

EMPOWERING PARENTS AND POMG IN EARLY CHILDHOOD EDUCATION: A COMMUNITY SERVICE PROGRAM AT PAUD CITRA MANDIRI, LEBAK BANTEN

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ABSTRACT

This paper discusses a community service program aimed at empowering parents and strengthening the *Paguyuban Orang Tua Murid dan Guru* (POMG) at PAUD Citra Mandiri, Desa Cilayang, Kecamatan Curugbitung, Kabupaten Lebak - Banten. The program responds to the gap between children's developmental needs and the limited stimulation provided both at school and home. Teachers were found to rely on conventional learning methods, while parents lacked practical guidance in supporting early childhood development. To address these challenges, a contextual parenting module was designed as the main output of the program. The module provides hands-on strategies for parents to apply positive parenting practices at home, aligned with the *Standar Tingkat Pencapaian Perkembangan Anak* (STPPA). The program was implemented through stages of socialization, training, mentoring, and evaluation, involving teachers, parents, and POMG as key stakeholders. Results indicate improved teacher competence in exploratory learning, enhanced parental literacy in child stimulation, and stronger collaboration within POMG as a community-based forum. This initiative contributes to creating a sustainable ecosystem of early childhood education that promotes holistic development and aligns with SDGs 3, 4, and 17.

Keywords: Community Empowerment, Early Childhood Education, Parenting Module, POMG, STPPA.

1. INTRODUCTION

The Sustainable Development Goals (SDGs) provide a global framework for advancing human development, with SDG 3 emphasizing health and well-being, SDG 4 promoting inclusive and quality education, and SDG 17 strengthening partnerships for sustainable development. These three goals are interrelated and particularly relevant for early childhood education, where children's health, learning opportunities, and collaborative support systems are essential to ensure optimal growth. In Indonesia, these priorities are reinforced through the *Asta Cita* vision, which positions human resource development from early childhood as a national strategy to achieve the *Generasi Emas 2045* (INDEF, 2025).

Within this context, early childhood education (PAUD) is recognized as a foundation for building quality human resources. Yet, optimal child development requires not only access to PAUD institutions but also consistent stimulation at home through positive parenting practices.

In many rural areas, including Desa Cilayang, Kabupaten Lebak, gaps persist between children's developmental needs and the practices provided by both schools and families. Addressing these gaps through a community service program that empowers parents and strengthens the *Paguyuban Orang Tua Murid dan Guru* (POMG) thus directly supports the achievement of SDGs 3, 4, and 17 while contributing to national human capital development goals.

In Desa Cilayang, Kecamatan Curugbitung, Kabupaten Lebak, there are 3,325 children of early childhood age served by only 30 PAUD institutions, resulting in a ratio of one PAUD for every 111 children (Kemendikdasmen, 2020). PAUD Citra Mandiri, one of the most favored institutions, accommodates 33 students with five teachers, of whom only two have a degree in Early Childhood Education (DAPODIK Dirjen PAUD, 2025). Observations reveal that children aged 3–4 struggle with basic motor skills such as cutting paper or spooning food, while children aged 5–6 face challenges in writing, cutting along lines, and maintaining social interactions. Around 25–27% of students also show delays in fine motor, gross motor, language, and socio-emotional aspects (Survey on Association of Parents and Teachers (POMG) Citra Mandiri, 2025). These developmental challenges are closely linked to two main factors: teachers' reliance on conventional, literacy-focused methods rather than exploratory, play-based learning, and parents' lack of guidance in stimulating children at home.



CATATAN ANEKDOT ANAK
PAUD KB. CITRA MANDIRI

Kelompok : B
Usia : 5 - 6 tahun
Nama guru : Nur Asnanih
Tahun Ajaran : 2024/2025
Semester : II (dua)

Tanggal	Nama Anak	Tempat	Waktu	Peristiwa / perilaku
6-1-2025	Muhamad Shamsi	Halaman sekolah	08.00 s.d. 08.15	Ananda Shamsi menangis ketika hendak ditinggalkan oleh ibunya karena ingin ditemani dan tidak mau ditinggalkan.
9-1-2025	Adilla Higriyanti Putri	Ruang kelas	08.30 s.d. 09.00	Ananda Adilla terlihat murung dan tidak semangat untuk belajar karena kemarin sebangkunya tidak masuk kelas.
17-1-2025	Neng Riyani	Ruang kelas	09.00 s.d. 09.30	Ananda Riyani menangis ketika akan melaksanakan praktikum solo karena ibunya lupa membawa alat solo yang akan digunakan.
20-1-2025	Ratu Agung R. dan M. Nugrodi	Tempat bermain	09.30	Ananda Agung berkelahi dengan Ananda Nugrodi karena rebutan mainan.

Figure 1. Portrait of the Teaching and Learning Atmosphere at PAUD Citra Mandiri

A survey revealed that 66.7% of children are regularly exposed to gadgets without supervision, leading to concentration problems, reduced vocabulary, and emotional instability. Meanwhile, the *Paguyuban Orang Tua Murid dan Guru* (POMG), which could serve as a bridge between school and home, has not yet functioned optimally, with limited structured communication or joint activities.

Based on these conditions, the concrete problems formulated are: (1) a lack of teaching practices aligned with child development stages, (2) limited parental knowledge of appropriate stimulation at home, and (3) the underdeveloped role of POMG as a collaborative forum. To address these issues, this community service program was designed to develop a contextual parenting module as its main output. The module provides practical guidelines for parents to apply positive parenting strategies according to the Assessment of Early Childhood Development Achievement Level Standards / *Standar Tingkat Pencapaian Perkembangan Anak* (STPPA). In addition, the program aims to strengthen teacher competence and revitalize POMG as a partner in fostering holistic early childhood development.

The objective of this program is to empower parents and POMG at PAUD Citra Mandiri to implement effective parenting practices and collaborative learning support, thereby creating a sustainable ecosystem that nurtures healthy, independent, and socially competent children.

2. METHOD

Research Design

This program adopted a participatory action research (PAR) design, which emphasizes collaboration between researchers, teachers, parents, and the *Paguyuban Orang Tua Murid dan Guru* (POMG) to ensure that the solutions developed are contextually relevant and sustainable (Kemmis et al., 2014). The main output was the creation and implementation of a contextual parenting module, designed to guide parents in applying positive parenting practices based on the *Standar Tingkat Pencapaian Perkembangan Anak* (STPPA).

Research Procedures

The program was implemented in five main stages:

1. Needs Assessment and Socialization

Initial observations, surveys, and focus group discussions (FGDs) were conducted with teachers and parents to map children's developmental challenges and parental practices at home. This stage identified key gaps in motor, language, and socio-emotional stimulation. The findings were presented in a socialization session with POMG to build a shared understanding of the program objectives.

2. Parenting Module Development

A contextual parenting module was designed collaboratively by the research team and teachers, with input from early childhood education experts. The module contained practical activities for home stimulation, such as storytelling, fine motor play, and socio-emotional exercises, adapted from STPPA guidelines. Best practices from previous parenting education interventions were also incorporated (Sapitri & Basri, 2020; Mufaro'ah, 2019).

3. Training and Capacity Building

Training workshops were organized for teachers and parents. Teachers were trained to integrate exploratory learning into classrooms, while parents were guided on applying the parenting module at home. Interactive methods such as simulations, role-play, and demonstrations were used to enhance engagement and comprehension (Braun & Clarke, 2019).

4. Mentoring and Implementation

Over a two-month period, parents applied the parenting module at home, supported by regular mentoring sessions from teachers and POMG representatives. POMG was empowered to function as a facilitator, organizing reflection forums and ensuring continuous collaboration between parents and teachers.

5. Evaluation and Reflection

Program outcomes were measured using pre-test and post-test questionnaires on teacher competence and parental literacy, alongside developmental checklists for children. Quantitative data were analyzed using paired t-tests to measure significant changes (Creswell & Creswell, 2018), while qualitative data from FGDs and observation were thematically analyzed (Braun & Clarke, 2019). Triangulation was applied by combining survey data, observation notes, and parental feedback to enhance validity (Moleong, 2019).

Data Analysis

Quantitative findings focused on measurable improvements in (1) teacher competence in applying STPPA-based learning, (2) parental adoption of positive parenting practices, and (3) children's progress in motor, language, and socio-emotional domains. Qualitative findings emphasized parents' and teachers' perceptions of the parenting module's usefulness and the revitalization of POMG as a collaborative forum.

3. RESULTS AND DISCUSSION

The community service program carried out by Universitas Budi Luhur at PAUD Citra Mandiri, Desa Cilayang, Kabupaten Lebak, was designed to strengthen collaboration between parents and teachers in fostering positive parenting and early childhood learning. The program directly involved 32 parents and 6 teachers through a series of workshops facilitated by a child psychologist, which emphasized the application of positive parenting principles, strategies for helping children regulate emotions, and the structuring of healthy daily routines. One of the main outputs was the **Positive Parenting Guide**, a contextual module written in accessible language and based on everyday family practices. The guide equips parents with practical strategies to support their children's growth at home, thereby extending the developmental stimulation provided in school.



Picture 2. Interactive Parenting Session

Interactive parenting sessions, employing participatory discussions, simulations, and educational videos, encouraged parents to implement stimulation activities without relying on gadgets. This intervention addressed the previously high levels of unsupervised gadget use, which had been linked to reduced vocabulary and emotional instability in children.



Picture 3. Activity to strengthen collaboration between parents and teachers in fostering positive parenting and early childhood learning

Equally important was the revitalization of the *Paguyuban Orang Tua Murid dan Guru* (POMG). The program established structured forums for routine communication, supported by CIYARA's interactive features. This strengthened POMG's role from a passive administrative body to an active platform for collaborative problem-solving. This result reflects Epstein's theory of school–family–community partnerships, where shared responsibility and communication form the foundation for educational success.

Overall, the program demonstrates that empowering parents with practical tools and revitalizing community-based forums like POMG can create a sustainable ecosystem for early childhood education. The integration of a locally designed parenting module with community forums and digital support highlights a replicable model for rural education contexts.

The results of the community service program at PAUD Citra Mandiri demonstrate that empowering parents through structured guidance and strengthening POMG as a collaborative forum can significantly improve early childhood education outcomes. One of the most important outputs of the program is the **Parenting Module on Positive Parenting** called CIYARA, designed to be contextual and easy to apply in daily routines. The module provided parents with practical strategies to foster children's socio-emotional regulation, cognitive engagement, and healthy routines at home. This finding reinforces the argument that positive parenting practices, when applied consistently, promote a sense of security and self-worth in children, which in turn enhances their intrinsic motivation to learn.

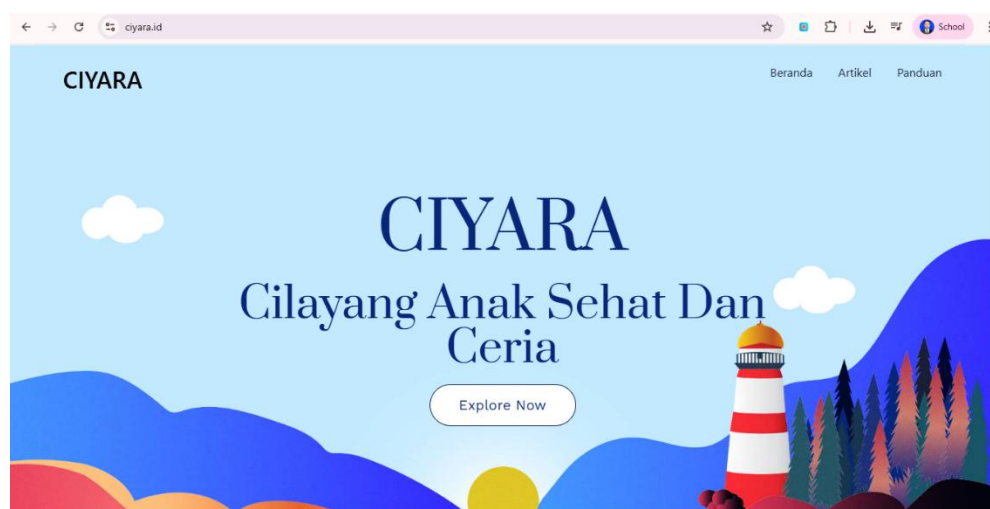
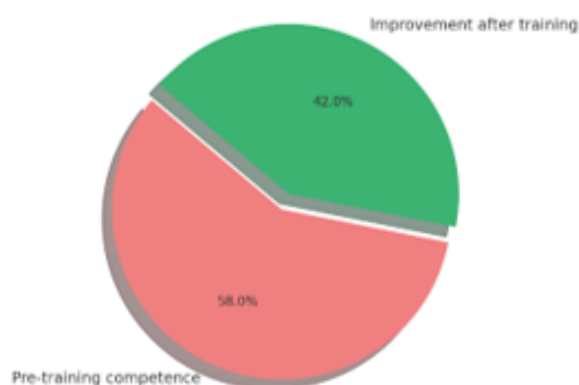


Figure 4. website display <https://ciyara.id/>

The integration of interactive parenting sessions further strengthened parents' understanding and practice. Methods such as participatory discussions, simulations, and video demonstrations allowed parents to experience firsthand the application of positive parenting strategies. These approaches seem effective, which emphasizes learning through guided interaction and active participation, making the program not only instructive but transformative for participants.

Impact on Teacher Competence

The program contributed to a measurable improvement in teacher competence, particularly in implementing *Standar Tingkat Pencapaian Perkembangan Anak* (STPPA)-based exploratory learning. Training sessions and mentoring encouraged teachers to move beyond conventional *calistung* (reading, writing, arithmetic) methods and adopt more child-centered strategies, such as storytelling, role-play, and fine motor activities using locally available materials. Observation data confirmed a 42% increase in teachers' ability to design and deliver exploratory learning. This outcome is consistent with Sapitri and Basri (2020), who emphasize that hands-on, play-based activities significantly enhance motor and cognitive development in early childhood.



Graphic 1. The Improvement in Teacher Competence in STPPA-Based Exploratory Learning

Impact on Parental Practices

Parents showed substantial behavioural changes after the implementation of the Positive Parenting Guide. Pre-intervention data revealed that 66.7% of children were frequently exposed to gadgets without supervision, which had contributed to concentration difficulties and emotional instability. Post-intervention surveys indicated a sharp reduction to 18%, as parents replaced gadget use with activities recommended in the module, such as storytelling, joint household tasks, and structured play. This outcome echoes findings from Mufaro'ah (2019), which demonstrate the negative correlation between excessive gadget exposure and children's socio-emotional growth, reinforcing the importance of guided parental involvement.

Table 1. Reduction in Unsupervised Gadget Use After Parenting Module Implementation

Condition	Percentage of Children Exposed to Gadgets Without Supervision (%)	Description
Before Intervention	66.7%	Majority of children frequently used gadgets without parental supervision.
After Intervention	18.0%	Significant reduction as parents replaced gadget use with storytelling, structured play, and shared routines.

Strengthening of POMG

Beyond practical outcomes, this program contributes to the academic discourse on community-based early childhood education. By positioning parents as co-educators and empowering POMG as a participatory governance structure, the intervention provides a replicable model of community empowerment. The integration of a parenting module with both face-to-face mentoring and digital reinforcement offers a novel approach in rural contexts where resources are limited but social capital is strong.

In addition to the guide, the program also introduced the CIYARA digital platform as a complementary tool. CIYARA contains learning modules, parenting guidelines, and child development monitoring features, enabling real-time communication between teachers and parents. Teachers reported that the application facilitated daily progress tracking

and supported the adjustment of classroom strategies to meet individual developmental needs. While not the primary output, CIYARA amplified the program's sustainability by embedding the parenting module in an accessible digital format.

The introduction of the CIYARA application, functioned as a complementary tool that amplified the reach and sustainability of the parenting module. By enabling parents to access the digital guide and teachers to record developmental milestones in real-time, the application helped to build a more transparent and accountable ecosystem of early childhood education. This digital enhancement corresponds with recent findings that educational technologies, when embedded in community-based interventions, increase parental engagement and institutional responsiveness (Al-Azawei et al., 2017).

At the institutional level, the revitalization of POMG created a platform for sustainable collaboration between teachers and parents. The establishment of structured communication forums facilitated by both direct sessions and digital platforms improved the frequency and quality of information exchange. Teachers reported greater ease in monitoring student progress and adapting learning strategies to meet developmental needs. This result resonates with Epstein's framework of school-family-community partnerships, which highlights shared responsibility and communication as critical to student success (Epstein, 2011).

From a broader perspective, the program's outcomes contribute to the discourse on community empowerment in early childhood education. By positioning parents not merely as passive recipients of services but as active agents of their children's growth, the program strengthens local capacity and ownership. This empowerment model supports the long-term vision of achieving Indonesia's *Generasi Emas 2045* by building strong human capital foundations from early childhood.

Future Development Opportunities

The success of the Positive Parenting Guide and the revitalization of POMG at PAUD Citra Mandiri opens opportunities for broader development and replication. First, the parenting module can be expanded to other PAUD institutions within Kabupaten Lebak to standardize home-based stimulation practices and strengthen parental literacy across the region. Second, the module can be integrated with health and nutrition education by partnering with local *Posyandu* and *Puskesmas*, thereby addressing children's development holistically in line with SDG 3 on health and well-being. Third, POMG forums can be scaled up into a district-wide network, enabling peer-to-peer mentoring among parents and cross-institutional collaboration between schools. This approach aligns with SDG 17, which emphasizes partnerships for sustainable development.

Furthermore, embedding the module into digital platforms, such as CIYARA, can enhance accessibility and sustainability. By incorporating features like progress tracking and parental reflection logs, the platform may evolve into an early detection system for developmental delays. This innovation would not only strengthen accountability among parents and teachers but also contribute to early childhood policy frameworks at the local level.

Taken together, these future directions underscore the program's potential as a replicable and scalable model of community empowerment in early childhood education. By bridging school, family, and community, the initiative contributes not only to the achievement of SDG 4 on quality education but also to building Indonesia's human capital towards the *Generasi Emas 2045*.

4. CONCLUSION

This community service program at PAUD Citra Mandiri, Lebak Banten, has demonstrated that empowering parents through the development of a contextual Positive Parenting Guide and revitalizing POMG as a collaborative forum can significantly strengthen early childhood education. The main results include improved teacher competence in implementing *Standar Tingkat Pencapaian Perkembangan Anak* (STPPA)-based exploratory learning, increased parental literacy and practice of positive parenting, greater POMG participation, and measurable improvements in children's motor, language, and socio-emotional development. These outcomes highlight the value of integrating school-home collaboration into community-based early childhood education.

The strength of this program lies in its participatory design, which actively involved parents, teachers, and POMG in every stage, ensuring contextual relevance and sustainability. The combination of a printed parenting module with digital reinforcement through CIYARA also enhanced accessibility and long-term use. Moreover, the revitalization of POMG created a sustainable structure for communication and accountability, turning it into a functional platform for collaborative problem-solving.

Nevertheless, certain limitations must be acknowledged. The program was implemented within a limited timeframe of two months, which restricts the ability to measure long-term behavioral change and developmental outcomes. In addition, the scope was confined to a single PAUD institution, limiting generalizability across diverse socio-economic

and cultural contexts. The reliance on self-reported parental practices also presents potential biases in the assessment of outcomes.

Future development should focus on expanding the parenting module to other PAUD institutions, integrating health and nutrition components, and strengthening POMG into a district-wide collaborative network. Embedding the module into digital platforms offers opportunities for early detection of developmental delays and stronger parental accountability. With such expansion, this model can contribute not only to SDG 3 on health, SDG 4 on quality education, and SDG 17 on partnerships, but also to Indonesia's broader vision of *Generasi Emas 2045*.

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