THE SCHOOL ROLE IN THE EFFORT OF EMPOWERING IN EARLY CHILDHOOD ENVIRONMENT

Eky Prasetya Pertiwi[1], Ianatuz Zahro [2], Ahmad Fadli[3]

IKIP PGRI Jember

Info Artikel	Abstrak
	Tujuan penelitian ini adalah untuk mengetahui bagaimana peran sekolah dalam upaya pemberdayaan masyarakat di lingkungan PAUD. Pendekatan penelitian ini menggunakan metode penelitian kualitatif, data yang diperoleh kemudian dianalisis secara kualitatif yang ruang lingkup penelitiannya di TK PAUD Lab-sekolah Jember. Berdasarkan hasil penelitian ditemukan bahwa: (1) Peran sekolah dalam upaya pemberdayaan masyarakat PAUD di lingkungan sekolah Lab-sekolah adalah dengan melaksanakan komunikasi yang baik, peran tersebut dapat dilakukan oleh beberapa pihak terkait; termasuk guru dan kepala sekolah, komite sekolah, dan masyarakat di lingkungan sekolah. Peran mereka yang harus: (a) Guru dan kepala sekolah; memberikan keputusan atau kebijakan, stimulasi kepada wali dan dukungan siswa. (b) Komite sekolah dan guru kelas; berkoordinasi, bekerja sama, dan melaksanakan keputusan bersama. (c) Komunitas lokal; berpartisipasi dan memberikan dukungan dalam setiap kegiatan. (2) Beberapa faktor penghambat pemberdayaan masyarakat di Sekolah Lab PAUD antara lain: (a) Sekolah itu sendiri; Terbatasnya sarana dan prasarana, (b) Lingkungan sekolah: Kondisi ekonomi, kegiatan orang tua murid, dan banyaknya persaingan kegiatan di masyarakat yang lebih luas.

Abstract

The objective of this research was to find out how the school role in the effort of empowering society in the early childhood education environment. The approach of this research used a qualitative research method, the data obtained were then analyzed qualitatively, which the scope of the research was at TK PAUD Lab-school Jember. Based on the results of the study found that: (1) the School role in the effort of empowering society in early childhood education Lab-school environment is by carrying out good communication, this role can be done by several related parties; including teachers and school principals, school committees, and the community in the school environment. Their roles that shall do: (a) Teachers and school principals; provide decisions or policies, stimulation to students' guardians and support. (b) The school committees and classroom teacher; coordinate, cooperate, and carry out a joint decision. (c) Local community; participate and give support in every activity. (2) Some of the obstacle factors in empowering the community in the PAUD Lab School include: (a) The school itself; limited facilities and infrastructure, (b) The school environment: The economic condition, the student-parent activities, and lots of activities competition in larger communities.

✉ Alamat korespondensi:Jl. Jawa No.10, Tegal Boto Lor, Sumbersari, Kec. Sumbersari, Kabupaten Jember, Jawa Timur

E-mail: eky_pertiwi27@yahoo.com

INTRODUCTION

The implementation of education for early childhood, hereinafter abbreviated as PAUD, has the aim of forming the character of quality Indonesian children. The quality character can be shown by looking at the child's development which should be in accordance with the level of development. With this good level of development, the child has optimal readiness to enter the life process at the next level. This readiness includes physical development (fine motor coordination and gross motoric coordination), emotional-social intelligence, spiritual intelligence, language and communication intelligence, and art in accordance with the uniqueness and stages of development that the child goes through.

In order to realize this quality education, it is hoped that harmonious conditions will be created between schools, student guardians, and the community in the PAUD environment in teaching and learning activities. Harmonious conditions need to be built so that school life is harmonious, harmonious, and balanced. One form of harmony is the emergence of a sense of empowerment in each stakeholder. The intended stakeholder is the school environment which includes teachers and the community around the school, the family environment which includes parents, fathers, mothers, siblings, and the community which includes people who have indirect relationships with children (neighbors).

In line with it, the importance of parental empowerment in schools has a very significant role. Power is defined as the ability to do something or the ability to act. According to KBBI (2019) power can be defined as strength; capable; powerful; 2. Have the sense (methods and so on) to solve something and so on. In line with this understanding, in order to realize hopes in creating a good condition in the PAUD environment, empowered people are needed. With a sense of empowerment, it is hoped that something will be done and there is an ability to be generated to make changes for the better.

However, in reality, some problems occur related to empowerment in the community in the PAUD environment in PAUD institutions. Many parents do not care about the environment in PAUD institutions where children play and learn is one of the problems that happen currently. In urban areas which the majority of student parents work together, they entrust their children, leaving all their education at PAUD institutions. PAUD institution is considered as a place to educate children as well as child care without much attention from parents. Many parents simply leave their children without participating in thinking about how the school teaches their children. This is as informed by one of the TK PAUD Lab school Jember teachers (January 2019) that:

"Not all parents play an active role in helping children learning process here. Most of them accept school programs. Almost none of the parents, guardians of students, give ideas about school activities or activities that involve them with the school in the learning process "

Based on this information, it shows that, the lack of attention from student parents and the lack of power possessed by student parents. Meanwhile, according to Law No. 20 of 2003 on the National Education System, it is explained that the participation that can be carried out by the community in the implementation of education is regulated by Article 54 paragraph 1, the participation of the community in education includes the participation of individuals, groups, families, professional organizations, employers and social organizations in the implementation and quality control of educational services. Furthermore, Article 2 states that the community can participate as a source, implementer, and user of educational outcomes. Based on this law, it has been explained that the importance of the involvement of groups, families, and communities as education providers in the effort to improve the quality of education.

PROBLEM OF THE RESEARCH
Based on the background of the study, the problems are:

1. What is the school role in the effort to empower the community in the PAUD Labschool IKIP PGRI Jember environment?
2. What obstacle factors are in empowering the community in the PAUD Labschool IKIP PGRI Jember environment?

LITERATURE REVIEW
Empowerment Concept

Empowerment comes from the word "power" . Meanwhile, the definition of empowerment according to (Parson: 1974) empowerment is a process in which people become strong enough to participate in various controls over, and influence, events, and institutions that affect their lives. Empowerment emphasizes that people acquire sufficient skills, knowledge, and power to influence their lives and the lives of others they care about. According to Parson, empowerment emphasizes a person to gain skills, knowledge, and power for those who empower or are empowered so that they have the power to participate in social life and be able to control the effects of events around them.

In line with this, efforts to empower the community according to Kartasasmita (1996: 159) must be carried out in three steps, namely: (1). Creating an atmosphere that allows the community to develop (enabling); (2) strengthening the potential or power possessed by the community; (3) Empowering can also be interpreted as protecting.

Empowerment has the meaning of strength, whereas according to Ife suggests three basic strategies for empowerment, namely: (a). Empowerment through policies and planning which it is carried out by changing existing structures and institutions so that there is appropriate access to resources and services, as well as the emergence of participation in community life. (b). empowerment through social and political action, emphasizing the importance of struggle and political change to increase empowerment more effectively, where the community can be involved to take direct actions. (c). Empowerment through education and awareness emphasizes the importance of the educational process so that those who are empowered acquire abilities. This method is done by providing knowledge of various things that are constraints both structural and societal constraints, as well as providing skills to work effectively to lead to change.

Community approach strategies according to Beratha: 1982, including:

1. Persuasive Strategy, the changing the attitude of a person or group of people become the most important thing in this strategy
2. The compulsion strategy, makes the situation in such a way that people are forced to indirectly change their attitude
3. Pervasion strategy, repeating what is expected to enter into one's subconscious so that it changes itself according to what is repeated
4. Coervision strategy, forcing directly the provision of a change in attitude in the presence of physical or material laws.

2.2.2 Early Childhood Education

According to Law No. 20 of 2003 PAUD is a coaching effort aimed at children from birth to six years of age which is carried out through providing educational stimuli to assist physical and spiritual growth and development so that children have the readiness to enter further education. Early Childhood Education can be organized through formal, non-formal, and informal education channels.

In line with this, the social environment is also needed by children during their development. Therefore, family and other social environments play an important role in a child's development. As in the theory of Erik H. Erikson (1902-1994) developing his theory of psychosocial

development argues that social and cognitive development occur simultaneously and cannot be separated. According to Erikson, children's personalities and social skills grow and develop in society and in response to demands, expectations, values and society, and social institutions such as families, schools and children's education programs. Adults, especially parents and teachers are an important part of the environment and therefore play an important role in helping or hindering children from developing their personality and cognitive abilities.

2.2.3 Community in the Early Childhood Environment

Teachers, parents, families, and the community around the school can be said to be the community in the PAUD environment. Community involvement in the process of learning activities for the purpose of early childhood development in the school environment is a determining factor for children's growth and development. Parental or family involvement is a process of helping parents and family members use their abilities for the benefit of themselves, their children, and their early childhood programs.

According to the ecological theory of Urie Bronfenner (1917-2005) in Morrison: 2012, looking at the development of children in the context of the system of relationships that make up their environment, There are five interrelated environmental systems: microsystem, mesosystem, exosystem, macrosystem, chronosystem. Microsystem includes the environment of parents, family, peers, nannies, schools, neighbors, religious groups, friends etc. Mesosystem include the interaction between microsystems. The interactions and influences are linked to all environmental influences in the microsystem. For example the family support.

An ecosystem is an environmental system that contains events against which children have no direct interaction, but which affects them in any way. For example,

there is a school policy in social relations. Meanwhile, macro-systems include culture, customs, and the values of the society in general. For example social violence and media violence. Chronosystem includes environmental influences over time and the ways in which they influence development and behavior. For example, children who are now technologically sophisticated and able to use it as a means of education and entertainment. Or a large number of mothers entered the world of work and changed family life.

RESERACH METHOD

The research method was case study which uses descriptive qualitative methods. Descriptive researchers aim to describe and write down the existing realities. Thus this research will describe the facts and try to analyze the truth based on the data obtained. This study also interprets and tells the data about the current situation, attitudes, and views that are happening in the PAUD Labschool Jember environment.

Data Collection Techniques:

The main data collection techniques in this study are observation, interviews on data sources, then referred as informants, in this case, the PAUD Labschool Jember school community, including PAUD Labschool teachers at IKIP PGRI Jember, the school committee, and its members. Direct observation techniques (participant observation). This means that researchers make direct observations on the process of how the school's role in empowering the community in the PAUD environment. The documentation carried out by the researcher is a photo of the activity during the research, especially when the school plays a role in empowering the community in the PAUD environment. For example, Labschool Kindergarten activities and student guardian meetings, and school committees.

Data Analysis Techniques

The data are then analyzed in a qualitative descriptive manner, qualitative

data analysis according to (Bogdan and Biklen 1992) in Moleong 2019 is an effort made by working with data, operating data, sorting it into manageable units, synthesizing it, looking for and finding patterns, finding what is important and what is learned, and decide what to tell others. The data analysis model used is in accordance with the Constant Comparative Method, including (1) Reducing data, data obtained from various sources/references are selected, summarized, searches for the main things related to the role of schools in empowering the community in the PAUD environment. From here it will provide a clear picture and make it easier for me as a researcher to collect further data. (2) Categorization, sorting out the label siblings. (3). Synthesizing, looking for a relationship between one category and another. One category with another is given the name/label again. (4) Developing a Work Hypothesis, is a substantive theory, namely a theory that originates and is still related to data.

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RESULTS AND DISCUSSION
The role of the school in empowering the community in the PAUD Labshool Jember environment

The role of schools in empowering communities has a major influence on child development, especially in early childhood. Early childhood is the stage where the child is in the *golden age*, which means that this stage is good for developing all the potential that the child has. To develop children's potential, schools must provide encouragement that could not find in their own home or family environment. According to Oemar Hamalik (2009: 6), a school environment is a place for teaching and learning. As an institution that provides teaching and learning opportunities, it must meet various requirements, such as: students, teachers, educational programs, dormitories, facilities, and facilities. Everything has been arranged based on certain patterns and systematics, thus enabling learning activities to take place and directed at the formation and development of students.

Thus the role of schools is very important in shaping children into good personalities which in their formation must be supported by the surrounding environment, namely the community. Early Childhood Education also has a role as a community mobilizing center in the PAUD environment. The driving center in question is having a policy in making decisions about an activity. For example, there are meeting activities held by schools or committees, while those that are visited with the PAUD community include PAUD teachers, students, parents, guardians, and communities around the school environment.

Teachers must be able to provide good stimulation to empower society. Good stimulation is one that can respond to a given conversation. As seen in the following conversation when the learning activities were over. It took place at paud labschool yard Jember (Februari 2019), the principal is abbreviated as KS and the student's parent as OW when the learning activities are over (February 2019; in the yard of the Paud Labschool Jember school):

OW: "Okay ma'am, we will arrange the time"
KS: "Fine, thank you ma'am"
OW: "You're welcome, mom"

Based on the conversation above, it shows that there are efforts made by the school. This effort is in the form of providing stimulation to the parents through conversation. If we look at the results of the conversation between KS (the principal) and the OW (student's parent), it can be seen that the stimulus did not come from the student's parent. But from the Principal who first started holding School activities. The empowerment approach was carried out through a process of good relations between the school and the families of students. The role of schools that can be carried out in the effort to empower communities in the PAUD environment is by communicating well so that this role can be carried out by

several related parties, including teachers and school principals, school committees and the community (empowered parties). In their role, these parties do several things including:

1. **Principals and teachers: make decisions, provide stimulation to pupils' parents by communicating, giving support**

Based on interviews conducted regarding what activities can encourage parental involvement so that the community has the power to make a change, it can be seen in the following interview results (April 2019) with informant 1:

"Not all activities with the guardians of students could run well ma'am, there were some problems, such as the Kartini hold by the children with their parents and so on ma'am"

The activity which is running is parenting. It is an activity of gathering parents and guardians and then usually discussing the problems faced by children at school that involve child development. From there, questions and answers emerged about the problem of child development and matters related to school programs in improving learning outcomes and student characteristics as well as the desires or achievements of the child. "

Providing stimulation to the community can be started by talking about school planned activities. Parents will be more interested in the discussion regarding the development of their children. The school, in this case, the Principal, relates the problem of the child to the school program plan that will be carried out.

In addition to the results of the interviews above, the results of interviews conducted with other informants reinforce statements about several activities that have been carried out in terms of efforts to empower the community in the school environment, namely the involvement of parents in separating children, competitions at school, and consultations between teachers and guardian parents. Following is the interview (July 2019):

"Conducting competitions involving mothers or parents and children to commemorate major holidays. For example, Kartini's Day which was held some time ago, a way to separate each year programmed by the school could be performing arts activities or joint recreation. This activity involves parents, parents can also be involved in the committee for the success and smoothness of the event, ma'am, then there is consultation, where parents come to school to consult with the class teacher. Parents all get information from the teacher besides that parents are allowed to share the problems of their children, both academically and children's character. Usually, the day of consultation is determined by the school or the day at the same time as the other student's guardian."

There are also other activities carried out by empowering guardian parents, namely social activities which are also a school program. The following is an interview with informant IV (August 2019) to the researcher:

"There are also social activities scheduled and programmed by the school by involving the parents of students. Among them are Qurban celebration activities, breaking the fast with orphans and sharing with orphans. For example the distribution of Zakat fitrah every Ramadan ".

Based on the results of the interview with the informant, it is clear that there are efforts to provide stimulation by the school so that the community in the Labschool school has the power to carry out activities and be active in school activities. The school also decides on several things related to the school curriculum. Some of the activities held in schools require parental empowerment and are very important if these activities are related to problems faced by children.

2. Committees and teachers class: coordinate, cooperate and implement joint decisions

The activity can be done by parents in the effort to empower people in the early childhood environment that is contributing as well as in planning children's learning, parenting activities, community service activities, as well as consult with teachers grade on the problems faced by children and many more activities of others. All of these activities are carried out with the aim that parents can work together and become partners in providing education for children's growth and development. In addition, parents can also coordinate with teachers, so that children's development can be well monitored and they both know what actions to take.

All plans for school activities that have been planned together between the parents, guardians, and the school begin with well planning. The planning is based on the results of a meeting held with the community in the PAUD environment. With good communication between teachers, parents of students, and other local communities, for example, school guards, security guards, and several academics who are involved in the learning process at the labschool. The impact of the empowerment of parents in school programs is significant. This empowerment influences the problems of child growth and development. With the empowerment of parents, guardians, and the community, the problems faced by children both at school and at home can be resolved together as soon as possible.

Some activities that become supporting factors include Collaboration between teachers and parents, parents' care for the child's activities and development at school, Sensitive to children's needs, Good and effective communication. It is reinforced from the results of interviews with informant III which were conducted after school hours (September 2019):

"It would be nice if there were a lot of parents and guardians of students who were active and involved in school activities. As a teacher, I am not confused when my children experience learning disorders at school. Sometimes some children suddenly stay quiet at school, who are usually cheerful, frowning, so they don't want to play and study with friends. Parents should always communicate and cooperate with the school when the child gets scolded at home or when other problems cause the child to be silent while at school "

The empowerment of parents in school activities or programs is very important, especially in early childhood. The role of parents themselves becomes important and parents must have the responsibility to educate, nurture, and guide their children to reach the stage that leads the child to be ready in social life. In actions and words that will be conveyed by parents to children, both at home and at the time of involvement of parents in school, it must be properly maintained and carried out properly.

The family environment is one of the environment that is responsible for shaping the child's personality. From a healthy family environment, they are able to radiate an example to their children, and children who have personalities with good patterns will be born. There are problems that have occurred during the community empowerment process, namely the indifference of parents to child development because they are busy with work. Every time there is an activity that empowers the community (parents) such as parenting activities, parent involvement activities in children's learning, not all parents can spare the time for these activities. This can affect the child, for example the child feels that the parents never cared for it, the child feels less affectionate from the parents, and discourages the child.

To solve this problem, the teacher gives an understanding to the child first. After that, the teacher begins to communicate with parents discussing the problems that occur and finding solutions

together to solve the problems. As busy as parents are, it would be better if they could spare time for their children. This early age or golden age is the most valuable time for children and is a great opportunity for parents to pay more attention to children's development and to make good personal children. If indeed the work really cannot be left behind, at least find a replacement to be able to follow his activities at school and provide an explanation or understanding to the child. So that children do not feel less affectionate from their parents. However, it does not mean that they are completely replaced by someone else (other than the parents), but parents must also continue to monitor the development of the child.

Following are the results of interviews conducted by researchers regarding parents' opinions regarding parental involvement in school activities (January 2020):

"Actually, there are a lot of things we can do to help schools in planning school activities. Like it or not, we really have to. For the growth and development of our children "

Based on the results of the interview, we can see that there are statements that show self-awareness in the community. Self-awareness begins with a problem that arises, then a communication process occurs between the child, the guardian's parents and the school. By involving these stakeholders, it will raise new awareness, new perceptions and the courage to take an active role in school activities. Parents are also given the opportunity to be involved in the decision-making process in schools related to school programs. The involvement of parents in this decision making becomes very meaningful because they feel involved and in turn they feel they own the school. this will encourage them to take responsibility for implementing the joint decision.

Following are the results of interviews conducted by researchers regarding parents' opinions related to parental involvement in school activities (January 2020):

"Actually, there are a lot of things we can do to help schools in planning

school activities. We should do whatever we like it or not. It for the growth and development of our children "

Based on the results of the interview, we can see that there were statements that showed self-awareness in the community. Self-awareness begins with a problem that arises, then a communication process occurs between the child, the guardian's parents and the school. By involving these stakeholders, it will raise new awareness, new perceptions and the courage to take an active role in school activities. Parents are also allowed to be involved in the decision-making process in schools related to school programs. The involvement of parents in this decision-making becomes very meaningful because they feel involved and in turn, they feel they own the school. this will encourage them to take responsibility for implementing the joint decision.

3. Local community: participate or support activities

Labschool is a children's laboratory owned by IKIP PGRI Jember. The community environment that belongs to the parents, guardians, school principals, homeroom teachers and school administrators are academics, including lecturers, employees, and students in the IKIP PGRI Jember environment. Things that can be done by the community in the effort to empower the community in the PAUD environment include carrying out community service activities with teachers and PAUD children

Activities carried out by the community are aimed at strengthening good relations with schools, adding useful insights and knowledge, and also improving the quality of the school. In addition, the role of the community from various socio-economic levels is very important for schools, with their support, schools can achieve learning success.

Supporting factors that can support all of these activities include: The principal

must be active in arousing the attention of the community, discussing or exchanging ideas, having good and effective communication, cooperation between the community and school. Basically the role of the community in the process of involvement or encouragement to carry out an activity very important to do. Some problems have occurred during the community empowerment process, namely the low level of community participation in being involved as PAUD education. Due to the lack of public interest in this matter and still lack of courage in terms of being involved in participating.

If you look at the results of the interview, it can be concluded that the achievement of a change in society from being powerless to being a empowered society can be done with the following:
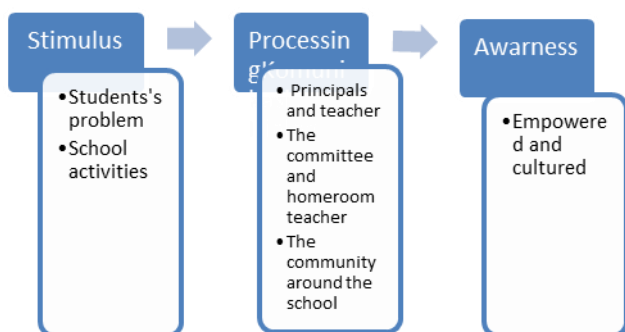

Figure 1. An overview of the results of the analysis of the role of schools in the effort to empower the community in the PAUD environment.

Inhibiting factors in empowering the community in the PAUD Labschol Jember environment
There are two inhibiting factors in the effort to empower the community in the PAUD environment, the first factor comes from the school and the second comes from the community around the school.

1. School itself: Limited facilities and infrastructure

The limited facilities and infrastructure owned by the school cause community empowerment activities to be less expressive. With minimal facilities and infrastructure, more funds will be needed to carry out school activities. This makes people in the school environment think again. The difficulty of paying school fees/tuition fees has become a burden and an obstacle for the student's parents to come to school, especially if they have to pay fees to buy the facilities and infrastructure needed for school activities and implement school programs. This statement is strengthened by the results of interviews conducted by researchers in March 2020:

"Is is because the labschool still needs income for school needs. So that the administration of school fees is very important for schools for the smooth running of school activities. "

In overcoming this problem, schools make proposals to raise funds for the school community, either with parents who are willing to be donors or local communities who are willing and able to help schools in supporting school activities.

2. Environmental Factors Around the School:

a. Economic Conditions

Inhibiting factors in empowering the community in the Labschool PAUD environment have backgrounds that influence it. One of these factors is the economic condition of the family. The emergence of these factors is known from the results of interviews with informants. As the results of the researcher interview with the following informant IV (February 2020):

" The obstacles faced by the school in carrying out school activities when involving many parents , first from an economic point of view. If parents have good economic conditions, when paying tuition fees are not in

arrears, they usually do not dare to come to school. There are also parents who are busy but they always pay tuition fees regularly "

When viewed based on the results of the interview, one of the inhibiting factors was the perception of the economic condition between families who are considered capable of paying tuition fees or school fees and families who are considered delinquent in paying school fees. O with parents of children who have a background from a lower economy that is less likely to participate with the board's lack of confidence when gathered with the other parent. Meanwhile, parents who have a good financial condition with a current measure of SPP payments have another perception. They tend to surrender their children because they feel they have already paid tuition fees.

The emergence of a lack of confidence in the parents of guardians caused by many things, including educational background, work, and lack of time spent on school. The following is clarified by the results of interviews with OW researchers when taking child assignments (April: 2020):

"It's not good, sis, if you often go to school, I'm ashamed that I never participated in kindergarten activities. Mending just another "

Meanwhile, the following are the results of interviews conducted by researchers regarding what matters are considered the most burdensome or considered the most difficult by schools in the effort to involve parents in school activities :

" School late payment "

Another factor that becomes an obstacle in involving parents in school activities is the absence of the parents of guardians during parenting activities. The absence of guardians during guardianship meetings or parenting are some of the factors that become obstacles to the process of community empowerment in the PAUD environment. The absence of the parent

guardian has an impact on not being able to reach the information to be conveyed to the parent guardian. In addition, the absence of guardians during parenting or school meetings is also an obstacle to community empowerment activities in the early childhood education environment.

Following are the results of the interview with informant III (April 2020):

"If the guardian's parents come to school late, automatically the information conveyed is not fully conveyed. And the response will also be different from the parents who arrive early or on time.

This is confirmed in the second informant's answer. The following are the results of the interview (April 2020):

"It is difficult for children to arrive on time at school. Many are still late every day. When the bell rings, only 8/7 children arrive. Even though there are 41 children in one school. The way out for parents who are in arrears for tuition fees is too much. Here the school finds it difficult, especially in terms of billing or settlement for those who are not too much, either school fees " .

It was also confirmed with informant III who has the same opinions

"Busy work / Parents activities, is one of the considerations for parents to be involved in school activities . The economy of parents according to their low economic level is often busy with work , hesitations from parents to jump in and help school. "

Based on the research results, the obstacles in the effort to empower the community in the PAUD environment are: the school the itself: limited facilities and infrastructure, the committee and student guardians: each parents activities, the community: lots of competition in activities.

b. The activities of each student's parent

The activities of each student's guardian have had a significant impact on the

sustainability of school activities. The majority of parents who work are only able to provide additional compensation so that the activity can run well. This can be used by schools as one of the supports to complete the school facilities and infrastructure needed. Meanwhile, some other student guardians can participate physically in helping school activities.

c. lots of competition in activities

Based on the results of the research, there is a lot of competition in activities in the PAUD environment because more and more new PAUD schools are established in the community. Either through an integrated service post or an independent PAUD. When carrying out school activities, there will be competition that occurs, both between kindergarten schools and other activities. This does not rule out the possibility that it can happen, but there will be choices where parents will be selective in choosing which activities are interesting and better for children's development.

TK PAUD Labschool IKIP Jember helps make good decisions by deciding to hold school activities that have a good impact on children's development. The number of activities of children in the neighborhood is one of the factors that hinders community empowerment programs in the PAUD environment.

CONCLUSION

(1) The role of the school in the effort to empower the community in the PAUD Labschool IKIP PGRI Jember, namely by communicating well, this can be done by several related parties, including teachers and school principals, school committees, and the community. In its role, activities that can be done include: (a). Schools (teachers and principals): make decisions, provide stimulation to the guardians of students by communicating and providing support, (b). the committee and homeroom teacher: coordinate, cooperate, and implement joint decisions, (c). Local community: participate or support activities.

Meanwhile (2) The factors that become obstacles in empowering the community in the PAUD Labschol Jember include: (a). School itself: Limited facilities and infrastructure, (b) Community Environment around the School: Economic conditions, activities of each parent's guardian, and the amount of competition in activities in the wider community.

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