

The Implementation of Early Childhood Development Holistic Integrative in Optimizing Children's Essential Needs

Dina Pertiwi Ajie, Yetty Isna Wahyuseptiana, Widya Yuliyanti

Early Childhood Education Teacher Education Study Program, FKIP, Slamet Riyadi University, Surakarta
dinapertiwiajie801@gmail.com, yettyisnawahyuseptiana09@gmail.com, widyayuli9607@gmail.com

Abstract:

This study entitled Implementation of Early Childhood Development Holistic Integrative in Optimizing Children's Essential Needs. This study used a qualitative type of research. This study aims to explain the implementation of Holistic Integrative activities since the role of Early Childhood Education is important in society in general and in families in particular, how to increase parents' knowledge in educating, caring for their children; besides, to find out the extent of the role of the POS PAUD education unit in implementing the Early Childhood Education program Holistic. The implementation of this Holistic Integrative Early Childhood development examines how planning is carried out by educational units. From the results of the data collection, five services/programs were implemented, namely education, care, nutrition, health and protection. Support families as the organizer of children's education at home and active participation in activities at school are supporting factors for the success of an integrative holistic approach on early childhood education.

Keyword: Hollistic Integrative, Early Childhood Education, Essential Needs.

1. Introduction

Early childhood is a special figure. They are individuals who are undergoing a process of rapid growth and development which is very useful for their next life. They have their own world and characteristics which are far from adults. Children are always active, dynamic, enthusiastic and curious about what they see and hear, as if they never stop learning (Dewi S. et al., 2013).

Education is an element which has a role in building a country. Education which has good quality is seen from its human resources. Education functions to develop capabilities and shape dignified national character and civilization. Furthermore, education is very important in character building and developing the potential of students in order to be human beings who have noble character, who are healthy, knowledgeable, creative, and become independent citizens. One of which level of education which will guarantee the quality of education in the future is early childhood education since it is a foundation where children will be formed and assisted to develop various potentials, both psychological and physical, so that children will be ready to continue their education to a higher level.

Education is a form of planned awareness in order to create an atmosphere and learning process so that students are active in developing their own potential; such as, spiritual strength, self-control, intelligence-personality, noble character, and skills needed for the future and social abilities. Therefore, education can also be interpreted as a form of conscious and structured effort towards a better life and progress. In short, Understanding Education is a learning process for students in order to understand people, understand them and make them more critical when thinking through the creation process. Since children live a noble life from the point of view of the Islamic religion, children should be treated kindly as if they were given life both physically and spiritually so that later the child becomes a child with character, an aristocrat who is responsible for socialization and can become himself to meet your future housing needs.

PAUD or Early Childhood Education is an effort to foster through education by providing stimulation in order to support the growth and physical and emotional development of children from the age of 0-6 so that children are ready to enter a period of higher education, Huliyah (Sugian et al., 2021). Moreover, education at this stage is focused on developing 6 aspects of early childhood development that are religious and moral values, physical motor, social emotional, language, cognitive, and art. In accordance with the uniqueness and growth of early childhood, the implementation of education for early childhood should be adjusted to the

stages of development which will be passed by early childhood. In addition, PAUD (Early Childhood Education) efforts are not only in terms of education, but also include efforts to provide nutrition, pay attention to health, treatment, care and protection for early childhood so that the implementation of PAUD is conducted in an integrated and comprehensive manner.

Early childhood education has a very important role in the future development of human resources. Moreover, it is the foundation for further child development (Suarta et al., 2018). One of the efforts made to actualize it is that by implementing Early Childhood Development Holistic Integrative (HI).

In Presidential Decree No. 60/2013 Article 1 Point 2 explains that holistic and integrative early childhood development is a development effort for early childhood which is conducted to meet various and interrelated essential needs of children simultaneously, systematically, and integratedly (Hajati, 2018). Furthermore, Presidential Regulation Number 60 of 2013 which discusses Holistic Integrative PAUD, which is a form of the government's commitment to guaranteeing Holistic Integrative fulfillment of children's growth and development rights in terms of education, health, nutrition, as well as care, parenting, protection and welfare of children. (Suprpto, 2020). Moreover, holistic means that the handling of early childhood as a whole (comprehensive) which includes services in the form of providing nutrition and health, education and care, as well as protection, to optimize all aspects of early childhood development. Meanwhile, Integrative means that the handling of early childhood is conducted in an integrated manner by various stakeholders at the community, regional and central government levels.

Based on the above studies, this study provides an overview of the Implementation of Integrative Holistic Early Childhood Development in Optimizing Children's Essential Needs.

2. Research Method

This research was conducted at POS PAUD in Surakarta. This research was conducted from February to December 2023. This study used a qualitative type of research with the aim of describing the Implementation of Holistic Integrative Early Childhood Development in Optimizing Children's Essential Needs at the POS PAUD in Surakarta City and describing the role of the Implementation of Holistic Integrative Early Childhood Development in Optimizing Children's Essential Needs at the POS PAUD in Surakarta City. This study uses data sources, namely documents, written data and supporting photographs. This study uses data collection techniques, namely observations of activities and interview with educators. This study uses data analysis techniques, namely reducing data, presenting data, and drawing conclusion obtained.

3. Result And Discussion

A. Research Results

This research was conducted at the POS PAUD in Surakarta in 2023. The choice of research location is of course at the discretion of researcher, one of which is at POS PAUD in Surakarta. The expected goal of the development of Holistic Integrative Early Childhood Education is the implementation of holistic integrative early childhood development services towards the realization of Indonesian children who are smart, healthy, cheerful and good character. The implementation of holistic integrative at the POS PAUD in Surakarta is divided into five services and held in a thoroughly integrated manner and has been listed in the school work program planning.

First, health services; According to observations collected for the health program, schools collect kid information from parents at enrolment at the beginning of each new school year. The data serves as a form of protection and early detection of growth, development and recognition of children's health levels. The acquisition of child growth and development detection books is used to carry out the implementation of health programs. A report on the child's examination results, including weight, height, nutritional status, individual hygiene, dental and oral hygiene, and overall health, is included in this book. Teachers keep track of observations in this book while students clean their teeth, wash their hands, put their trash in the right place, and other standard inspection chores. To help teachers more readily track the growth and development of their students, each class has its own child growth and development detection book.

Second, nutrition services; the implementation of nutrition services includes supplementary feeding from a varied menu of staples and snacks given by the school, drinking milk together that is brought in

accordance with the preferences of the child, and socializing sufficient food during teaching and learning activities in class. Children who are used to dining alone, eating a variety of foods, avoiding mindless snacking, drinking milk, and comprehending the advantages of vegetables, fruits, and drinks are some of the skill goals that kids have from this exercise.

Third, educational stimulation services According to the 2014 Regulation of the Minister of Education and Culture No. 137, educational stimulation programs are provided during learning activities in the classroom through an approach to learning areas, media, and learning resources to stimulate six aspects of child development. These programs are planned according to the child's stage of development.

Activities carried out by children in existing areas have been planned and adjusted to the child's age and stage of development. Learning in these areas is carried out thematically. This is in accordance with the provisions that the chosen learning theme must pay attention to several things, namely themes that are close to children's lives, simple, and the theme can be in the form of spontaneous events (KEMENDIKBUD, 2015).

Storytelling, playing musical instruments, praying, and playing are a few examples of activities in educational services. Additionally, media and educational materials are used to support the stimulation that teachers deliver. In addition to supporting a child's development, media and educational materials are employed to help kids feel the comfort and happiness.

Stimulation provided in schools as a form of implementation of educational stimulus programs is used by a scientific approach, which is carried out gradually, through various ways, learning through socialization, aims to develop character, develop life skills and through the provision of a conducive environment (KEMENDIKBUD, 2015).

Educational stimulation programs are not only carried out in the classroom, but also outside the classroom, for example during the peak of learning themes that aim to introduce the surrounding environment to children. The school also holds extracurriculars to develop children's interests and talents which are carried out outside of class hours.

Fourth, parenting services; forms of implementation of parenting programs include parenting activities carried out in the third week of each month and toilet training. Parenting styles, children's issues, developing interest talents, and early childhood IT learning are all included in these parenting activities. For what is a good habit at school to be implemented at home, the family's role in this program's execution is crucial. Toilet training services such as flushing water after urinating as many as seven dippers, washing hands after urinating or defecating using soap. The implementation of parenting programs for parents is usually carried out through recitation activities, discussions about the values of children's education in Islam, and sharing children's problems with psychologists or public figure.

Fifth, protection services; the implementation of protection programs begins from the moment parents enrol their children in school. Parents are required to provide a copy of the family / birth certificate and child ID card, fill in the child's data which includes personal information, residence information, health information, hobbies, information of biological parents or guardians, physical and health information of the child before entering school, religious education and parental expectations while the child is in school. These data are one form of proof of the legality of child protection carried out by PAUD units. Learning environments both inside and outside PAUD units are created to encourage children to explore, experiment, play meaningfully and challenge children's thinking skills and make them feel comfortable and happy. This is in accordance with the policy that the arrangement of a good learning environment is adjusted to the learning model used and must ensure the safety and comfort of children (KEMENDIKBUD, 2015). In accordance with the SOP at the school, frontline teachers also carry out protection when handing over children upon arrival and picking them up when returning home. Safe and relaxing toys are one aspect of protective services that will better support children's development and growth. Additionally, as this school has two floors, the safety of the stairs and railings is crucial to ensuring the protection of children.

Conclusion

Based on the results of the research that has been carried out, it can be concluded that the the Implementation of Holistic Integrative Early Childhood Development in Optimizing Children's Essential Needs at the POS PAUD in Surakarta City has been done well. The implementation of Holistic Integrative Early Childhood Development needs to be launched to all Early Childhood Education units, seen from the 5

services that if it can be implemented as a whole, can meet the essential needs of children well. Holistic Integrative Early Childhood Development also embraces many parties ranging from families, communities, and governments to work together with Early Childhood Education units to provide the best care in assisting children's growth and development in their golden period. Children who are well cared for will grow more optimally with the superior quality of character that has been inherent in them. The holistic integrative approach applied in schools is now a reference for the successful implementation of the program, so that it becomes one of the advantages of schools in PAUD units.

Reference

1. Caro Seefeldt & Nitr Barbour. 1908. Early Childhood Education. New Jersey: Prentice Hall.
2. Akbar, R. A. (2018). Evaluasi Program Pengembangan Anak Usia Dini Holistik Integratif Pada Satuan Paud. AWLADY:Jurnal Pendidikan Anak, 4(2), 137-164.
3. Alfionita, I. L., Muhaimi, L., & Fahrudin, F. (2019). The Influence of School Head Managerial and Teacher's Performance Abilities in the Quality of PAUD at Cluster 3 District Gerung. International Journal of Multicultural and Multireligious Understanding, 6(5), 849-856.
4. Arikunto, S. (2013). Prosedur penelitian suatu pendekatan praktik.
5. Costello, E. J. (2016). Early detection and prevention of mental health problems: developmental epidemiology and systems of support. Journal of Clinical Child & Adolescent Psychology, 45(6), 710-717.
6. Dini, J. P. A. U. (2021). Penerapan PAUD Holistik Integratif pada Masa Pandemi Covid 19. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 5(2), 1870-1882.
7. Hajati, K. (2018). Pelaksanaan Pendidikan Holistik Integratif dalam Pelayanan Kebutuhan
8. KEMENDIKBUD. (2015a). Pedoman Pengelolaan Kelas Pendidikan Anak Usia Dini. Jakarta: Kementerian Pendidikan dan Kebudayaan.
9. KEMENDIKBUD. (2015b). Pedoman Pengelolaan Pembelajaran Pendidikan Anak Usia Dini. Jakarta: Kementerian Pendidikan dan Kebudayaan.
10. KEMENDIKBUD. (2015c). Pedoman Pengembangan Tema Pembelajaran Pendidikan Anak Usia Dini. Jakarta: Kementerian Pendidikan dan Kebudayaan.
11. KEMENDIKBUD. (2015d). Pedoman Penilaian Pembelajaran Pendidikan Anak Usia Dini. Jakarta: Kementerian Pendidikan dan Kebudayaan.
12. KEMENDIKBUD. (2015e). Petunjuk Teknis Penyelenggaraan PAUD Holistik Integratif di Satuan PAUD [Technical Guide on the Implementation of Holistic Intergative ECD in ECE Units]
13. Sujiono, Y. N. 2013. Konsep Dasar Pendidikan Anak Usia Dini. Jakarta. Indeks
14. Teun J. 2020. *Teaching Critical Thinking Through Engagement With Multiplicity. Thinking Skilss and Creativity*. 37. pp.1-30. <https://doi.org/10.1016/j.tsc.2020.100701>
15. Hijriyani, Y. S., & Machali, I. (2017). Pembelajaran Holistik–Integratif Anak Usia Dini dengan Pendekatan Cashflow Quadrant di RA Al Muttaqin Tasikmalaya. AlAthfal: Jurnal Pendidikan Anak, 3(2), 119-134.
16. Huliyah, M. (2017). Hakikat Pendidikan Anak Usia Dini. As-Sibyan: Jurnal Pendidikan Anak Usia Dini, 1(01), 60-71.
17. Jaya, P. R. P., & Ndeot, F. (2019). Penerapan model evaluasi CIPP dalam mengevaluasi program layanan PAUD holistik integratif. PERNIK: Jurnal Pendidikan Anak Usia Dini, 1(1), 10-25