

## Implementation of an Integrative Holistic Program in Early Childhood Education (Multi Site Study at the Pembina Inti State Kindergarten in Central Banjarmasin and Pembina East Banjarmasin State Kindergarten 2)

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### ABSTRACT

This research aims to describe and analyze an integrative holistic program in early childhood education. This research uses a descriptive qualitative approach, multi-site design, with data collection through interviews, observation and documentation . The research results obtained regarding the implementation of an integrative holistic program in Early childhood education at Pembina Central Banjarmasin State Kindergarten and Pembina East Banjarmasin State Kindergarten 2 concluded that: 1) integrative holistic program planning in early childhood education is contained in the annual work program and standard operational procedures which are also contained in the operational curriculum of the educational unit. 2) Implementation of an integrative holistic program including education, health and nutrition, care, protection and welfare services involving collaboration with related parties across sectors.

## **INTRODUCTION**

Education as a whole can be understood as developing human potential as a whole and instilling socio-cultural values believed by a group of people in order to maintain life and a decent life. Education is also important to create a generation with character and integrity as well as to develop people's spiritual mentality, form quality human resources and are able to adapt to current developments (Novitawati et al. 2022). In this advanced era, Indonesia certainly does not want to become a backward country. In this era, the acceleration of technology and communication cannot be avoided. We continue to strive to improve human resources who are independent, skilled, intelligent and have noble character through the education process. This is reflected in Law Number 20 of 2003 concerning the function of national education, namely that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation with the aim of developing the potential of students to become human beings who believe and fear God. The Almighty, has noble character, is healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen (Directorate of PAUD, 2020).

In this case, it is basically determined from the time the fetus is in the womb until it is six years old (early childhood) and can be called the golden age (Sri, 2015). Since the publication of the latest research results in the fields of neuroscience and psychology, the phenomenon of early childhood education has become a source of hope. The reason is that brain development at an early age accelerates to 80% of the entire adult brain (Suyadi & Maulida, 2013). Early childhood education is education that is focused on the child's overall growth and development which emphasizes the development of all aspects of the child's physical and personality (Sakerani & Dessy, 2023). Children really need good and balanced nutritional intake, paying attention to health, education and proper and correct care so that children can grow and develop optimally. Therefore, various efforts have been made from an early age with the aim of creating quality human resources. These efforts are made to fulfill children's basic needs completely, simultaneously and continuously.

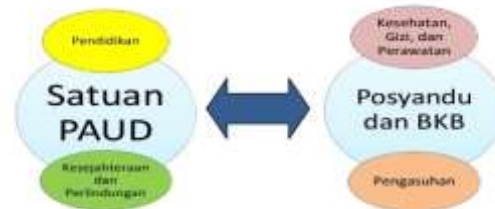
Early childhood education is also called the most important period in an individual's life because it is the time for children to start getting to know school, the initial group age, the exploring age, the age of questioning, the age of imitation and the creative age and the age of play (Sri, 2015). It would be good if children in the special age period which education experts call the golden age could receive a comprehensive and integrated education pattern or what is called holistic integrative early childhood education, so that the special period can really be used to lay the initial foundations. education for future life. The integrated holistic program in early childhood education is an early childhood development effort carried out to meet the diverse and interrelated essential needs of children simultaneously, systematically and integratedly. This holistic, integrative program is a comprehensive and complete treatment of early childhood which includes education, nutrition and health, care, protection and welfare services to optimize all aspects of early childhood development with the

aim of creating healthy, intelligent and characterful children as the next generation. quality and competitive future.

Each PAUD unit has its own way of implementing holistic, integrative programs that are adapted to local conditions. HI PAUD can be implemented in an integrated manner, it can also be carried out separately. Examples of integrated implementation include examining children's health services in the PAUD unit by bringing in experts and examples of separate implementation, for example, examining children in the PAUD unit and then taking them to the posyandu according to the posyandu service schedule and counseling activities for parenting combined with toddler family building activities. As demonstrated above, HI PAUD services should ideally be implemented centrally, meaning that all education, health, nutrition, care, nurturing, protection and welfare services for children are carried out in one place, namely the PAUD Unit. This can be described as follows:



**Figure.1 Integrated HI PAUD Service Scheme**



**Figure 2.2 Separate HI PAUD Service Scheme**

An integrative holistic program involving related parties including government agencies, community organizations, professional organizations, community leaders and parents is also an early childhood development policy (Directorate of PAUD Development, 2015). (Suriansyah, 2015) states that quality education requires the availability of professional teacher and education staff services. The school's capacity to collaborate and involve parents or the community in learning is an indicator of professionalism (Suriansyah, 2014).

Based on the results of initial assessments at the Pembina Inti State Kindergarten, Central Banjarmasin and the Pembina East Banjarmasin State Kindergarten 2, researchers obtained information that the two institutions are holistic, integrative PAUDs with state status in Banjarmasin. The two institutions also have a lot of collaboration with related parties regarding holistic, integrated programs in early childhood education. Relevant parties include education services, health services, social services, bkkbn, population and civil registration services, community empowerment agencies, police/sector police, partner organizations, posyandu, community leaders and parents (Directorate of PAUD Development, 2015). This is similar to what was implemented at the two research institutions. Based on the results of initial observations, both PAUDs have health services to optimize children's growth and development. The two institutions also implement a parenting program as a care service that contains parental

guidance for children with the aim of realizing optimal, integrated and comprehensive child development. Apart from that, both institutions too

Including child-friendly schools as a protection service by ensuring that children's environments are safe from play equipment, physical and non-physical violence, etc. Finally, the two institutions also implemented child identity card ownership for all children from playgroups to kindergartens in collaboration with the population and civil registration services. The integrative holistic program at the Pembina Inti Central Banjarmasin State Kindergarten and the Pembina East Banjarmasin State Kindergarten 2 shows the uniqueness and characteristics of each institution. Therefore, researchers are interested in studying more deeply the integrative holistic programs at these two institutions.

## **LITERATUR REVIEW**

Each PAUD unit has its own way of implementing holistic, integrative programs that are adapted to local conditions. HI PAUD can be implemented in an integrated manner, it can also be carried out separately. Examples of integrated implementation include examining children's health services in the PAUD unit by bringing in experts and examples of separate implementation, for example, examining children in the PAUD unit and then taking them to the posyandu according to the posyandu service schedule and counseling activities for parenting combined with toddler family building activities. Including child-friendly schools as a protection service by ensuring that children's environments are safe from play equipment, physical and non-physical violence, etc. Finally, the two institutions also implemented child identity card ownership for all children from playgroups to kindergartens in collaboration with the population and civil registration services.

## **METHODOLOGY**

This research uses qualitative descriptive research with a multisite design. According to Bogdan and Taylor, a qualitative approach is a procedure or research method that produces data in the form of descriptive written or spoken words from a group of people and predetermined behavior to be observed (Moleong, 2017) . Qualitative research is research intended to describe and analyze the planning, implementation and evaluation of holistic integrative programs in early childhood education at the Pembina Inti State Kindergarten, Central Banjarmasin and the Pembina East Banjarmasin State Kindergarten 2 . Then the researcher will conduct data studies and research for each element with the aim of identifying how the holistic integrative program is implemented in the institution and describing the facts about the program involving school principals, teachers and parents.

research uses a multisite design. The multisite study in this research was carried out to obtain findings by exploring information from the subject concerned as the target of various events that occurred in depth regarding all components required in the research. Qualitative research requires in-depth observations and in-depth interviews (Arikunto, 2014). According to Putra & Dwiringan (2013), what is researched is what is done and said by the actors in the ongoing process and various other activities in a natural context, in this case

the researcher must describe or describe everything completely, in detail and in depth. This will later provide a complete picture and will be analyzed and conclusions drawn to obtain research results regarding the implementation of holistic, integrative programs in early childhood education at the Pembina Inti State Kindergarten, Central Banjarmasin and the Pembina East Banjarmasin State Kindergarten 2. In this study, the researcher was present directly to conducting interviews with school principals, teachers and parents as well as conducting observations to obtain relevant data regarding the implementation of interactive holistic learning in early childhood education. In this case the presence of the researcher will not affect the originality and field conditions observed. In this research, researchers chose the Pembina Inti Banjarmasin Central State Kindergarten and the Pembina East Banjarmasin 2 State Kindergarten as research locations.

### RESEARCH RESULT

The results of single site data analysis and cross-site data analysis through observation, interviews and document studies using the Miles & Huberman model can be seen in the following model:

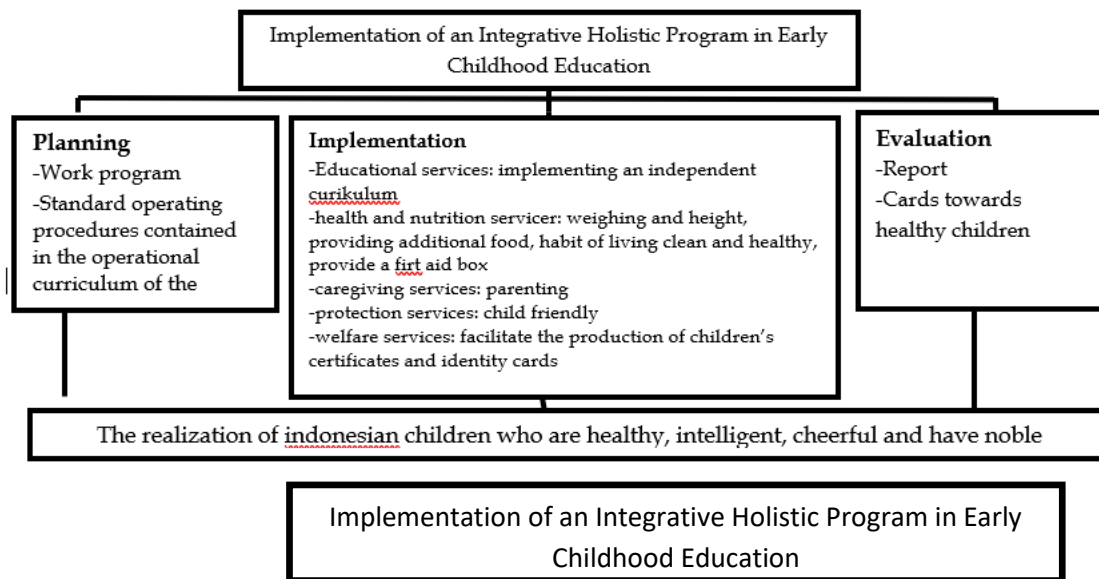


Figure.3 Implementation of an Integrative Holistic Program in Early

### DISCUSSION

#### Integrative Holistic Program Planning

Based on research findings at both sites, planning for an integrative holistic program in early childhood education was carried out before the new school year. This planning is important to optimize the program, as stated by (Gemnafle & Batlolona, 2021) that a thorough and effective planning process is very important and influences the achievement of maximum learning outcomes (Adriany, 2020-2024). The learning process will be successful if a teacher is able to understand learning well (Novitawati & Chesty, 2022). At these two research sites, planning for this holistic integrative program is contained in the annual work program such as activity schedules and standard operating procedures in

the operational curriculum of educational units such as guidelines for implementing daily and weekly activities. This planning involves the school principal, educators and teaching staff where the preparation is based on the vision and mission, characteristics of the school and the goals of providing quality education.

In preparing a work program there are things you need to know, namely choosing which activities are for children and which activities are for parents (Parenting). Sort out children's activities that must be carried out regularly every day and activities that must be carried out regularly every month. Decide which activities for children can be carried out by the teacher themselves or must be carried out by the coaching agency or another party. And determine when these activities must be carried out. The programs that are routinely carried out with children are SOPs that are prepared jointly by teachers and school principals/managers with the aim of ensuring that there is equality in implementing the program so that habits are formed in children and ultimately build good attitudes and character. The format for preparing the SOP is submitted to the respective PAUD units.

### **Implementation of Integrative Holistic Programs**

Implementation of an integrative holistic program is a comprehensive and complete treatment of early childhood which includes education, nutrition and health, care, protection and welfare services. Based on the findings at the two institutions, there are differences in the holistic integrative programs in educational services. Pembina Inti State Kindergarten implements an independent curriculum using a central method, which is a new curriculum issued by the ministry of education, culture, research and technology in 2022. According to (Budiarti, 2023) this independent curriculum emphasizes the freedom of learning for teachers or students. Regarding the Pembina Inti State Kindergarten center, it uses a preparation center, natural materials center, role play center, block center, imtaq center and arts center in learning. Every day classes will be rotated according to the center schedule for each class. After one week the class will return to the preparation center with a different topic. Before the center activities begin, educators will take their students first to the designated center, then after the children arrive at their center, educators will first explain the theme and activities they will carry out, before the activities are carried out, educators and children will make an agreement on the rules of the game. First, the child will start playing center activities.

The Pembina East Banjarmasin 2 State Kindergarten in its educational services applies the 2013 curriculum using the group method. According to (Rizki, 2019) the 2013 curriculum was prepared to produce a generation that is ready to face the future. Therefore, the 2013 curriculum was prepared to anticipate future developments. The 2013 curriculum development aims to encourage students to be better able to observe, ask questions, reason and communicate (present). The group learning method according to (Rusman, 2013) is a learning strategy that involves playing group participation for students in one small group to interact with each other. Pembina East Banjarmasin State

Kindergarten 2 carries out learning starting from the introduction, core activities and closing activities.

Health services according to (Jukdis for the Implementation of PAUD HI, 2015) in PAUD Units are part of the PAUD Unit Level Curriculum which is realized in routine activities. The implementation of health services at the Pembina Inti State Kindergarten, Central Banjarmasin and the Pembina East Banjarmasin State Kindergarten 2 is not much different, as weight weighing and height measurements recorded on the health card have been implemented at the institutions. However, there is a difference in the implementation time because the Pembina East Banjramasin 2 State Kindergarten has a posyandu program so the schedule for monitoring children's growth and development is carried out every month in collaboration with the community health center. As for State Kindergartens, core supervisors are carried out once every three months who directly bring the health center to the institution. Furthermore, there is the provision of healthy food every month which is carried out by two institutions, the habit of living a clean and healthy life and the provision of first aid kits have also been implemented.

Caregiving services. Care in PAUD units is carried out in collaboration with parents through parenting programs. According to (Novitawati, 2016) good parenting activities will support effective communication between schools and teachers. Pembina Inti State Kindergarten and Pembina State Kindergarten have implemented parenting programs. The parenting program contains discussions about the socialization of PHBS, PMT, NIK socialization by DUKCAPIL, socialization of the driving school program, socialization of the independent curriculum and socialization of reading books for children which is carried out every month by bringing in external parties or parent educators as speakers or material presenters. This activity will not run well without good cooperation with parents and other stakeholders.

Protection service. Child protection services must be part of the institution's mission, meaning that all children in the PAUD unit must be protected from physical violence and non-physical violence. Pembina Inti State Kindergarten and Pembina State Kindergarten are child-friendly schools that have been named by the education department. Child-friendly schools that are implemented in the two institutions include ensuring schools that are safe, clean and healthy, able to guarantee and respect children's rights, care for and culture the environment, protect children from various types of violence, discrimination and other wrong treatment. This child-friendly school involves schools such as teaching staff and school facilities, parents and children who work together to create school conditions that are clean, neat, beautiful, healthy, safe, comfortable and inclusive.

Lastly there are welfare services . Welfare services mean that the PAUD Unit pays attention to each child's basic needs being met, namely certainty of identity, physical needs and spiritual needs. Pembina Inti State Kindergarten and Pembina State Kindergarten have facilitated children who do not yet have a birth certificate or child identity card. This is of course in collaboration with DUKCAPIL. Parents can prepare files requested by the school, then the school will submit the files to DUKCAPIL for follow-up. In this case, the Pembina Inti State Kindergarten and the Pembina State Kindergarten are state schools that accept all students, including children with special needs. From the results of observations and interviews, all children with special needs are treated according to their potential, achieved abilities, and appropriate support is provided to foster children's self-confidence, courage and independence.

### **Integrative Holistic Program Evaluation**

The success of planning and implementation is an evaluation of optimal child growth and development to create children who are healthy, intelligent and have character as a quality and competitive future generation which can be seen from report cards and cards leading to healthy children. As for child development reports, educators say that on average children are developing according to expectations day by day. Children become more independent, brave, responsible and able to work together with other friends. For the card towards healthy children, from the results of educators' observations, children on average also have ideal weight and height according to the child's age. although there are still children who have problems with poor communication, there are also children whose scales are not appropriate for their height and age and there are also children with special needs. This is a special concern for educators, cadres and community health centers as well as parents to follow up on problems. The first is that parents will be counseled by the community health center. Then the results of these observations will also be conveyed to parents. If there are students who are still slow in their development, then together we will find a solution

### **CONCLUSIONS AND RECOMMENDATIONS**

Based on the results of the research and discussion as previously described, it can be concluded that: 1) Integrative holistic program planning is adapted to institutional conditions involving educators and teaching staff. Planning is contained in the annual work program and standard operating procedures contained in the operational curriculum of the educational unit; 2) The implementation of Pembina Inti State Kindergarten education services has implemented an independent curriculum using a centralized method. Meanwhile, the Pembina State Kindergarten applies the 2013 curriculum using the group method. Health services are carried out by both institutions, such as weighing, measuring height, which is recorded on a health card, getting used to healthy food in the institution, getting into the habit of living a clean and healthy life, providing first aid kits, and collaborating with related parties across sectors such as parents, health centers, DUKCAPIL and so on, parenting services implemented by both institutions such as implementing parenting programs in

collaboration with parents and external parties as presenters. The protection services of both institutions have been crowned as child-friendly schools that protect children from various kinds of violence and discrimination, and welfare services have been implemented by both institutions such as facilitating the production of AKTAs and children's identity cards in collaboration with DUKCAPIL . 3) Evaluation of the integrative holistic program can be seen through student report cards and health cards that all children have. where on average children are developing according to expectations day by day. Children become more independent, brave and able to work together with other friends. For the card towards healthy children, from the results of educators' observations, children on average also have ideal weight and height according to the child's age. Even though there are still children who have problems with their growth and development, this is a special concern for educators, cadres and community health centers as well as parents to follow up on these problems.

### ADVANCED RESEARCH

Still conducting further research to find out more about the Implementation of an Integrative Holistic Program in Early Childhood Education (Multi Site Study at the Pembina Inti State Kindergarten in Central Banjarmasin and Pembina East Banjarmasin State Kindergarten 2).

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