



BUNDA MENYAPA CAMPAIGN: INITIATING INSTITUTIONAL ADVOCACY FOR EARLY CHILDHOOD EDUCATION THROUGH PUBLIC DISCUSSION IN KEDUNGBANTENG, BANYUMAS

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Abstract

The Bunda Menyapa Campaign is a community service initiative designed to initiate institutional advocacy for early childhood education through the involvement of Bunda PAUD at the village and sub-district levels. This activity was conducted in the form of a public discussion involving the Bunda Menyapa PKM project team, Bunda PAUD Desa Kedungbanteng Kecamatan Kedungbanteng, Banyumas District, and college students from the Early Childhood Education Teacher Education Study Program of Universitas Muhammadiyah Purwokerto. The students participated as the proposing group of the campaign idea and as the writers of the Bunda Menyapa campaign song. The activity aimed to formulate the initial embryo of the Bunda Menyapa Campaign as an institutional advocacy model to be proposed to Bunda PAUD Kabupaten Banyumas. The method consisted of participatory public discussion, campaign concept presentation, stakeholder dialogue, theme-song discussion, and initial review of a policy brief proposal. The result of the activity was the formation of an early campaign concept that integrates symbolic leadership, community communication, institutional advocacy, and policy recommendation. The discussion also opened an opportunity for the policy brief proposal to be developed into a practical advocacy document for strengthening PAUD governance in Banyumas District.

Keywords: *Bunda Menyapa Campaign, Bunda PAUD, Public Discussion, Institutional Advocacy, Early Childhood Education, Banyumas.*

Abstrak

Bunda Menyapa Campaign merupakan inisiatif pengabdian kepada masyarakat yang dirancang untuk menginisiasi advokasi kelembagaan pendidikan anak usia dini melalui keterlibatan Bunda PAUD pada tingkat desa dan kecamatan. Kegiatan ini dilaksanakan dalam bentuk diskusi publik yang melibatkan tim PKM project Bunda Menyapa, Bunda PAUD Desa Kedungbanteng Kecamatan Kedungbanteng, Kabupaten Banyumas, serta mahasiswa Program Studi Pendidikan Guru Pendidikan Anak Usia Dini Universitas Muhammadiyah Purwokerto. Mahasiswa berperan sebagai pihak pengusul gagasan kampanye sekaligus penulis lagu kampanye Bunda Menyapa. Kegiatan ini bertujuan merumuskan embrio awal Bunda Menyapa Campaign sebagai model advokasi kelembagaan yang dapat diajukan kepada Bunda PAUD Kabupaten Banyumas. Metode pelaksanaan meliputi diskusi publik partisipatif, presentasi konsep kampanye, dialog bersama pemangku kepentingan, pembahasan lagu tema kampanye, serta telaah awal terhadap usulan policy brief. Hasil kegiatan menunjukkan terbentuknya



konsep awal kampanye yang memadukan kepemimpinan simbolik, komunikasi masyarakat, advokasi kelembagaan, dan rekomendasi kebijakan. Diskusi ini juga membuka peluang pengembangan policy brief sebagai dokumen advokasi praktis untuk memperkuat tata kelola PAUD di Kabupaten Banyumas. **Kata Kunci:** Bunda Menyapa Campaign, Bunda PAUD, Diskusi Publik, Advokasi Kelembagaan, PAUD, Banyumas.

1. INTRODUCTION

Early childhood education is widely recognised as a strategic foundation for children's holistic development, school readiness, and lifelong learning. Global education agendas place early childhood care and education within Sustainable Development Goal 4.2, which calls for all girls and boys to have access to quality early childhood development, care, and pre-primary education by 2030. The Tashkent Declaration further emphasises that quality early childhood care and education requires attention to inclusion, governance, financing, workforce capacity, and cross-sector collaboration, not merely the expansion of service access (UNESCO, 2022; UNESCO GEM Report, 2024).

In Indonesia, the development of Pendidikan Anak Usia Dini (PAUD) is shaped by formal policy, community-based participation, and decentralised education governance. However, access and financing remain significant issues. UNICEF Indonesia reported that Indonesia's early childhood education participation still lags behind several Southeast Asian countries and that financing needs to be strengthened at sub-national levels to reduce regional disparities in enrolment and access (UNICEF Indonesia, 2024). These conditions indicate that PAUD development requires not only pedagogical improvement, but also institutional advocacy involving local government, community leaders, PAUD organisations, higher education institutions, and policy actors.

One distinctive mechanism in Indonesia's PAUD ecosystem is the Bunda PAUD programme. The official Pedoman Peran Bunda PAUD positions Bunda PAUD as a public figure who supports PAUD development through advocacy, coordination, socialisation, institutional support, and the strengthening of partnerships among relevant stakeholders (Kemdikbudristek, 2024). Recent research also shows that Bunda PAUD can support holistic-integrative PAUD development through institution visits, motivation for education personnel, support for accreditation participation, and assistance to PAUD institutions (Daniswara, 2024). Therefore, Bunda PAUD should not be understood only as a ceremonial presence, but also as a strategic actor in strengthening PAUD governance.

Nevertheless, the symbolic role of Bunda PAUD can become less effective when it remains limited to event attendance, ceremonial greetings, or child-facing appearances. Symbolic leadership has practical value only when symbolic presence is translated into institutional routines, communication channels, and follow-up actions. In the context of PAUD, this means that Bunda PAUD should be able to connect PAUD institutions with village government, sub-district stakeholders, district-level policy actors, higher education partners, and community resources (Kemdikbudristek, 2024; Nurdin & Shidiq, 2024).

The Bunda Menyapa Campaign was initiated to respond to this need by shifting the meaning of "menyapa" from a simple act of greeting into a broader act of listening, recognising, connecting, and advocating for PAUD institutions. The campaign was introduced through a public discussion involving the PKM project team, Bunda PAUD Desa Kedungbanteng, Bunda PAUD Kecamatan Kedungbanteng, Kabupaten Banyumas, and college students from PG PAUD Universitas Muhammadiyah Purwokerto. The involvement of students was significant because higher education institutions can contribute not only through academic expertise, but also through creative communication and collaborative programme design (Nurdin & Shidiq, 2024).

The activity also introduced the Bunda Menyapa theme song as a symbolic communication medium. Campaign songs can help strengthen message recall, emotional engagement, and community ownership when developed in culturally relevant and participatory ways. Studies on music-based public communication show that songs can be used to disseminate messages, increase awareness, and build community engagement, especially when they are connected with local participation and clear programme objectives (Benavides et al., 2021; Manana et al., 2021). In this campaign, the song was



positioned as a medium to communicate care, institutional recognition, and collective responsibility for PAUD development.

In addition to the campaign song, the public discussion also reviewed an initial policy brief proposal. Policy briefs are useful because they transform complex issues into concise, action-oriented documents that can inform, engage, and provide options for policymakers and stakeholders (Shakir et al., 2021). Therefore, the policy brief proposal was discussed as a possible advocacy instrument to formalise the campaign idea and support its submission to Bunda PAUD Kabupaten Banyumas.

Based on this background, this community service article aims to describe the implementation of the Bunda Menyapa public discussion, explain the role of PG PAUD UMP students as campaign proposers and song writers, and analyse the initial result of the discussion as the embryo of a PAUD institutional advocacy campaign in Banyumas District.

2. IMPLEMENTATION METHOD

The activity was conducted in Kedungbanteng, Banyumas District, using a participatory public discussion format. This format was selected because the activity was not intended to implement a fully developed campaign, but to formulate the initial embryo of the Bunda Menyapa Campaign through dialogue among relevant actors. Community engagement literature emphasises that communication-based programmes are more likely to be accepted when communities and stakeholders are involved from the beginning, when the message is relevant to local priorities, and when participants perceive value in the programme (Dada et al., 2023).

The main participants consisted of the Bunda Menyapa PKM project team, Bunda PAUD Desa Kedungbanteng, Bunda PAUD Kecamatan Kedungbanteng, and college students from the PG PAUD Study Program of Universitas Muhammadiyah Purwokerto. The students were involved as the proposing party of the campaign concept and as the writers of the Bunda Menyapa theme song. Their involvement reflected the role of higher education in supporting PAUD development through knowledge transfer, creative communication, and community service collaboration (Nurdin & Shidiq, 2024).

The activity focused on three main agendas. First, the PKM project team and students presented the basic idea of the Bunda Menyapa Campaign. Second, participants discussed the campaign song as a symbolic communication medium. Third, the forum reviewed the initial policy brief proposal as a possible advocacy document for further submission to Bunda PAUD Kabupaten Banyumas. The combination of public discussion, campaign communication, and policy-brief review was designed to connect community participation with institutional advocacy (Shakir et al., 2021; Dada et al., 2023).

The implementation stages are presented in the following table.

No.	Activity Stage	Activity Description	Time
1	Initial coordination	The PKM project team prepared the campaign concept, identified participants, and coordinated with Bunda PAUD stakeholders in Kedungbanteng.	April, 2026
2	Preparation of campaign materials	The team and PG PAUD UMP students prepared the campaign narrative, discussion points, and Bunda Menyapa theme song as a symbolic communication medium.	April, 2026
3	Public discussion with Bunda PAUD	The campaign idea was discussed with Bunda PAUD Desa Kedungbanteng and Bunda PAUD Kecamatan Kedungbanteng. The forum explored the relevance, feasibility, and possible direction of the campaign.	May, 2026
4	Discussion of policy brief proposal	The PKM team introduced the policy brief proposal as an advocacy instrument to strengthen PAUD governance and institutional support in Banyumas District.	May, 2026



5	Formulation of follow-up direction	The discussion resulted in the initial embryo of the Bunda Menyapa Campaign and the possibility of proposing the campaign to Bunda PAUD Kabupaten Banyumas.	June, 2026
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Data and information from the activity were obtained through discussion notes, participant responses, observation of dialogue dynamics, and review of the campaign concept prepared by the students and PKM project team. The analysis was conducted descriptively by identifying the main outcomes of the discussion, the contribution of each participant group, and the potential relevance of the campaign to PAUD institutional advocacy. Descriptive analysis is appropriate for community service reporting because it allows programme processes, participant involvement, and immediate outputs to be explained systematically (Shakir et al., 2021).

3. RESULTS AND DISCUSSION

Results of the Activity

The public discussion produced the initial embryo of the Bunda Menyapa Campaign as a potential PAUD institutional advocacy programme in Banyumas District. The discussion confirmed that the campaign should not be limited to ceremonial greeting activities, but should be directed toward strengthening communication between Bunda PAUD, PAUD institutions, village and sub-district stakeholders, higher education institutions, and district-level policymakers. This direction is consistent with the official role of Bunda PAUD, which includes advocacy, coordination, partnership building, and support for quality PAUD services (Kemdikbudristek, 2024).

The activity also produced shared understanding regarding the strategic role of Bunda PAUD Desa Kedungbanteng and Bunda PAUD Kecamatan Kedungbanteng. Their participation gave local legitimacy to the campaign idea because they understand the real needs, constraints, and institutional conditions of PAUD services at village and sub-district levels. Research on Bunda PAUD in Semarang Regency shows that Bunda PAUD roles become more meaningful when they are connected with institutional visits, motivation for educators, accreditation support, and assistance for holistic-integrative PAUD implementation (Daniswara, 2024).

Another result was the introduction of the Bunda Menyapa theme song as the campaign identity. The song was written by PG PAUD UMP students and discussed as a medium for strengthening the emotional and symbolic dimension of the campaign. Music-based campaign studies show that songs can help communicate public messages, increase awareness, and create stronger audience engagement when they are understandable, memorable, and relevant to the target community (Benavides et al., 2021; Sheffield & Irons, 2021).

The discussion also generated an initial pathway for developing and submitting a policy brief proposal. The policy brief was positioned as a concise document to explain the background, urgency, campaign concept, and policy recommendations related to PAUD institutional advocacy in Banyumas District. This is important because policy briefs can translate community service findings and programme ideas into practical recommendations for decision-makers (Shakir et al., 2021).

a. Public Discussion as the Initial Forum for Campaign Formation

The public discussion functioned as the first stage in transforming Bunda Menyapa from a student-initiated idea into a more structured campaign concept. Through the discussion, the campaign was reviewed by local Bunda PAUD stakeholders so that the idea could be adapted to the institutional and social context of Kedungbanteng. This participatory process is important because community engagement works better when stakeholders are involved in shaping the message, identifying priorities, and building reciprocal relationships with the programme (Dada et al., 2023).

The presence of Bunda PAUD Desa Kedungbanteng helped ensure that the campaign concept did not remain abstract. Their responses provided practical input regarding how the campaign could be positioned, communicated, and potentially proposed to the district level. This local validation reflects the importance of multi-level PAUD coordination, as the official Bunda PAUD guidance recognises the



roles of Bunda PAUD at village, sub-district, district, provincial, and national levels (Kemdikbudristek, 2024).

The discussion also created a sense of early collective ownership. Rather than treating the campaign as a top-down project from the university, the forum enabled local actors to respond, negotiate, and refine the idea. This is consistent with the principle that community-based programmes need trusted communication sources and visible value for participants in order to move from information delivery to practical engagement (Dada et al., 2023).

b. Role of PG PAUD UMP Students as Campaign Proposers and Creative Contributors

The involvement of PG PAUD UMP students became one of the distinctive aspects of the activity. Students were not only participants, but also the proposing party of the Bunda Menyapa Campaign. This role is relevant because higher education institutions can support PAUD development through collaboration with PAUD Working Groups, local stakeholders, and practitioners, especially in improving educator capacity and strengthening institutional programmes (Nurdin & Shidiq, 2024).

As prospective early childhood educators, the students brought academic sensitivity to issues of child development, learning environment, teacher professionalism, institutional quality, and community participation. Their involvement shows that community service in PAUD can become a learning space where students transform academic knowledge into practical advocacy ideas. Similar university–PAUD collaboration models have been shown to support PAUD educator competency and institutional development when they involve planning, partnership formulation, technical preparation, and programme dissemination (Nurdin & Shidiq, 2024).

The students also contributed as writers of the Bunda Menyapa theme song. This creative contribution strengthened the campaign because public advocacy does not depend only on formal policy language, but also on symbolic and emotional communication. Song-based communication can help simplify campaign messages and make them easier to remember, especially when the lyrics and melody are connected with community values and programme identity (Benavides et al., 2021; Manana et al., 2021).

c. Bunda Menyapa Theme Song as a Symbolic Communication Medium

The Bunda Menyapa theme song was discussed as a symbolic communication medium that could strengthen the identity of the campaign. The phrase “Bunda Menyapa” carries a message of presence, care, recognition, and institutional support. In the context of PAUD advocacy, “menyapa” should not be interpreted only as greeting children, but also as listening to PAUD institutions, recognising their needs, and connecting them with relevant support systems (Kemdikbudristek, 2024; Daniswara, 2024).

The use of a theme song is relevant because songs can communicate values in a form that is emotionally engaging and socially memorable. Studies on music-based public campaigns show that songs can support awareness-building, message repetition, and community engagement when combined with clear objectives, trusted messengers, and appropriate delivery channels (Benavides et al., 2021; Sheffield & Irons, 2021). Therefore, the Bunda Menyapa song has potential to become a campaign marker that helps stakeholders remember and identify the programme.

However, the discussion also indicated that the campaign song must be linked to concrete programme content. Without institutional follow-up, the song could become merely ceremonial. For this reason, the song needs to be connected with public discussion, institutional visits, stakeholder coordination, policy brief development, and formal submission to Bunda PAUD Kabupaten Banyumas. This connection is important because communication tools become more effective when they are integrated into broader programme mechanisms (Dada et al., 2023; Shakir et al., 2021).

d. Policy Brief Proposal as an Advocacy Instrument

The policy brief proposal became an important topic in the public discussion because the campaign requires a formal advocacy document to move beyond symbolic communication. A policy brief can summarise the issue, explain the evidence, present the proposed programme, and offer practical recommendations to policy actors. Policy-brief literature emphasises that policy briefs are designed to communicate complex issues in a concise and action-oriented format for informed non-specialist audiences and decision-makers (Shakir et al., 2021).



In the Bunda Menyapa Campaign, the policy brief proposal was discussed as a bridge between community service activity and policy advocacy. The document is expected to explain why PAUD institutions need stronger advocacy, how Bunda PAUD can play a more institutional role, and how the campaign can be proposed to Bunda PAUD Kabupaten Banyumas. This direction is consistent with current PAUD challenges in Indonesia, where financing, access, quality, teacher support, and sub-national disparities still require stronger policy attention (UNICEF Indonesia, 2024; World Bank, 2023).

The policy brief also has potential to support PAUD quality assurance. Recent research on Indonesian PAUD accreditation shows that quality management is strengthened through documentation systems, teacher and staff empowerment, school self-evaluation, collaboration, and continuous improvement planning (Purba et al., 2024). Therefore, the policy brief can recommend that Bunda Menyapa Campaign should include institutional dialogue, quality mapping, accreditation awareness, and coordination with relevant PAUD stakeholders.

Discussion

The results of the activity indicate that Bunda Menyapa Campaign has potential as an institutional advocacy model for PAUD development in Banyumas District. The campaign emerged through a participatory public discussion that involved the PKM project team, Bunda PAUD Desa Kedungbanteng, Bunda PAUD Kecamatan Kedungbanteng, and PG PAUD UMP students. This model reflects the importance of collaboration among government-related figures, higher education institutions, community actors, and PAUD stakeholders in strengthening early childhood education services (Kemdikbudristek, 2024; Nurdin & Shidiq, 2024).

The campaign also shows how symbolic leadership can be redirected toward institutional advocacy. Bunda PAUD has symbolic value because the role represents care, public trust, and moral attention to early childhood development. However, symbolic value becomes more productive when it is transformed into institutional action, such as listening to PAUD managers, supporting quality improvement, encouraging accreditation readiness, and connecting institutions with policy channels (Daniswara, 2024; Purba et al., 2024).

The involvement of PG PAUD UMP students demonstrates the role of higher education in creating community-based innovation. Students contributed not only through academic reasoning, but also through creative advocacy by writing the campaign song. This combination of academic knowledge and creative communication is relevant because PAUD advocacy must reach both policy actors and community audiences (Benavides et al., 2021; Nurdin & Shidiq, 2024).

The policy brief proposal strengthens the strategic direction of the campaign. Without a policy brief, Bunda Menyapa may remain at the level of a public communication initiative. With a policy brief, the campaign can be formulated as a policy recommendation that explains programme rationale, institutional needs, proposed actions, and possible follow-up steps. Policy briefs are especially useful because they translate knowledge into accessible recommendations and encourage further discussion among policy actors, researchers, and stakeholders (Shakir et al., 2021).

Nevertheless, the activity remains an initiation stage. The primary output is the embryo of the campaign concept, not yet the implementation of a full district-level programme. Further work is needed to refine the policy brief, validate the campaign design, prepare implementation guidelines, propose the concept to Bunda PAUD Kabupaten Banyumas, and develop monitoring indicators. This is important because PAUD institutional advocacy should ultimately contribute to quality improvement, access expansion, stronger coordination, and better support for teachers and PAUD institutions (UNICEF Indonesia, 2024; Purba et al., 2024; UNESCO GEM Report, 2024).

4. CONCLUSION

The public discussion on Bunda Menyapa Campaign in Kedungbanteng, Banyumas District, successfully produced the initial embryo of a PAUD institutional advocacy campaign. The activity involved the PKM project team, Bunda PAUD Desa Kedungbanteng, Bunda PAUD Kecamatan Kedungbanteng, and PG PAUD UMP students as campaign proposers and writers of the Bunda



Menyapa theme song. The discussion generated a shared understanding that Bunda Menyapa can connect symbolic leadership, community communication, higher education participation, and policy advocacy for PAUD institutional strengthening (Kemdikbudristek, 2024; Nurdin & Shidiq, 2024).

The campaign song became an important symbolic medium for communicating care, institutional recognition, and collective responsibility for PAUD development. At the same time, the policy brief proposal provided a formal advocacy pathway for submitting the campaign idea to Bunda PAUD Kabupaten Banyumas. Although the programme is still in the initiation stage, the activity has opened a strategic opportunity to develop Bunda Menyapa Campaign as a community-based and institution-oriented PAUD advocacy model. Further development is needed through policy brief finalisation, stakeholder validation, district-level engagement, and structured implementation planning (Shakir et al., 2021; UNICEF Indonesia, 2024; Purba et al., 2024).

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