

Perceptions About the Implementation of Holistic Integrated Early Childhood Education in Gorontalo Province

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Abstract: This research is motivated by the issuance of Presidential Regulation of the Republic of Indonesia No. 60 of 2013 concerning Integrative Holistic Early Childhood Development. And there are many PAUD institutions in our country, but the implementation of Integrative Holistic PAUD in Indonesia is still low, even reaching only a small part of the community. Various existing programs, namely the Toddler Family Development Program and the Posyandu that have been implemented so far, have not yet provided complete services, have no synergy and have not been integrated with aspects of education, health, and nutrition. Whereas the services provided should complement each other and be able to meet the basic needs of children, so that the level of development of children experiences optimal growth and development. The purpose of this research is to find out how the perception about the implementation of holistic integrated PAUD in Gorontalo Province is. And to obtain answers to these problems, researchers used qualitative methods, data collection techniques in the form of observation, documentation, and interview techniques. The results of the Perceptions about the Implementation of Integrative Holistic PAUD in Gorontalo Province, can be viewed from: 1). Implementation of Integrative Holistic PAUD, which has several indicators namely the implementation of education, health, nutrition, care, care, protection, and welfare, from all these indicators it can be concluded that the Implementation of Integrative Holistic PAUD in Gorontalo Province is not optimal. 2). The Role of Related Agencies, which has several indicators, namely carrying out counseling, technical guidance, supervision, evaluation, reporting, and from all these indicators it can be concluded that the Role of Related Agencies in the implementation of Holistic Integrative PAUD in Gorontalo Province is not optimal.

Keywords: Perception, Integrative Holistic PAUD.

Introduction

Early childhood education is one form of education that provides the foundation for growth and physical skills (fine and gross motor coordination), intelligence (thinking power, creativity, emotional intelligence and spiritual intelligence), socio-emotional (attitudes and behavior). as well as religion, language and communication, according to the uniqueness and skill stages that early childhood goes through. The range of early childhood from birth to six years is a critical and strategic age in the educational process and can affect a person's subsequent educational process and outcomes. Early Childhood Education is given good stimulation because that age really needs stimulation in various aspects including cognitive, language, social-emotional, physical motor, and religious morals. The more varied the stimulation given to children, the stronger the relationship between cells brain, so the child's intelligence will be higher at a later time. In addition, through early childhood education institutions, they can develop their potential optimally.

Children are individuals who are different, unique and have different characteristics according to the stages of their age. At the age of the first five years, children are in the "golden years", which is a golden period of child development (Santoso, 2002:1). At that age children have enormous potential to optimize all aspects of their development. Aspects of child development

include aspects of cognitive, language, physical motor, and social emotional. All aspects of development are very important to be developed so that they can develop in a balanced way between one aspect and another. Overall, human resources have become the main indicator in measuring and describing the progress of a nation. Each country has placed human resource development as a major development issue, program and strategy. Even from the time of conception in the womb. Meeting the development and growth needs of children in an integrative holistic way will determine the quality of health, intelligence, and social maturity at the next stage.

includes nutrition and health services, care and protection, to optimize all aspects of child development carried out in an integrated manner by various stakeholders at the community level, local government and central government. Presidential Regulation of the Republic of Indonesia No. 60 of 2013 concerning Integrative Holistic Early Childhood Development, explains that: "Integrative Holistic Early Childhood Development is an early childhood development effort that is carried out to meet the diverse and interrelated essential needs of children simultaneously, systematically and systematically. integrated". To ensure the fulfillment of the rights of early childhood growth and development, efforts are needed to improve health, nutrition, care, care, protection, welfare, and educational stimulation which are carried out simultaneously, systematically, thoroughly, integratively, and continuously. efforts to meet the needs of these children through cross-sectoral collaboration with related sectors.

Integrative holistic early childhood education has a general goal, namely the implementation of integrative holistic early childhood development towards the realization of healthy, intelligent, cheerful, and noble Indonesian children. Meanwhile, in particular, they are: (1) Fulfilling the holistic integrative essential needs of early childhood. (2) Protection of children from all forms of violence, neglect, mistreatment, and exploitation wherever the child is. (3) The implementation of early childhood services in an integrated and harmonious manner between related institutions according to regional conditions. (4) realization of the commitment of all related elements, namely parents, family, community, government and central government.

In the article BP-PAUD DIKMAS West Sumatra wrote about Government Regulation No. 60 of 2012 concerning Integrative Holistic PAUD "As a form of the government's commitment to serving the fullest integrative holistic, the right to grow and develop at an early age in terms of education, health, nutrition, care, care and protection. for children". Integrative holistic is an approach in educational institutions that requires continuity and alignment of services for early childhood, collaboration with various parties is needed for the success of this approach in PAUD institutions.

Integrative Holistic Early Childhood Development (PAUD HI) is planned systematically and applied systematically in PAUD Units (TK/KB/TPA/SPS) to optimize the potential for optimal growth and development so that they will become quality and competitive children in the future. Maulidyah Ulfah. In his journal, entitled Integrative Holistic Approach based on Family Strengthening, he wrote that data from the Ministry of Education and Culture website, the number of data for PAUD units in Indonesia is 231,634 but the reality on the ground is not followed by enthusiasm and skills in educating early childhood that are fully integrated. Early childhood is "only" the responsibility of the PAUD unit.

Regio Emilia as one of the leaders in the field of early childhood education stated that there are three teachers in early childhood education, namely parents or family, educators or caregivers, and the environment (Suyadi, 2013). family and society also participate in it. In optimizing the growth and development of children, an educational service is needed so that children can develop according to their potential.

Indonesia has many PAUD institutions, but the implementation of integrated Holistic PAUD in Indonesia is still low, even reaching only a small part of the community. In the journal Dema Yulianto and Anik Lestarinigrum entitled Analysis of Intergrative Holistic Learning in Children in Kindergarten, it was stated that in 2000 data, many children aged 0-6 years received low care and education services. This was caused by the minimal number of institutions providing educational services. early age which is inversely proportional to the number of children who should receive these services. Various existing programs, namely the Toddler Family Development program and

the Posyandu that have been taken so far, have not yet provided complete services, have no synergy and have not been integrated with aspects of education, health, and nutrition (Setyawan, 2014), even though the services provided should be mutually exclusive. fill and be able to meet the basic needs of children, so that the level of development of children experiences optimal growth and development. Many factors influence this, including the absence of integrated services that include education, health, care and nutrition services, limited support from the government in the distribution of PAUD services, and the lack of intensive collaboration between the government, the business world, and community institutions in organizing PAUD (Early Childhood Education). Setyawan, 2014).

PAUD institutions in Gorontalo Province total 1,698, with details for Gorontalo Regency 489 institutions, Bone Bolango Regency 282 institutions, and Gorontalo City totaling 218 institutions, of the many PAUD institutions in Gorontalo Province, which organizes integrative Holistic PAUD programs are still very minimal, namely only totaling 18 institutions, for Gorontalo Regency there are 3 institutions, Bone Bolango Regency has 1 institution, and for Gorontalo City there are 11 institutions. Whereas in this case the PAUD unit has a very urgent and very strategic role in efforts to meet the needs of these children through good cooperative relationships. strong with related sectors. However, operationally, the involvement of the relevant agencies is not optimal and even almost non-existent, so this also needs to be studied more deeply. It is also important to develop holistic and integrative early childhood education because it will lead to good communication between parents and schools, one parent and another.

To obtain accurate and real information, non-programmed discussions took place with several PLS postgraduate PAUD concentration master students who incidentally are PAUD teachers, the discussion expanded and there were extraordinary arguments about Integrative Holistic PAUD and its implementation, each with different opinions and perceptions. , as well as the teachers in several areas who had met, their understanding was only limited to providing additional food and detecting child development which is routinely carried out every six months. They also do not even understand in detail what and how to implement Holistic PAUD. integrative. Whereas Integrative Holistic PAUD is a Government Program that has been promoted since 2013 and has been stipulated in Presidential Regulation no. 60 of 2013. So that this is what motivates the author to examine it more deeply, to find out how the perceptions of various groups regarding Integrative Holistic PAUD in Gorontalo Province in particular.

Literature Review

The continuity of a country's development is highly dependent on the quality of its human resources (HR). The quality of human resources itself is reflected among others by the degree of health, level of intelligence, emotional and spiritual maturity, as well as social maturity and motor skills of the individual concerned. All of that is basically determined by the quality of the individual from the time the fetus is in the womb until he is 6 years old (Early Childhood), a period known as the golden period. In this period, a child really needs a balanced nutritional intake, health, education, good and correct parenting so that the child can grow and develop optimally. Therefore, various efforts need to be made from an early age in the framework of creating quality human resources. These efforts are carried out by meeting the basic needs of children as a whole, simultaneously and continuously.

The basic needs of the child in question include physical-biomedical needs (nurturing), emotional/affectionate (asih), and the need for mental stimulation (stimulation). These three basic needs are interrelated, which means that a child needs care, love, and sharpen simultaneously, synergistically according to their age development which is integrated in the context of implementing Integrative Holistic Early Childhood Development. Early Childhood Education, hereinafter abbreviated as PAUD, is a coaching effort aimed at children from birth to the age of 6 (six) years which is carried out through the provision of educational stimuli to assist physical and spiritual growth and development so that children have readiness to enter further education.

Integrative Holistic PAUD is essentially intended so that the most basic needs of a child can be met completely and thoroughly, so that children can experience optimal growth and

development. Alimoeso, 2013). The provision of comprehensive and integrated basic needs services for early childhood children in Indonesian society is provided through Integrated Service Posts (Posyandu), Toddler Family Development (BKB), Early Childhood Education. (PAUD) in various age groups and activities. In this case, health and nutrition services as well as early detection interventions or children's mental stimulation needs (Asah) are carried out through PAUD, and support for the fulfillment of emotional/affectionate needs and protection of children is carried out through various activities of Family Development for Toddlers (BKB).

The implementation of these activities should be carried out holistically and integrated, not sectoral, partial. If you look at the substance of the service activities and their objectives, BKB, Posyandu, and PAUD can actually be synergized, because they complement and complement each other. Especially if this is related to the needs for optimal growth and development of children which contains a holistic meaning, including cognitive development, mental emotional (affective), and physical and motor skills accompanied by social skills (Psychomotor). Likewise, if it is associated with the goals of national education which also has a holistic meaning, namely ". The development of the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (UU. No.20 of 2003 concerning the Education System). national).

The provision of services for children's basic needs through posyandu, BKB, and PAUD which is carried out by sector, partially, results in ineffective implementation and the service results are also incomplete. Thus, it does not support the optimization of children's growth and development as the subject of program service targets, and is not in tune with the achievement of Indonesia's national education goals which should occur holistically. In short, the services provided through Posyandu, BKB, and PAUD which are carried out in a sectoral, partial manner, will not be a carrying capacity or leverage to improve the quality of human resources, especially children's growth and development in optimal potential. Therefore, the implementation of holistic and integrated basic needs services for early childhood is very urgent and urgent to do, so the provision of basic needs services for children through Posyandu, BKB, and PAUD which are carried out sectorally, partially, is an urgent problem. and urgently also to be addressed immediately.

Presidential Regulation of the Republic of Indonesia Number 60 of 2013 concerning Integrative Holistic Early Childhood Development, explains that Integrative Holistic Early Childhood Development is an early childhood development effort that is carried out to meet the diverse and interrelated essential needs of children simultaneously, systematically, and integratedly. Holistic stimulation services include education, health, nutrition, care, nurturing, protection and welfare services into early childhood development policies by involving related parties, including government agencies, community organizations, professional organizations, community leaders, and parents.

The services for PAUD (Early Childhood Education) are: (1) Oriented to the needs of children's interests and abilities; (2) learning activities are carried out by playing; (3) Stimulating the emergence of creativity and innovation; (4) Develop children's life skills; (5) Using various sources and learning media in the surrounding environment; (6) Services are carried out in stages by referring to the principle of child development; (7) Educational stimulation covers all aspects of development (Alimoeso, 2013).

Presidential Regulation No. 60 of 2013 concerning Integrative Holistic PAUD, as a form of government commitment in ensuring the fulfillment of the rights of early childhood development in terms of education, health, nutrition, care, care, protection, and child welfare. Integrative Holistic PAUD implementation is carried out simultaneously in a systematic, comprehensive, integrated and sustainable manner to support optimal growth and development in order to create healthy, intelligent, and characterized children as qualified and competitive future generations. The integrated Holistic PAUD program is the responsibility of all parties, while the development of PAUD units is the responsibility of the Directorate of Early Childhood Development – Directorate General of Early Childhood Education and Community Education – Ministry of Education and Culture.

Integrative Holistic PAUD services are ideally implemented centrally, meaning that all services for education, health, nutrition, care, care, protection, and child welfare are carried out in one place, namely the PAUD Unit, if described like this:

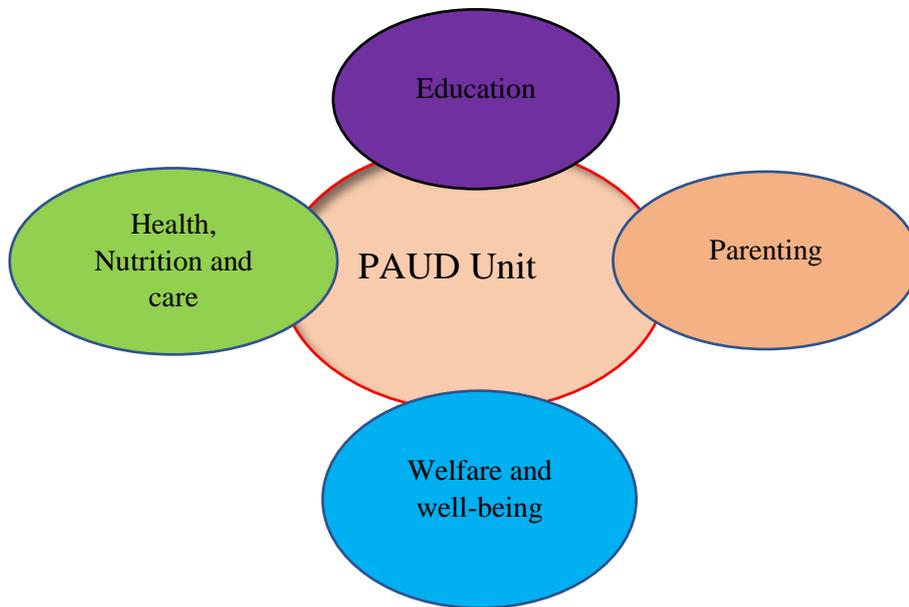
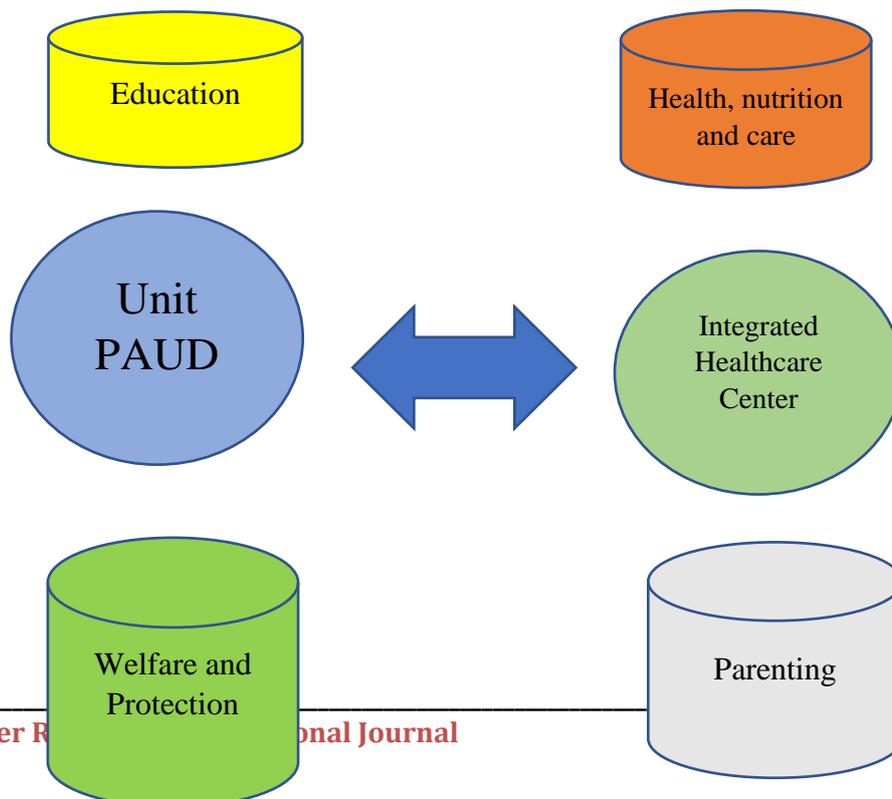


Figure 2.1 Holistic PAUD Implementation Model

If this is not possible, Holistic Integrative PAUD services can also be carried out as follows:



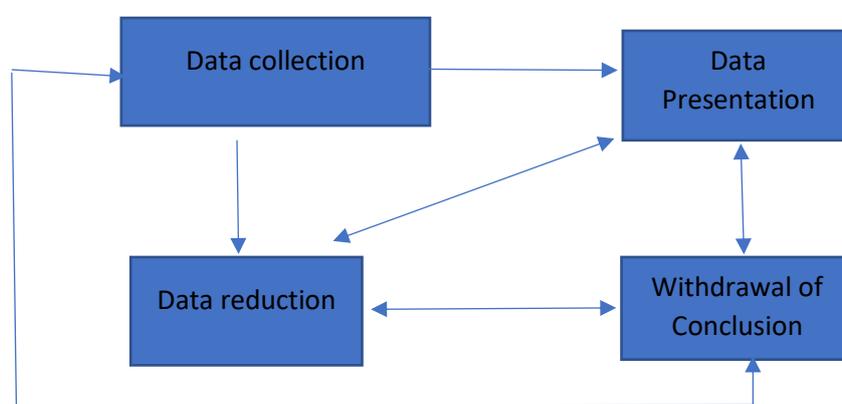
Integrative Holistic PAUD services model one or both principles places early childhood at the center of integrative Holistic PAUD services. It is ensured that all children get all services optimally for the support, guidance, facilities from these agencies and policy makers.

Research Methodology

The research on "Perception of Integrative Holistic PAUD Implementation in Gorontalo Province" which will be carried out by the author uses quantitative descriptive methods. In this study, the authors will collect data and describe the phenomenon of differences in perceptions about Integrative Holistic PAUD which has an impact on the treatment of various actions related to Integrative Holistic PAUD among PAUD teachers. This study describes or describes what actually happened by aligning research variables in the form of meaningful numbers and interpreting them in writing whether it is about individual or group phenomena. In this study, the authors will collect data and describe the phenomenon of differences in perceptions about Integrative Holistic PAUD which has an impact on the treatment of various actions related to Integrative Holistic PAUD among PAUD teachers. This study uses a description of the method and steps carried out by describing it exploratively using a descriptive approach.

Researchers chose to use this method with the consideration that the phenomenon under study is a critical issue so it is more necessary to use an observation model and not a numerical model, secondly, qualitative research is easier when dealing with reality, and the third is the close emotional relationship between the researcher and the respondent. so that it will produce an in-depth data. This research uses a qualitative research method with a phenomenological approach. The use of this method is based on the reason that the focus in phenomenological approach research aims to describe the meaning and life experiences experienced by several individuals, about certain concepts or phenomena, by exploring the structure of human consciousness. So here the researcher wants to know the meaning of the experiences experienced by PAUD teachers related to this phenomenology.

The data analysis used in this study is a qualitative analysis technique from Miles and Huberman (1992: 15-21) namely the Interactive Analysis and Comparative Analysis model, which compares the research results with the findings of previous studies. This analysis process is carried out through three steps: the data that appears in the form of words from the results of observations, interviews, document digests, recording tapes and so on. The data is processed by typing, recording, editing. Analysis by describing the data in the form of expanded text. The analysis consists of three streams of activities simultaneously, namely data reduction, data presentation, conclusion drawing/verification. Interactive analytical framework (Miles and Huberman)



Research Results and Discussion

Research result

Gorontalo Province is a province in Indonesia that was born on December 5, 2000 and has a provincial capital of the same name, Gorontalo City. Likewise, the capital city of Gorontalo Province is known as the "Veranda of Medina". Gorontalo Province is located on the Gorontalo Peninsula on the island of Sulawesi, precisely in the western part of North Sulawesi Province. The area of Gorontalo Province is 12,453.00 km² with a population of 1,166,142 people, with a population growth rate of 0.91%. Gorontalo Province has 77 sub-districts with a total number of 732 villages and sub-districts. Along with the emergence of regional divisions related to regional autonomy in the reform era, Gorontalo Province was then formed based on Law No. 38 of 2000, dated 22 December to become the 32nd Province in Indonesia. Indonesia. Gorontalo Province is one of the regions resulting from the successful expansion, with various nicknames including: Bumi Serambi Madinah, Karawo Province, The Hidden Paradise, North Gate of Indonesia, Granary Corn Archipelago, Earth of the Writers, Land of the Sultans.

After the division, Gorontalo Province now consists of 5 regencies and 1 city, namely:

| Regency | Capital | Legal basis | Area (km ²) | Persentase |
|---------------------|-----------|---------------------|-------------------------|------------|
| Boalemo | Tilamuta | Law No. 50 of 1999 | 1.736,61 | 13,97 % |
| Bone Bolango | Suwawa | Law No. 6 Year 2003 | 1.891,49 | 15,21% |
| Kabupaten Gorontalo | Limboto | Law No.29 of 1959 | 2.143,48 | 17,24% |
| Gorontalo Utara | Kwandang | Law No.11 Year 2007 | 2.141,86 | 17,22% |
| Pohuwato | Marisa | Law No. 6 Year 2003 | 4.455,60 | 35,83% |
| Kota Gorontalo | Gorontalo | Law No. 38 of 2000 | 65,96 | 0,53% |

In the study entitled "Perceptions of the implementation of Integrative Holistic PAUD in Gorontalo Province" the author took 3 regions as representatives of Gorontalo Province, namely Gorontalo City, Bone Bolango Regency, and Gorontalo Regency.

Based on research through observations and interviews of researchers with informants, on the perception of the implementation of holistic Integrative PAUD in Gorontalo Province, there are findings on the second indicator, namely the Role of Agencies related to the five sub-indicators, namely the implementation of counseling, technical guidance, supervision, evaluation, and reporting.

Based on the research exposure there are findings on the involvement and role of relevant agencies in the implementation of Integrative Holistic PAUD in Gorontalo Province, that the process of implementing and administering the program is not effective and optimal due to the absence of intervention and involvement of related agencies that should collaborate together and cooperate in the Holistic Integrative Early Childhood Development Program. This is triggered by a lack of understanding of the Holistic Integrative PAUD program, and also caused by the same understanding that early childhood development programs are in fact a program of the Education Office only.

Mother PAUD is a stakeholder outside the ranks of the Education Office but is a figure who has the most touching role in relation to early childhood education, in relation to Integrative Holistic PAUD, there are unusual findings. The role that should be able to connect interests vertically is actually not optimal due to the lack of understanding of this program.

Discussion

In Presidential Decree No. 60 of 2013 Integrative Holistic Early Childhood Development is an early childhood development effort carried out to meet the diverse and interrelated essential

needs of children simultaneously, systematically, and integratedly. In order to ensure the fulfillment of the right to growth and development of early childhood, efforts to improve health, nutrition, care, care, protection, welfare and educational stimulation are needed that are comprehensive and sustainable. PAUD units have a very strategic role in efforts to meet the needs of these children. In accordance with the findings obtained above that the implementation of Holistic Integrative PAUD there are five sub-indicators, namely the implementation of education, health, nutrition, care, nurturing, protection, and welfare services. From these five sub-sections, it can be concluded that the implementation of Integrative Holistic PAUD in Gorontalo Province is not yet optimal.

The implementation of Integrative Holistic PAUD in Gorontalo Province is stated to be not optimal because: Of the five sub-services of education, health, nutrition, care, nurturing, protection, and welfare the implementation in the PAUD Unit is only carried out by educators to the extent of their understanding. In order to optimize the implementation of Integrative Holistic PAUD in PAUD units, it is necessary to add knowledge in the form of technical guidance or socialization to all stakeholders in schools regarding how to truly implement Integrative Holistic PAUD.

Holistic stimulation services include education, health, nutrition, care, care, protection, and welfare services into early childhood development policies by involving related parties. In the implementation of Integrative Holistic PAUD, the role of related institutions is very important because early childhood development is not only the responsibility of teachers in schools but also the responsibility of all parties.

In accordance with the findings obtained and described above that the Role of Related Agencies there are five sub-indicators, namely carrying out counseling, technical guidance, supervision, evaluation, and reporting. From these five sub-indicators, it can be concluded that the role of related institutions in implementing Holistic Integrative PAUD in Gorontalo Province is not optimal.

The role of related agencies in Gorontalo Province is stated to be not optimal because none of the five sub-indicators has been implemented, even between PAUD units and related agencies have never established cooperation and agreement in the implementation of Integrative Holistic PAUD services. This is due to the lack of understanding across all sectors of this program. To optimize the understanding of this matter, it is necessary to conduct joint discussions between the PAUD units as the center for the implementation of the Integrative Holistic PAUD service stimulation and the Government and all related agencies.

For PAUD mothers, so that their role has a more significant meaning in early childhood development, they make more direct visits to all PAUD units in their target areas so that there is a closer relationship and can directly monitor the process of activities and program developments in the PAUD Unit.

Conclusion

After the results of the research and discussion are presented in the chapter above, the researchers conclude that the perception of the implementation of Holistic Integrative PAUD in Gorontalo Province is not yet good. This can be seen from the findings on the indicators that have been set.

The implementation of Integrative Holistic PAUD, based on the findings based on five indicators, namely education, health, nutrition, care, nurturing, protection, and welfare services, has not been optimal because teachers in the PAUD Unit in its implementation are still limited in their knowledge of the Integrative Holistic PAUD program. , in addition to intervention and involvement of related agencies that do not yet exist. The role of related agencies, based on the findings obtained in accordance with the established indicators, namely carrying out counseling, technical guidance, supervision, evaluation, and reporting, has not been optimal. This is due to the lack of knowledge and understanding of all relevant agencies regarding the Holistic Integrative PAUD Program, coupled with the same understanding that early childhood development is the responsibility of the Education Office.

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