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**INCREASING COMMUNITY PARTICIPATION CAPACITY IN PAUD PROGRAM  
THROUGH PARENTING EDUCATION  
AT PUSAT KEGIATAN BELAJAR MASYARAKAT**

Case Study at PKBM Lentera Bangsa, Margahayu Selatan Village, Margahayu Sub-District, Bandung District

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### **ABSTRACT**

Early Childhood Education is an important program that must be carried out within the scope of the community who realized that the growth and development of children are important and needs attention. In this research, it has been determined PKBM Lentera Bangsa located in the PKBM Lentera Bangsa, Margahayu Selatan Village, Margahayu Sub-District, Bandung District to be the location of the research. Based on the identification results, it is found that the problem in the community is the difficulty of the PKBM institution in determining the appropriate parenting education model for parents of students in the Similar PAUD Units that provides a sustainable impact with community participation. Because there is a need for a solution to this problem, a parenting education program is implemented with the aim of increasing the capacity of community participation in the PKBM Lentera Bangsa. The target of this program is the parents of students in the Similar PAUD Units, PAUD teachers in Margahayu sub-district and Margaasih sub-district. The method of implementation is in the form of identifying program needs, preparing program plan recommendations, preparing plans and socializing program plans, implementing, evaluating and following up on programs. The results obtained are the discovery of a parenting education delivery model in the form of seminars for parents and teachers of Similar PAUD Units so that increasing community participation capacity is ongoing or can be carried out sustainably for the surrounding community.

**Keywords:** *Capacity building, community participation, parenting education.*

### **INTRODUCTION**

Children are the pillars that will determine how sturdy and strong the future of a nation and state. In this era, the community and parents have begun to understand the importance of early childhood education, so that there are many formal and non-formal educational institutions that hold various types of early childhood education. In early childhood education there are certain elements and processes in it. In this case educators as subjects, students as objects and the educational process as the predicate. The formation and establishment of various PAUD programs are often carried out spontaneously and do not take into account the feasibility and feasibility of an early

childhood education institution. This is what requires further fostering and development. In order to create an education program that is truly child-friendly and able to reach all walks of life.

Like the motto of the Ministry of National Education, which comes from the thought of an educational figure Ki Hajar Dewantara, which reads, "Ing Ngarso Sung Tulodho, Ing Madyo Mangun Karso, Tut Wuri Handayani". This motto implies, when in front of the role of parents as educators that is by giving examples of good role models for their children. When parents are in the middle of children, parents guide and foster them. As for when they are behind, parents follow and supervise their children.

Thus, both from the perspective of religion or government, the task of parents for education for children is a necessary thing. The hope, children not only avoid the fires of hell as conveyed in the scriptures but also throughout their lives can provide benefits to the homeland and the nation. According to Resiana Nooraeni (2017) states that the attitude of parents after participating in the parenting program shows a positive behavior in parenting.

Of course the role of parents is very influential on the development and growth of children than early childhood educators. Parents as the first and foremost environment where children interact as the oldest educational institutions, this means that this is where an educational process begins. So that parents play a role as educators for their children. The family environment is also said to be the most important environment, because most of the lives of children in the family, so that most education received by children is in the family. According to (Hasbullah, 1997), in his writings on the basis of education, that the family as an educational institution has several functions, namely functions in the development of the child's personality and educating children at home; the function of family/parents in supporting education in schools. And it is the parents who have more time to interact than the educators in any school or PAUD institution.

Parenting education that is ongoing or can be carried out sustainably becomes one of the bridges to provide education to parents of students and educators of early childhood Institutions to understand the conditions and needs of children, appropriate parenting and the right education system for early childhood. The right parenting education model and in accordance with the surrounding community would certainly be a strong factor in determining the achievement of these educational goals. The role of community leaders is felt to have a positive influence on the sustainability of the parenting education program because it is expected that in the future the community can actively participate in this program, therefore the involvement of local community leaders in this program can be a good supporting factor. this is in line with the opinion of Akhyadi & Mulyono (2018) which states that the process of implementing parenting must involve various elements that exist in the community.

## **THEORETICAL BASIS**

Early Childhood Education (PAUD) is one of the main bases in achieving the vision of forwarding Indonesia in 2045. With a population pyramid that has experienced much more rapid development than before, it is time for Indonesia to develop early childhood education programs that are far more recent, actual and in accordance with the demands and needs of the community now and in the future. This is what drives the creation of various programs related to early childhood education. (Hurlock, 2009)

states that children experience various parenting patterns that will shape themselves into an optimistic, brave and creative person at the age of the child entering the age of two to six years. Thus, the development of children at an early age becomes an important part in shaping the nation's character in the future. Especially when using non-formal education approaches that are developed in harmony with the culture and life of the local community (A. Saepudin & D. Mulyono, 2019). With a community approach, especially in parenting programs and local cultural involvement, it is expected to build a more complete character of children compared to approaches that are partial between schools, communities and families (Ansori, A & Esterlitha, T., 2019).

Children grow and develop forward following the times, not backward. Therefore, parents follow children in the sense of accompanying them in the process of education towards maturity. Parents as a bow must precisely direct the arrow to the target correctly. So, there are three conditions that must be fulfilled. First, it must be done deliberately by adults. Second, there must be a goal to be achieved. The third, the object is a person who is not yet an adult or children. (Syafei, 2002)

The intentional element in education as a demand, because not all what is done by parents contains the purpose of education. Intentions are a must. While the purpose of education itself. The general purpose of education according to (Syafei, 2002) is the maturity of children. While the special purpose of education or also called the specialization of general objectives arise considering a variety of factors, from gender, nature of the child, age, state philosophy, national conditions, internal and external conditions of children, and others (Syafei, 2002). To strengthen the development of early childhood, it is also necessary to develop various approaches to better parents, because positive parenting from parents will shape the child's character better too (Firdaus & Ansori, 2019).

## **METHODS**

This method of implementing parenting education is carried out in accordance with the needs of the Lentera Bangsa PKBM. The stages are divided into 1) Identification of Program Needs, 2) Preparation of Program Plan Recommendations, 3) Preparation of plans, followed by socialization of program plans, 4) Implementation, 5) Evaluation, and 6) Follow-up of programs, in the form of development programs that are ongoing for the local community, so that the programs implemented can run sustainably.

This activity is carried out 2 times in 1 month with 8 hours. The first meeting was held with the aim of setting an example for the institution regarding the management of the parenting education program. Then the next meeting will be carried out with a coaching process for the institution concerned to be able to carry out the program in order to run sustainably.

After identifying the program needs, the parenting education model in the form of a seminar is felt to be appropriate to the situation of the community and the parents of the students. Then in the preparation of program plans, in order to achieve the objectives of the program the organizing of organizing seminar organizing involves parents of students so that they can actively participate in these activities so as to create a positive atmosphere to build a sense of kinship, responsibility and mutual ownership.

At the implementation stage the activities are in the form of (1) lectures used to provide material for parents and educators, (2) questions and answers to see the lecturers from seminar participants and provide solutions to problems faced by parents and students, and (3) personal counseling is conducted if there are parents who need to deal with problems in more depth.

The target of this parenting education program is parents of students and educators at the level of ECCE Similar in the Margahayu and Margaasih Districts in Bandung Regency with a total of 60 participants. Evaluation of each of the stages that have been implemented becomes a reference to assess the success of this program. This is consistent with the opinion of S. Arikunto (2006) especially in the determination and selection of respondents in the research being carried out.

## **RESULTS AND DISCUSSION**

### **Results**

In implementing the parenting education program at Lentera Bangsa PKBM, several Lecturers of the Community Education Study Program and local community leaders were appointed as facilitators, observers, and counselors. Whereas educators and parents of students are determined to be committed and seminar members.

Based on observations and interviews that have been carried out, a clear picture is obtained that there has been a change or increase in the capacity of community participation in the PAUD program through Parenting Education. In this activity parents and educators enthusiastically carried out preparations for the seminar. Positive responses were also obtained from local community leaders who hoped that the program would continue because it was felt to be beneficial for the families in the environment.

Through this program parents and educators better understand that each child has different circumstances and needs so that appropriate parenting and education are needed so that each child can grow and develop by maximizing his potential.

### **Discussion**

Based on the results obtained in this study it can be stated that the parenting education program with a seminar model with community involvement in this case parents and positive support from community leaders can increase community participation. It also has a positive impact on the institution to be able to create a conducive, cooperative and child-friendly educational environment (Ansori & Estherlita, 2019).

Through this program, parents become aware of their roles and responsibilities, namely: First, is responsible for educating or providing knowledge, attitudes and other skills in their lives. Second, have the task as a family leader to manage the lives of family members. Third, become an ideal role model. Fourth, have responsibilities in the lives of family members both physical and material as well as mental and spiritual. (Darajat, 1987)

In the process of mentoring and coaching for related institutions for the continuation of the parenting education program, it is expected to be a solution to solve problems between early childhood education at school and family care patterns at home. The

institution has also been developed to be able to carry out regular counseling with parents of students to jointly create the right education for each child. the role of managers in community education programs is one of the supporting capacities to increase the capacity of implementing non-formal education programs in education units, especially the Community Learning Centers (Mulyono, 2018).

## CONCLUSION

Based on the results and discussions that have been presented, it can be concluded that the appropriate parenting education model to be implemented in the Lentera Bangsa PKBM is in the form of seminars involving community leaders, educators and parents as subjects that can increase the capacity of community participation in Margahayu and Margaasih Districts, Bandung District .

An early childhood education system with high flexibility and creativity should be a strong capital to create children who have faith and intelligence that can benefit the nation and state. The right parenting for parents to educate their children throughout their lives can have a very positive impact on the development and growth of each child to be able to maximize their potential so that it is useful for the environment and surrounding communities.

With an appropriate and directed guidance and coaching system for educational institutions, in this case, the Community Learning Activity Center is expected to improve the quality of Community Education so that it will be better in carrying out its role as a solution provider for every need that exists in the community through educational activities.

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