

## **SWOT Analysis: Implementation of Integrative Holistic PAUD Programs in Early Childhood Education Institutions**

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**ABSTRAK.** Penelitian ini bertujuan untuk menganalisis implementasi program layanan PAUD holistik integratif yang ditinjau dari kekuatan, kelemahan, peluang dan tantangan atau analisis SWOT pada lembaga PAUD di KB Nasyithatun Nisa Teluk Kiambang sehingga lembaga dapat menentukan langkah-langkah dalam upaya memaksimalkan kekuatan dan peluang, sekaligus meminimalisir kelemahan dan mengatasi ancaman dalam pelaksanaannya. Penelitian ini menggunakan pendekatan kualitatif, teknik pengumpulan data menggunakan observasi, wawancara dan dokumentasi. Teknik analisis data bentuk induktif. Hasil penelitian dapat disimpulkan bahwa layanan PAUD HI ditinjau dari strenght berupa kurikulum yang menyesuaikan perkembangan zaman, SDM yang berlatar pendidikan sarjana. Weakness berupa kurangnya sarana dan prasarana serta lemahnya kerjasama dengan pihak terkait. Opportunities berupa dukungan penuh dari bunda PAUD kecamatan serta kemudahan mempromosikan lembaga melalui sosial media. Threats berupa terbaginya peserta didik dengan PAUD lain. Melalui program PAUD HI diharapkan dapat mengoptimalkan potensi pertumbuhan dan perkembangan anak agar terbentuk anak yang berkualitas dan memiliki daya saing di masa yang akan datang dengan memenuhi kebutuhan esensialnya berupa layanan kesehatan, gizi, perawatan, pendidikan, pengasuhan, perlindungan dan kesejahteraan.

**Kata Kunci :** SWOT, Holistik Integratif, PAUD

**ABSTRACT.** This study aims to analyze the implementation of holistic integrative ECCE service programs in terms of strengths, weaknesses, opportunities, and challenges or SWOT analysis at ECCE institutions in KB Nasyithatun Nisa Teluk Kiambang so that institutions can determine steps to maximize strengths and opportunities, while minimizing weaknesses and overcoming threats in their implementation. This study used a qualitative approach, and data collection techniques using observation, interviews, and documentation. Inductive form data analysis techniques. The results of the study can conclude that PAUD HI services are viewed from the strength in the form of a curriculum that adapts to the times, and human resources with undergraduate education backgrounds. Weakness in the form of a lack of facilities and infrastructure and weak cooperation with related parties. Opportunities in the form of full support from sub-district PAUD mothers and ease of promoting institutions through social media. Threats in the form of sharing students with other ECCE. Through the PAUD HI program, it is expected to optimize the growth and development potential of children to form quality and competitive children in the future by meeting their essential needs in the form of health, nutrition, care, education, care, protection, and welfare services.

**Keyword :** SWOT, Holistic Integratif, PAUD

### **INTRODUCTION**

One of the main indicators in measuring the progress of a nation is human resources. On this basis, human resources are the main development issue, program, and strategy in the State of Indonesia. Various studies related to the preparation of quality human resources should begin at an early age. For this reason, fulfilling the needs of growth and development in a holistic, integrative manner for children will determine their quality in terms of health, intelligence, and social maturity in the next stage. The integrative holistic service program in the Presidential Regulation is an early childhood development effort carried out to meet the diverse and interrelated essential needs of children simultaneously, systematically, and integrated (Perpres Nomor 60 Tahun 2013). These services consist of meeting the essential needs of early childhood,

such as health and nutrition, educational stimulation, moral-emotional coaching so that children can grow and develop optimally according to their age group; and also protecting children from all forms of violence, neglect, abuse, and exploitation to optimize the potential for optimal growth and development of children so that quality and competitive children are formed in the future (Wulandari, Supriyati, and Jalal 2018). This holistic integrative service policy involves various parties from government agencies, community organizations, professional organizations, community leaders, and parents (Kemendikbud 2015).

The implementation of PAUD HI in Indonesia was recorded at 35.61% in 2020. This figure exceeded the target of the directorate of early childhood education, namely 25%. This means that the number of paud that has organized hi paud has reached 72,547 out of 203,752 institutions throughout indonesia. Indragiri Hilir is one of the districts that is currently promoting an integrative holistic paud program in all early childhood education institutions. Based on the 2020 indragiri hilir regent decree, 87 holistic integrative paud institutions have been established in the indragiri hilir district. HM. Wardan, the regent of Indragiri Hilir, at the inauguration ceremony of the working group (pokja) for the mother of paud in the inhil district, said that paud hi is a government commitment to ensure the fulfillment of children's rights to growth and development. For this reason, an evaluation is needed in the delivery of hi ecd program services to look at the program's strengths, weaknesses, opportunities and threats in educational institutions.

Various studies on integrative holistic PAUD have been outlined in various literature, namely research entitled Integrative-Holistic Program: a Manifestation of CFS (Child-Friendly School) Implementation in Early Childhood Education Institutions, with the research results namely the concept of Child-Friendly Schools is defined as an adequate program to build an environment that is safe, clean, caring, healthy, cultured, fulfillment of guaranteed rights, protective from all forms of violence, discrimination and supports children's participation, especially in planning, policy, learning, and supervision while at school. One form of fulfilling and protecting children's rights in Early Childhood Education Institutions is an integrative holistic program. So, an integrative holistic program is a form of implementing the concept of Child Friendly Schools in PAUD (Rohmadheny and Saputra 2018).

Another study entitled Obstacles to PAUD Units in the Implementation of Integrative Holistic PAUD (PAUD HI) in Salahutu and Leihitu Districts, Central Maluku Regency. The results of his research are that the obstacles faced by educational institutions include internal constraints, namely the quality of management of PAUD units that are not professional, the limited number and quality of teachers and organizers of PAUD HI, and inadequate service facilities. External constraints namely the lack of outreach about PAUD HI, lack of guidance, assistance, supervision, and evaluation of PAUD HI organizers, lack of public understanding of the importance of holistic integrative early childhood development, lack of consolidation and implementation of HI ECD program arrangements by related parties, the absence of a PAUD model HI which is measurable, and the involvement of the community and parents in PAUD HI services is not yet optimal (Suprpto 2020). The research entitled Application of the CIPP Evaluation Model in Evaluating Holistic Integrative PAUD Service Programs shows the results that educational institutions have used the 2013 Curriculum, collaborated with the education office, had SOPs for each service, collaborated with health centers and prohibited children from bringing and buying snacks from outside school (Lina, Suryana, and Nurhafizah 2019).

KB Nasyithatun Nisa Teluk Kiambang is one of the institutions that has not yet received a decree as HI PAUD but continues to improve its quality through the implementation of the HI PAUD program. Based on preliminary research through interviews with school principals and teachers that KB Nasyithatun Nisa is trying to collaborate with related parties in organizing HI PAUD. Some of the activities carried out at the institution are related to HI ECD services such as education services and protection services, namely developing various basic potentials of children which include religious and moral, physical-motor, cognitive, language, social-emotional, and artistic values while still paying attention to the characteristics of children according to their developmental stage and supervise children while in the school environment. In health, nutrition, and care services in the form of providing additional food such as mung bean porridge in the second and fourth weeks as well as measuring children's growth at the beginning and end of each school year. Parenting services in the form of meetings and discussions with parents about parenting and other themes. In the family planning welfare service, Nasyithatun Nisa helps parents in arranging MCH for those who don't have one.

The research conducted by the author aims to analyze the implementation of a holistic integrative PAUD service program in terms of strengths, weaknesses, opportunities and challenges or SWOT analysis in PAUD institutions at KB Nasyithatun Nisa Teluk Kiambang so that institutions can determine steps in an effort to maximize strengths and opportunities, while minimizing weaknesses and overcoming threats in its implementation.

## **METHOD**

This research uses a qualitative approach that intends to understand the phenomenon of what is experienced by research subjects such as behavior, perceptions, motivations, actions, and others (moleong 2018). This research was conducted in January-June 2022 at KB Nasyithatun Nisa which is located at Jl. Utama, Teluk Kiambang Village, Tempuling District, Indragiri Hilir Regency, Riau. The subjects of this study were school principals, teachers, and parents. Data collection techniques using observation, interviews, and documentation. The things that were observed were the implementation of PAUD HI program activities. Interview techniques were used to obtain information about the strengths, weaknesses, opportunities, and threats of the KB Nasyithatun Nisa institution in implementing PAUD HI, as well as documentation techniques needed to see evidence of cooperation between the KB Nasyithatun Nisa institution and related parties. Informants namely school principals, teachers, and parents. After the data has been collected from observations, interviews, and documentation, the researcher then needs to analyze the data. The data analysis used is inductive form. In this case, the researcher wanted to select, simplify, and abstract written and spoken data from the results of observations, interviews, and documentation regarding the implementation of PAUD HI at Nasyithatun Nisa. Then the data is presented to obtain a summary and mapping and a final summary of the research is made (sugiyono 2012).

**Table 1. Service of PAUD HI**

<b>Service</b>	<b>Activity</b>
Education	
Health, Nutrition & Care	
Parenting	
Protection	
Well-being	

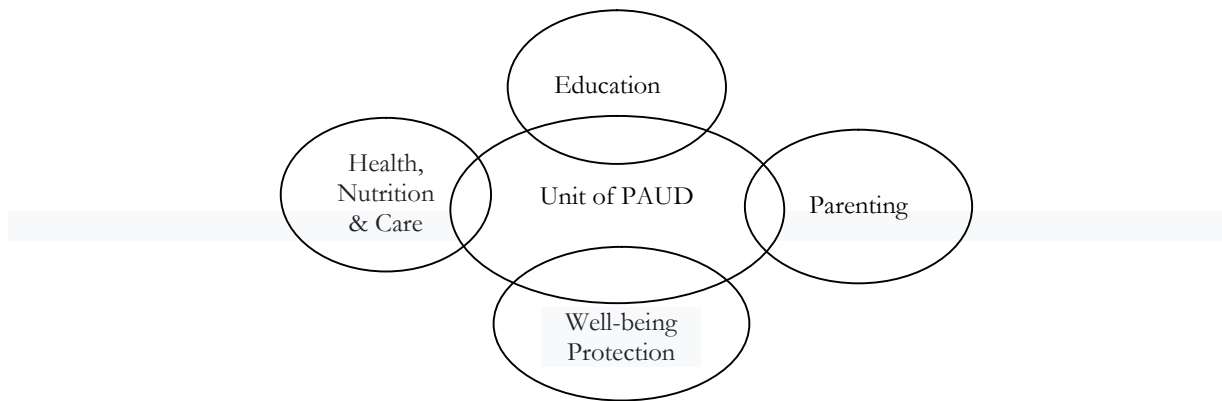
## **RESULT AND DISCUSSION**

### ***Service of PAUD HI***

Holistic Integrative Early Childhood Development, which is then abbreviated as PAUD HI, is an early childhood development effort carried out to meet the diverse and interrelated essential needs of children simultaneously, systematically, and integrated. Presidential Regulation Number 60 of 2013 concerning PAUD HI, as a form of the government's commitment to guaranteeing the fulfillment of the right to early childhood development and development in terms of education, health, nutrition, care, care, as well as child protection and welfare. The implementation of PAUD HI is carried out simultaneously, systematically, thoroughly, integrated, and continued to support optimal growth and development to create healthy, intelligent, and characterized children as future generations who are quality and competitive (Perpres Nomor 60 Tahun 2013 n.d.).

The implementation of Holistic Integrative PAUD services must be by the principles of implementing Holistic Integrative PAUD as follows; 1) Comprehensive and integrated services. 2) Continuous service. 3) non-discriminatory Services. 4) Services that are available, accessible, and affordable, as well as accepted by community groups, namely the location of HI ECD services are sought to be close to people's homes and affordable from a cost aspect, 5) Community participation. 6) Based on a constructive culture. 7) Good governance, namely program management is carried out effectively, efficiently, and transparently, and can be accounted for (Suprpto 2020).

The implementation of PAUD HI is flexible according to local conditions and the capabilities of the school institution concerned, namely in an integrated or separate manner. In an integrated manner, for example, health checks are carried out at schools by bringing in health workers, while for separate services, for example, children are brought to the health center for health checks. The two service patterns require cooperation between the supervisory stakeholders (Kemendikbud 2015). In line with this, KB Nasyithatun Nisa continues to strive to implement the PAUD HI program through the provision of integrated services in child health checks by bringing in health workers from the Teluk Kiambang Village Health Center to schools. The activities carried out include measuring growth, administering deworming drugs, administering vitamins, and others.



Picture 1. Service Scheme of PAUD HI

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According to the head of KB Nasyithatun Nisa, fulfillment of health services is carried out in collaboration with the local health service. This activity was carried out to monitor the basic health and growth of children from a physical perspective while attending KB Nasyithatun Nisa. In addition, the fulfillment of nutrition and care is carried out by the institution itself, such as the habit of carrying nutritious food or supplies, providing additional food such as mung bean porridge every Friday, maintaining personal and environmental hygiene, providing first aid and controlling physical conditions such as body temperature or carrying out first aid when a child is injured.



Picture 2. Health, Nutrition & Care

Educational services are the main task of an institution organized to develop children's potential which includes developmental aspects, namely religious and moral values, physical-motor, cognitive, language, social-emotional and artistic. At KB Nasyithatun Nisa the learning

process is carried out by taking into account the principles of early childhood learning, namely learning through play, oriented towards child development, oriented towards children's needs (stimulation according to their developmental stage), child-centered, active learning atmosphere, development of character values, development of life skills, a conducive learning environment, democratic learning, and contextual learning by utilizing media and learning resources around the school environment, where these principles are by the Minister of Education and Culture of the Republic of Indonesia number 146 of 2014 concerning the 2013 Curriculum of Early Childhood Education (Kebudayaan n.d.).

According to the head of the Nasyithatun Nisa KB, these principles must be considered by education providers, especially in the Nasyithatun Nisa KB to achieve optimal child development success by their characteristics, interests, and potential. In addition, through optimal development, children will have readiness in learning to enter the next level of education. Bunda RS as the class teacher added that children's learning readiness is marked by the achievement of aspects of child development and the fulfillment of basic and core competencies, namely knowledge, attitudes, and skills as seen from the learning process itself.



Picture 3. Service of Education

Parenting services are one of the PAUD HI services which are carried out in collaboration with parents in the form of parenting activities (Kemendikbud 2015). Parenting is an educational effort provided by the family by utilizing existing resources in the family and environment in the form of independent learning activities (Helmawati 2015). According to Ni Gusti Ayu Made Yeni Lestari in her research, parenting is a process of continuous interaction between parents and children while experiencing a period of growth and development which can be in the form of providing healthy food (nourishing), guiding (guiding), and protecting (protecting). Through this knowledge, parents can look after, care for and educate their children better (Yeni Lestari 2019).

One of the parenting service activities carried out by KB Nasyithatun Nisa is holding a parenting program. Through the formation of the Parents' Association or Parent Meeting Group (KPO), activities related to the parenting program were carried out well. The activities include counseling about the dangers of gadgets for children, simulations of making nutritious supplies, field trip activities with parents, consultations on child growth and development at school, and others. This parenting program can optimize parental awareness of AUD protection (Sofiaty, Suherman, and Asmawati 2020). According to the head of the KB Nasyithatun Nisa, the school also facilitates communication with parents through a contact book as a notification to parents about the child's development and activities that the school will carry out. But in this modern era, we also take advantage of technology in the form of WhatsApp groups for more effective communication with parents.



**Picture 4. Service of Parenting**

Child protection must be part of the mission of the institution, meaning that all children in the PAUD unit must be protected from physical and non-physical violence. (Kemendikbud 2015). Protection services will be in line with education services because they are fully implemented by the school. As in KB Nasyithatun Nisa, teachers must always supervise children while they are at school, both during learning activities in class and outside the classroom. Based on the results of interviews with teachers for this protection and supervision sometimes teachers feel overwhelmed given the limited number of teachers. But they will still try their best to carry out their duties. The forms of protection include ensuring APE and the environment is safe and comfortable, introducing body parts that may and may not be touched by other people, ensuring children come and leave school safely, ensuring that there is no bullying in the school environment, and ensuring teachers are friendly to children. According to the school principal, further cooperation with the police in the village has not been carried out due to several obstacles. As from the results of research by Lina, et al. based on operational standart PAUD HI protection services if they do not cooperate with the police then fall into the low category (Lina et al. 2019).

Welfare services mean that the PAUD Unit pays attention to every child's basic needs, namely identity certainty, physical needs, and spiritual needs. To carry out welfare services for children (Kemendikbud 2015). The results of the interview with the head of the KB Nasyithatun Nisa show that one of the programs that have been implemented is related to welfare services, namely ensuring that children have MCH and facilitating the manufacturing process if they do not yet have one. In addition, weekly infaq activities are carried out to provide children with the habit of sharing with those in need as well as giving awards and prizes to children who are developing very well in every field. The Integrative Holistic Program is effective in improving the quality of PAUD services when compared to separate services. Through collaboration and communication between parents and school institutions, they can increase knowledge about education, health, and nutrition, can improve children's cognitive abilities, and can even increase the closeness of teachers and children and parents (Rohmadheny and Saputra 2018). For this reason, KB Nasyithatun Nisa continues to strive to improve the quality of education through the Holistic-integrative PAUD program.



Picture 5. Welfare service

### ***Strenght, Weakness, Opportunities dan Threats Analysis***

SWOT analysis is a strategic method used to evaluate strengths, weaknesses, opportunities, and threats in an activity process. This analysis accumulates the vision and mission of the activity and identifies external and internal factors that support and do not achieve the goal (Kemal and Rahmatullah 2015). Strength is a condition that becomes a strength in the organization (Fatimah 2020). In terms of human resources at KB Nasyithatun Nisa, the principal, and teachers have an undergraduate educational background consisting of 1 Islamic education graduate, 1 Early Childhood Education graduate, and 2 PIAUD education graduates who have high dedication and commitment to PAUD activity programs, especially in KB Nasyithatun Nisa. The curriculum used is always up to date and validation is always carried out by the curriculum development team. Thus it is expected that the curriculum used is always by the times.

Weakness is a condition or anything that is a weakness or deficiency in the organization. Basically weaknesses or deficiencies in the organization is a natural thing. However, the most important thing is how the organization builds policies so as to minimize these weaknesses (Fatimah 2020). Some of the weaknesses of the Nasyithatun Nisa KB are the weak administrative cooperation with relevant stakeholders, such as the absence of cooperation with the local police, factories, farms, etc. due to the limited knowledge of related parties about PAUD HI. Facilities and infrastructure are also a weakness for KB Nasyithatun Nisa because of the limited indoor and outdoor game equipment and available space. From existing funding sources, namely BOP, KB Nasyithatun Nisa still collects tuition fees, but this is still not able to fully meet school needs..

Opportunities are environmental conditions outside the organization that are beneficial and even become a weapon to advance an organization (Fatimah 2020). KB Nasyithatun Nisa has the opportunity in the form of full support from the sub-district government in implementing PAUD HI as the work program of the Mother of Early Childhood Education in Indragiri Hilir Regency towards quality early childhood education in Indragiri Hilir, considering that KB Nasyithatun Nisa is the only early childhood education in Teluk Kiambang village. From a socio-economic perspective, the people of Teluk Kiambang Village are seen to be quite diverse. As a private PAUD that also receives assistance from the Education Office, KB Nasyithatun Nisa provides quality and varied education and learning activities with affordable tuition fees for middle to lower socioeconomic levels. Likewise, in the current era of technological development, it makes it easier for KB Nasyithatun Nisa to market their institution by utilizing social media, because social media is effective in promoting PAUD institutions (Oktaviani and Dimiyati 2021). Based on these things, the community's trust is quite high, it can be seen from the enthusiasm of the surrounding community who enrolled their children in KB Nasyithatun Nisa. According to parents, the output or graduates of children who attend PAUD are more developed in all aspects compared to children who have never preschool.



Threats are external conditions that can interfere with the smooth running of an organization (Fatimah 2020). Along with the replacement of the head of Teluk Kiambang Village in 2021, the village government continues to improve its work program. One area of improvement is education. The village side built 1 PAUD educational institution in the 2022/2023 school year which is not far from KB Nasyithatun Nisa which is also a threat to KB Nasyithatun Nisa in the form of dividing students considering the number of families in Teluk Kiambang Village is no more than 1,000 families. In addition, the location of KB Nasyithatun Nisa which is at the center of the village government makes people in remote areas reluctant to take their children to KB Nasyithatun Nisa because it is far away and access roads are damaged.

Based on the SWOT analysis above, KB Nasyithatun Nisa is confident to continue to improve itself towards quality PAUD HI. The results of interviews with the Head of Himpaudi in Indragiri Hilir Regency show that every PAUD institution has the opportunity to become HI PAUD because of the full support from PAUD mothers in each sub-district and it is the commitment of the Indragiri Hilir Regency government to ensure the fulfillment of children's rights to growth and development.

## **CONCLUSIONS**

Based on the results of this study, it can be concluded that PAUD HI services have the aim of optimizing the potential for optimal growth and development of children to form quality and competitive children in the future by meeting their essential needs in the form of health, nutrition & care services, education, care, protection, and well-being. Each institution has to support inhibiting factors for the implementation of the PAUD HI program. Through SWOT analysis, institutions can determine steps to maximize strengths and opportunities which are supporting factors, while minimizing weaknesses and overcoming threats as inhibiting factors in the implementation of the PAUD HI Program.

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