

# Participatory Approach in Designing Tunas Bangsa 02 PAUD School Learning Facilities

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## ABSTRACT

School's learning facility is one of the crucial components in supporting optimal education to achieve the educational goals, including early childhood education (PAUD). However, Tunas Bangsa 02 PAUD School is a private school that raises its finances and does not take any school fees (free tuition). The improvements to infrastructure and teaching resources are limited and carried out independently. It is necessary to have proper and directed planning so that the development of the learning facility follows the most critical needs. This study describes the design of participatory assistance to map the learning facilities. The participants in this program were the owner of the foundation, financial donors, representatives of parents, and all teachers, accompanied by a team of experts. Of the eight participatory design processes that have been implemented in this initial study, the researchers found that the participatory approach can be applied optimally and able to provide convenience for the school to map, plan and arrange their learning facilities, and a program design of Consultation Stage that consists of 5 stages can be implemented in the following years.

## INTRODUCTION

Early childhood education in Indonesia plays an important role in this era of globalization as an effort to build the character of children who have good morality and noble character, are creative, innovative, and competitive (Primayana, 2019). Consequently, early childhood education can act as one of the main factors in increasing the standard of living in the Harjokuncaran Village, Southern Malang Regency.

One of the supporting factors for the development of early childhood education schools (PAUD) in the Harjokuncaran Village is the increasing awareness of the people about the importance of early childhood education (Zahro' et al., 2021), so they do not mind leaving their children in PAUD schools or kindergarten by paying a monthly fee. This potential is also supported by the government's incessant promotion of early childhood education through the education office by providing training for managers and teachers at PAUD institutions, so that PAUD institutions are expected to provide optimal services. By the end of 2020, Harjokuncaran village which has 11,200 population, established four kindergartens and two PAUD schools. However, the expansion of these PAUD schools in Harjokuncaran Village should be supported by the availability of easily accessible PAUD units, the availability of competent educators, appropriate learning facilities, community participation in improving the quality of education, as well as the government support (Suci et al., 2017).

In the educational process, one of the important components in supporting optimal education to achieve the educational goals is the school facilities and infrastructure (Hasanah, 2020), namely tools or complements used in every educational process. These school facilities may include, classrooms, the principle's room, teacher's rooms, administrative rooms, library rooms, laboratory rooms, workshop rooms, production unit rooms, canteen, power and service installations, places to exercise, praying room, and other spaces needed to support an orderly and continuous learning process. The management of the school's facilities and infrastructure aim to increase the

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