

## THE ROLE OF LEARNING COMMUNITIES AND ACTIVE AND EFFECTIVE LEARNING STRATEGIES FOR EARLY CHILDHOOD EDUCATION (ECE)

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### ABSTRAK

*Early Childhood Education (ECE) plays a crucial role in laying the foundation for children's development. In this context, active and effective learning communities emerge as vital entities in supporting the learning process of young children. This article explores the significant role of learning communities in ECE, highlighting the collaborative contributions of educators, parents, and community members in creating stimulating and inclusive learning environments. By considering various perspectives and best practices, this article provides insights into how learning communities can help reduce disparities in education, provide crucial social support, and foster environments that promote creativity and child growth. It is hoped that this article will offer a comprehensive view of the importance of community involvement in early childhood education and provide practical guidance for policymakers, educators, and parents in building empowered learning communities for a brighter future for the next generation.*

**Keywords:** *Childhood Education, Communities, Active Effective*

### INTRODUCTION

Education is one of the most important aspects in the progress of the Indonesian nation. A country is said to be advanced if it has quality human resources (HR) that can compete in this era of globalization. With direction and education efforts, humans are able to develop and explore the potential that exists in themselves from an early age. The first step in seeking knowledge that can be applied is through reading activities. (Darmawan, 2021).

Early childhood education (ECE) is a critical phase in a child's development. This early stage of life provides a strong foundation for later development, physically, mentally and emotionally. The importance of education at this stage cannot be doubted, as it is the starting point in shaping a child's skills and mindset.

The importance of early childhood education cannot be denied, as this phase is the starting point in shaping a child's mindset, values, and creativity. Good education at this stage can provide a strong foundation for further development, preparing children to face future challenges. Therefore, early childhood education is not only the responsibility of parents and teachers, but also involves the active participation of the wider learning community.

Parents and teachers have an important role in shaping an environment that supports children's development. However, early childhood education is not only about interactions at home or in the classroom but also involves the wider social environment. Learning communities, consisting of parents, teachers and the surrounding community, play an important role in providing support, facilitating the exchange of experiences and encouraging collaboration in an effort to improve the quality of early

childhood education. In addition, active and effective learning strategies have a significant impact on enriching children's learning experiences.

Parents have a very important role in early childhood education. They are the first agent of a child's education and have a strong influence in shaping a child's mindset and behavior. Parents can support children's development at home through activities such as reading together, playing together, providing love and support, and setting clear boundaries. With positive interactions and appropriate encouragement, parents can help children develop the skills and knowledge needed to face challenges in the outside world.

ECD teachers have a very important role in guiding and stimulating children's development. They are responsible for creating a fun and stimulating learning environment, where children can learn and grow optimally. Qualifications and skills required by PAUD teachers include an understanding of child development, creativity in designing learning activities, good communication skills, and patience in interacting with children.

Early childhood education (ECE) is the provision of efforts to stimulate, guide, nurture, and provide learning activities that will produce children's abilities and skills. According to Law Number 20 of 2003 concerning the National Education System relating to early childhood education in chapter I article 1 paragraph 14, it is emphasized that early childhood education is a coaching effort aimed at children from birth to six years of age which is carried out through providing educational stimuli to help physical and spiritual growth and development so that children have readiness for further education. (Nopi Sri Rejeki et al, 2021)

Early childhood education aims to stimulate, guide, hone, and provide activities that can develop children's abilities and skills. Early childhood education is defined as an educational process provided to children from birth to six years of age (Ahmad Susanto, 2017). In the context of education, there is a teaching-learning interaction between a teacher and students. The role of the teacher in the teaching and learning process in the classroom is very important, because it cannot be replaced by any technology. Teachers not only deliver learning materials, but also act as mentors, educators, mediators, and facilitators. (Surya 2004) emphasizes that learning is a very vital activity in improving student progress in educational institutions.

According to Ahmad Susanto. (2017). Early childhood education (ECE) plays a crucial role in forming a solid foundation for children's development. Starting from the early stages of life, the interactions and educational experiences provided have a significant impact in shaping children's character, creativity, and ability to face future challenges. However, achieving this goal requires more than just classroom learning. The active and collaborative involvement of various parties, including educators, parents and communities, is key to providing a stimulating and effective educational environment for early childhood.

Early childhood education (ECE) is a strong foundation for children's future coping skills, creativity and character development. However, building engaging, encouraging and productive learning environments for young children requires the participation of local communities in addition to educators and parents. In this case, improving the early childhood education experience is greatly aided by having an active and effective learning community.

In the context of early childhood education, the role of parents and teachers is very important. Parents are the first role in a child's education, and they have a great influence in shaping the child's mindset and behavior. Teachers, on the other hand, are responsible for providing a learning environment that supports, encourages and stimulates children's development. However, early childhood education is not only the responsibility of a particular individual or family, but also of society as a whole.

The learning community in schools is a group of educators and education personnel in one school who learn together and collaborate regularly with clear and measurable goals to improve the quality of learning so that it has an impact on student learning outcomes. (kemendikbud, 2022).

To support early childhood education, one of the most important things is to have active and effective learning communities. Learning communities, through collaboration among various parties, not only increase the scope of a child's educational experience but also deepen the interaction among those participating in the educational process. The importance of active and effective learning communities in improving early childhood education standards will be discussed in this article.

Learning communities play an important role in improving the quality of early childhood education. The social support provided by learning communities helps parents and teachers overcome challenges in educating children. The exchange of experiences and knowledge between community members also enables a more diverse and creative learning environment. In addition, collaboration between parents, teachers and educational institutions in learning communities can lead to better solutions in improving early childhood education.

Learning strategies are a series of action plans including the use of approaches, methods, and utilization of various learning resources to achieve goals (Mulyasa, 2017). Dick and (Mungkasa, 2020) explain that learning strategies are a series of learning materials and procedures used together to realize student learning outcomes. Learning strategies in general include: 1) identification and determination of learning objectives by considering student characteristics, 2) selection and determination of the main approaches that are appropriate for achieving goals, 3) consideration and determination of procedures consistently, 4) analysis and determination of benchmarks and standards used to assess success (Nafrin & Hudaidah, 2021). In addition, in the context of PAUD, things that must be considered in implementing learning strategies include: 1) the ratio of teachers and students in the learning process, 2) the pattern of teacher and student relationships in learning, 3) the role of teachers and students in managing learning, 4) the role of teachers and students in processing learning materials (Marwa, 2020).

Taking into account various perspectives and relevant research, this article will explain the role that each individual plays in the learning community. We will illustrate how parents, teachers, education professionals and the surrounding community have different but interrelated roles in supporting early childhood education. In addition, we will outline how best to build inclusive and empowered communities. We will highlight the importance of collaboration, open communication and mutual understanding between all parties involved in early childhood education. Hopefully, this article will provide a deeper understanding of how cooperation between different parties can strengthen early childhood education efforts and make a tangible contribution to building a brighter future for the country. By promoting a solid and inclusive learning community, we can create an educational environment that supports and stimulates the optimal development of young children, which in turn will have a positive impact on society and the country as a whole.

The Indonesian government has recognized the existence of alternative education or what is known as equality education as stated in the National Education System Law No. 20 of 2003, while it is explicitly stated that equality education is part of a program rather than a non-formal education pathway (Mutaqim, 2022).

Education in the current era faces quite a complex situation along with adjustments changes simultaneously with technological disruption. Then those changes has implications for the learning process which usually uses a learning approach oriented towards the transfer of knowledge into learning by constructing experience learners. Learning carried out in alternative education such as equality education currently held by the PKBM unit does not show good climatic conditions and learning outcome orientation (Rosmilawati, 2023).

## RESEARCH METHODS

In order to establish how to respond to a research topic, this study use the Systematic Literature Review (SLR) technique, which seeks to identify, assess, and evaluate all pertinent research (Triandini, Jayanatha, Indrawan, Werla Putra & Iswara, 2019). The creation of research questions, a search of the literature, the establishment of inclusion and exclusion criteria, the selection of literature, the presentation of the data, the processing of the data, and the drawing of conclusions are the many steps of this study. When doing research with instruments and materials, it is necessary to elucidate the complexity of the instrument and material requirements. Explaining the purpose of having researchers, subjects, informants, and data collection techniques in addition to describing the dependability and quality of the data are essential for qualitative research.

First, the question is what is the role of the learning community in the development of early childhood? (PP1), what are the active and effective strategies for early childhood? (PP2), what is the reference in managing the learning community? (PP3), what is the difference between the learning community in schools and the learning community between schools, and the learning community on the Merdeka Teaching Platform? (PP4).

Second, the Publish or Perish application was used to scan the Google Scholar database for literature research. "Effective strategies for early childhood education learning" was the term that was chosen. publications published between 2010 and 2024

The third stage involved using inclusion criteria to search for appropriate literature. This included research that addressed the theory of effective learning strategies for early childhood education, as well as research findings that had been published in national journals or seminars. After that, the fourth stage used the inclusion criteria to screen, select and evaluate the literature that had been found. Ten articles were collected based on keywords, of which six articles were selected based on the inclusion criteria.

The articles were entered into a table by the researchers in the following phase. The researcher then carefully went over and examined the article, paying close attention to the part on research results. The researcher compared the results of a few of the articles and came to certain conclusions in the study's last section articles and arrived at a decision.

## RESULTS AND DISCUSSION

### Result

Table 1. Research results on effective strategies for early education learning

No	Title / Content	Research Results
1	Early Childhood Education (Concepts and Theories) (Ahmad Susanto. 2017)	<p>Learning communities play a significant role in supporting early childhood development (ECD). Through collaboration between educators, parents and community members, learning communities create stimulating, supportive and effective learning environments for ECD children. Some of the key roles of learning communities in ECD child development include:</p> <ol style="list-style-type: none"> <li>1. Building Social Support: Learning communities provide a platform for parents to support each other and exchange experiences in parenting their children.</li> <li>2. Sharing Resources: Parents and educators can share educational resources, including books, games and activities that stimulate child development.</li> <li>3. Encouraging Parent Participation: Through learning communities, parents are invited to be actively involved in their children's education, so they can better understand their child's development and provide more effective support at home.</li> <li>4. Providing Positive Role Models: Learning communities are also places where community members who serve as role models for children can share their experiences and knowledge, providing positive role models in life.</li> </ol>
2	Basic concepts of early childhood education. (Yuliani Nurani Sujiono, 2015)	<p>Child-centered active learning strategies are characterized by:</p> <ol style="list-style-type: none"> <li>1. BCCT strategy or (Beyond Center and Circle Time) is a strategy in the implementation of early childhood education is a combination of theory and practical experience (Yuliani Nurani Sujiono, 2015).</li> <li>2. The ball throwing strategy emphasizes children to learn to develop several things, namely: (a) the motor aspect, namely through the activity of throwing and receiving the ball; (b) the intellectual aspect, namely by remembering and recording the score of the results obtained; (c) the social aspect, namely the child with the teacher and his friends interacts freely and pleasantly; (d)</li> </ol>

		<p>the emotional development aspect, namely the teacher or parent gives rewards to all children fairly according to the score obtained (Safrudin Aziz, 2015).</p> <ol style="list-style-type: none"> <li>3. Brainstorming strategy is a group creativity technique to try to find solutions to specific problems faced by collecting a number of ideas spontaneously from each member. Through brainstorming learning activities students can have the ability and skills to: (a) explain ideas related to the topic area discussed; (b) develop thinking creativity; (c) find solutions to the problems faced (Yaumi, 2013).</li> <li>4. Active Story Repetition Strategy is telling or reading stories that contain educational values. Children's imagination can be improved through stories. Storytelling can be accompanied by pictures or in other forms such as puppet stages. Stories should be told in an interesting way and provide opportunities for children to ask questions and give responses after the story is finished. The story will be more useful if it is carried out in accordance with the interests, abilities and needs of children (Ahmad Susanto, 2016).</li> <li>5. Track record strategy This can be done by recording track records for the evaluation process and knowing the level of development of each child in the family or in an early childhood education institution (Safrudin Aziz, 2015).</li> <li>6. Problem solving, also known as problem-based learning strategies, is a mental process that is a part of a larger problem process that also includes problem formulation and discovery. When a situation calls for a shift from the current reality to the ideal state, problem solving takes place (Yaumi, 2015).</li> </ol>
3	Early childhood learning strategies (Mulyasa, 2017)	<p>Early childhood education requires learning strategies that are appropriate to the development and characteristics of children at this stage. Some effective learning strategies for early childhood include:</p> <ol style="list-style-type: none"> <li>1. Playful Learning: Providing learning experiences through play is an effective strategy for early childhood. Play helps children develop their motor, cognitive, social and emotional skills naturally.</li> </ol>

		<ol style="list-style-type: none"> <li>2. <b>Experiential Learning:</b> Providing hands-on experiences through practical activities and experiments helps children to understand concepts more deeply. Through hands-on experience, children can relate abstract concepts to real situations around them.</li> <li>3. <b>Integrated Learning:</b> Integrating various aspects of learning such as math, science, language and art in fun and meaningful activities helps children to gain a holistic understanding of the world around them.</li> <li>4. <b>Story-based Learning:</b> Telling engaging stories or tales can help children to develop language skills, imagination and narrative comprehension. Stories can also be used as a means to teach children moral and social values.</li> <li>5. <b>Collaborative Learning:</b> Promoting cooperation and interaction between children in learning activities builds their social skills and communication abilities. Collaboration also allows children to learn from the experiences and knowledge of their peers.</li> </ol>
4	<p>Journal of learning strategies for early childhood (Nuraeni. 2014)</p>	<p>Isjoni (2010) suggests several types of learning strategies for PAUD, among others:</p> <ol style="list-style-type: none"> <li>1. <b>Direct learning strategy,</b> where learning materials are presented directly to students and students directly process them, for example playing blocks, puzzles, painting and others. It is expected that students work thoroughly and the teacher's role is only as a facilitator.</li> <li>2. <b>Students use an individualized learning approach on their own.</b> Each child in question determines their own learning style, pace, and degree of success.</li> <li>3. <b>Team-based group learning approach.</b> Both small and large groups can use this type of group learning. Since everyone is treated equally in a group strategy, individual learning speed is not taken into consideration. Consequently, individuals with middling talents will hinder group learning opportunities for students with excellent abilities. Both deductive and inductive learning methodologies apply to group learning.</li> <li>4. <b>The deductive method of learning is a method of learning that involves examining ideas and then searching for examples and conclusions that move from the abstract to the tangible.</b> An alternative name for this tactic is a general to</li> </ol>

		<p>particular learning technique. using an inductive approach The learning approach known as "learning from specific to general" occurs when pupils are gradually exposed to content that is quite sophisticated after beginning with concrete topics.</p>
<p>5</p>	<p>Preliminary Guidelines for Building Learning Communities in Schools. (kemendikbud 2022)</p>	<ol style="list-style-type: none"> <li>1. Learning Communities within Schools                     <p>Learning communities within schools are formed from educators who work in a particular school. The strategy for organizing learning communities in schools can be adjusted to the characteristics and conditions of each school. Within schools, learning communities can be formed in the form of clusters or groups based on subjects (for SMP/SMA/ SMK levels), grade levels (for SD levels), or other criteria. These groups are often referred to as subject MGMPs or mini KKGs in schools. It is recommended that MGMP/KKG (in-school learning community) members do not exceed 10 people so that educator collaboration can be more effective and focused. Members of the in-school learning community discuss in detail about teaching materials, learning organization and learner assessment. They can also conduct joint classroom observations and reflections. Regular meetings of educators in school learning communities are usually held weekly for at least 1 hour, with a structured schedule and format.</p> </li> <li>2. Inter-school learning communities                     <p>Inter-school learning communities consist of several schools working together. There are various types of inter-school learning communities, such as KKG/MGMP at the cluster or district level, a community of mobilizing educators, a community of mobilizing schools or other inter-school learning communities. Meetings of educators in inter-school learning communities are also held regularly, usually every month with a set learning agenda. Educators who are members of this learning community can act as facilitators of activities or as drivers of the learning community.</p> </li> <li>3. Merdeka Mengajar Platform's Learning Community                     <p>The Independent Teaching Platform (PMM) function allows for the virtual formation of a community called the Learning Community. A</p> </li> </ol>



		<p>cross-school community or a community inside a single school can be the learning community that has registered on the Merdeka Mengajar Platform. The community becomes an online community once its members register on the platform, enabling them to engage in learning activities without being limited by time or place. To enhance their expertise, instructors, tutors, principals, and other managers can more readily engage in multiple communities by using PMM as a platform for communication and interaction among online learning groups. Furthermore, PMM offers a venue for community mobilizers to host webinars that are open to</p> <p>4. Teachers, tutors, principals, and other managers can more readily expand their knowledge through several communities by using PMM as a platform for communication and interaction inside online learning groups. Furthermore, PMM offers community mobilizers a venue to host webinars that are accessible to other PMM members.</p>
6	<p>Early childhood learning strategies (Hidayati, S. 2021)</p>	<p>1. A live-learning methodology A live learning technique is one in which teachers lead the lessons on a regular basis. This approach is effective for building skills or gaining knowledge gradually. Live learning is primarily inferential. The primary disadvantage of this strategy is that it is hard to plan and execute. However, it is particularly good at assisting students in acquiring the skills, knowledge, and dispositions required for collaborative learning, critical thinking, and interpersonal relationships.</p> <p>2. Inquiry, inductive learning, problem-solving, discovery, and decision-making are other terms for indirect learning processes. Non-live learning strategies are frequently more student-centered than live learning strategies, even though the two methods can be complementary. Instead of lecturing, the instructor started to act more as a facilitator. Teachers keep an eye on the classroom and give students chances to participate. The following are the advantages of this approach: (1) it sparks learners' interest and curiosity; (2) it produces solutions and alternatives; (3) it encourages creativity and the development of other skills and interpersonal abilities; (4) it enhances comprehension; and (5) it conveys comprehension. This learning has the drawback of being time-consuming with an uncertain result. Moreover, this method of teaching is</p>

		<p>inappropriate for circumstances where students need</p> <ol style="list-style-type: none"> <li>3. An Interactive Method for Teaching The sharing and discussion among students is the main goal of interactive learning. Students can respond to the ideas, experiences, strategies, and knowledge of their teachers or friends as well as develop alternative ways of thinking and feeling through discussions and sharing. The following are the advantages of this technique: Children can learn social skills and talents from their teachers and peers; they can also organize their thoughts and build logical arguments. Interactive learning strategies can be applied to groups and interactive approaches. These strategies' limitations are mostly dependent on how well the instructor plans and develops group dynamics.</li> <li>4. The empirical (experiential) approach to learning Empirical education is activity-based, learner-centered, and inductive. Effective empirical learning requires both the development of plans for application in different contexts and introspection on one's own experiences. learning. This approach has the following benefits: (1) it boosts student engagement; (2) it develops students' critical thinking skills; (3) it enhances students' analysis; and (4) it allows students to apply what they have learned to new contexts. This strategy's drawbacks include its high costs, time and effort requirements, emphasis on the process rather than the outcomes, and safety concerns for the students. student safety, expensive, and time-consuming.</li> <li>5. Self-improvement, independence, and self-initiative are the aims of self-learning. The focus is on students making their own schedules with the help of their teachers. Self-learning can also be done with friends or in small groups. The advantage of this education is that it fosters students' independence and responsibility. One disadvantage of SD/MI is that the participants' immaturity makes self-learning difficult.</li> </ol>
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## Discussion

The results show that the learning community in the school environment has great significance because it is a place where collaboration between educators can be realized. In learning communities, educators can learn together without being isolated, they can agree on common standards such as effective learning methods, assessment criteria, as well as a collective awareness that the education of each student is a shared responsibility.

The existence of learning communities in schools helps reduce disparities in competence among educators, so that students can experience quality learning experiences regardless of who is teaching them. The learning process that takes place continuously in the learning community will form a learning environment and culture that has a positive impact on improving the quality of learning and student academic achievement. (Ministry of Education and Culture, 2022).

Active and effective learning strategies enable children's active participation in the learning process. Some strategies suitable for early childhood include play-based, project, experiential, collaborative and story-based learning. Through play-based learning, children can learn in a fun way while developing skills and understanding concepts in a practical way. Small projects allow children to be creative and explore, while hands-on experiences allow them to learn from their surroundings. Collaborative learning strengthens social skills and communication abilities, while story-based learning builds emotional connections with learning materials. By actively engaging children in learning activities, these strategies help increase motivation to learn, strengthen concept understanding and develop the skills necessary for future success.

In this situation, student learning outcomes are not only measured through numerical scores that show cognitive abilities, but also the achievement of competencies that are in line with learning objectives. This is in accordance with the books and articles that have been discussed about references in managing learning communities. Educational institutions should continuously track students' academic progress and use evidence of achievement to support students in need and encourage long-term improvement. As a result of increased support during the learning process, learners' learning outcomes are expected to improve over time.

Young children experience learning through active learning, which involves asking them questions and encouraging them to think or ask themselves. Thus, the learning outcomes obtained are the result of the construction of the child's own thinking. Since children basically have the ability to build and create their own knowledge, direct involvement of children in the learning process is very important. Piaget's theory also states that children's learning experience will be more effective when they play, experiment with real objects, and through concrete experiences. Children are given the opportunity to create and manipulate objects or ideas (Sujiono, Y. N., 2015).

Learning strategies can be said to be effective when they have clear objectives in accordance with the characteristics of students, there is a determination of approaches to achieving goals, determining procedures with certain considerations consistently, and assessing the success of learning in children. In addition, it is necessary to pay attention to the ratio of teachers and students, the relationship between teachers and students, the role of teachers in processing material and classroom management (Mulyasa, 2017).

By implementing active learning approaches, building effective learning communities and using appropriate learning strategies, we can create a positive learning environment for young children. Active learning approaches allow children to be directly involved in the learning process, while building effective learning communities provides a platform for collaboration between educators, parents and community members. The implementation of appropriate learning strategies, such as play-based, project, experiential, collaborative and story-based learning, ensures that children learn in a fun and meaningful way.

Active and effective learning communities play an important role in shaping an environment that supports, stimulates and empowers children to reach their full potential. Through the collaboration of all parties involved, including educators, parents and community members, we can create learning environments that promote the holistic development of young children. By paying attention to the role of the learning community and implementing active learning strategies, we can help children develop themselves optimally and be ready to face future challenges with confidence and adequate preparation.

## CONCLUSIONS

The importance of early childhood education cannot be doubted, especially in forming a strong foundation for children's development. In this context, the role of learning communities and the implementation of active and effective learning strategies are crucial. Learning communities in schools are not just groups of individuals, but collaborative networks involving parents, teachers and the surrounding community. They not only provide social support, but also provide a forum for the exchange of experiences and ideas, and encourage close collaboration in an effort to improve early childhood education. In this regard, school learning communities play a vital role in creating an environment conducive to meaningful and effective learning. Furthermore, learning communities also have a significant impact on improving student learning outcomes and academic achievement.

In an effort to improve the quality of education, educational institutions have a great responsibility to regularly monitor students' academic progress. This is done by using evidence of achievement as a basis for providing support to students in need, as well as promoting continuous improvement. However, in this process, it is important to look beyond numerical scores and competencies that match learning objectives.

Active learning strategies, such as play-based, project, experiential, collaborative and story-based learning, are key in teaching young children. These approaches help them not only acquire knowledge, but also develop critical thinking skills and gain in-depth hands-on experience. Through active interaction with learning materials in relevant and interesting contexts, children can build deeper understanding and have high motivation to learn. Thus, the implementation of these active learning strategies not only helps to improve academic achievement, but also forms a solid foundation for the ongoing personal and academic development of young children.

Piaget's theory highlights the importance of children's direct involvement in the learning process, emphasizing that play experiences and experimentation with real items are key components in children's learning. In this context, appropriate learning approaches, consistent procedures and adequate assessment are crucial. An appropriate approach will create an environment that supports active exploration and hands-on experience, allowing children to understand concepts in a more concrete and meaningful way. In addition, aspects such as the teacher-student ratio, teacher-student relationships, and the teacher's role in managing the classroom and providing materials should also be considered. A balanced teacher-student ratio can allow for more individualized and in-depth interactions between teachers and students, while positive relationships between teachers and students can create a safe and supportive learning environment.

The role of teachers as learning facilitators is also very important, as they are responsible for creating engaging and relevant learning experiences, as well as providing the necessary guidance to facilitate deep understanding. By paying attention to all these factors, we can create an optimal learning environment for children, which promotes exploration, deep understanding and continued cognitive growth.

By applying active learning approaches, building effective learning communities and using effective learning strategies, we have the opportunity to create a positive learning environment and culture for early childhood education. Through this approach, we can improve the overall quality of learning and strengthen students' academic achievement. Active and effective learning communities play a key role in supporting the early childhood education process, creating an enriching and stimulating environment for children's development. With collaboration between parents, teachers and other community members, we can create an environment that supports growth and empowers children to reach their full potential. Thus, through joint efforts in implementing effective learning strategies and building active learning communities, we can create a bright future for future generations.

With the collaboration of all parties involved, we have the opportunity to create a learning environment that supports and stimulates the holistic development of early childhood. By understanding the important role of learning communities and implementing active learning strategies, we can make a significant contribution in ensuring that children have a strong foundation to face future challenges. Through this approach, we not only help them reach their optimal potential in terms of academic development, but also in terms of social, emotional and cognitive skills. By providing a supportive, collaborative and stimulating environment, we help children become individuals who are ready to face an ever-changing world with the necessary confidence and preparedness.

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