



Family and Community Participation in the Development of Early Childhood Education After the Policy Program of One Village One ECE

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Abstract

Family and community participation in Early Childhood Education (ECE) after the policy program of one village one ECE shows that overall they can implement the program thoroughly, there is a need for close and more organized links between the village governments, ECE institutions and communities so that solutions and policies for internal problems in the ECE can be found together. Strengthening services with one village one ECE is a necessity in the hope that children in rural areas will be educated early on. Applying one village at least one ECE requires a lot of participation from various parties including the government at the village level.

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INTRODUCTION

The success of an educational institution is also determined by internal management at the institution. Management of early childhood education is a process of collaborating a group of people to achieve a common goal, so that early childhood education runs well. The process includes planning, organizing, controlling, and controlling. Educators, students, curriculum and learning environments are managed in such a way that ultimately produces output that is suitable for the purpose of learning and playing in early childhood. The management activities of early childhood education are the main responsibility of the leadership of the educational institution, educator can become facilitators in the learning activities and can help students become independent learners (Halpern, 2005).

The development of ECE institutions is always accompanied by quality demands. The development of quality ECE institutions is always a reference for ECE institutions in the surrounding environment and even becomes a reference for institutions in other areas. In addition to demands from ECE institutions to become quality institutions, the government also provides a reference in the development of standardized ECE institutions.

Law Number 20 of 2003 concerning Chapter I National Education System Article 1 point 14 states that ECE is an effort aimed at providing guidance to children from birth to age 6 years through educational stimulation to help growth and physical and spiritual development so that children have readiness to learn in entering further education. This law mandates that education must be prepared in a planned and holistic manner as the basis for children entering further education.

The community has not yet fully known early childhood education, and is often debated between ECE and Kindergarten. Even though what is written is the formal and non-formal education pathways such as Child Care, Playgroups and Kindergartens. The pathways and forms of these institutions are called early childhood education.

Explained in Law Number 20 of 2003 concerning the National Education System in Chapter I Article 1 point 14 states that ECE is an effort to provide guidance aimed at children from birth to 6 years old through educational stimuli to help growth and physical development and spiritually so that children have the readiness to learn in entering further education. This law mandates

that early childhood education must be prepared in a planned and holistic manner as the basis for children entering further education.

Early childhood education has an important role in improving human resources. Early age is a very special time for development for children. As educators, parents are very interested in fulfilling the essential needs of children well and thoroughly, this is where skilled hands are needed to stimulate early childhood so that they grow optimally in accordance with the developmental stages of their age.

Until now, although ECE has been recognized as a legitimate part of the national education system, the fact that government investment in the early childhood education sector still needs to be improved. The size of the budget provided can certainly affect the quality of ECE in general, for example, relating to building construction, facilities and infrastructure supporting education and improving the capacity and quality of teachers.

ECE is very important and must be handled by professional people, early childhood education is also the most profitable investment in human capital (Heckman in Formen, 2012). The emergence of various ECE services at various levels and types of early childhood education in rural areas, is an important part of rural community participation in human resource investment done early so that future children become extraordinary assets in nation-building, especially in rural development.

Cooperation in ECE institutions, education offices, village governments and communities is highly expected, this becomes an embodiment of the involvement of all components in the development of rural ECE. The lack of participation from all parties can have an impact on the delay in the development of quality rural ECE.

In addition, family participation is very important and needed, because the initial process of child development from the family environment, early childhood education institutions must also include parents in educating children. As parents who are responsible for their children, parental participation holds an important function and role in the sustainability of early childhood education.

Rural ECE requires the synergy of all interested parties in the hope of providing facilitation so that stimulation programs for child growth as an investment in human resources from an early age can run well. Joint awareness emerged in educating young people in the countryside, is a very valuable investment and capital in giving birth to rural development fighters.

RESEARCH METHODOLOGY

In general, because it seeks to uncover the perspective of the research subject as a whole, this study prioritizes an exploratory-participatory, or 'co-constructive' approach, in which knowledge and understanding of the problem under study are built together between the subject and researcher (Blaise, 2005).

This study intends to explore the construction of "family and community participation in the development of early childhood education after the policy program of one ECE village according to ECE head/ manager, teachers, village officials and parents. Data collection techniques include questionnaires, documentation, in-depth interviews, observation, and focus group discussions. The use of questionnaires to provide an initial description of how families and communities participate in ECE development, Questionnaires are designed based on "theoretical-official" construction of one village or ECE program policies. In-depth interviews were conducted on selected subjects to deepen findings that were considered important.

RESULTS AND DISCUSSION

Early childhood education is a golden bridge that must be passed by every child. ECE is expected to provide maximum stimulation in child development. Stimulation can be done well, of course given and carried out by professional people who study the field of early childhood education. Walker and colleagues (2007) identify inadequate cognitive stimulation as one of the four most urgent modifiable risk factors that are encountered by young children

Sustainable development starts with children. Ensuring that children can grow free from poverty, being healthy and educated, feeling happy and safe, are the basis for creating mature humans who can contribute to the economy and society with high social cohesiveness. Recognizing this, the Sustainable Development Goals (SDGs) strongly emphasize justice and equality: global development goals can only be achieved if those goals also apply to all children everywhere. This means that the welfare of children today is a marker of important progress in the process of achieving SDG (Unicef, 2017).

Early childhood education is a part that must be passed by every child, when parents have hopes that their children will be well stimulated. Early childhood education is an effort to stimulate, guide, nurture and provide learning activities

that are capable of producing children's abilities and skills. Early childhood education is an education carried out for children from birth to age six, with extensive examples of appropriate practice for infant/toddler, preschool, kindergarten, and primary levels (Copple & Bredekamp, 2009).

Early childhood education must be based on the needs of children, which are adapted to the values in the surrounding environment, according to the stages of physical and psychological development of children, carried out in a playful atmosphere that is designed to optimize children's potential.

ECE aims to develop all children's potential so that children become whole human beings, namely intelligent and skilled human beings. Early childhood is seen as a beginning to get to know the world. They have not known ethics, manners, rules and various things about the world. He is learning to understand other people. Children need to be guided to understand various natural phenomena and do the skills they need later. Early age is a valuable time to instill moral values, religion and values of nationalism for a strategic life for the development of a nation (Directorate of ECE, 2004: 2).

Based on the results of research that researchers have done, researchers found various opinions about family and community participation in the development of early childhood education after the one village one ECE policy. Participation based on the results of research on family and community support for the importance of ECE makes them feel they need the existence of an ECE program. The participation of families and communities to develop ECE can be done with various activities such as organizing Play Groups, Child Care Parks and Post ECE. Participation in the implementation of ECE is supported by family and community. Families and community collaborate and exchange knowledge (Halgunseth et al, 2009).

The participation of families and the elderly in the implementation of ECE programs is getting better; this is the increasing number of community organizations, parents, and village officials who have participated in the implementation of rural ECE/Kindergarten. With the participation of parents, the community and the village administration, the implementation of ECE can run and develop well. Initially, the work-family balance only refers to the concept of whether or not the conflict exist (Grzywacz & Carlson, 2007; Clark, 2001; Saltztein dan Saltztein, 2001).

In addition to parents and the community, participation from the village administration in

the implementation of ECE is also needed because without cooperation with the village government, the implementation of ECE /Kindergarten cannot run optimally.

Family and community participation in ECE implementation is carried out in a planned and systematic and continuous manner in developing the potential and capability of the community so that they are able to carry out early childhood education activities properly. Through family and community participation there will be a space for partnerships between families and communities with the implementation of quality ECE. Participation of family and community in the development of ECE in the form of increasing family and community awareness in the implementation of ECE programs and obtaining resource support both in material and financial forms in the implementation of ECE programs.

Participation of families and communities is important in developing and improving the quality of early childhood education and making positive activities lively. In Early Childhood Education (ECE), the participation of family or parents is very important and needed, because the initial process of learning from children is from the family environment, then ECE /Kindergarten institutions must also include parents in educating children and providing a response to the environment of the character of each child. As parents who are responsible for their children, parental participation holds an important function and role in improving their children's education. The main strength of the parental education programs is the theme that meets the needs of parents (Amini, 2017).

Community participation, in the development of ECE has shown enthusiasm in the development of ECE, this can be seen from several things such as ECE buildings that have fulfilled the requirements in accordance with ECE standards. Forms of community participation in ECE development include: active role of family and community in ECE activities, active role of family public funds in supporting the existence of ECE in the community, active participation of families and communities in ECE development, and active role in providing support to ECE institutions be better.

Thus the community is very supportive of the existence of ECE institutions after the one village one ECE policy, even the implementation in both districts shows that there are many village villages that have more than one institution. The number of villages that have more than one ECE Institutions requires more attention from

the government and agencies related to the hope that it can be facilitated so that various types of programs for early human resource investment can be carried out as much as possible, so that all aspects of child development can be stimulated properly

CONCLUSION

Family and community participation in the development of early childhood education after the one village one ECE policy has a very important role in advancing ECE. ECE in the current era requires the synergy of all interested parties in the hope of providing facilitation, so that stimulation programs for child development as an investment in human resources from an early age can run well. A shared awareness in early childhood education is a very valuable investment and capital in giving birth to future development fighters.

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