

COMPARISON OF EARLY CHILDHOOD EDUCATION PLAY ENVIRONMENT DESIGN MANAGEMENT AT RA BABUSSALAM AND RA RAUDHATUL HASANAH SUNGAL SUB-DISTRICT MEDAN SUNGGAL SUB- DISTRICT MEDAN CITY

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Abstract: *Early Childhood Education play environment design management is expected to design an early childhood education play environment well with the aim of educational achievement in the school environment. The Early Childhood Education play environment needs to be arranged in such a way that this will have a major impact on the growth and development of early childhood so that children have the readiness to continue to the next education, the precise arrangement of indoor and outdoor display set plans. Although the activity of designing indoor and outdoor appearances. The fantasy world of early childhood has a major influence on the optimal development of religious and moral values, language, cognitive, social-emotional, and physical motor. The purpose of this study was to find out how the management of the design of the play environment of early childhood education in RA Babussalam and RA Raudhatul Jannah. This research uses qualitative methods. Data collection techniques are carried out through interviews, observation, documentation research and triangulation. The results of this study show that the management of early childhood education environment design both indoor and outdoor in RA Babussalam and RA Raudhatul Hasanah is still not carried out properly. Because it adjusts the condition of the school with a building that is not so spacious. Therefore, not all facilities have been realized. However, the functions of planning, organizing, mobilizing and supervising are carried out by the institution. The utilization of indoor and outdoor facilities at RA Babussalam and RA Raudhatul Hasanah is quite maximal. Where the learning process always utilizes existing facilities. That way also maintain and take good care of the facilities that have been owned.*

Keywords: *Comparison, Environmental Design Management, Play*

Introduction

One form of education unit in Indonesia is Early Childhood Education (PAUD), where at this time Early Childhood Education (PAUD) is experiencing rapid development, this is evidenced by the Gross Participation Rate (APK) of PAUD Indonesia has succeeded in exceeding the world average. This is based on UNESCO Institute for statistics 2014 data where the world ECCE APK is 54% while the Indonesian ECCE APK has reached 63%. This is in line with the direction of the Education and Cultural Development policy in 2014, one of which is Increasing access and quality of Early Childhood Education (PAUD).

Based on the results of observations made by the research implementation team on RA Babussalam and RA Raudhatul Hasanah which are both in the Medan sub-district area, Sunggal has differences. RA Babussalam is one of the Early Childhood Education institutions that designs its environment optimally and comfortably. With a clear vision, mission and goals, it is increasingly supportive for the community to send their children to school in RA Babussalam. Adequate outdoor and indoor facilities are provided and packaged in APIK (Safe, Beautiful, Family) adding plus value in the eyes of parents. Furthermore, RA Raudathul Hasanah is a paud institution that has not been established for a long time so that indoor and outdoor facilities are not complete as owned by RA Babussalam. With a vision, mission and goals that have been arranged in such a way and have educators who are always patient in carrying out learning and daily activities by optimizing their facilities.

Seeing the variety of infrastructure facilities owned by RA Babussalam and facilities that are still simple at RA Raudhatul Hasanah, researchers are interested in discussing how the management of the Early Childhood Education play environment design, both indoor and outdoor designs owned, and how to use the PAUD environment RA Babussalam and RA Raudhatul Jannah as a forum for daily early childhood learning and learning activities.

Based on the description of the problem above, the research team is interested in conducting a research entitled Comparison of Early Childhood Education Play Environment Design Management in RA Babussalam and RA Raudhatul Hasanah in Sunggal Village, Medan Sunggal District, Medan City.

Literatur Review

A. Teachers' Perceptions of the Nature of Early Childhood Education Management

The word management comes from Latin, namely from the word manus which means hand and agere which means to do. The words were merged into managere which means to handle. Managere is translated into English which means to manage, with the noun management and manager for the person who carries out management activities. Finally management translates into Indonesian into

management or management, in other words that management is the art of doing work through people.¹ Terry gave the understanding that management is establishing the process of planning, organizing, mobilizing, and supervising to achieve goals through humans and other resources or can be interpreted as a process or framework that involves guiding or directing a group or people towards organizational goals or real goals.²

While early childhood education, there are two terms, namely education and early childhood. The definition of early childhood is children aged 0-6 years. This age is the age stipulated in the applicable Law in Indonesia. Education at this level consists of three levels, namely Kindergarten / RA (formal) which educates children aged 4-6 years, Playgroup (non-formal) which educates children aged 3-4 years, and Childcare Place (in formal) which educates children aged 0-3 years.

From the above understanding, it can be concluded that early childhood education management is an effort to manage, organize, and or direct the process of educative interaction between students and teachers and the environment in a regular, planned and systematized manner to achieve the goals of early childhood education.

B. Early Childhood Management Functions

Early childhood education management also implements the following management functions:

a) Planning

George R Terry, mentioned that planning is the selection of facts and the effort to relate one fact to another, then making estimates and forecasts about the situation and formulating actions for the future that if needed to achieve the desired results.³ The position of planning is very important in every activity, including the implementation of early childhood education. Institutional planning includes the vision, mission, and organizational functions, institutional goals, strategies for achieving goals, and so on. Preparing a plan can be approached with an effort to recognize and understand existing conditions.

b) Organizing

It can be interpreted as the activity of dividing tasks to people involved in the organization. Organizing also serves to set up a system of cooperation that is clear who runs what, who is responsible for whom and focuses resources on goals. With organization, a plan becomes more mature, so the possibility of success is greater.

¹ Husaini Usman, *Manajemen; Teori, Praktek dan Riset Pendidikan* (Jakarta: Bumi Aksara, 2006), h. 3.

² George R. Terry dan Leslie W. Rue, *Dasar-Dasar Manajemen*, Terj. G. A. Ticoalu (Jakarta: PT. Bumi Aksara, 2005), h. 1.

³ George R. Terry dan Leslie W. Rue, *Dasar-Dasar Manajemen*, h. 43-44.

c) Staffing

This function is performed to carry out the results of planning and organizing that have been made before. Therefore, it is necessary to carry out mobilization actions in order to achieve the target effectively and efficiently. The task of moving is carried out by the leader to the subordinates of the organization clearly and firmly. The firmness of the leader is absolutely supported by the size of the authority given to perform the task⁴.

d) Controlling

Surveillance is often also used with other terms, such as monitoring and evaluation, the difference in use depends on the situation and conditions

C. Early Childhood Education Play Environment Design Management

ECCE environmental design management is the arrangement-precisely set plan-of indoor and outdoor ECCE displays. Although the activity of designing indoor and outdoor ECCE appearances is not a teacher's expertise, at least ECCE teachers can recognize the character of ECCE design that is in accordance with the child's fantasy world. Because the child's fantasy world has a major influence on cognitive, social, emotional, language, art, and so on. The comprehensive management of ECCE environmental design starts from planning, organizing, mobilizing, and supervising. Leaders in ECCE institutions have a noble task in realizing the design of a pleasant and comfortable environment for their students, of course with the help and cooperation of several parties.

1. Early Childhood Education Play Environment Design Philosophy

Design is closer to artistic or artistic objects. But the concept of design itself also involves very deep and philosophical thinking. If the ECCE play environment is designed based on an understanding of all elements of ECCE (curriculum, learning process, child development, etc.) then every inch of the ECCE environment can be a reflection of the program, goals, vision and mission of the institution. The concept of ECCE play environment design with a strong philosophical foundation is needed, especially in spatial planning, land function mapping, building layout, and so on. More than that, decoration, especially painting, really needs designs based on deep philosophical thinking. Starting from the selection of color composition, the pattern of painting used, and the object to be painted.⁵

PAUD indoor and outdoor facilities are designed according to the development of their students. Both indoor and outdoor activities have an important role in the growth and development of their students. The importance of outdoor activities in

⁴ Simbolon, *Dasar-Dasar Administrasi dan Manajemen* (Jakarta: Ghalia Indonesia, 2004), h. 56.

⁵ *Ibid*

optimizing child development includes physical development, development of social skills and cultural knowledge, emotional development, and intellectual development.⁶

2. Principles of ECCE Play Environmental Management

ECCE play with philosophical thinking requires a number of artistic principles that are appropriate to existing space and land and the needs of use in learning. The principles in question are; harmony, beauty, balance, artistic order, security, economic value, and unity.⁷ The seven principles of ECCE play environment design management above have the aim of creating an indoor and outdoor ECCE environment that is safe, comfortable, beautiful, beautiful, cheerful, and fun, and can be utilized optimally, effectively and efficiently.

Method

The research method that researchers use is with a qualitative research approach which is also called naturalistic research and by using descriptive analytical methods. Qualitative research method according to Sugiyono is a research process that is carried out naturally or naturally in accordance with conditions or conditions in the field, and the type of data collected is qualitative and the results of qualitative research emphasize the meaning of.⁸ Because with this approach, researchers can convey research results descriptively in the form of written word descriptions from observations. According to Whitney quoted by Moh. Nazarite.⁹

This research uses qualitative methods with a case study approach. This case study research focuses deeply on several targeted problems, namely by studying the case.

This study uses several techniques to obtain data in the study, namely:

- a) *Observation*. Observation is observation which includes focusing on an object using all sensory devices. According to Lexy J. Moeleong the actor and as an observer in question is a researcher as an observer not fully as an actor, but still performs the function of an observer.
- b) *Interview*. According to Kartini, Kartono is a conversation directed at a particular problem, this is an oral question and answer process, where two or more people face each other physically.
- c) *Dokumentaton*. The study of documentation can be utilized to test, interpret and even to forecast. Search and study documents related to strengthening

⁶http://File.Upi.Edu/Direktori/FIP/JUR.PGTK/197803082001122RITA_MARIYANA/Pengelolaan_Lingkungan_Balajar/BAB_5.Pdf. diunduh pada tanggal 22 September 2022.

⁷*Ibid.*

⁸ Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, CV, 2015), Cet-21.hal.25

⁹ Nazir, Moh. *Metode Penelitian*, (Jakarta: Ghalia Indonesia, 2003.hal.20

student character through Islamic Religious Education.

The main informants in this study were the principals and teachers of RA Babussalam and RA Raudhatul Hasanah, Sunggal Village, Medan Sunggal District, Medan City. The data analysis techniques are as follows:

- a) Data reduction is a process of selecting, disconnecting attention to simplifying, abstracting, and transforming rough "data" that emerges from field notes. Reduction is carried out since data collection, starting with making summaries, coding, searching for themes, writing memos, and so on, with the intention of setting aside irrelevant data or information, then the data is verified.
- b) The presentation of data is the description of an organized set of information that provides the possibility of drawing conclusions and taking action. Drawing conclusions or verification. Research must come to conclusions and verify, both in terms of meaning and correctness of conclusions agreed by the place where the research is carried out.

Result dan Discussion

Utilization of early childhood education play environment in RA Babussalam and RA Raudhatul Jannah

RA Babussalam and RA Raudhatul Hasanah both have three classes that can be used as halls for school activities or events. Then one office room and bathroom. The overall number of students both RA Babussalam amounted to 84 students and RA Raudhatul Hasanah amounted to 101 students. For now, there is still sufficient school capacity. However, if you find a new school year and the institution accepts new students, it is necessary to consider the room to adjust to the number of incoming students considering RA Babussalam and RA Raudhatul Hasanah never limit new students who enter. Indoor facilities owned by RA Babussalam and RA Raudhatul Hasanah are educational game tools, tables, chairs, blackboards and bookshelves. With existing facilities, teachers make the best use of them and by developing their own learning media needed according to the theme. While the outdoor facilities owned are two toys that are used alternately by children, namely climbing rope and slides. In daily learning, RA Babussalam and RA Raudhatul Hasanah integrate with the capabilities of existing facilities. Because it is in the middle of the crowded city of Medan, teachers often use used items that can be recycled for learning. Natural elements can sometimes also be used as learning materials but the portions are smaller and not too often. You can take children out of school to visit parks or gardens where you get learning about life that may not be obtained in the school environment. Based on this, researchers RA Babussalam and RA Raudhatul Hasanah always strive to design learning that is fun and in accordance with children's growth and development.

Early childhood education play environment design management in RA Babussalam and RA Raudhatul Jannah in terms of 4 (Four) management functions

RA Babussalam and RA Raudhatul Hasanah are one of the many kindergartens in Medan City that design the environment both indoors and outside the classroom (outdoor) simply. The following are the functions of environmental design management of Early Childhood Education in RA Babussalam and RA Raudhatul Hasanah Medan:

1) Planning

As stated in the literature review, the author takes several opinions. One of them is the opinion of George R. Terry. According to him, planning is choosing and sorting facts and then relating facts to one another. Next make the forecast needed to get the expected results. From this it can be understood that planning for an institution is something that needs to be done seriously and maturely since the institution was established. The intended planning is like how related to the vision, mission and goals of the establishment of the institution. Based on the results of the study, researchers found that the explanation of the vision, mission and goals of RA Babussalam and RA Raudhatul Hasanah had matured as stated in school brochures or data owned by the institution. However, in planning and formulating environmental design management, both indoor and outdoor, it has not been maximized and is carried out gradually. Based on the results of the interview, initially the school building was a house building owned by the head of the foundation along with the principals RA Babussalam and RA Raudhatul Hasanah. After buying a house in an area not far from the previous house, the building was not sold but a school was established. The building can be said to be quite decent if it becomes a residence. However, if for schools, especially early childhood, it is still not said to be adequate. The two-story building has a terrace of approximately 5x3 square meters and fits two outdoor toys, namely climbing rope and slides. The distance between the two is only a few cm apart. So that during break time RA A and RA B classes in the first floor room require extra attention and supervision when playing. Because the break hours are equal to the number of students if combined into 30 people, the possibility of pressure between children with one another is very possible. Not to mention if there are children running around, the risk of getting hit by each other can also occur. The division of the two classes between RA A and RA B is also inappropriate. Class RA A is in a room measuring 4x4 meters with a total of 14 students. 5 male and 9 female students. Classes are not facilitated with benches for learning so children must be on the floor when doing especially fine motor activities such as writing, coloring and drawing. With a minimalist class size, children's space for movement is also very limited.

2) Organizing

Organizing is the activity of distributing and assigning tasks to people involved in the organization. Organizing serves as a clear and precise organizer of teamwork

systems. About how someone should run it, who is responsible for what and can focus resources on the goals to be achieved. The existence of organizing will make a plan more mature. Then the possibility of achieving success becomes greater. So far, tasks such as school administration or activities that involve teachers to leave school, take care of finances, etc. are appointed directly by the principal. So, teachers who are considered capable and worthy will receive the task. From here, no doubt it becomes abandoned and troublesome like when teachers get administrative tasks suddenly and must be completed in the near future. Teachers who also concurrently serve as class teachers are increasingly becoming more troublesome and difficult. Finally, sometimes it is the principal who ends up stomping everything if the teacher feels unable. This ultimately also makes the course of the learning process sometimes hampered. Teacher performance is declining and there are gaps between teachers. Although teachers who get assignments also get additional salaries every time they get assignments outside of teaching. Based on the explanation from the principal that the foundation and the principal felt traumatized regarding the division of the organizational structure. One of them once had an administrative officer who concurrently served as a school secretary, often not competent in recording school finances. Tuition is often used for personal use and ultimately cannot be returned. This eventually hampered the school's finances. So since then RA Babussalam and RA Raudhatul Hasanah have eliminated the organizational structure of the school.

3) Staffing

RA Babussalam and RA Raudhatul Hasanah who have been running for approximately 20 years have a high enough enthusiasm in creating fun and memorable learning for students. So the principal as a leader was helped enough to move it. Activities carried out in RA Babussalam and RA Raudhatul Hasanah which raced with themes that were arranged to have an influence on improving teacher performance were meetings with parents. From here teachers and parents will be able to inform each other and discuss related to the development of students. In addition, out-of-school activities involving parents are also able to make teachers learn to improve their quality. How to manage or condition students during learning outside of school such as during visits to PT Sosro and Campina. From this, it can be seen the enthusiasm of students and the high expectations of parents, so teachers at RA Babussalam and RA Raudhatul Hasanah are also more enthusiastic in realizing effective, productive and fun learning. Of course, by utilizing the facilities that the institution already has while developing other learning media needed. In addition, the foundation with a time determined and agreed upon by the teacher made an upgrade which also aims to improve the quality and performance of teachers in teaching at RA Babussalam and RA Raudhatul Hasanah. With existing facilities, principals, teachers and students take care of school equipment, games and other objects that have been owned by the school. For class cleanliness is the responsibility of the class teacher. Where teachers must be able to condition students to always maintain the cleanliness of the classroom. For school hygiene, institutions do not have cleaning services, but

principals and foundation heads are often the ones who clean.

4) Controlling

Supervision or evaluation continues to be carried out routinely by the institution either once a week or every two weeks. This often discusses whether or not the running or obstacles during the learning process and controlling the facilities owned. That is to keep it so that it can be used as well as possible to learn and play. Educational game tools that are consumable stored on shelves and neatly arranged. Two outdoor games on the school grounds also need to be regularly evaluated. Like whether the support iron is still decent, the paint is still good or has peeled off, etc. In addition, it also discusses the expansion of learning that has been carried out. Are there any obstacles and problems to be solved together.

Supporting and inhibiting factors in the management of early childhood education play environment design

RA Babussalam and RA Raudhatul Hasanah until now continue to prove to the community as trusted educational institutions. Some of the things that support the management of early childhood education environment design in RA Babussalam and RA Raudhatul Hasanah are::

1. Competent Educators

RA Babussalam and RA Raudhatul Hasanah are managed by educators who all take state universities in Surabaya. The teachers who teach graduates are also masters. Then there is one teacher who takes the early childhood education level and is experienced in assisting children to learn and play.

2. Dense, Safe and Cooperative Community Environment

RA Babussalam is located at Seroja No. 22, Sunggal Village, Medan Sunggal District, Medan City, North Sumatra Province. While RA Raudhatul Hasanah is located at Jalan Binjai Km 12 Dusun XVIII, namely in Muliorejo village, Sunggal District, Deli Serdang City Regency, North Sumatra Province. The cooperative environment participates in maintaining the safety and comfort of school residents, both teachers and students. Many communities around the school entrust this institution to educate their children and often promote the school to other residents so that the number of students who enter is always quite short.

Furthermore, the things that hinder the management of ECCE environmental design both indoor and outdoor in RA Babussalam and RA Raudhatul Hasanah are:

1. Limited Places Owned by RA Babussalam and RA Raudhatul Hasanah are lined with houses close to each other. So if the school wants to expand again, both the study room and the playground can't. So realizing both indoor and outdoor facilities that are in accordance with the standards of facilities and

infrastructure for early childhood education is very difficult and can require a new place that is able to meet. Then for the development of school facilities and infrastructure assisted by student building money and foundation finances.

2. Several Early Childhood Education Institutions That Have Been Established in the Area In the area where RA Babussalam and RA Raudhatul Hasanah were established, there are already early childhood education institutions that were established first. So the competition for students relies on selective parents to choose. But even though the number of students is still relatively small when compared to other schools. RA Babussalam and RA Raudhatul Hasanah have excellent programs that are always updated and run well so that it becomes a consideration and advantage for parents who enroll their children in school here.

Conclusion

1. The design management of the early childhood education environment both indoor and outdoor in RA Babussalam and RA Raudhatul Hasanah is still not carried out properly. Because it adjusts the condition of the school with a building that is not so spacious. Therefore, not all facilities have been realized. However, the functions of planning, organizing, mobilizing and supervising are carried out by the institution.
2. Utilization of indoor and outdoor facilities at RA Babussalam and RA Raudhatul Hasanah is quite maximal. Where the learning process always utilizes existing facilities. That way also maintain and take good care of the facilities that have been owned.
3. RA Babussalam and RA Raudhatul Hasanah in its implementation there are two things that support the management of the design of the early childhood education environment both indoor and outdoor, namely a) competent educators and b) a dense, safe and cooperative community environment. While the obstacles faced are a) limited space and b) several early childhood education institutions that have been established in the village.

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