Management of Educational Facilities and Infrastructure to Support Centre Model Learning for Kindergarten Teachers It Baitusshalihin Banda Aceh, Indonesia

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Abstract. Good management of educational facilities and infrastructure can create an effective learning process. The research aims to correctly and realistically describe the management of educational facilities and infrastructure to support learning centre models for IT Baitusshalihin Banda Aceh Kindergarten teachers. This research uses a descriptive method with a qualitative approach. Data collection techniques include observation, interviews, and documentation studies. The research subjects are the Principal, the Teacher Council, and the School Staff. The study results show that: 1) The planning process for educational facilities and infrastructure needs includes the implementation of work meetings attended by school principals, teachers, and staff who are prepared based on the vision and mission of the school and implemented before the learning process begins. 2) Procurement of educational facilities and infrastructure is done by utilizing the surrounding environment and purchasing goods arranged in the RKAS using independent funds and BOP. 3) Maintenance is carried out by giving authority to each centre teacher as the person in charge of making an inventory book. 4) The school principal carries out supervision by supervising. 5) The obstacle faced in the management of educational facilities and infrastructure is damage to the learning media used by students in the afternoon

Keywords: Management; Facilities and infrastructure; Education; Center model learning.

INTRODUCTION

Education is an effort that is deliberately designed to achieve a predetermined goal [1]. Education aims to improve the quality of human resources [2]. One effort to improve human resources is through the quality of the school learning process [3]. Education is something that is really instilled in addition to forging physical, mental, and moral for individuals so that they become human beings who are cultured and are expected to be able to fulfil their duties as His caliphs on earth [4].

Humans need education for their minds and soul [5]. Fulfilment of the soul and mind is believed to be able to form someone with character, knowledge, and skills [6]. In Law No 20 of 2003 concerning the National Education System Article 1: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, morals noble character, as well as the skills of himself, society, nation, and state".

The purpose of Indonesian national education is listed in Law Number 20 of 2003 Article 3, which stipulates that "National Education func-tions to develop capabilities and form dignified national character and civilization in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe, fearing God Almighty, having noble character, being healthy, knowledgeable, capable, creative, independent, and being a democratic and responsible citizen".

Education is not only seen as a tool to achieve human welfare alone. More than that, education can direct humans to their nature [7]. The essence of human existence on earth is to worship Allah, submit, obey, and sur-render to Him, and then become caliphs to prosper them [8]. Author [9] defines education by correlating it with the basics of Islamic teachings, namely the Koran and as-Sunnah. From various educational perspectives, of course, there are dominant factors in determining the achievement of educational goals.

One factor in human beings that needs special attention in the systematization of education is age. Therefore, it is not surprising that childhood is the most appropriate time to internalize values that are believed to be helpful so that they can be applied in their lives.

The role of education in PAUD in globalization era is vital in shaping the character of children who are moral and noble, creative, innovative, and competitive [10]. Education in early childhood education is not just about increasing knowledge and abilities related to scientific fields but more about preparing children to master various challenges in the future [11]. PAUD is not a process of filling the brain with as much information as possible but rather a method of growing, nurturing, motivating and providing an environment that allows children to de-velop their potential as optimally as possible. For this reason, PAUD managers and educators must always explore, add and improve knowledge and skills because early childhood educators act as facilitators in developing students' potential.

Law No 20 of 2003 stipulates that "early childhood is children aged 0 to 6 years". This age is very decisive in forming a child's character and personality because this age is called the golden age or golden age. This period will only come once in human life, so don't ignore it because our efforts at this golden age will determine the results of their education later when they are adults. Early age is the age when children experience growth and development. For this reason, balanced nutritious food and intensive stimulation are needed.

Early childhood learning is a process of interaction between children, parents and other adults in an environment to achieve developmental tasks. Early childhood learning is done through activities following the characteristics of early childhood who are active in various explorations of their background, play activities are part of the learning process.

In another view, author [12] states that learning refers to recent changes in the learner's knowledge caused by experience. Thus, learning is a relatively permanent change in a person's knowledge based on experience. Based on this definition, it is relevant when children learn while playing. Through play, children interact with their peers, as well as interact with objects around them to explore new knowledge.

Children do the learning process through their life experiences. Excellent and fun adventures will positively impact their development and vice versa. Children learn from everything they see, hear and feel. The child's learning process will run effectively if the child is happy and happy. Conversely, the learning process received by children in an atmosphere of fear, anxiety, anxiety and other uncomfortable feelings will not be able to produce optimal results.

In this case, the teacher has a vital role in child development. Teachers must master the principles of learning, the selection and use of learning media, the selection and service of methods, and the skills to assess learning outcomes and choose and use learning strategies.

For this reason, the centre model, Beyond Centers and Circle Time (BCCT) was introduced in Early Childhood Education, where the main focus lies on children. The teacher acts as a facilitator in the learning process. This BCCT was designed by an American woman named Pamela Phelps, PhD, and was introduced in Indonesia by Wismiarti Tamin, the founder of the Al-Falah school in Jakarta.

The centre model aims to create a fun learning concept. This is in line with the basic principles in the Taman Siswa School, which serve as a guideline for a teacher known as the Triloka Patrap, that is, those in the front set an example, those in the middle build will or initiative, and those in the back support.

The fact, as stated above, often raises problems or obstacles to learning in PAUD. Children who should have fun at their age have yet to get it fully. This certainly impacts students' success, especially in forming characters that will be carried into adulthood.

In addition, one perspective on quality schools is the availability of adequate learning process sup-

port [13]. The availability of school facilities and infrastructure is one of the supporting factors in the process of achieving educational goals, optimizing the use of facilities and infrastructure so that the goals of effective and efficient educational activities for students can be achieved with effective and efficient management as well [13]. So facilities and infrastructure in education are direct or indirect for achieving educational goals by providing subject matter from teachers to students [13].

The success of educational programs through the teaching and learning process is strongly influenced by many factors, including the availability of adequate educational facilities and infrastructure along with optimal utilization and management.

The importance of facilities and infrastructure to support the educational process is regulated by Law No 20 of 2003 concerning the National education system: "every formal and non-formal education unit provides facilities and infrastructure that meet educational needs by the growth and development of physical potential, intellectual intelligence, social, emotional, and obligations of learners".

For this reason, educational facilities and infrastructure need to be appropriately managed. Management of facilities and infrastructure is the entire process of procuring and utilizing facilities and infrastructure to support the achievement of educational goals in an effective and targeted manner.

Based on the observations of researchers, there is an interesting educational institution to be used as a case study in this study, namely the Baitusshalihin Banda Aceh Kindergarten IT.

Baitusshalihin IT Kindergarten is an early childhood education centre in Ceurih Village, Ulee Kareng District, Banda Aceh. This PAUD is under the auspices of the Baitusshalihin Ulee Kareng Mosque Foundation, which consists of an IT Kindergarten, Playgroup, and Child Care Park. The learning process in PAUD includes forming behaviour through habituation, manifested in daily school activities through playing while learning and learning while playing. The vision of this PAUD is the realization of students who are healthy, love the Quran, are intelligent and have character.

Learning in PAUD is a centre where learning activities are built because each child has different learning modalities, learning styles, and interests in the knowledge he wants. Day in Sujiono argues that learning with the centre model can adapt to differences in learning styles, levels of maturity and development of children, and differences from different backgrounds.

There are several centres organized by this PAUD, namely: (a) sports centre, (b) painting centre, (c) garden centre, (d) natural materials centre, (e) dance centre, (f) art centre, (g) origami centre, (h) worship centre, (i) engineering centre, (j) macro role centre, (k) numeracy centre, and (l) literacy centre. Learning activities carried out by playing provide a vast space for children to explore and find meaningful experiences for themselves.

METHOD

This research is qualitative. In qualitative research, humans are research instruments, and the writing results are in words or statements from the actual situation. Thus, the results of this study are expected to provide a complete and well-organized picture of specific components so that they can provide valid final results.

The subjects in this study were one principal, two teachers, and two staff. So, the total number of research subjects is five people. The determination of research subjects above was based on several considerations, including school principals, teachers, children, and staff are essential elements in educational institutions about the management of facilities and infrastructure, learning, and centres, all of which are processes in the direction of facilities and infrastructure to support centre model learning for the IT Baitusshalihin Kindergarten teacher in Banda Aceh.

In this study, the instruments used to collect data regarding the management of facilities and infrastructure to support learning centre models for teachers of the IT Baitusshalihin Banda Aceh Kindergarten are through interview guidelines, observation guidelines, and documentation studies by asking questions that have been formulated by the research objectives for obtain answers as a result of qualitative data whose validity and truth can be accounted for.

Data analysis techniques in this study used descriptive analysis techniques. The research report will contain data excerpts to illustrate the

presentation of the information. The data comes from interview scripts, field notes, photos, videos, personal documents, letters or memos, and other documents.

This study discussed and analyzed facilities and infrastructure management to support learning centre models for IT Baitusshalihin Banda Aceh Kindergarten teachers.

RESULTS AND DISCUSSION

Before learning activities are carried out, the planning process for educational facilities and infrastructure needs must be carried out. In this case, Baitusshalihin Banda Aceh Kindergarten IT conducts work or work meetings at the beginning of each new school year. The conference is organized based on the school's vision and mission and is attended by the principal, teachers and staff.

The results of an interview with one of the teachers stated that a regular meeting was held at the beginning of each new school year. They discussed everything needed for learning, including educational facilities and infrastructure. At the meeting, the principal discussed directly with the teachers and staff regarding things that needed to be done in the learning process for future improvement.

In planning the needs for educational facilities and infrastructure, it is clear that the Baitusshalihin IT Kindergarten continues to improve itself for the future progress of the school. In addition, transparency between the principal and the teachers and staff is also carried out with this meeting.

To the school's vision and mission, the Baitusshalihin Banda Aceh Kindergarten IT has a unique way of procuring educational facilities and infrastructure by utilizing waste and garbage that can still be reused. The teachers work with the student's parents to collect fruit skins and used food and beverage items while still paying attention to hygiene and safety factors for students.

Thus, environmental utilization and waste reduction can be carried out by government programs in waste management principles, namely 3r (reduce, reuse, and recycle). In addition, from an economic point of view, using the environment can save the budget for other financing.

Character values that can be instilled in students from an early age are to familiarize them with love for the environment, an attitude of frugal living, and being creative by the teachings of the Koran. That is the hallmark of the Baitusshalihin Banda Aceh Kindergarten IT. Morals and habits are taught to students from an early age to cultivate good character until they grow up.

Facilities and infrastructure certainly require maintenance to be used in the long term. This is in line with the theory expressed by Gunawan and Benty (Nasrudin, 2018: 21). The point is that periodic maintenance includes facilities and infrastructure used in the long term, maintenance carried out such as replacement of spare parts, replacement with the latest specifications.

As a good organization, TK IT Baitusshalihin Banda Aceh supervises the management of educational facilities and infrastructure regularly. This is done to see how far the use of educational facilities and infrastructure can achieve success in the learning process.

The management of educational facilities and infrastructure carried out by this school supervision. In this case, the head of the Baitusshalihin Banda Aceh Kindergarten IT acts as a supervisor.

Based on the results of interviews with the school principal, in addition to supervision carried out by the supervisor, the teachers who serve as central PJ monitor and supervise which facilities and infrastructure must be replaced with new ones. Central PJ can report this to the staff at school. Next, the team will submit the report to the school principal.

Thus, the school can evaluate educational facilities and infrastructure to support learning centre models for IT Baitusshalihin Banda Aceh Kindergarten teachers. Evaluation is needed to manage educational facilities and infrastructure so that the learning process can run well.

Facilities and infrastructure that have been evaluated will be better because they have distinguished which facilities and infrastructure have high educational value from those less practical and less useful for PAUD.

From the research results previously described, external obstacles were encountered in managing educational facilities and infrastructure, namely damage to the learning media used by the Baitusshalihin TPA students. They use school facilities and infrastructure during the Koran

learning process organized by the TPA mentioned above.

However, this can be minimized by the cooperation between the school and the ustadz and ustadzah. Communication between the school principal and the TPA director was well established because they were under the same foundation, namely the Baitusshalihin Ulee Kareng Mosque Foundation. Both parties always try to remind students and also the students to maintain educational facilities and infrastructure properly.

As a top manager, the headmaster of Kindergarten IT, Baitusshalihin Banda Aceh, has the skills to speak and communicate with teachers. So that the things conveyed by the principal can be understood and carried out very well by the teachers, thus, the obstacles encountered in managing educational facilities and infrastructure can be minimized, and the learning process can run smoothly.

CONCLUSIONS

Planning educational facilities and infrastructure needs includes holding work meetings (Raker) which school principals, teachers and staff attend. The conference is organized based on the school's vision and mission and is carried out at the beginning of the new school year before the learning process begins. Baitusshalihin Banda Aceh Kindergarten utilizes the surrounding environment to procure educational facilities and infrastructure. Meanwhile, educational facilities and infrastructure not available in the surrounding environment are procured by purchasing goods arranged in the RKAS. To purchase the items mentioned above, schools use sources of funds from independent and BOP funds.

Educational facilities and infrastructure require significant maintenance to be used in the long term. In this case, TK IT Baitusshalihin Banda Aceh authorizes each centre teacher as the person in charge (PJ), where each PJ makes an inventory book. Every educational facility and infrastructure used is stored in wooden lockers, fibre, and a small warehouse behind the school. Thus, educational facilities and infrastructure are stored neatly and can be easily reused during the learning process later.

Apart from being a top manager, the role of the principal as a supervisor in supervising educational facilities and infrastructure is vital. This is done to evaluate which facilities and infrastructure can still be used and which cannot be used anymore. The supervision carried out is periodic. Sometimes the charge is notified in advance to each PJ. Sometimes the maintenance is carried out without prior notification. It aims to see the alertness of each PJ.

Baitusshalihin Banda Aceh Kindergarten and Baitusshalihin TPA are in the same foundation, namely the Baitusshalihin Ulee Kareng mosque foundation. Therefore, in the afternoon, the school building is used by Baitusshalihin TPA students. This is an obstacle faced in the management of educational facilities and infrastructure. Damage to learning media caused by students cannot be avoided. Sometimes they use school facilities and infrastructure, such as desks, blackboards, central rooms, etc.

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