

Family Partnership Strategy with an Early Childhood Education (PAUD) Institution: A Case Study on PAUD Bianglala Bandung

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Abstract- This study aims to describe the strategy of partnership between families and an institution of Early Childhood Education (PAUD). Partnership is an external communication effort undertaken to establish relationships and equate perceptions between educational institutions and parents. The problems that often occur are the basic understanding of the stimulation of children development and the implementation of proper education for children at home by parents, while there is still a lot of inappropriate perception in viewing the school in which it is viewed that school must be fully responsible for the competence of children. This research applied qualitative approach with case study method in which the purpose is to reveal deeper social phenomenon. The results showed that the partnership building strategy was carried out in a structured manner, starting from the planning of the partnership program to the implementation of the partnership program. A partnership strategy is an overall approach related to the execution of ideas, planning and activities.

Keywords- Partnership, Early Childhood Education, Family Education

I. INTRODUCTION

Early childhood education is the basis in forming human character in Indonesia regarding the nation life. Education for pre-schoolers is conducted to develop basic skills and behavioral formation in children. Every child will experience a stage of change based on his/her own development. Each stage of development shows certain characteristics or behavioral characteristics as social expectations that must be achieved. The process of mastery of developmental tasks in children will vary, because each child has

different abilities, traits, characters, and intelligence as well [1].

Family as the smallest social unit in society that has been formed on the basis of commitment to realize family functions, especially social function and education function, should be optimized as partner in early childhood education (PAUD) institution. The presence of parents in school, although not formal, automatically has made contact with teachers at PAUD institutions. The relationship between teachers and parents becomes a communication bridge that is beneficial for children's growth. Therefore, there has to be an effort in developing the competence of parents to create interesting and easy activities in relation to the process of child growth which is called *parenting* program [2].

There are several definitions of parents in parenting. Mother and father become persons who will guide in a new life, who can be a guard or a patron. *Parent* is someone who accompanies and guides all stages of child growth, who care for, protect, and direct the child's new life in every stage of development [3].

Meanwhile, according to Jerome Kagan in [4], a developmental psychologist, defines parenting as a series of decisions about socialization in children, covering what parents/guardian must do in order for children to be responsible and to contribute as community members including what parents/guardians should do when children cry, get angry, lie, and do not perform their duties properly [5]. Berns also mentions that care/nurture is an ongoing process of interaction and affects not only the child, but also the parents [5].

In line with Berns, [3] also defines nurturing as a process that refers to a series of actions and interactions done by parents to support children development. The nurturing process is not a one-way relationship in which parents affect children, but more than that, parenting is a process of interaction between parents and children affected by the culture and social institutions where children are raised.

The implementation of education by empowering parents (parenting education) is a solution to improve the quality of education since an early age. Parents should be more creative in nurturing their children so that children can grow and develop into creative children since parents are the center of creativity for their children [6]. There are still many parents who do not know about creative parenting. So, unwittingly parents often do things that hinder the development of their children creativity.

In everyday life many parents still have a mindset that education becomes the responsibility of educational institutions only. This should be erroneous, in forming the children's personality, family becomes the one who have the main role, especially for father and mother. In other words, the personality of children is greatly influenced by how parents instill values to their children. To be noted, children who are educated in a good family will form individuals who have good personality and not easily get influenced by bad behavior or bad culture. Knowledge of children's education can be pursued through various activities, such as parenting activities managed by either educational units, or self-management.

II. LITERATURE REVIEW

A. Partnership Strategy

Strategy is a unified, broad and integrated plan that links the company's strategic advantage with environmental challenges. It is designed to ensure that the company's main objectives can be achieved through proper implementation by the organization [7]. Meanwhile, strategy is the overall approach relating to the implementation of the idea, planning, and execution of an activity within a certain time.

1. Planning the Partnership Program

Planning is an important thing that must be done so that programs related to education partnerships can be implemented properly and planned goals can be achieved.

2. Conducting the Partnership Program

It is defined as a process of running activities that have been programmed and organized. The

following is a series of education partnerships implemented in schools.

B. Tri Center of Education Partnership

Partnerships of education centers are collaborative efforts between educational institution, family, and community units based on the principles of mutual assistance, equal position, mutual trust, mutual respect, and willingness to sacrifice in building an educational ecosystem that fosters the character and culture of learners' achievement [8].

III. METHODOLOGY

The approach used in this research is qualitative approach with descriptive method. The use of a qualitative approach is based on the idea that the approach is compatible with the focus of research that essentially aims to explore the object of research or obtain an in-depth description of the partnership of the early childhood education (PAUD) *Bianglala*. The method used by the author in this research is descriptive method. Descriptive method is a way of research by describing the events that exist in the present or what is currently happening.

By referring to the characteristics of descriptive method, this research is intended to describe the planning and implementation of partnerships in *PAUD Bianglala*.

IV. RESULTS

A. Partnership Planning

Partnership planning is started from an analysis of needs, this includes how the initial condition of incoming learners, the background of learners and all matters concerning the condition of the learners who are studying in this institution.

Furthermore, the school also analyzes the needs of parents/guardians. This includes data collection on parents covering the educational background of parents, work, etc. This is done so that the school knows how the condition of each parent of the learners.

Needs analysis of learners and parents is the first step to implement a partnership program, if the school has known how the condition of learners. It also aims for education to lead to the formation of attitudes, intelligence or intellectual development, as well as the development of child skills as needed [9].

The next step is the preparation of Partnership Program Action Plan (RAPK). The *RAPK* preparation activity is carried out through several stages. The first

stage is the school held a deliberation with the parents/guardians together with community and school committee. In this activity, the school discusses how the partnership activities will be implemented by the school and parents. The next step is to formulate partnership objectives that are built based on data and facts of needs analysis and priority scale determination. In determining the formulation of the objectives of this partnership, all parties understand and agree on what has been formulated together.

After formulating the partnership program activities, the school drafted the *RAPK* in a simple and understandable format so that it can be easily caught up by the parents. All this series of activities is followed by the school and parents so that all parties understand and the purpose of this partnership is easily achieved according to the expectations and provisions of the *RAPK* discussion draft in the activities of guided group discussion conducted by *PAUD Bianglala*, and also parents. Later, the *RAPK* which has been agreed will be made in form of a pocket book and all parties must have it. It is done to make all parties remember and implement mutual agreement so that the stated goals that the school and family agreed can be achieved.

B. Conducting the Partnership Program

In the implementation of the partnership program, there are several provisions that must be implemented by the school and parents, namely: 1) developing school residents capacity, 2) meeting with parents/guardians, 3) parent/guardian class, 4) involvement of parents/guardians as a motivator for students, 5) stage performance of year-end classes celebration, and 6) other parent's activities in which it becomes the way of carrying out programmed and organized activities ([10]). The most important thing in building partnerships between schools, parents, and community to run properly is the understanding of all of the school stakeholders about the nature of the partnership that includes the objectives, programs/activities and expected impacts as the final goals of the partnership. So, in the end it can create an education ecosystem that can build the character and culture of achievement for all school stakeholders, especially students [11].

In implementing partnerships with parents, it does not only aim to build cooperation between schools and parents, but also for developing the school residents 'capacity. This is also the point in the implementation of the partnership itself. The partnership among schools, families and the community in building an educational ecosystem is in line with the vision of the Ministry of Education and Culture, namely "The formation of human beings and educational and

cultural ecosystems characterized by mutual cooperation". Therefore, it is expected that the partnership among these centers can work well and meaningfully.

Therefore, it is necessary that every series of partnership activities should be submitted to all implementing parties of the partnership itself; the school, the family and the community. In a discussion involving expert speakers, there will be interaction with all parties through question and answer session and also explanations from the experts. These activities should involve all parties, schools, parents and communities. The meetings are also part of a series of socialization of partnership programs, this is done so that all parties implementing partnership activities understand about the partnership itself.

Regarding this activity, the school provides attendance lists for parents. This is done because it is the first step of a series of partnership activities. After filling out the attendance list, it goes to the series of events initiated by the school which is definitely related to the partnership.

In parent and school meetings, all parents/guardians introduce themselves by mentioning names, addresses, cell phone numbers, jobs and things that are necessary to be informed. The purpose of this introduction is to get to know each other among fellow parent learners. Furthermore, the school informs the parents of learners about the name of the principal, chairman of the committee, and chairman of the foundation of the school.

The meeting is expected to be attended by all parents/guardians. At the meetings that take place between home room teacher and parents/guardian, they firstly discuss about positive parenting, while at the second meeting they discuss about educating children in the digital era. Because many parents do not understand how positive parenting is, there are still many parents who impose their will on their child which makes the child cannot argue and become depressed, and this certainly has a negative effect on the children development. Besides digital parenting, parents also need to follow the demands of the advancement of technology.

V. CONCLUSION

The school and parents/guardians in the partnership plan must always work together. This cooperation is seen from the analysis of the needs of learners and parents/guardians. Parents provide all data required by the school, then the school and parents/guardians together formulate the objectives of

the *RAPK*. All matters discussed must be understood by all parties, both schools and parents/guardians. It is aimed to avoid misunderstanding so that the partnership can work well. Although the foundation also limits the things discussed, but all run well and was in accordance with the rules.

In terms of the implementation of the partnership, *PAUD Bianglala* and parents both look active and cooperate with each other. In every activity that the institution carried out, they always involved parents. It can be seen in various activities such as the development of the school stakeholders, activities with home room teacher, and involved in teaching and learning activities. Parents could cooperate with the school. It can be seen from a good communication which is always maintained between home room teacher and parents. This is related to information related to the development of children at home and school. From this finding, it can be seen that all the activities of the implementation of the partnership program worked well between the school and parents/guardians.

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