



**PKM (COMMUNITY PARTNERSHIP PROGRAM) CHILDRENS DEVELOPMENT
IN PONGKOWULU VILLAGE NORTH BUTON REGENCY**

Oleh

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***Abstract:** Education for early childhood plays a very important role in the formation of the next generation successor of the Indonesian nation in the future. Early childhood is part of the resource human beings that require serious and sustainable handling by all parties who have shared responsibility for the formation of a quality next generation. To ensure To succeed in getting this quality next generation, actions are needed by those who are actively engaged in the world of education. The objectives of this service was Understanding in development of children and parenting models in developing children's character, using methods, socialization guidance and resulted that the implementation of Organizing program socialization with related parties and creating development methods learning for children through parents engagement, School Engagement, and School Engagement with Community. Participants in the training are very enthusiastic about participating in socializing character development children as well as assisting ECE institutions as participants in the character development training for ECE.*

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INTRODUCTION

Education for early childhood holds very important role in the formation of the next generation of the Indonesian nation in the future front. Early childhood is (Suyadi, 2014) a part of human resources requires serious treatment and sustainable by all parties who have shared responsibility for formation of the next generation quality. To ensure success get generation this quality successor then real actions are needed by active parties in the world education.

Based on this fact, character education is (Lickona, 2013) something that important and the portion must be able balance intellectual education in educational process, especially education early childhood. For early childhood, portion character education is ideally greater than intellectual education (cognitive). Chart developed by Marzano illustrates that attitude/character holds the largest portion to become competency targets that must be possessed. In the graph, there are 3 components Competencies that participants need to have students, namely attitudes, knowledge, and skills. At the ECE level, the portion greatest competence expected is attitudinal competence, followed by competence skills, and what's next knowledge competence [2]. The higher it is levels,

competency targets will be inversely, until finally at college level, competence knowledge is expected to hold a portion largest for student competence.

Early childhood education (Maulidya Ulfa, 2013) is the level of education before the basic education which is a coaching efforts aimed at children from birth to the age of six which is done by giving educational stimulation to help physical growth and development and spiritually so that children have readiness in entering further education, held on formal channels, non-formal, and informal character education for early childhood. There is parents who think that greatest teaching responsibility exists on the teacher. One of the reasons is because the teacher is considered to have good knowledge adequate about how to teach and educate their children.

Therefore, early childhood education institutions, in this case the school, it is necessary to invite people old to actively participate in teach and educate their children. The reason that parents have good knowledge limited on how to teach and educating early childhood, can be circumvented with parenting activities. Activity parenting in question is an activity gather parents of students for then carry out the transfer of knowledge knowledge. The school, which in the case of this is considered to have more knowledge about the science of child development and educational curriculum, plays a role as a knowledge transmitters and people parents act as recipients knowledge. Through parenting activities, ECE educators (teachers), who in this case considered to have good pedagogical knowledge adequate, can share pedagogic knowledge that he had to his parents. Institution ECE who interact everyday with the ECE in question more have an idea in choosing the appropriate parenting topics the needs of the community so that it will more on target

Furthermore, even though the activities parenting is considered to be a solution for the above problems, parenting activities it is in the maintenance sometimes it is not optimal. A number of parenting activities that have existed so far, usually put parents as passive listener, even at the end of the material there is a discussion or short question and answer. Such parenting activities worried that it will make parents bored, don't fully understand the material delivered, less able relate theory to reality occurs, and eventually decreases his motivation to attend the program parenting. Therefore, remembering the importance of parenting activities as a communication advice, finding solutions, and share related knowledge Early Childhood education, activities parenting needs to be creative maybe so it's not boring.

METHOD

This type of community service is socialization and assistance to the community, related to the involvement of parents in education. Community service activities are carried out at the village meeting hall of Lawela, South Buton Regency on March to May, 2021. Community based research method with a qualitative approach. As for the form of this service activity, Focus Group Discussion, Literature Review, and socialization were carried out by involving various parties, including the community service team, family, teachers, school principals, the community and the village government. This service activity is divided into 2 stages. The first phase of the Focus Group Discussion is for socialization as education for families, communities, teachers and village governments regarding the importance of synergy of joint involvement in improving the quality of children's education. Data collection stage, at this stage used two sources of instruments, namely observations and interviews. The data obtained were then analyzed by descriptive qualitative.

The steps for implementing this service program are carried out in the form of 3 types of activities that involve the participation of parents, teachers and the community as well as the government in its implementation. In detail, the sequence of implementation is as follows: 1. The first stage of this activity is the Community Raising Team together with Parents, Community and Village Government to carry out Forum Group Discussion, with a discussion on the implementation of the Minister of Education Regulation No. 30 of 2017 concerning Family Involvement in Education Implementation. The aim is to provide enlightenment and refreshment to teachers, parents and the community as well as the government on the importance of synergy between all elements in realizing good education. 2. Second Stage, Activities at this stage are assistance to families, schools and communities. The Community Service Team is directly involved in school activities involving parents of children, the community and the government related to the Parenting program, Parents Visits to school, child discipline, character building, healthy and comfortable environment programs. 3. Third stage, in the third stage the Community Service Team conducts interviews and observations to teachers and parents of children regarding the quality of their involvement in education. This activity is specifically designed to be carried out jointly with parents, teachers, communities and village governments, so that in the end it is hoped that it can increase parental involvement in the provision of education.

FINDING AND DISCUSSION

Organizing program socialization with related parties and the creation of character development methods for children. This outreach is important to explain the meaning and purpose of activities to be carried out on targets, so that during the implementation of activities no questions from the parties certain and most importantly hope can actively participate during activities takes place after the program socialization with related parties.

During the training, participants in following very enthusiastic about the training fun learning, practicing game methods which helps character development child. From those trainings there are Parent, School and Community Partnership in early childhood development. Public relations have been formulated in a way which varies depending on the institution or organization that makes up the formulation. The importance of school relations and the community in this matter it is handled that the Public Relations section at school. Public Relations is the development and maintenance of efficient cooperation to deliver two-way information channel. Aim to give understanding between the school (leader), community schools (teachers, employees, and students) and the community (people parents, the surrounding community, and other institutions outside the school) (Morrison, 2012).

The school-community relationship is a process communication between the school and the community with the aim of increase community members' understanding of educational needs and encourage interest and cooperation community members in order to build childrens' character. School relations with the community In fact, it is a very important tool in fostering and developing personal growth students at school ((Bronfenbrenner, 1979) An education quality will be realized if it can integrate all three informal, formal and non-formal education channels.

Parental Involvement

Parents and teachers are partners in education children. This partnership includes cooperation and full collaboration through parent-teacher conferences, parent meeting and ministry on the advisory board (Seefeldt, 2008:123). Family is the environment first and

foremost informal education in the child's socialization process. If in process acceptance of children's socialization in the family environment is not good, it will automatically have an impact on socialization child at school.

Therefore parents need to have a relationship and good communication with schools so that children can carry out education and socialization processes perfect. Parental or family involvement is a the process of helping parents and family members use their abilities for self-interest themselves, children and early childhood programs. family, children, and programs are all part of the process and by therefore all parties must benefit from the program well-planned engagement (Morrison, 2018).

Full collaboration and cooperation also means people parents continue school work at home. According to (Epstein, 1986) if the family and teachers are partners in children's education, then the children seem to have more opportunities good for academic success. Teachers can make "homework" as form a direct chain to learning in schools and create continuity of learning between home and school school. Parents can be asked to look at the night sky and chart the changes they see on the moon with their child, collect soil samples in around the house brought to school, read a book together or count the number of chairs, tables or other objects in their house.

School Engagement

Parental involvement in age learning programs Early childhood is always considered necessary because parents are partners in children's education. "Based on research related to parental involvement at home and at school and children's academic success (Fasina, 2011)) nearly every state and most local school districts have a policy that includes people's involvement parents into programs and activities, not just in preschool years, but throughout the experience children in elementary school, middle school and secondary school.

Some schools have systems in engagement parents with the school in helping the school planning and implementing people engagement activities old. All of this involvement requires good communication effective and there is a sense of trust and confidence that such involvement will result in full cooperation between school and family. Good communication is the foundation for build confidence in the family and school. Communication These can be in the form of notes, telephone, and facilities any communication notify parents about child character development. According (Dewantara, 2004) School and parents should be together is to create charater. The strategy to be partnership is conferences or parent and teacher meeting. This conference was held several times, aiming to provide information to parents know the progress of children, the way of school do things and seek support and parental involvement. In addition, it provides an opportunity on parents to ask and get answers on their questions, and exchange related ideas with the needs of the children, if the conference is organized accordingly

From the meeting, many of the teachers met parents to help them and the school organize policies regarding education and social development, their children's emotions. Character building. Parents could discuss and offer solutions around bus schedules, school routines, activities or fees field trips, or other issues In addition, parent workshops can organized to remind parents about their role in children's charcter. is good in answering children's questions or expand curiosity children.

School Engagement with Community

Schools are of, by and for the community. School programs will not run well without there is support from the community environment, for that there needs to be a good relationship between school leaders with society. Director of Education Policy

General Intermediate on Quality Improvement Management School-based emphasizes that schools are able to coordinate and harmonize all resources in school and outside of school so that they can play a role active in the provision of education.

Community involvement in education grouped into three, namely the elderly community students, organized society, and society extensively. Organized society, for example business, political, social organization groups religion and so on. Society at large can in the form of individuals and society in general (Bronfenbrenner, 1979).

One of the results of the school's relationship with community is a school curriculum activity that has been adapted to the needs and demands of development Public. Likewise with the selection of materials teaching and teaching methods. Besides that Schools are also involved in cooperative relationships between schools with other official institutions or agencies in improvement and development of education in general. Educational institutions and the community must be mutually related and profitable, namely in the form of relationship of giving, complementing each other accept as a partner who has an equal position.

CONCLUSION AND SUGGESTION

Based on the entire description of the presentation this Community Partnership Program report, then it can be concluded that 1) There is welcome and enthusiasm high participants during the following Community Partnership Program in the form of: workshop activities. It is known from results of observations and distribution of questionnaires as long as activities is on progress. 2) The achievement of program objectives, namely capacity building of partners in carry out program development early childhood learning and Benefits obtained by participants and institutions as well show positive results. The methods is socialization guidance and resulted that the implementation of Organizing program socialization with related parties and creating development methods for children learning through parents engagement, School Engagement, and School Engagement with Community.

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