



Facilities and Infrastructure Management in Realizing the Vision and Mission of the Ece, Sekolah Indonesia Kota Kinabalu (SIKK) in Sabah, Malaysia

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Abstract

The aim of this research is to understand the conditions and the processes of facilities and infrastructure management in realizing the vision and mission of ECE SIKK. This research used qualitative research methods with descriptive analysis. The data collection techniques used were observation, interviews, and documentation. The research was conducted at ECE Sekolah Indonesia Kota Kinabalu, Malaysia, involving five informants, namely the principal, the deputy principal, the ECE coordinator, the class teacher, and the parents of the students. The data were analyzed through the Milles and Huberman model, namely through the process of data reduction, data presentation, and drawing conclusions. This research also discussed the facilities and infrastructure management in realizing the vision and mission of SIKK. The entire process of facilities and infrastructure management has not been carried out properly. The new management process only carried out the planning, procurement, and storage steps. The management of facilities and infrastructure surely must be guided by the standards of facilities and infrastructure management. Good management processes can help improve the quality of educational facilities and infrastructure and indeed the school's vision and mission can be achieved easily.

How to cite

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INTRODUCTION

The existence of the Indonesian School Abroad (SILN) is a proof that Indonesian government does not only focus on providing educational facilities in the country. SILN is an educational facility that has been prepared by the Government of the Republic of Indonesia as access for Indonesian children who are abroad to continue to receive a decent and equal education. One example of an Indonesian School Abroad is Early Childhood Education, (ECE) Sekolah Indonesia Kota Kinabalu (SIKK) located in Kota Kinabalu, Sabah, Malaysia. Even though they are located abroad, the existence of Indonesian schools still makes the regulations of the Government of the Republic of Indonesia as a guide for the course of the education process. These guidelines are issued by the Ministry of Education and contain national education standards as stipulated in the Regulation of the Minister of Education and Culture Number 137 of 2014. One of the national education standards that must be achieved is the standard of educational facilities and infrastructure.

Education facility according to Sulastris, Aldila, and Luki (2017) is educational devices that are used directly to stimulate aspects of child development. Meanwhile, educational infrastructure according to Prayoga and Dewi (2019) is a supporting tool to support teaching and learning activities, such as parks and roads. Educational facilities and infrastructure according to (Nasrudin and Maryadi, 2018) are important supporting elements for teaching and learning activities so that the existence of educational facilities and infrastructure is related to one another in realizing an optimal learning process.

Limited school facilities and infrastructure will result in nonoptimal growth and development of children. Achievements and abilities that children already have can decrease along with limited learning facilities. Besides, the growth and development of children should be considered so that they can grow and develop optimally according to their age development stages (Astuti, 2013). Therefore, schools should provide appropriate facilities and infrastructure to support the learning process. The availability of adequate facilities and infrastructure is the major factor in the success of the educational process. The utilization and management of learning facilities need to be improved so that teaching and learning activities run optimally and the expected goals can be achieved.

In addition, the education management

process also needs attention. The process of education management at the preschool level is a series of collaborative activities for groups of people to achieve common goals so that early childhood education (ECE) runs based on planning, organizing, and controlling (Waluyo, Handayani, Diana, 2018). One of the points in the management of education is the educational facilities and infrastructure management. It is intended that facilities and infrastructure can be controlled and always in a ready-to-use condition for the learning process (Schachter et al, 2016). Without proper management, school facilities and infrastructure cannot be maximally utilized. The process of managing facilities that is less than optimal also greatly affects the success of the learning process.

In an organization, goals are usually reflected in the vision and mission. The vision and mission of an organization are closely related and serve as the basis for the ongoing activities of the organization. According to Latiana et al (2017), the success of a school organizational process and learning process can be seen from the achievement of the vision and mission of an educational institution. The purpose of a vision and mission is to achieve the condition of an educational institution where the movement remains on the track that has been planned and is expected to be achieved in the future (Calam & Qurniati, 2016). Every educational institution is obliged to formulate a vision and mission that becomes a reference in the process of running education, including in ECE SIKK. In order to achieve this vision and mission, several educational breakthroughs are needed. One of the educational breakthroughs is the improvement of the quality of educational facilities and infrastructure. The facilities and infrastructure management is something that must be done to support learning activities. In the end, the success of learning will make the vision and mission achieved.

This study aims to determine the management process and the conditions of the educational facilities and infrastructure that are taking place in ECE SIKK. The formulation of the problem in this study is how the management process and the condition of the facilities and infrastructure mainly at the Indonesian School Abroad, namely ECE SIKK. The advantage of this research is that it provides an overview to readers that the existence of educational facilities and infrastructure and its management can affect the smoothness of learning activities so that the vision and mission of education can be realized. The research activities that carried out at Indonesian Schools Abroad are also able to provide additional kno-

wledge to readers that educational facilities in Indonesia do not just stop at the scope of the Republic of Indonesia. There are also Indonesian schools located abroad with the aim that Indonesian children that spread across various countries still have access to proper education.

RESEARCH METHODS

This study used a qualitative approach with descriptive analysis. The descriptive analysis process was an explanation in the form of words and language in a special natural context and utilized various natural methods (Moleong, 2017). The research activity was carried out in ECE SIKK. This study used primary data through interviews. The interviewees in this study consisted of the principal, representatives from the facilities and infrastructure field, ECE coordinators, classroom teachers, and parents of students. The information that was extracted from the interviewees included the conditions and processes for the management of facilities and infrastructure in realizing the vision and mission of the school. The data collection techniques in this study included observation, field notes, interviews, and documentation. The data validity technique chosen was the source triangulation technique. The data validity is a process carried out to find out the truth of the data obtained (Hadi, 2016). Meanwhile, the source triangulation technique is to compare and check the degree of trustworthiness of the information obtained through different time and tools. The data validity test is based on certain criteria based on trust (credibility), transferability, dependence, and certainty (Rijali, 2018). The data obtained will be analyzed through the Milles and Huberman model, namely data reduction, data presentation, and conclusion drawing.

RESULTS AND DISCUSSION

A. Facilities and Infrastructure Condition in Realizing the Vision and Mission of ECE SIKK

Educational facilities and infrastructure are an important element in teaching and learning activities in educational institutions. Educational facilities and infrastructure are all supporting tools for the needs of the teaching and learning process by paying attention to the needs of students and adjusted to the minimum standards of facilities and infrastructure including adequate classrooms, games that are adapted to the needs of learning activities, health facilities, and adequate hygiene facilities. Based on research conducted by (Kurniadi and Sugiyono,

2019), it is stated that one of the factors affecting the achievement of a school's vision and mission is the availability of educational facilities and infrastructure.

Unfortunately, some educational institutions are still experiencing limited educational facilities and infrastructure, especially at the ECE level. This is because ECE institutions are considered to have no urgency regarding their involvement in welcoming the advancement of education in Indonesia. Educational facilities and infrastructure, especially preschool education, have been regulated in the Minister of Education and Culture Regulation Number 137 of 2014 concerning the minimum criteria for educational facilities and infrastructure for the early childhood education level. It is hoped that the minimum criteria can become a reference in the fulfillment of educational facilities and infrastructure.

Aulina and Astutik's research (2019) states that the condition of educational facilities in good condition can improve the quality of a place and improve the abilities of students and educators. This shows that educational facilities in the form of educational facilities and infrastructure have an important role in the course of teaching and learning activities.

Based on the research results, the conditions of educational facilities and infrastructure in ECE SIKK are still limited and cannot meet the minimum criteria that have been set. This limited facility and infrastructure are generally caused by insufficient funding. The conditions of educational facilities and infrastructure in ECE SIKK are shown in Table 1 and Table 2, respectively.

Table 1. The condition of educational facilities in ECE SIKK

No	Educational facilities in ECE SIKK	Total	Size	Condition
1.	Educational Game Tools: wood beam traffic signs Small size ball Doll Holla hop Lego	1 package 1 package 1 package 5 pieces 3 pieces 1 package		APE is still limited in terms of both type and quantity.
2.	Outdoor play facilities	1		Limited, Well

Table 2. Educational infrastructure in ECE SIKK

No	Infrastructure in ECE SIKK	Total	Size	Condition
1.	ECE SIKK land area		245 m ²	Well
2.	Children's activity room	1		Not good
3.	Teacher's room	1		Not wide enough
4.	School Health Service Room	-	-	-
5.	Additional space	-	-	-
6.	Principal's office	-	-	-
7.	Closed trash can	1		Incorrect placement
8.	Furniture			Limited
9.	Hand wash area	3		Well
10.	ICT network (computer, printer, wifi)	1		Well

According to Mukminin (2011), the infrastructure owned by educational institutions is at least, can meet the needs of schools in the form of buildings, health rooms, teaching rooms, additional activity spaces, water, sanitation, drainage, telecommunications networks, transportation, parking areas, and parks. The limited educational facilities and infrastructure owned will be an obstacle in achieving the stated mission, namely to become the center of excellence in education and culture in Southeast Asia in 2022. This mission shows that within the next two years, ECE SIKK must become a superior educational institution. To achieve this mission, it is still necessary to procure facilities and infrastructure by referring to the Minister of Education Regulation Number 137 of 2014. This thing will be able to help realize the vision and mission that has been formulated.

B. Facilities and Infrastructure Management in Realizing the Vision and Mission of ECE SIKK

The facility and infrastructure management process is very important. According to Kurniawati and Suminto (2013), the objectives of school facilities and infrastructure management are; 1. an effort to make educational facilities and infrastructure with a planning process, and set up a facility and infrastructure carefully and thoroughly, 2. maximizing the use of facilities and infrastructure in schools according to their function and following the usage guidelines, 3. maintaining school facilities and infrastructure so that

the conditions of the facilities and infrastructure are always ready when it is going to be used.

ECE SIKK is an educational institution that implements school-based management which refers to management standards by involving all school members. According to the Directorate General of Teachers and Educational Personnel (2019), educational facilities and infrastructure management consists of the planning, procurement, storage, inventory, and elimination process of facilities and infrastructure in school institutions. The following shows the research data along with the discussion regarding the facilities and infrastructure management in ECE SIKK.

1. Facilities and Infrastructure Planning in ECE SIKK

The process of planning for facilities and infrastructure in ECE SIKK begins with an analysis of the facilities and infrastructure conditions, which is followed by forming a special committee to handle the management of educational facilities and infrastructure. This special committee is responsible so that the needs for educational facilities and infrastructure can be well organized. This special committee for facilities and infrastructure is led directly by the ECE Coordinator by mutual agreement during the formation meeting.

Furthermore, the special committee for facilities and infrastructure field will conduct an analysis of the needs for educational facilities and infrastructure based on the needs of the conditions in the field. This is following the guidelines for the planning process where a needs analysis activity is determined based on existing needs in schools. Needs analysis is carried out to ensure the provision of facilities and infrastructure that have useful values in teaching and learning activities.

After the needs analysis, the special committee for infrastructure and facilities will prepare a plan for the fulfillment of educational facilities and infrastructure in the School Work Plan (RKS). ECE SIKK has determined and compiled the details of the RKS in the School Budget Activity Plan (RKAS) prepared for the next year. The RKAS plan includes details of learning activities, plans for the procurement of educational facilities and infrastructure needed, as well as the predetermined budget amount. This detailing activity has been carried out aimed at anticipating high expenditures and inaccurate fund allocations.

This planning step is in accordance with the Ellong's opinion (2018), namely the require-

ments in determining the planning process, including; following the guidelines for educational facilities and infrastructure according to the level of education. The planning process for educational facilities and infrastructure is carried out at the beginning so that it will determine the fulfillment of needs. Fulfilling these needs can help realize the vision and mission of ECE SIKK.

2. Facilities and Infrastructure Procurement in ECE SIKK

The infrastructure procurement process in ECE SIKK begins with a needs analysis. According to Ekpoh (2018), the procurement of educational facilities and infrastructure should be adjusted to the needs. The process of needs analysis is carried out with the consideration of educators who are considered to be more aware of what the facilities and infrastructure needs are. This is following the guidelines of the Directorate of Education Personnel Development (2019) that the initial step for the facilities and infrastructure procurement is an analysis of the facilities and infrastructure needs which is carried out through a survey of the conditions in the field.

The second step after the needs analysis is to classify needs based on the types of goods that exist. This process will make the provision of facilities and infrastructure easily referenced in the School Activity Budget Plan (RKAS). Through this type of classification, ECE will know the priority infrastructure for procurement. This is in accordance with Megasari's opinion (2014) which is to determine the types of facilities and infrastructure that will be held based on priority needs and adjusted to the budget funds from students' parents' contributions.

The next step is making a proposal for facilities and infrastructure submission. However, this proposal will be processed to the scope of the ECE coordinator. This is because ECE SIKK is an educational institution which in its running only depends on payments made by student parents to meet their educational needs. Therefore, proposals for proposing the facilities and infrastructure procurement do not require a submission process to other agencies or institutions.

The next step is to review the conditions in the field. This aims to determine whether the facilities and infrastructure that have been proposed previously are really needed or not. This activity is carried out by the ECE coordinator who has the highest main task in making decisions. The results of the field survey will be a compass for whether the facilities and infrastructure will be purchased or not. If the results of the field survey

match with the procurement proposal, the purchase of facilities and infrastructure will be done.

The procurement of facilities and infrastructure steps carried out by ECE SIKK are following the guidelines about the process of procuring educational facilities and infrastructure. The procuring good facilities and infrastructure process by paying attention to procedures in accordance with the management process steps can help realize the vision and mission that has been formulated.

3. Facilities and Infrastructure Storage in ECE SIKK

The storage process for facilities and infrastructure according to the Directorate of Education Personnel Development (2019) explains storage techniques including (a) Spatial planning and school buildings, (b) School furniture arrangement, (c) Comparison of room area with the size of furniture to be used, (d) Storage of media, tools and learning materials. A well-planned arrangement and storage make the room good, this will support the activity process (Fitri, 2020).

The storage of facilities and infrastructure in ECE SIKK is carried out by arranging spaces and buildings. Supporting facilities and infrastructure will be stored in empty spaces such as in the activity room or the educator room. Existing furniture is stored on shelves placed on either side of the building. Furniture placement is done without using the children's activity area. All school furniture is adjusted to the size of the room. Educational facilities and infrastructure in the form of learning media on a shelf and cupboard located in the classroom.

The storage of facilities and infrastructure should be adjusted to the size of the furniture. Based on the research results, ECE SIKK actually still needs to arrange good educational facilities according to its type. However, the limited space that is owned makes the furniture is stored in the wrong way, namely the stacking of boxes containing educational games so that the classroom area does not run out of space to fill the furniture only.

The storage process of facilities and infrastructure in ECE SIKK has been carried out in accordance with established procedures. This includes the arrangement of facilities and infrastructure on the shelves and cupboards, the use of the edges of the empty space so as not to interfere the children's play and learning activities, and the provision of facilities and infrastructure to adjust the size of the furniture according to the size of the room. This storage process aims

to maximize the age of the existing facilities and infrastructure, namely by making facilities and infrastructure that are not easily damaged and durable. Good storage of facilities and infrastructure can maintain the function of these facilities and infrastructure. Good conditions of facilities and infrastructure can assist schools in carrying out a good educational process. Through this, it is hoped that the vision and mission of the school will be achieved, including in ECE SIKK.

4. Facilities and Infrastructure Inventory in ECE SIKK

Inventory of facilities and infrastructure is an activity in implementing the use, operation, regulation, and recording of all existing facilities and infrastructure. Inventory aims to maintain order in the administration of school property. The inventory process according to (The Directorate of Teacher Development, 2019) is carried out in several book notes, namely Inventory Main Book, Inventory List Group Book, Non-Inventory Item Notebook, Quarterly Report List, Inventory Item Movements, and Inventory Item Recap List. A good inventory or recording process is carried out so that educational facilities and infrastructure are easy to monitor (Novita, 2017). The inventory of facilities and infrastructure is carried out with the aim that every available facility and infrastructure is recorded in detail, both in terms of condition and quantity.

However, the inventory procedure in ECE SIKK is not in accordance with the inventory procedure rules according to the Directorate of Education Personnel Development. The process of inventorying facilities and infrastructure is carried out by collecting data on facilities and infrastructure. This data collection was carried out using one sheet and then framed and hang it on the wall of the ECE office. The inventory process has only been carried out until the recording stage. Until now, there has not been any record in the inventory master book, inventory item group book, inventory item notebook, and inventory items mutation report list.

5. Facilities and Infrastructure Maintenance in ECE SIKK

The maintenance of facilities and infrastructure is carried out to ensure that educational facilities and infrastructure are always in good condition and suitable for use. According to the Directorate of Education Personnel Development (2019), the process of maintaining educational facilities and infrastructure includes several things including: (1) Maintenance is carried out

regularly and periodically, (2) Maintenance is carried out by collecting detailed data into RAKS. The maintenance of facilities and infrastructure is carried out with the aim that the age of these items can be maximized and can be used for a long period (Asnita, Armiati, Efni, 2018).

Unfortunately, the maintenance of facilities and infrastructure in ECE SIKK only fulfills the first prerequisite. This activity is not carried out in an organized manner into the use of student tuition funds. Maintenance and preservation of facilities and infrastructure are not recorded in detail. This is proven by the data on the types of facilities and infrastructure maintenance activities that are not listed in the RAKS. RAKS only includes the maintenance of facilities and infrastructure in general and does not explain in detail the facilities and infrastructure that require maintenance or repair. Besides, the maintenance of facilities and infrastructure has not yet made a schedule for the facilities and infrastructure to be maintained.

The process of maintaining educational facilities and infrastructure in ECE SIKK is carried out incidentally by observing certain conditions of educational facilities and infrastructure. Some forms of maintenance activities are periodic air conditioning maintenance, repainting the room, updating the school fence. Maintenance activities are carried out by involving various components of the community, including a special team that handles repairs, teachers and ECE coordinators, as well as parents of students.

6. Facilities and Infrastructure Abolition in ECE SIKK

The process of removing facilities and infrastructure aims to eliminate several educational facilities and infrastructure that are deemed inappropriate for their use. The process of eliminating facilities and infrastructure according to the Directorate of Education Personnel of the Ministry of National Education (2019), they explains that the process of eliminating educational facilities and infrastructure includes; (1) Abolition of goods by auction process means the removal of unused facilities and infrastructure through the State Auction Office. (2) Abolition of facilities and infrastructure through destruction, namely by taking into account the factors of destruction from the material perspective.

In its implementation, the elimination of facilities and infrastructure in ECE SIKK has never been carried out. The elimination of facilities and infrastructure generally goes through several procedures before deciding to do the removal.

The procedure includes the formation of a write-off committee, determining specific requirements for elimination, as well as compiling a list of the needs for the elimination of the types of educational facilities and infrastructure and submitting applications for the elimination of facilities and infrastructure on the registered inventory list. The elimination activities must be carried out in accordance with applicable laws and regulations relating to the elimination or removal of educational facilities and infrastructure (Ananda & Oda, 2017).

Based on this, the process of eliminating educational facilities and infrastructure is not in accordance with the elimination procedure. This is because ECE SIKK has never done the elimination of facilities and infrastructure. When the conditions of the facilities and infrastructure are not feasible, the steps taken are to repair the damage by bringing in the maintenance and repair of the existing facilities and infrastructure. Actually, the process of removing educational facilities and infrastructure is carried out to avoid large losses and reduce the inventory loading because many goods have shrunk in terms of quantity according to (Kusumawati, 2017).

The results showed that the management process steps in ECE SIKK have been implemented in managing existing facilities and infrastructure. However, the management process still needs to be improved so that facilities and infrastructure can be controlled in their use. Good management of facilities and infrastructure will make the learning process optimal. The process of teaching and learning activities will affect the quality of education in school institutions and is the first step in the realization of the previously formulated vision and mission.

CONCLUSION

1. The process of managing facilities and infrastructure in realizing the vision and mission in ECE SIKK is appropriate, which includes planning, procurement, and storage processes. The management process is part of the school's mission, namely implementing a school-based management process that is in accordance with national management standards. The implementation of a good management process will certainly materialize one of the formulated visions and missions.

2. The conditions of facilities and infrastructure in ECE SIKK have only met four standards, namely the provision of educator rooms, playground, educational game tool (APE), and

closed trash can. This shows that assistance is still needed for the provision of facilities and infrastructure to comply with the standards of educational facilities and infrastructure. The conditions of facilities and infrastructure that are following the standard of facilities and infrastructure can help realize the vision and mission that are the direction of education goals.

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