



The Readiness of the Early Childhood Education Institution Establishment in Terms of the Availability of Facilities and Infrastructure (A Case Study of Playgroup Aisyiyah, Kabupaten Kudus)

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Abstract

The readiness was meant by physics and psychologist conditions to achieve the planning. In establishing Early Childhood Education, the important components were facilities and infrastructure. Good institution had good function of the facilities and infrastructure. It supported the teaching and learning process. The purposes of the study were to describe the readiness of playgroup establishment by looking at the availability of facilities and infrastructure and to describe the facilities and infrastructure management of playgroup Aisyiyah, Kabupaten Kudus. The study used qualitative method. The research took place in playgroup Aisyiyah V Papringan, playgroup Aisyiyah Terpadu Birrul Walidain and playgroup Aisyiyah Payaman. The research informants were the head master, teacher, and Aisyiyah committee. The data collecting was gathered by using interview, observation, field note, and documentation. The data analysis used data collection, data reduction, data display and data verifying. The validity was measured by using triangulation. The result showed that the first facility of the availability in playgroup establishment was the learning equipment. Infrastructure had not built yet, it could be a loan, lodging, and using other party building. The planning was done periodically. The availability was fulfilled by purchasing, loan, rental, granting, recycling, self-production, and recondition. The registration was written once in a month. The storage was in the storeroom, cupboard, and locker. In addition, it was treated periodically. The utilizing paid attention to the efficiency and effectiveness principles. The discontinuance of the institution was done by selling disposal of the facilities and infrastructure used. Hence, it could be concluded that the readiness of playgroup from the facilities and infrastructure sides were based on the learning equipments. The availability of the infrastructure was not built. The facilities and infrastructure management were through planning, provisioning, regulating, using, and erasing. For the institution, it would be good to pay attention the facilities and infrastructure elements when they would establish a playgroup.

INTRODUCTION

Early Childhood Education (PAUD) was a facility from the government for servicing the children in pre-school age. It was aimed to optimize the children development and growth in their golden period. It supported the Indonesian children to be ready in continuing their education stages. One type of educational non-formal tracks in PAUD was playgroup. The teaching and learning process of the playgroup was based on the children age and development. The material delivery needed the comfortable situation. Comfortable meant giving the chance to the result expectation. It meant that the teaching and learning process would do smoothly and get good feedback from the teacher and the students. It could be achieved when an institution gave the chance for reaching the expected education.

The research studies about one of the general regulation of PAUD establishment, it is facility and infrastructure. Bafadal (1994:73) states that "Educational facilities are all equipments, material, and utensils are used in the teaching and learning process directly. Whether, the infrastructure means all completeness equipments foundation which supports the teaching and learning process indirectly.

The government had decided the PAUD's facilities and infrastructure standard. Suyadi (2011:176) said that "The PAUD's facilities and infrastructure are ground, building, and learning equipments. Learning equipments consist of outdoor and indoor educational tools. Based on Permendikbud No. 137 Year 2014 and Technical Instruction of Playgroup Establishment Year 2015, "The facilities and infrastructure rules should be fulfilled by the playgroup included rooms and wide area. Wide area was based on the students' amount. It should be 3m²/child. It had to have room and facilities to support the outdoor and indoor activities, wash-basing, and bathroom and toilet which easy to be accessed by the students. It should be fulfilled the requirements and easy to control by the teachers. It had to have secured trash can.

The facilities and infrastructure assessment in PAUD were reputed important because it needed the facilities and infrastructure to deliver the materials. The use of media of instruction needed to support learning (Soraya, 2013:2). So, without qualified facilities, PAUD cannot be functioned as a good institution, for teaching and learning activities are conducted via the principle of learning while playing.

The facilities and infrastructure manage-

ment were as important as with the other educational components management.

The activities of facilities and infrastructure school management based on Barnawi and Arifin (2014:48) included planning, provisioning, utilizing, regulating and erasing. Planning was the planning process, they were buying, loan, lodging, lending, exchanging, recycling, recondition/rehabilitation, distribution, or equipments production appropriate with the school needs. The planning of the facilities and infrastructure then would be applied by the institution. The provisioning phases were included to selling, granting, self-production, renting, borrowing, recycling, exchanging and recondition/rehabilitation. The next activity was facilities and infrastructure regulation. In this activity, there were three activities they were inventory, storage, and maintenance. The school should provide special books for making a note of the facilities and infrastructure have, special storage room, and the time of the tools treatment.

The use of facilities and infrastructure needed to pay attention to the efficiency principle, included economical and safety tools using in order to make it durable. Moreover, the effectiveness principle were the educational equipments should be looked at the purpose of it to accelerate the directly or indirectly tools. The last activity of the facilities and infrastructure management was discontinuance. Discontinuance was removing facilities and infrastructure from the inventory list. It was because the facilities and infrastructure was not reputed for the teaching process needs.

Good facilities and infrastructure management would manage the overload needs and fulfill the lack of it. Therefore, it could be used effectively and efficiently for reaching the purpose. Good and proper facilities and infrastructure made up the comfortable of the teaching and learning process. it was caused the students' development.

Based on the first observation was done by the researcher, playgroup Aisyiyah, Kabupaten Kudus had the facilities and infrastructure that needed to be recovered. It was from the classroom wide and the indoor educational equipments to the building conditions.

For the founder, it was very important to understand the playgroup concepts, from the needs of the children, founding components of the playgroup, to the requirements of playgroup establishment. Hence, the playgroup could be ready in organizing the teaching and learning process, and giving qualified educational services for the early childhood.

Chaplin in Khasanah (2012: 24) explains

that the readiness was meant by the readiness for reacting or facing something. The readiness of playgroup establishment could be done by planning and providing the playgroup regulation, and all things suitable with the playgroup.

Based on the first observation, the playgroup has the operational permission that achieved by the founding and monitoring of the Educational Department of Kudus Regency and sub-district UPT. Permendiknas No. 84 Year 2014 Paragraph 10 Article (3), states that the Regent/Mayor or Department Head did the founding and monitoring of the PAUD establishment in the Regency/City, included the PAUD establishment coordination and facilities, counseling, monitoring, and evaluating.

It was good for the institution that had been given by the founding and monitoring to repair the lack of the facilities and infrastructure. So, the availability and quality of the PAUD would increase. It made the researcher become interest in studying the readiness on facilities and infrastructure of the playgroup. Remembering that playgroup Aisyiyah had its institute as the responsibly. It was built for a long time, so it got the supervision and monitoring from the Educational Department. However, it had the facilities and infrastructure lack.

Based on the explanation above so the final project was "The Readiness of the Early Childhood Education Institution Establishment in Terms of the Availability of Facilities and Infrastructure (A Case Study of playgroup Aisyiyah, Kabupaten Kudus)". The purposes of the study were (1) to describe the readiness of playgroup Aisyiyah establishment in Kudus Regency considerate with the facilities and infrastructure availability, and (2) to describe the facilities and infrastructure management of the playgroup Aisyiyah in Kudus Regency.

RESEARCH METHODS

The study uses the descriptive method by utilizing the qualitative approach. The result is described through the sentences description. The locations of the research are three playgroups Aisyiyah in Kudus Regency they are Playgroup Aisyiyah V Papringan, Playgroup Aisyiyah Terpadu Birrul Walidain, and Playgroup Aisyiyah Payaman. The sample is gotten by using purposive sampling. Purposive sampling is a sampling collected gathered from the data by the specific consideration or criterion. Based on the criterion, the researcher decides three informants, included the head master of playgroup Aisyiyah V Paprin-

gan, the head master of Aisyiyah Terpadu Birrul Walidain, and the head master of playgroup Aisyiyah Payaman. Then, the researcher decides six triangulation informants they are one teacher of playgroup Aisyiyah V Papringan, two teachers of playgroup Aisyiyah Terpadu Birrul Walidain, one teacher of playgroup Payaman and two institution committee of Aisyiyah.

The data collecting used in the research are interview, observation, documentation, and field notes. The researcher uses data analysis in the field by the Model Miles and Huberman. The activities inside the data analysis Model Miles and Huberman in Sugiyono (2012: 247) are gathering the data, reducing the data, explaining the data, and making a conclusion. The researcher uses sources triangulation as the validity measurement. The researcher uses the source triangulation because she utilizes the same technique then applies it to other sources.

RESULTS AND DISCUSSION

Based on the study of the readiness of the facilities and infrastructure in playgroup Aisyiyah, Kudus, the early readiness of the playgroup establishment of the facilities providing are learning equipments as books, pencils, crayons, etc. However, the infrastructure availability of the institution is not ready enough, because it uses, lends, and borrows building of the other side.

The readiness of playgroup Aisyiyah V Papringan establishment is used by providing the learning facilities for the teacher and students. There is not the equipments and visual aid. So the institution borrows the learning equipments from the Madrasah Diniyyah and the classroom/infrastructure joins the TK ABA 18.

Playgroup Aisyiyah V Papringan had lunch, bath, and nap services. It is provided for the students that pick up in the afternoon. The facilities and infrastructure availability for napping are two beds, television in the TK ABA 18 classroom. For the lunch, they use the tools and the teacher rooms.

Related with the classroom, the amount of the students is placed in one classroom. It has no suitable for the classroom A and classroom B. Classroom A has the wide $\pm 16,8$ m² for 11 students, besides classroom B has wide $\pm 9,7$ m² for 12 students. In Permendikbud No. 137 Year 2014 explains that the amount and wide of the playgroup should be appropriate with the students' amounts. That is minimally 3m²/child. The inappropriate classroom may cause the students feel uncomfortable, stiffling hot, and unconcerned.

In playgroup Aisyiyah Terpadu Birrul Walidain, the readiness of playgroup establishment is created by providing the learning equipments. However, the educational equipments are not enough so the institution lends the equipments from the TKAT Birrul Walidain. There is no infrastructure. The classroom is the ex-room of TKAT Birrul Walidain which is placed on the rental area, and it gives to the playgroup to rent it.

For a year, the playgroup can provide the equipments by them-selves. It comes from the donation so the institution can establish the building. Therefore, this year the institution cannot provide the wide area appropriate with the students' amount. The wide area is about $\pm 9\text{m}^2$ to $\pm 20,2\text{m}^2$ and the students are 80 children and divide into eight groups.

The readiness of playgroup Aisyiyah Payaman based on the facilities and infrastructure is done by providing the classroom decoration, written tools, equipments, administration books, and building repairing as painting and flooring one week before the teaching learning process begin for the first time. One year later, there is the indoor and outdoor educational equipment from the Educational Department donation.

The physics capacity of the readiness is in form of the classroom which supports in doing something (Mastuti, 2014: 3). Classroom A in playgroup has wide area about $\pm 3 \times 2,5\text{m}^2$ and for 18 students. It is same with classroom A and classroom B1 that have 18 students with wide area about $\pm 5 \times 2,8\text{m}^2$. Classroom B2 has wide area about $\pm 6,3 \times 2,5\text{m}^2$. Looking at the Permendikbud No. 137 Paragraph 32 Article (2) and Technical Instruction of Playgroup Establishment Year 2015 says that every child has minimally 3m^2 /child, so the classroom in the playgroup Payaman does not have the appropriate a patch capacity. A patch capacity is important because the inappropriate classroom may cause the students feel uncomfortable, stiffling hot, and unconcerned.

The planning activity of the facilities and infrastructure in playgroup Aisyiyah V Papringan is used by the head master and teacher in arranging the facilities and infrastructure needs. It should be suitable with the fund. The activity is done when the holiday.

The provisioning is done through the buying by ordering from the salesman or immediately buying in the shop. Moreover, the provisioning of facilities and infrastructure is gotten by borrowing, renting, and granting. The facilities and infrastructure notes are done in the month-

ly book. The learning's equipments and tools are kept in the topless, locker, and cupboard. Whether, the treatment of the facilities and infrastructure are done periodically. Erasing activity of the facilities and infrastructure is done by throwing away and selling.

In playgroup Aisyiyah Terpadu Birrul Walidain, the planning activity is done by meeting by all education elements and the head master. The needs arrangement of the facilities and infrastructure and the provisioning are deciding together. Most of the facilities in the playgroup Bermain Aisyiyah Terpadu Birrul Walidain are gotten from the buying. But, the teacher should be active in making or repairing the visual aid.

The note activity is done monthly. It is written in the monthly report and not written in the inventory book. The storage uses the locker, cupboard, and storeroom. The storeroom looks dark and there in unseat things. It is not proper with Barnawi & Arifin (2014:73) statements that say storeroom management can use the shelf or pallet for keeping the equipments get good circulation, lighting, and keeping from the flood or pest. The treatment of the facilities and infrastructure in the playgroup is done periodically everyday and toward the new education year. In addition, the erasing activity is done by throeing away and granting.

Playgroup Payaman creates the needs planning of the facilities and infrastructure by using sharing method with the teacher and head master. It needs the teacher roles because the teacher understands well about the classroom needs. In line with Hartanti statements Kartikasari (2014: 86), that says analysis of the subject matter needs the tools and equipments.

The provisioning activity is done by buying, granting, borrowing, recycling, hand-making, and reconditioning. In the regulation activity, the inventory has no coding and there is no series of the things group. In classroom B1, there is no locker as indoor educational equipments. So, the indoor educational equipments are gathered inside the cardboard. The treatments of the facilities are done periodically, that is the everyday cleaning and annually painting.

The use of facilities and infrastructure is done by utilizing everything there. The erasing activity is done by throwing away. The discontinuance applied is appropriate with Mulyono IN Kompri (2015: 261) that says erasing activity is done by selling, exchanging, granting, and burning.

CONCLUSION

Based on the study of the Readiness of the Early Childhood Education Institution Establishment in Terms of the Availability of Facilities and Infrastructure (A Case Study of playgroup Aisyiyah, Kabupaten Kudus) can be conclude that: The readiness of PAUD institution establishment in terms of the availability of the facilities and infrastructure playgroup Aisyiyah in Kudus Regency is done by providing learning equipments as books, pencils, crayons, and drawing books. The indoor educational equipments and tools cannot be provided by them-selves, besides it uses from the TK donation in the same institution. For the first of its establishment, the playgroup did not build its own building but by borrowing, joining, and using the area and building of the other side. The facilities and infrastructure management is done by using planning, provisioning, regulating, utilizing, and erasing activities. Planning is done by needs analysis paying attention to the priority scale and suitable with the fund. The provisioning of the facilities is oftenly done by buying and in infrastructure done by renting or borrowing. The regulating of the facilities and infrastructure in done in monthly report. The storing uses locker and cupboard.

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