


Identification of Infrastructure Facilities of Senior Kindergarten Institutions in the Readiness of Special Education of Jogjaan

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Article Info	ABSTRACT
Keywords: Facilities and Infrastructure, Kindergarten, Special Education of Jogjaan	This study aims to identify the facilities and infrastructure of kindergarten institutions in the readiness of typical education in Jogja. The research method used is a survey involving kindergarten institutions in the Special Region of Yogyakarta. The data collection technique is carried out by filling out the questionnaire that has been given and then analyzed using descriptive quantitative data. The results of the study show that as many as 65% of institutions do not have facilities and infrastructure in typical Jogja education. This figure indicates that more than 50% of kindergarten institutions in the special region of Yogyakarta are not ready to implement a special education program for Jogja. Facilities and infrastructure are important factors in the implementation of typical Jogja Education, facilities and infrastructure are also the benchmark in order to be able to organize typical Jogja Education optimally.
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INTRODUCTION

Yogyakarta, which is an area that has its own specialties, cannot be separated from things that are unique to culture. This is a reference in organizing education in DIY itself. In addition, Yogyakarta is also a student city that can be used as a pilot for education with other regions. It is appropriate for Yogyakarta to take a policy regarding education typical of Jogja.

Typical education of Jogja is now being intensified from various levels of education. The level of education is from early childhood education to higher education. Sri Sultan Hamengkubuwono X supports the typical education of Jogja which will be implemented at all levels of education. This typical Jogja education is an initiation of the DIY Education Council together with the DIY Youth and Sports Education Office (DIY Public Relations, 2023).

This typical education of Jogja is a new subject but an education that is integrated with related subjects. The hope of this typical education of Jogja is directed to realize *jalmu kang utomo* or the main human being. Realizing people who are smart, intelligent, master science and technology but also still have good manners.

The implementation of this special education is closely related to culture. The basic concept of culture-based education that is included in the curriculum (DIY Gurbenur Regulation, 2013). Regional Regulation Number 5 of 2011 concerning the Management and Implementation of Cultural Education observes that the management and implementation of culture-based education is carried out based on and refers to the National Education System by upholding the noble values of culture.

Various efforts have been made by the government to organize this typical Jogja education. such as implementing the use of traditional clothing carried out by all levels of education, both kindergartens and universities, not only used by employees but has penetrated to the education level (DIY Gurbenur Regulation, 2014). The use of Javanese gradually began to be introduced in various ways, both it can use game media and other media. Javanese is a regional language that comes from the Javanese region which is used by the Javanese people as a means of communicating in daily life Javanese is a language that has the value of speaking politeness when speaking to respected people (Aprilia & Hasibuan, 2021).

Typical education of jogja, including learning toy songs, has many benefits such as the development of children's language and character, in addition to being able to be used to learn the mother tongue for children and has noble values in the sense of the toy song (Jovita Ratu Parosa, 2023). Traditional games can also be included in the typical educational material of Jogja. Traditional games are a form of expression and appreciation of community traditions in creating joyful and fun situations and activities. Through traditional games, every member of the community can gather, interact and express, both physically, mentally and emotionally (hadipin, 2016). Traditional games are a form of local cultural wisdom and can play an active role in the world of education (Prastowo, 2018).

The kindergarten board in the Yogyakarta region has implemented special education in Jogja. The implementation of typical Jogja education should be supported by infrastructure facilities that facilitate the typical learning process of Jogja.

Facilities and infrastructure in the context of Education are used in the implementation of Education in general or specifically for a learning. Educational facilities and infrastructure owned by an educational institution are part of the goal of achieving education in general and learning objectives in particular are effective and efficient, in this case facilities and infrastructure are an important part in supporting and facilitating the entire school plan (Ananda & Banurea, 2017).

Educational facilities and infrastructure are one of the quality indicators of an educational institution (Asriyani & Munastiwi, 2023). It is so important that this part in the process of education continuity should not be left behind and must be managed properly. Thus, to improve the quality of education, optimization is needed in the performance of educational facilities and infrastructure (Suranto et al., 2022).

The sustainability of education typical of Jogja will run optimally if it is supported by facilities and infrastructure that accommodate it. So far, the kindergarten board has implemented special education for jogja but it has not been seen. Apart from being in the process of promotion and expansion, the research will see how to identify the infrastructure facilities of kindergarten institutions in the readiness of typical education in Jogja.

METHOD

The method in this study refers to survey research with a qualitative descriptive approach. With this study, it is possible to find out and describe more deeply how the facilities and infrastructure in kindergarten are ready to carry out special education in Jogja.

The subject of this study is a kindergarten institution in the Special Region of Yogyakarta. This data collection technique uses a questionnaire distributed on the kindergarten board. In survey research, the researcher selected a sample from the response using a questionnaire or questionnaire to collect information, the information data was used to describe the characteristics (Maidiana, 2021). The data analysis techniques used are quantitative and qualitative data analysis. Quantitative data is seen from the results of the percentage of facilities and infrastructure of kindergarten institutions. Qualitative data is carried out by triangualizing data sources.

RESULTS AND DISCUSSION

Education is one of the conscious and planned efforts to carry out and realize the teaching and learning process in a sustainable and structured teaching program. Education cannot be separated from various other supporting factors such as the implementation of an education on the availability of educational facilities and infrastructure (Nasrudin & Maryadi,

2018)..

Kindergarten is an existing formal educational institution as a place to gain knowledge and get better improvement. Education has an important role in the development and knowledge of morality for students. Early childhood education is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to help the physical and spiritual growth and development of children to continue at a further level of education. In the world of Education, of course, there are things that support the learning process, such as facilities and infrastructure in schools, making it much easier for teachers to implement learning (Wulandari & Wulandari, 2023).

The implementation of special education in Jogja needs to be reviewed in terms of the readiness of the facilities and infrastructure of the kindergarten board. At this time, the kindergarten institution in the Special Region of Yogyakarta has implemented special learning in Jogja. Judging from the results of a survey that has been carried out, as many as 82% of kindergarten institutions in Yogyakarta have implemented special education in Jogja. For institutions, a percentage of 18% have not implemented typical education in Jogja.



Figure 1. Ven Diagram on the Implementation of Special Education in Jogja

Another factor that has not been implemented in kindergarten institutions is that some schools do not have the facilities and infrastructure to support special education in kindergarten. Kindergarten institutions that have carried out typical Jogja education usually

fill in the material by wearing traditional clothes, speaking Javanese regional language, doing traditional games to play toys.

Traditional clothing is a clothing used by people in a certain area when carrying out events, births, rituals, welcoming guests, cultural arts performances. traditional clothing is used as a cultural symbol of a region (Sagala et al., 2017). Traditional games are a play activity that grows in a certain area, where there are cultural values and values of community life and are taught from generation to generation (Tussa et al., 2022). Javanese toy songs are Javanese songs that are often sung by the Javanese people when parents are taking care of or carrying their children when they are babies (Jovita ratu parosa, 2023). Toy songs are also used by children to play with their peers (A. Sari et al., 2020). This song can be used as moral education, and is also a cultural wealth that reflects a nation. (Suyanti & West Java, 2022). This regional song is also used not only as entertainment for the community, but also can be used to have the meaning of the local language (Setiowati, 2020). By introducing toy songs to children, children will be able to get to know the regional language and participate in preserving local culture.

The lack of facilities and infrastructure in the readiness of kindergarten institutions to organize education can be seen from the results of a survey conducted on kindergartens in the special region of Yogyakarta.



Figure 2. Diagram of Typical Educational Facilities and Infrastructure of Jogja

From the results of the diagram, it can be seen that as many as 35% of kindergarten institutions in the Special Region of Yogyakarta already have facilities and infrastructure to support typical education of Jogja. Meanwhile, the value reaches 65% for kindergarten institutions that do not have the facilities and infrastructure to support typical Jogja Education facilities.



When compared to the diagram above between the implementation of special education in Jogja and the facilities and infrastructure owned by kindergarten institutions, it can be seen that there is a difference of 47% of institutions that have organized special education in Jogja and those that have facilities and infrastructure. This also shows that as many as 47% of kindergarten institutions have organized special education but do not have the facilities and infrastructure of special education in Jogja. The sustainability of successful Jogja education can be supported by facilities and infrastructure that accommodate to optimize the learning process and greatly affect the results of the educational goals.

Facilities and infrastructure have an important role in the educational process for both formal and non-formal schools. the fulfillment of educational needs, namely providing facilities and infrastructure to match the growth of students' physical, social, emotional potential, intellectual intelligence, and obligations (Kusyairy et al., 2019). An important component in education is the means and infrastructure in the teaching and learning process, educational facilities are things that should not be ignored (Nurhamidah et al., 2023).

Learning activities in early childhood are of course also related to facilities and infrastructure that can support and facilitate the implementation of better learning activities. so that the goals of an education can be achieved optimally. With good facilities and infrastructure, facilities and infrastructure are important components in the implementation of Education, so it is important to be managed or managed properly. Educational facilities and infrastructure as one of the elements of education management that have an important role in the teaching and learning process, educational facilities should not be ignored because they can be used to facilitate children's understanding; am mastering the material (Megasari, 2014). That way, the goals of education will run effectively and efficiently (Meilanda et al., 2022). The importance of facilities and infrastructure in schools in supporting good teaching activities, will require good communication in order to have a positive impact on the results of teaching activities (Hayana et al., 2021) Educational facilities are all devices, tools, materials, and furniture that are directly used in the educational process such as children's desks and chairs, writing aids, teaching aids, cabinets, books, and educational media (Susilo, 2016).

Facilities and infrastructure are a support that must be possessed in the learning aspect. Although supportive, these facilities and infrastructure are not only limited to elements, but a learning will run optimally if there is such a thing (Sudibyo & Nughroho, 2020). As is the case in (Udik Hidayah Binsa, 2021) Early childhood education facilities and infrastructure are one of the supporting factors in supporting the quality and process of teaching and learning activities. The success of the education program in schools is greatly influenced by the facilities and infrastructure owned by the school and by its management and utilization. Facilities and infrastructure are important factors that will determine whether a learning process can run well and effectively or vice versa. The use of facilities and infrastructure, when used properly, will make the learning process effective and efficient (Ellong, n.d.). To achieve a good learning process, tools and media are needed to support learning success (Jannah et al., 2022). The success of the Education program through the learning process is greatly influenced by many factors, one of which is the availability of

adequate educational facilities and infrastructure accompanied by optimal utilization and management so that the goals can be achieved (Sinta, 2019).

Learning is the process of interaction between students and educators and learning resources in a learning environment. Learning is the assistance provided by educators so that the process of acquiring knowledge and knowledge, mastering skills and habits, and forming attitudes and beliefs in students can occur. In other words, learning is a process to help students learn well. This learning process is experienced throughout a person's life and can apply anywhere and anytime. The development of science and technology, in teaching and learning activities, management efforts are needed in educational infrastructure as an indicator, whether or not the process of achieving an educator's goal is successful or not (Bararah, 2020).

In carrying out the special education process of Jogja, it is indeed necessary to have facilities and infrastructure that accommodate it. Typical education of Jogjaan is a learning that will run more optimally if supported by facilities and infrastructure. One way to improve the quality of early childhood education is by fulfilling the facilities and infrastructure that exist in kindergarten institutions that are adequate, quality, in accordance with early childhood development and ready-to-use (Rohiyatun & Najwa, 2021).

It is so important and has a great impact on kindergarten institutions in the process of supporting teaching and learning activities, especially in typical education in Jogja.

CONCLUSION

Judging from the results of the survey research that has been carried out, as many as 65% of institutions do not have facilities and infrastructure in Jogja's special education. This figure indicates that more than 50% of kindergarten institutions in the special region of Yogyakarta are not ready to implement a special education program for Jogja. The sustainability of typical education has been implemented in several kindergarten institutions but has not reached the optimal value due to the lack of supporting factors in providing facilities and infrastructure. Facilities and infrastructure are

important factors in the implementation of typical Jogja Education, facilities and infrastructure are also the benchmark in order to be able to organize typical Jogja Education optimally. facilities and infrastructure are the benchmark for the readiness of the kindergarten institution to organize special education in Jogja. There needs to be efforts that can be made to support facilities and infrastructure, especially special education in institutions that have implemented this learning so that the initial goal of the education is well achieved.

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