

COLLABORATION BETWEEN LIUNGGUNUNG KINDERGARTEN AND LINGGARSARI VILLAGE GOVERNMENT IN MGING TDBA POLICY THROUGH THE BIPTAKA PROGRAM AS AN INNOVATION IN FAMILY EDUCATION AND VILLAGE INDEPENDENCEANA

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Abstract:

This study aims to examine the management of the Tatanén di Balé Atikan (TDBA) policy at TK Pembina Liunggunung through a collaborative program with the village government called BIPTAKA (Budidaya Ikan Patin Kelas Orang Tua dan TDBA). The program represents an environmental-based learning innovation that integrates educational agriculture, family engagement, and local village potential. The study employed a descriptive qualitative approach, collecting data through observation, in-depth interviews with teachers, the principal, parents, and village officials, as well as documentation. Data were analyzed thematically to explore the forms of collaboration, learning benefits, and the impact of the TDBA policy on children's learning environments. The findings reveal that the BIPTAKA program successfully strengthened the management of TDBA as a contextual learning space rooted in local culture. Children demonstrated greater enthusiasm and active participation in experiential learning, while parents became more involved in the educational process. The program also reinforced values of cooperation, responsibility, and environmental awareness. In conclusion, the implementation of the TDBA policy through the BIPTAKA collaboration serves as a good practice in developing education based on village potential and local culture.

Keywords: *TDBA, BIPTAKA, Early Childhood Education, Village Collaboration, environmental education, parental involvement*

Abstrak:

Penelitian ini bertujuan untuk mengkaji pengelolaan kebijakan Tatanén di Balé Atikan (TDBA) di TK Pembina Liunggunung melalui program kolaboratif bersama Pemerintah Desa berupa BIPTAKA (Budidaya Ikan Patin Kelas Orang Tua dan TDBA). Program ini merupakan inovasi pembelajaran berbasis lingkungan yang mengintegrasikan konsep pertanian edukatif, keterlibatan keluarga, dan potensi lokal desa. Metode penelitian menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, wawancara mendalam dengan guru, kepala sekolah, orang tua, dan perangkat desa, serta dokumentasi kegiatan. Analisis data dilakukan secara tematik untuk mengidentifikasi bentuk kolaborasi, manfaat pembelajaran, dan dampak kebijakan TDBA terhadap lingkungan belajar anak. Hasil penelitian menunjukkan bahwa program

BIPTAKA berhasil memperkuat pengelolaan TDBA sebagai ruang belajar kontekstual yang berakar pada budaya lokal. Anak-anak menunjukkan peningkatan antusiasme dan partisipasi aktif dalam pembelajaran berbasis pengalaman, sementara orang tua menjadi lebih terlibat dalam proses pendidikan. Program ini juga memperkuat nilai kerja sama, tanggung jawab, serta kepedulian terhadap lingkungan. Kesimpulannya, implementasi kebijakan TDBA melalui program kolaboratif BIPTAKA menjadi praktik baik dalam mengembangkan pendidikan berbasis potensi desa dan budaya lokal.

Kata Kunci: *TDBA, BIPTAKA, PAUD, kolaborasi desa, pendidikan lingkungan keterlibatan orang tua*

INTRODUCTION

Early childhood education plays a very important role in shaping the foundations of a child's overall development, including cognitive, social-emotional, motor, language, and life values. It is during this period that children build the main foundations for understanding themselves and their environment, as well as learning to form social relationships. Therefore, early childhood education must be designed with a contextual, meaningful approach that involves various supporting elements, including family and community (Berk, 2013)

In the context of education in Indonesia, approaches based on nature, local culture, and community participation are beginning to receive more serious attention. One such approach is the Tatanén di Balé Atikan (TDBA) program, which philosophically and practically encourages educational institutions to make nature a living learning space that is close to children's lives and rich in character values. This program not only focuses on classroom learning, but also encourages children to learn directly from activities that involve nature, such as farming, animal husbandry, or food and environment-based educational activities

Pembina Liunggunung Kindergarten is one of the educational institutions that actively develops the TDBA approach as part of their learning practices. In the development process, this school does not work alone, but collaborates closely with the local village government. This collaboration has given rise to an innovative program called BIPTAKA, which stands for Budidaya Ikan Patin Kelas Orang Tua dan TDBA (Patin Fish Farming for Parents and TDBA). This program is designed to create synergy between children's education, parental involvement, and the village's local potential in the form of patin fish farming, which has become a leading commodity in the region.

The BIPTAKA program is implemented through a collaborative learning approach, where children are encouraged to participate directly in the fish farming process, learn about the life cycle of fish, maintain pond hygiene, and understand the importance of preserving the balance of the ecosystem. Meanwhile, parents are also provided with learning opportunities through parent classes that are designed to be practical and enjoyable. In this way, learning does not only take place at school, but also extends to families as part of the child's educational ecosystem.

This educational model is in line with the spirit of the Merdeka Curriculum, which emphasizes the importance of learning that is relevant to the context of students' lives, provides freedom in choosing learning methods, and strengthens

character and life skills (Ministry of Education, Culture, Research, and Technology, 2022). In addition, parental involvement in children's education has also been proven to improve the quality of the learning process and outcomes, due to the continuity of values and stimulation that children receive at home and at school (Epstein, 2011).

Through the BIPTAKA program, Pembina Liunggunung Kindergarten not only strives to instill TDBA values, but also encourages the creation of a community-based learning culture. Children learn from real experiences, parents are actively involved as school partners, and the village contributes by providing resources and policy support. This practice shows that education can grow organically and be rooted in local potential, not just in a normative curriculum.

However, the implementation of programs such as BIPTAKA is not without challenges. Several issues that need to be further examined are the extent to which this program is effective in increasing parental involvement, its impact on children's interest in learning, and how the collaboration between schools and villages is carried out in a sustainable manner. Therefore, this study was conducted to explore the management of TDBA policy through the BIPTAKA program at Pembina Liunggunung Kindergarten, focusing on the role of collaboration between parties, the benefits of the program for child and family development, and the potential for this model to be replicated in other regions.

Using a qualitative descriptive approach, this study aims to provide a comprehensive overview of good practices in the field, while also serving as inspiration for other educational institutions in developing meaningful, participatory learning that is rooted in real life.

RESEARCH METHOD

This study uses a descriptive qualitative approach, as it aims to describe in detail and depth the process of implementing the Tatanén policy in Balé Atikan (TDBA) through the BIPTAKA program at Pembina Liunggunung Kindergarten. This approach allows researchers to understand social interactions, local values, and the involvement of parents and villages in natural, environment-based learning practices without manipulating variables (Creswell, 2014).

Informants in this study were selected purposively, based on criteria of direct involvement in the program. The informants consisted of school principals, early childhood education teachers, several parents of students, and village officials involved in the implementation of and support for BIPTAKA activities. This selection was intended to ensure that the data obtained was truly relevant to the focus of the study and reflected the real experiences of the program participants (Miles, Huberman, & Saldaña, 2014).

The data collection techniques used were direct observation, in-depth interviews, and documentation. Observations were made by participating in TDBA learning activities and catfish farming with children and parents. Interviews were conducted in a semi-structured manner to allow flexibility and enable informants to express their views freely. Documentation in the form of photographs, activity notes, and program administrative archives was used to reinforce the findings in the field. The collected data were analyzed using thematic analysis, with steps including data reduction, data presentation, and conclusion drawing. This process was aided by source triangulation techniques to test the validity of the data, namely comparing information from various parties to obtain an objective and consistent picture (Patton, 2002).

In addition, this study paid attention to research ethics, whereby researchers first sought consent from informants, explained the purpose of the study, and maintained the confidentiality of their identities. Every process was carried out with due regard for the cultural norms and social ethics that apply in school and village

environments.

With this method, it is hoped that the research results can provide an honest and comprehensive picture of TDBA management practices through the BIPTAKA program and its replication potential in the context of village-based early childhood education.

FINDINGS AND DISCUSSION

Based on observations, interviews, and documentation at Pembina Liunggunung Kindergarten, the collaboration between the school and the village government in the BIPTAKA (Parent and TDBA Catfish Farming) program has had a very positive impact on students, parents, schools, and villages. This collaboration is a concrete example of how synergy between the education sector and local government can create programs that are not only innovative, but also sustainable and have a direct impact on the community.

1. Benefits of Collaboration between Schools and Village Governments One of the main benefits of this collaboration is the development of a shared sense of ownership of early childhood education. Village governments no longer view early childhood education as solely the responsibility of schools, but as part of a shared responsibility to develop human resources from an early age. On the other hand, schools also feel tangible support, both morally, materially, and in terms of policy, from the village government. School principals do not feel that they are working alone, because the village head and his staff are actively involved in developing, supporting, and even supervising the program.

This collaboration also created a new learning space outside the classroom that was contextual and enjoyable. Through catfish farming activities, children learned about life cycles, hygiene, cooperation, and responsibility. All of this learning was not delivered theoretically, but through direct experience in the field. This is in line with Dewey's (1938) view that children learn best when they are directly involved in real experiences.

2. BIPTAKA Program Management Structure

To support the smooth running of the program, a joint working team was formed between the Liunggunung Kindergarten and the Village Government. This management structure is simple but effective, with clear roles for each party.

Table 1: BIPTAKA Program Management Structure

Position/Role	Name of Institution	Primary Task
General Manager	Kepala Desa	Supporting policies, providing land and resources
Chief Executive	Kepala Sekolah TK	Managing school programs, coordinating teachers and parents
Technical Coordinator	Perangkat Desa	Preparing cultivation facilities, assisting with technical training
Education Coordinator	Guru TK	Guiding children in TDBA- based learning

Parent Coordinator	Perwakilan Wali Murid	Establishing communication between schools, parents, and villages
Documentation Team	Guru/Perangkat Desa	Recording progress, documenting activities

This structure shows that the BIPTAKA program is managed collaboratively. There is no domination by any one party; all have complementary roles and work in a spirit of togetherness

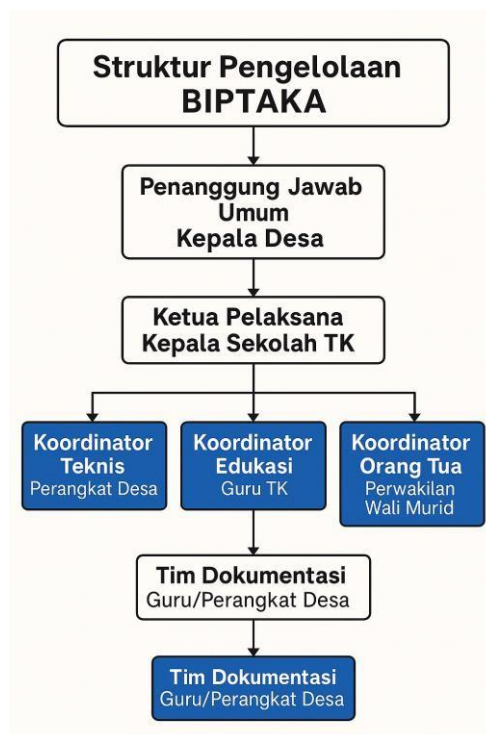


Figure 1: BIPTAKA Management Structure

The result of data analysis is explained correctly in the article. The discussion part logically explains the findings, associated with the relevant sources.

Benefits for Students

For children, this program provides a very memorable learning experience. They not only learn about fish, but also about the process, patience, and results of hard work. Children appear more enthusiastic when participating in outdoor activities, and they begin to show concern for the environment around them. This type of learning is very important for character building from an early age, as stated by NAEYC (2019), that young children need to be introduced to the real world through direct activities that are relevant to their lives.

Children also learn to work together in groups, maintain the cleanliness of the pond, and appreciate harvest time. In addition, some activities are carried out with parents, so that children feel closer and more connected to their families while learning. These activities also facilitate the growth of healthy social relationships between children, teachers, and parents.

Benefits for Village Governments

For village governments, the BIPTAKA program is clear evidence that human resource development can begin with early childhood education. These activities not only impact children, but also raise parents' awareness of the importance of early education. Villages see that by supporting early childhood education, they are indirectly building a generation that is resilient, creative, and loves the environment.

Moreover, this activity also encourages the emergence of local economic potential. Catfish farming, although small in scale, can be developed as part of a family economic empowerment program. If developed seriously, this can be an additional source of income for residents, as well as a medium for entrepreneurship training for parents and the village community.

The BIPTAKA program also creates a space for positive interaction between schools and villages. Regular meetings, mutual assistance, and other joint activities become a forum for building trust and a sense of togetherness. This kind of collaboration is very much needed, especially in rural areas, where the role of the community is crucial in determining the direction of development, including in the field of education (Suyanto & Jihad, 2013).

CONCLUSION

The results of this study show that the collaboration between Pembina Liunggunung Kindergarten and the village government in the BIPTAKA (Patin Fish Farming for Parents and TDBA) program has had a significant positive impact on all parties involved. This program is not just an additional activity, but a tangible manifestation of the integration between early childhood character education and the strengthening of village potential.

The involvement of the village head as the general manager and the school principal as the chief executive has created a clear and solid work structure. The division of roles involving teachers, village officials, and parent representatives has built strong synergy in the success of culture and environment-based learning activities. This program not only improves children's motor, social, and cognitive skills, but also strengthens the emotional bond between children and parents, as both are directly involved in the learning process.

For the village government, this program brings benefits in increasing community participation in educational development and promoting local potential, such as patin fish farming, as an educational medium with economic value

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