



Community empowerment through the activation of early childhood education in Harapan Jaya Village, South Misool, Raja Ampat

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ABSTRACT

Harapan Jaya is one of the villages in South Misool that has not been trained by the community empowerment program from the Higher Education Institution. Based on the results of observations and dialogues with the figures concerned, there were several problems in the location, including early childhood education. For this reason, community empowerment was carried out through the activation of Early Childhood Education in Harapan Jaya Village, South Misool. The method used by the team concerns the preparation, formulation, socialization and implementation of work programs. The results obtained by the team have succeeded in starting to reactivate Early Childhood Education which has been inactive for a long time. Various methods of preparation to implementation have been carried out well so that the residents are very enthusiastic about this program. Literacy training was given by the team to residents who would later become teachers in Early Childhood Education in this area. In addition, material and media assistance is also provided to prospective teachers so that this Early Childhood Education can continue independently.

Pemberdayaan masyarakat melalui pengaktifan PAUD di Desa Harapan Jaya, Misool Selatan, Raja Ampat. Harapan Jaya merupakan salah satu desa di Misool Selatan yang belum terbina oleh program pemberdayaan masyarakat dari Perguruan Tinggi. Berdasarkan hasil observasi dan dialog dengan tokoh-tokoh yang bersangkutan, terdapat beberapa permasalahan di lokasi, diantaranya PAUD. Untuk itu, pemberdayaan masyarakat dilakukan melalui pengaktifan PAUD di Desa Harapan Jaya Misool Selatan. Metode yang digunakan tim menyangkut penyusunan, perumusan, sosialisasi dan pelaksanaan program kerja. Hasil yang diperoleh tim telah berhasil memulai mengaktifkan kembali PAUD yang sudah lama tidak aktif. Berbagai cara persiapan hingga pelaksanaan telah dilakukan dengan baik sehingga warga sangat antusias dengan program ini. Pelatihan literasi diberikan oleh tim kepada warga yang nantinya akan menjadi guru PAUD di daerah ini. Selain itu, bantuan materi dan media juga diberikan kepada calon guru agar PAUD ini dapat terus berjalan secara mandiri.

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INTRODUCTION

Harapan Jaya Village is one of five villages in South Misool District, Raja Ampat Regency, West Papua Province (BPS, 2019). Harapan Jaya Village is located between Yellu Village, Dabatan Village, Fafanlap Village and Kaiyerepop Village with the following territorial boundaries: in the east it borders with Usaha Jaya Village, in the south it borders on Fafanlap Village, in the west it borders with Lilinta Village, in the north it borders with Kampung Harapan Jaya. Waigama.

Harapan Jaya Village has a large mangrove forest growing on the coast. This strategic place makes Harapan Jaya Village a tourism destination and is often visited by local and non-local tourists. This is evidenced by the existence of a community-owned Home Stay with its underwater beauty that is maintained so as not to be damaged and has a neat layout (Omed, 2018). With this potential, the local government has made various infrastructure improvements, especially construction of roads to villages, to attract local and foreign tourists.

The number of people in Harapan Jaya Village is about 557 people consisting of 141 families and 74 houses, the majority of which are Muslims. The livelihood of most of the residents of Kampung Harapan Jaya is fishing. With so many marine resources being the main factor, many works as fishermen. The catch of the fishermen in the form of fish, lobster, squid, bia/shellfish and others. In addition to working as fishermen, some people also work as farmers. The produce of the community gardens of Kampung Harapan Jaya are bananas, cassava, coconut, vegetables, and planting sago, but not a few people also work in the company.

The progress of Harapan Jaya Village is also supported by education which is increasing every year. Therefore, in order to accelerate the achievement of the Sustainable Development Goals (SDGs) in the aspect of quality education, it is necessary to accelerate the improvement of the quality of education. The spirit of education that never fades is the biggest motivation for the world of education. Harapan Jaya Village has 1 SD namely SD N 19 Harapan Jaya and 1 PAUD namely PAUD Nuraida Harapan Jaya. With early school education, it is hoped that it will be the main gate in shaping children's character so that they become human beings who are not only intelligent but also have good manners to become the next generation of the nation, in particular, can develop Harapan Jaya Village even better.

Based on the results of observations and dialogues with local community leaders, there are several problems that exist in the location, including in the field of education. Harapan Jaya Village has not been touched by the community empowerment program from the Higher Education Institution. The community has been dependent on educational programs carried out by the local government. One of the problems that need to be addressed is related to literacy for early childhood which has not yet been implemented in this village.

Strickland et al. (2004) affirm that family involvement affects early literacy development. Parents can accompany their kids to read books together or even only providing them with sources or invite them to a nearby library. Number of researchers have found that families and siblings' role play significant roles in supporting young learners' reading growth (Baker, 2003; Baroody & Diamond, 2012; Bracken & Fischel, 2008; Gregory, 1998; Martini & Senechal, 2012). The findings highlight that parents and siblings' involvement in improving literacy is effective for all children in any circumstances including those who are struggling, from low-income background, minority communities. These results inform teachers or educators to comprehensively understand students' family background and habits. Thus, literacy program at school can be carefully developed.

PAUD Nuraida Harapan Jaya as a gateway for early childhood in Harapan Jaya Village has not run as effectively as it should. This PAUD has been in a vacuum for several years even though buildings and learning resources are available in the field. This PAUD also still needs more attention. Even though this PAUD has been registered with the local office, the PAUD SK This has not gone down, causing PAUD governance that is not in accordance with the education standards proclaimed by BAN PAUD. This makes early childhood in Harapan Jaya Village not yet determined to access education. Many children immediately enroll in elementary school even though they cannot read and write.

Based on the problems above, the researcher and the team will empower the community by activating and optimizing PAUD in Harapan Jaya Village, South Misool. This PAUD has been inactive for a long time so that children's access to early childhood education is cut off. In collaboration with the Intergrated Internship Community Service Group (KPM-MT) Universitas Pendidikan Muhammadiyah Sorong, the researchers formulated several solutions with several empowerment programs. The notion of empowerment as a goal is often used as an indicator of the success of empowerment as a process (Suharto, E. 2002). Efforts to empower the community according to (Kartasasmita, 1997) must be carried out through three steps, namely: (1) Creating an atmosphere that allows the community to develop (enabling); (2) Strengthening the potential or power possessed by the community (empowering); (3) Empowering can also be interpreted as protecting.

METHOD

Several steps of community service activities were carried out in the following scheme (Figure 1):



Figure 1. Work flow of community service program

Preparation

Preparation was carried out by observing regional conditions and activities. This area observation was intended to determine the geographical condition of the potential area and natural resources of Harapan Jaya Village. In addition, students also analyzed the potential of existing resources in Harapan Jaya Village to be developed and empowered in order to have a positive impact on the people who live in Harapan Jaya Village.

Design of the work program

The preparation of this work program was a follow-up to the steps that had been carried out previously through analyzing the results of observations both in terms of the area and the activities carried out daily by the community, designing programs that later, can improve the standard of living of the community. In addition, the preparation of work programs was also carried out on the proposals and recommendations of the community, especially community leaders who play a role in Harapan Jaya Village. Therefore, it is hoped that the programs implemented will get support from various parties.

Socialization of the work program

Socialization of the work program was carried out in the first week of the deployment by holding a meeting with the Village Head, Youth Leader, Youth of Harapan Jaya Village, Head of RT 01, Head of RT 02, Chairman of BAMUSKAM, and BAZNAS - community associations, both PKK women's meetings, community meetings, youth associations and others.

Implementation of the work

The work program was carried out for 30 days from November to December 2020. The implementation of the program was done by a team of lecturers and students supported by the people of Kampung Harapan Jaya, South Misool. For the activation of PAUD Nuraida Harapan Jaya, there were several agendas, including teacher training and the creation of PAUD media. In addition, the team also renovated the PAUD building so that it looked fresher and newer.

RESULTS AND DISCUSSION

The team prepared by holding a literacy training for 2 days with the UNIMUDA Sorong-UNICEF Partnership. The activity was carried out on November 2-3, 2020 at UNIMUDA Sorong. In this training, students were trained on how to become teachers or trainers in reading literacy for early childhood. The team was also equipped with children's dances and songs to support the learning process in the classroom. The documentation of this program was in the Figure 2, Figure 3, Figure 4, and Figure 5.



Figure 2. Reading literacy trainer training with UNIMUDA Sorong - UNICEF Partnership

After the training, the team coordinated with the village authorities regarding the program to be implemented. After coordinating several times, the author began to make a schedule for coaching the teaching team of PAUD Nuraida Harapan Jaya. The training takes five days with the distribution of the schedule and essential materials according to the needs of the PAUD Nuraida teaching team. The author also coordinated with the team in charge of PAUD to complete the administration and conduct simulations for the PAUD Nuraida teaching team. After everything was deemed sufficient, the KPM team and PAUD teachers held a meeting with the parents of prospective PAUD Nuraida students before launching the opening of PAUD Nuraida.



Figure 3. Training for residents to become PAUD teachers

After experiencing several long journeys, finally on November 30, 2020 PAUD Nuraida Harapan Jaya officially reopened. The learning process begins with the mentoring of the KPM team. It's been a week since we accompanied PAUD teachers after that, then the KPM team began to provide opportunities for the teaching team to do PBM independently.



Figure 4. Provision of PAUD equipment to students and teachers



Figure 4. Students with PAUD students in Harapan Jaya Village

According to Heryanto (2009) the principle of empowerment in PAUD education is not only through a partial approach but requires a holistic approach which includes empowering human resources (educators, students, parents/guardians, PAUD environment community and sponsor/government support), learning systems, management of educational institutions with all their supporting facilities and infrastructure, natural resources, technological resources, and so on. In addition, in language assessment literacy, it is found that students expect the assessment to be more communicative and diagnostic (Butler et al., 2021). Empowerment includes all empowerment efforts in the process of developing the potential and capabilities contained in individuals and community groups so that they are able to carry out social transformation. This process takes place continuously, in accordance with the principles of lifelong learning.

A success can never be accomplished without a long and tiring process. It is a matter of pride for the author and the entire team of KPM Pemaspa UNIMUDA Sorong to be able to reactivate PAUD which has been inactive for a long time. The best education is at the PAUD level because it is a golden period for a child to learn and build character. Fatigue, which God willing, will become a reward for the writer and the KPM Pemaspa team of UNIMUDA Sorong, is the biggest motivation in doing service. The writer and the team hope that PAUD Nuraida continues to run, has high consistency and continues and continues to serve in the world of education for the sake of educating the nation's children.

CONCLUSION

The community empowerment program has been implemented through the activation and optimization of PAUD in Harapan Jaya Village, South Misool. The results obtained by the team have succeeded in starting to reactivate the PAUD which has been silent for a long time. Through various methods of preparation to implementation have been carried out well so that residents are very enthusiastic about this program. Literacy training was provided by the team to residents who would later become teachers at PAUD in this area. In addition, material and media assistance is also provided to these prospective teachers so that this PAUD can continue to run independently.

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