

# Socialization and Assistance Program Patnership Parents, School and Societies involvement In Early Childhood Education

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## Article Info

## Abstrak

### **Kata kunci:**

Sosialisasi;

Kemitraan;

Keterlibatan;

Pendidikan Anak

Usia Dini;

Pengabdian ini bertujuan untuk mensosialisasikan dan pendampingan program kemitraan orang tua, sekolah, dan masyarakat dalam keterlibatan pada penyelenggaraan pendidikan anak usia dini, sebagaimana amanat permendikbud no 30 Tahun 2017 Tentang Pelibatan keluarga dalam penyelenggaraan Pendidikan. Kegiatan ini dilaksanakan di Desa Lawela Kabupaten Buton Selatan. Kegiatan pengabdian ini terbagai 3 tahapan. Tahapan Pertama Tim Pengabdian bersama Orang Tua, sekolah dan Masyarakat melaksanakan FGD (Forum Group Discussion) sosialisasi program kemitraan. Tahapan Kedua, Pendampingan kemitraan kepada keluarga, sekolah dan masyarakat. Tahapan Ketiga Tim Pengabdian melakukan wawancara dan pengamatan kepada orang tua, guru dan masyarakat terkait keterlibatan dalam pendidikan anak di Taman Kanak-Kanak Desa Lawela. Hasil pengabdian ini menunjukkan bahwa melalui sosialisasi dan pendampingan program kemitraan, maka terbangun hubungan kemitraan antara orang tua, sekolah dan masyarakat, terhadap penyelenggaraan pendidikan anak usia dini. Ketiga element pendidikan ini terlibat dalam program parenting, membangun komunikasi pendidikan anak usia dini, kegiatan pembelajaran di rumah, dan pengambilan keputusan bersama.

### **Abstract**

### **Keywords:**

Socialization;

Partnership;

Involvement;

Early Education;

This service aims to socialize and assist the partnership program of parents, schools, and the community in involvement in the implementation of early childhood education, as mandated by the Minister of Education and Culture No. 30 of 2017 concerning Family Involvement in Education. This activity was carried out in Lawela Village, South Buton Regency. This service activity consists of 3 stages. The first stage is the Community Service Team together with parents, schools and communities to carry out FGD (Forum Group Discussion) to socialize the partnership program. The second stage is partnership assistance to families, schools and communities. Third Stage The Service Team conducts interviews and observations to parents, teachers and the community regarding involvement in children's education at the Lawela Village Kindergarten. The results of this service show that through the socialization and assistance of the partnership program, a partnership relationship is built between parents, schools and the community, towards the implementation of early childhood education. These three elements of education are mutually involved in parenting programs, building communication for early childhood education, learning activities at home, and joint decision making.

## 1. INTRODUCTION

Early childhood age is a potential age or what is known as the golden age (the golden age), but it is also a very critical period in the stage of human development. The results of research in the field of neuroscience conducted by Osbon, White, and Blomm (Suyadi, 2014) state that the intellectual / intelligence development of children aged 0-4 years reaches 50%. At the age of 0-8 years it reaches 80% and at the age of 0-18 years it reaches 100%. Furthermore, the study also measured the physical development of children, the results were at the age of 0 years it reached 25%, then at the age of 6 it reached 85% and the age of 12 had reached 100%. The term The Golden Age for (Montessori, 1959) defines it as Absorbent Mind, meaning that at this age children have a strong brain absorption. Early Age is a sensitive period, where children have a window of opportunity as suggested by Montessori in the concept of a critical period or sensitive period which is divided into 6 periods, namely Sensitivity to order, Sensitivity to Language, sensitive to walking, a period of sensitivity to social life sensitivity to small objects, and sensitivity to learning readiness, sensitivity learning through the sense.

The essential problem that must be understood is that parents who send their children to school on average have a less strong relationship with school. Many of them feel reluctant to build that relationship, especially those with a background of experience who disliked school when they were still in school. Meanwhile, the teacher only works and doesn't know much about the environment around the school. So, before these three components form a partnership, both teachers, families and communities must first learn to trust and respect one another.

Collaboration between teachers, parents, and other community members in the form of full partners has a great opportunity to create educational programs that meet unique local needs while at the same time reflecting diversity within schools. So, they can bring a good school climate because they appreciate and respond to the differences and similarities between students. In other words, the desired participation is healthy participation.

The partnership model relies on the vested interests of parents and community members who inevitably make them participate in school-related activities. The Partnership views all parties who have an interest in the school as parties that can be utilized and able to assist schools in the context of improving education, so that the network is so wide or in other words almost everyone; students, parents, teachers, staff, local residents, employers, and local organizations. Partnerships do focus on involvement based on personal interests, so that when parents are involved in making decisions, it is actually the interests of the children of the parents concerned.

School partners other than parents are the community, and in this regard Kowalski (2004: 41) mentions the strong reasons for the need for schools to establish partnerships with the community, namely as follows: 1. The community has paid taxes for the implementation of education 2. Most school and community communication is carried out in one direction, so that there is information from the community who does not reach the school 3. Informal approaches tend to be less effective than the more systematic way 4. Society consists of diversity.

Involvement is a reciprocal process between parents, community and school. Parental involvement is a degree shown by parents in terms of interest, knowledge, and willingness to play an active role in children's daily activities. According to (Lestari, 2016) Parental involvement can also be interpreted as a parent's perception of their involvement in childcare. This involvement process requires a good partnership or cooperation in the provision of education, building partnerships is a process of involving parents of students in learning programs at schools. The school opened a discussion with parents, related to learning programs in Kindergarten, child development, and programs to improve family education. On the other hand, parents are also fully involved and provide support for school programs. A partnership is the right step built by the education element to realize the implementation of a superior education program. The implementation of education cannot be carried out by one party, schools cannot carry out the learning process themselves, so the involvement of other educational elements is needed. The partnership program or partnership is the main key to the success of the early childhood education program. In the partnership program there is cooperation between parents, schools and the community in the implementation of education. Parent involvement is a form of cooperation between parents, schools and the community in the provision of education. According to Epstein (Morrison, 2012) parental involvement is a process of helping parents and family members for the sake of self-interest and achievement of children. There are six types of parental involvement, among others. a. Parenting, nurturing is a process of assisting families with parenting and child care skills. Parents understand the child's development, manage home conditions and support the child at every stage of his education. b. Communication, parents build communication with schools about school programs and children's progress through effective communication. c. Volunteers, families volunteer in helping children with difficulties, recruitment at schools, being involved in training and scheduling family involvement in schools. d. Learning at home, families are actively involved in learning at home with children, both homework and school assignments. e. Make decision, the family has an important role to be involved in decision making in schools, organizing, and mentoring through parental committees and organizations. f. Collaboration with societies, family building cooperation, services for schools and the community.

The growth and development of children at an early age, even in the womb, the degree of health quality, intelligence, emotional maturity and human productivity at a later stage is determined by the surrounding environment. Jhon Locke (Morrison, 2018) in his theory of Environmentalism presents children as The blank tablet. This means that from the time the child is in the womb to being born, it is holy, so the environment is responsible for

educating it so that it grows and develops properly. In the Naturalism theory put forward by Rousseau (Morrison, 2018) children from the womb to birth carry innate potential, so that the environment has the responsibility to guide, nurture and educate them. The growth and development of children at an early age is determined by the quality of the environment.

In The Ecology of Human theory put forward by (Bronfenbrenner, 1979) Children grow and develop in their environment, the first is the family environment (microsystem), then the child grows and develops in two environments, namely school and family interactions (mesosystem), careers and family activities. The factors indirectly affecting the development of children are called (eksosystem) and the wider and multi-dimensional environment of life as a determinant of the productivity of human growth and development is called (macrosystem). Family, school, career, community environment, technology culture will determine the future of the child.

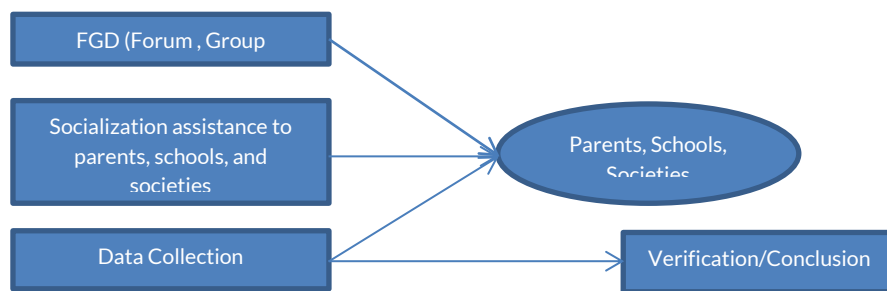
From a theoretical point of view, the father of education of the Republic of Indonesia (Dewantara, 1977) in his book entitled *The first part of education* explains the nature of education. For Ki Hadjar Dewantara, the optimization of education could not be realized without the synergy of various parties. In theory, this is called the tri center of education, including: family, school and society, the unification of these elements of education, then education can be realized as the ideals of independence. (Fuertes et al., 2018) The results of this research indicated that children's competence is the impact of good partnership in learning implementation. Educators stimulate children's creativity with a collaborative approach between teachers and parents. This research shows that important partnership between parents, school and societies in education involvement. In Indonesia Patnership program in education implementation supported by Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 30 of 2017 concerning family involvement in the implementation of education in article 5 letter a regarding the form of family involvement in the education unit, letter b the form of family involvement in the family environment. (van der Horst & Sleddens, 2017) The results of this research indicated that the quality of parenting has an impact on children's development. Parents collaborated with schools to stimulate aspects of child development. Family involvement in society .

Based on observations about Partnership Parent, school and societies involvement in Early childhood education implementation showed that there was partnership between parent, school and societies in Early childhood program. Parents tend to give the responsible to school about child learning development. This Matter showed nessesary Program partnership parent, school and societies in school program implementation. According Minister education regulation No. 30 of 2017 The synergy between the school environment, family and community in the South Buton district has not been implemented properly. This was seen when the implementation of parenting program activities held in Lawela Village in 2020. The synergy between teachers and the community could be illustrated that the socialization and assistance of minister education regulation No. 30 of 2017 has not been realized in the Edu Parenting program, namely the family education movement in shaping character and culture of children's achievement. The objective of this community service how is socialization and Assistance Program Patnership parents, school and societies in involvement at early childhood education Program.

## 2. METHODS

This type of community service is socialization and assistance partnership of parents, school and societies in Early education Program. Community service activities was 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.

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, 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, the Community Service Team conducts interviews and observations Partnership parents, teachers and societies 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.



Picture 1. Research Design

### 3. RESULT AND DISCUSSION

Early childhood education is education held at the age level 0 to 6 years based on Law no. 20 of 2003. Early childhood is a very potential and critical age, this age is called the golden age. This age is very appropriate, the educational program is given according to the stages of development. If the early childhood education program is given in accordance with the stages of development, then children can develop optimally, as stated by (Copple et al., 2013) that early childhood education programs must be given based on their age, characteristics and culture. The implementation of the early childhood education program can be carried out properly, of course with the cooperation of various parties related to education. Elements of education need to be actively involved to realize a balanced education. According to Kihadjar Dewantara in (Suyadi, 2014) education can be carried out well if the three components of education are involved and partnered, namely parents, schools and communities.

Children learn better if the surrounding environment is supportive, namely parents, teachers, and other family members and the surrounding community. Schools cannot provide all the growth and development needs of students, so meaningful involvement by parents and community members is needed. This makes a lot of sense considering that parents, teachers and the community actually have the opportunity to discuss how far the child is progressing. As society becomes increasingly complex and demanding, the need for partnerships is often overlooked. The reason is that both educators and parents do not have enough time to meet and build good relationships in the context of the child's progress. Meanwhile, society has created a bias in the division of roles between parents and teachers. We are used to the view that schools should deal with children from an academic point of view, while families take care of children's moral and emotional development. In fact, children also learn about moral and emotional problems from what they encounter in the classroom. Likewise when they are in the midst of society, in fact they also observe the attitudes of adults.

The early childhood education program in the village of Lawela, South Buton Regency has not involved various parties related to education. Schools stand alone and consider education can only be carried out alone. On the other hand, the community is also not actively involved in early childhood education programs. Parents tend to leave their children in school and schools are fully responsible for their child's growth and development. This condition is very appropriate. A partnership program for parents, schools and communities to provide socialization and assistance to parents, schools and the community. This partnership program is a new thing for parents and teachers as well as the community in Lawela village, through the partnership program it is realized that there is a need for openness, cooperation, in the implementation of early childhood education programs. This is also supported by the regulation of the minister of education no. 30 of 2017 concerning the involvement of parents and schools in the implementation of education. That the form of family involvement in the education unit as referred to in Permendikbud No. 30 of 2017 Article 5 letter a, namely: Attending meetings organized by the Education Unit, Participating in Parent/Guardian classes, Being a resource person in activities at the Education Unit, Taking an active role in class stage activities at the end of the learning year, Participating in co-curricular, extra-curricular activities, and other activities for the child's self-development, Willing to be a member of the School Committee, Take an active role in activities organized by the School Committee, Foster character values in the Family environment, Motivate children's learning spirit, Encourage a culture of literacy and Facilitate children's learning needs.

This regulation is a strong basis for socializing and providing assistance to the partnership program in an effort to improve the quality of parental, school and community involvement in the implementation of early childhood education programs in Lawela Village. This partnership program has never been carried out by the school, so that there is a cooperative relationship that is not optimal in the implementation of early childhood education. Based on the results of community service regarding the socialization and assistance of parent, school and community partnership programs in involvement in early childhood education programs, parents and schools as well as the community as partners to work together, collaborate in organizing parenting programs, building communication, socializing school programs, learning at home and teacher visits to homes, community meetings, parents to make decisions to implement effective early childhood education programs. The joint partnership program reaffirms parents, teachers and the community that education needs collaborative and collaborative efforts as well as increasing mutual awareness about the importance of early childhood education. Children's

learning success early is not just a responsibility and a duty the government and the school but people parents as schools and first educators for children to play a role in succeeding and not learning in children. By Therefore, the involvement of children in educating children is very influential for achievement of children's interest and learning achievement.

### **Parenting Education**

Collaboration between teachers, parents and community members others in the form of full partners have a great opportunity to create early childhood education programs that suit unique based on development appropriate practice that's teaching learning program based on local culture, personality and age appropriate and diversity in schools. So, Parents, school and societies could bring good school climate because it respects and responds to differences and similarities among students. In other words, the desired participation is healthy participation. The result of this research was parents, schools and societies made partnership in parenting program. In this program partnership carried out have an impact on changes in the parents and school environment. The results of this dedication are supported by the results of research conducted by (Escalante-Barrios et al., 2020) concluded that parenting programs with a cultural approach can have a good impact on involvement between families and schools as well as have a positive impact on children's growth and development.

The program partnership is a form of interaction that is built between parents, schools and societies in implementation early childhood education program. Based this program partnership Parents and schools consist to collaborate in organizing parenting program to give the training not only for teacher but also parents and societies about, the concept ECE (early childhood Education), Parenting style in understanding parents children interaction in family. According to (Manan et al., 2021) parenting activities include physical needs, parents have an obligation to provide food, clothing and shelter. Emotional needs of parents to meet children's needs emotionally, among others; love, smile, understand the child and respect him. Intellectual needs in this concept parents teach their children knowledge to be understood by children. Social needs, parents should make children comfortable in the family environment, providing opportunities for children to interact in their environment. Protection needs parents are obliged to provide a sense of security to their children. Spiritual needs, parents are good examples in guiding children to be faithful and pious. The involvement of parents with good quality of care certainly provides a comfortable atmosphere for children in building relationships or interactions. According to (Santrock, 2015) a sense of security in family interactions will form a child's personality who is courageous and believes in his environment. Children can grow and develop with a strong sense of confidence in their family members.

The results of this service through Socialization and Assistance Partnership among Parents, school, societies showed that this program giving understanding for parents, school and societies that should collaborate as partnership to organize parenting program in La Wela Village. Based on parenting education program provides new knowledge for parents and teachers about early childhood education, the benefits of early childhood education, parents can know that early childhood education is education that is organized from 0 to 8 years old to stimulate all aspects of its development so that children grow and develop optimally. Early childhood is also a very potential age so that the involvement of parents and schools is important to stimulate children's development according to the stages of development. Through educational parenting activities, parents and teachers have built cooperation and are mutually involved, parents have carried out good parenting in their family environment including interaction with love, disciplining children in activities at home and school, caring for children, guiding children to worship, respect and respect and support children's opinions. It carried out have an impact on changes in parents and school environment and provides enlightenment and knowledge for the advancement of early childhood in Lawela Village. This research supported by the research (Stright & Yeo, 2014) Concluded that democratic parenting programs could contribute positively to parental involvement and have an influence on children's motivation. Parents' understanding of parenting certainly has an impact on the quality of their involvement in education.

### **Communication**

When parents choose a school for their child, it means that they have to accept all the rules at that school of choice as the partnership in implementation program in early childhood education. Parents must also understand that schools and teachers are inseparable. So parents must be aware that teachers representing the school have the right and obligation to establish communication with parents of students. Vice versa, parents must also respond well by doing the same thing. Communication between parents and the school must be built solely for the benefit of the child's learning progress. In addition, a harmonious parent-school relationship will be established in the context of jointly advancing education. Parents need to realize that harmonious communication does not mean that parents may take actions with the intention that their children get 'special treatment' from the school. The school will certainly invite parents to discuss new policies for children at the Lawela Village Kindergarten.

The results of this service through Socialization and Assistance Partnership among Parents, school, societies involved in early education program the show that, Parents, school and societies begin to understand the importance of communication in implementing program in Early childhood. Through good communication, school will certainly convey important information that must be known by the parents of students. Whether it's from the

school or from the office/government related to the child's education at school. Parents support the school, because they have chosen a school that is liked by both parents and children. The results of the research by Marchant et al. (Vincent, 2017) showed that family involvement in communication can have a positive impact on children's learning activities at home and at school. The existence of well-developed communication in the school environment and at home could provide space for children to interact more effectively. Parents build warm communication in the family environment, communication between mother and father, mother and child, father and child and all elements in the family with affection.

The support in question is like supervising children's learning during extracurricular activities at school or studying children at home. In addition, parents must also support school programs, participate actively and be aware of the latest developments in school. Parents can also join the school committee on school progress or student achievement. Including solving certain problems that the school must discuss with parents. The results of this service are supported by the results of research by (Kroll et al., 2016) through the parenting program, parents gain knowledge about education, so that parents can shape children's behavior well. On the other hand, parents also build communication with the school environment, as a form of involvement. This communication aims for these two elements of education to share information related to children's learning, children's development, children's health, behavior and children's discipline, both during school and in the family environment. This communication makes it easier for teachers and parents to stimulate children. This is also supported by the research results of (Takahashi et al., 2015) which concluded that the quality of parental care has an impact on children's social behavior. Parents who have quality care are certainly able to analyze the negative effects of negative parenting as well as positive upbringing.

The world of education needs more parental participation. So that with good communication between parents and schools, it will be easier to educate children in various different aspects. Both educating at school and at home. Learning is no longer an independent thing, because in addition to deepening knowledge, children must also get a thorough development of all types of skills. It becomes impossible for schools to teach all these aspects to students without parental support. Children can only get education and development in all aspects, if there is harmonious cooperation between parents and schools.

### **Learning at Home**

The current career activities of parents are one of the factors affecting the learning process at home and the quality of family education. On the other hand, parents regarding their children's education give full responsibility to the school. This shows that there is a parental understanding of the responsibility for children's education. The socialization program and home learning assistance are steps to build partnerships between parents, schools and the community. The task is to be a study companion at home. Therefore, it is very important for parents to know more about their children. Even if possible, the child should be the center of attention. Learning at home cannot be separated from communication between parents and the school, therefore, teachers must still be able to maintain communication with parents, either by telephone or by means of social media. Today's communication technology already supports it. Agree together on a schedule for communicating, whether it's just asking and answering questions, or discussing what is best for children to do, including reflection on learning activities at home. One thing that must be emphasized, whatever children's learning activities at home, is done through play. Teachers must remind parents not to force children to study like adults.

The results of this service through Socialization and Assistance Partnership among Parents, school, societies involved in early education program the show that, Parents, school and societies begin to understand the importance of Learning at Home. Mentoring and cooperation Not all parents are ready to accompany their children in the learning process from a certain level of education or busy making a living. Overcoming these obstacles, teachers can build cooperation with other parties such as closest family members so that children's learning activities continue to run well. Teachers can also provide practical instructions and various ideas for fun activities that parents can do with their children at home, children can choose activities according to their interests and creativity. Teachers must also be ready to help parents in dealing with children's behavior. Remind parents that many things can affect a child's emotions and behavior, such as fatigue, being sick, or changing routines at home. Parents must be wise in dealing with this. This research supported by The research conducted (Diadha, 2015) concluded that parental involvement in children's education can be realized in various forms of activities carried out by parents in cooperation with teachers either at home or at school, in use maximize development and education of children in schools for profit them, children and school programs. Thing it is very important for sustainability between education at home and at school. Implementation of parental involvement itself desperately need awareness and effort from parents especially the school, because parents will be actively involved if the school tries to give taste comfortable for parents.

In Learning collaboration Teachers could convey to parents about regulating children's rest hours, positive communication with children, balancing children's nutritional intake, children's physical activities and about healthy food patterns for children. Teachers can provide parents with information online about positive parenting and children's psychological needs while studying at home. Psychological needs such as the need to interact with peers,

chatting with father and mother, the desire to play outside the home and the need for various activities. In other hand teacher visited to students' homes too done by the teacher when the child or person parent/guardian is sick, has an accident or needs information certain activities. These activities are a form of the school's sympathy and empathy with parents/guardians and students. This activity would give rise to bonds of caring and kinship. The quality of parents, school and societies involvement is an implication of the socialization and assistance of of partnership program, thereby adding insight to the family about their functions and responsibilities. The results of this research supported the research conducted by (Mo et al., 2021) concluded that the involvement of parents in learning at home has an impact on children's cognitive development. It is important for parents to know about accompanying children to learn at home. Children can ask many questions related to their learners and parents can also direct, guide them, so that children's learning can be done effectively. While The results conducted by (Manan et al., 2021) concluded that the involvement of parents in learning at home can have a positive impact on children's learning, so that children can do tasks well through parental guidance. In other hand the research conducted by (Irma et al., 2019) Concluded that Involvement of parents in Early childhood education needs synergy with a variety of program efforts as well activities tailored to the analysis constraints on the part of the parents include social status factors, form factors family, developmental stage factors family, and role model factors. So that teachers have a synergy role because as school communicators and students in conveying information and educators in teaching. Because of that is, communication with the parents / guardians of the child students need to be built and maintained, so that mutual communication can be occur. parents need to raise awareness, desire to learn together, and get involved participate in various programs made by the school. in educating among them through the program parenting education activities, information about education, development, and child health, home learning, children's performance showed.

Involvement in student activities, schools involve parents in decisions to find new teachers, school safety measures, and appropriate curricula to help ensure that all children learn well. In addition, the main emphasis is on increasing student achievement. One way to do this is through the involvement of parents in learning activities at home with their children. Parental involvement is a two-way street, namely from school to house and from house to school. Effective family involvement is the result of the socialization and mentoring efforts of the patnership program. (Reid et al., 2015) The results of this study indicated that parents' understanding of early childhood education has an impact on childcare, including; dimensions of parenting: Emotional Warmth, Punitive Discipline, Anxious Intrusiveness, Autonomy Support, Permissive Discipline, and Democratic Discipline. This provides an explanation that family education about Partnership is very important to provide understanding for parents about parental involvement in children's education

### **Make Decision**

Build effective parents, school and community partnerships, the key is schools to respect and trust parents. The school recognizes that the family plays an important role in providing insight and information about what children need. Parents are partners for schools in the decision-making process so schools need to develop open door policies. That is, schools create a climate that welcomes parents and expresses concern for their needs, namely the needs of parents and the needs of children. For this reason, schools need to involve parents in the educational process. When school and family work together, students have a much better chance of not only succeeding in school but also succeeding in life. The key to the partnership between schools and parents, was to build respect, responsibility and relationship. With respect and responsibility, schools and parents built relationships that support quality partnerships. Relationships nurture partnerships that are indispensable for partnerships to survive and to help children succeed in school. The meaning of the three R's is that parents are the first teachers for their children. They have a responsibility to interact positively with their children, to build healthy relationships, to serve as role models and to provide guidance, Parents are also partners in the educational process.

The results of this service through Socialization and Assistance Partnership among Parents, school, societies involved in early education program the show that, Parents, school and societies begin to understand the importance decision-making. Through the socialization and Assistance Partnership provided new knowledge for parents, school and societies about decision-making in Lawel village. Parents and schools also societies directly involved in school in various decision making. Decision-making is involved administratively, various meetings held by parent schools are involved and even go to decision making. The decision-making results of the joint meeting indicated an agreement between parents and the school for the program that was carried out as long as the program was running. As for what becomes a joint decision includes the provisions that apply at school related to the fees that must be paid at school, new student admission, to teaching materials.

This service supported by research conducted (Padmadewi et al., 2018) concluded that Building a culture of student literacy not an instant job but requires a long process and needs to be supported by parents at home. Literacy program developed in school, it is necessary socialized to parents so parents can understand that program obtained by their children at school, so they understand how contribute to support it. Involving parents requires attention specifically because the school had to able to adjust time, expertise, experience, and availability as well commitment of parents to literacy programs developed in school. Because of that, it is suggested that the Education Office provide orientation to schools about the need for a management system involvement of parents in order to

involve parents can be done optimally and accordingly with the school literacy program for literacy students could be improved.

The existence of a joint decision showed mutual openness to achieve fair and transparent education. The involvement of parents is very important for education, without the involvement of various elements in education, the goals of education can be realized. According to Ki Hadjar Dewantara, the involvement of the educational trip center between families, schools and communities, the goals of education can be realized. Parents are the beginning and basis for laying education for children. According to Ki Hadjar Dewantara, the family is the first teacher educator to instill ethical values through culture. Ethical values about politeness, respect, honesty, responsibility, discipline. This value is only found in the family environment, so that the family has an important role in parenting programs. (Gordo et al., 2018) The results of this study indicate that children's development is related to parental understanding of children's education. Quality Parents' understanding of early childhood education, namely parents understand the stages of child development, good stimulation of child development, factors that affect child development and the principles of development. With that, parents can guide their children well.

Parents as individuals who care for, protect and guide from infancy to adulthood. Parents invest a lasting commitment throughout the long developmental period of their child's life to provide responsibilities that include; Ongoing affection, and relationships with children. Material needs such as food, clothing and shelter. Discipline who is responsible, avoids accidents, criticism and corporal punishment. Intellectual and moral education. The results of research by (Agustina et al., 2021) show that the involvement of parents in assisting children to study at home makes parents have two roles, namely the role of parents who provide care and also role as a teacher. Even so, parents are able to get through this difficult situation by dividing homework, office work and also being a companion for children when studying. Furthermore, mentoring is carried out by providing support facilities, time, and thoughts so that children's learning can continue even at home. The implication of the results of this study is that the emerging themes can be used as aspects that have value so that they can be considered in providing assistance according to children's needs when accompanying children to study at home. The research results of (Akbar, 2017) showed that parental involvement can also implement art activities at home as part of an effort to support developmental stimulation in early childhood. This program is not only conducted in a school setting but can also be given at home. This is expected to support the process of optimizing the development and learning process of the next child. While the research conducted (Hatimah, 2016) concluded that to be a partnership between school and family, because: 1) Family is the first and foremost educator, but in practice there are still many family who gave up completely responsibility for children's education on school, 2) The role of the school is help the family so that the implementation education is more systematic, effective, and certified results, 3) Not all children's educational needs can be met by education units and families, 4) Family cooperation with units education is absolutely necessary, 5) Units compulsory education encourages partnerships and family involvement in advancing their child's education.

#### 4. CONCLUSION

Based on the results of community service carried out, it could be concluded that, through the socialization and assistance of partnership Program parents, school and societies in implementation Early childhood education program, giving new knowledge about the importance of partnership in Education. through the socialization and assistance of partnership Program Parents and schools and societies involved in parenting education, communication, learning at home and make decision. The key to the partnership between parents, schools and societies was to build respect, Responsibility, trust and relationship. With respect and responsibility, schools and parents would build relationships that support quality partnerships.

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