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THE ROLE OF SCHOOL FACILITIES MANAGEMENT, LEARNING CLIMATE, AND DISCIPLINE IN SUPPORTING EARLY CHILDHOOD DEVELOPMENT

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Abstract: This study aims to analyze the relationship among educational facility management, learning climate, and school discipline practices in supporting early childhood development at Baiturrahmah Kindergarten, West Jakarta. A descriptive qualitative design was employed through one month of participatory observation, with the researcher acting as both teacher and observer. Documentation was used to enrich observational data, including daily learning and administrative routines. The findings indicate that safe, comfortable, and child friendly facilities support learning and play; a positive learning climate is shaped by warm teacher and child interactions, play-based learning, and responsive support; while discipline is implemented through a humanistic, habituation based approach involving role modeling, guidance, and mentoring, including manual attendance tracking, Quranic learning, ablution, and dhuha prayer. The findings should be interpreted contextually because the study was conducted over one month in a single private kindergarten.

Keywords**:** Early Childhood Education Management, Educational Facilities, Learning Climate, School Discipline, Early Childhood Education.

INTRODUCTION

Pendidikan Anak Usia Dini (Early Childhood Education) is an important stage of education for child development. Education at this stage builds the foundation of children's cognitive, social, emotional, and moral development (UNESCO, 2021; Suyadi, 2019). The educational process at the PAUD level not only develops children's academic abilities, but also shapes character, habits positive behavior, and creates a safe and fun learning environment (Hamalik, 2017). This condition requires each PAUD unit to implement education management in accordance with the needs and characteristics of children. This management includes the provision and utilization of infrastructure, the creation of a positive learning climate, and the application of discipline through habituation and example (Bush, 2018; Mulyasa, 2022).

Studies on early childhood education have increasingly examined factors that shape the quality of educational provision, including learning quality, teacher practices, school leadership, and the learning environment (OECD, 2020; Fenech & Sumsion, 2021). However, in daily practice, these elements do not operate separately. At the PAUD level, the availability and use of facilities, the quality of teacher-child interaction, and the way routines and discipline are implemented are experienced by children as parts of the same educational environment. A specific problem that remains insufficiently described in previous studies is how these management dimensions are enacted through everyday micro-practices within a PAUD unit, particularly in a context where learning, play, religious routines, and administrative activities occur in an integrated daily schedule. Research also tends to discuss infrastructure, learning climate, or discipline as separate themes, making it difficult to see how they interact in the everyday management of an early childhood education unit.

Based on this gap, this study focuses on the practical implementation of infrastructure management, learning climate, and school discipline at Baiturrahmah Kindergarten, West Jakarta. The study aims to describe how these three management dimensions are implemented in daily educational activities and to examine how their practices are interconnected in supporting children's learning experiences and development. The study also considers the role of the principal in supervising, coaching, and evaluating these practices. By focusing on everyday activities rather than only formal management documents, the study seeks to provide a contextual understanding of how

PAUD management is experienced through the physical environment, social interaction, habituation, and school-level supervision.

State of The Art Penelitian

State of the art research was compiled based on bibliometric mapping using VOSviewer of international publications in the last five years (2019–2024) with the keywords early childhood education, school management, school climate, learning environment, and leadership. Mapping is used not only to illustrate the tendencies of the research theme, but also to clarify the position of this research in the literature. Network visualization shows several research clusters that represent the focus of early childhood education studies as well as the relationship between management themes, school climate, learning environment, leadership, and child development.

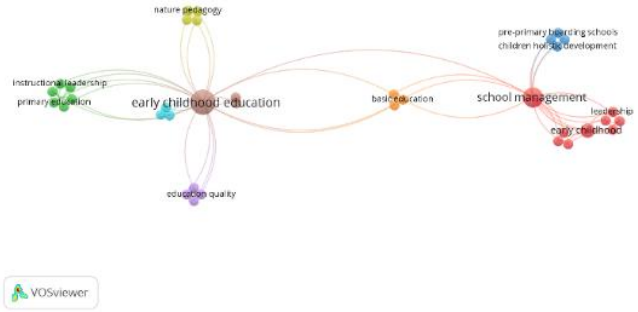


Figure 1. visualization maps the relationship between early childhood education and school management.

The first visualization maps the relationship between early childhood education and school management. The mapping results show two groups of prominent themes. The first group is related to school leadership, education management, and education policy. The second group is related to the learning process, curriculum, and development of children. Intergroup connectivity shows that research has linked aspects of school management to the learning process. However, the mapping has not shown a strong focus on school management practices in daily activities at the PAUD unit level. These findings show that the management aspect of PAUD can still be further studied through the context of practice at the level of educational units.

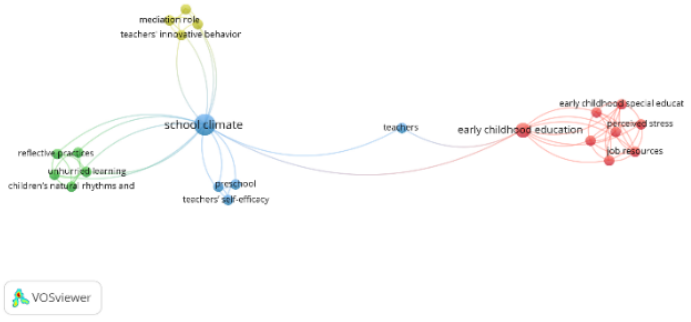


Figure 2. the relationship between the school climate theme and various aspects related to teachers and student

The second visualization shows the relationship between the school climate theme and various aspects related to teachers and students. Themes related to teacher self-efficacy, work stress, teacher well-being, and innovative behavior were seen quite prominently in the mapping. These conditions show that research on school climate discusses a lot of teachers' experiences and conditions. Themes related to students also appear in the mapping, but their relationship with the management of the learning environment has not been seen as strongly as the theme related to teachers. Therefore, the study of the learning climate in PAUD needs to consider children's experiences as part of the educational environment formed through school management practices.

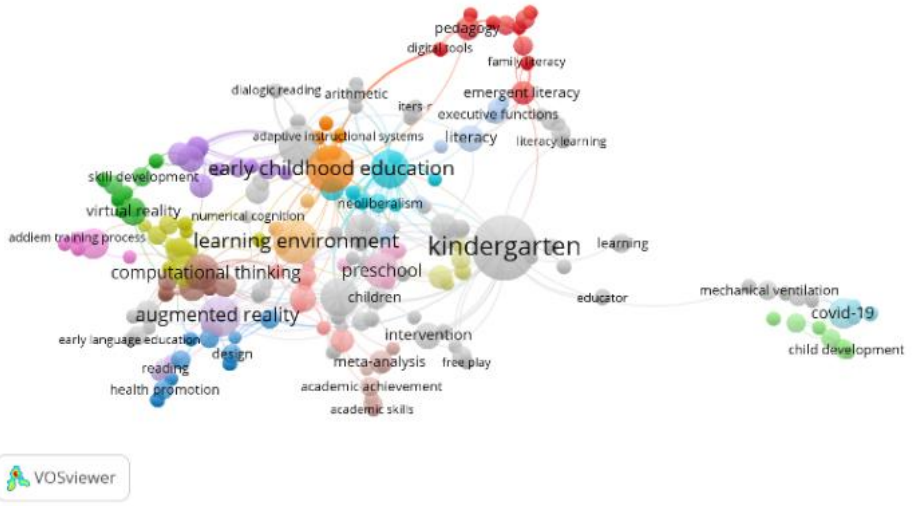


Figure 3. the relationship between the theme of learning environment and kindergarten with learning technology, literacy, numeracy, and various forms of educational intervention

The third visualization shows the relationship between the theme of learning environment and kindergarten with learning technology, literacy, numeracy, and various forms of educational intervention. Mapping shows that the learning environment is widely studied through the perspective of learning and media use. Meanwhile, the relationship between the learning environment and the management of school infrastructure and discipline has not yet appeared to be the dominant theme. The findings show that there is room to examine the learning environment more broadly by considering the physical condition of the school and the habituation practices that take place in daily life in the PAUD unit.

Research Novelty

The novelty of this research lies in the study of early childhood education management through three integrated aspects, namely the management of infrastructure facilities, the creation of a learning climate, and the application of school discipline. These three aspects are studied simultaneously to gain an understanding of education management practices in daily activities in PAUD units. This study uses a descriptive qualitative approach through direct observation at Baiturrahmah Kindergarten, West Jakarta. This approach provides a contextual overview of how schools manage the physical environment, build a learning atmosphere, and apply discipline habits in children's educational activities. Thus, this study makes an empirical contribution to the study of early childhood education management through an understanding of the relationship between the management of the physical environment, learning climate, and discipline habituation in creating an educational environment that is conducive to early childhood.

RESEARCH METHODOLOGY

This study uses a descriptive qualitative design with participatory observation to obtain a rich, authentic, and detailed picture of early childhood education management practices in Baiturrahmah Kindergarten, West Jakarta. This design was chosen because the research focuses on practices that occur naturally in daily activities, including the management of infrastructure facilities, the creation of a learning climate, the application of discipline, and the administrative routines that accompany the implementation of education. The researcher acted as a teacher as well as an observer for one month so that he could observe classroom interaction, facility use, children's habituation, teacher response, and school management activities from an adequate context. This dual position allows the data obtained to be contextual and granular, but still analyzed reflectively based on the observational records and available documentation.

The context of the research is at Kindergarten Baiturrahmah, West Jakarta, as an educational unit that is the location of the case study. The school is a private kindergarten that was established in 2005 and has three learning groups, namely PAUD, TKQ A, and TKQ B. Baiturrahmah Kindergarten implements religious value-based education while still integrating general learning in accordance with the characteristics of early childhood. These characteristics are an important context in the research because the practice of managing infrastructure facilities, forming a learning climate, and applying discipline takes place in an educational environment that has its own characteristics and habits.

Based on this context, the research subjects include principals and teachers, while students are part of the object of observation in learning activities and school routines. The researcher plays the role of a teacher as well

as an observer so that he can directly observe the management practices that take place. Observations include the condition of infrastructure, teacher-child interaction, learning atmosphere, application of discipline, and administrative routines such as filling out attendance lists and weekly evaluations with teachers.

The data obtained was then analyzed qualitatively through the stages of data reduction, data presentation, and conclusion drawn. At the reduction stage, the data from observation and documentation are sorted and grouped based on the focus of infrastructure management, learning climate, and school discipline. The data that has been grouped is then presented to see the pattern of management practices in each aspect and the relationship between these aspects in educational activities. The conclusion stage is carried out by interpreting the patterns found so that an overview of the educational management practices applied in Baiturrahmah Kindergarten is obtained.

The validity of the data is maintained through diligent observation during the research process. The researcher conducts continuous observation of various activities related to the research focus to obtain consistent findings. The researcher also compared the results of observations at various activities and times with the available documentation to ensure the suitability of the information obtained. The findings that show consistent patterns are then used as a basis for compiling interpretations and drawing conclusions about the practice of managing infrastructure facilities, learning climate, and school discipline.

RESULTS AND DISCUSSION

Results

Infrastructure Management

The results of observations for one month show that Baiturrahmah Kindergarten has facilities and infrastructure that support the implementation of early childhood learning activities. The classroom has adequate air conditioning and air circulation so that it provides comfortable space conditions during the activity. Tables and benches are available in sufficient quantities and have sizes that suit the physical needs of the child. This condition allows children to participate in learning activities by using facilities that are relatively safe and in accordance with their activities.

The school also provides a variety of educational game tools used in learning activities. These tools include puzzles, stacking blocks, coloring books, and various other educational games that are used alternately according to the activities carried out. The availability of these game tools provides opportunities for children to learn through play activities. In addition to classroom facilities, the school also has an outdoor play area equipped with swings, slides, spinning tools, and climbing. Children use these facilities in play activities to do physical activities and develop gross motor skills.

The management of infrastructure facilities also includes aspects of cleanliness and sanitation of the school environment. Each class has a trash can, while the school provides a bathroom and an ablution place that can be used by children. These facilities support the implementation of daily activities while supporting the habit of clean living and religious activities at school. The place for ablution is also used in a series of dhuha prayer activities that are carried out as part of the school routine. The findings show that infrastructure is not only used to support learning, but also to support the implementation of habituation that takes place in daily activities.

Learning Climate

The results of the observation showed that the learning climate at Baiturrahmah Kindergarten was formed through a warm classroom atmosphere, positive interactions, and learning activities that were adapted to the characteristics of early childhood. Children are seen actively participating in learning activities and interacting with peers during the activity. During breaks and learning activities that use games, children show physical activity and social interaction with friends. This condition shows that there is a learning atmosphere that provides space for children to move, play, and interact in the school environment.

Learning activities at the PAUD level mostly use a learning while playing approach. Learning is not only directed at mastering academic abilities, but also includes social-emotional development, the introduction of manners, and the habituation of positive behavior. Teachers provide opportunities for children to participate in activities according to their abilities and developmental stages. This approach makes the learning process take place through activities that are close to the child's daily experience.

Teacher-child interaction is also an important part of shaping the learning climate at school. Teachers not only provide learning activities, but also assist children in meeting their needs while at school. The assistance includes assistance when the child uses the bathroom, cleaning themselves, and obtaining emotional support during the adaptation process. At the beginning of the school year, some children show difficulty separating from their parents and crying when participating in school activities. Teachers respond to these conditions through mentoring that is

carried out consistently until children begin to be able to adapt and participate in school activities with their friends.

School Discipline

The application of discipline in Baiturrahmah Kindergarten is carried out through routines and habituations that take place in a structured manner every day. School activities began at 07.30 with activities to fill out the attendance list using children's handwriting. These activities are used as part of habituation as well as providing opportunities for children to practice independence and fine motor skills. At 08.00, children take part in recitation activities with the UMMI method and memorize Juz 30 short letters through activities that are carried out regularly.

The next activity took place at 09.00 when the children participated in ablution and dhuha prayers in congregation. These activities are part of religious habits as well as training children to follow the order of activities and schedules that have been set by the school. After the activity is completed, learning in the classroom takes place from 10.00 to 11.00. The child then follows the meal break and prepares to go home. The series of activities shows that the school implements discipline through routines that are carried out repeatedly in daily activities.

The habituation applied by the school is also related to the child's ability to follow the rules and carry out activities regularly. Based on the results of observations, children participated in various school activities in accordance with the order of activities that had been determined. The school also sets several achievements related to the ability to read the Qur'an, the implementation of prayers, behavior, and children's manners. Data obtained from observations showed that children also participated in coloring, writing, and counting activities as part of learning activities. However, claims about the fulfillment of around 70% of the achievement target and the reading ability of all graduates need to be supported by school assessment documents or indicators so that they can be used as stronger evidence of achievement.

The Role of the Principal and the Challenges of Implementation

The principal has a role in supervising and fostering the implementation of educational activities at Baiturrahmah Kindergarten. Based on the results of observations, the principal pays attention not only to the implementation of learning activities, but also to the behavior, manners, and condition of children while in the school environment. This role complements the role of teachers who interact more with children in classroom learning activities. The principal also provides direction and assistance when there are certain conditions related to the behavior and needs of the child.

The principal also carries out regular evaluations through meetings with teachers every Friday after learning activities are completed. The meeting lasted approximately three hours and involved all teachers in the school. The discussion in the meeting included evaluation of teacher performance, class development, student conditions, and recommendations for improving school activities. The evaluation activity is part of the process of monitoring and improving school management on a regular basis.

In the application of discipline, schools face several conditions when children show behavior that requires further assistance. Based on the results of observations, these conditions are handled through a coaching and mentoring approach, not through the provision of sanctions that pressure children. Teachers and principals provide direction and help children understand behavior that is in accordance with school rules and customs. The findings show that the application of discipline in schools is carried out through a process of habituation, example, and mentoring that is tailored to the characteristics of early childhood.

Discussion

The results show that the management of facilities and infrastructure at Baiturrahmah Kindergarten is an important part of creating a learning environment that corresponds to the characteristics and needs of early childhood. Comfortable classrooms, appropriately sized tables and benches, educational play equipment, and outdoor play facilities provide children with space to participate in learning and play safely. This finding is consistent with the perspective of educational management that management is not limited to administrative provision, but includes directing resources so that they support educational goals (Bush, 2018; Mulyasa, 2022). It also corresponds with UNESCO (2021), which emphasizes the importance of a safe and supportive educational environment for children's development. In this study, therefore, infrastructure management is understood not simply as the availability of physical facilities, but as the management and use of facilities in ways that are appropriate to children's developmental characteristics.

The findings further indicate that facilities become meaningful when they are connected to play-based learning and daily routines. Puzzles, stacking blocks, coloring books, and outdoor play equipment create opportunities for movement, exploration, interaction, and learning through play. The ablution facility, meanwhile, is used not only for sanitation but also as part of the routine preceding dhuha prayer. This finding supports the view that the physical environment can become part of children's learning experiences when it is intentionally integrated into educational activities (Sando & Sandseter, 2022). Thus, the contribution of infrastructure in this case is better understood through the way facilities are selected, maintained, and used in daily micro-practices rather than through the number of facilities alone. This interpretation also strengthens the management perspective that resources acquire educational value through their alignment with program needs and practices (Mulyasa, 2022).

In addition to the physical environment, the study found that teacher-child interaction is a central component of the learning climate. The warm classroom atmosphere, teacher mentoring, and play-based activities create opportunities for children to participate, interact, and gradually adapt to school. This finding is consistent with the school-climate framework of Wang and Degol (2016), which places safety, interpersonal relationships, and social support among the important dimensions of school climate. It is also in line with Collie et al. (2019), who show that social and relational aspects of school climate are associated with the experiences of educators and the functioning of the educational environment. In the PAUD context, the findings suggest that learning climate is visible not only in classroom organization but also in the quality of relationships that children experience throughout daily activities.

The results also show that the learning climate is shaped by the school's response to children's emotional and developmental needs. Some children initially have difficulty separating from their parents and need consistent assistance before they can participate comfortably in school activities. Teachers respond through repeated mentoring rather than treating adaptation difficulties as disciplinary violations. This finding is consistent with Fenech and Sumsion (2021), who emphasize the importance of the quality of children's experiences in early childhood education. It also corresponds with Khalfaoui et al. (2021), whose review highlights the importance of positive classroom conditions and supportive interactions in early childhood settings. Therefore, in this study, a positive learning climate is reflected in the school's capacity to combine learning activities with responsive support for children's adaptation and emotional needs.

The application of discipline at Baiturrahmah Kindergarten is characterized by routines and habituation rather than punishment. Attendance through children's handwriting, recitation, ablution, dhuha prayer, classroom learning, meal breaks, and preparation for going home are organized into a predictable sequence. This pattern is consistent with the principle that discipline in early childhood can be developed through repeated routines, guidance, and modeling that are appropriate to children's developmental characteristics (Izzah et al., 2021; Lickona, 2012). The finding also reinforces the idea that discipline is not merely a mechanism for controlling behavior, but can become part of children's learning when expectations are introduced through concrete activities and practiced consistently.

The relationship between discipline and learning climate becomes visible in the way routines are implemented. The school does not rely primarily on sanctions when children have difficulty following rules; instead, teachers and the principal provide direction, modeling, and mentoring. Such practices are compatible with a child-centered approach in which children's abilities and needs are considered in the educational process (UNESCO, 2021). The finding suggests that structured routines do not necessarily create a rigid learning environment when they are implemented through warm and supportive interactions. Rather, discipline and learning climate can operate together: routines provide structure, while supportive relationships help children understand and participate in that structure.

The role of the principal further connects infrastructure management, learning climate, and discipline through supervision, coaching, and evaluation. The principal monitors learning activities, pays attention to children's behavior and needs, and conducts regular evaluation meetings with teachers. This finding is consistent with Hallinger's (2011) perspective on leadership for learning, in which school leadership is connected to the improvement of teaching and learning practices, and with Bush's (2018) view of educational leadership and management as processes for directing organizational activities toward educational goals. In the context of Baiturrahmah Kindergarten, leadership is observable through routine supervision and the use of teacher evaluation meetings as a space for identifying conditions and discussing improvements. Thus, the principal's role provides a management mechanism that helps sustain daily practices across the three areas studied.

The challenges found in discipline practices also show that children's needs are not uniform. Some children require additional assistance because their behavior or adaptation differs from that of their peers. The school's response through coaching and mentoring indicates an effort to adjust practice to children's characteristics rather than applying a single response to all children. This finding is compatible with a child-centered approach that places

children's needs, abilities, and conditions as considerations in educational practice (UNESCO, 2021). At the same time, because the study relied primarily on observation and documentation, the findings describe observed practices and should not be interpreted as evidence that these practices produce measurable developmental outcomes for every child.

Overall, the findings indicate an interconnected pattern among infrastructure management, learning climate, school discipline, and the role of the principal. Infrastructure provides the physical conditions for learning and routines; the learning climate is shaped through positive interaction and responsive support; discipline is developed through structured habituation, modeling, and mentoring; and the principal helps sustain these practices through supervision and evaluation. This pattern supports an integrated understanding of PAUD management in which daily micro-practices are connected to broader management functions. The findings therefore extend the discussion of PAUD management from formal administrative functions to the way management is enacted in ordinary classroom, play, religious, and school-routine activities.

CONCLUSION

Based on the results of the research and discussion, the management of early childhood education in Baiturrahmah Kindergarten shows the relationship between the management of infrastructure facilities, learning climate, school discipline, and the involvement of the principal. Infrastructure facilities are used to support learning, play, cleanliness, and religious routines. The learning climate is formed through warm teacher-child interaction, play-based learning, and mentoring to children's needs. Meanwhile, discipline is applied through a humanistic approach based on habituation, example, direction, and mentoring, including through manual filling in attendance lists, reciting, performing ablution, and dhuha prayers. The principal strengthens the sustainability of the practice through regular supervision and evaluation with teachers.

The learning climate at Baiturrahmah Kindergarten is formed through warm teacher-child interactions, play-based learning activities, and assistance to children's needs while at school. Teachers provide assistance to children, including when children have difficulty adapting to the school environment. The application of discipline is carried out through structured routines and habits, such as filling out the attendance list, reciting, performing ablution, performing dhuha prayers, participating in learning, and preparing to go home. This pattern shows that discipline in schools is applied through habituation, example, direction, and mentoring that are tailored to the characteristics of early childhood.

The principal also plays a role in maintaining the sustainability of school management through regular supervision, coaching, and evaluation with teachers. Weekly evaluations are used to discuss teacher performance, classroom conditions, students, and improvement of school activities. The involvement shows that the management of PAUD does not only take place at the level of learning in the classroom, but also involves the function of supervision and evaluation at the level of the educational unit. Thus, management practices in Baiturrahmah Kindergarten show the relationship between physical environmental conditions, interaction in learning, discipline habituation, and school management.

This study has several limitations that should be considered when interpreting the findings. First, the research was conducted for one month in a single private kindergarten, so the findings represent the specific context of Baiturrahmah Kindergarten and cannot be generalized directly to other PAUD units, particularly public institutions or settings with different social, economic, cultural, and organizational characteristics. Second, the researcher simultaneously acted as a teacher and observer. Although reflective observation and documentation were used to strengthen the analysis, this dual role may influence what was observed and how interactions were interpreted. Third, the study relied mainly on participatory observation and documentation and did not include broader data sources such as systematic interviews with parents, teachers, and principals or formal child-development assessment data. Future research should therefore examine similar practices across multiple PAUD units and over a longer period, involve more diverse data sources and perspectives, and, where appropriate, combine observational findings with documented assessment indicators. Such research would allow a more comprehensive examination of how management practices, learning climate, discipline, and leadership are experienced across different early childhood.

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