Collaborative Strategy for the Bunda PAUD Working Group of West Java Province and Universities in Improving the Competence of Early Childhood Educators in the City of Bandung

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Abstract— **The aim of this research is to provide an overview of the collaborative strategy implemented by the Working Group of *Bunda PAUD* of West Java Province and Universities in Improving the Competence of Early Childhood Educators in the City of Bandung. The West Java Province PAUD Working Group is a non-structural institution under the auspices of West Java Province PAUD Mothers as a special mandate from the Ministry of Education and Culture. The method used was qualitative through in-depth interviews with *Bunda PAUD* in West Java Province, Chairperson of the West Java Province PAUD Working Group, and higher education academics including the Indonesian University of Education, International Women's University, and Bandung Islamic University. Data collection was also complemented by observation techniques in the working groups of *Bunda PAUD* with universities and collaboration data documentation carried out by these organizations. The results of the study show that although Early Childhood Education is not the authority of the Province, the Working Group of *Bunda PAUD* of West Java Province as a representative of PAUD managers at the provincial level is able to support the implementation of increasing the competence of PAUD educators, especially in the city of Bandung by collaborating with universities including the Indonesian University of Education, International Women University, and Bandung Islamic University in various forms of activities including Webinars, Education and Training, and Capacity Building which are carried out both online and offline.**

Keywords— *value chain model, program sekolah penggerak, collaborative learning early childhood education;*

INTRODUCTION

The view on the importance of quality early childhood education and care is something that is global in nature. This refers to the prevailing view in all parts of the world that believes that investment in education, especially Early Childhood Education, is an important factor for a country to be able to compete in the era of globalization. This global view is reflected in the recognition by various governments in the world of the importance of the function and role of early childhood education for both early childhood and the nation as early childhood education is listed in the Sustainable Development Goals (SDGs) in particular point 4.2, which states that By 2030, ensure that all girls and boys have access to quality early childhood development, care, and preschool education so that they are ready for primary education (Blatchford, 2016). In recent years, early childhood policy formulation has progressed rapidly in all OECD countries. According to Bennet and Neuman [2] the authorities are getting tighter in devising strategies to improve the quality, recruitment, training and support of staff.

In Indonesia, this is reflected in the issuance of the Holistic Integrative early childhood education policy in the Presidential Decree of the Republic of Indonesia Number 60 of 2013 concerning Holistic Integrative Early Childhood Development, where it is hoped that all Early Childhood Development services can be carried out in a holistic and integrated manner so that the goal is achieved, namely the realization of Indonesian children who are healthy, smart, cheerful, and noble. In West Java Province itself, we will try to initiate a Holistic Integrative early childhood education Policy typical of West Java so that it can be properly implemented in all early childhood education in West Java.

In its implementation, of course, collaboration is the key word for realizing the functions and objectives of

PAUD HI through the Bunda PAUD (Early Childhood Education) Working Group. One collaboration strategy that can be implemented in this regard is the Pentahelix Collaboration. The Penta Helix Collaboration, which is a form of development of the Triple Helix model introduced by Etzkowitz and Leydesdorff (2000), is an integration design between five key players, who coordinate and collaborate with each other. Therefore, Penta Helix is an extension of the Triple Helix model by involving various elements of society to realize this innovation (Lindmark and Markus, 2009; Lindmark, Sturesson & Roos, 2009: 24). ABCGM synergies, namely Academics (Academy), Business (Business), Community (Community), Government (Government), and Media are important keywords in Pentahelx synergy (Fitriani et al, 2019). In relation to PAUD, stakeholders who are seen as having a strategic role in collaborating and creating holistic, integrative quality PAUD services through the Penta Helix strategy are "PAUD Mothers" who are assisted by the Working Group for PAUD Mothers.

As is well known, since 2020, the Ministry of Education and Culture of the Republic of Indonesia has massively formed Bunda PAUD Working Groups in all Provinces, one of which is the Working Group for Bunda PAUD in West Java Province. Since July 22 2020, the West Java Province Bunda PAUD Working Group has been formed which consists of various elements from both regional apparatus, partner organizations, academics, as well as practitioners. This working group then obtains funding from various levels of government, both the Central Government and Regional Governments.

As it is known that in West Java Province the development of PAUD is still a homework that needs to be completed. Based on data from BPS (2020) that the Human Development Index in West Java until 2019 only reached 71.30 or an increase from 2018's achievement of 70.69. Even so, this achievement is still below the national average of 71.39 (2019). Meanwhile, if we look at the gross enrollment rates in West Java, based on data from the Ministry of Education and Culture (2020), West Java Province is still lagging behind other provinces on Java Island, namely 36.28%, while Central Java Province is 55.74%, East Java Province is 67.92. %. Likewise Early Educatioan accreditation in West Java, 68.1% of PAUD in West Java in 2019 had not been accredited (BAN PAUD-PNF, 2020).

In answering this, the District/City Regional Government which has the main authority in PAUD management cannot stand alone, it needs support from other elements. The presence of the West Java Province Bunda PAUD Working Group in 2020 can help resolve this through the implementation of programs that can pass coordination barriers which are obstacles to the Regional Government. The Provincial Bunda PAUD Working Group as a new organization, certainly requires a mature collaboration strategy in order to be able to support the development of Early Childhood Education in West Java Province. One of the collaboration strategies that can be used is the pentahelix collaboration strategy.

Based on the above, this study specifically discusses how the Penta Helix collaboration strategy is applied to the West Java Province Bunda PAUD Working Group, especially with regard to increasing the competence of PAUD educators in the city of Bandung.

1. Early Childhood Education

Early childhood is a group of children who are in a unique process of growth and development. Children have patterns of growth and development (fine and gross motor coordination), thinking power, creativity, language and communication, which are included in intellectual intelligence (IQ), early should be done with the aim of providing basic concepts that have meaning for children through experience real that allows children to show activity and curiosity (curiosity) optimally (semiawan, 2007:19). Montessori in Hainstock (1999:12) states that in the age range from birth to 6 years, children experience the golden years, which is the period when children begin to be sensitive to receive various stimuli. The sensitive period is the period when the maturity of physical and psychological functions occurs, the child is ready to respond to stimulation of emotional intelligence (EQ), spiritual intelligence (SQ) or religious or religious intelligence (RQ), according to the child's level of growth and development.

In line with [13] argues that early childhood, which is categorized as unequal and fundamentally different from adults, must be analyzed in relation to the notion that childhood is the main resource in the formation of culture. He suggests that this kind of analysis underlies the value of childhood for the maintenance and stabilization of concepts of adulthood. Emphasis is placed on the potential of connecting childhood concepts directly to the future and making childhood critical to ideas of transformative change, particularly in education [3]. A child is something that has the potential to become anything. This implies that the child himself too never

complete. The child is not only in the making, but also malleable – so it can be made

In Indonesia, early childhood education is regulated in Law Number 20 of 2003 concerning the National Education System, it is stated that early childhood education (PAUD) is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of stimulation. education to foster physical and spiritual growth and development so that children are ready to enter further education.

[11] explained that the purpose of early childhood education is to create a generation that can become the nation's successor and can have a good education, so that they have very broad insights. The following are the objectives of early childhood education in particular namely;

a. The creation of optimal early childhood growth and development through improving school services.

b. The creation of increased knowledge, skills and attitudes of parents in an effort to foster optimal child growth and development

c. Preparing early childhood who will be ready to enter elementary education.

In its implementation, Early Childhood Education must pay attention to all developmental domains. Research by [6] shows that children's major developmental domains — physical, social/emotional, and cognitive — are so complexly interrelated that developmentally appropriate practices should no longer have an "either/or" focus. Instead, developmentally appropriate practices pay adequate attention to all major areas of early development, adapting the emphasis to suit the child's developmental status.

In line with this, as stated in [5], experts in human development and education are increasingly realizing that the physical, social/emotional, and cognitive elements of early childhood are aspects of development that are closely interrelated. These facets are often referred to as the "developmental domain", and cumulatively constitute school readiness constructs. That is, school readiness requires solid development not only in the cognitive domain but also in all major developmental domains. In fact, socioemotional development and academic learning have a much more complex and interrelated relationship than previously understood. School readiness is a product of all the environments in which children learn and grow — families, early childhood care settings, schools, neighborhoods, and communities. The belief that social

skills benefit from cognitive development is strongly supported by growing evidence of a pervasive cognitive influence on social skills and the strength of the interaction between cognitive stimulation and social engagement to produce interesting transformations.

Thelen and Smith (1994) explain that interdependent, multidirectional relationships exist among developmental domains—physical, socioemotional, and cognitive. This synergistic relationship implies not only that mastery in one domain promotes development in other areas but also that problems in one area can delay or indefinitely delay development in other areas. Examples from the field of early motor development include a baby's first successes at crawling and walking. Once acquired, this new ability to move at will greatly enhances the kinds of experiences babies can have, which then influence their cognitive development, their sense of being active and moving agents, and their perspective of the world around them. In another example, complex developmental interaction cycles arise when children's ability to use language influences their ability to build social relationships, which in turn causes differences in social skills that either support or hinder further language development. Understanding the implications of meaningful relationships between developmental domains is critical for high-quality early learning and development.

2. Competence of Early Childhood Education

Early Childhood Teacher Competence The presentation of the competence of Early Childhood teachers is clearly stated in the Teacher and Lecturer Law no. 14 of 2005 article 2. [8] explains about the law that teachers have a position as professionals at the levels of basic education, secondary education and early childhood education in the formal education pathway. Furthermore, in article 4, it is explained that teachers as professionals as referred to in article 2, function to enhance the dignity and role of teachers, as agents of learning, and function to improve the quality of national education. The competence of the teacher is the ability and authority of the teacher in carrying out his obligations with full responsibility for his duties as a teacher. Because the teacher is a profession or job that is soft skills, competence is needed in the teaching and learning process [1]. Soft skills must be trained and practiced, it is not enough to just learn theory.

Improving the quality of education in Indonesia is illustrated by the competencies that must be possessed by teachers, namely professional, pedagogical, personality and social competencies, as stated in Government Regulation no. 16 of 2007 concerning competency standards for PAUD/TK/RA teachers. The following

describes each of these competencies, namely: (1) Personal competence is the ability to behave and behave according to the child's psychological needs, according to the child's norms, religion, culture and beliefs, and to present oneself as a person of noble character. (2) Professional competence is related to the ability to understand the stages of child development, growth and development of children, the ability to provide stimulation in education, care and protection, and the ability to build cooperation with parents in education, care and protection of children. (3) Pedagogic competence is the ability related to planning education, care and protection program activities, carrying out processes and carrying out assessments of the processes and results of education, care and protection.

Meanwhile, social competence is the teacher's ability to adapt to the environment and communicate effectively with students and parents. Becoming a professional teacher is not easy. The term professional refers to two things. First, people who hold a profession. Second, the performance or performance of a person in doing work in accordance with his profession. The development of professional competencies that are applied in making lesson plans is a required part of learning in Early Childhood. [4]: 166) explained that by mastering learning materials, teachers can choose, define and develop alternative strategies from various learning sources that support the formation of competency standards and basic competencies. Teachers must have the ability to design lesson plans according to themes, stages of development and learning objectives that are fun, meaningful and explore children's curiosity. As said by Semiawan (2002: 25), teachers need knowledge and skills in order to guide children to grow and develop properly.

3. Role and Functions of Bunda PAUD and Working Group Of Bunda PAUD

The view on the importance of quality early childhood education and care is something that is global in nature. This refers to the prevailing view in all parts of the world that believes that investment in education, especially Early Childhood Education, is an important factor for a country to be able to compete in the era of globalization. This global view is reflected in the recognition by various governments in the world of the importance of the function and role of Early Childhood Education for both early childhood and the nation.

In one direction with the Dakar Declaration and SDGs above, the Government of Indonesia is making various efforts to provide access to early childhood services for all early childhood in Indonesia. This effort was realized through the issuance and enactment of Law Number 20 of 2003 concerning the National Education System,

Presidential Regulation Number 60/2013 concerning Holistic-Integrative Early Childhood Development, Presidential Regulation Number 87/2017 concerning Strengthening Character Education, Presidential Regulation Number 59/2017 concerning Implementation of Achieving Sustainable Development Goals, and most recently Government Regulation Number 2/2018 concerning Minimum Service Standards, which requires Pre-Basic Education Early Childhood Education for children aged 5 and 6 years as one of the minimum services education that must be provided by the Regional Government starting January 1, 2019.

The common thread of all this national commitment is the guarantee of the provision of Early Childhood Education services for all children from birth to the age of six, to assist their physical and spiritual growth and development so that they are ready to enter further education that is intelligent and healthy. Efforts to achieve these goals require the support of various parties. One of the stakeholders who is seen as having a strategic role in creating quality Early Childhood Education services is "Bunda PAUD".

The existence of Bunda PAUD is very important to mobilize all components and resources in their area. The role of Bunda PAUD throughout Indonesia must be further enhanced. Bunda PAUD is a voluntary profession, which is based on love and compassion, so that it becomes a locomotive to encourage all elements in society. Bunda PAUD are expected to be able to build communication with all stakeholders in their respective regions who have the potential to develop Early Childhood Education services. In promoting quality Early Childhood Education services, Bunda PAUD are expected to join hands with all elements of society, so that the provision of Early Childhood Education services is optimal. It is hoped that Bunda PAUD can actively involve mothers, considering their very important role in educating early childhood and maintaining the health of their children.

Bunda PAUD is a predicate given to the wife of the head of government and regional head (President, Governor, Regent/Mayor, Camat, Head of Village/Lurah) or carried directly by heads of government and heads of regions women who are the main movers in fostering education services for early childhood (0-6 years) in their area to support the realization of Quality Early Childhood Education services. If the head of government or regional head does not or does not have a partner, then the role of the Bunda PAUD in the area is delegated to the wife of the deputy head of government or the head of the area concerned. Based on the Guidelines issued by the Ministry of

Education and Culture (2019), the role of Bunda PAUD is as a symbol as well as the main partner in the national quality Early Childhood Education movement. As a mother figure who is a central figure at every level of government, the existence of the Bunda PAUD can motivate the community and stakeholders to provide quality PAUD services.

In this case, one of the main tasks of Bunda PAUD is to form a working group for Bunda PAUD. This is intended to be able to accelerate the duties of Bunda PAUD as a whole, so that the Main Objective of implementing Early Childhood Education in the Provincial Region in particular, can be achieved effectively and efficiently. Bunda PAUD in this case can form a working group or called POKJA Bunda PAUD consisting of bureaucratic elements, practitioners, academics, Early Childhood Education professional organizations and/or related stakeholders. Apart from that, it can also be based on elements of honorary members such as community leaders, elders, and religious leaders. In organizing, Bunda PAUD as coordinators are assisted by the Bunda PAUD working group consisting of:

1. Trustees (regional heads, heads of education offices, heads of health services, BKKBN, P2TP2A and others as needed);

2. Chairman;

3. Secretary;

4. Treasurer;

5. Commission or field as needed.

4. Penta Helix Collaboration Strategy With Higher Education

1. Collaboration in General

Collaboration is an absorption word that comes from the Latin word collaborare which means "to work together" (Merriam-Webster). In the American Heritage Dictionary (2000), collaboration is defined as the activity of working together, especially in an effort to unify thoughts. This is in line with the opinion of [1] which states that:

Collaboration is a process in which the parties involved see a problem from different perspectives or aspects, can constructively bring together differences and seek further solutions from their views of what is possible and as a mutually beneficial relationship between two or more parties who work together in share responsibility, authority, and accountability to achieve results and

objectives. As an arrangement of government in which one or more public institutions are directly involved with non-governmental stakeholders in a formal, consensus-oriented and deliberative collective decision-making process, which aims to make or implement public policies or manage program policies or manage an asset. The process and structure of public policy decision-making and management that involves people constructively across the boundaries of public institutions, levels of government, and/or the public, private and civil sectors to realize the common goals to be achieved. The concept of a collaborative governance regime is strengthened by an iterative process of collaboration in which the principles of involvement (communication), sharing of motivation (trust, commitment, and mutuality), and capacity for collective action (administration) reinforce one another in a positive feedback loop. to improve the quality and dynamics of collaboration.

According to [3] collaboration has 7 (seven) characteristics, which are as follows: 1) Participation is inclusive (not limited) and not hierarchical 2) Participation is responsible for ensuring the achievement of success 3) There are clear objectives and problem definitions 4) Participants sharing knowledge with one another (educating each other) 5) There is identification and testing of various options 6) Participants share roles and responsibilities in implementing solutions 7) Participants are always aware of existing developments.

The strategic collaboration approach is a fundamental view for developing the performance of public organizations in providing public services, and the approach is a practice-based approach to addressing problems in the public sector [20]. This theory focuses on building teamwork synergy and collaboration by involving actor collaboration, organizational relationships, organizational capacity, and capacity in making policy programs. According to Ferrier-Kerr strategic collaboration can make the organizational environment more conducive to building strong relationships and professionalism in solving problems [10].

Existing literature on collaboration explains that the term collaboration is widely used as the best strategy to overcome malicious problems in public or private sector organizations and allows for increased achievement of service quality, intentionality, and innovative strategic solutions [22]. Collaboration can be defined as the process of involving heterogeneous participants in a coordination and developing joint involvement and commitment to address problems to be resolved in coordination and alliances [21]. Meanwhile, capacity and

capacity building have two different terms in a social or public organization. In this article, the concept of capacity refers not only to human resource development, but also organizational and/or institutional development (Caldwell, 2005).

Based on the literature review, we identified that there are six dimensions of strategic collaboration factors that can determine the success of basic education management and education standards in local governments and school units. These dimensions can make it easier for educational institutions as public organizations to get the best Service Quality such as; (1) organizational learning and multiple actor competencies [16] [17] [18] [19].

2. Penta Helix Collaboration

The Penta Helix Collaboration, which is a form of development of the Triple Helix model introduced by Etzkowitz and Leydesdorff (2000), is an integration design between five key players, who coordinate and collaborate with each other. Therefore, Penta Helix is an extension of the Triple Helix model by involving various elements of society to realize this innovation (S. Elof, A. Lindmark, and N. R. Markus, 2009). In other words, the synergy of actors plays an important role for innovation in both the triple helix and the Penta Helix. However, the implementation of the Penta Helix model has some slight differences in terms of five players depending only on the goals and configuration of the players in certain circumstances.

The penta-helix is more specifically defined by [4]as the joint interaction of four well-established helices called the quadruple-helix including:

a. public Sector,

b. private sector,

c. academics,

d. civil society

e. mediated and activated by the fifth helix (entrepreneur/social activist).

This answers two interrelated questions related to democratic representation and varying power relations among stakeholders: First, how can we map, in comparative terms the composition of multistakeholder policy frameworks, in particular enhancing the existing triple and quadruple helix frameworks. Second, consequently, how can we further incorporate dynamic and transformational aspects through intermediaries as collaborative capacity builders and important transformational institutions to achieve the desired goals. The intermediary in question can be a representative of

the PAUD Mother Working Group which is an organization that can not be bound by these helices but instead become a collaborator of the five.

For example, in REPEC (Research Papers in Economics), Penta Helix is described as a model of socio-economic development, which stimulates knowledge-based economies to pursue innovation and entrepreneurship through collaborative efforts and profitable joint ventures between academia, public authorities, businesses. , NGOs, civil society, and entrepreneurs as cited in Halibas, Sibayan and Maata (2017). Calzada's Penta Helix model includes public, private, social entrepreneurship, academia and civil society (2016), while the Penta Helix model in the Republic of Croatia has been implemented with the addition of diaspora as a fifth component that aims to introduce economic development programs. The five players include government, academics, entrepreneurs, diaspora, and non-governmental organizations (NGOs) (2015). In Hungary, the adapted Penta Helix model is suitable for describing key elements of the corporate engagement context such as the local economy, community government, science, and the natural and built environment (2017). In Indonesia, the application of the Penta helix, known as ABCGM, covers the academic, business, community, government and media fields [5].

The partnership model from [13] is used which describes the penta helix collaboration model between stakeholders, including:

a. Attribute

Suggesting that certain processes regarding constructs help guide the flow of information between partners, manage the depth and breadth of interactions and capture complex and dynamic exchanges between partners acknowledge their mutual dependence and their willingness to work for the continuity of the relationship. These attributes include commitment, coordination, interdependence, trust, power.

b. Communication Behavior

Demonstrate that the partnership must have effective communication, including quality communication, information sharing, and participation in goals and planning.

c. Conflict Resolution Techniques

Conflicts often occur in inter-organizational relations because of the inherent interdependence between parties. Given the number of conflicts to be expected, an understanding of how they are resolved is important. The impact of conflict resolution on relationships can be productive or destructive. Thus, the way partners resolve

conflicts has implications for the success of the partnership.

With regard to the importance of the penta helix, previous research findings have noted the important role of the Penta Helix contribution including:

a. To strengthen shared innovation goals and deliver regional socio-economic progress (Halibas, Sibayan, and Maata, 2017 and Rampersad, Quester, and Troshani, 2010).

b. To achieve high innovation capability, developing a culture and innovation practices is recommended for every organization (B. Lawson and D. Samson, 2001, and D. I. Prajogo and P. K. Ahmed, 2006).

c. Strong collaboration and partnerships among the parties involved enable innovation (B. Von Stamm, 2004, and Cazalda, 2020).

METHODOLOGY

This Descriptive analytics method was used in this study. The method was chosen in order to explain and interpret to obtain overview of a case which is focus on actual problems as they are at the time the research was conducted.

Data analysis techniques used in this study was qualitative approach. This design is used to understand & interpret social phenomenon, especially about collaboration strategy which is held by Bunda PAUD working group with institutions of higher education.

The type of research chosen is a case study. Case study according to Ary et al. (2010:454) provides an in-depth description of one unit. A "unit" can be an individual, group, site, class, policy, program, process, agency, or community. It is a single occurrence of something the researcher wishes to study. The unit of analysis determines whether the study is a case study or a different form of qualitative research. Case studies can answer descriptive questions (what happened) or try to explain why something happened by looking at a process. They are particularistic (focusing on a particular phenomenon, situation or event), descriptive (providing a rich description of the end result), and heuristic (focusing on providing new insights).

In this case the research conducted was descriptive case study in nature by focusing on the research location at the Secretariat of the Bunda PAUD Working Group, West Java Province, having its address at Jl. Dr. Radjiman No.6, City of Bandung and the Education Office of West Java Province with the main research subject being the Group of sources from the elements of the Working Group of Bunda PAUD of West Java Province.

The selection of the research sample used a purposive sampling technique, namely that researchers specifically had individuals and research locations to study and understand the main phenomena (Cresswell, 2014) in this case, namely the implementation of the penta helix collaboration at the Bunda PAUD Working Group of West Java Province, for this reason the data sources were selected including Primary and Secondary data. Primary data from this study were obtained from informants or informants, namely the Bunda PAUD of West Java Province and from elements of the Working Group of Bunda PAUD of West Java Province as the main source of primary data collection for this study. Secondary data that will be the source of data in this study are books, research journals and articles of other reference material which will form the theoretical basis and discussion in this study later.

FINDING AND DISCUSSION

In order to develop collaborative learning in driving schools, of course, schools must carry out an internal factor analysis, especially in various parts of the process that provide added value to the achievement of the goals of the driving school. a. Identification of Motivating School operational activities.

In organizing school activities, the driving force consists of various activities of relations between parts and positions that describe different tasks and functions. This chain of relationships describes the course of the program that has been planned to fulfill the realization of the institution's goals. These duties and functions are organized into three sections, namely educators, education staff and students.

b. Value Chain of SMP Pelita YNH Sukabumi City

1) Main Activities

a) Program design

b) Regulation Recognition
c) Moment truth management
d) Learning Spirit
e) Service competitions

2) Support Activities

a) Professional Recruitment
b) Modern tools & Infrastructure
c) Library with relevant book
d) After-sales sales

3) Value Overseas Activity Performance

Based on the research carried out, in the implementation of increasing the competency of Early Childhood Education educators in the city of Bandung through the collaboration strategy of the Bunda PAUD working group with universities, several research results were obtained including:

a. There is a Special Field that Handles Collaboration

The Bunda PAUD working group in West Java Province has 4 fields including planning and development, advocacy outreach, partnerships, and monitoring and evaluation. One area that is specifically related to the theme of this research is the field of partnerships.

The areas of this partnership include having members from elements of early childhood education partner organizations, government, and academia. Having members from these elements has a positive impact on the planning and implementation of the Bunda PAUD working group collaboration strategy, because each of these elements can facilitate the accessibility of collaborating with certain institutions.

Specifically, this field program focuses on developing collaboration with various parties whose aim is to improve accessibility, quality, and governance of early childhood education in West Java Province. The programs implemented include:

1) Collaboration with PTPN VIII in developing holistic integrative early childhood education;

2) Collaboration with the West Java Provincial Education Office in implementing funding for the West Java Province Mother PAUD Working Group;

3) Collaboration with Universities in terms of Improving the Competence of Early Childhood Education Educators in West Java Province;

4) Collaboration with industry, in this case optimizing the use of CSR to support funding for various programs of the West Java Province PAUD Mother Working Group;

5) Collaboration with Community Organizations, in this case to support community involvement in various programs of the Mother PAUD Working Group in West Java Province.

Berdasarkan penelitian yang dilaksanakan, dalam pelaksanaan peningkatan kompetensi pendidik PAUD di Kota Bandung melalui strategi kolaborasi kelompok kerja Bunda PAUD dengan perguruan tinggi, diperoleh beberapa hasil penelitian diantaranya:

b. Pentahelix Special Partnership Program Implemented Involving Universities, Business World/Industry World, Government, and Community Organizations

With regard to the discussion of this research, in 2022, at the initiative of the West Java Province Mother PAUD Working Group Partnership, a collaboration has been carried out with International Women University, Universitas Pendidikan Indonesia, Universitas Islam Bandung, SEAMEO CECCEP, CIMB Niaga Bank, and the West Java Provincial Office of Education in the implementation of increasing the competence of PAUD Educators in Indonesia.

The main target of this activity is early childhood education educators with the following criteria:

1) Non-educational high school or undergraduate education qualifications (not yet certified);

2) Length of teaching/ tenure of at least 2 years;

3) Maximum age of 45 years;

4) Receive recommendations from related Partner Organizations.

The participants came from various provinces including West Java Province, Central Java Province, East Java Province, D.I. Yogyakarta, Banten Province, Lampung Province, and South Sumatra Province. Specifically for West Java Province, all districts/cities were invited to participate in this activity.

The city of Bandung as part of the Province of West Java contributed a lot of participants from early

childhood education educators, a total of 25 people. The material was delivered by competent speakers in the field of Early Childhood Education, including from SEAMEO CECCEP, Academics, and PAUD Practitioners, regarding:

1) Theory of Quality Early Childhood Education ;

2) Mindful and Compassionate Parenting Overview;

3) The Basic Concept of Freedom to Learn - Freedom to Play;

4) Implementation of Holistic Integrative Early Childhood Education includes education, care, health and nutrition, protection, welfare services;

5) Mindful Self Hygiene Practices;

6) Learning Planning in the Implementation of the Independent Curriculum;

7) Parenting Stress and Automatic Reactions;

8) Material on Gender;

9) Mapping Issues of Holistic Integrative Early Childhood Education Services and Self-Evaluation of Holistic Integrative Early Childhood Education Institutions;

10) Balanced Nutrition, Food Safety, Responsive Feeding;

11) Differentiated Learning for Early Childhood;

12) Gratitude & practice examples of gratitude, mindful breathing, and mindful observation;

13) Practice of Implementing Early Detection of Child Growth and Development;

14) Early Detection of Growth and Development;

15) Speaking and Listening with Awareness and Compassion;

16) Learning Planning Development Practice

CONCLUSION AND RECOMMENDATION

From this research, it was found that collaborative strategies, especially with tertiary institutions, could be implemented by the West Java Provincial PAUD Working Group, especially in increasing the competency of early childhood education educators in the city of Bandung. This was achieved, among other things, through activities to increase the competency of early childhood education educators in Indonesia which were carried out in collaboration with International Women University, Indonesian University of Education, Bandung Islamic University, SEAMEO CECCEP, CIMB Niaga Bank, and the West Java Provincial Office of Education.

Among the recommendations for this research, the government needs to implement consistent programs related to increasing the competency of early childhood education educators, not only through government programs, but also through optimizing the Working Group for PAUD Mothers in West Java Province. For the Ministry of Education and Culture, regarding the PAUD Mother Working Group Optimization Program which was initiated in 2020, to be developed based on the model in West Java Province for all PAUD Mother Working Groups in other Provinces. For the West Java Province Mother PAUD Working Group, the collaboration that is carried out can be developed more comprehensively not only towards increasing the competence of PAUD educators, it can also be developed towards increasing accessibility as well as governance of early childhood education in West Java Province, besides that, collaboration can also be developed again to other institutions that have a concern for early childhood education.

However, further research is highly recommended in order to examine more deeply the influence of Bunda PAUD working group on the effectiveness of Collaborative Strategy for developing competence of early childhood educators.

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