



Facilities and Infrastructure in Childcare Management

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ABSTRAK

Pengasuhan anak yang lebih populer disebut DayCare (DC) harus dikemas secara memadai untuk menciptakan lingkungan belajar yang ideal dan memenuhi kebutuhan pengasuhan selama anak tidak bersama orang tuanya. Penelitian ini bertujuan untuk menganalisis standar pengelolaan sarana dan prasarana di TPA untuk dijadikan acuan dalam pengelolaan TPA yang berkualitas. Pendekatan kualitatif desain kasus tunggal (analisis holistik unit tunggal) digunakan sebagai metode penelitian. Data dikumpulkan melalui observasi dan wawancara mendalam dengan kepala tempat penitipan anak profesional. Hasilnya kemudian dianalisis secara tematik melalui reduksi data, penyajian data, dan diakhiri dengan bantuan software NVivo 12.0. Hasil kajian melalui observasi dan wawancara menemukan bahwa pengelolaan sarana dan prasarana telah dilakukan dengan baik, seperti perencanaan kebutuhan, pengadaan, inventarisasi, penyimpanan, pemeliharaan, penggunaan dan pemindahan, serta penataan tanah, bangunan, perlengkapan sekolah, dan perabotan. Namun, temuan penelitian menunjukkan perlunya sistem informasi manajemen untuk memantau semua kegiatan siswa. Kemudian jika ingin membuat tempat penitipan anak yang berkualitas, CCTV di setiap sudut ruangan harus dilengkapi untuk melihat segala aktivitas anak. Penelitian ini menyiratkan bahwa ini memberikan informasi yang menarik dan perlu diperhatikan untuk semua DC.

ABSTRACT

Childcare, more popularly called DayCare (DC), must be adequately packaged to create an ideal learning environment and meet care needs as long as the children are not with their parents. This study aims to analyze the standard management of facilities and infrastructure in daycare to be used as a reference in managing a quality daycare. A single case design qualitative approach (single unit holistic analysis) was used as the research method. Data were collected through observation and in-depth interviews with the head of a professional daycare center. The results are then analyzed thematically through data reduction, data presentation, and concluding with the help of NVivo 12.0 software. The study's results through observations and interviews found that the management of facilities and infrastructure had been carried out properly, such as planning needs, procurement, inventory, storage, maintenance, use and removal, and structuring of land, buildings, school equipment, and furniture. However, the research findings show a need for a management information system to monitor all student activities. Then if you want to create a quality childcare center, CCTV in every corner of the room must be equipped to see all the children's activities. This research implies that it provides interesting information and needs attention for all DCs.

1. INTRODUCTION

A daycare management is needed to create a fun learning space (Rahadiyanti et al., 2021). Because in daycare, all activities that children do will have an impact on their development. This means that the management of a daycare center needs to be packaged properly and of good quality (Eliyyil Akbar, 2020). In the 21st century teaching staff must be skilled in using technology in every activity (S. Syafril et al., 2022). In addition, movement is also a child's physical activity that needs to be supported by all parties (Kuswanto

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et al., 2022). There have been several cases of violence that have occurred in children in recent years are due to the lack of technology and knowledge that parents experience in parenting (Kadir & Handayaningsih, 2020). A house that does not have a fun play area and tends to be boring makes children bored and wants to play in the game area by crying or destroying electronic devices. So there needs to be a solution to deal with this, namely creating a fun children's play area.

This modern-day day care center is one of the best solutions because it has excellent and safe facilities and cares for children, especially when parents are not around. In line with this opinion, several studies (Assis, 2018; Hamdiani et al., 2016; Kim, 2018; Spancher, 2018; Trucker et al., 2015) reveal that childcare is a place that has facilities and programs to develop children's potential. To meet their nurturing, guidance, and social needs when not with their parents. PAUD (Early Childhood Education) is education that aims to provide facilities for both child development and all aspects of child development (Meriyati et al., 2020; Syafrimen Syafril et al., 2020; Wijaya Kuswanto & Dinda Pratiwi, 2020). Play activities in early childhood are critical components that must be considered and developed to support children's development in the future. Playing is very important for early childhood to adapt and develop optimally, so managing childcare facilities and infrastructure is crucial to avoid various risks that can harm and inhibit child growth and development (Hutapea et al., 2015).

The management of childcare facilities and infrastructure needs to be a major concern considering that Day Care (DC) affects early childhood comfort. In the fulfillment of DC infrastructure, several components require attention. This component is the availability of a variety of well-organized infrastructure, which is also supported by caregivers, programs, and funding factors. Fulfillment of facilities and infrastructure components is needed to support the growth and development of children and their motor activities. In line with this statement, several scientific studies that support this must be carried out to maximize children's development in understanding the environment through exploration and experimentation activities (Kurniawan, 2017; Rizkita, 2017; Rozalena & Kristiawan, 2017; Saputra & Lituhayu, 2017; Sudarsana, 2017; Tonge et al., 2016; Trucker et al., 2015). The management of the maintenance of facilities and infrastructure has several categories, namely good, moderate, and bad. The category of good infrastructure management must meet the requirements and have the following characteristics: (i) playgrounds have systems and services that support learning, (ii) contribute to the achievement of learning objectives, (iii) have main and supporting facilities, (iv) managed through an adequate information system (Alexander & Onwuegbuzie, 2007; Steyaert & Gould, 2016). Concerning the implementation of DC management, it is necessary to evaluate on a scale. A scale evaluation is carried out to report how DC maintenance is being carried out and find out facilities and infrastructure problems in time so that if a problem occurs, it can be resolved earlier.

Some problems often encountered in managing facilities and infrastructure are the lack of playing facilities in DC, the high cost of administration of DC payments, poor cleanliness and tidiness, and others. In line with this opinion, several studies reveal the same thing regarding the problem of managing facilities and infrastructure. DC issues that need attention such as health risks (Zinsmeister, 1998); deposit prices (Simonsen, 2010); assignment of playgrounds (Kennes et al., 2011), and infectious diseases. Very little research has focused on managing childcare facilities and infrastructure in different countries. Several previous studies looked at the implementation of facilities and infrastructure related to children's development and potential, evaluation, environmental safety, quality achievement, systems and services, childcare, civil design projects, and creating a cohesive community (Fenny Syafariani et al., 2019; Han, 2014; Inayah & Khamidun, 2016; Kusumawati, 2015; Mulyaniasih, 2014; Pajek et al., 2017; Rohmatulloh, 2018; Semenova, 2016; Wachtel et al., 2017). The existence of good management of facilities and infrastructure will contribute to the learning objectives enforced in DC, which are organized, maintained, and always in a ready-to-use condition. Based on the results of this explanation, this study aims to try to answer the question of how to manage quality childcare facilities and infrastructure. The results of this study are expected to contribute to DC managers paying attention to the maintenance of facilities and infrastructure of a DC.

2. METHOD

This research was conducted in several daycare centers in Lampung Province, one of the provinces in the southern part of the island of Sumatra in Indonesia. This research was conducted by interviewing 5 (five) principals who are professionals in the field of children and schools that have been accredited A in the district and city of Lampung Province. The researcher also asked three experts to work together to assess the consistency of the results of data analysis based on predetermined themes. After three experts conducted an assessment based on the theme, it was seen that the reliability of the results of interviews, observations, and document analysis using NVivo 12.0. The NVivo 12.0 feature will make it easier for researchers to review the literature and classify the data used in their research. The working

windows in Nvivo 12.0, which are test analyses, are Source, Nodes, Sets, Query, Models, Links, Classifications, and Folders (Jackson & Bazeley, 2019). The approach in this study uses a qualitative approach by using a single case design (holistic-single unit of analytics), namely (1) determining the independent variables and results to be studied, (2) setting standards of achievement, (3) determining deviations from theoretical problems (Ary et al., 2018; Trucker et al., 2015). Data were collected through observation, in-depth interviews with one experienced top management, and analysis of documents regarding DC inventory procurement and maintenance. The data were analyzed qualitatively using data reduction, data presentation, and concluding with the help of NVivo 12.0 software related to a program, event, activity, process, or group of individuals. Cases are limited by time and activity. Researchers collect complete information using various data collection procedures based on the time determined by the city of Lampung. The perpetrator is the principal, who is the top management (Creswell, 2010; Miles et al., 2014). DC facilities and infrastructure with good management are characterized by; (i) playgrounds have systems and services that support learning, (ii) contribute to the achievement of learning objectives, (iii) have main and supporting facilities, and (iv) are managed through adequate information systems (Alexander & Onwuegbuzie, 2007; Steyaert & Gould, 2016; Waheed & Fernie, 2009).

3. RESULT AND DISCUSSION

Result

Based on interviews conducted by researchers with several DC principals, they concluded that the planning process for facilities and infrastructure in DC begins with accommodating all suggestions from educators, teaching staff, and students. Suggestions from teaching staff and student guardians from some of the existing suggestions Suggestions from teaching staff and student guardians who are constructive are one of the inputs for the progress of DC. Still, not all inputs from staff and student guardians are realized because, considering the funds, they have not been able to realize everything but become an input to make it happen in the following year. We conduct simple interviews through meetings once a semester. Second, we determine that the facilities and infrastructure in DC are adequate, so there will be plans for facilities and infrastructure that do not yet exist. Still, if the existing facilities and infrastructure are insufficient, there will be plans to add facilities and infrastructure that do not yet exist.

Furthermore, after the plan for the need for facilities and infrastructure is prepared, the plan will be adjusted to the available funds. Funds for the procurement of facilities and infrastructure are obtained from the government through Education Operational Assistance (BOP). The interviews' results follow the findings of the observations and documentation that the researchers did. The planning of facilities and infrastructure carried out in DC is good because after the planning results are reported, there is a new trust that is approved and approved by the budget. The planning carried out by DC is also very good because the planning process involves all parties within the scope of the DC foundation. So that it can minimize and avoid mistakes in planning facilities and infrastructure in DC. Procurement of facilities and infrastructure is a series of activities for providing educational facilities and infrastructure according to needs, types, quantities, prices, and sources. To determine the procurement of facilities and infrastructure in DC, the researcher interviewed the principal of DC schools. The statements of the five principals are summarized and explained,

"Procurement of facilities and infrastructure in DC is done by adjusting the facilities and infrastructure. The plan had been agreed upon at the previous meeting. Facilities and infrastructure plans that will be carried out this year include footwear for ablution, stoves, horse APE, and rotating bowls. The procurement of these facilities has been adjusted to the existing budget. Procurement funds come from the government through Education Operational Assistance (BOP). The amount of funds obtained is adjusted to the number of DC students. Most procurement procedures for facilities and infrastructure in DC are obtained from purchases at shops such as puzzles, blocks, miniatures, congklak, cooking utensils, balls, and so on. This DC-made facility is just a picture on the wall for infrastructure procurement in the form of land and buildings in DC."

Inventory is the activity of recording or recording equipment and supplies into the inventory book according to the applicable provisions and procedures. The recording of facilities and infrastructure is carried out only in one inventory book. No coding is done for each item. Facilities and infrastructure are only recorded in one inventory book when new facilities and infrastructure arrive. The researcher looked at the inventory and procedure books. The recording of the inventory of facilities and infrastructure is only

carried out in one book without any item being coded. There is only the name of the item and the quantity of the item. There is nothing written about the origin of the goods and the condition of the goods.

The storage and maintenance process is the fourth process of managing facilities and infrastructure. Storage and maintenance of play equipment are placed in the lockers provided. The storage and maintenance of game facilities in the classroom are placed according to the type of game material and then put in a box or locker. Therefore, researchers want to know the process of storing facilities and infrastructure in DC. Based on the interview conducted by the researcher with the DC principal, he explained, "The storage of facilities and infrastructure in DC is done by placing the facilities and infrastructure in an easily accessible place. Storage is not carried out for perishable items. If these items are perishable, put them out in the open so that they will be thrown away immediately when they get rotten. Items in the cupboard, such as documents or archives of institutions or teachers, will be checked first. Facilities and infrastructure in DC are adjusted to the theme to be discussed and adapted to the characteristics of PAUD. The interview results above follow the findings of observations and documentation conducted by researchers in DC. The process of storing school equipment does not create the names of items everywhere. In storing trophies and documents for institutions and teachers, DC keeps them in a cupboard inside the office. Storage and maintenance are distinguished for each cupboard, namely a cupboard to store teacher documents, agency documents, and a cupboard to store trophies. Facilities and infrastructure in the classroom are displayed in lockers in the classroom. Loker is not high, so it is easy for students to take it. Facilities in the classroom are placed according to the center. For example, the central beam, will be placed with beams of various shapes and sizes. Maintenance of facilities and infrastructure is an activity to manage and arrange facilities and infrastructure so that they are always in good condition and ready to use. The principal of the DC school explained that the maintenance of facilities and infrastructure in DC is carried out every day. DC has its janitors. The class teacher only prepares student attendance. For the facilities and infrastructure maintenance team in DC, no special team was formed for the maintenance of facilities and infrastructure in DC because everyone in DC is responsible for maintaining facilities and infrastructure in DC. DC did not prepare a specific schedule for maintaining existing facilities and infrastructure. Special scheduled maintenance only painting the walls once a year.

Furthermore, the institution will provide bonuses to reward educators who succeed in improving facilities and infrastructure. The process of removing facilities and infrastructure from the inventory list because the facilities and infrastructure are deemed unusable is done through terms and procedures. Removing facilities and infrastructure in DC is carried out by removing the facilities and infrastructure if damaged. The deletion is carried out using a report to the foundation. Usually, the teacher will report to the DC Principal, and the DC Principal will report to the foundation for follow-up. DC has eliminated facilities and infrastructure from swimming pools and rotating bowls. Swimming pool disposal is done because the pool maintenance costs are too high. Swimming pool disposal is done through backfilling. Furthermore, the release of the rotating bowl is done by removing it.

Supervision is a control activity carried out by school residents on the facilities and infrastructure in the school environment. Supervision of facilities and infrastructure in DC is carried out through collaboration between educators, education staff, and student guardians. Supervision of facilities and infrastructure will be reported if there are damaged facilities and infrastructure. The student's guardian usually reports if outdoor facilities are damaged and endanger students. Student guardians report to teachers, teachers report to school principals, and school principals report to foundations for follow-up. The following is picture 1 related to managing facilities and infrastructure in DC.

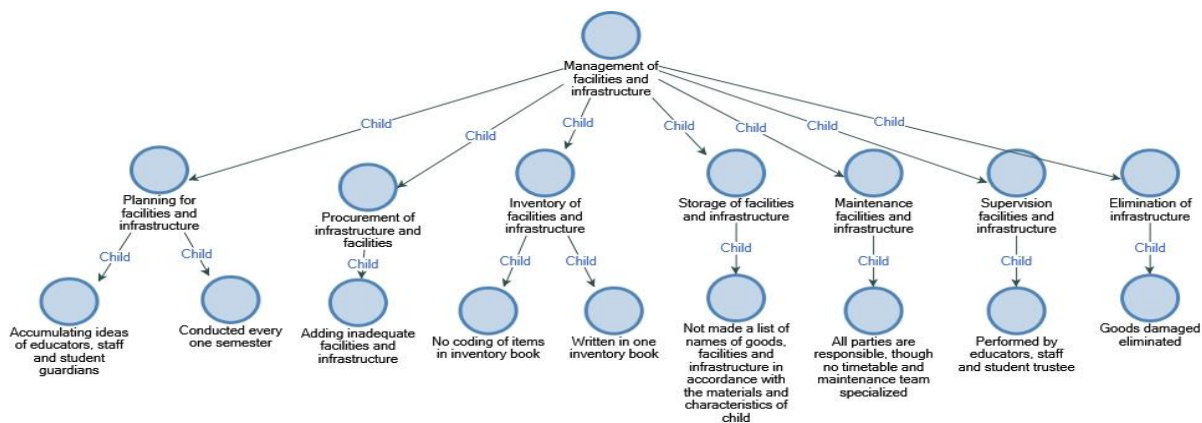


Figure 1. Management of Facilities and Infrastructure

Based on the results of interviews, observations and document analysis, it is known that there are seven processes in the management of TPA Lampung facilities and infrastructure, namely the planning of suggestions and infrastructure, which is carried out every semester and based on thoughts that are accommodated by educators, education staff and student guardians; procurement of facilities and infrastructure and facilities by adding inadequate facilities and infrastructure; Inventory of facilities and infrastructure is carried out in the inventory book and there is no coding of goods; Storage of facilities and infrastructure stored in a cupboard, but there is no list of names of items according to the materials and characteristics of the child to provide information on what items are in the cupboard; maintenance of facilities and infrastructure is the responsibility of educators, education staff, and guardians of students, so that there is no schedule or special maintenance team; supervision of facilities and infrastructure is carried out by educators, education staff, and guardians of students who have an important role in supervising and supervising the facilities used by children; and Demolition of facilities and infrastructure is carried out on facilities and infrastructure that are damaged and unfit for use, one of which is a swimming pool and rotary bowl. The data indicate that facilities and infrastructure features have not been implemented in the province of Lampung, which is briefly explained in the figure below.

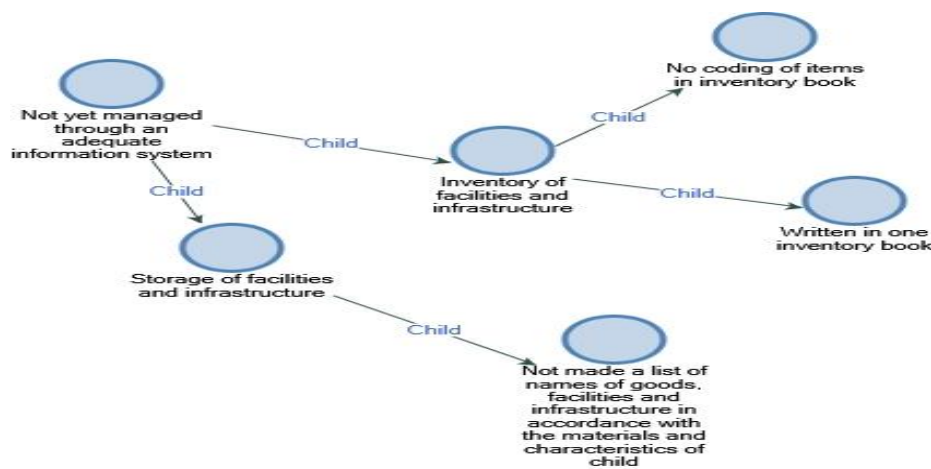


Figure 2. Facilities and infrastructure not yet Implemented

Based on the image above, the facilities and infrastructure have not been managed through an adequate information. The inventory (availability) of facilities and infrastructure is still written in one book, resulting in ineffective information about the state of facilities and infrastructure in childcare. It can be seen through the third and fourth processes of managing facilities and infrastructure marked by the absence of coding of goods in the inventory book. The data validity test was carried out using data triangulation techniques, which can be seen in the image below.

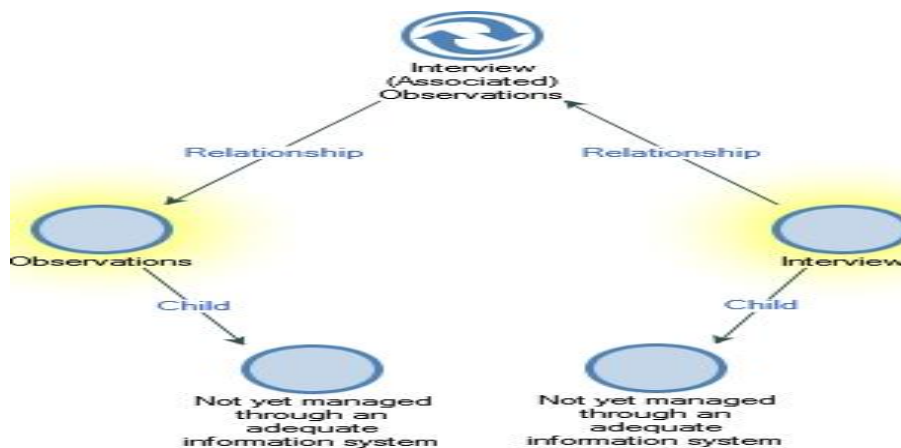


Figure 3. Data Triangulation

Figure 3 above shows that the data obtained through interviews and observations relate to the findings. It was found that the existing facilities and infrastructure have not been managed through an adequate information system.

Discussion

DC is managed to support the child's growth and development process. This research was conducted by interviewing one of the managers/principals who are quite professional in their fields and can observe the childcare environment starting from planning, procurement, inventory, storage and maintenance, transfer, and supervision (Matin & Fuad, 2016). Some schools researchers have studied for the implementation of DC management are good. Still, there need to be several additional infrastructures, such as the use of IT in learning and the need for CCTV in every corner of the room to monitor children's activities. Planning is a systematic process of activities regarding the goals to be achieved, the activities to be carried out, and the implementation methods needed to carry out activities to achieve the goals formulated rationally and logically. The steps for planning the need for facilities and infrastructure are (a) Obtaining all proposed plans for all school members regarding the needs for facilities and infrastructure and (b) Preparing the needs and plans for the procurement of facilities and infrastructure within a certain period, namely one semester or once a year. , (c) Integrating needs planning with existing facilities and infrastructure, (d) Integrating planned facilities and infrastructure needs with procurement funds, and (e) Establishing an agreed plan (Mustari, 2015). Below is a discussion of the things that need to be considered in managing

Contribution to the achievement of learning objectives. Learning in DC is done by playing according to the child's characteristics to achieve the expected learning objectives. Playing activities contain not only fun elements but also develop good skills, including the cognitive, affective, and psychomotor domains (Vionita & Ari, 2017). Of course, to support these learning objectives, facilities and infrastructure are needed that are appropriate to the child's age and also support children to actively develop their senses and five senses through concrete objects and the environment (Rizkita, 2017). This must be applied to the concept of playing, as well as choosing games that are suitable and not suitable for children. The selection process must pay attention to whether the game involves children as active learners, whether the child's five senses participate in using concrete objects or not, and whether the playing environment helps children stimulate learning activities. If in play activities in DC, the facilities and infrastructure to achieve the expected learning objectives will be achieved.

Has primary and supporting facilities. There are eleven components in the fulfillment of DC facilities and infrastructure. The study's results found that DC has a permanent building on a land area of 12,740 m² equipped with a children's bedroom, a teacher/administration room, two bathrooms, two indoor activity rooms, an outdoor activity room, a health room, and a kitchen. Daycare parks can use public buildings/facilities, for example one room in a hospital, an office, and one room in a village. However, ideally, it is highly recommended that daycare centers use permanent buildings equipped with various rooms, are easily accessible by parents/children, are quite safe and quiet, and have valid documents and permits from the authorities (Raditya, 2016).

Furthermore, DC has a room for children's activities in the form of a study room and living room, as well as space for outdoor activities in the form of a playground. The children's study room is equipped with indoor furniture such as a table that has a size (p = 55cm, w = 40cm and h = 43cm), a chair that has a size (p = 33cm, l = 30cm and h = 29cm), and storage shelves. / locker. with dimensions (w = 68cm, w = 24cm and h = 100cm), whiteboard, children's work stick, cupboard and locker. Some windows have good air ventilation, one-leaf doors that are wide enough and made of safe materials, non-slip flooring, and good lighting. The study room is a place to learn while playing or play while learning in a safe, comfortable, and fun atmosphere. The study room must have direct access to other learning support rooms with the criteria for quiet class placement and avoiding all active activities that can cause noise disturbances. The planning criteria is to accommodate a maximum of 25 children. (a) Windows for good natural light. (b) Air vents, (c) Doors, windows and frames are good quality materials. (d) A door consisting of 2 leaves opens to the outside. (e) Equipped with a furniture layout consisting of student desks and chairs, teacher desks and chairs, blackboards, boards for attaching student work, cupboards, bookshelves/office cupboards, and lockers. (f) In front of the class, there is a place for washing hands and feet. (g) Avoid using slippery floor materials (Rizky, 2017).

A playground serves as a facility for children to develop cognitive, social, physical, and emotional abilities that are always needed when growing into adults. Several things to note are the location protected by a fence, the layout that is easy to control, the division of activity zoning, age group, and type of game. Game equipment needs to have safe surface materials. The construction connected to playground equipment is securely installed. The materials in direct contact with children's skin have a smooth texture (Hutapea et al., 2015). DC has two playgrounds. The first is in the front of the teacher/administration room, and the second is in the front of the study room. The location of the children's playground is protected by a fence with a height of 169 cm so that children do not leave the DC environment. There are several kinds of

games, such as seesaws, slides, swings, and turns which are arranged regularly and do not interfere with each other playing. Other games to facilitate the supervision of children in each game.

The availability of hand washing facilities is important because washing hands properly is one of the simplest, affordable, and effective ways to stop the spread of infection through feces, body fluids, and inanimate objects (Besha et al., 2016; Willmott et al., 2016). To determine the ideal sink height for children aged 2-3 years, use the 2.5 percentile, which is 43 cm so that the child with the lowest hip height can continue to wash or use the sink ergonomically and comfortably. Hand washing facilities using running water and the availability of equipment that supports a clean and healthy lifestyle (PHBS) (Siaul et al., 2018). According to Novita Seoul, to determine the ideal sink height for children aged 2-3 years is to use the 2.5 percentile, which is 43 cm, so that children with the lowest hip height can have a standard height of 50 meters to wash ergonomically and comfortably (Siaul et al., 2018). Has a bathroom. The bathroom is a place to clean oneself or urinate or defecate for children (Vionita & Ari, 2017). Children's Bathroom/WC Design criteria are as follows: (a) 3 KM/WC, consisting of one KM/WC for boys with an area of 4 m², one KM/WC for women with an area of 4 m², and one toilet with an area of 16 m², each equipped with a toilet and tub. (b) The bathroom equipment's height is adjusted to the child's physical size. (c) The layout is easily accessible from the classroom to facilitate supervision and maintenance. (d) The room is equipped with adequate lighting. (e) Floor tiles are not slippery. (f) Adequate ventilation area for air circulation. (g) The bathroom door is made of waterproof material (Rizky, 2017). DC has bathrooms/latrines with sufficient clean water, which is safe and healthy for children and easy to supervise. DC has two bathrooms, one bathroom for students and one bathroom for adults/teachers. The bathroom for children is adjacent to the study room and bedroom, making it easier for teachers to supervise children using the bathroom. DC has indoor and outdoor play facilities to support the stimulation aspect of children's growth and development while in DC. Indoor game facilities include large and small blocks, various puzzles, ball baths, and more. Meanwhile, outdoor play facilities in DC include soccer, swings, seesaw, slides, and turns. It has indoor and outdoor game facilities. According to Sujiono, games are tools for children to explore their world, from what they don't know to what they know and don't do to what they can do (Dewi & Hasibuan, 2015). The principles of children's play facilities are: (1) Made of materials that are safe and healthy for children (not moldy, not abrasive, causing injury, not rusting, non-toxic, and odorless); (2) Following the shape and size of the child: not sharp, not sharp, not too small so that it is easy for children to swallow; (3) Following the age and level of development of the children to develop their abilities; (4) Durable/not easily broken and damaged (Martinisari et al., 2016).

Availability of bedrooms. A bedroom is where children need to rest after being active (Amelia et al., 2019). According to de Waard, MJ, & Zeiler, W., bedroom facilities in the nursery have bed types based on the child's age, such as cribs used for children from birth - 2 years where children do not get out of bed while sleeping. Then the bottom bed is used for children aged 3-6 years without a bottom and not too high so as not to fall while sleeping and has adequate air ventilation (De Waard et al., 2015). DC has one bedroom equipped with six beds for children aged 4-6 years, where each bed has a size (p = 130 cm, l = 81 cm, and h = 35cm) and has no space so it is safe for children. While children aged 2-3 years use a floor mat so that the children do not fall out of bed while the child is sleeping. Then, the bedroom is also equipped with air ventilation and adequate lighting, namely the type of window that can be opened or closed.

Having a dining room where children can eat and drink or what is commonly called a dining area (Walshe et al., 2015). Children's dining facilities have tables and chairs for children to eat and clean cutlery made of safe materials (De Waard et al., 2015). DC has a dining area in front of the bedroom, equipped with children's chairs and tables, while the children bring children's tableware and food. DC provides trash can facilities in every room to keep the surrounding environment clean and teaches children to always throw garbage in its place. The trash can is closed, placed in the corner of the room, and always cleaned after school so it doesn't cause odors/pollution and doesn't become a place for insects. Availability of trash cans that accommodate temporary waste (Cahyawati, 2016). According to the Ministry of Health of the Republic of Indonesia 2005, trash cans that meet the requirements are: closed, odorless, do not pollute the soil surface and ground water, do not become a breeding ground for disease vectors such as flies, mice, cockroaches, and others, and do not interfere with environmental aesthetics (Purnomo, 2017).

The existence of health services in PAUD is intended to maintain, improve, and find health problems early on that may occur in students and their environment. Health services are provided by puskesmas officers, a team formed under the UKS coordinator consisting of doctors, nurses, immunization officers, and so on. Health service facilities and infrastructure include beds, weight scales, height measuring devices, Snellen charts, first aid kits, and medicines (Mukminin & Tasu'ah, 2016). DC has a health service facility in the form of the Pinggungan Sebuai Posyandu, held once a month on Tuesday in the first week. Pinggungan Sebuai Posyandu is not only for students but also for residents. In addition to the Pinggungan Sebuai

Posyandu, DC also cooperates with Ambon Market. DC has a UKS room equipped with a bed, first aid kit, weight and height measuring devices, and medicines.

Lastly, DC has a lactation room which is a room provided for mothers to express and breastfeed their babies and children aged two years and under. The provision of a lactation room is one of the supports for mothers to breastfeed their babies when they are outdoors (Rosmahelfi, 2015). According to Permenkes Number 15 of 2013 concerning Procedures for Providing Breast Milk and/or Dairy Facilities, namely (1) There is a special room measuring 3x4m² or according to the number of mothers who are breastfeeding; (2) There is a lockable door, which is easy to open and close; (3) Ceramic Floor; (4) Have adequate ventilation and air circulation; (5) Free from potential hazards in the workplace, including pollution free; (6) The environment is quite quiet and far from noise; and (7) There is a sink with running water for washing hands and washing utensils (Rini, 2018). However, the DC lactation room does not yet have a special room for breastfeeding mothers.

Management through an adequate information system must exist if the daycare is declared qualified. CCTV needs to be equipped to monitor the behavior of children, caregivers, or anyone involved in childcare. In addition, CCTV helps childcare owners if incidents of child behavior are not visible; for example, injuries or the like can be properly investigated and help the problem be resolved. Security through an information system assisted by good CCTV will increase parents' comfort in entrusting their children to daycare. This study realizes that there are some limitations and weaknesses in the study. First, the nature of this study is based on data in the field which does not involve many schools in the province of Lampung, meaning that the results cannot be generalized. Second, for the sake of smooth teaching and learning activities, every manager of childcare facilities and infrastructure should communicate and coordinate more with all parties, making it easier to carry out tasks to create a quality PAUD institution

4. CONCLUSION

Based on the research and discussion, the researchers conclude the analysis as follows: first, planning for childcare facilities and infrastructure is carried out by accommodating all suggestions from educators, education staff, and guardians of students. Second, in providing childcare facilities and infrastructure according to the mutually agreed plan, the DC follows the planning provisions. Third, An inventory of childcare facilities and infrastructure has been recorded even though facilities and infrastructure are received. Fourth, the storage of childcare facilities and infrastructure is not made a list of the names of goods, facilities, and infrastructure for childcare following the material and characteristics of PAUD. Fifth, The maintenance of daycare facilities and infrastructure, the absence of a specific schedule and maintenance team in the maintenance of facilities and infrastructure. Sixth, the elimination of childcare facilities and infrastructure is done by removing swimming pools and rotary bowls. Seventh, the supervision of childcare facilities and infrastructure is carried out by all parties, such as teachers, staff, and parents.

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