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## Pattern of Community Participation in Holistic-Integrative Early Childhood Services in Garut District

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**Abstract:** This study aims to analyze the forms and levels of community participation in holistic-integrative early childhood services at Tk Al-Mukhlis, Tarogong Kaler District, Garut Regency, West Java Province. With a quantitative approach, this research is descriptive. The data obtained on an ex post facto basis are expected to accurately describe individual characteristics, circumstances, symptoms, or certain groups or find the spread (frequency) of a symptom and other symptoms in the community in Dukuh Village, Pananjung Village, Tarogong Kaler District, Garut Regency, in particular who came from elements: the precise foundation, educators and education staff Al Mukhlis, and guardian parents, which were then determined as a sample of 89 people. The research results show that: 1) Al Mukhlis Kindergarten has organized a holistic-integrative early childhood service program systematically 2) forms of community participation provided in holistic-integrative aged childhood services at all three stages, which are very varied and experiencing changes. The most dominant form of participation given by the community is in the form of contributions of ideas or thoughts; 3) the level of community participation provided in holistic-integrative aged child services at the three stages tends to increase at each stage. The results of the analysis show that from the initial stage of activity implementation in the form of planning, which is then followed by the implementation stage, up to program evaluation, the level of participation provided by the community is slowly increasing, from the lower ladder, namely consultation at the planning stage. The author conducted a different study and had not been carried out by previous research, where the context of the research carried out was community participation in holistic-integrative early childhood development services, using different indicators from previous research, namely participation of ideas, the participation of labor, the participation of property, participation of skills, and social participation.

**Keywords:** community participation, holistic-integrative early childhood, services.

### 牙律地区社区参与整体综合幼儿服务的模式

**摘要：**本研究旨在分析西爪哇省 加鲁特摄政区 塔罗贡卡勒 区 特克穆克利斯社区参与整体综合幼儿服务的形式和水平。通过定量方法，这项研究是描述性的。事后获得的数据有望准确描述个人特征、情况、症状或某些群体，或找到症状和其他症状在塔罗贡卡勒区村庄 村、巴安戎村社区的传播（频率），加鲁特摄政，特别是来自以下元素的人：精确的基础、教育工作者和教育人员 穆赫利斯以及监护人父母，然后将其确定为 89 人的样本。研究结果表明：1) 穆赫利斯幼儿园系统地组织了全面综合的幼儿服务项目；2) 三个阶段的全面综合老年幼儿服务所提供的社区参与形式多种多样，正在发生变化。社区最主要的参与形式是想法或



想法；3) 三个阶段的综合性老年儿童服务的社区参与水平呈逐级上升趋势。分析结果表明，从以规划形式开展活动的初始阶段开始，到随后的实施阶段，再到项目评估，社区提供的参与水平正在缓慢提高，从较低的阶梯开始，即规划阶段的咨询。作者进行了一项不同的研究，之前的研究没有进行过，其中开展的研究背景是社区参与整体综合早期儿童发展服务，使用与之前研究不同的指标，即想法的参与，参与劳动的参与、财产的参与、技能的参与、社会的参与。

**关键词：**社区参与、全面综合的幼儿教育、服务。

## Introduction

Currently, there is a paradigm shift in interpreting national development. It must be admitted that democratization and decentralization are the direction of such development to grow awareness of the importance of community participation in development. No doubt, the two words 'empowerment' and 'participation' are often used in development discussions. So meaningful is the participation of the community, so that it is stated consistently by legislation (community participation). This bond is technically in the form of a pattern of cooperation between stakeholders (government), the private sector, and of course, the community itself, which we often refer to as a 'public private partnership' [1].

It is time for the community's self-performance in development to be systematically arranged [2]. As revealed by Cohen and Uphoff [3], which states that community participation in the field of development starts from the decision-making stage, implementing decisions, using the results, and evaluating activities [3]. This opinion is elaborated more technically in the field of education by Sahidu [4], who says that participation in education means taking part or a role in educational programs and activities, both in the form of willingness to conduct carry out educational programs and activities, including in providing input in the form of thoughts, energy, time, expertise, capital, funds, or materials, as well as the take advantage of and enjoy the results [4].

In fact, community participation that is happening now is still limited to the participation of community members in program implementation, or even educational activities. In fact, community participation is better understood to mobilize the community for the benefit of the government, both the central government and the regional government.

Community participation should start from policy-formulation activities to the program control stage [5]. Thus, the position of society is not just an object. The community is present and plays an active role as the subject or actor of the development or education activities.

The implementation of community participation can be carried out individually or in groups, voluntarily or systematically, temporarily or continuously, with certain strategies that can be carried out responsibly. Community participation in its implementation is influenced by many factors, both those that encourage and hinder community participation. Participation is a positive process and initiative that is born from the community, and if it is manifested by three supporting elements: (1) motivation, (2) ability, and (3) the opportunity to participate, it is realized as a real activity [6].

According to Hamijoyo [7], there are several forms of participation that the community can provide. The form in question, namely: participation in money, participation in property, participation in labor, participation in skills, participation in ideas, social participation, participation in decision-making processes, and representative participation. Thus, participation can be grouped into 2 types, namely: the form of participation that is given in a tangible form (has a form), for example, money, property, labor and skills. The form of participation is given in an abstract form, such as thought participation, social participation, decision-making, and representative participation [7].

In the context of education, educational units function as educational service providers for the surrounding community [8].

Communities as beneficiaries of these services also play an important role in determining the quality of services performed by these educational units. Thus, cooperation is needed between schools, educators, and education staff, and the community itself for the successful implementation of education [9]. Thus, participation in educational activity services is seen as important for the success of education delivery. Community participation will be realized as a real activity, if it is fulfilled by three supporting factors, namely: there is a will, ability, and the opportunity to participate. Willingness and ability to participate come from those concerned (citizens or community groups), while the opportunity to participate comes from schools [6].

To determine the forms and levels of community participation in early childhood education services, this study formulates community participation activities at Al Mukhlis Kindergarten, which is located in Pananjung Village, Tarogong Kaler District, Garut Regency. The choice of research location was based on the reason that this Kindergarten has integrated holistic-integrative early childhood services for 4 consecutive years. Services for children's basic needs that involve the community are not just objects, but as subjects in supporting the implementation of educational activities, health checks, supplementary feeding programs, coordination of posyandu, and detection of child growth and development.

Al-Mukhlis Kindergarten, which is located in Dukuh Pananjung Village, Tarogong Kaler District, Garut Regency, West Java Province, is one of the early childhood education institutions/units that in implementing holistic-integrative learning and establishes partnerships with posyandu, puskesmas, and BKB as one of the holistic integrative services to help develop all aspects of early childhood development.

The success of a program depends on how the manager prepares the program starting from the planning, implementation, and evaluation that will be carried out so that the objectives of the program can be achieved as expected. Through the implementation of an integrative holistic PAUD program, of course, managers must really pay attention to various aspects in the planning, implementation, and evaluation.

Holistic integrative PAUD, which emphasizes integration between all components that support successful child development, requires a manager to establish good relationships with all of these components through partnerships or collaboration with various parties involved in the development of integrative holistic PAUD programs.

Al-Mukhlis Kindergarten became a place of research because the institution already has integrative holistic services, but in reality, the services provided by the PAUD have not worked as expected, the researcher intends to develop holistic integrative early childhood education services by involving community participation. Based on the symptoms, observations, and information obtained, the authors are interested in conducting research with the title "Community Participation in Holistic-Integrative Early Childhood Services at Tk Al-Mukhlis, Tarogong Kaler Garut District".

Based on these problems, this study aims to: 1) identify forms of community participation meetings in holistic-integrative early childhood services; 2) analyze the level of community participation in holistic-integrative early childhood services organized by TK Al Mukhlis Garut; and 3) explain the supporting and inhibiting factors in the implementation of community

participation in holistic-integrative early childhood services.

Etymologically, participation comes from the Latin *partes*, which means part, and *capere*, which means to take, so that it means 'to take part'. In English, participate or participation means taking part or taking a role [10].

Notoatmojo [11] explains that community participation is the involvement that is manifested in the form of establishing partnerships between the community and the government in planning, implementing, and various health program activities, ranging from health education, developing self-reliance programs in health, to controlling people's behavior in dealing with health technology and infrastructure [11].

Dusseldorp [12] identifies various forms of participatory activities carried out by every member of the community that can be in the form of: 1) becoming members of community groups; 2) involved in group discussion activities; 3) involve themselves in organizational activities to mobilize other community participation; 4) mobilizing community resources; 5) take part in the decision-making process, and take advantage of the results achieved from community activities [13].

According to Nwulu et al., there are forms of community participation, including: (a) Participation in money is a form of participation to facilitate efforts to meet the needs of people who need assistance, (b) Participation in ideas is participation in the form of contributions of ideas, opinions, or constructive thoughts, good for preparing programs or facilitating program implementation, and (c) participation in the decision-making process, where the community is involved in discussions/forums to make decisions related to common interests; and (d) representative participation. Participation is carried out by giving trust/mandates to representatives who sit in organizations or committees [14].

In the implementation of education, the degree or level of community involvement as participants can be traced at various levels, ranging from those who are not involved at all to those who have the power to make decisions. Sherry Arnstein [15] suggests eight steps or levels of participation. In his concept, Arnstein explains "community participation based on the power of society to determine a final product, each ladder is distinguished based on the corresponding to the extent of citizen's power in determining the plan and/or program" [15].

Early childhood education is basically an activity carried out by someone consciously and responsibly to have a positive influence on early childhood. This positive influence must be given to early childhood by using a planned, systematic, and sustainable program in the form of educational interaction between educators and children.

Holistic or comprehensive services are services to support the growth and development of children, which cover all aspects of physical, psychological, educational, health, economic, social, and security. While Integrative is the handling of children carried out in an integrated manner by various stakeholders at the community, regional, and central government levels.

According to article 1 of the Presidential Decree, Holistic Integrative PAUD is an early childhood development effort carried out to meet the diverse and interrelated essential needs of children in a stimulant, systematic, and integrated manner. The aim of holding a Holistic-Integrative PAUD is toward the realization of Indonesian children who are healthy, intelligent, cheerful and have noble character [16].

Whereas Holistic Integrative PAUD is early childhood development that is carried out based on an understanding to meet the diverse and interrelated essential needs of children simultaneously and systematically, which includes various aspects of physical and non-physical development, so that children can grow and develop as healthy, strong, intelligent children. Cheerful and virtuous [17]. The growth and development of early childhood physically, mentally, emotionally and socially is influenced by health maintenance, nutrition fulfillment, education, and mental and psychosocial stimulation (Bappenas).

Presidential Regulation (Perpres) Number 60 of 2013 Holistic Integrative PAUD, the government targets improving the quality of human resources in achieving optimal growth and development in child development during the early period, namely, from the fetus until the child is six years old.

## 1. Methods

This study of community participation in holistic-integrative early childhood services uses a quantitative descriptive approach. Nazir [18] mentions descriptive research as a study to find facts with the right interpretation, precisely describe the properties of several group or individual phenomena, determine the frequency of occurrence of a situation to minimize bias, and maximize reliability. Meanwhile, the research approach used is a quantitative method, because the data obtained is mostly in the form of numbers, starting from data collection, interpreting the data, and displaying the results. Additionally, tables, graphs, and diagrams will also be used to draw conclusions from the analysis results.

The analysis is carried out on an ex post facto basis, meaning that data is collected after all events have taken place [18]. The purpose of descriptive research is to accurately describe individual characteristics, circumstances, symptoms, or certain groups or find the distribution (frequency) of a symptom and other symptoms in society.

Descriptive description of the data is performed by interpreting the processing results through frequency tabulation. Here, the descriptive analysis function is used to provide an overview of the data obtained and to analyze the form and level of community participation in Kampung Dukuh Pananjung.

Systematically, the procedures carried out in this study can be described in the following Fig. 1.

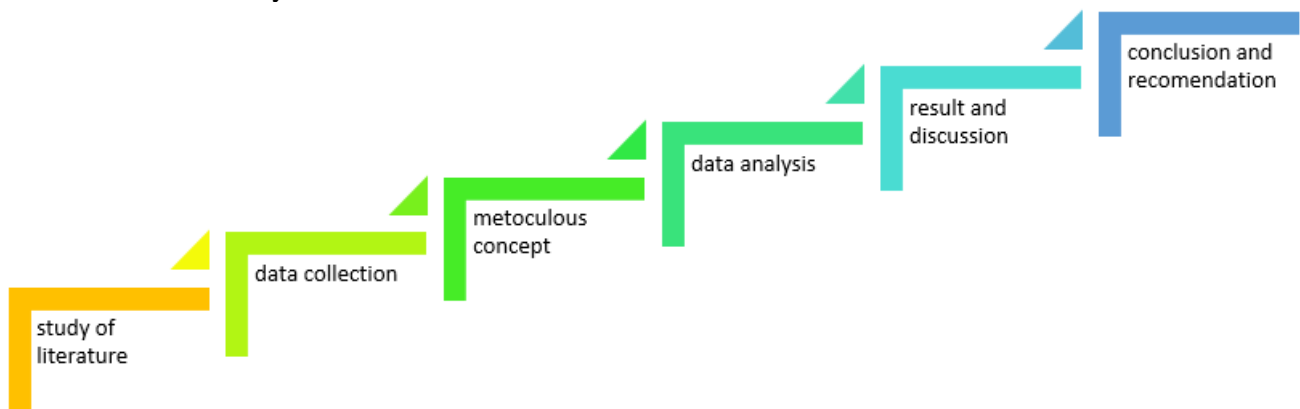


Fig. 1 Procedures of the study

In this study, the population was the entire number of beneficiaries of holistic-integrative early childhood services at Al Mukhlis Kindergarten with the address of Dukuh Pananjung Village, Tarogong Kaler District, Garut Regency, West Java Province, totaling 2,231 people or the equivalent of 557 households (Heads of Families). Out of the total number of heads of families, 89 heads of families send their children to the Al Mukhlis Kindergarten. Meanwhile, the heads of other families send their children to other education units and

choose not to take part in the pre-primary education program.

Of the abovementioned population, the research sample or respondents were represented only by heads of households (KK), as many as 89 heads of families were represented by 89 people. This is because in a holistic-integrative early childhood service program that is central to making decisions whether to participate as part of the activity or not. Because the population was less than 100, the sample in this study

was 89 people.

The indicators for the level of community participation are attendance at meetings, involvement in activities, and active discussion in each activity. To measure the level of community participation, a standard is needed as a reference [15]. In this study, the

level of participation refers to Arnstein's theory of "Eight levels of community participation" namely manipulation, therapy, information, consultation, placation, partnership, delegated power, and citizen power, as set out in the following table 1.

Table 1 Research variable

Variable	Sub-Variable	Indicator	Necessary data	Methods of collecting data
Society participation	Forms of Community Participation	1. Power 2. Thought 3. Skill 4. Goods/materials 5. Money	Forms of community participation in every stage of holistic-integrative early childhood services	Survey using a questionnaire
	Level of Community Participation	1. Attendance at meetings 2. Involvement in physical activities 3. Liveliness in discussion 4. Membership in activities	The level of community participation in each stage of holistic-integrative early childhood services	Survey using a questionnaire

Meanwhile, to measure the level of community participation, this study uses a range of scale formulas. The calculation of the minimum score for each individual is  $1 \times 1 = 1$ , and the maximum score for each individual is  $8 \times 1 = 8$ . If the population in the study is 89 and the assessment criteria are 8 levels, it can be calculated that the lowest score for the level of community participation is  $1 \times 89 = 89$  and the highest score is  $8 \times 89 = 712$ . Thus, it can be seen that the scale range is  $(712 - 89) / 8 = 77.87$ , as in the following table 2.

Table 2 Participation score table

No.	Arnstein's Level of Participation	Score	
1	Manipulation	89	166,875
2	Therapy	166,876	244.75
3	Informing	244,76	322.63
4	Consultation	322,626	400.50
5	Placation	400,51	478.38
6	Partnerships	478,376	556,25
7	Delegated	556,26	634,13
8	Citizen Control	634,126	712.00

## 2. Results and Discussions

### 2.1. Forms of Community Participation in Holistic-Integrative Early Childhood Services

#### 2.1.1. Planning Stage

Community participation in the planning stage can be interpreted as the provision of existing resources before the activities are carried out. This provision can be in the form of labor, expertise, thoughts, or in the form of goods and money.

Based on the frequency calculation results from the respondents' answers: Persis Foundation (YP); Educators and Education Personnel (PTK); and Parents Guardians (OTW), it is known that the forms of community participation in participating are quite varied. However, from the results of the questionnaire calculations, it is known that many people who did not participate contributed to one of the five donation items, namely energy, thoughts, skills, goods/materials and money. The grouping of forms of participation provided by the community can be seen in table 3.

Table 3 Forms of community participation in the planning stage

No.	Form of Participation	Frequency			Total	Percentage
		Y.P	PTK	OTW		
1	Contribute energy	1	1	7	9	10,11
2	Contribute thoughts/suggestions		1	44	45	50,56
3	Contributing expertise		2	4	6	6,74
4	Donate goods/materials			7	7	7,87
5	Donate money	1		5	6	6,74
6	Do not donate			16	16	17,98
Amount		13	2	4	83	100

From the table above, it can be seen that as many as 9 (nine) respondents chose their form of participation by donating labor. This number means that it reaches 10.11% of all respondents. A total of 55 (forty five)

respondents or equivalent to 50.56% chose their form of participation by contributing thoughts/suggestions. A total of 6 (six) respondents or equivalent to 6.74% chose their form of participation by contributing

expertise. A total of 7 (seven) respondents or equivalent to 7.87% chose their form of participation by donating goods/materials. Furthermore, only 6.74% of all respondents, namely, a number of 6 (six) people, chose a form of participation by donating money as their way of participating. Meanwhile, 16 (sixteen) respondents or 17.98% chose not to donate. Based on these data, most of the respondents or up to 50.56% of the respondents contributed thoughts/suggestions/ideas, which are the easiest form of participation from other forms. However, by contributing ideas, it means that the community is interested in the activities of the holistic-integrative early childhood service program.

2.1.2. *Implementation Stage*

Community participation in the implementation

stage is by providing existing resources. This means that the support is broad, because it is not only in the form of funding. Forms of participation can be facilitated by donating energy, donating ideas, donating expertise, donating goods, and donating money. But there are also people who do not contribute anything.

Based on the frequency calculation results from the respondents' answers, it is known that the forms of community participation in how to participate are very varied. However, from the results of the questionnaire calculations, it is known that many people who did not participate contributed to one of the five donation items, namely energy, thoughts, skills, goods/materials and money. The grouping of forms of participation provided by the community can be seen below (Table 4).

Table 4 Forms of community participation in the planning stage

No.	Form of Participation	Frequency			Total	Percentage
		Y.P	PTK	OTW		
1	Contribute energy		2	12	14	15,73
2	Contribute thoughts/suggestions	1		20	21	23,60
3	Contributing expertise		2	4	6	6,74
4	Donate goods/materials	1		22	23	25,84
5	Donate money			17	17	19,1
6	Do not donate			8	8	8,99
Amount		13	2	4	83	100

From the table above, it can be seen that as many as 14 (fourteen) respondents chose their form of participation by donating labor. This number means reaching 15.73% of all respondents. A total of 21 (twenty one) respondents or equivalent to 23.60% chose their form of participation by contributing thoughts/suggestions. A total of 6 (six) respondents or equivalent to 6.74% chose their form of participation by contributing expertise. A total of 23 (twenty three) respondents or equivalent to 25.84% chose their form of participation by donating goods/materials. Furthermore, only 19.10% of all respondents, namely, a number of 17 (seventeen) people, chose a form of participation by donating money as their way of participating. Meanwhile, 8 (eight) respondents or 8.99% chose not to donate. Based on these data, the majority of respondents or up to 23.60% of the respondents contributed thoughts/proposals/ideas, which are the easiest form of participation from other forms. However, by contributing ideas, it means that the community is interested in the activities of the

holistic-integrative early childhood service program.

2.1.3. *Form of Participation in the Program Evaluation Stage*

Community participation in the evaluation stage is by providing existing resources. This means that the support is broad, because it is not only in the form of funding. Forms of participation can be facilitated by donating energy, donating ideas, donating expertise, donating goods, and donating money. But there are also people who do not contribute anything.

Based on the frequency calculation results from the respondents' answers, it is known that the forms of community participation in how to participate are very varied. However, from the results of the questionnaire calculations, it is known that many people who did not participate contributed to one of the five donation items, namely energy, thoughts, skills, goods/materials and money. The grouping of forms of participation provided by the community can be seen below.

Table 5 Forms of community participation in the planning stage

No.	Form of Participation	Frequency			Total	Percentage
		Y.P	PTK	OTW		
1	Contribute energy			5	5	5,62
2	Contribute thoughts/suggestions	1		53	54	60,67
3	Contributing expertise	1			1	1,12
4	Donate goods/materials		4	12	16	17,98
5	Donate money			8	8	8,99
6	Do not donate			5	5	5,62
Amount		13	2	4	83	100

From the table above, it can be seen that 5 (five) respondents chose their form of participation by donating labor. This number means reaching 5.62% of all respondents. A total of 54 (fifty four) respondents or equivalent to 60.67% chose their form of participation by contributing thoughts/suggestions. A total of 1 (one) respondent or equivalent to 11.12% chose their form of participation by contributing expertise. A total of 16 (sixteen) respondents or equivalent to 17.98% chose their form of participation by donating goods/materials. Furthermore, only 8.99% of all respondents, namely, a number of 8 (eight) people, chose a form of participation by donating money as their way of participating. Meanwhile, 5 (five) respondents or 5.62% chose not to donate. Based on these data, most

of the respondents or reaching 60.67% of the respondents contributed thoughts/suggestions/ideas, which is the easiest form of participation from other forms. However, by contributing ideas, it means that the community is interested in the activities of the holistic-integrative early childhood service program.

#### 2.1.4. Conclusion Analysis Forms of Participation

Based on the results of the analysis of the forms of community participation in the planning, implementation, and evaluation stages, it can be seen that the average form of community participation from the three stages is as shown in the following frequency distribution table.

Table 6 Frequency distribution of forms of community participation

No.	Form of Participation	Frequency			Total	Percentage
		Y.P	PTK	OTW		
<b>A. Planning Stage</b>						
1	Contribute energy	1	1	7	9	10,11
2	Contribute thoughts/suggestions		1	44	45	50,56
3	Contributing expertise		2	4	6	6,74
4	Donate goods/materials			7	7	7,87
5	Donate money	1		5	6	6,74
6	Do not donate			16	16	17,98
	Amount	2	4	83	89	100
<b>B. Implementation Stage</b>						
1	Contribute energy		2	12	14	15,73
2	Contribute thoughts/suggestions	1		20	21	23,60
3	Contributing expertise		2	4	6	6,74
4	Donate goods/materials	1		22	23	25,84
5	Donate money			17	17	19,1
6	Do not donate			8	8	8,99
	Amount	2	4	83	89	100
<b>B. Evaluation Stage</b>						
1	Contribute energy			5	5	5,62
2	Contribute thoughts/suggestions	1		53	54	60,67
3	Contributing expertise	1			1	1,12
4	Donate goods/materials		4	12	16	17,98
5	Donate money			8	8	8,99
6	Do not donate			5	5	5,62
	Amount	2	4	83	89	100

Based on the table, it is known that the form of participation provided by the community at each stage of activity varies greatly and changes. The most dominant form of the contribution given by the community is in the form of ideas or thoughts; this is the most common contribution given because the community does not need to pay any more to contribute to ideas, it is only enough to vote or give opinions in consultation at each meeting.

Another form of participation that is also dominantly given by the community is donations in the form of labor. Just like the donation of ideas or thoughts, the donation in the form of labor is the easiest form of donation for the community because it does not require additional costs to give it. Meanwhile, only a small portion of donations in the form of goods and money is given by the community in each stage of the

ongoing activities, and donations in the form of goods or money are given only by people who have financial capabilities above the average resident of Dukuh Pananjung Village, Tarogong Kaler District and the amount is very limited. because as discussed above, the population of Dukuh Pananjung Village, Tarogong Kaler District is dominated by low-income people.

#### 2.1.5. Analysis of Community Participation Levels in Holistic-Integrative Early Childhood Services

This sub-chapter discusses the level of community participation in the implementation of a holistic-integrative early childhood service program in Dukuh Pananjung Village, Tarogong Kaler District, Garut Regency, West Java Province. By conducting this analysis, will the degree of community involvement in the implementation of a holistic-integrative early



childhood service program. The degree of community involvement is measured from the following variables 1) The level of attendance at meetings; 2) Activeness in discussions; 3) Involvement in activities; 4) The reason the community is part of the activity. This analysis of the level of community participation is studied in each stage of the activity, so that it can be summarized how the degree of community participation is in each stage, both the planning, implementation, and evaluation stages.

To determine the category of level of community participation, the calculation is carried out as follows: Out of the 1 (one) question variable above, there are 8 (eight) question answer choices with scores ranging from 1 to 8. The score sequence is based on 8 (eight) levels of community participation from Sherry Arnstein. Thus, from each individual, a minimum score of 1 will be obtained, namely  $1 \times 1$  and the maximum score for each individual is 8, namely from  $1 \times 8$ . If the number of respondents is 89 people, then the minimum score for the level of community participation is  $89 \times 1 = 89$  and the maximum score of the level of community participation is  $89 \times 8 = 712$ . After knowing the minimum and maximum scores, the interval distance is found, namely  $(712 - 89)/8 = 77.875$ . Thus, the use of the participation ladder typology from Arnstein [15].

Table 7 Level of community participation

No.	Arnstein's Level of Participation	Score	Means
1	Manipulation	89	166,875
2	Therapy	166,875	244.75
3	Informing	244,75	322.63
4	Consultation	322,625	400.50
5	Placation	400,5	478.38
6	Partnerships	478,375	556,25
7	Delegated	556,25	634,13
8	Citizen Control	634,125	712.00

2.1.6. Planning Stage

Based on the data above, it can be seen in the level of community participation at the design stage by adding up the acquisition score of each variable, which is a question in the questionnaire answered by respondents. This total score is important to know in this study to draw conclusions about the level of community participation at this stage of activity and as a comparison for the level of community participation at the previous and subsequent stages. The total score table at the design stage can be seen below.

Table 8 Level of participation in the planning stage

No.	Indicator	Score	Means
1	Attendance rate in the planning stage	471	
2	Level of involvement in the planning stage	410	
3	The level of activity during the discussion in the planning stage	375	
4	Membership levels are in the planning stage	340	

Continuation of Table 8

Amount	1,596	399.00
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Based on this table, it is known that the total score at the design stage is 399.00, referring to the table above, namely the Arnstein level of the community participation table, so community participation in the planning stage is on the fifth ladder, namely Consultation with a score range between 322.625 and 400.5.

At this level, if it is related to Arnstein's theory of community participation [15], the Consultation level can mean that the people of Dukuh Pananjung Village, Tarogong Kaler District, Garut Regency, West Java Province already know holistic-integrative early childhood service programs and know what the benefits are for the community. They attend and are involved in activities voluntarily and sometimes give their opinion, but only a small part of their opinion is taken into account.

2.1.7. Implementation Stage

Based on the data above, it can be seen in the level of community participation at the implementation stage by adding up the acquisition score of each variable that is a question in the questionnaire answered by respondents. This total score is important to know in this study to draw conclusions about the level of community participation at this stage of activity and as a comparison for the level of community participation at the previous and subsequent stages. The total score table at the implementation stage can be seen below.

Table 9 Level of participation in the implementation stage

No.	Indicator	Score	Means
1	The level of attendance in the implementation stage	534	
2	The level of involvement in the implementation phase	416	
3	The level of activity during the discussion is in the implementation stage	410	
4	Membership level in the implementation stage	452	
Amount		1812	453

From the table above, it is known that the total score at the design stage is 453.00, referring to the table above, namely the Arnstein community participation-level table, so community participation at the design stage is on the fifth ladder, namely Placation with a score range between 400.5 - 478.375.

At this level, if it is related to Arnstein's theory of community participation [15], the Placation level can mean that the people of Dukuh Pananjung Village, Tarogong Kaler District, Garut Regency, West Java Province, are starting to have influence, although in many ways it is still determined by the program organizers. Several members of the community who



were considered capable were included as members of the program organizers. Proposals from low-income people can be put forward, but they are often not taken into account because their abilities and positions are relatively low or their number is too small compared to members of other power-holding agencies. Or, it can be said that the community is already active, but only a few of the discussion results are taken into account.

#### 2.1.8. Program Evaluation Stage

Based on the data above, it can be seen in the level of community participation at the program evaluation stage by adding up the acquisition score of each variable that is a question in the questionnaire answered by respondents. This total score is important to know in this study to draw conclusions about the level of community participation at this stage of activity and as a comparison for the level of community participation at the previous and subsequent stages. The total score table at the program evaluation stage can be seen below.

Table 10 Participation level in the program evaluation stage

No.	Indicator	Score	Means
1	Attendance rate in the program evaluation stage	521	
2	Level of involvement in the program evaluation stage	581	
3	The level of activity during the discussion in the program evaluation stage	550	
4	Membership level in the program evaluation stage	555	
Amount		2,207	551.75

From the table above, it is known that the total score at the program evaluation stage was 551.75, referring to the table above, namely the Arnstein community participation-level table, so community participation at the program evaluation stage was on the fifth ladder,

namely Partnership with a score range between 478.375 - 556, 25.

At this level, if it is related to Arnstein's theory of community participation [15], the Partnership level can mean that the people of Dukuh Pananjung Village, Tarogong Kaler District, Garut Regency, West Java Province, have an agreement on the program implemented by TK Al Mukhlis. Thus, the community can share roles with program organizers. Other agreements are also in the form of sharing responsibilities in planning, controlling decisions, formulating policies, and solving various problems encountered. After the agreement is made, it is not justified for changes to be made unilaterally. It can be said that the community has actively discussed and received an equal distribution of responsibilities.

#### 2.1.9. Summary of Participation-Level Analysis

Based on the results of an analysis of the level of community participation in the early stages of the activity, which includes the planning, implementation, and evaluation stages of the holistic-integrative early childhood service program, it can be seen in the form of community participation that was carried out at each stage during the activity by looking at the total achievement score. This total score determines at what level community participation is at each stage of the activity, which refers to Arnstein's participation ladder theory [15], as explained in the previous chapter.

For the initial stage, which was divided at the program planning stage, then at the planning stage, from the questionnaires distributed after being calculated, a total score of 1,596 was obtained, and for the program implementation stage, the total score obtained was 1,812. Meanwhile, for the program evaluation stage, the total score obtained was 1,546. For more details, can be seen in the following table.

Table 11 Overall level of community participation

No.	Indicator	Score	Means	Justification
<b>A</b>	<b>Planning Stage</b>			
	1. Attendance rate in the planning stage	471		In the planning stage, the level of community participation is on the fourth ladder, namely Consultation
	2. Level of involvement in the planning stage	410		
	3. The level of activity during the discussion in the planning stage	375		
	4. Membership levels are in the planning stage	340		
	Amount	1596	399.00	
<b>B</b>	<b>Implementation Stage</b>			
	1. Attendance rate in the planning stage	534		In the implementation stage, the level of community participation is on the fifth ladder, namely Placement
	2. Level of involvement in the planning stage	416		
	3. The level of activity during the discussion in the planning stage	410		
	4. Membership levels are in the planning stage	452		
	Amount	1812	453.00	
<b>C</b>	<b>Program Evaluation Stage</b>			
	1. Attendance rate in the planning stage	521		In the program evaluation stage, the level of community

2. Level of involvement in the planning stage	581	participation is on the sixth ladder, namely Partnership
3. The level of activity during the discussion in the planning stage	550	
4. Membership levels are in the planning stage	555	
Amount	2,207	551.75

Based on the table above, the level of community participation in the holistic-integrative early childhood service program at Al Mukhlis Kindergarten with the address of Dukuh Pananjung Village, Tarogong Kaler District, Garut Regency, West Java Province at each stage can be summarized in more detail as follows:

*2.1.10. Level of Community Participation in the Planning Stage*

The data obtained at the planning level was 399.00. At this level, if associated with Arnstein's theory of community participation [15], it can be interpreted that the people of Dukuh Pananjung Village, Tarogong Kaler District, Garut Regency, West Java Province are starting to have influence, although in many ways it is still determined by the program organizers. Several members of the community who were considered capable were included as members of the program organizers.

*2.1.11. Level of Community Participation in the Implementation Stage*

Participation-level data at the implementation stage were obtained at 453.00. At this level, if associated with Arnstein's theory of community participation [15], this means that the people of Dukuh Pananjung Village, Tarogong Kaler District, Garut Regency, West Java Province, are starting to have influence, although in many ways it is still determined by the program organizers. Several members of the community who were considered capable were included as members of the program organizers.

*2.1.12. Level of Community Participation in the Program Evaluation Stage*

At the evaluation stage of the early childhood service program, the level of community participation was at a score of 551.75. Thus, at this figure, the level of participation in the evaluation stage is in the fifth stage, namely, the Partnership. This means that the people of Dukuh Pananjung Village, Tarogong Kaler District, Garut Regency, West Java Province, have an agreement on the program implemented by TK Al Mukhlis. Thus, the community can share roles with program organizers. Other agreements are also in the form of sharing responsibilities in planning, controlling decisions, formulating policies, and solving various problems encountered.

From the three summaries above, if analyzed further, from the initial stage of activity

implementation in the form of planning, which is then followed by the implementation stage, to program evaluation, the level of participation provided by the community is slowly increasing from the lower ladder, namely consultation at the planning stage, it increases one level becomes placation at the implementation stage, and another level up becomes partnership at the program evaluation stage.

Based on the results of a study conducted by researchers, this is most likely because at the initial stage the community did not know about the holistic-integrative early childhood service program and its benefits for them. However, as time went on and the many discussions and outreach processes carried out by TK Al Mukhlis helped create a community understanding of the benefits of a holistic-integrative early childhood service program for meeting the essential needs of their children, thus raising public awareness to take part and participate in the activity.

This is in line with research related to community participation that was conducted by Irma Purnamasari in her thesis "Study of Community Participation in Development Planning in Cibadak District, Sukabumi Regency" in 2008, which concluded that the level of participation provided by the community in the early stages was very low because the community was not involved maximally so that most people do not even know the purpose and benefits of the activity. However, when the community is aware of the goals and benefits, increased participation is shown by the community in stages [19].

**2.2. Factors Supporting and Inhibiting Community Participation in Holistic-Integrative Early Childhood Services**

Generally, the community expressed a willingness to participate in holistic-integrative early childhood services. However, to arrive at the stage of real contribution to that contribution is not easy. The obstacles faced by education providers in encouraging community participation to improve the quality of education services indicate that education units are not fully considered a shared responsibility. This reality reinforces the assumption that participation is not easy to achieve because of the obstacles posed by the government and society.

From the government side, factors that hinder community participation in education can be in the form of:

- a. The lack of effort by decision-makers to really

involve the community in public service decisions.

b. Weak support for people who are trusted to implement strategies to increase community participation in public services.

c. Citizen participation activities are often only seen as projects, and the state does not manage its funds sustainably, resulting in weak budget support.

Meanwhile, from the community side, factors inhibiting participation in education arise for several reasons, including:

d. The culture of paternalism embraced by society makes open discussion difficult.

e. Indifferences because communities rarely participate in local government decisions.

f. Some people still think that cultural barriers, or formal education, are against adats.

g. Geographical barriers, such as the remote location of education units, and the lack of transportation and road connections that facilitate access to the next education unit.

h. The cost of education is high, particularly at the level of tertiary education and education.

Factors that encourage community participation in education include:

a. An increasingly advanced social mindset that places great importance on education and sees it as a way to make it easier for them to find work.

b. The existence of a social class representing the level of education as prestige and as a determinant of social status in society.

c. The general view that education is a way to change destiny for the better.

d. Access to proper educational facilities and amenities. For example, there are many schools in remote villages that are easily accessible by remote communities.

The dissemination of the importance of continuing education is given to improving people's lives.

### 3. Conclusion

Based on the discussion above, the main finding of this study is the production of community participation guidelines that can be used by PAUD institutions in seeking cooperation with other units such as Posyandu and Toddler Family Development. In detail, the conclusions from the study of community participation in holistic-integrative early childhood services are as follows.

1. Al Mukhlis Kindergarten has organized a holistic-integrative early childhood service program systematically, which begins with program planning, implementation, and evaluation.

2. The forms of community participation were provided in holistic-integrative aged child services at the three stages, which are very varied and experiencing changes. The most dominant form of participation given by the community is in the form of

ideas or thoughts. This is the most common contribution given because the community does not need to pay any more to contribute to ideas, it is only enough to vote or give opinions in consultation at each meeting.

3. The level of community participation provided in holistic-integrative aged child services at the three stages tended to increase at each stage. The results of the analysis show that from the initial stage of implementing activities in the form of planning, which is then followed by the implementation stage, up to program evaluation, the level of participation provided by the community is slowly increasing, from the lower ladder, namely consultation at the planning stage, increasing one level to placation at the implementation stage and move up to a higher level to become a partnership at the program evaluation stage.

What drives the level of community participation in Dukuh Pananjung Village, Tarogong Kaler District, Garut Regency, West Java Province, is starting to understand and feel an interest in participating in holistic-integrative early childhood service activities. Meanwhile, the inhibiting factor for community participation is the limited facilities and infrastructure owned by program organizers to accommodate community aspirations.

The role of community participation research in holistic-integrative early childhood development services is critical in a very dynamic educational situation to provide theoretical guidance, and monitor and improve the quality of children's education. This research on community participation has contributed both academically and practically to the management of PAUD institutions. Academically, this research produces scientific studies in the form of the importance of community contributions in holistic-integrative early childhood development services and determining strategies or approaches for the community to take part in the education sector. This community contribution is very useful in meeting the essential needs of children in PAUD units. Then practically, with this research, PAUD institutions have a reference for the community (especially Posyandu and Toddler Family Development) to take part in creating quality PAUD.

This research produces a reference for PAUD institutions in collaborating with other elements, such as Posyandu, BKB, or other units in accordance with the element of meeting the essential needs of children. Unlike previous research, community participation studies only describe the involvement of parents or other communities and have not produced guidelines or references (models) that technically guide PAUD institutions to collaborate with other units. The strength of this research lies in the guidelines prepared by involving educators and education staff at PAUD, Posyandu, BKB, and other health workers to fulfill

children's basic needs, which include: education, health, nutrition, protection, care and welfare. Meanwhile, the limitation of this study is that it only uses two independent variables, namely, community participation and holistic-integrative early childhood development services. It is possible that the results obtained by this study are not optimal for consideration in decision-making or reference in the realization of fulfilling children's essential needs. Additionally, the sampling of PAUD institutions in Garut Regency, so that the resulting research products cannot be applied or realized for all PAUD institutions in Indonesia.

### 3.1. Suggestions

Based on research on patterns of community participation in the development of integrative holistic early childhood services at Al-Mukhlis Kindergarten, suggestions that can be given are as follows.

#### 3.1.1. For Society

It is hoped that the community will provide their participation in an effort to fulfill facilities and infrastructure that are still not fulfilled to maximize service.

#### 3.1.2. For Schools

It is expected to be able to develop holistic integrative early childhood services integrated with Posyandu and BKB, but are also involved in activities within the community. Because after all when it is integrated with all, all services for children can be fulfilled, so that children can grow and develop optimally according to their stage of development and age.

#### 3.1.3. For Further Research

The model of community participation in education, the principles and patterns applied in the implementation of a holistic-integrative early childhood service program at Al Mukhlis Kindergarten with the address of Dukuh Pananjung Village, Tarogong Kaler District, Garut Regency, West Java Province, can be adopted and replicated to be applied to other locations for realizing quality early childhood programs.

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