



HIMPAUDI Strategy in Early Childhood Development in Bandar Lampung City

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Abstract

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The purpose of this paper is to obtain data and information about the strategy of the Indonesian Early Childhood Educators and Education Personnel Association (HIMPAUDI) in the Development of Early Childhood Education (PAUD) in Bandar Lampung City, especially in terms of: 1) Strategies for expanding and improving the quality of PAUD; 2) Strategies to increase the number and quality of ECD units; 3) Strategies to strengthen the role of parents and communities; and 4) Strategies to strengthen and empower partners. This research uses qualitative methodology and focuses on a case study and narrative approach. Interviews with Himpaudi officials, administrators, and relevant PAUD officials in Bandar Lampung district were used as the main data source. Data collection techniques included document collection, organised interviews, and observation. Data reduction, presentation, and drawing conclusions based on the information collected were part of the data analysis process. The findings of this paper's analysis are: 1) The strategy of expanding and improving the quality of PAUD is not running optimally both from internal management to expanding and improving the quality of educators and education personnel of SPS, Kober, and TPA PAUD units; 2) The strategy of increasing the number and quality of PAUD units is not running optimally, but the efforts and processes in maintaining productivity to continue to increase the services of educators and products of PAUD institutions show the Himpaudi movement continues to strive to continue to achieve its goals. 3) The strategy of strengthening the role of parents and the community in the parenting program has been running in accordance with the program launched by PAUD SPS, Kober and TPA, but the application is not running optimally due to the socialisation and accuracy of the target of the parenting program that has not been evenly distributed; and 4) The strategy of strengthening and empowering partners in the efficiency of the interests of the ratio is running well in supporting the programs implemented, but the efficiency of Himpaudi's internal treasury is not running optimally due to the ineffectiveness of cash contributions of members of educators and education personnel as stipulated in Himpaudi's ADART.

INTRODUCTION

The HIMPAUDI organisation (Association of Indonesian Early Childhood Educators and Education Personnel) is a professional organisation that is independent, professional, open and legal in gathering elements of educators and early childhood education personnel on non-formal pathways. This organisation aims to improve the quality (qualifications and competencies) of educators and education personnel in Early Childhood Education in non-formal channels, improve the welfare of members, improve access and quality of PAUD services and provide protection to each member and assist the government in improving the quality of educators and improving the quality of education personnel / managers in non-formal channels.¹

¹Dokumentasi ADART Organisasi HIMPAUDI Kota Bandar Lampung (dicatat tanggal 17 November 2022)

HIMPAUDI's organisational existence is tiered from the central/national level, region/province, region/municipality, and down to the branch/sub-district level. HIMPAUDI strives to be a strong and quality forum as stated in the vision and mission as well as the programmes it participates in.²

HIMPAUDI organisation at the national level was established on 31 August 2005 until now it has been 17 years in Indonesia. As for HIMPAUDI at the Lampung Province level, it was established in 2006, at the same time as the provincial level HIMPAUDI also formed the Bandar Lampung District / City level until now almost 11 years dedicated and engaged at the PAUD level in the Lampung region, especially in the sub-districts of Bandar Lampung City.

In the statistical data of Bandar Lampung City, researchers found the number of residents per sub-district reached a total of 1,092,506 residents, data on the number of residents according to the level of education shows that the highest number who are not in school is 247,450 and high school graduates are 322,239, and the number of residents according to age group and gender, the age group of men and women aged 0-4 years is 92,454.³ and the age group of boys and girls aged 5-9 years totalled 95,037.⁴

In this case, the nature of early childhood is in the age range of 0-8 years.⁵ In Indonesia in the general provisions of Article 1 paragraph 10 Early Childhood Education is a coaching effort aimed at children from birth to 6 (six) years of age which is carried out through providing educational designs to assist physical and spiritual growth and development so that children have readiness to enter further education.

The attention of various parties to early childhood education is currently so enthusiastic. The government and the community have made various efforts to improve early childhood education in Indonesia. However, early childhood education still faces many problems. Some of the issues in the city of Bandar Lampung are related to: (1) weak economy, (2) low quality of care, (3) low parental intervention programmes, (4) low quality of PAUD, (5) low quantity of PAUD, and (6) low quality of PAUD educators. And according to the author, an equally important problem is the issue of (7) government regulation or policy on PAUD management.

According to a relevant study reviewed by Popi Markuri et al, which explains that Himpaudi's management and policies are effective, but more internal assessment and supervision is needed. In addition, Himpaudi's PAUD development plan also faces obstacles, especially in terms of growth, improved standards, and more partner and community assistance. Further research by Tedjawati discusses the role of the Indonesian Early Childhood Educators and Education Personnel Association (HIMPAUDI) in the implementation of PAUD, particularly in terms of: 1) Socialising the importance of quality ECD; 2) Conducting tiered coaching and organisational development; 3) Accommodating, fighting for and realising the aspirations of early childhood educators and education personnel (AUD); and 4) Facilitating the professional development of early childhood educators and education personnel. Based on the relevant studies, it can be underlined that the research emphasises the role of HIMPAUDI as the Association of Indonesian Early Childhood Educators and Education Personnel. While the update of the research that the author did was to put forward the HIMPAUDI strategy carried out in the Development of Early Childhood Education (PAUD) in Bandar Lampung City.

Thus this research is important to study with the aim of obtaining data and information about HIMPAUDI strategies in the implementation of PAUD. Specifically the purpose of this research is to obtain data and information about HIMPAUDI strategies in: 1) Strategies for expanding and improving the quality of ECD; 2)

²Observasi Organisasi HIMPAUDI Kota Bandar Lampung (dicatat tanggal 14 November 2022)

³Dinas Kependudukan dan Pencatatan Sipil Kota Bandar Lampung

⁴<https://bandarlampungkota.bps.go.id/indicator/12/86/1/jumlah-penduduk-menurut-kelompok-umur-dan-jenis-kelamin.html>

⁵(<http://www.naeyc.org> NAEYC Early Childhood Program Standard).

Strategies for increasing the number and quality of ECD units; 3) Strategies for strengthening the role of parents and communities; and 4) Strategies for strengthening and empowering partners.

RESULTS

Literature Review on the Nature of Early Childhood

Early childhood is an individual who is undergoing a developmental process rapidly and is fundamental for later life. Early childhood is in the age range of 0-8 years.⁶ At this time the process of growth and development in various aspects is experiencing a rapid mass and the span of human life development. The learning process as a form of treatment given to children must pay attention to the characteristics of each stage of child development.

Based on Law No. 20 of 2003 concerning the National Education System related to Early Childhood Education written in Article 28 paragraph 1 which reads "Early Childhood Education is held for children from birth to six years and is not a prerequisite for attending basic education". Furthermore, in Chapter 1 article 1 paragraph 1 it is confirmed that Early Childhood Education is a coaching effort aimed at children from birth to six years of age which is carried out through providing educational stimuli to help the growth and development of physical and spiritual bodies so that children have readiness to enter further education. Early childhood education is a form of education that focuses on laying the foundation towards physical growth and development (fine and gross motor coordination), intelligence (thinking power, creative power, emotional intelligence, spiritual intelligence), socio-emotional (attitudes and behaviour and religion), language and communication, according to the uniqueness and stages of development through early childhood. For example, when the provision of education such as playgroups, kindergartens or PAUD institutions that are based on the needs of children.

Education for early childhood is the provision of efforts to stimulate, guide, nurture and provide learning activities that will produce children's abilities and skills. Education for early childhood is an education that is carried out in children who are newborn to eight years. Education at this stage focuses on physical, intelligence / cognitive, emotional, & social education.⁷

The Nature of Early Childhood Educators

The term educator is essentially closely related to the term teacher in general. Teachers are identified as: (1) a person who has charisma or authority that needs to be imitated and emulated; (2) an adult who is consciously responsible for educating, teaching and guiding children; (3) a person who has the ability to design learning programmes and is able to organise and manage classes and (4) a position or profession that requires special expertise.

Based on Law Number 20 Year 2003 Article 1 paragraph 6, it is written that educators are qualified personnel as teachers, lecturers, counsellors, learning leaders, widyaiswara, tutors, instructors, facilitators, and other designations in accordance with their specialities, and participate in organising education. Furthermore, the general provisions explain that educators are qualified personnel as teachers, lecturers, counsellors, learning leaders, widyaiswara, tutors, instructors, facilitators, and other designations in accordance with their specialities, and participate in organising education.

Early Childhood Education Institutions

Early childhood education institutions in Indonesia play an important role in spurring an increase in the participation rate of young children in early childhood education services. These early childhood education institutions are scattered in various educational environments, ranging from informal, formal

⁶(<http://www.naeyc.org> NAEYC Early Childhood Program Standard).

⁷(http://en.wikipedia.org/wiki/early_childhood_education)

and non-formal education. Community participation in supporting early childhood development programmes is getting better, as many LPAUDs have been established based on community needs. Knowledge of PAUD institutions will be a good synergy between institutions, so that the mission to develop excellent PAUD in Indonesia can be realised.

An Early Childhood Education Institution is an institution that provides care, education and development services for children from birth to six years and or six to eight years, both organised by government and non-government agencies.

The existence of Early Childhood Education institutions is regulated by Indonesian Law Number 20 of 2003 concerning the National Education System. It is stated that every implementation of Early Childhood Education has special characteristics in accordance with the educational pathway where the institution is located. In the Law of the Republic of Indonesia Number 20 of 2003 in Chapter VI Article 28 states that:

- (1) Early childhood education is organised before the primary education level.
- (2) Early childhood education can be organised through formal, non-formal, and/or informal education channels.
- (3) Early childhood education in formal education channels takes the form of kindergarten, RA, or other equivalent forms.
- (4) ECD in non-formal education pathways takes the form of KB, TPA, or other equivalent forms.
- (5) ECD in informal education pathways takes the form of family education or education organised by education.
- (6) Provisions regarding PAUD as referred to in paragraph (1), paragraph (2), (3), and (4) shall be further regulated by Government Regulation.

Definition, Duties, and Functions of Himpaudi

HIMPAUDI HIMPAUDI is an independent organisation that brings together elements of early childhood educators and education personnel. Early childhood educators are personnel whose role is to be role models, mentors, carers and facilitators for early childhood. Educators for early childhood are called educators (teachers). While education personnel are managers, observers, experts, practitioners and other general public who implement PAUD programmes.⁸

Main tasks and functions (Tupoksi) HIMPAUDI. There are four main tasks of HIMPAUDI, namely: (i) Socialising the importance of quality early childhood education to all levels of society; (ii) Conducting coaching and organizational development in stages; (iii) Accommodating, fighting for and realising the aspirations of early childhood educators and education personnel; (iv) Facilitating the professional development of early childhood educators and education personnel.

HIMPAUDI functions are: (i) Uniting early childhood educators and education personnel in Indonesia; and (ii) Improving the quality of early childhood education in accordance with the basic concepts of holistic child development. Article 17 of the AD discloses HIMPAUDI's tiered organisational structure from the central level, regional level, regional level, and branch level. The organisational structure is elaborated in ART article 8, namely the Central management structure for the National level, the Regional management structure for the Provincial level, the Regional management structure for the District / City level, and the Branch management structure for the District level. Article 21 of the AD discloses the appointment, ratification, and inauguration. The HIMPAUDI Central Board is ratified by the National Conference (Munas) and its implementation is regulated in the ART.

⁸(<http://www.scribd.com/doc/9628183/HIMPAUDI-ADARTpdf>).

HIMPAUDI regional, regional, and branch administrators are appointed, ratified, and inaugurated by higher-level administrators and their implementation is regulated in the ART.

Himpaudi Activities

HIMPAUDI has activities / activities that have been determined in the HIMPAUDI Work Procedure.⁹ So that every HIMPAUDI in the area must follow the steps of the activities that have been set in the Work Procedure. The programme of activities is structured through the following stages: (i) Planning: After HIMPAUDI is formed and ratified then for the next board and members of the organisation together make work program planning and socialisation according to the conditions and needs of each region; (ii) Implementation: Planning that has been made is then implemented or implemented through various activities that adhere to the principles of priority, effectiveness and efficiency; (iii) Monitoring and Evaluation: The implementation of ongoing activities must be monitored to see if it is in accordance with the planning made. After the activity is completed, it must be evaluated to measure the success of the activity. The results of the evaluation can be used as input for planning the next programme; and (iv) Reporting: To be accountable for the activities that have been carried out, a report must be made. Reports are made as a form of transparency to various related parties. So that the accountability and credibility of the association can be maintained properly. Reporting contains among others: activity reports and financial accountability.

DISCUSSION

Expansion of Quality Improvement of Early Childhood Education Units 2019-2022

The strategy of expanding and improving the quality of ECD units is done through: (1) Expansion of service programmes (2) Creation of PAUD models and pilots; (3) Establishment / pioneering PAUD units; (4) Strengthening character education; (5) Strengthening holistic-integrative PAUD Strategies are pursued in various ways that can achieve acceleration (acceleration), but still balanced with the achievement of quality. Meanwhile, to improve the quality of PAUD teachers, it is important to have a basic level of training on the pedagogic competence of PAUD educators as a learning support in improving the quality of PAUD educators and education personnel Kober, SPS and TPA Himpaudi Bandar Lampung City.

In the expansion and improvement of the quality of PAUD units, the Himpaudi organisation of Bandar Lampung City has improved the quality of services or products since 2019. The expansion and improvement of the quality of PAUD units fostered by the Himpaudi organisation of Bandar Lampung City has increased from institutions and human resources, although it is not so significant, but the Himpaudi organisation maximises making a forum that provides cooperation programs with various related partners to improve the quality of PAUD units.

Increasing the Number of Quality of PTK PAUD in 2019-2022

Improving the quality of PTK is pursued through education, training, apprenticeship, courses, empowerment of core PTK, cluster meetings, comparative studies, as well as scientific and research activities, with the following provisions.

- 1) Education mainly to obtain S-1/D-4 qualifications in PAUD and other relevant fields
- 2) Training and courses mainly for PTK with high school and diploma qualifications with the main material of mastering PAUD competencies.
- 3) Apprenticeships, core PTK empowerment, comparative studies of scientific and research activities aimed at enriching and deepening the competence of early childhood PTK.

⁹(<http://www.scribd.com/doc/9628179/Himpaudi-Tata-Kerja>)

- 4) The implementation of increasing the quantity and quality of PTK refers to the professional standards set by the government.
- 5) In addition to the above, improving the quality of PTK PAUD is also done by improving welfare, career advancement, awarding and protecting PTK PAUD.

The strategy is carried out with a priority scale while still considering the standards of professional competence that should be (according to standards).

In increasing the number and quality of PAUD units, the Himpaudi organisation of Bandar Lampung City has increased the productivity of services or products from 2019 to 2022, increasing the number and quality of PAUD units, both services and products of SPS, Kober, and TPA institutions fostered by the Himpaudi organisation of Bandar Lampung City.

Strengthening the Role of Parents and Communities 2019-2022

The strategy of strengthening and increasing parental (community) participation is pursued through:

- 1) Parenting programme (parenthood education)
- 2) Dissemination of books (guidelines) on educating Indonesian children Open and mass appeals through various media.

Strategies are carried out continuously by utilising various channels and strategic partnerships Product advertisements involving children, parents and families must be able to insert the importance of PAUD in the family and environment.

In strengthening the role of parents and the community by the Himpaudi organisation of Bandar Lampung City, researchers use a measuring tool of preparedness, namely from the information that researchers get the role of the Himpaudi organisation of Bandar Lampung City in driving the parenting program has been carried out optimally, both annual, monthly, and weekly routine programs where each sub-district institution has been equipped for parenting training then socialisation of parents and child development reports through the Holistic Integrative (HI) PAUD program routine reports online through the dapodik account of each SPS, Kober and TPA PAUD institution. As for the ineffectiveness of the parenting programme due to parents' awareness and the community not being able to implement it independently, many factors are the cause including low education and economic welfare.

Partner Strengthening and Empowerment

Partner strengthening and empowerment reaches out to all partners who are considered potential and can contribute to PAUD development. Strategies built with partners include: Expansion of the scope of cooperation in the field of PAUD, Management assistance in the implementation of activities related to PAUD, Education, training and coaching of PTK PAUD, Including in the quality network of PAUD development, Including in scientific activities and research on PAUD development.

The strategy can be done by binding full or limited cooperation between partners and Kemdiknas, both at the central and local levels. Awards can be given in various forms to potential partners who contribute optimally, both institutionally and personally.

In strengthening and empowering partners by the Himpaudi organisation of Bandar Lampung City, the researcher uses the measuring tool of the efficiency of the Himpaudi organisation against the ratio for the benefit of the organisation, namely based on information obtained by the researcher, the cooperation of the Himpaudi organisation with various stakeholder partners and also stakeholders that support the efficiency of the running of the Himpaudi program is very active both helping training programs, seminars and direct assistance to sub-district PAUD institutions, this is one of the supporters of the Himpaudi program movement in addition to the Himpaudi lack of funds and cash.

So in considering the theory of efficiency measures above, namely the cooperation of Himpaudi externally in the efficiency of the interests of the ratio goes well in supporting the programs implemented, but the efficiency of the internal treasury is not optimal and there needs to be an awakening from within the organisation by devising new strategies for strengthening funds internally in order to anticipate certain things that might reduce the spirit of the contribution of the administrators involved.

CONCLUSIONS

The strategy of expanding and improving the quality of PAUD is not running optimally both from internal management to expanding and improving the quality of educators and education personnel of SPS, Kober, and TPA PAUD units. The strategy of increasing the number and quality of PAUD units is not running optimally, but the efforts and processes in maintaining productivity to continue to increase the services and products of PAUD institutions show that the Himpaudi movement continues to strive to achieve its goals. The strategy of strengthening the role of parents and the community in the parenting program that has been prepared by the Himpaudi organisation has been running in accordance with the program launched by PAUD SPS, Kober and TPA but the application is not running optimally due to the socialisation and accuracy of the target of the parenting program that has not been evenly distributed. The strategy of strengthening and empowering partners in the efficiency of the interests of the ratio goes well in supporting the programmes implemented, but the efficiency of the internal treasury does not work optimally because of the ineffectiveness of cash contributions of members of educators and education personnel as stipulated in the Himpaudi ADART.

Suggestions, on the basis of the above conclusions it is suggested: 1) Support from HIMPAUDI members to continuously seek socialisation of ECD programs in various forms of efforts, by involving the community (who have special abilities and potential in the field of education and child development); 2) Awareness for educators to join HIMPAUDI and also carry out HIMPAUDI's performance and tasks. Through HIMPAUDI, educators can attend training, workshops, and seminars that are useful for developing their potential that is beneficial to AUD and can share knowledge and experience with fellow educators; and 3) Support from the government (Penilik PLS) and other parties such as PKK, Pos Yandu, in carrying out the duties and functions of HIMPAUDI related to early childhood improvement efforts. 4) It is hoped that the HIMPAUDI organisation can prepare itself to face the various challenges of a more mature era by forming early anticipation for the fostered institutions, increasing the number of facilitators, preparing more adequate facilities, and so on.

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