

# Facilities Management on Islamic Play Group During the Restriction of Community Activities

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**Abstract.** This study discusses how to manage educational facilities in early childhood education institutions during the Covid-19 pandemic. This research is a field study with a qualitative descriptive method and uses a single case study design. The research was conducted at one Islamic Play Group in Banyumas during the 2021/2022 academic year. The results of implementation facilities management use: the planning stage, the implementation stage of procurement of facilities, the inventory of facilities, and the stage of using and maintaining existing facilities. In the 2021/2022 academic year, there is no facility removal in this institution because it adapts to the existing facility's conditions.

**Keywords:** facilities management, early childhood, pandemic

## Introduction

Early childhood education is the basis for the formation of a complete human personality [1]. This is because, this educational process is carried out since the child enters the early childhood phase, where parents usually enroll their child in this educational institution from the age of 2.5 – 3 years [2]. Some even argue that children in this phase are in a golden age of potential development [3], [4], [5] [6]. In addition, in this educational model, children are introduced to the main characters, noble character, potential intelligence and skills possessed, as well as religious potential that is believed [7], [8], [9]. So from these several things, it is confirmed that early childhood education seeks to equip each student with the development and guidance of all potentials that are owned comprehensively. Of course, this is adjusted to the abilities and characteristics of each existing early childhood education institution.

When the world is experiencing shock due to the Covid-19 Pandemic, the impact is also being felt by early childhood education institutions [10], [11]. Even then in the Indonesian context, restrictions on community activities were imposed [12]. So early childhood education institutions try to make various adjustments to the services provided. Among the examples of adjustments are from the learning implementation model implemented, where the pandemic forces social restrictions and physical distance, so that learning tends to be carried out online [13], [14], online-offline [15], [16], limited offline [17], [18]. The three learning implementation models certainly have an impact on the use of methods, media, and assessment tools used [14], [19], [20], [21].

The implementation of the learning model during the Covid-19 pandemic will certainly have a close relationship with the supporting facilities and infrastructure owned by each educational institution [22], [23], including in early childhood education institutions [24], [25]. Facilities in this case mean a set of equipment, materials, and furniture that are directly used in the educational process at school. While educational infrastructure is all equipment based on indirectly support the implementation of the educational process in schools [26], [27]. And this is an integral part of overall school management, so it is necessary to provide a process for providing proper and effective management and utilization [28]. So the management of infrastructure will greatly affect success in providing quality institutional services [29].

In this regard, if the facilities and infrastructure are not properly managed or fulfilled by every educational institution, including early childhood education institutions, especially during the Covid-19 pandemic, it can harm the institution itself. Some of these negative impacts include: the learning process being hampered [30], [31], learning communication being less effective and interactive [32], the development of children's potential and character is not optimal [33], [34], [35], the planned learning objectives were not achieved [36]. Even further, if the existing infrastructure in educational institutions receives less attention, the value of the benefits of these infrastructures is not comparable to the maintenance costs [37].

With several indicators showing these negative impacts, the management of educational infrastructure, especially during the pandemic in every educational institution, including for early childhood, must be seriously considered. So that the management model of infrastructure at early childhood education institutions during the Covid-19 pandemic needs to continue to be explored and developed. However, this management model, based on a digital literature search on Google Scholar, obtained data with the theme of infrastructure in PAUD during the pandemic or related to it with a total of 248 papers. However, these results have not specifically and comprehensively led to the management of infrastructure at early childhood education institutions during the Covid-19 pandemic, but rather to their use in supporting the learning process.

Based on this, the model for managing infrastructure in early childhood education institutions during the Covid-19 pandemic is still very limited. Therefore, research efforts on this matter are important and strategic to be carried out, especially to find a model for managing infrastructure facilities. So that with this infrastructure management model, it will provide an alternative in implementing it in other early childhood education institutions so that the existing facilities and infrastructure can provide optimal benefits for the institution.

## **Method**

This research is a field study using a qualitative descriptive method with a single case study design. The research location is in one of the Islamic play groups in Purwokerto Utara District. The research period is focused on the 2021/2022 academic year. In obtaining the data used interviews, observation, and documentation. The main sources of informants in this study were the principal and two teachers at the institution. for data analysis using data reduction, data presentation, and verification and concluding. Meanwhile, to test the credibility of the research data used triangulation of sources and methods.

## **Result**

The management of educational facilities at an Islamic play group in Banyumas during the implementation of restrictions on community activities during Covid-19 Pandemic, can be described as follows:

### **The purpose of managing educational infrastructure**

In this institution, the procurement of educational infrastructure is generally directed toward achieving institutional goals that are in line with the existing vision and mission. This is in line with the results of interviews with the principal which stated that:

*Indeed, the purpose of managing facilities and infrastructure in this institution is entirely directed at achieving the vision and mission of the institution. We did this, both before the pandemic and during the current pandemic, although for the second year of this pandemic, we have started to get used to making adjustments to existing conditions, especially in the procurement of health and hygiene equipment needed*

Based on the results of the interview, shows that the purpose of procuring infrastructure facilities cannot be separated from the vision and mission of the institution, even in the atmosphere of the Covid-19 pandemic or the imposition of restrictions on community activities. If we look closely at the vision and mission of this institution, in particular, the mission of developing children's talents and interests naturally and the mission of growing children's personal learning experiences, the planning for the procurement of facilities and infrastructure carried out by this institution during the pandemic has relevance towards the achievement of the two missions.

### **Planning for the provision of infrastructure facilities**

Planning for the procurement of infrastructure at this institution is carried out through several stages of activity which are divided into two semesters in the 2021/2022 academic year, wherein the first semester due to the pandemic atmosphere which is still quite high so learning cannot be fully carried out offline. Meanwhile, in the second semester, the pandemic has started to subside, so it is conducive enough to carry out limited offline learning. Then the planned infrastructure also adjusts to this. The stages of planning activities for the procurement of infrastructure carried out at this institution include the initial internal meeting stage for all teachers, the prioritization of the needs stage, the procurement adjustment stage with budget capabilities, and the procurement procedure plan stage to be carried out.

The initial meeting stage for all teachers in this case is the stage where the head of the institution with two teachers checks and evaluates the procurement of facilities and infrastructure in the 2020/2021 academic year. This is done to see whether some of the facilities that were purchased last year are still possible to continue to be used again in the 2021/2022 academic year. And also checking whether health and hygiene support tools for school residents are still sufficiently available. In addition, is the selection of places to purchase the facilities for the 2020/2021 academic year sufficiently efficient. The results of this internal meeting then become the basis for setting priorities for the procurement of infrastructure for the 2021/2022 academic year.

The stage for compiling priority needs, in the 2021/2022 academic year, was carried out by continuing from the previous year, this was due to the high atmosphere of the Covid-19

pandemic at the start of the 2021/2022 academic year. So in addition to the priority in procuring stationery and office equipment as well as educational game tools, the priority is still to procure hygiene and health facilities that are needed by all school members. At the time of setting this priority, this institution had mapped out three learning models that would be carried out, namely online, home visits, and limited offline. With this mapping, the priority for procuring infrastructure facilities also adjusts to this. This is in line with the statement of the principal:

*In the past, our considerations, because at the beginning of 2021/2022 the pandemic situation was still high, planned learning models that were possible and could be carried out only online and limited home visits to students' homes. But for the second semester, we were optimistic that learning could be done offline/limited face-to-face, and Alhamdulillah that's what happened*

The stage of adjusting procurement with budgetary capacity is carried out by checking the financial capacity of the institution and the need for procurement of the required infrastructure. The finances of this institution are supported by three main income posts, namely educational operational assistance provided by the government, educational financing contributions from parents/guardians of students, and voluntary contributions (infak). While the planning stage for choosing a place to buy infrastructure is carried out through two models, namely for the first semester buying directly, while for the second-semester purchases are made through the application. This is in accordance with the policy from the Government through the education office which asks institutions to purchase learning facilities through the online system that has been provided. This is in line with the information from the principal:

*During the first semester, actually, every early childhood education institution receiving operational assistance under the auspices of the Banyumas education office had been advised to buy learning facilities through the online system, but because there were still many limitations and institutional capabilities, we were only able to do it in the second semester, and this allowed by the education department*

Through the four stages of planning for the procurement of educational infrastructure in this institution, it is intended that the purchased or procured infrastructure be optimally utilized, both in the learning process and in supporting the health aspects of students and teachers in it.

### **Implementation of the procurement of infrastructure**

The infrastructure procurement system in this institution is divided into two parts according to the semester division. For the first semester, they still make purchases directly from several supply stores. As for the second semester, the procurement of infrastructure uses an online system that has been determined.

The procurement of educational infrastructure facilities at this institution, based on the income element and the percentage of expenditure, can be described in the following table:

**Table 1.** Percentage of purchases the educational facilities

No	Revenue Element the Instituion	Purchase Percentage
1	Educational Operational Assistance (BOP)	61%
2	Education Financing Contribution (SPP)	35%
3	Voluntary Contribution (Infak)	4%

Based on the table, shows that the largest budget support for the procurement of educational infrastructure in this institution comes from education operational funds. Where

every year, this assistance fund is received by the institution twice, namely in the first semester and the second semester.

The elements related to the purchase of infrastructure and the percentage of each element, are described in the following table:

**Table 2. Percentage of Facilities Purchase Elements**

No	Elements of Procurement The Facilities	Percentage of Purchase
1	Stationary	51%
2	Tools and Educational game equipment	29%
3	Maintenance and health/cleaning equipment	20%

Based on the table, shows that stationery and office supplies constitute the procurement of infrastructure with the largest percentage in this institution. This is because in the first semester because learning is still online and home visits are limited, it needs quite a lot of support from learning facilities in the form of stationery and offices. In addition, this office stationery is a consumable item. As for cleaning/health and maintenance equipment in the table, it occupies the lowest percentage, because there is still quite a lot of cleaning/health equipment from the previous academic year, namely 2020/2021, so the priority for procurement is office stationery as well as maintenance and educational game tools.

#### **Inventory of procured infrastructure facilities**

An inventory of infrastructure facilities that have been purchased is carried out for facilities that are not used up, while for facilities that are used up, an inventory is not carried out. Some of the facilities that are being inventoried include educational game tools, cleaning tools, and equipment. The facility inventory process is carried out with the following mechanisms: first, entering the facilities into the institution's facilities and infrastructure database. This process is carried out by the teacher at the institution, by inputting the purchased facilities into the institution's database file as well as into the incoming goods logbook. Second, provide identification and classification of the facilities that have been included in the database. Third, provide a label/writing on the institution's inventory. This inventory process is carried out twice a year, namely in the first semester and second semester, adjusting to the period of purchasing institutional infrastructure.

#### **Utilization and maintenance of educational infrastructure**

The facilities and infrastructure that already exist in this institution are used according to the type of facilities and infrastructure. For example, educational game tools, both indoors and outdoors, are all used according to their function. For educational games in the room, it is used to train fine motor skills that further develop creativity or intelligence in children so that they can help the growth and development of children. As for the outdoor educational game tools, it is used to develop gross motor skills, and fine motor skills, stimulate thinking skills, and the growth of self-confidence, courage, and responsibility. As for maintenance carried out jointly by each party in the institution, and maintenance of infrastructure facilities at the institution This has also been budgeted separately in terms of financing.

## Discussion

The management of existing infrastructure in this institution is carried out through several stages, namely planning. Planning in this case is carried out through the initial internal meeting of all teachers, the stage of prioritizing needs, the stage of adjusting procurement with budget capabilities, and the stage of planning the procurement procedure to be carried out. By looking at this, it shows that the planning process for the procurement of infrastructure facilities that has been carried out is quite comprehensive. This has the intention that planning facilities and infrastructure if done carefully and thoroughly will avoid failures and mistakes, so that educational institutions will have good infrastructure facilities in accordance with the principles of effectiveness and cost efficiency [38], [39]. The second stage, namely the purchase of infrastructure. The procurement stage which has implemented an online system at this institution, even though it is only in the second semester, shows an increase in the process of procuring infrastructure facilities to become more effective, efficient, and transparent. This is because it is easier to prepare a proof of purchase and prepare a report on the use of the budget for the purchase. Where this will make financial administration and infrastructure run in an orderly manner, facilitate maintenance and supervision as well as provide data and information for procurement planning and maintenance of goods according to future needs [40], [41].

The third stage, namely the inventory of infrastructure. The process of inventorying the facilities and infrastructure that have been purchased shows that there is a good process in the procedures for managing facilities and infrastructure for institutions. So that through an inventory of infrastructure facilities, it is hoped that order will be created, financial savings, facilitating the maintenance and supervision of these educational facilities and infrastructure [42], [43], including their storage [44]. The fourth stage, namely the utilization and maintenance of infrastructure facilities. In the utilization of infrastructure in this institution, efforts have been made to optimize it according to the function of existing facilities and infrastructure. So that the use of good learning facilities will make it easier for children to carry out learning activities so that children are more enthusiastic about learning [45]. In other words, to support the success of children studying in educational institutions, the use of existing infrastructure has a high enough impact [46]. As for the maintenance of infrastructure which is a shared responsibility and the existence of separate maintenance costs, it shows that there is a commitment in this institution so that educational facilities and infrastructure are maintained properly and appropriately so that it has an impact on improving the quality of education and can function and be used as it should [47]. In addition, this shows the existence of sustainable maintenance [48].

This model of infrastructure management in early childhood education institutions, when compared to several studies on the same theme, can at least be described as follows: first, research based on literature studies on infrastructure in PAUD, where the results show that the management of facilities and infrastructure in PAUD begins by planning school equipment according to procedures, holding school supplies, inventorying school facilities and infrastructure, utilizing facilities and infrastructure in a conducive manner, and maintaining facilities and infrastructure properly [44]. Second, research on the implementation of infrastructure management in one of the PAUD in Yogyakarta, where the results shows that there are five processes in its implementation, starting from planning, procurement, inventory, maintenance, and elimination [49]. Third, research on the analysis of the management of learning facilities and infrastructure in PAUD, where the results of the study show that there are several stages carried out, namely planning, procurement, and utilization [50].

Based on some of the results of the research above, it shows that the management of infrastructure in this institution, in general, has the same model of stages. However, what is different is in terms of the details of the activities in that stage, especially in the planning stage and procedures for procuring/purchasing, as well as the emphasis on purchasing Health and hygiene equipment needs, especially during the Covid-19 pandemic or when the restrictions on community activities. So that with this model, it shows the development of the stages in the management of infrastructure in early childhood education institutions. However, there are unavoidable limitations in this research, including this research has not yet touched on the role of foundations in managing infrastructure facilities at these institutions. In addition, the support for infrastructure in implementing the health protocol when learning is carried out through home visits or limited face-to-face meetings also cannot be explored much, apart from only learning facilities and infrastructure. Even though, the existence of a management model for facilities and infrastructure at this institution was able to provide benefits and optimize the learning process and its supporting activities even during a pandemic and the imposition of restrictions on community activities.

## Conclusion

The management of facilities and infrastructure during the Covid-19 pandemic and the imposition of restrictions on community activities carried out by one of the Islamic Play Groups in Banyumas Regency was carried out through several stages of activity, which began with planning. The preparation of the plan is carried out through the initial internal meeting stage for all teachers, the stage for prioritizing needs, the stage for adjusting procurement with budget capabilities, and the stage for planning the procurement procedures to be carried out. The second stage of activity is the procurement or purchase of educational facilities and infrastructure. At this stage the purchase of facilities and infrastructure is made directly to the provider's shop for the first semester, then purchases through online applications are made in the second semester. The third stage is the inventory of goods. The process of inventorying the facilities is carried out by the following mechanism: first, entering the facilities into the database, providing identification and classification of the facilities that have been included in the database, as well as providing labels/writing on the institution's inventory items. Then the fourth stage is the utilization and maintenance of educational infrastructure. In this case, the use of existing facilities and infrastructure is adjusted to the type of each facility and infrastructure. Meanwhile, maintenance is carried out jointly by each party in the institution, and the maintenance of infrastructure in this institution has also been budgeted separately in terms of financing.

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