



Effective playing environment management improving the quality of services for daycare

Sefriyanti^{1✉}, Erni Munastiwi², Ajeng Ninda Uminar³

^{1,2} Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia

³ Sekolah Tinggi Ilmu Tarbiyah Tanggamus, Indonesia

✉ sefriyanti360@gmail.com

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Abstract

The application of effective playground environment management can improve the quality of daycare (TPA) services. This study aims to describe the effective management of the playground environment in enhancing the quality of services at Daycare. The research method uses a qualitative descriptive approach. The study's data sources were one manager, five educators, and two accompanying teachers. Data collection techniques using documentation, observation, and interviews. The data analysis technique uses data triangulation techniques through data reduction, presentation, and conclusion drawing. The results and finding showed that the effective playground environment management to improve the quality of services implemented at was through several stages, including the planning, implementation, and evaluation stages. The planning stage determines business opportunities, meeting facilities and infrastructure standards, learning strategies, the quality of educators for education staff, and service programs. The implementation stage is done by implementing an integrated service program through holistic services. Furthermore, the evaluation stage is done by reporting the implementation and evaluation of activities in the teacher council and foundation meeting forums held in monthly meetings. This management can be used as a reference as a means of effective play management for children's play.

INTRODUCTION

Playground environment management is fundamental and needed to achieve early childhood learning goals. In early childhood education, the children's playground environment is the leading facility required to stimulate all aspects of development (N. A. Lestari & Waluyo, 2021; Sari et al., 2020; Siregar & Sriyolja, 2020). The management of the early childhood playground environment into a single unit can support the success rate of learning, in this case, indoor and outdoor playground environment, parenting, and the learning process (Mariyana & Setiasih, 2018; Raihana et al., 2020; Susanti, 2018). The playground environment is a facility for children's development by giving love, care, and opportunities so that children can explore themselves according to their developmental stages (Bunga et al., 2019; Siregar & Sriyolja, 2020; Sulistijono et al., 2017). Children's development is determined by several environmental functions that interact with other individuals according to the level and needs of children's development through an approach that provides love, attention, and opportunities for self-actualization (Koderi et al., 2021; Sulistijono et al., 2017). One of the first and foremost roles

of educators who can optimize children's development are parents and the family environment (Herawati, 2016; Rohmani, 202; Suarmini, 2014; Ubaidillah, 2020).

However, most parents, especially mothers as the first educators for children, are busy working outside the home, diverting education and child care to babysitters (Romlah & Sagala, 2021; Zakaria, 2020). Besides, babysitters may not necessarily be able to nurture early childhood well (Hoerniasih, 2017). So alternative solutions to problems facing this condition, one of which is entrusting children to non-formal education channels, namely TPA. TPA is a substitute for the role of parents in parenting, socialization, and education carried out by educators (Pranawati et al., 2021; Rizkita, 2017). TPA education service is a substitute for the role of parents and families due to busy work or other interests (Lisardika & Murti, 2017). When parents leave their children in the TPA, they will have more time for daily activities or work. They will be calmer and more comfortable because there are people who look after and nurture their children (Syamsulanjari et al., 2019).

TPA services are not only a place to leave children, but the function of TPA is to serve education for children from an early age in developing affective, cognitive, and psychomotor abilities (Antuhar & Musa, 2021; Romlah & Sagala, 2021; Suparmiati et al., 2022). In addition, TPA services can also meet physical needs, namely knowing the growth and development of students and helping parents find out about early detection of developmental disorders experienced by children (Kurniyanti & Damayanti, 2021; Rizkita, 2017). In its development, the number of TPA services has increased every year. However, in its management, the majority only focus on child welfare but ignore education (Daulay, 2018). It is imperative to provide comprehensive education so that children's growth and development can develop properly, such as the quality education, care, and care programs following aspects of child development as a means of welfare that serves as a temporary substitute for families (Romlah & Sagala, 2021; Sudiapermana & Nurwahidah, 2021).

Management of the PAUD playground environment is essential, especially to improve early childhood education services to develop their potential optimally (Corominas et al., 2021; Ita, 2018). Sri Anita Rachman reveals that the implementation of an effective playground environment is a process of integrating various environmental components that can stimulate children to carry out optimal activities so that they are exciting and fun by paying attention to safety and comfort that can support learning activities through various games (Rachman, 2020). Furthermore, other studies explains that optimal playground environment management that leads to children's involvement and motivation in learning will increase student achievement

(Lohmann et al., 2021). Various studies have been conducted regarding the benefits of playing environment management. However, no research examines the management of an effective environment for playing. Therefore, this study examined how the effective play environment management implemented by the TPA AZ, can create optimal services so that aspects of child development can develop well.

Therefore, it is necessary research is expected to provide information for PAUD managers and teachers, especially TPA, to provide optimal playground services to create a quality TPA service program.

METHODS

This study used qualitative research methods. This research was conducted at the AZ TPA, East Lampung. The analysis was carried out on 15-20 November 2021. The data sources in this study were one manager, five educators, and two accompanying teachers. The subjects of this study were students from three groups consisting of five children aged one year, ten children aged two to three years, and eight children aged three to four years. The data was collected through observation, documentation, and interviews. The researchers analyzed the data using data triangulation proposed by Miles & Huberman. Furthermore, the researchers tested the validity of the data through data reduction, data presentation, and concluding. In the data collection process, the researchers conducted interviews with informants to find the required data sources, then carried out the data presentation stage by concluding the results of the compiled information, then carried out the stages of drawing conclusions and taking action from the data obtained. The complete research steps are presented in Figure 1.

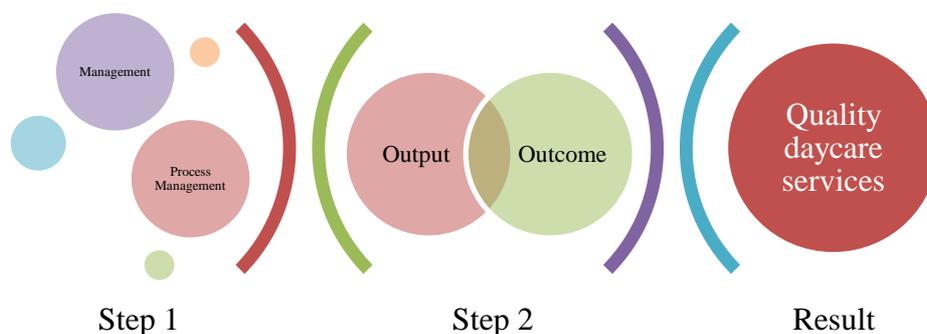


Figure 1. Research Steps.

RESULTS AND DISCUSSION

A. Results

The research was conducted through observations and interviews with the managers and teachers of TPA AZ explained that the management of the playing environment was

implemented to run effectively through several stages, namely planning, implementation, and evaluation. The stages carried out are as follows:

First stage of planning, The planning stage carried out by TPA AZ includes 1) Analyzing the needs of prospective caretakers for learning about residents, opportunities, or community carrying capacity. Judging from the opportunities, especially in the Way Jepara sub-district, most parents are working. They will need facilities or a place to leave their children; however, in that area, there is no parenting service or so-called TPA institution, 2) Prepare standard facilities and infrastructure, 3) Determine learning management strategies according to the child's developmental stage, by making learning plans that are tailored to the conditions and needs of children, 4) Conducting the recruitment process for educators and caregivers according to the required standards, and 5) Service program strategies.

Second stage of implementation, Implementation of play activities at the TPA AZ in integrative holistic. Integrative holistic is a comprehensive early childhood education service covering education, protection, health, nutrition, care, and welfare services that various stakeholders integrate with the community, government, and so on (Ulfah, 2019). TPA AZ services consist of a day program (*full daycare*). 07.00-12.30, half-day program (*half-day daycare*) at 07.00-15.30 and incidental program (*incidental daycare*) according to the needs of parents. The TPA AZ service is carried out every Monday-Friday, serving children aged 1-4 years. The 1-2 year age category is called the toddler group. The 2-4 year age group is called the playgroup (KB). The education and caregiving service program is implemented in routine activities through the following stages.

First stage education and care service program is welcoming Activities, Morning welcoming activities are routine activities carried out by teachers. The teacher always welcomes the arrival of children to create comfort and get used to the formation of good character through smiling, greeting, and greeting activities before participating in learning activities. Second stage education and care service program is morning material activities, Morning material activities are carried out every day. The teacher invites class groups to line up in the yard/gather in the hall to carry out vows, movements, and songs, memorize Asmaul Husna and its meanings and movements, sing the national anthem, clapping, and others. The morning material activities aim to prepare children's self-confidence to motivate them to participate in activities with enthusiasm. Besides that, the development of children's character by getting used to a disciplined attitude. The third stage of the education and care service program is duha prayer activities, Duha prayer activities are weekly activities at the TPA AZ. These activities are

carried out every Wednesday and Thursday. This activity begins with playing ablution, reading intentions, and queuing for ablution practices. After completing the ablution activities, the children wear prayer equipment and line up according to their rows in the place provided by the teacher. Prayer activities are guided by the teacher, both in prayer movements and pronunciation. In dhuha prayers, children learn to memorize prayer readings and short letters through refraction. The dhuha prayer activity is an activity to introduce the procedures for worship.

The fourth stage of the education and care service program is snack time activities/ rest, Snack time activities are carried out after the morning material activities/ dhuha prayer. This activity begins with queuing to wash hands together. Then the children sit in a circle with the group teacher. Before eating together, pray before eating, then teach the children to practice eating alone. After the eating activity was over, the children, together with the teacher, cleaned up the cutlery and prayed after eating. These activities teach independence and discipline, intending to develop children's character. The fifth stage of the education and care service program is learning activities, TPA AZ consists of centers for preparation, art, natural materials, role-playing, and blocks. The implementation of center activities is carried out in a *moving class*, where children take turns taking classes every day. As a vehicle for playing to stimulate optimal child development, learning centers are equipped with play equipment that functions as a foothold for the playing environment. Learning centers have three types of play: role-playing, developmental play, and motor-sensory (Eka Fitriana, Rini Riswanti, 2018). In providing service center activities, the first step is to prepare learning plans so that they are programmed effectively and efficiently, including annual program planning (PROTA), semester programs (PROSEM), and weekly planning implementation plans (RPPM), daily learning implementation plans (RPPH) and evaluation. Based on the observations of learning activities carried out, for the age group of 3-4 years, there are seven games prepared by the teacher, including making orange juice, collage of orange leaves, orange word stamp, counting the number of oranges, orange shape puzzle, coloring pictures of oranges, distinguish the size and color of oranges. The various activities that have been prepared can stimulate all aspects of children's development, namely religious and moral values, language, social, emotional, cognitive, physical, motor, and artistic. The center teacher stated that every center activity was carried out during the interview, and the children felt happy, comfortable, and enthusiastic. The learning process takes place. Children do it without coercion with a playful and fun atmosphere so that indirectly all aspects of children's development can develop optimally. The teacher

evaluates learning when children carry out activities to determine the stage of child development by looking at their ability to use media in the learning process provided by the teacher. The sixth stage of the education and care service program is napping, Nap activities are carried out after learning activities, namely at 12.30. Before the children take a nap, first take a bath which is carried out alternately accompanied by a teacher. Alternating bathing and napping activities teach children to be time disciplined, independent, and take care of their health.

The third stage is evaluation, Evaluation of activities carried out at TPA AZ is carried out through two program activities, namely by holding weekly and monthly meetings. Weekly meetings are held on Fridays by the entire teacher council to evaluate and prepare learning activities according to the following week's theme and solve incidental problems. In contrast, monthly meetings are held by the entire teacher council and foundations to evaluate overall activities. The supporting activities in the holistic and integrative service of TPA AZ consist of toilet training through habituation and giving additional food (PMT). Once a month, DDITK is carried out by the local health center according to a specified schedule and parenting activities with parents every three months.

The expected output targets in the TPA AZ service are 1) The formation of good children's characters; i.e., the child is accustomed to saying the magic word; sorry, ask for help, excuse me, and thank you, 2) Independent attitude; children can feed themselves, take care of their school supplies and equipment and can adapt to the environment, 3) habituation activities; children are accustomed to doing good, taking care of the environment, throwing garbage in its place, queuing discipline, putting things in their place and so on.

The factors that hinder the process of nurturing the playing environment at TPA AZ are the lack of parental roles in participating in activities carried out in institutions, such as parenting activities or student guardian meeting activities, due to the busyness of active parents. Finally, communication can be done online. It is in line with the previous research that parental participation would affect the Playgroup (KB) service program, such as activities carried out by institutions, namely parenting, meetings, and other activities (Munajat & Cahyani, 2021). So the importance of good cooperation between teachers and parents in children's education.

Furthermore, the supporting factor in the management of the playground environment at the TPA AZ is good cooperation between managers, educators, and caregivers in terms of implementing activities to support the smooth playing and care activities as planned. In

improving human resources, the activities carried out are for teachers and caregivers to participate in workshops conducted by the institution itself, pieces of training, or internships.

B. Discussion

Based on the study results, the management of the playground environment applied at TPA AZ has met the PAUD management standards based on Permendikbud Number 137 of 2014. Its implementation refers to content standards, process standards, educators and education staff, facilities and infrastructure, and financing. Some of these components become an integral part of the planning process that will be carried out in managing an effective playing environment. In terms of content and process standards, TPA AZ has prepared a form of stimulation or educational and caregiving activities according to the child's developmental stage by providing learning activity facilities through the center method following the predetermined curriculum. The output or ability of the child produced is optimal. The content standard contains curriculum stipulations, including curriculum structure, STPPA, indicators of developmental achievement, and services according to the child's age. Meanwhile, process standards include planning and implementing learning programs as a reference for activities (Asiah, 2018).

Furthermore, the standards of educators and education personnel. Educators and accompanying teachers at TPA AZ have educational qualifications following graduates' achievements because the role of a teacher is needed in the education process, like planning, implementing, and evaluating the learning process. The role of educators is not only to transfer knowledge but also as a figure who educates, fosters, and guides students with noble values (Pradnya Paramitha et al., 2019).

The standard of facilities and infrastructure described in Permendikbud 137 of 2014 is all equipment used in education, care, and protection activities (Tamaya, 2017). The quality of the TPA is not only supported by the caregiver, curriculum, and financing factors. Still, it is also supported by the facilities and infrastructure factors following the child's needs (Witari et al., 2021). TPA AZ already has indoor facilities, such as carpets, blackboards, tables, chairs, puzzles, blocks, cooking, dolls, meronce, beads, etc. The outdoor games consist of swings, seesaws, globes, and tunnels. The daycare is also equipped with permanent building facilities. There are seven classrooms, beds, halls, offices, toilets, and parking areas. Thus, facilities and infrastructure are needed to facilitate learning activities, especially early childhood. In line with the results of previous research, it is explained that facilities and infrastructure must be managed properly to produce good benefits and are expected to produce the potential of quality students by utilizing infrastructure and facilities to support all school members' achievements (P. Lestari,

2021). There are three principles of infrastructure in PAUD, including a) according to the child's age stage, b) safe, comfortable, and following health standards for children, and c) utilizing tools and materials in the surrounding environment, including recycling (Tamaya, 2017).

The form of the TPA AZ service in its implementation is through an integrative holistic-based care program that meets the needs of honing, compassion, and care (Pahrur Razi et al., 2017). The need for sharpening is a need that can stimulate children's intelligence. Suppose the child does not get the fulfillment of the need for sharpening. In that case, it will impact behavioral deviations such as shyness, aggression, low self-esteem, timidity, irresponsibility, etc. Furthermore, the need for compassion is the fulfillment of needs related to the child's social-emotional and related to the child's level of self-confidence. Therefore, children need a sense of security and comfort in their environment. Love affects a child's brain, personality development, and well-being (Shin, 2020). Parenting needs are biomedical needs related to health care, nutrition, immunization, body hygiene, shelter, and a safe and comfortable place to play. The basic needs of honing, caring, and nurturing must influence each other, which makes the basic needs for children so that children's growth and development are met by stimulating their development through services and an effective playground environment.

Integrative holistic learning is an early childhood learning process that applies the principles of child development, a child-centered learning process through stimulation of learning activities through play so that children can develop according to their developmental aspects (Suarta & Rahayu, 2018). The principles of holistic, integrative service learning are learning activities through play, according to children's needs, child-centered, stimulating creative and innovative activities, educational environment, and oriented towards the development of life skills (Yani et al., 2020). So the form of a conducive, safe, comfortable, and fun service that can stimulate children's development optimally.

TPA AZ evaluation activities involve the roles of foundations, managers, and teacher councils. They are human resources that can have the dedication and concern to develop activities effectively and efficiently in the institution (Maujud, 2018). The manager's role as a supervisor is to improve school development and progress by conducting evaluation and supervision based on appropriate techniques and principles (Rabri et al., 2020), supported by the role of teachers and school committees. The school committee is expected to overcome problems that can hinder improving the quality of education. The committee's attitude toward improving the quality of schools is highly demanded and expected by the community. It is supported by the role of teachers in the learning process and character building of students.

In line with the results of previous research, it is explained that the optimal form of an institution's service is needed in the process of success of the institution, especially PAUD services, and will have an impact on customer satisfaction (Umiyati et al., 2021). Novan's research explains that creating excellent PAUD services can be done by implementing *Activity-Based Learning* so that educational institutions can contribute by identifying the needs and desires of guardians, identifying complaints, and identifying PAUD activities to fulfill needs and expectations, and problems in various ways and stages. It is expected to increase parental trust and affect the number of students (Wiyani, 2020).

CONCLUSIONS

The importance of providing maximum effective playground environment services to generate trust from parents. To achieve a quality TPA, education and care activities need to be based on several stages, including planning, implementation, and evaluation. The planning stage determines business opportunities, standard facilities and infrastructure, learning strategies, educators for education staff, and service programs. The implementation phase refers to a predetermined plan, namely implementing an integrated service program through integrative holistic services. The evaluation stage is carried out by reporting on the implementation of activities through two activity programs, namely weekly monthly meetings held by the teacher council and the foundation.

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