

IMPLEMENTATION OF PAUD SERVICES IN A SOCIOLOGICAL PERSPECTIVE

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Abstract. This study aims to: (1) describe the relationship between education and society in a sociological perspective; and (2) describe the direction of development of PAUD activity programs from a sociological perspective. This research is a qualitative research using a type of library research. Based on the results of the study, it can be seen that the relationship between education and society in a sociological review can be seen from the function of schools as a means of social control and social integration, the role of teachers as social problem solvers and the influence of society on students. Whereas the development of PAUD activity programs from a sociological perspective is directed at organizing various activities that involve the community in PAUD programs such as studies of community and professional leaders, forming school committees, involving parents in class, social services, home visits, forming PAUD parent meeting groups, making contact books and counseling guidance for parents.

Keywords: society, PAUD, sociology.

INTRODUCTION

From a religious perspective, educating children for parents is mandatory as explained in QS. At-Tahrim verse 6. Parents are also the main and first teachers for children. This is because once a child is born, he immediately gets upbringing from his parents. This education was obtained in the family environment. Children live not only in the family environment. He also lives in a community environment. His parents' upbringing became the capital to be able to get along with the community. Society can also have an influence, both positive and negative influences on children. (Aini et al., 2018)

As immature individuals, children spend more time in the family environment than in the community environment. This makes the family environment have a significant role in children's education. Moreover, when efforts to educate children carried out by parents are carried out optimally. If that can be done, the family will become an environment that can protect children from the bad influences of society. (Wahidin, 2017) But unfortunately it is still easy to find parents who have not educated their children optimally.

Parents leave more of their children's education matters to schools, including PAUD institutions. (Jamilah, 2017) This makes PAUD institutions also have a role in protecting children from bad influences from society. On the other hand whether it is acknowledged or

not, the course of the PAUD activity program is also colored by the condition of the surrounding community. The desires, needs and culture of the community also color the implementation of PAUD activity programs.

Thus, on the one hand, the implementation of PAUD activity programs can provide provisions for children so that children can live in their communities in accordance with applicable norms. Meanwhile, on the other hand, the implementation of PAUD activity programs is also influenced by the social conditions of the community. This shows that the field of education has a relationship with the field of sociology. It seems that this is what finally emerges and develops theories and concepts about the sociology of education. (Satriadin, 2019) What exactly is sociology of education? Then how is the relationship between education and society in a sociological view? What is the direction of developing PAUD activity programs from a sociological perspective? Thus this paper aims to: (1) describe the relationship between education and society in a sociological perspective; and (2) describe the direction of development of PAUD activity programs from a sociological perspective.

RESEARCH METHOD

This research is a qualitative research using a type of library research. Thus the data was collected using a documentation study of writings that have relevance to the research theme (Moleong, 2010). After the documents are collected, the data is presented systematically based on the research objectives. Then the data that has been systematically arranged is analyzed using content analysis techniques. (Bengtsson, 2016)

RESULT AND DISCUSSION

1.1 The Definition of Educational Sociology

The word sociology was first used by Auguste Comte, a French philosopher in 1843. As a scientific discipline, sociology was born as part of a scientific tradition that was based on the framework of Western European and American thought.

In language, sociology comes from two words, namely *socius* which means friend, friend, friend and *logos* which means science. So sociology is the study of how to make friends, friends, friends, or how to get along well in society. Meanwhile, in terms of socialology, it can be defined as follows: First, according to Max Weber, sociology is the study of social actions. These social actions are then understood and interpreted to address a problem in society. Second, according to Auguste Comte, sociology is a positive science about society so that according to him sociology is a science that aims to know society, and with that knowledge one can explain, predict, and control society. (Chabibi, 2019) This means that sociology is a scientific study of society. Third, according to Roucek and Warren, sociology is the study of human relations in groups. (Ahyani et al., 2021) Fourth, according to Selo Soemardjan and Soelaeman Soemardi, sociology is the study of social structures and processes, including social changes. (Ulum, 2022)

Based on the definitions above, according to the author, sociology is the science that examines the relations between individuals in a group, between individuals and other groups, between one group and another, and between groups that produce structures and processes, which can lead to social changes. Then what about the notion of sociology of education?

Broadly speaking, sociology can be classified or divided into two categories, namely: First, general sociology, whose main task is to investigate general socio-cultural phenomena. Second, special sociology, namely the specialization of general sociology whose task is to investigate an aspect of socio-cultural life in depth. Studies that fall into the category of special sociology such as rural community sociology, urban community sociology, legal sociology, including educational sociology. (Yanti et al., 2018)

So it is clear that the sociology of education is included in the category of special sociology. Sociology of education consists of two words, namely sociology and education. The two terms are linguistically different so of course they have differences. However, in the history of human life and life and culture, both of them have an inseparable unit, especially in the human empowerment system, which until now has utilized education as an instrument of this empowerment.

Then academically, there are several definitions of educational sociology, including: First, educational sociology is a science that studies the process of interaction of all people involved in educational activities. Second, educational sociology is a science that examines social problems that occur in educational activities in society to be able to find alternative solutions. Third, educational sociology is an effort to solve scientific problems in social problems that occur in the educational environment by using the theory and paradigm of the social sciences. Fourth, as a special category within sociology, educational sociology is sociology that is applied to solving fundamental educational problems that focus on investigating the overlapping areas between sociology and education. (Noho & Ohoitenan, 2019)

Based on the definitions above, according to the author, educational sociology can be interpreted as a science that studies relations between humans both as individuals and groups that occur in the educational environment. This means that the sociology of education is not only in the realm of educational institutions, but also in the realm of the family and society.

1.2 Relations between Education and Society in Sociological Review

1.2.1 The position of the school as a tool of social control and social integration.

Society has certain norms that apply and bind them in socializing. The inability of community members to comply with these norms can make them marginalized from community life. This makes these norms a means of social control for community members. In addition, these norms are also a way of social integration. (Rochaniningsih, 2014)

Schools are institutions that are tasked with introducing the norms that apply to society to children. Children's compliance with norms makes them able to socialize well not only when socializing with school members but also socializing with members of the community.

There are four ways that can be used to introduce norms and move children to behave in accordance with the norms prevailing in their society, including: First, carrying out cultural transmission, not only norms but also values and information through learning activities directly. For example, regarding the philosophy of the state, the characteristics of good citizens, the structure of government, the history of the nation, and so on. (Gunarta, 2016) Second, holding social associations such as school associations, scouts, sports groups, and so on which provide opportunities for children to learn and practice various social skills. Third, introducing children to figures that can be used as models whose behavior can be imitated. In this case teachers and school leaders play an important role. Fourth, using positive and negative actions to require children to follow appropriate behavior in social activities. Positive actions such as praise and gifts. While negative actions such as reprimands, warnings, and punishments. (Subianto, 2013)

1.2.2 The role of the teacher in society

The role of the teacher and the community depends on the community's view of the teacher's position. The social position of teachers differs from country to era. In Indonesia the position of teachers before World War II was highly respected because only those who were selected could enter teacher education institutions. Now in the reformation era in the midst of a society that tends to be materialistic, society views teaching as an honorable but impoverished profession.

The teacher is said to be honorable because in society he is able to act as: First, a social problem solver. For example, when there is a conflict between adolescents, the teacher is able to become a mediator in reconciling the parties involved; when there is a conflict between the residents and the village administration, the teacher is able to become a negotiator who can bring together and unite the interests of the village community and the village administration. Second, conveying information and knowledge to the public. For example, the teacher conveys information about the urgency of immunization for children, the teacher conveys knowledge about the impact of marriage at a very young age, and so on. Third, the community's spiritual adviser. The teacher as a person who is knowledgeable and is believed by the community to be used as a role model is often asked to deliver religious lectures, sermons and others. This is what then makes him a spiritual adviser to the community. Not only that, even at events in the community, teachers are often asked to act as host. Fourth, setting an example or role model for the community. In our society there is even a jargon that reveals that the teacher is a figure to be looked up to and imitated. Admittedly or not, this role has not been fully carried out by every teacher. It is indeed not an easy thing to be an exemplary teacher, who can set an example of good behavior in society. (Wardhani, 2017) But unfortunately, on the other hand, there are still many and easy to find teachers whose lives are mediocre. Even just to earn extra income, there are still teachers who work in other fields, from pulling motorcycle taxis, opening cell phone counters, becoming cosmetologists, buying and selling online, joining multi-level marketing (MLM), and so on. This is what then gave rise to the jargon "respectable but poor teacher". Teachers, especially private teachers, have been more of an "at the forefront" of education than as the "spearhead" of education.

1.2.3 The role of society in influencing students, teachers, and schools

The situation of students is indeed influenced by teachers, but also influenced by society. The community in this case are parents of students, friends of students, community leaders, and the mass media. Parents can have a positive or negative influence on students. Providing positive influence, for example by forbidding children to skip school. While giving negative influences such as helping children complete homework given by the teacher. Playmates also have a positive or negative influence. The positive influences given are such as invitations to take part in tutoring activities, sports activities, religious activities and activities that are beneficial to students and related to the various materials they learn at school. Meanwhile, negative influences are in the form of invitations to take part in activities that do not have educational overtones. (Susanto & Aman, 2016)

The mass media also influences students, both positive and negative influences. It is even as if most people think that the mass media has a more negative influence on children. But it will be impossible when parents and teachers eliminate the mass media so that students are free from its negative influence. The thing that must be done is to control children when using mass media such as television, social networks, and others. (Wibowo, 2018)

Then the role of society in influencing teachers is reflected in their willingness to hand over their children to be educated by teachers. This makes teachers inevitably communicate or interact with the community to obtain information about: (1) the wants, needs, and expectations of society for their children; (2) Habits carried out by children in the family environment and in the community environment; and (3) Children's talents and interests.

Meanwhile, the community's role in influencing schools can be seen from the community's desire for the school to introduce the norms or rules that apply in the community and apply them in the school environment.

Another influence of the community on schools is that the community is a user of school graduates. This makes the school inevitably have to carry out educational activity programs in accordance with the wishes and needs of the community and establish

cooperation with the community to be able to produce graduates that can be accepted by the community. (Soenarto, 2017)

1.3 Development Direction of PAUD Activity Programs in a Sociological Perspective

Studies on the sociology of education have made us aware that educational institutions do not stand alone in carrying out educational activity programs. The existence of educational institutions is also not determined by itself, but also determined by society. This makes educational institutions, including PAUD institutions, must be able to direct the development of PAUD activity programs that are responsive to the wishes and needs of the community. (Sinaga & Muhammad, 2020)

Then what is the actual direction of the development of PAUD activity programs in a sociological perspective? The answers to these questions can be described by the following points:

1.3.1 The purpose of implementing PAUD activity programs in a sociological perspective.

In a sociological perspective, the implementation of PAUD activity programs is aimed at forming and developing children's social intelligence so that children can socialize and adapt to their society. Children's ability to socialize and adapt to their society is influenced by their adherence to various norms that apply in their society.

1.3.2 Materials in PAUD activity programs from a sociological perspective.

Based on the above objectives, the materials given to early childhood in the PAUD activity program include: (1) Introduction to norms that apply in society, such as religious norms, moral norms, and legal norms; (2) Introduction of local community customs; (3) Introduction to local community leaders; (4) Introduction to professions that are beneficial to society; (5) Introduction to the use of communication tools; (6) Introduction to social institutions in society; and (7) Introduction to the local wisdom of the local community.

These introductions are expected to make children understand that they do not live alone. They live together with other people and they are social creatures. This understanding will make children have the skills to socialize with their community.

Social skills that must be possessed by early childhood include: (1) Skills to get to know other people; (2) Skills to greet other people; (3) Skills to comply with the rules; (4) Skills to adapt; (5) Skills to choose or determine goals; (6) Skills to use communication tools; (7) Skills to choose good friends; and (8) Skills for receiving guests.

1.4 Strategies in implementing PAUD activity programs from a sociological perspective

1.4.1 Collective play

The world of children is a world of play and children learn by playing. PAUD teachers must be able to arrange play activities for early childhood that are able to make them communicate, socialize, and interact with other children. This can be done by doing collective play activities.

Collective play is a play activity carried out by a group of children using various concrete objects. They carry out collective play activities driven by their mutual awareness to carry out an activity that pleases them.

In this collective play activity, children interact with each other, communicate with each other, exchange ideas and others, and work together. That is why collective play can also be called cooperative play. For example, children play roles (role plays), children play giant sandals, children play trains, and so on.

1.4.2 Habituation

Habituation activities can be given to children by PAUD teachers to make children have social skills. These habituation activities can be carried out routinely or spontaneously. Routine habituation activities that can be carried out include: (1) Habituation activities for welcoming friends at the PAUD institution every morning; (2) Getting used to saying goodbye to parents before going to school; (3) Accustomed to shaking hands with PAUD teachers; (4) Anjangsana habituation activities (programmed visits, can be to fellow friends, to teachers, or to community leaders, and so on).

Then spontaneous habituation activities that can be carried out are: (1) Habitual activities to visit friends and teachers who are sick; (2) TOMAT habituation activities, namely saying the word please when asking for help, sorry when making a mistake, and thank you when helped by a friend; (3) Disaster response habituation activities; and (4) Ant operation habituation activities.

1.4.3 Study of public figures and professions

Study of figures and professions can be carried out by visiting community leaders or visits to places of work of certain professions. If this is not possible, PAUD institutions can also bring in community leaders or leaders in a profession to provide information to children.

1.5 Formulation and enforcement of rules within the PAUD institution that are relevant to the rules in the community environment.

Children can become good social beings not only when they are able to socialize and interact with other people, but also when they are able to comply with various norms that apply in their community.

PAUD institutions as educational institutions that function as transformers of values must be able to make children comply with these rules. One of the efforts that can be done is to formulate and enforce rules within the PAUD institution that are relevant to the rules that apply in their community environment.

1.6 Community involvement in the implementation of PAUD activity programs from a sociological perspective.

Early childhood only spends 20% of their time in PAUD institutions. The remaining 80% of time is spent by children in the family and community environment. That is why PAUD activity programs for children cannot be fully delegated to PAUD institutions. There must be collaboration between parents, PAUD institutions and the community in optimizing the growth and development of early childhood.

PAUD institutions can become parties that facilitate this collaboration by involving parents and the community in providing PAUD services by carrying out the following programs: (Oktavianingsih, 2019)

1.6.1 Formation of the PAUD committee

The PAUD Committee is an organization that acts as a partner for PAUD institutions in providing PAUD services. The organizers of the PAUD committee come from community leaders and parents. Forms of activities that can be carried out by the PAUD committee include work meetings or deliberations on the PAUD committee, fundraising for PAUD implementation, and brainstorming.

The purpose of forming the PAUD committee is so that PAUD institutions can obtain moral and material assistance from the community and parents in the

delivery of PAUD services. While its functions include: (1) As a forum for exchanging ideas in the delivery of PAUD services between PAUD institutions, parents and the community; (2) As a medium for socializing various PAUD service programs to be implemented by PAUD institutions to parents and the community; (3) As a medium for disseminating the results of various PAUD service programs that have been implemented by PAUD institutions to parents and the community; (4) As a means to hold deliberations between PAUD institutions, parents, and the community regarding various problems faced by them in educating early childhood; and (5) As a means of controlling the performance of PAUD institutions in educating early childhood.

1.6.2 Formation of a PAUD parent meeting group

The PAUD parent meeting group is an organization established as a forum for parents in an PAUD institution to share information about how to educate children in the family environment. Forms of activities that can be carried out by PAUD parent meeting groups such as parenting seminars, simulations in educating children, learning skills for children, learning pedagogic skills, and brainstorming. (Rihatno, 2017)

The purpose of forming a PAUD parent meeting group is to provide various information related to providing educational stimulation for early childhood in the home environment. While the functions are: (1) Parents can get various materials that can be used in educating their children; (2) Parents can get various skills that can be used in educating their children; (3) Parents can get a description of the various problems that may be found in educating children along with the solutions; and (4) Parents can establish friendships with other parents who both entrust their children to the same PAUD institution.

1.6.3 Parental involvement in class

Involving parents in the classroom is an effort made by PAUD institutions in facilitating parents to take part in educating early childhood in a classical manner in a class. This activity can be carried out by parents individually or in groups (team teaching) on a scheduled and directed basis. Scheduled means that this activity must be properly programmed. Meanwhile, directed means that PAUD teachers in an PAUD institution must continue to accompany or back up parents who appear in class.

The purpose of holding this activity is to provide parents with an understanding of the various duties of PAUD teachers in educating early childhood. While the aims include: (1) Strengthening friendship between parents, PAUD teachers, and early childhood; (2) Improving the knowledge, attitudes and skills of parents in educating early childhood; (3) Helping PAUD teachers when educating children in PAUD institutions; (4) Overcoming boredom in early childhood who are taught by the same PAUD teacher every day. (Hidayatulloh & Fauziyah, 2020)

1.6.4 Involvement of parents in PAUD institutional events

Involving parents in PAUD events is an effort made by PAUD institutions to mobilize parents to take part in the implementation of various educational activities carried out by PAUD institutions. For example, organizing family days, cooking days, congregational dhuha prayers, competitions to welcome the anniversary of independence, PAUD celebrations, healthy walks, development carnivals, and so on.

The purpose of carrying out parental involvement activities in PAUD institutional events is to create a sense of belonging to PAUD institutions for parents of early childhood. While the objectives include: (1) Assisting PAUD

teachers in carrying out various children's activities both inside and outside PAUD institutions; (2) Providing information to parents regarding their children's educational activities in PAUD institutions and outside PAUD institutions; (3) Strengthen the relationship between parents, PAUD teachers, and children. (Lestari, 2019)

1.7 Social service

Social service is an activity carried out by involving PAUD teachers, parents, and children and the community in the form of providing moral and material assistance to those who need help. Forms of social service activities such as collecting and distributing zakat fitrah, slaughtering and distributing sacrificial animals, giving compensation to orphans, giving donations for the construction of mosques and bridges, and so on.

The purpose of this social service activity is to help people around PAUD institutions who are in need of help. While its functions include: (1) Teaching children to care for and love one another; (2) Fostering a sense of community ownership of PAUD institutions; (3) Strengthening friendship between PAUD institutions, parents, and the community.

1.8 Religious holiday celebrations

Commemoration of religious holidays is an effort made by PAUD institutions in organizing various religious activities to commemorate religious holidays by involving parents and the community. For example the commemoration of the Prophet's Birthday, the commemoration of the Mi'raj Isra, and so on. At the commemoration of the Prophet's Birthday and Isro Mi'raj, PAUD institutions can organize religious recitation activities which are attended by children, parents and the community.

The purpose of carrying out activities to commemorate religious holidays is to increase the quality of faith and piety of PAUD teachers, parents, children and the community. while its functions include: (1) Providing knowledge to children about their religious holidays; (2) Providing knowledge to children regarding various activities that can be carried out to commemorate religious holidays; (3) Providing knowledge to children regarding various values or lessons learned in religious activities to commemorate religious holidays; and (4) Strengthening ties between PAUD institutions, parents, children, and the community.

1.9 Home visits

Home visits are activities carried out by PAUD institutions by taking turns visiting the parents' homes of early childhood children. Home visits can also be carried out in the context of visiting a child who is sick, a child who is circumcised, parents who are holding a celebration, visiting parents and community leaders who are sick.

The purpose of carrying out home visits is for parents to feel part of the PAUD institution where their children study. While the functions include: (1) Parents have a sense of belonging to the PAUD institution; (2) Parents have sympathy and empathy for PAUD institutions; (3) Strengthening friendship between parents and PAUD teachers.

1.10 Guidance and counseling for parents

Guidance and counseling for parents is the provision of services carried out by PAUD teachers to parents who have various problems in educating their children in the family environment. Weighing and counseling for parents can be done individually or collectively.

The purpose of guidance and counseling activities for parents is to assist parents in solving problems they encounter when educating children in the family environment. While the functions include: (1) Parents get information about various ways that can be done to overcome problems in educating children; (2) Parents can also find out the various behaviors displayed by children in PAUD institutions; and (3) Strengthening a harmonious relationship between parents and PAUD teachers.

1.11 Creating a contact book

This contact book is a book given by PAUD teachers to parents which contains a list of activities that children must do every day. Each PAUD institution can determine its own format and procedure for filling out the contact book. The important thing to note is that the contents of the contact book must be able to be implemented by children every day under the orders and supervision of their parents.

The purpose of compiling and giving contact books to parents is so that children are accustomed to carrying out various activities such as the habituation activities that are usually carried out in PAUD institutions. While the functions include: (1) Parents obtain various information regarding various habituation activities that can be carried out by children in the family environment; (2) PAUD teachers get various information about various activities that have been carried out by children in the family environment; (3) Children are used to doing positive activities both in PAUD institutions and in the family environment; and (4) Strengthening friendship between parents and PAUD teachers.

CONCLUSION

An educational institution, including an early childhood education institution, basically exists and its development is influenced by the participation of the community in the delivery of the PAUD services it organizes. The relationship between PAUD institutions and the community is like two sides of a coin. This makes sociologically there is a strong relationship between PAUD institutions and the community. This relationship must be used as a direction in the development of PAUD institutions if an PAUD institution wants its existence in a growing community. Based on the results of the study, it can be seen that the relationship between education and society in a sociological review can be seen from the function of schools as a means of social control and social integration, the role of teachers as social problem solvers and the influence of society on students. Whereas the development of PAUD activity programs from a sociological perspective is directed at organizing various activities that involve the community in PAUD programs such as studies of community and professional leaders, forming school committees, involving parents in class, social services, home visits, forming PAUD parent meeting groups, making contact books and counseling guidance for parents.

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