

# Enhancing Early Childhood Education: Boosting Educator Skills through Collaboration between PAUD Working Group and Higher Education Institutions

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## ABSTRACT

This research investigates the development and implementation of a cooperative strategy to enhance educational competence in early childhood education through collaboration between Early Childhood Education Groups (PAUD) and higher education institutions. Employing a qualitative case study approach, the study was conducted at the Pokja Bunda Secretariat in West Java. Purposive sampling was used to select relevant individuals and locations to explore the collaboration between the Bunda PAUD Working Group in West Java Province and universities aimed at improving educators' competencies in early childhood education. Data collection methods included observations, interviews, document studies, and analysis of audiovisual materials. The findings revealed that a collaborative strategy utilizing the Penta helix framework, particularly in Bandung City, effectively enhances educators' competencies. This was achieved through various collaborative activities involving International Women's University, Indonesian Education University, Bandung Islamic University, SEAMEO CECCEP, CIMB Niaga Bank, and the West Java Provincial Office of Education.

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## 1. INTRODUCTION

The recognition of the significance of high-quality early childhood education and care is a universally acknowledged perspective. This perspective is shared globally, emphasizing the belief that investing in education, particularly in Early Childhood Education (PAUD), is a vital element for a nation to remain competitive in the age of globalization. (Jääskelä, Nykänen, & Tynjälä, 2018). 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), 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 (Jackson & Bridgstock, 2021). In recent times, there has been notable advancement in early childhood policy development across all OECD nations. As stated by Bennet and Neuman, government agencies are increasingly focused on refining approaches aimed at enhancing the quality,

recruitment, training, and support of staff within early childhood education. (Papanastasiou, Drigas, Skianis, Lytras, & Papanastasiou, 2019).

This is evident in Indonesia through the implementation of the Holistic Integrative PAUD policy, outlined in Presidential Decree of the Republic of Indonesia Number 60 of 2013. The aim of this policy is to ensure that all Early Childhood Development services are conducted comprehensively and cohesively, ultimately leading to the attainment of the desired outcome: the cultivation of Indonesian children who are healthy, intelligent, joyful, and morally upright (Jackson & Collings, 2018). In West Java Province itself, trying to initiate a Holistic Integrative PAUD Policy typical of West Java so that it can be properly implemented in all PAUD in West Java (Sukmawarti, Ramadani Siregar, 2022).

Collaboration plays a crucial role in implementing integrative holistic early childhood education objectives through the Bunda PAUD Working Group. One effective strategy for fostering collaboration is known as Pentahelix Collaboration. This approach, an evolution of the Triple Helix model initially proposed by Etzkowitz and Leydesdorff, involves coordination and cooperation among five key stakeholders. Thus, the Pentahelix model extends beyond the Triple Helix by engaging diverse societal elements in driving innovation and achieving shared goals in early childhood education (Zhao, Pinto Llorente, & Sánchez Gómez, 2021). ABCGM synergies, which encompass Academics (Academy), Business (Business), Community (Community), Government (Government), and Media, play a vital role in Pentahelix synergy (Fitriani et al., 2019). Regarding early childhood education (PAUD), stakeholders identified as strategically important for fostering collaboration and developing comprehensive, high-quality PAUD services through the Penta Helix approach include "PAUD Mothers" supported by the PAUD Mothers Working Group.

Since 2020, the Ministry of Education and Culture in Indonesia has initiated the establishment of PAUD Working Groups across all provinces, including the creation of the PAUD Mothers Working Group in West Java Province. Formed on July 22, 2020, this Bunda PAUD Working Group in West Java comprises representatives from regional authorities, partner organizations, academics, and practitioners. It secures funding from both central and regional governments to support its activities (Odinokaya, Krepkaia, Sheredekina, & Bernavskaya, 2019).

In West Java Province, the development of early childhood education (PAUD) remains a pressing issue, as indicated by data from the Central Statistics Agency (BPS). The Human Development Index (HDI) for West Java only reached 71.30 by 2019, showing a slight increase from the previous year's score of 70.69. However, this figure falls short of the national average HDI of 71.39 for 2019. Additionally, enrollment rates in PAUD facilities in West Java are notably low, with only 45.68% of children enrolled in the 2022/2023 school year, compared to higher rates in Central Java (55.54%) and East Java (69.08%). (Langset, Jacobsen, & Haugsbakken, 2018).

The quality and quantity of PAUD educators in West Java Province as data from the Ministry of Education and Culture (2023), overall the number of educators in PAUD reaches 38,218 educators, consisting of 1,005 educators in Public PAUD, and 37,213 educators in Private PAUD (Napisa, Hernida, & Kone, 2021). Meanwhile, there were 3,324 educators whose status as civil servants and 34,894 non-ASN educators. In terms of educational background, 13,304 educators (34.81%) were S1 PAUD, 4,678 educators (12.24%) were S1 non-PAUD, 726 educators (1.9%) had diplomas higher than S1 and 19,510 educators (51.04%) have a diploma lower than S1.

More specifically, if you look at the quality and quantity data available in the city of Bandung, in general the gross enrollment rate for PAUD in the city of Bandung in the 2022/2023 academic year has only reached 36.04, which is below the average for West Java Province and nationally (Kemdikbud et al., 2023). The number of PAUD educators in Bandung City reached 2,541 educators, or 6.6% of the total number of PAUD educators in West Java Province. If you look at the employment status, there are 259 PNS educators and 2,282 non-ASN educators. In terms of educational background, 1,151 educators (45.29%) were S1 PAUD, 858 educators (33.76%) were S1 non-PAUD, and 532 educators (20.93%) had diplomas lower than S1. If you pay attention, there are 1,390 educators or 54.7% who have less than a bachelor's degree or have a non-PAUD bachelor's degree, which means that they dominate the number

of PAUD educators in Bandung City who need competency improvement. Increasing the competence of educators is of course a very big concern considering the data. Of course, the solution requires joint efforts from all elements, both the central government, provincial regional governments, district/city regional governments, universities, as well as the community (Amhag, Hellström, & Stigmar, 2019).

To answer this question, according to Law Number 23 of 2014 concerning Regional Government, district/city regional governments have the main authority in PAUD management. He cannot stand on his own, but needs support from other elements (Retnowati, 2015). It is known that the authority of the primary state government is only for secondary education, namely SMPN 6 and SMK, and special education namely TKLB, SDLB, SMPLB and SMALB has increased (Purba, Sinaga, Harianja, & Parani, 2022). However, it cannot be denied that the management of Early Childhood Education and Basic Education is also part of the Improvement of the Education Index which is attached to the Main Performance Indicators of the Governor as Regional Head at the Provincial level (Hariyanti, 2021). For this reason, the existence of an organization outside the government which is still under the coordination of the Provincial Government is very crucial (Noguera, Guerrero-Roldán, & Masó, 2018).

The establishment of the Bunda PAUD Working Group in West Java Province in 2020 offers a potential solution to address coordination challenges hindering the Provincial Government's support for Early Childhood Education managed by local governments. By implementing coordinated programs, this initiative aims to bridge the gap between provincial and regional authorities, facilitating more effective management of Early Childhood Education initiatives (Bryndin, 2019). As a new organization, the Provincial PAUD Mother Working Group requires a mature collaboration strategy to support the development of PAUD in West Java Province. One effective approach is the pentahelix collaboration strategy (Jackson, Fleming, & Rowe, 2019).

This research aims to analyze the implementation of the Penta Helix collaboration strategy within the Bunda PAUD Working Group in West Java Province, specifically focusing on its role in enhancing the competency of Early Childhood Education Educators in the City of Bandung. The study is significant as it seeks to provide a framework for effective collaboration among various stakeholders, which can be adopted by other regions to improve the management and quality of Early Childhood Education. Additionally, it aims to identify best practices and potential challenges in implementing the Penta Helix strategy, offering valuable insights for policymakers and educational leaders. The research will address how the Penta Helix collaboration strategy is implemented within the Bunda PAUD Working Group, its impact on the competency of Early Childhood Education Educators in Bandung, and the challenges and best practices that can be identified from its implementation.

## 2. METHODS

The research was conducted qualitatively using a case study approach. As for what is meant by qualitative research, namely research that intends to understand the phenomenon of what is experienced by research subjects holistically, and by describing it in the form of words and language, in a special natural context and by utilizing various scientific methods (Anggraini, Haryono, Muntomimah, Wijayanti, & Akbar, 2022). Qualitative research relies on different explanatory models and supports different research objectives. Human behavior is always tied to a particular historical, social, temporal and cultural context. Qualitative researchers seek to interpret human actions, institutions, events, customs, and the like, and in doing so they construct a "reading," or description, of what is being studied.

The research methodology selected is a case study, which involves a detailed exploration of a single unit of analysis. This "unit" could encompass various entities such as an individual, group, site, class, policy, program, process, agency, or community. (Sutama, Astuti, & Anisa, 2021). 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).

This research was conducted in the form of a descriptive case study and will be focused on the research location of the Pokja Ibu PAUD Secretariat in West Java. The address is Jl. Dr. Radijiman No. 6

City of Bandung and the Education Office of West Java Province. The main research subjects were a group of resource persons and scholars from some of the West Java PAUD Working Groups (Arifudin, Mayasari, & Ulfah, 2021).

The data analysis performed was inductive, ranging from specific or detailed data (e.g., transcriptions or typed notes from interviews) to codes and general themes. It aims to understand to generate broad themes or categories from multiple detailed databases. Although the initial analysis consists of grouping data, the end goal is to produce a bigger, consolidated picture (Selian, Hudori, & Maisyah, 2021).

### 3. FINDINGS AND DISCUSSION

The West Java Provincial PAUD Working Group was formed in 2020 under the Ministry of Education and Culture to support the roles and functions of PAUD mothers in West Java. Inaugurated on July 22, 2020, by the decree No.01/KEP-BUNDA PAUD/VII/2020, the group consists of 27 members from various sectors, including government agencies like the West Java Provincial Education Office and the Provincial Health Office; partner organizations such as the Indonesian Association of Early Childhood Educators; academic institutions like the Indonesian University of Education; and practitioners, including national-level early childhood education teachers.

#### *3.1 Role of the Bunda PAUD Working Group in Improving Early Childhood Educator Competency in Bandung*

In improving the quality of PAUD, one of the main elements is Educators in Early Childhood Education, where educators in this case are closely related to increasing student achievement in graduate competency standards. This achievement in the Graduate Competency Standards is certainly one of the elements of the Human Development Index which is the main performance indicator for the Governor of West Java in the field of Education. This is what later became the basis for planning the implementation of the West Java Province Bunda PAUD Working Group collaboration in improving the competence of Educators in Early Childhood Education in West Java Province (Astriani & Alfahnum, 2020).

Based on this, the West Java Province Bunda PAUD Working Group carried out various pre-implementations, namely carrying out planning including:

1. Formulation of activities that support the improvement of the competence of Educators in Early Childhood Education in West Java Province (including the city of Bandung);
2. Formulation of cooperation partners in supporting budget sources that support the implementation of these activities;
3. Optimizing the partnership field of the PAUD Mother Working Group plus personnel from other fields in a small team to support the implementation of these activities;
4. Technical formulation of activities;
5. Formulation of materials and sources that can be appropriate in increasing the competence of Educators in Early Childhood Education;
6. Formulation of legalization of the output of increasing the competence of Educators in Early Childhood Education.

This role has basically been explained by Galaskiewicz (2006) that in planning programs, non-profit organizations such as in this case, for example the West Java Provincial PAUD Working Group, must at least place themselves in three types of organizations, namely: charitable organizations, social welfare organizations, and club (Jones, et al, 2017). The role of schools is not only to provide knowledge to students, but also to ensure that the talents and creative potential of children are developed (Amalia, et al 2023). Many activities fall under the "charity" category, including "assistance for the poor, depressed or underprivileged; religious progress; educational or scientific progress; erection or maintenance of public buildings, monuments, or works: reducing the burden on government; reduction of environmental

tensions, elimination of prejudice and discrimination; defense of human and civil rights guaranteed by law; and combating societal breakdown and juvenile delinquency”.

Rothschild-Whitt, Baum and Oliver, Bordt, and Smith (show that non-profit organizations are driven by the ideals of members. Steinberg reviews the economics literature and suggests several objective functions for nonprofits, such as maximizing budget, inputs, and social welfare, which are not related to profits. Organizational research has shown that nonprofits are driven by increased resources. All of this work is consistent with the argument that non-profit organizations are motivated to expand their activities in order to better achieve the organization's mission (Triwinarni, 2022).

If you look at the mission of the West Java Province PAUD Working Group, this is in line with one of its missions as in the West Java Province PAUD Working Group Guidelines, namely optimizing funding sources to support the delivery of quality PAUD services in the region, through funding sources such as: APBN, APBD, village funds, Community Social Responsibility, and/or other sources in the community. In further planning, the West Java Province PAUD Working Group aimed to enhance the competence of PAUD educators in Bandung City by leveraging support from various external funding sources. As a non-profit organization without a dedicated budget, the group sought to optimize resources through initiatives such as raising Community Social Responsibility support via Bank CIMB Niaga, engaging academic experts for program development in collaboration with the Indonesian University of Education, International Women's University, and Bandung Islamic University. Furthermore, certification support was provided by The Southeast Asian Ministers of Education Organization - Center Of Early Childhood Care Education and Parenting (SEAMEO CECCEP), which also contributed to material formulation and field implementation. Finally, participant deployment support was secured from PAUD partner organizations including IGTKI West Java, HIMPAUDI West Java, and IGRA West Java.

### ***3.2 Collaboration Between PAUD Bunda Working Group and Universities to Enhance Early Childhood Education Competency***

Based on the implemented planning, it can be concluded that the key supporting elements for improving educator competence in early childhood education in West Java Province, particularly in Bandung City, include tertiary institutions such as International Women University (IWU) handling administrative activities, academics from Indonesian University of Education and Bandung Islamic University who are members of the PAUD Mothers Working Group, and support from SEAMEO CECCEP involving academics for material formulation and expertise. Organizational culture plays a central role in educational environments. Undoubtedly, organizational culture shapes attitudes towards social responsibility (Utaminingsih & Rachmawaty, 2023).

Apart from these two things, namely technical administration and technical formulation of materials and resource persons, the West Java Province PAUD Bunda Working Group together with IWU are collaborating to raise funds through Community Social Responsibility resources. In this case, CIMB Niaga bank is a DU-DI party that can provide funds as a source of budget for the implementation of Indonesian Educator Competency Improvement activities, through a joint agreement signed by various related parties.

Organizational culture plays a crucial role in achieving organizational goals (Kurnia et al, 2023) . Partner organizations in this case also play a role in supporting the involvement of teachers in this activity. So that the teachers participating in this activity have a strong commitment, not only in completing this activity, but also in implementing it in the work environment and organization.

Finally, as support in disseminating this program, collaboration was also carried out with the media (mainstream media as well as government media), where the competence improvement program for Educators in Early Childhood Education in the City of Bandung could be well socialized, from registration to the end of the activity. So that it becomes a positive value on the media side.

Collaborative governance can be one of the choices. In short, collaborative governance is a collaboration involving more than one stakeholder in implementing a program or policy with a

commitment to mutual assistance and cooperation (Agustina & Pradana, 2023). In particular, information can be obtained that the implementation of collaboration with universities in increasing the competence of Educators in Early Childhood Education in the City of Bandung has a role not only in terms of substance (formulation of materials and resource persons, in this case UPI and UNISBA), but can also collaborate actively with the West Java Province Bunda PAUD Working Group in managing technical administration.

The contents of the joint commitment are as follows: "Head of the West Java Provincial Education Office, Mother of the Governor of West Java as Mother of Early Childhood Education in West Java, Directors of Bank CIMB Niaga, and Chancellor of International Women's University, hereinafter collectively referred to as PARTIES are committed to supporting the implementation of programs to support the development of Education, Training, Research, and Community Service in West Java, taking into account the following matters:

1. CIMB Niaga Bank and International Women University provide support to the Regional Government of West Java Province in implementing Education, Training, Research and Community Service development programs in West Java.
2. THE PARTIES are committed to improving coordination in realizing synergy and collaboration in efforts to develop Education, Training, Research and Community Service in West Java through an agreed recording and reporting mechanism;

In terms of process, the implementation of quality education at the national level still needs improvement in terms of accountability mechanisms and the participation of non-governmental parties (Nurkolis, et al, 2023). sharing of resources between research staff in different organizations. This is interrelated between directorates within an organization, or vertically, such as the relationship between the West Java Provincial PAUD Working Group and SEAMEO CECCEP and the West Java Provincial Education Office, the long-term relationship between producers and providers work), and protection between donor and recipient. Many of these bonds become "embedded" and develop into multiplex relationships. Researchers have found a direct positive effect of networking on performance and survival. Others find that network and/or network position has a positive effect on political influence, strategic alliance formation, learning, and innovation, all of which can enhance performance.

### ***3.3 Form a Collaborative Strategy for Mother's PAUD and Higher Education Working Groups in Implementing Educator Competency Improvement in Early Childhood Education***

To enhance the competency of early childhood educators in Bandung City, the Penta Helix Collaboration strategy is employed, integrating five key stakeholders to foster innovation. This model involves the public sector, represented by the West Java Provincial Education Office; the private sector, exemplified by Bank CIMB Niaga; academics from institutions like UPI, UNISBA, and IWU; civil society through community-based organizations like HIMPAUDI, IGTKI, and IGRA West Java Province; and entrepreneurs or social activists, specifically the PAUD Bunda Working Group of West Java Province, as mediators and activators (Calzada, 2020).

Implementing the pentahelix collaboration strategy, we address two interconnected questions regarding the representation of democracy and power dynamics among stakeholders. The pentahelix model is a reference used in several relevant institutions' efforts to develop synergy in order to achieve goals. The pentahelix approach is an expansion of the triple helix model, involving both societal elements and non-profit organizations with the aim of realizing innovation (Putri & Hertati, 2023). Firstly, we aim to analyze the composition of the multistakeholder policy framework comparatively, particularly in enhancing the existing triple and quadruple helix frameworks. Secondly, we seek to integrate dynamic and transformative elements by employing intermediaries as collaborative capacity enhancers and pivotal transformational institutions to achieve desired objectives. These intermediaries, such as representatives from the PAUD Mother Working Group, operate outside the helical structures but play a crucial role as collaborators within the pentahelix model..

According to Mohr and Spekman (1994), the penta helix collaboration model among stakeholders involves key elements such as attributes, communication behavior, and conflict resolution techniques. Attributes refer to the processes and characteristics that facilitate the flow of information, manage the depth and breadth of interactions, and capture dynamic exchanges, recognizing mutual dependence and commitment through factors like commitment, coordination, interdependence, trust, and power. Effective communication behavior is essential, involving quality communication, information sharing, and active participation in goal setting and planning to strengthen partnerships. Conflict resolution techniques are crucial for understanding and resolving inter-organizational conflicts, which are common due to inherent interdependence, as they can either enhance or damage relationships, thus impacting the success of partnerships.

In its implementation during training, the collaboration can be illustrated by the involvement of all elements as shown in the schedule of activities in tables 4.3 and 4.4. These tables demonstrate that the training involved government entities, academia, partner organizations, and the business/industry sector. Based on the planning, it is evident that activities aimed at increasing the competence of educators in Early Childhood Education in West Java Province, particularly in Bandung, involve several supporting elements.

Universities such as the International Women's University (IWU) are responsible for technical administration, while academics from the Indonesian Education University and Bandung Islamic University formulate materials and provide resource persons. SEAMEO CECCEP supports material formulation and resource provision by involving academics from various educational institutions. Collaboration with IWU also includes fundraising through CSR, with CIMB Niaga bank as a key supporter. Organizational partners assist by involving teachers, ensuring their commitment to applying the training in their work environments. Additionally, collaboration with mainstream and government media helps effectively publicize the program. The administrative aspects are managed in partnership with universities. Besides offline activities, webinars with the latest themes were held, involving participants from all districts and cities in West Java Province, including Bandung. This webinar was a joint effort of the West Java Province PAUD Working Group, the West Java Provincial Education Office, academics from the Indonesian Education University and Bandung Islamic University, PAUD Partner Organizations, and media partners for publication.

### ***3.4 Implementation of Monitoring and Evaluation of Collaboration with the PAUD Bunda Working Group in Increasing the Competency of Early Childhood Education Educators***

As a result of collaborative efforts, the competency improvement activities for Educators in Early Childhood Education in Bandung City were successfully implemented from Thursday to Saturday, October 24 to 29, 2022. The program was conducted in a blended manner, with online sessions from October 24 to 27, and offline sessions on October 28 and 29 at the West Java Province Teacher Mobilization Center in Bandung City. This hybrid approach allowed for a flexible and comprehensive training experience, leveraging both virtual and in-person interactions to enhance the educators' skills effectively.

Additionally, the West Java Province PAUD Bunda Working Group organizes an annual webinar series on various topics, as outlined in the previous sub-chapter. These webinars, held entirely online via Zoom and YouTube, aim to reach a broader audience. On average, the group conducts at least six webinars annually (Amelia, Muslim, Roswati, Saputra, & Fatmawati, 2022). During these events, members of the Working Group divide responsibilities between preparing technical materials, securing resource persons, and monitoring the implementation of the competency improvement activities. The Secretariat and the Monitoring and Evaluation Division conduct intensive daily evaluations to ensure the effective delivery of content and overall program success, culminating in internal coordination meetings to review organizational, administrative, and substantive aspects.

The implementation of monitoring and evaluation is important, in order to obtain input and improvements for implementation in the next batch, so that the implementation of increasing the competence of Educators in Early Childhood Education in the City of Bandung can be carried out

according to the targets set and can be implemented and disseminated by all participants to the Children's Education unit Each Early Age (Devianti, Sari, & Bangsawan, 2020).

The performance of the West Java Provincial PAUD Working Group must be evaluated at every organizational, unit, functional, and program level. Leaders are responsible for assessing the achievement of set goals, with unit leaders focusing on their respective units and functional leaders evaluating strategies aligned with unit objectives. Program and project leaders, specifically the Chair of the Program/Activity Committee for Competency Improvement of PAUD Educators and Webinars, evaluate these initiatives based on the strategic plan. The results from these evaluations serve as a foundation for addressing any deviations from the strategic plan (Primanisa & Jf, 2020).

The strategy evaluation process, as described by Pietrzak, Ramler Renner, Ford, & Gilbert (1990), includes setting standards, preparing monitoring systems, comparing performance, evaluating results, making corrections, and reporting outcomes. Leaders and staff collaboratively develop standards and systems to address organizational needs (Arifin et al., 2023). This comprehensive approach ensures that the Working Group maintains alignment with its strategic goals and continually improves its performance.

The leadership determines the Rough Participation Rate of performance evaluation standards for the implementation of the strategy according to the choice of strategy. Each indicator or combination of indicators is measured according to the criteria of relevance, effectiveness, efficiency, impact and sustainability. For example, in the West Java Province PAUD Bunda Working Group, namely the strategy "develop partnerships to improve PAUD Educator Competence in the City of Bandung" determines a performance indicator namely "the implementation of PAUD Educator Competency Improvement Activities in Bandung City" which is the partner's contribution in providing services.

Furthermore, the key success factors that determine the success of organizational strategy vary in each organization according to the organizational phase. For example, the key factors for the success of PAUD education are professional teaching staff, active and cheerful students, adequate playing and learning facilities. Performance measurement is carried out to ensure that strategic plans are implemented properly so that each key success factor and objective can be assessed and understood (Witarsa & Alim, 2022).

Monitoring is basically an effort to study the progress of the strategy in achieving goals. To determine the progress of implementing the strategy, the organization needs to evaluate the gross participation rate of the monitoring system by determining the achievement of the indicators that have been determined. The discussion regarding the implementation of management functions such as monitoring or controlling, as described by George R. Terry, is important to understand and study. This is because it can serve as a theoretical and practical reference, especially for educational institutions in Indonesia (Putri & Hertati, 2023).

If the performance is higher than the standard, it is possible that the indicators set are too low, so it needs to be improved in the future. Standard improvements are made to spur performance improvements, but if performance is far below standard, corrections need to be made. Evaluation in education is one of the components that is equally important as the learning process (Magdalena, et al 2023). If the organization's performance does not reach the target set by the Gross Participation Rate, the cause needs to be identified and efforts to correct it should be sought. Corrections can be made both to the measuring system and to the target. Corrections to the system can be made through changes to rules and regulations so that there is conformity between the measurement process and the target being measured. Then correct the target by changing the target that is too high (Rasiana, 2023).

These changes can be made as follows: make necessary corrections, if there are future developments or changes in information; revision of important planning sections; carry out real activities according to performance with specified standards; identify positive performance to continue; change standards if existing standards are not met, change performance measures if necessary (Aspi & Syahrani, 2022). . The performance report contains information, measurement conclusions, relevant performance indicators, a summary of successes and causes of failure in achieving last year's goals, comparisons of performance



appraisals for this year and last year, explanations and reasons for goals not being achieved, and trends in last year's performance (Eliza, Sardi, Amalia, & Karmila, 2022).

The committee team conducted monitoring and evaluation based on several key questions. Regarding the training topics' relevance, 98% of respondents said the topics met their needs. For the P2K2S training, 98% felt it improved their quality of care, and 96% reported the same for the Integrative Holistic Early Childhood Implementation Training. Enjoyment of the P2K2S training process was high, with 96% of respondents expressing satisfaction, and 96% felt similarly about the holistic early childhood training. Participation rates showed that 70% were active in the P2K2S training, and 72% were active in the holistic early childhood training. Additionally, 96% of respondents felt hopeful about improving their parenting through the P2K2S training, while 98% felt hopeful about enhancing child services through the holistic training.

In terms of ease of completing P2K2S worksheets, 95% found Worksheets 1, 2, and 3 easy, while 89% found Worksheets 4 and 6 easy, and 91% found Worksheet 5 easy. For the Integrative Holistic Early Child Education Service Program, 91% found the mapping task easy, and 81% found the institutional self-evaluation easy. The usefulness of the P2K2S training activities was rated highly, with 100% finding exposure from trainers, worksheets, self-learning, and discussion groups useful. Additionally, 95% found the optional activities in the holistic early childhood training useful.

### ***3.5 Follow-up on Monitoring and Evaluation Results of PAUD Bunda Collaboration Strategy in Increasing Educator Competence in Early Childhood Education***

Monitoring and evaluation of Competency Improvement activities for PAUD Educators in Bandung City, conducted in collaboration with CIMB Niaga and the West Java Provincial Education Office, revealed a need to align the expected goals with the actual outcomes (Ali & Hasanah, 2021). The follow-up actions involved ensuring that the activities' objectives were met in practice, based on the insights gathered from these evaluations.

The evaluation of the Indonesian PAUD Educator Competency Improvement activities in Bandung City showed that participants met the desired criteria, such as having less than a non-linear S1/S1 education. The total number of participants matched the planned target of 32 individuals from Bandung (Dwiana et al., 2021). The collaboration among the West Java Provincial PAUD Working Group, CIMB Niaga Bank, SEAMEO CECCEP, the West Java Provincial Education Office, and academic institutions like UPI, UNISBA, and IWU, as well as partner organizations such as HIMPAUDI, IGTKI, and IGRA, was successful, ensuring the smooth execution of the activities. Based on interviews with key stakeholders, including the West Java Provincial PAUD Working Group, CIMB Niaga Bank, and IWU, it was decided that the activities would continue in the coming years, involving more participants and offering a wider variety of materials.

## **4 CONCLUSION**

The research findings indicate that employing the Penta helix collaboration model, particularly in enhancing the competence of early childhood educators in Bandung City, especially through partnerships with tertiary institutions, is feasible for the PAUD Mothers Working Group of West Java Province. This was achieved through collaborative efforts with International Women University, Indonesian Education University, Bandung Islamic University, SEAMEO CECCEP, CIMB Niaga Bank, and the West Java Provincial Office of Education to enhance educator competence in early childhood education. The implications drawn from this research highlight the importance of clearly defining the scope of collaboration to ensure effective implementation. Failure to do so may lead to confusion and ambiguity in collaborative efforts. However, the author acknowledges limitations in the research process, which may impact the comprehensive representation of the theory. Consequently, further research is recommended to explore innovative approaches that contribute valuable insights within the field's focus..

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