributions are presented in Table 2.

Table 2
Factors Influencing a Conducive Learning Environment

Factors	Empirical findings
Teacher competence and attitudes	Patience, communication, and responsiveness in managing children's behavior.
Children's characteristics	Differences in activity levels, concentration, and confidence.
Educational facilities	Classroom space and availability of learning materials.
Parental support	Family involvement in developing children's independence and learning habits.
School management	Institutional coordination and support for educational resources.
Social and cultural environment	Community participation in school activities.

Source: Interview and observation data, processed by the researchers (2025).

Teachers' accounts illustrated these influences through their classroom experiences. Teacher 1 described rearranging classroom furniture to provide sufficient space for children's movement, while Teacher 4 explained how children's activity levels required adjustments in teaching approaches. Teacher 3 highlighted the importance of parental support in developing children's independence. Teacher 2 described institutional support through regular meetings and efforts to obtain learning resources. Meanwhile, Teacher 4 also identified community participation in school activities as an important form of external support. These accounts demonstrated that creating a conducive learning environment involved not only teachers' classroom practices but also support from families, school management, and the surrounding community.

3.3 Teachers' Strategies for Addressing Challenges in Creating a Conducive Learning Environment

Teachers implemented five strategies to address limitations in facilities, differences in children's characteristics, behavioral challenges, and varying levels of parental involvement. These strategies included creative resource development, differentiated learning, positive discipline, parent-school collaboration, and play-based learning, as presented in Table 3.

Table 3
Teachers' Strategies for Addressing Classroom Challenges

Strategies	Implementation practices
Creative learning resources	Developing puzzles and learning materials from cardboard, plastic bottles, bottle caps, and other available materials.
Differentiated learning	Adjusting activities through movement, paired learning, individual guidance, and small-group activities.
Positive discipline	Using songs, classroom rules, verbal praise, and turn-taking routines.
Parent-school collaboration	Maintaining WhatsApp communication, monthly meetings, and parental participation in thematic activities.
Play-based learning	Organizing buying-and-selling games, professional role-play, and supervised free play.

Source: Interview, classroom observations, and documentation, processed by the researchers (2025).

Interview findings provided further evidence of the strategies employed by teachers to address classroom challenges. Teacher 5 and Teacher 2 described developing learning materials from recycled objects, while Teacher 1 explained the use of familiar materials to support counting activities. To accommodate children's diverse learning needs, Teacher 4 and Teacher 5 reported adjusting learning activities according to individual characteristics. Teacher 1 and Teacher 3 emphasized positive discipline through songs, classroom rules, and verbal praise. Furthermore, Teacher 3 and Teacher 4 highlighted the importance of communication and collaboration with parents in supporting children's learning experiences. Meanwhile, Teacher 5, Teacher 2, and Teacher 1 described the use of buying-and-selling games, role-play, and supervised free play to encourage children's participation and social

interactions. Together, these accounts illustrated how teachers adapted their instructional practices, classroom management, and available resources to maintain a conducive learning environment.

4. Discussion

4.1 Teachers' Integrated Pedagogical Roles in Creating a Conducive Learning Environment

The findings indicate that teachers' roles in creating a conducive learning environment extend beyond classroom management and instructional delivery. At PAUD Kuntum Melati, teachers integrated five pedagogical responsibilities: designing the learning environment, facilitating learning activities, mediating social interactions, providing motivation, and modeling appropriate behavior. These responsibilities operated together to support children's participation, independence, and positive classroom interactions. This finding reinforces the understanding that early childhood classroom quality depends on the relationship between environmental organization, emotional support, and instructional practices. Tilbe and Gai (2022) examined teacher-child interactions in preschool settings and highlighted the relevance of emotional support, classroom organization, and instructional support in evaluating classroom quality. Hatfield et al. (2022) further found that emotionally supportive teacher-child interactions were associated with higher behavioral self-regulation and inhibitory control among preschool children. Therefore, the findings suggest that teachers' integrated responsibilities provide a practical foundation for maintaining a supportive learning environment. This finding is also consistent with Marwah (2025), who demonstrated that child-centered learning management encourages children's active participation and supports learning experiences based on their developmental needs.

However, the implementation of these integrated pedagogical roles also needs to be understood in relation to the conditions and constraints faced by teachers. At PAUD Kuntum Melati, modest classroom conditions and limited educational resources required teachers to adapt classroom arrangements and learning activities to the available facilities. This situation illustrates the challenges of providing a stimulating learning environment within existing material limitations. Another important consideration concerns the educational backgrounds of the participating teachers. Four of the five teachers had completed senior high school education, while only one held a bachelor's degree in education. This profile raises questions about the relationship between formal educational preparation and the pedagogical responsibilities expected of early childhood teachers. Although the observed practices demonstrated teachers' ability to organize activities, guide interactions, and respond to children's needs, these findings do not establish that practical experience can replace formal professional preparation. Rather, they highlight the importance of teachers' adaptive practices while emphasizing the need for continued professional development to strengthen their pedagogical capacity.

The relationship between classroom arrangement and learning facilitation is particularly evident in the use of reading, block, and art corners, as well as concrete materials for counting activities. These arrangements provide children with opportunities to explore materials and engage in activities according to their interests. Van Liempd et al. (2025) found that children's object exploration was associated with the physical and social characteristics of childcare environments, particularly the use of tables and designated activity spaces. Similarly, Deng et al. (2024) emphasized that classroom environments offer different opportunities for children's actions and play through the interaction between physical features and children's abilities. The present findings extend these perspectives by showing how teachers actively organize learning spaces while facilitating children's exploration and mediating their interactions.

Motivation and behavioral modeling complete these pedagogical responsibilities. Teachers' use of verbal praise and star stickers illustrates how positive feedback supports children's participation and

confidence. Firmansyah et al. (2025) similarly found that positive teacher feedback contributed to children's learning motivation and emotional well-being. Teachers' demonstrations of politeness, cleanliness, and classroom routines also show that behavioral guidance occurs through everyday interactions. These findings highlight the integrated nature of teachers' pedagogical roles, in which environmental organization, learning facilitation, emotional encouragement, and behavioral modeling jointly contribute to a conducive early childhood learning environment.

4.2 Factors Influencing a Conducive Learning Environment

The findings indicate that a conducive learning environment is shaped by the interaction of internal and external factors rather than by teachers' efforts alone. Teacher competence and attitudes influence the quality of classroom interactions, while children's individual characteristics require teachers to adjust their pedagogical approaches. This finding is consistent with Embacher and Smidt (2023), who identified associations between preschool teachers' professional competencies and the quality of teacher-child interactions. Similarly, Sağlam et al. (2023) identified teacher qualifications, child-centered practices, institutional leadership, and classroom atmosphere as interconnected indicators of early childhood education quality. These findings suggest that teachers' professional capacities and children's characteristics need to be considered together when establishing supportive learning conditions.

The physical environment also contributes to children's learning experiences. At PAUD Kuntum Melati, limited classroom space and educational resources required teachers to adjust furniture arrangements and make use of available materials. This finding corresponds with Tamblyn et al. (2023), whose systematic scoping review identified relationships between physical and sensory environmental conditions and children's social and emotional development. Their review also highlighted the relevance of classroom materials, environmental quality, and classroom conditions. Therefore, the availability of facilities should be understood in relation to how teachers organize and use them to support children's activities.

Beyond the classroom, parental involvement, school management, and community participation provide additional support for children's educational experiences. These relationships can be understood through Bronfenbrenner's ecological perspective, particularly the connections between children's immediate environments and the wider social context (Rosa & Tudge, 2013). Smith et al. (2022) also found that family-school engagement interventions had a positive effect on parent-teacher relationships, particularly through communication and joint participation. The findings therefore suggest that creating a conducive learning environment requires coordination among teachers, families, school management, and the surrounding community.

4.3 Teachers' Strategies for Addressing Challenges in Creating a Conducive Learning Environment

The findings demonstrate that teachers at PAUD Kuntum Melati responded to classroom challenges through adaptive and resourceful pedagogical strategies. The use of recycled materials and familiar objects illustrates how teachers transformed limited educational resources into meaningful learning opportunities. Rather than depending entirely on commercially produced teaching aids, teachers developed materials that encouraged children's direct participation and exploration. This finding is consistent with Amir et al. (2024), who found that play-based learning in early childhood education requires teachers to create meaningful activities that encourage children's active involvement. The findings also indicate that differentiated learning helped teachers accommodate differences in children's activity levels, confidence, and concentration. Maryani et al. (2023) similarly demonstrated the implementation of differentiated instruction in kindergarten through adjustments to learning activities based on children's learning needs. Furthermore, Skene et al. (2022), through a systematic

review and meta-analysis of 39 studies, found that guided play supported several learning outcomes, particularly early mathematics, shape knowledge, and task-switching skills. These findings suggest that pedagogical flexibility enables teachers to maintain children's engagement despite differences in classroom resources and individual characteristics.

Positive discipline, parent-school collaboration, and play-based learning were also important strategies for maintaining a supportive classroom environment. Teachers at PAUD Kuntum Melati guided children's behavior through songs, classroom reminders, positive reinforcement, and turn-taking routines rather than punishment. This approach aligns with Kamila et al. (2024), who found that positive discipline supports children's discipline, independence, responsibility, and confidence. Parent-school collaboration through WhatsApp groups, monthly meetings, and parental participation in thematic activities also helped connect children's school and family experiences, consistent with Hardianto et al. (2023), who highlighted the potential of participatory blended learning to strengthen school-parent partnerships. Furthermore, buying-and-selling games and role-play provided meaningful social and learning experiences, while Guarrella et al. (2022) demonstrated that playful science games can promote higher-quality instructional interactions and support children's conceptual development and reasoning. Collectively, these practices show how teachers address classroom challenges through positive guidance, family collaboration, and meaningful play.

4.4 An Integrative Pedagogical Model for Creating a Conducive Learning Environment

The findings discussed in the previous sections provide a basis for developing an integrative pedagogical model for creating a conducive learning environment in early childhood education. The model synthesizes six contextual and environmental factors, five interconnected pedagogical roles performed by teachers, and five adaptive teaching strategies identified in this study. It illustrates how contextual conditions shape teachers' pedagogical practices and how these practices are implemented through adaptive strategies to support a conducive learning environment. The proposed model is presented in Figure 1.

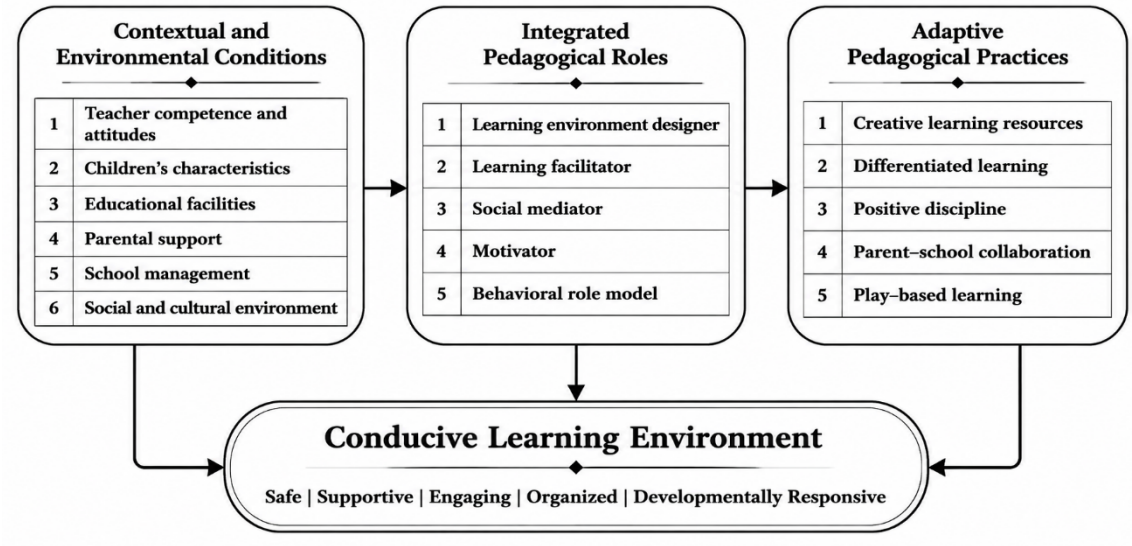


Figure 1
An Integrative Pedagogical Model for Creating a Conducive Learning Environment in Early Childhood Education

As illustrated in Figure 1, the proposed model positions contextual and environmental conditions as the foundation shaping teachers' pedagogical practices. Factors such as teacher competence, children's characteristics, educational facilities, parental support, school management, and the surrounding social and cultural environment influence how teachers organize and conduct classroom

activities. Within these conditions, teachers perform five interconnected pedagogical roles as learning environment designers, learning facilitators, social mediators, motivators, and behavioral role models. These roles are translated into adaptive practices through the development of creative learning resources, differentiated learning activities, positive discipline, parent-school collaboration, and play-based learning. The integration of these roles and strategies contributes to a conducive learning environment characterized by organized spaces, meaningful participation, positive relationships, responsive guidance, and coordinated support from families and educational institutions.

The descriptive model can be understood in relation to Bronfenbrenner and Morris's (2006) bioecological perspective, which emphasizes the influence of interactions between individuals and their surrounding environments. It also reflects Bandura's (1986) social cognitive theory, particularly the importance of behavioral modeling and social interaction in children's development. Rather than proposing a universally applicable framework, this model provides a descriptive representation of how contextual conditions, teachers' pedagogical roles, and classroom strategies were interconnected in the specific setting of PAUD Kuntum Melati. It illustrates how teachers' experiences and everyday classroom practices contributed to creating a conducive learning environment within this particular institution.

4.5 Limitations of the Study

This study has several limitations. First, the research was conducted at a single early childhood education institution, PAUD Kuntum Melati, involving only five teachers. Therefore, the findings reflect the specific institutional context and should not be generalized to other early childhood education settings. Second, the study relied partly on teachers' self-reported experiences obtained through interviews, which may have been influenced by their individual perspectives and interpretations. Although classroom observations and documentation were used to complement the interview data, the findings remain limited to the practices and conditions examined during the research period. Third, the participants had different educational backgrounds, with four having completed senior high school education and one holding a bachelor's degree in education. However, the study did not specifically examine how these differences influenced their pedagogical competence. Future research could involve multiple early childhood education institutions, a larger and more diverse group of teachers, and more extensive classroom observations to explore the implementation of integrated pedagogical roles across different educational contexts.

5. Conclusion

This study examined teachers' integrated pedagogical roles in creating a conducive learning environment at PAUD Kuntum Melati. The findings show that teachers performed five interconnected roles: learning environment designers, learning facilitators, social mediators, motivators, and behavioral role models. These roles were reflected in daily practices, including arranging classroom spaces and learning materials, facilitating play-based activities, guiding children's social interactions, providing positive reinforcement, and modeling appropriate behavior. The study also identified six factors influencing the learning environment: teachers' competence and attitudes, children's characteristics, educational facilities, parental support, school management, and the surrounding social and cultural environment. These findings indicate that classroom conditions are shaped by both teachers' pedagogical practices and support from the wider educational environment.

To address challenges related to limited facilities, differences in children's characteristics, behavioral needs, and parental involvement, teachers implemented five strategies: developing creative learning resources, providing differentiated activities, applying positive discipline, strengthening

parent-school collaboration, and using play-based learning. These strategies demonstrate how teachers adapt available resources and instructional practices to support children's participation and engagement.

The findings highlight the importance of strengthening teachers' professional competencies, improving the availability of learning resources, and maintaining partnerships with families and communities. These aspects deserve consideration by early childhood education institutions when planning and managing conducive learning environments. Future research could examine how school culture, community involvement, and educational policies shape the sustainability of conducive learning environments across different early childhood education settings.

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