

Management of Learning Facilities in Kindergarten (A Case Study on Al Azhar Syifa Budi Parahyangan Kindergarten)

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ABSTRACT

Management of learning facilities is crucial for early childhood education institutions. This research purpose is to know how Al-Azhar Syifa Budi Parahyangan Kindergartens manage their learning facility, what are the obstacles, and the solutions made to manage the learning facility. This research uses a case study method with a qualitative approach. Number of participants are three people including the Principal, Vice Principal of Facilities, and a teacher. Research result obtained through interview, observation and documentary study. Plan of submission proposal making for the foundation, procurement of facilities (purchase, borrowing, own made, and recycling), monitored by all elements in the school, inventory storage that is written in the class' administration book, removal of improper facilities through removal procedure, and facilities arrangement that consider children's safety and comfort. The obstacles faced by schools in managing learning facilities are when the teachers have a different opinion while setting up the procurement of facility proposal, hampered facility procurement, and lack of the teacher's discipline when borrowing and returning learning facilities. The solutions of those problems are, the teachers have to communicate and discuss more about what kind of facilities that will be used, utilize existing facilities, and make a reminder for the teachers near the facilities storage.

Keywords: *Management of learning facility, kindergarten.*

1. INTRODUCTION

As one of the eight standards of early childhood education, facility is an important part in the learning process in school. Arifin and Barnawi stated that facilities in education are important, and every institution should fulfil the facility standard in education to improve the learning process. In addition, the completeness of facilities becomes one of the appeals for prospective parents and students [1].

Facilities is one of the educational resources that is needed, and it should be managed well. Complete learning facility will support the children's concentration while studying. They will not be able to concentrate well if the learning facilities are not adequate. Furthermore, for early children with short-attention spans, it is hard to give attention and do activities for a long duration.

Because of the importance of educational facilities, management of education is needed. Yamin and Maisah stated that "management is described as a planning process, organizing, directing, and controlling the organizational effort with every aspect for the success of the organizational goals effectively and efficiently" [2]. Those aspects of facility management, according to

Mulyasa cover planning, procurement, supervision, inventory storage, removal, and activity arrangement [3].

A research by Kurniawan about the influence of standard infrastructure on learning effectiveness in Al-Firdaus kindergarten shows that the learning effectiveness can be improved by improving the learning facilities. The improvement of facilities is expected to improve the teacher's competence that can support the quality improvement of the learning process and result [4].

A research by Susanti about the use of media in learning can improve the children's motivation in early childhood education. The media used can be in a form of picture, miniature, some real objects that are possible to be brought in class. Learning motivations that can be seen while studying are that the children can focus themselves on the media, they can explain ideas, they can observe and experience the expected learning goals so that the learning benefits can be obtained by both teacher and children.

From the preliminary research in private kindergarten in Bandung, researchers found that not every kindergarten manages the learning facilities according to the aspects of facility management. There are some

kindergartens that only do planning and procurement, but they do not conduct supervision. Other kindergartens conduct procurement, but there is no planning process. Al Azhar Syifa Budi Parahyangan Kindergarten (ASBP) is a private kindergarten that manages their learning facilities according to all aspects of management starting from planning, procurement, supervision, inventory storage, removal, and arrangement. ASBP Kindergarten is one of the favourite schools, and they have adequate learning facilities according to the National Education Standard. According to the preliminary observation and interview, ASBP Kindergarten has some facilities that fulfil the indoor and outdoor standardization. The headmaster explained that ASBP Kindergarten is a school that optimizes learning facility management. Teachers, headmaster, and foundation always cooperate in managing the learning facilities by conducting yearly planning, task, and review. One of the aspects in managing learning facilities that is very concerned about is the procurement of learning facilities that will be used. When a school needs bookshelf, a children's locker, and a shoe cabinet, school will not buy it from a retailer, but the headmaster and teachers will design the cabinet and locker according to the children's needs. Thus, the design is sent to the foundation and it will be made by the school's employees themselves. Implementing a central system on learning models. When the usual kindergarten usually uses block, macro, micro, faith, art, preparation, natural resources, and cooking centre on their classes, Al Azhar Syifa Budi Parahyangan Kindergarten has four centres according to the four developed pillars which are aqidah centre, nationality centre, science centre, and technology centre where pre-school education aimed to help to build a base on their scientific attitude and skills.

This researcher studied the learning facility management that is conducted in Al Azhar Syifa Budi Parahyangan Kindergarten. The research problems for this research are:

- 1.1 How the learning facility management in Al Azhar Syifa Budi Parahyangan Kindergarten is.
- 1.2 What the problems faced and solutions on learning facility management in Al Azhar Syifa Budi Parahyangan Kindergarten are.

2. METHOD

This research used a qualitative approach. The research method used was case study. This research aims to gather data on management, problems faced, and solutions on learning facility management in Al Azhar Syifa Budi Parahyangan Kindergarten.

The respondents on this research are the headmaster, vice principal of facilities, and a teacher. This research was conducted in Al Azhar Syifa Budi Parahyangan Kindergarten, located in Raya Cimareme Street 304 Ngamprah, Padalarang.

The data were gathered from observation, interview and documentary study.

3. RESULT AND DISCUSSION

3.1. Learning Facility Planning

Al Azhar Syifa Budi Parahyangan Kindergarten conducts lesson planning by submitting a financial plan which will be submitted to the foundation. The proposal contains learning devices that will be needed for a year, and contains an overview of the needs of learning facilities, cost estimation, and proposal's background in general.

Overall, the researcher assesses that the planning process that is conducted by the headmaster and teachers in Al Azhar Syifa Budi Parahyangan Kindergarten is quite good. The headmaster and teachers plan well, and create a well-developed learning device that will be used by children. It is not only educational but also comfortable to be used by the children. Planning procedure that is conducted by the school is by doing a discussion and taking notes of learning facility inventory from the previous year, surveying the cost of learning facilities in store and on the internet. Then it is compiled as a proposal that is completed with a description about the purpose and function of the facilities as stated by Boeni Soekarno on Bafadal [5] about learning facility planning procedures as follow:

- 1) Accommodate all proposals on school inventory procurement that are proposed by each work unit in school or conduct an inventory research for the lack of school facilities. Arrange planning on school's need of inventory for a specific duration of time such as a quarter year or a full year.
- 2) Integrating planning on needs that are prepared with the previously available equipment in the school. In this context, the planner or procurement committee can gather information about the equipment that are already owned by the school. One of the ways to do that is by reading the inventory book or product ledger. According to the integration, a plan on equipment necessities will be made, containing every equipment that is needed and not yet available in the school.
- 3) The integration between the necessities plan and school's budget is available. If the budget is not sufficient to cover all the procurement of all those necessities, the procurement should focus on the most urgent things first. Every important necessity should be listed immediately.
- 4) Match the list of equipment that is needed with the available budget. If it still exceeds the

available budget, more selection should be made on a new priority scale.

- 5) Deciding final procurement plan.

3.2. Procurement of Learning Facility

From the result of the research, learning facility procurement in Al Azhar Budi Syifa Parahyangan Kindergarten comes from the purchase which has a budget from the entry fees that are gathered from new students' admission annually. Purchasing is one of the ways to make a procurement of learning facilities, according to Mattin and Nurhattati "purchasing is a way to fulfill the necessities of learning devices that is usually chosen which means to pay a specific amount of money to the seller to get a certain number of facilities that is agreed upon" [6]. Purchasing can be done when the budget is available. "The budget for purchasing learning facilities in Al Azhar Budi Syifa Parahyangan Kindergarten comes from the student admission fee annually until today [6].

Other than purchasing, borrowing from another school can be a choice. This borrowing is done if a kindergarten does not have facilities for a specific activity such as field trip, a kindergarten can borrow a megaphone from another kindergarten because they will need a lot of megaphones. Borrowing, according to Mattin and Nurhattati, is also a way to provide learning facilities, which means "borrowing is a temporary usage of a free goods from another party for the concern of the school according to the borrowing agreement. The fulfilment of learning facilities should be done if the necessities are temporary, and the good image of the school should also be a concern" [6].

The third source of procurement of learning facilities comes from recycling. Recycling is a way that is done by a school if the proposal of learning facilities is not approved by the foundation because the foundation thinks that the teachers can recycle the available facilities to improve teachers' creativity. Recycling is proposed before the school has a plan to buy new learning facilities by using the available and renewable facilities. It is in line with Mattin and Nurhattati which explains that "the provision of learning facilities by recycling is providing learning facilities by changing the facilities that are not used anymore into useful learning facilities [6].

3.3. Learning Facility Planning

In Al Azhar Syifa Budi Parahyangan Kindergarten, the headmaster, vice principal of facilities, and teachers have a responsibility to supervise the learning facilities. The headmaster has a role to check each teachers' daily lesson plans (RPPH) to find out the facilities that will be used. Daily lesson plans (RPPH) must be checked and approved by the headmaster before it is implemented.

This supervision corresponds with the statement of Robert J Moker in Barnawi and Arifin about supervision, which means that "simultaneous supervision is a process where certain aspects of a procedure must be approved or meet a specific condition before activities can be conducted, or to become some kind of two factors authentication to guarantee proper activities" [1]. "Lesson plan is checked and approved first by the headmaster so that it can be done accordingly by the plan, so the learning activity can run well.

Vice principal of facilities has a role to observe the storing process, management, and items availability that is done every semester. Whereas the daily supervision is to check whether a teacher has returned a borrowed item back to the storage or not. This is in line with the statement by the Ministry of Education and Culture that supervision of learning facilities has to cover the safety of parents and students, and supervision of each facility condition is needed every day [7]. The last role of supervision is teachers. They have to check the damage routinely on learning facilities in class weekly, and if there is any damage, they should report it to the headmaster. In addition, teachers should be accustomed to give instructions to the children to look after and take care of learning facilities together in a school environment. That statement corresponds with Barnawi who stated that by growing a sense of belonging, responsibility, and discipline from an early age, school can prevent damage on learning facilities in the school environment [1].

Another form of supervision that is done by Al Azhar Syifa Budi Parahyangan Kindergarten is by preserving and taking care of learning facilities, there is daily maintenance and routine care. Everyday, teachers will ask the children to tidy up the facilities after they use it. Whereas in the regular process, Al Azhar Syifa Budi Parahyangan Kindergarten will remove every facility and repaint every facility with faded paint or dirty facilities. It is in line with the Guidelines for Early Childhood Education Facilities which stated that "in maintaining early childhood education facilities, teachers and staff should give attention to: daily maintenance which is to clean and fix the facilities; routine care which is to clean, fix, and repaint the facilities routinely on a specific period of time; and everyday treatment which is to clean and fix the broken ones immediately [7].

3.4. Learning Facility Planning

The inventory storing activity is conducted in Al Azhar Syifa Budi Parahyangan Kindergarten as written in the class administration book. There are two parts of inventory in Al Azhar Syifa Budi Parahyangan Kindergarten which are disposable goods such as markers, paper, ink and non-disposable goods such as table, chair, and cabinet. It corresponds to what Bafadal Saud, but it is different in terms of wording. Bafadal

stated that school facilities can be classified into two categories which are inventory item and non-inventory item [5]. Inventory item is an item that is used continuously and for a long period of time such as table, chair, and white board. Whereas a non-inventory item is an item that is disposable such as chalk, paper, carton, etc.

Other than inventory note facilities, there is a list of borrowed facilities. A book with a list of borrowed items must be filled by the teacher every time they borrow something from the storage. Nothing is done to ease the supervising process and the discipline of facility administration. This is in line with Bafadal who stated that “through facility inversion, items administration, financial savings, and ease of maintenance and supervision can be achieved” [5].

3.5. Learning Facility Planning

Al Azhar Syifa Budi Parahyangan Kindergarten removes learning facilities if it is considered broken such as faded colour, or any tear. Not only broken facilities but also proper facilities will be removed if they are considered too old, and they need to be replaced with new facilities. In addition, facilities that are prone to damage and require a lot of budget to be fixed are also considered to be removed. Bafadal [5] also stated the same opinion. He said that school equipment needs that meet the removal conditions are:

- 1) Severely broken to the point of unusable.
- 2) Not needed.
- 3) Old and not relevant anymore.
- 4) Banned.
- 5) Natural shrinkage.
- 6) Costly maintenance fee.
- 7) Unused.
- 8) Stolen.
- 9) Lost.
- 10) Burned or broken by natural disaster.

The removed facilities in Al Azhar Syifa Budi Parahyangan Kindergarten are facilities that meet the condition above which are broken, old, and costly maintenance fee.

3.6. Arrangement of Learning Facility

Learning facilities in Al Azhar Syifa Budi Parahyangan Kindergarten are arranged according to the classification of function and need. In addition, it is also arranged by giving attention to the children’s safety. If the facilities are deemed unsafe in class, it will be moved to the storage. It corresponds to the Guidelines for Early Childhood Education Facilities [7]. One thing to be considered in arranging the learning facilities is to give attention to children's reach. If the facilities need more attention or the danger level is high, it should be kept

away from the children. From the observation, researcher finds that the process of facility arrangement in Al Azhar Syifa Budi Parahyangan Kindergarten is quite good, and it is in accordance with the existing theory. In the class, the teacher put toys and children's needs in a place that is easily reachable, so it will not pose any danger for the children to take or put it back. The other facilities are also put in an easily reachable place for children, so they can tidy it up themselves without teacher's help. It is in accordance with the Guidelines for Early Childhood Education Facilities which stated that everything used must be placed in an easily reachable spot for children. It can help to develop the children's independence and responsibility [7].

4. CONCLUSION

According to the research problems, aims, results, and discussion that are explained in the previous chapter, we can conclude that the management of learning facilities in Al Azhar Syifa Budi Parahyangan Kindergarten (ASBP) is proper and in accordance to the existing theories, the specific conclusions are as follow:

- 1) Al Azhar Syifa Budi Parahyangan Kindergarten manages learning facilities which include planning phase through submitting proposals to the foundation. Procurement of facilities is conducted by purchasing, borrowing, self-making, and recycling. Supervision of facilities is done by everyone in the school environment. Inventory storage is divided into two categories which are disposable and non-disposable items. Removal of facilities is conducted on the items that are deemed not proper, and it is removed or arranged by giving attention to the safety and comfort of the children.
- 2) There are some problems that are faced by the teachers on managing the learning facilities. One of them is a different opinion on what learning devices should be reported to the foundation. The second problem is the long duration that is needed for the procurement when the items are out of stocks from the market. The third problem is that the teacher forgets to write the time in the note when borrowing an item, and they forget to return it back.
- 3) The solution for the first problem is to resolve the disagreement, and to consider the advantage and disadvantage from both sides. The solution for the second problem is to make their own learning facilities with the available resource from the school. The solution for the last problem is to always remind the teacher by

making a reminder or a label put near the facilities.

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