CRAFTING EFFECTIVE PAUD TEACHING MODULES: A TRAINING NEEDS ASSESSMENT FOR POSYANDU CADRES IN BANDUNG

Lilis Kristiyanti¹, Sri Nurhayati²*
¹,²Community Education Postgraduate Program, IKIP Siliwangi, Cimahi
E-mail: sринurhayati@ikipsiliwangi.ac.id

Abstract
This paper aims to investigate the training needs of Posyandu cadres in Bandung City for the effective development and delivery of Early Childhood Education (PAUD) programs. The research method involved conducting extensive interviews with cadres to gather insights into their perspectives and challenges. Data collection revealed that cadres recognize the pivotal role of teaching modules and emphasize the importance of religious and moral values in early childhood education. They expressed a commitment to adaptability and improvement while facing resource challenges. The results highlight cadres' dedication to providing interactive and engaging educational content and their willingness to receive training and support for module development. These findings have implications for enhancing the quality of early childhood education in Bandung City by focusing on specialized training, resource allocation, knowledge sharing, research-based assessments, community engagement, and alignment with national education goals. Addressing these needs will contribute to the holistic development of young children in the region.

Keywords: Posyandu cadres, Early Childhood Education (PAUD), Teaching modules, Training needs

Abstrak
Hasil penelitian menyoroti dedikasi para kader dalam menyediakan konten pendidikan interaktif dan menarik serta kesiapan mereka
Kata Kunci: Kader Posyandu, Pendidikan Anak Usia Dini (PAUD), Modul pengajaran, Kebutuhan pelatihan
healthcare and community education systems, Posyandu cadres occupy a unique and indispensable niche. Their multifarious responsibilities encompass the promotion of child health and the dissemination of community education, rendering them key figures in the panorama of PAUD (Juliasih et al., 2022; Malik et al., 2020; Yaswinda et al., 2020). The literature weaves a compelling narrative that elucidates the diverse training programs and initiatives that have been designed to empower these cadres (Yaswinda et al., 2020). However, as our understanding deepens, a growing consensus has emerged regarding the imperative for additional training, particularly within the realm of early childhood education (Musa et al., 2022; Novitasari & Fauziddin, 2022; Winarti et al., 2022). This review underscores the profound significance of a nuanced assessment of the training needs of Posyandu cadres, an endeavor poised to amplify the efficacy of PAUD delivery especially in the bustling metropolis of Bandung City.

The city of Bandung, situated on the island of Java, has long been recognized as a vibrant center for culture, education, and innovation. Within this dynamic urban landscape, the nurturing of young minds through PAUD has emerged as a central concern, emphasizing the need for a well-prepared cadre of educators (Prasetyo & Kisworo, 2014). However, the current landscape of early childhood education is marked by evolving pedagogical approaches, which demand a reevaluation of the training provided to Posyandu cadres—the dedicated community members entrusted with the dual responsibility of ensuring children's health and fostering their intellectual growth. While previous studies have contributed valuable insights into PAUD in Indonesia, there exists a noticeable research gap when it comes to assessing the specific training needs of Posyandu cadres. These community-based educators play a pivotal role in bridging the gap between healthcare and education for young children (Prasetyo & Kisworo, 2014; Yaswinda et al., 2020). However, their training programs have not been systematically examined to align with the evolving demands of the education sector and the diverse needs of the children they serve. To address this research gap, this study endeavors to answer the following research question: "What are the training needs of Posyandu cadres in Bandung City for the effective development and delivery of Early Childhood Education (PAUD) programs, and how can these needs inform the design of tailored teaching modules training?"

The novelty of this research lies in its focus on a relatively unexplored dimension of early childhood education in Bandung City: the training needs of Posyandu cadres. By systematically assessing these needs, this study aims to shed light on the specific knowledge and skills required by cadres to excel in their role as educators. The findings of this research hold the potential to not only enhance the quality of PAUD programs but also to empower Posyandu cadres with the tools necessary to provide the best possible start in life for the city's youngest residents.
METHOD
This study employs a case study approach to investigate the training needs of Posyandu cadres in Bandung City concerning the development of effective PAUD (Early Childhood Education) modules. The case study design was chosen due to its suitability for in-depth exploration within a real-world context, facilitating a comprehensive understanding of the training needs of Posyandu cadres in Bandung.

The selected case for this study consists of Posyandu cadres operating in Kecamatan Mandalajati, Kota Bandung. This choice was made considering the area's representativeness and accessibility for data collection. Kecamatan Mandalajati hosts multiple Pos PAUD (Integrated Service Centers for Early Childhood Education), providing a diverse sample of Posyandu cadres. Fifteen (15) Posyandu cadres were purposively selected as participants for this case study. These cadres were chosen from three distinct Pos PAUD in Kecamatan Mandalajati to ensure diversity in terms of their experiences and perspectives. Selection criteria were based on their active involvement in PAUD activities and their willingness to participate in the study.

Data for this study were collected through semi-structured in-depth interviews and document analysis. In-depth interviews were conducted to gather qualitative insights from the selected Posyandu cadres. These interviews explored their experiences, training backgrounds, perceived training needs, and expectations concerning PAUD module development. All interviews were audio-recorded and subsequently transcribed verbatim for analysis. Furthermore, document analysis was employed to supplement interview data. Documents related to the training of Posyandu cadres and existing PAUD modules, including training manuals, educational materials, and reports on PAUD activities, were analyzed. This approach provided supplementary data to corroborate and enrich the findings derived from the interviews. The data collection process commenced with the acquisition of informed consent from all participants, emphasizing the study's purpose and the confidentiality of their responses. Individual interviews were conducted at locations convenient to the participants, ensuring a comfortable and confidential environment. Simultaneously, documents relevant to PAUD training and modules were collected and reviewed. The data collection phase was executed over a specified period to ensure data saturation and comprehensiveness.

Qualitative data analysis techniques were employed to identify themes and patterns within the collected data. Thematic coding was utilized for the transcripts from in-depth interviews, while content analysis was applied to documents related to PAUD training and modules. The findings were triangulated between interview data and document analysis, enhancing the validity and comprehensiveness of the results. Ethical considerations were rigorously observed throughout the study. Informed consent was sought from all participants, guaranteeing their anonymity and confidentiality. Participants were reassured of the voluntary nature of their involvement.
and the option to withdraw from the study at any point without repercussions.

RESULTS AND DISCUSSIONS

Results
The research findings derived from extensive interviews with Posyandu cadres in Bandung City shed light on critical aspects of their training requirements for the effective development and delivery of Early Childhood Education (PAUD) programs. These insights reveal a multifaceted landscape where cadres demonstrate a nuanced understanding of the interplay between Posyandu activities and the educational dimension provided by teaching modules.

One of the central themes that emerged from the interviews was the unanimous acknowledgment among cadres regarding the pivotal role of teaching modules in supporting both Posyandu activities and PAUD. This understanding is succinctly captured in one cadre's statement, "Sangat penting, karena keduanya saling berkaitan" (Very important, because both are interrelated). This recognition underscores the intricate and inseparable connection between Posyandu initiatives and the educational foundation that teaching modules offer. Religious and moral values surfaced as prominent and intertwined elements in the conversations with the cadres. Several of them emphasized the paramount significance of these values in early childhood education. This emphasis is articulated in the phrase, "Nilai Agama dan Moral" (Religious and Moral Values), signifying the cadres' aspirations to infuse these values into their teaching modules. The recognition of religious and moral dimensions in education underscores their role in shaping the character and ethical development of young children.

While many cadres expressed confidence in their ability to create teaching modules, a notable portion acknowledged areas in which they seek improvement. Challenges in module development include the task of determining suitable themes for lessons and ensuring sustained engagement to prevent boredom, as evident from one cadre's remark, "Menentukan Tema untuk pembelajaran yang akan disampaikan" (Determining themes for the lessons to be delivered). The recognition of these challenges highlights the cadres' commitment to refining their instructional materials to better meet the diverse learning needs of children. An aspect of adaptability to current trends in PAUD was another noteworthy finding. The cadres demonstrated a keen awareness of the need to adapt their teaching modules to accommodate emerging trends, such as the "Kurikulum Merdeka" (Independent Curriculum) and "Program Merdeka Belajar" (Independent Learning Program). This adaptability showcases their dedication to remaining relevant and responsive in the field of early childhood education.

However, concerns related to resource availability and support surfaced among the cadres. While some felt adequately resourced, others expressed a need for more comprehensive training and improved access to teaching materials. This sentiment is succinctly expressed in...
the statement, "Masih kurang mencukupi" (Still insufficient), reflecting the desire for enhanced support in their educational roles. The desire to create interactive and engaging teaching modules emerged as a common goal among the cadres. They actively sought ways to make the learning experience more captivating for children. This aspiration is encapsulated in one cadre's question, "Apa yang menjadi hambatan utama dalam mengembangkan modul ajar yang interaktif dan menarik bagi anak-anak?" (What is the main challenge in developing interactive and engaging teaching modules for children?). This fervor for interactive and engaging educational content underscores their dedication to providing a high-quality learning experience.

Crucially, the cadres conveyed a strong willingness to receive training and support aimed at enhancing their module development skills. They firmly believed that such opportunities would have a positive and transformative impact on their roles. This sentiment is palpable in their inquiry, "Apa jenis pelatihan atau dukungan yang Anda pikir akan membantu Anda dalam mengembangkan modul ajar yang lebih baik?" (What type of training or support do you think would help you develop better teaching modules?). This eagerness for improvement underscores their unwavering commitment to the field of early childhood education.

Furthermore, some cadres expressed the belief that they possessed valuable experiences and knowledge that could contribute significantly to module development. They highlighted the importance of recognizing and harnessing individual strengths. This cooperative spirit is articulated in one cadre's question, "Apakah Anda memiliki pengalaman atau pengetahuan khusus yang dapat menjadi sumbangan berharga dalam penyusunan modul ajar?" (Do you have any specific experiences or knowledge that can be a valuable contribution to the development of teaching modules?). This readiness to collaborate and share expertise underscores their dedication to a culture of continuous improvement and mutual support.

Discussions
The research findings, based on extensive interviews with Posyandu cadres in Bandung City, provide valuable insights into their training requirements for the effective development and delivery of Early Childhood Education (PAUD) programs. These insights align with current research on the importance of training and support for community health workers and educators involved in early childhood development. One of the central themes that emerged from the interviews was the significant role of teaching modules in supporting both Posyandu activities and PAUD. This aligns with research emphasizing the importance of well-designed educational materials in early childhood education (Chung, 2022; Ghothur & Nurhayati, 2023; Nuraeni & Nurhayati, 2023; Patimah & Nurhayati, 2023; Rachmah et al., 2021). The cadres' recognition of teaching modules' importance underscores their commitment to providing a structured and effective learning experience for young children. Religious and moral values
were highlighted as essential elements in early childhood education by the cadres. This resonates with current research emphasizing the role of moral and character education in shaping the holistic development of children (Badawi et al., 2020; Nurhayati, 2023; Rosita et al., 2020; Umami et al., 2019). The cadres' aspiration to incorporate religious and moral values into their teaching modules aligns with the broader educational goal of character education.

Challenges in module development, such as selecting suitable themes and maintaining children's engagement, were acknowledged by some cadres. Research in early childhood education has identified similar challenges, including the need for age-appropriate curriculum development (Im et al., 2019). The cadres' recognition of these challenges reflects their awareness of the complexities of early childhood education. The cadres' adaptability to current trends in PAUD, such as the "Kurikulum Merdeka" and "Program Merdeka Belajar," demonstrates their responsiveness to evolving educational frameworks (Pratikno et al., 2022; Rasmani, 2022). This aligns with research on the importance of aligning early childhood education with contemporary educational policies and practices (Musa & Nurhayati, 2021; Rukanda & Nurhayati, 2023; Sondari et al., 2018). The cadres' adaptability reflects their commitment to staying up-to-date with educational developments (Eliza et al., 2022). Resource availability and support were identified as concerns among the cadres. Research has emphasized the need for adequate resources and support for community health workers and educators in early childhood programs (Prasetyo & Kisworo, 2014; Yaswinda et al., 2020). The cadres' desire for enhanced support echoes the findings of studies highlighting the importance of infrastructure and resources in early childhood education (Fauziddin et al., 2021; Novitasari & Fauziddin, 2022). The cadres' aspiration to create interactive and engaging teaching modules is in line with research emphasizing the significance of active and participatory learning in early childhood education (Astuti & Nurhayati, 2022; Heryanti & Nurhayati, 2023; Iis et al., 2022; Kartika et al., 2020; Kartinih et al., 2018; Marliana et al., 2021; Marwati et al., 2020; Yosfiani & Nurhayati, 2023). Their commitment to providing an engaging learning experience aligns with current best practices in early childhood pedagogy.

Lastly, the cadres' willingness to receive training and collaborate reflects their dedication to continuous improvement. Research has shown that ongoing training and collaboration opportunities enhance the effectiveness of community health workers and educators in early childhood programs (Helmi et al., 2018; Juliasih et al., 2022; Prasetyo & Kisworo, 2014; Yaswinda et al., 2020). The cadres' eagerness for improvement aligns with evidence-based strategies for capacity building in early childhood education.

In essence, the research findings paint a rich and nuanced portrait of Posyandu cadres in Bandung City who possess a deep appreciation for the significance of teaching modules in the context of early childhood education. Their multifaceted understanding
encompasses religious and moral dimensions, recognition of challenges, adaptability to evolving trends, resource needs, and a strong desire for interactive and engaging education. Moreover, their enthusiastic embrace of training and collaboration reflects their unwavering commitment to delivering high-quality early childhood education services. These findings serve as a robust foundation for designing tailored teaching modules that resonate with the specific needs and aspirations of Posyandu cadres in Bandung City, ultimately benefiting the young children they serve.

CONCLUSION AND RECOMMENDATIONS

Conclusion

The research findings underscore the essential role of Posyandu cadres in Bandung City in the context of Early Childhood Education (PAUD) programs. These dedicated cadres possess a nuanced understanding of the interplay between Posyandu activities and the educational dimension provided by teaching modules. The key themes that emerged from the interviews, supported by current research, highlight their commitment to delivering high-quality early childhood education services. The recognition of teaching modules as pivotal tools aligns with research emphasizing the importance of well-designed educational materials. Moreover, the cadres’ aspiration to incorporate religious and moral values resonates with the broader goal of character education in early childhood. Their acknowledgment of challenges in module development reflects their awareness of the complexities of early childhood education, while their adaptability to emerging trends showcases their commitment to staying relevant. However, concerns related to resource availability and support call for attention. To enhance their impact, these cadres require comprehensive training, improved access to teaching materials, and support systems. Their eagerness for interactive and engaging teaching modules aligns with best practices in early childhood pedagogy.

Recommendations

To enhance early childhood education programs led by Posyandu cadres in Bandung City, a multifaceted approach is recommended. Firstly, providing specialized training in module development and pedagogical skills is crucial. This empowers cadres to create engaging and effective teaching materials. Secondly, ensuring consistent allocation of teaching materials and resources is essential to support cadres in their educational roles. Additionally, fostering a collaborative environment among cadres for knowledge sharing promotes continuous improvement. Moreover, incorporating research-based assessments into program evaluation allows for data-driven improvements. Active community and parental engagement should be encouraged to create a
holistic learning environment. Lastly, aligning local initiatives with national education goals ensures sustainability and relevance. These recommendations, aligned with current research and best practices, will strengthen the quality of early childhood education in Bandung City, benefiting the young children served by Posyandu cadres.

**DAFTAR RUJUKAN**


Empowerment, 3(1).


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