

Integrative Holistic Early Childhood Development Program

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ABSTRAK. Program Pengembangan Anak Usia Dini Holistik Integratif (PAUD HI) merupakan kegiatan yang dilakukan oleh lembaga pendidikan yang terdiri atas komponen yang berisi tujuan, sasaran, isi, jenis kegiatan, proses kegiatan, waktu, fasilitas, alat, biaya, dan organisasi penyelenggaraan dalam rangka memfasilitasi pertumbuhan dan perkembangan jasmani dan rohani anak usia dini secara utuh dan menyeluruh. Penelitian ini bertujuan untuk mengetahui bagaimana program PAUD HI di Taman Kanak-Kanak negeri di kabupaten Bengkalis. Jenis penelitian ini adalah kualitatif deskriptif dengan teknik pengumpulan data berupa observasi, wawancara, dan dokumentasi. Hasil dari penelitian ini yaitu secara maksimal yang memebuhi kelengkapan PAUD HI di Taman Kanak-Kanak Negeri Kabupaten Bengkalis adalah Taman Kanak-Kanak Negeri Pembina Bengkalis. Dan faktor-faktor yang mempengaruhi pengembangan Program PAUD HI di TKN Kabupten Bengkalis ada dua yaitu internal dan eksternal . Faktor Internal pengembangan PAUD HI adalah masih banyak sekolah TKN Pembina di kabupaten bengkalis memiliki miskonsepsi tentang PAUD HI terutama pada pendidik belum memberikan kebutuhan esensial anak secara menyeluruh, pendidik PAUD belum mampu mengimplementasikan PAUD HI secara maksimal, kompetensi pendidik belum sepenuhnya terintergrasi dengan PAUD HI, dan orang tua masih rendah kesadaran tentang dampak kekerasan pada anak. Sedangkan faktor eksternal yaitu PAUD HI memiliki standar kebutuhan esensial yang dipenuhi oleh Pemerintah kabupten bengkalis agar menjadi PAUD berkualitas .

Kata Kunci : Pengembangan Anak Usia Dini, Holistik Integratif (PAUD HI)

ABSTRACT. *The integrative holistic PAUD development program is an activity carried out by educational institutions that consists of abilities that contain goals. This research as a whole was taken in public kindergartens in Bengkalis district which consisted of 11 State TK Pembina Bengkalis This type of research was descriptive qualitative with data collection techniques in the form of interview observations, and documentation. This research has two, namely the HI PAUD development program in Bengkalis district in the Pembina State Kindergarten in Bengkalis district. There are two factors in the development program, namely internal factors and external factors. internally it is that there are still misconceptions about the HI pattern, especially for educators, namely that they have not provided essential needs as a whole then PAUD educators have not been able to implement PAUD HI optimally because the educators' competencies have not been fully integrated about power HI and parents are also still low in awareness about the impact of violence on children while the external factor is that the Bengkalis Regency government already has Program Quality as PAUD HI.*

Keywords: *Integrative Holistic Early Childhood Development Program*

INTRODUCTION

The Integrative Holistic Early Childhood Development learning program is an activity carried out by educational institutions that consists of components containing goals, objectives, content, types of activities, activity processes, time, facilities, tools, costs, and organization of implementation to facilitate the physical and spiritual growth and development of early childhood

as a whole and comprehensively, which prioritizes aspects of nutrition, health and education to build complete and healthy humans, as well as preparing children for higher levels of education (Susanto, 2021).

According to the Directorate of Early Childhood Development (Hajati, 2018), holistic and integrative have the following meanings: holistic means handling early childhood completely or comprehensively which includes health and nutrition services, education and care, and protection to optimize all aspects of children's development. Integrative means that handling of early childhood is carried out in an integrated manner by various stakeholders at the community, regional, and central government levels.

In Islam, Allah SWT says in Q.S An-Nisa : 9 which reads:

سَدِيدًا قَوْلًا وَلِيَقُولُوا اللَّهَ فَلْيَتَّقُوا عَلَيْهِمْ خَافُوا ضِعْفًا ذُرِّيَّةً خَلْفَهُمْ مِنْ تَرَكَوْا لَوِ الَّذِينَ وَلِيخْشَ

Artinya “And let those fear (in their behaviour toward orphans) who if they left behind them weak offspring would be afraid for them. So let them mind their duty to Allah, and speak justly.”

The content of this verse instructs humans to feel worried when leaving behind weak offspring. Such as being weak in terms of physical, psychological, economic, health, etc. This verse also gives a message for humanity to protect its children and grandchildren, even those who have not yet been born, so that children are not born unhealthy, unintelligent, malnourished, and left uncared for (Zaki, 2014). This is one of the holistic integrative goals (Fitriyah et al., 2022), namely protecting children from all kinds of violence, abuse, neglect, and exploitation wherever the child is. So parents will work together with schools to ensure their children are protected from acts of violence and bullying.

Early Childhood Development through an Integrative Holistic approach is very helpful for PAUD managers, especially parents of students. An Integrative Holistic Approach is an approach that includes aspects of education services, health and nutrition services, care services, protection services, and welfare services. Educational services are implemented to stimulate children's development optimally according to their age group. Educational services are basic services in PAUD units to develop children's potential which covers all aspects of their development (Kemendikbud, 2022). Health and nutrition services can be carried out in the form of routine activities such as measuring children's weight and height, head circumference, and providing additional food at school. Schools can collaborate with related agencies on an ongoing basis, one of which is the Health Service which is realized in the form of a Memorandum of Understanding (MoU) or memorandum of agreement (Nuarca, 2018).

Parenting services are services that work together with children's parents through parenting programs. Activities can be carried out by forming a Parent Meeting Group (KPO), holding consultations between teachers and parents regarding children's development at school, and always involving parents when holding activities related to children both inside and outside the school environment (Kemendikbud, 2015). Protection services in PAUD units include creating PAUD Standard Operating Procedures (POS), and then making adjustments to provide safe and comfortable facilities and infrastructure for children as well as protection in learning. Protection services start from a physical check when the child arrives until the child returns from school (Kemendikbud, 2022). Welfare services are defined as a way of life and livelihood for children that can guarantee all children's growth and development naturally. Child welfare is related to the most basic rights of children to be given and obtained by children from an early age to adolescence (Kemendikbud, 2022).

The variety of services in Integrative Holistic Early Childhood Development is an important foundation for forming and strengthening a quality generation and creating a generation that is intelligent, cheerful, and has a noble character. The main obligation of PAUD units under the district or city Education Office which is managed by the Ministry of Education, Culture, Research and Technology is to provide quality educational services. However, based on the results of document analysis from the Education Service report for 2021 - 2024, in general, early childhood children in Bengkalis Regency do not fully receive Integrative Holistic Early Childhood Development services. This is because the Holistic Integrative Early Childhood Development program is still not sustainable in each Regional Apparatus Organization (OPD). This is characterized by the low quality of schools in providing Integrative Holistic Early Childhood Development services.

Among them are that in education services in Bengkalis Regency in 2021 there are still 48 teachers whose educational qualifications have not yet received a bachelor's degree, the majority of schools whose facilities and infrastructure are not yet representative or not by their function, and the competency and qualifications of early childhood education are still low, and health and nutrition services are still low. 23 children have low birth weight, and there are 419 underweight children under five who still receive additional food. In care services, there are still schools that do not care for and stimulate children according to their age and special needs, including Children with Special Needs.

In protection services, the majority of parents still learn parenting practices from their parents, so a small number of children still experience physical and non-physical violence, and in welfare services, there are still a small number of schools that have not processed children's population administration documents, one of which is an Identity Card. Children (KIA). Based on the decision of the Head of the Bengkalis Regency Education Service Number 22 of 2023, for Bengkalis Regency only 43 PAUD institutions have been designated as HI PAUD institutions out of 83 PAUD institutions, both formal and non-formal, and state and private.

In this research, we want to see how the Integrative Holistic Early Childhood Development Program works in Bengkalis Regency State Kindergarten and what factors can create an Integrative Holistic Early Childhood Development Program in Kindergarten. Bengkalis Regency State becomes Quality.

METHOD

This type of research is qualitative descriptive research. Qualitative research (Sugiyono, 2019) is used to examine the condition of natural objects, data source sampling is carried out purposively and snowball, the data collection technique used is combined (triangulation), data analysis is inductive or qualitative, and the results of qualitative research are more emphasize meaning. This research was analyzed using the Miles and Huberman model, starting with data reduction, data presentation, and verification.

RESULT AND DISCUSSION

The Integrative Holistic Early Childhood Development Program is an early childhood development effort carried out to meet the diverse essential needs of children simultaneously, systematically, and integrated (Kemendikbud, 2015). According to Irawati (2007) in (Susanto, 2021), a holistic program is a program that is related to complete and professional unity. An

integrative holistic learning program is interpreted as the link between education carried out in various educational units, including family, school, and community.

Presidential Regulation No. 60 of 2013 Article 1 Paragraph 2 states that Holistic Integrative Early Childhood Development is an effort to develop early childhood to meet the diverse and interconnected essential needs of children simultaneously, systematically, and integrated (Kemendikbud, 2022). Simultaneous means meeting various essential needs of children together or simultaneously. Systematic means directed, meaning that the method is used regularly through regulations or formal documents that have been established within the early childhood education unit, regional government institutions, and other institutions. Meanwhile, integration is the existence of a link between several parties to support the fulfillment of children's essential needs in an integrated manner.

According to the National Development Planning Agency (Hajati, 2018), Integrative Holistic Early Childhood Development is early childhood development to fulfill the diverse and interrelated essential needs of children. Meanwhile, according to the Directorate of early childhood education Development, holistic is a comprehensive action that includes health and nutrition services, education and care, and protection. Integrative is a process of action carried out at the community, regional, and central government levels. From the opinions above, the researcher concludes that the Holistic Integrative Early Childhood Development program is a government program carried out by early childhood education units to develop all aspects of children's development as a whole by children's essential needs, namely education, health and nutrition, care, protection, and welfare.

Objectives of the Integrative Holistic Early Childhood Development Program

Integrative Holistic Early Childhood Development is prepared systematically and implemented regularly in early childhood education units to optimize children's overall growth and development potential so that they become quality children who can compete in the future (Kemendikbud, 2022). The specific objectives of the Integrative Holistic Early Childhood Development program based on Presidential Regulation No. 60 of 2013 Article 2 Paragraph (2) are as follows (Susanto, 2021):

1. Forming children with complete personalities from an early age
2. Fulfillment of nutrition, health, and education for children in an integrated manner to achieve optimal growth and development based on age group
3. Protecting children from all forms of violence, neglect, abuse, and exploitation wherever the child is
4. Implementation of early childhood services in an integrated manner and accordance with related service institutions, based on regional conditions
5. Realizing the commitment of all related elements, namely parents, families, communities, government, and regional governments, in efforts to develop Holistic Integrative Early Childhood Development.

CONCLUSION

The Integrative Holistic Early Childhood Development Program at the Bengkalis Regency State Kindergarten has the maximum completeness of IH ECD because the five Integrative Holistic Early Childhood Development (IH ECD) services have been fulfilled. Factors in Integrative Holistic Early Childhood Development (IH ECD); a) Internal factors, the

school's understanding of Integrative Holistic Early Childhood Development (IH ECD) still has the misconception that IH ECD is not a type of PAUD. Holistic Integrative Early Childhood Development (IH ECD) well and optimally. The competencies of educators are not yet fully integrated with the Integrative Holistic Early Childhood Development (IH ECD) program. Parents have begun to realize the impact of violence on children committed at school. both from parties outside and inside the school still often occur, b) External Factors, The implementation of Integrative Holistic Early Childhood Development (IH ECD) has met the essential needs standards expected by the Government. It can be seen that Bengkalis Regency State Kindergarten has fully collaborated with related parties through a memorandum of understanding or Memorandum of Understanding (MoU) on the needs of each existing service such as the early childhood education BUNDA POKJA, IH ECD Facilitator Team in Bengkalis Regency.

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