

## **Implementation of Holistic and Integrative Early Childhood Education Program in Serang**

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### **Abstract**

*Young children in early childhood education benefit greatly from comprehensive and integrated services. Recognizing this, the government established a Presidential Regulation for Holistic Integrative Early Childhood Education Services. This approach emphasizes providing children with well-rounded care that addresses their diverse needs in a cohesive manner. This study focuses on understanding the implementation of the Holistic and Integrative Early Childhood Education program within a kindergarten in Serang City. Employing a descriptive qualitative methodology, the research collected data through interviews, observations, and documentation to explore the program's practices. Findings reveal that the Holistic Integrative Early Childhood Education program encompasses a wide range of services, including education, health, nutrition and care, parenting support, protection measures, and welfare initiatives. Educational activities are enriched through the use of diverse learning methods and resources. The school also prioritizes health, nutrition, and nursing services, fostering collaboration with local stakeholders in Serang City to ensure comprehensive care for the children.*

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## INTRODUCTION

Early childhood, a period of rapid growth and learning, sets the stage for a child's future. The experiences and interactions during these early years can have a profound influence on their development, shaping their cognitive, social, and emotional abilities (Noorlaila, 2010).

Early childhood education is a development for children from birth to the age of six (6 years), which is carried out through providing education that supports the physical and intellectual growth and development of children so that they are ready to continue their education to a higher stage (Sugian et al., 2021). Education at an early age focuses on six aspects of development, namely aspects of religion and morals, physical motor, socio-emotional, language, cognitive, and art. These aspects are crucial as they form the foundation for a child's future growth and development. Understanding and addressing these aspects in early childhood education is essential for preparing children for further stages of education and life. Following the uniqueness and growth of early childhood, education for early childhood should be adjusted to the stages of development that will be passed by early childhood. Early childhood education efforts are not only in education but also include efforts to provide nutrition and pay attention to health, care, care, and protection in early childhood so that the implementation of early childhood education is carried out in an integrated and comprehensive manner. Early childhood education has a crucial role in developing future human resources. Early childhood education is the basis for further child development (Suarda & Rahayu, 2018).

Efforts can be made to implement early childhood education development through these six aspects, such as organizing holistic and integrative early childhood education. Presidential Regulation No. 60/2013 Article 1 Paragraph 2 states that comprehensive and inclusive early childhood development is an activity that is carried out to meet the basic needs of plural and interrelated children simultaneously, systematically, and integrated (Hajati, 2018). Holistic means handling early childhood as a whole (whole), which includes services in the form of nutrition and health, education and care, and protection to optimize all aspects of early childhood development. At the same time, Integrative/Integrated means that early childhood management is carried out in an integrated manner by various stakeholders at the community, local government, and central levels. It can be concluded that Holistic Integrative early childhood education itself is the handling of early childhood as a whole, which includes nutrition and health services, education and care, and protection, to optimize all aspects of early childhood development, which, of course, is carried out in an integrated manner by various stakeholders at the community, local and central government levels.

Presidential Regulation of the Republic of Indonesia Number 60 of 2013 discusses holistic and integrative early childhood education, which is a form of government commitment to ensuring that the holistic and integrative elements are fulfilled, including the right to child growth and development in terms of education, health, nutrition, care, nurturing, and child protection and welfare (E Suprpto, 2020). The implementation of holistic and integrative early childhood education must be carried out simultaneously, systematically, comprehensively, integrated, and sustainable in supporting the optimal growth and development of children in order to realize healthy,

intelligent, and characterized children for the next generation of quality and competitiveness.

Putra II Kindergarten in Serang City has been implementing holistic, integrative services since 2019. Because of this, we are interested in applying holistic services in kindergartens. Therefore, this study aims to determine whether the implementation of Holistic Integrative PAUD services has been running ideally.

## **METHOD**

This study employed a qualitative research design to investigate the implementation of Holistic Integrative Early Childhood Education services at TK Putra II Serang, a kindergarten located in Serang City, Banten Province. Data was collected through interviews, observations, and document analysis. Participants included the kindergarten principal and teachers.

The interviews were semi-structured, allowing for in-depth exploration of the topic, and the observations were conducted over a period of [specific time frame] to capture the daily operations and interactions at the kindergarten.

This study aims to determine the application of Holistic Integrative Early Childhood Education services in the kindergarten observed. Observations and interviews were conducted in December 2022.

The researchers employed Miles, Huberman, and Saldana's interactive analysis techniques, including data condensation, presentation, and conclusion drawing/verification. To ensure data validity, triangulation of sources and techniques was used, enhancing the credibility and reliability of the research findings.

## **RESULT AND DISCUSSION**

Based on the Technical Guidelines for the Implementation of Holistic Integrative Early Childhood Education in Early Childhood Education Units, holistic, integrative services include five essentials: education, nutrition and care health services, parenting, protection, and welfare (*Petunjuk Teknis Penyelenggaraan PAUD Holistik Integratif Di Satuan PAUD*, 2015). The researcher attempted to interview the head of the kindergarten. Information was obtained that the institution he led had implemented and developed an integrative holistic service program as regulated by the Ministry of Education and Culture, which included five types of services. The following are five essential holistic and integrative services that have been implemented, namely:

### **1. Educational Services**

Educational services that have been organized are in the form of developing children's various potentials, including religious and moral values, physical motor, cognitive, language, social-emotional, and art. The implementation of educational services is carried out by referring to the National standards for early childhood education, the 2013 Curriculum for early childhood education, and the Implementation of the Merdeka Curriculum, which includes developmental achievements with three elements: First, Religious Moral Values and character; second, Identity; third, the basics of science, technology, engineering and art literacy; as

regulated by the Ministry of Education and Culture Research and Technology. The scope of the material refers to Government Regulation Number 57 of 2021 concerning National Education Standards as amended by Government Regulation Number 04 of 2022 concerning amendments to Government Regulation Number 57 of 2021.

The educational stimulation program is conducted every Monday to Friday from 07.30 to 10.30 am for group A and every Monday to Friday from 07.30 to 11.00 WIB for group B. The operational costs of this kindergarten come from community self-help (parents of student guardians), who pay monthly dues, amounting to Rp.215,000.

Researchers also found that the practice of providing educational services is carried out using various types of learning methods and media. Teachers strive to make learning active and fun. Various activities are carried out in the classroom, such as singing, storytelling, playing games, role-playing, and creative activities that hone children's skills.

Evaluation of children's development is done through observation and question and answer. With both techniques, the teacher provides an assessment while stimulating the improvement of children's abilities. Sometimes, the observation is done while playing. Teachers also constantly communicate with parents regarding the development of their students.

Education services are the basic services organized by the Early Childhood Education unit. They aim to develop children's abilities optimally. The technical guidelines state that education services are basic services organized in early childhood education units to develop various children's potentials, which include religious and moral values, physical-motor, cognitive, language, social-emotional, and art (*Petunjuk Teknis Penyelenggaraan PAUD Holistik Integratif Di Satuan PAUD*, 2015).

The technical guidelines also stipulate that education services should be implemented by applying several principles, one of which is learning through play (*Petunjuk Teknis Penyelenggaraan PAUD Holistik Integratif Di Satuan PAUD*, 2015). The practices in the institutions studied conform to the principles stated in the technical guidelines. Teachers strive to learn through play, provide stimulation according to children's needs, and encourage children to be active.

## **2. Health, nutrition, and care services**

The following are the activities carried out to improve the nutritional health and care of students:

- a. Health checks on the growth and development of students are carried out utilizing growth and development detection, which is carried out once every month by teachers to measure height, weight, arm circumference, head circumference, checking nails, ears, and teeth for children's hygiene and health which is carried out by teachers once a week and also providing facilities for medical personnel from the community health center to carry out growth and development detection and stimulation of early intervention detection of growth and development, such as providing vitamin A, immunization, and eye health checks.
- b. Nutrition and care services are organized by providing meals four times a month or once a week every Thursday. The cost of providing

additional food is planned from the income of tuition fees for one school year. The additional food menu is as follows:

**Table 1. List of Daily Menu**

<b>N.</b>	<b>Menu</b>	<b>Time</b>
1.	Green Bean Porridge	July 21, 2022
2.	Milk	July 28, 2022
3.	Fruit Satay	August 04, 2022
4.	Bread	August 11, 2022
5.	Sum Sum Porridge	August 18, 2022
6.	Cheese Fried Banana	August 25, 2022
7.	Milk	September 01, 2022
8.	Fruit Salads	September 08, 2022
9.	Corn Milk Cheese	September 15, 2022
10.	Satay rice cake	September 22, 2022
11.	Milk	September 29, 2022
12.	Fruit Satay	October 06, 2022
13.	Fried Vermicelli, Baso	October 13, 2022
14.	Milk	October 20, 2022
15.	Bread	October 27, 2022
16.	Chicken Soup Rice	November 03, 2022
17.	Fruit Satay	November 10, 2022
18.	Milk	November 17, 2022
19.	Chicken Porridge	November 24, 2022
20.	Cheese Fried Banana	December 01, 2022
21.	Green Bean Porridge	December 08, 2022
22.	Milk	December 15, 2022
23.	Fruit Satay	January 05, 2023
24.	Bread	January 12, 2023
25.	Sum Sum Porridge	January 19, 2023
26.	Cheese Fried Banana	January 26, 2023
27.	Milk	February 02, 2023
28.	Fruit Salads	February 09, 2023
29.	Corn Milk Cheese	February 16, 2023

30.	Satay rice cake	February 23, 2023
31.	Milk	March 02, 2023
32.	Fruit Satay	March 09, 2023
33.	Fried Vermicelli, Baso	March 16, 2023
34.	Milk	May 25, 2023
35.	Bread	June 08, 2023

Health services are essential to implement in early childhood education units because by paying attention to children's health, nutrition, and care, teachers and parents can determine whether children have grown and developed well or experience obstacles in their growth and development. If children grow up healthy with good nutrition and care, they can develop their potential optimally.

Researchers found that health services are applied under what is regulated in the Technical Guidelines for the Implementation of Holistic Integrative Early Childhood Education in Early Childhood Education Units. One of them is providing health, nutrition, and nursing services. The educational institution also communicates with the association community. That is following the technical guidelines, which state that early childhood education institutions need to coordinate with relevant external parties if they need assistance to expand the partnership network, including if they need certain facilities (*Petunjuk Teknis Penyelenggaraan PAUD Holistik Integratif Di Satuan PAUD*, 2015).

### 3. Care Services

The following are the parenting programs organized, namely:

- a. Forming the management of the Parent-Teacher Association. This program was planned with the results of joint deliberations at the beginning of the school year, which was carried out online on Saturday, August 06, 2022.
- b. Holding regular meetings once a month that have been scheduled in the Parent-Teacher Association program.
- c. Parents prepare a healthy menu, which is carried out once every month, and implementation begins in the 2nd semester.
- d. Parents become facilitators for students according to their professions according to a mutually agreed schedule in the Parent-Teacher Program.
- e. The school invites parents of students to be given an understanding of nutritional health, child growth and development (parenting), competition activities, and others.
- f. The schedule of planned parenting activities is as follows:

**Table 2. Planned Parenting Activities**

N	Activity	Source/expert	Execution Time
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<b>1</b>	Nutrition Counseling	Teacher	August 2022
<b>2</b>	Counseling for Educating Children in the Digital Age	Education Practitioner	October 2022
<b>3</b>	Positive Parenting Counseling	Education Practitioner	December 2022
<b>4</b>	Inspirational Class	Parents	end of semester 2

Based on the results of interviews conducted with the Principal, it can be concluded that the parenting service program is organized through a communication forum between parents and teachers. The results of research conducted by Oktaviani show that parenting services emphasize the involvement of parents in the implementation of holistic, integrative early childhood education, which is the most critical part (Oktaviani & Dimiyati, 2021).

#### **4. Protection Service**

The protective services program aims to provide children with the understanding to protect themselves from the negative influences of their environment. The following protection activity program plans were found:

- a. Providing an understanding of child sexual abuse with resource persons from teachers/Police with planned implementation time.
- b. Providing an understanding of road protection with a resource person from the Police/Police and planned implementation time
- c. Providing an understanding of narcotics in children of self age with a resource person from the teacher with planned implementation time
- d. Providing an understanding of the fire risk with a resource person from the fire department and the implementation time is planned.

In the protection service, teachers must pay close attention to children to avoid various forms of physical and non-physical violence. Research conducted by Amalia and Simatupang says that protecting early childhood is the duty of the institution (Amalia & Simatupang, 2022). It further states that all early childhood education students must be protected from physical and non-physical violence.

Upon observation, it was found that the child protection service program involves expert resource persons, such as inviting experts to provide understanding related to environmental health and road safety. In addition, there were activities aimed at realizing child protection within the home, such as seminars on proper parenting. These findings align with those produced by the research of Luluk Asmawati et al., namely, child protection services are carried out while cooperating with student guardians and parenting counseling (Asmawati et al., 2022).

There should also be a standard operating procedure for child safety and protection (Oktaviani & Dimiyati, 2021; Yearshi et al., 2023). Clear standard operating procedures for child protection from the time children arrive at school until they return home are important to provide managers with guidelines on the actions that need to be taken to ensure child safety.

## 5. Welfare Services

The provision of child welfare services starts when the child enters school and fills out the registration form. The data includes the child's identity, ownership of a family card, birth certificate, and mother and child health card. It was found that some children did not have these identity documents. Therefore, the school followed up by facilitating parents' overcoming the obstacles in making these documents. Previously, the school cooperated with local stakeholders in Serang City, such as the Population Office.

Based on the results of interviews conducted by the Principal, it can be concluded that the kindergarten institutions studied have organized welfare services by recording children's identities, such as ownership of birth certificates and family cards.

Unfortunately, little data was found on educational institutions' efforts to provide welfare services to children. Researchers have not yet obtained a more precise and concrete picture of educational institutions' steps regarding children's welfare conditions and what kind of assistance is provided.

The results of Amalia and Simatupang's research say that early childhood welfare services are related to basic needs related to certainty of identity and physical and spiritual needs fulfilled by early childhood education units (Amalia & Simatupang, 2022). Welfare services have been fulfilled in terms of identity certainty. However, this is not the case with other welfare services.

There are several domains of child welfare, including physical, psychological, and social needs. All three require different services. In the social aspect, schools need to pay attention to children from low-income families so they can later get assistance and support. One activity is *home visiting* (Komalasari, 2015). As for psychological well-being, teachers and principals can seek online guidance and counseling services (Wiyono, 2020).

A holistic-integrative early childhood program goes beyond traditional education. It encompasses child health, nutrition, care, protection, and welfare. To achieve optimal results, the program must foster strong partnerships with families and communities. Parents play a vital role in supporting their children's development, while community involvement provides essential resources and support.

A study conducted by Sunarsih et al concludes that community support is needed to strengthen the skills of parenting by the parent, and that community empowerment facilitators have an important role in degrading and increasing public awareness. The study concludes that the parenting education program is essential to enhance the knowledge, skills, and attitudes of parents towards holistic early childhood development, and facilitators should have the ability to convey information optimally to target (Sunarsih et al., 2021). Studies consistently demonstrate the positive correlation between parents' favorable views of education and their children's educational outcomes (de Oliveira Lima & Kuusisto, 2019).



## CONCLUSION

The implementation of the Holistic Integrative Early Childhood Education Program has been running well and has been implemented since 2019. The services provided to children are Education Services, Nutrition and Care Health Services, Care Services, Protection Services, and Welfare Services. The Integrative Holistic Program has a vital role in the growth and development of children in order to create optimal child development. The Integrative Holistic Program at Putra II Serang Kindergarten involves various parties such as early childhood education units, the Education Office, the Health Office, the Social Service, the National Population and Family Planning Agency, the Population and Civil Registry Office, the Community Empowerment Agency, the Polres or Polsek, Partner Organizations, Posyandu, Community Leaders, and Parents. It is expected that the implementation of holistic, integrative early childhood education services will continue to run well so that the child's development stage can run optimally according to the level of child development achievement.

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