



Evaluation of Standard Facilities and Infrastructure in Taman Belia Candi Kindergarten, Semarang

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Abstract

Facilities and infrastructure were important tools of the education system. It was one of the eight national education standards which should be fulfilled. The availability of standard facilities was the main factor in improving the access services and education quality. This research was aimed to know the fulfillment of standard facilities and infrastructure based on the needs in Taman Belia Candi Kindergarten, Semarang. This research used evaluative method with descriptive qualitative approach supported by quantitative approach. Observation, interview, and documentation are utilized to gather the data collection. The validity of the data collection used sources triangulation and methodological triangulation. The data were analyzed by using techniques of data analysis which consists of three steps, included data reduction, display data, and conclusion. The result of the study showed that Taman Belia Candi Kindergarten, Semarang had fulfilled good and standard facilities based on Permendikbud No. 137 Tahun 2014. Taman Belia Candi Kindergarten, Semarang had infrastructures included area in 960m², religion center, cooking sets, nature, role, beams, preparation, art, and gym, washbasin, library, outdoor playing place, children eating place, sandals place, multi purposes building, bathroom, the receptionist room, the administration room, the infirmary room, kitchen, warehouse, the teachers room, and the headmaster room. Taman Belia Candi Kindergarten, Semarang had tools included: class utensils, visual aid, the proponent alphabet, learning media, education playing tools, and central tools. The writer suggested to Taman Belia Candi Kindergarten, Semarang to maintain the quality of its facilities, in order to optimize and standardize the facilities based on the policy. In addition, Taman Belia Candi Kindergarten, Semarang should maintain its performance as the main superior kindergarten in Central Java which became the model to other kindergarten, and for policy makers so that more detail again in detailing policies in practice, in order to be more optimal.

INTRODUCTION

Early childhood is a child in 0-6 years old. They are in the unique growth and development phases. They have its own growth and development patterns based on their stages (Mansur, 2005: 88). Early childhood age is known as "golden age". During this period almost all potentials through sensitive to growing and expanding rapidly. This age is the most important phase of the children because it is the first time of children growing.

Early childhood age gives crucial effects of developing children in the future and becoming foundation in achieving success. Education which is gotten to learning process is the efforts to give a help and service the students. The service given is meant to facilitate the optimum growth so it should be based on the students' characteristics (Mayar, 2014).

In the global era, many parents give more attention to the early childhood education. Parents awareness of the early childhood education makes them believe in the early childhood education institution. Rachman (2002: 2) states that "Early childhood studies are the planned and systematic effort which is done by educator or caretaker of children in 0-8 years old. It has purpose to develop the children's potentials." The same opinion is also explained by Bredekamp and Copple in the journals entitled "Early Education Curriculum, fourth edition" states that "Early childhood education refers to the programs and settings which serve with the children of 0 to 8 years old (Jackman, 2009: 12).

Education is a system consists of some components which is bundled to create the success. The education components are goals, curriculum, materials, methods, educators, students, facilities, instruments, approaches, etc. The existences of education components fulfill each other, it cannot stand alone. It is possible to get any failure if one of components lost (Qomar, 2005: 79).

One of the important components in education is education facilities and infrastructure. Facilities make the education system flow easily to achieve the goals of education. The goals of education can be achieved by paying attention to the education needs. It can be done by improving the quality of the learning process. According to Depdiknas whether education facilities are all instruments, equipments and tools which is directly utilized in learning process in the school. Beside, education infrastructures are all indirectly utensils supported in learning process in the school

but actually it does (Barnawi, 2012: 47).

There are some requirements to get facilities fulfillment in the PAUD institution. The rules are made by the government. It is established by looking at the institutions needs and should be obeyed by all institutions related to. PAUD institutions should complete the facilities needed to support the teaching learning process. As Paragraph 45 Article 1 UU No. 20 Year 2003 states "Each unit of non-formal and formal education provides the facilities and infrastructure that meet educational purposes in accordance with the growth and development of the potential physical, intellectual, intelligence, emotional, psychiatric, and learners" (Suryadi, 2012: 21).

The education facilities are used to support the teaching and learning process direct or indirectly in the school. The facilities existences are the significant factors which influence on the access services and educational quality. More complete the facilities in the school make the students understand well about the material. Teaching and learning process will face the difficulty if they have incomplete facilities or seriously it will fail the educational process itself (Rosivia, 2014: 2).

The regulation which settle facilities fulfillment is based on The Regulation of Ministry of Education and Culture Republik Indonesia Number 137 Tahun 2014 about national standard of early childhood. The requirements of the early childhood facilities in formal ways are arranged to Permendikbud No. 137 Tahun 2014 as follow;

1. Have land area minimally 300 m² areas (for building and yard),
2. Have safety and healthy children playing area with minimum ratio 3 m² per-child and availability of washbasin with clean water,
3. Have teachers rooms,
4. Have headmaster room,
5. Have infirmary room with complete first aid box,
6. Have bathroom with clean water which is easily reachable by the child with the supervision of teachers,
7. Have other room to support students' needs,
8. Have safety and healthy students' education plays appropriate with Indonesia National Standard,
9. Have indoor and outdoor playing place that is safe and healthy,
10. Have managing trash can that is closed and not tainted, staffed each day.

PAUD Taman Belia Candi, Semarang is the main superior kindergarten and becomes the modeling kindergarten in Central Java. PAUD

Taman Belia Candi, Semarang is placed on the elite area with a large amount of inhabitant. With a large amount of inhabitant makes the limited area of its building. The limited area of its building is influenced for the facilities fulfillment based on government rules in Permendikbud No. 137 Tahun 2014. The big duty of PAUD Taman Belia Candi, Semarang as the modeling kindergarten should be a good model in fulfilling the standard facilities for other institution. So the committee should prepare well the readiness of the school. Limited area makes the committee should concern to the fulfillment of the facilities by looking at adjusting the institutions' needs.

Based on those backgrounds, the problems of the study are: (1) How is the implementation of fulfillment standard infrastructures in Taman Belia Candi Kindergarten, Semarang? (2) How is the implementation of fulfillment standard tools in TK Taman Belia Candi, Semarang?

RESEARCH METHODS

This research uses evaluative research methods by utilizing descriptive qualitative approach supported by quantitative approach. Evaluative research is a design or procedure in gathering and analyzing data is systematically method to determine the value or worth from the practice, in this case in the educational practices (Sukmadinata, 2009: 120). The writer takes Taman Belia Candi Kindergarten, Semarang which is located in Singotero Street No. 10 A Semarang as its subject. This research focuses on the evaluation of the implementation of the compliance infrastructure kindergarten in accordance with standard Permendikbud No. 137 Tahun 2014.

The data collecting is used observation, interview and documentation techniques. The data validity is checked by using theoretical and methodological triangulation techniques. Data analysis according to Miles and Huberman is consisted of three steps, those are: data reduction, data presentation, and conclusion (Sugiyono, 2012: 338).

RESULTS AND DISCUSSION

The findings of the discussion is done agree with the research problems. First, the writer will explain about the implementation of Taman Belia Candi, kindergarten infrastructures.

Table 1.1 Below shows the result of the research about the infrastructure of Taman Belia Candi Kindergarten, Semarang

No	Components	Information	Score	Citation
1.	Area	Area : 960m ² Building : 850m ²	2	Good
2.	Class room (Central)	There are 8 centrals: a. Nature central : 50,1 m ² b. Religious central : 14 m ² c. Role central : 62,4 m ² d. Beam central: 45 m ² e. Art central : 33,25 m ² f. Preparation central : 31 m ² g. Kitchen central : 15,75 m ² h. Gym central : 101 m ²	2 1 2 2 2 2 1 2	Good Enough Good Good Good Good Enough Good
3.	Washbasin	There are 4 washbasins. It is not only function as the washbasin but also place for teeth brush. It is located behind the administration room, playground, nature central and art central.	2	Good
4.	Teachers room	Width: 8 x 2,5m= 20 m ²	2	Good
5.	Headmaster room	Width: 5 x 3,5m= 17,5 m ² The headmaster room is combined with infirmary room.	2	Good
6.	Infirmary room	Width: 2,5x3m= 7,5 m ² The infirmary room is combined with headmaster room (it is placed on the corner of the headmaster room)	2	Good
7.	Bathroom/ WC	Have 4 bathrooms which is separated from other room. Front bathroom: 5 x 4m= 20 m ² Back bathroom: 3,5 x 2m = 7 m ²	2	Good
8.	Kitchen room	Width: 2 x 2,8m= 5,6m ²	2	Good
9.	Building	Width: 4 x 2m= 8m ²	2	Good
10.	Library	Library is located in each central.	2	Good
11.	Multi purposes room	Width: 114,78m ² , in the second floor	2	Good
12.	Receptionist room	Width: 6 x 5,5 = 33 m ²	2	Good
13.	Administration room	Width: 4,6 x 3,5 = 16 m ²	2	Good
14.	Children eating places	Width: 4,5 x 11,5 = 51,75 m ²	2	Good
15.	Sandals places	Width of the corridor: 3 x 11,5 = 34,5 m ²	2	Good

Based on the table above, the writer gets score 42, it categorizes the infrastructures in TK Taman Belia Candi, Semarang about standard of infrastructure is good.

Table 1.2 The Result of Facilities Existences in the TK Taman Belia Candi, Semarang

No.	Components	Information	Score	Citation
1.	Class utensils	Fans, shelf, cupboard, drop-leaf table, locker, whiteboard, sandal-shelf, table, chair, o'clock, wall magazine, trash can, cleaning tools.	2	Good
2.	Visual aid:			
	a. Visual aid	Religious places miniature, ATM machine miniature, the picture of hujaiyyah letters, hand puppets, finger puppets, the miniature of TV, the miniature of custom home, weigher, pray equipments, the miniature of traffic signs, and the picture of religious creatures.	2	Good
	b. Literacy support tools	Letter cards, whiteboard, number cards, labeled things in every central, wall sticker in form of letters and numbers.	2	Good
3.	Learning media	Tape recorder, TV, laptop, LCD, hand-phone, printed pictures, poster, books, hand and finger puppets	2	Good
4.	Educative plaything			
	a. Educative plaything made of factory	Wood puppet, playhouse, for examples: sieves, plastic funnel, pipette, the miniature of fruits and vegetables, bombik, beam, LEGGO, syllabic, puzzle, throwing pole, musical instruments.	1	Enough
	b. Educative plaything made of teachers' creativity	Letter bag, hard pipe hole, infusion, weigher, flannel puppets, keyboard cards, washbasin, dispenser, car cardboard, TV, mock-up, running story, collage.	1	Enough
	c. Educative plaything made of students' creativity	Everything is made of students' creativity	1	Enough
5.	Central tools			
	a. Religious		2	Good
	b. Cooking		2	Good
	c. Role		2	Good
	d. Nature	Supported by the support utensils in every central	2	Good
	e. Art		2	Good
	f. Beam		2	Good
	g. Preparation		2	Good
	h. Gym		1	Enough

Based on the table above, the value gotten is 26. It means that the citation of TK Taman Belia Candi, Semarang about standard of facilities is good.

CONCLUSION

Taman Belia Candi Kindergarten, Semarang has good fulfillment facilities to support its teaching and learning process. Infrastructures in the TK Taman Belia Candi, Semarang are: area 960 m²; religious, cooking, nature, role, beam, preparation, art, and gym centrals; washbasin, library, outdoor playing place, children eating place, sandals places, multi purposes room, bathroom/WC, receptionist room, administration room, infirmary room, kitchen, warehouse, teachers room, and headmaster room. The implementation of its fulfillment is completed well. Its supported facilities are: class utensils, visual aid, literacy support tool, learning media, educative plaything, and central tools.

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