



## Holistic-Integrative ECE Program Management at PAUD Terpadu Negeri 1 Rumah Cinta

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### Abstract

Early childhood education (PAUD) is currently very important given to children from an early age. Through the services available in PAUD, the aspects of child development can develop according to their age stages. However, the reality in the field is that these service programs are not linked simultaneously and systematically. From the aspects of health, nutrition, stimulation of education, care, care, and protection. Holistic-Integrative PAUD is an implementation of child health, education, protection, welfare, and child care programs that are carried out together and integrated. This underlies the authors to conduct research related to holistic-integrative program management at PAUD institutions. This study aims to explain the holistic-integrative program management in PAUD Terpadu Negeri 1 Rumah Cinta, PALI Regency. This research focuses on holistic-integrative program planning, infrastructure, materials, learning implementation, evaluation, and its strengths and weaknesses. The research method uses descriptive qualitative research, with the data collection techniques of observation, interviews and documentation. Respondents in this study were the principal, teacher / homeroom teacher, and the child's parents. The validity of the data used source triangulation and technique triangulation. The results of this study indicate that the management of the Holistic-Integrative PAUD program at PAUD Terpadu Negeri 1 Rumah Cinta looks very good. Holistic-integrative program planning begins with learning for parents in parenting materials, learning in early childhood, materials, materials, and program evaluation in the form of reports of all activities.

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## INTRODUCTION

Individuals have the right to feel and take the world of education. Because education is a means to develop individual (student) interests and talents according to their potential (Wuryandani and Senen, 2018). Education can be taken as early as possible, starting from Early Childhood Education (PAUD), Elementary School (SD), Junior High School (SMP), Senior High School (SMA), and Higher Education. The PAUD (Early Childhood Education) Institution with the existence of the Directorate of Non-Formal and Informal Education (PNFI) integrates the implementation of Child Care Parks (TPA), Play Groups (KB), Kindergartens (TK), Raudhatul Athfal (RA), and Units Similar PAUD (SPS). (Kementrian Pendidikan dan Kebudayaan Republik Indonesia, 2013).

The purpose of education is to improve the quality of human resources (HR) in a country, which is the main pillar for development which greatly determines the progress of a nation (Usnawati, Setiyani, and Subagyo, 2016). Quality human resources can be reflected in the level of health, intelligence, emotional and spiritual maturity which is shaped and determined by the quality of the child since the golden age (from the fetus in the womb to the child aged 6 years). In this period, a child needs a balanced nutritional intake, health, education, and good and correct care to grow and develop optimally (BKKBN, 2013). In education, good management is needed so that educational goals can be achieved. Management comes from the word to manage which means to organize, manage and manage (Rahayu & Munastiwi, 2018). So that regulation and management are needed in education.

Children are an investment in the future for both the family and the country, so the quality of the children determines the progress of the nation. As a state asset, the growth and development of children in their golden age needed special attention. Children are whole individuals, so their development needs to be done completely and thoroughly (Usnawati, Setiyani, & Subagyo 2016). To make it happen, a comprehensive integrated program is needed including health care, care, nutrition, education, and protection to meet all children's basic needs. Therefore, the Integrative Holistic PAUD program is very necessary to form a strong generation in the future (BKKBN, 2013). The Holistic-Integrative PAUD Program has long been proclaimed by the Government through Presidential Regulation Number 60 of 2013. Article 2 states that the background of this

program is for the birth of a golden generation of the Indonesian nation that is healthy, intelligent, cheerful, and has noble character (Peraturan Presiden, 2013).

The government has realized the importance of the quality of children's development from an early age and has paid attention to many factors, so the rights of children to grow and develop optimally must be fulfilled holistically and implemented in an integrated manner. The implementation of early childhood development is managed by the community and the business world and fostered by various ministries/agencies/institutions (Handayani et al., 2011). Highlighting, that not only activities are important but facilities and infrastructure must support the implementation of children's learning activities. Therefore, schools must be able to provide educational innovations that are different, fresh, and by children's needs. Such as land and buildings that are conducive to children, safe and child-friendly buildings, the availability of security for the school environment, and provide the best service in holistic-integrative learning.

Holistic means are comprehensive. The development of early childhood education (PAUD) holistically means services to children as a whole covering aspects of care, protection, nurture, and education. Meanwhile, Integrative means integrated. Where the implementation is that service activities for children are carried out in an integrated manner between the functions of care, nurture, protection, and education (Wijaya, 2010). Holistic-integrative learning is essentially the integration of humans as individual beings as well as social beings as outlined in the form of comprehensive, cooperative, competent, and individualistic learning. A process that integrates humans as individual beings as well as social beings by integrating and optimizing aspects of cognitive, emotional, social, physical, motor, language, and artistic development (Hijriyani and Machali, 2017). Integrative Holistic PAUD (HI) is an early childhood development effort carried out to meet the essential needs of children who are diverse and interrelated simultaneously, systematically, and integrated. The community contributes to the implementation of the Holistic Integrative (HI) child development program, either individually, in groups, or in organizations (Mushlih et al., 2018).

This article seeks to reveal the holistic-integrative program management and process in PAUD Terpadu Negeri 1 Rumah Cinta, Penukal Abab Lematang Ilir Regency, South Sumatra. In the field, many parents have low socioeconomic

status and only work as farm laborers/farmers so that their children's nutritional and educational needs are very lacking. There are even children who do not take education at all from childhood to adulthood. Besides, some parents are illiterate (unable to read and write), so this will happen from generation to generation if children are not allowed to pursue education. What is no less important is the number of adolescents who marry early, this causes incidents of domestic violence (KDRT). It is not uncommon for early childhood to become victims and experience profound trauma, both physically and mentally.

From the long description above and the existing facts, it shows that the importance of holistic-integrative program management in Early Childhood Education (PAUD), then through this study the researcher wants to dissect in more detail and in-depth the holistic-integrative service program management carried out in PAUD Terpadu Negeri 1 Rumah Cinta, PALI Regency, South Sumatra. This study aims to provide an overview and information to stakeholders in the world of early childhood education related to holistic-integrative for free school programs.

### **1. Management of Early Childhood Education (PAUD)**

The word management comes from Latin Greek, which is from the two words *manus* and *agere*. *Manus* means hand and *agere* mean to do. So management means handling, doing it by hand (Usman, 2009). Another opinion states that management is an activity in the process of utilizing organizational resources to achieve set goals (Amtu, 2013). In the field of education, it cannot be separated from the management system. The provision of education must be managed to develop the whole human being. Education must be planned, managed, regulated, and organized in such a way as to improve the standard of living of the community, nation, and state (Latifah & Widiastuti, 2018).

While PAUD management is a process of planning, organizing education, leading, and controlling human resources to achieve organizational goals (Ulfah, 2015). The world of early childhood education (PAUD) requires proper management by the vision and mission of the institution. As with holistic-integrative programs that have very complex service activities. So things need to be managed and arranged properly so that everything can be perfectly integrated. Because the management function is an activity that is interconnected, influences, and is a unity to achieve certain goals (Rahayu & Munastiwi,

2018).

Education management is all joint efforts to empower all sources (human and non-human) effectively and efficiently, to achieve predetermined educational goals (Gunawan & Benty, 2017). Meanwhile, (Gunawan & Benty, 2017) stated that education management is all joint efforts to utilize all sources (human and non-human) effectively and efficiently, as an effort to achieve predetermined educational goals.

Based on the description above, it can be concluded that PAUD management is an effort to manage, regulate, and direct the educational interaction process between students and teachers and the environment in a planned and systematic manner to achieve the goals of the PAUD institution. In other words, PAUD management is a model or design that an educational institution uses to manage early childhood education to improve children's development to prepare for further levels (Fatimah & Romah, 2016).

### **2. Early Childhood Education (PAUD)**

In essence, Early Childhood Education or better known as PAUD is education that has the aim of facilitating the growth and development of early childhood children. According to (Suyadi & Ulfah, 2013) PAUD is education organized to facilitate the growth and development of the child as a whole or emphasize the development of all aspects of the child's personality. In line with this opinion, institutionally PAUD is defined as a form of education that focuses on laying the foundation for growth and development, both motor coordination (fine and gross), multiple intelligence (multiple intelligence), and spiritual intelligence (Latifah & Widiastuti, 2018 : 74).

PAUD as an education level consists of various PAUD institutions that are on the formal and non-formal channels. PAUD institutions informal channels such as Kindergarten (TK) and Raudhatul Athfal (RA). Meanwhile, PAUD institutions in non-formal channels such as Pos-PAUD, Child Care Park (TPA), Play Group (KB) or Play Group (PG), and Similar PAUD Units (SPS).

### **3. Holistic-Integrative PAUD Program**

In simple terms, the holistic method means comprehensive, covering all aspects of children's needs. While integrative means as a unit, inseparable from others (Jumiati et al., 2020). Holistic-Integrative early childhood education (PAUD) development is early childhood development that is carried out based on an understanding to meet

the essential needs of children who are diverse and systematically interrelated, covering various aspects of physical and non-physical development, so that children can grow and develop as children. who are healthy, strong, smart, cheerful, and virtuous (Wijaya, 2010). This is supported by a statement from Bappenas that the growth of early childhood development physically, mentally, emotionally, and socially is influenced by health care, nutritional fulfillment, education, mental stimulation, and psychosocial (Bappenas, 2009).

The things that underlie Holistic-Integrative PAUD are (Wijaya, 2010): (1) Fulfilling the essential needs of children completely and comprehensively; (2) Fulfilling services to children that are systematic and planned. (3) Child development is influenced by a complex system of interactions with various levels of the surrounding environment which is called the ecology of early childhood development. The environment in question includes the micro, meso, Exo, and macro systems. (4) The existence of a golden age (golden age) in child development, namely from the fetus to the age of 5 or 6 years.

Through this holistic-integrative approach, children's learning activities need to involve physical and mental activities. The principles that must be considered in the implementation of early childhood learning include orientation to the development of students, children's needs, playing while learning, integrated stimulation, a conducive, active, creative, innovative, effective, and fun environment, and democratic learning that can achieve success in implementing holistic-integrative PAUD. The following are the principles of holistic-integrative early childhood education that can be done with good management and management so that they can provide the best service, including (Hijriyani & Machali, 2017):

a) Education Services

Educational services as basic services organized in PAUD units to develop various potentials of children covering 6 aspects of development [religious and moral values (NAM), physical-motor, cognitive, language, social-emotional, and art]. The provision of early childhood education services can take advantage of the potentials that exist around and in collaboration with related agencies and partners.

b) Health, Nutrition and Care Services

These services must be managed according to the level of development and growth needs of children by the pillars of children's rights. According to the Hospital Nutrition Guidelines (Kementrian Kesehatan RI, 2013) that food manage-

ment or food-management is a series of activities ranging from menu planning to food distribution to consumers to achieve optimal nutritional status. The series of activities referred to include: menu planning, planning for foodstuff needs, planning budget, procurement of foodstuffs, distribution and recording, reporting, and evaluation. Then the implementation of food in schools is a service-oriented (non-commercial) type of institutional food organization. Organizing school meals is an important requirement for all school members, especially for students in PAUD institutions (Rahayu & Munastiwi, 2018).

Health, nutrition, and care services in the PAUD unit are part of the PAUD unit level curriculum which is manifested in routine activities such as; weighing and measuring body height that is recorded in the KMS periodically every month, eating habits of healthy and balanced food or providing regular supplementary food (adjusted to the ability of the institution), habituation of washing hands, maintaining personal and environmental hygiene, introduction to balanced nutritional eating with involving parents in preparing daily supplies for their children, monitoring the food intake that the child brings every day including snacks consumed by the child while in the PAUD unit. Providing facilities for medical personnel to carry out Early Detection of Growth and Development (DDTK) / Stimulation of Early Development and Development Intervention Detection (SDIDTK), improving nutrition, such as giving vitamins, giving immunizations, checking eye, ear, and mouth health.

c) Care Services

The PAUD unit facilitates communication with parents through connecting books or reports. A connecting book is a communication tool between teachers and parents about the growth and development of children and other information related to children's activities at home and in educational institutions. The child development report book is the result of observing children's development notes after participating in activities at an integrative holistic early childhood education institution within a certain period, which can be submitted every semester.

d) Protection Services

Protection Protection of children must be part of the mission of the institution, meaning that all children in early childhood education units must be protected from physical and non-physical violence, including ensuring that the environment, tools, and materials used by children are safe, comfortable. and fun. Then ensure that no child is subjected to bullying or physical or ver-

bal violence by friends, teachers, or other adults around early childhood education institutions.

e) Welfare Services

Welfare services are defined as a holistic, integrative early childhood education institution that pays attention to each child's basic needs, namely identity certainty, physical needs, and spiritual needs. To carry out welfare services for children, a holistic-integrative early childhood education unit does the following: Coaching parents about care, providing healthy food, nutrition, children's health, and stimulating education for children Preparation of additional food is carried out by involving parents, help families that do not have access to health services by registering the family as a recipient of health insurance.

1. Management of Early Childhood Education (PAUD)

The word management comes from Latin Greek, which is from the two words *manus* and *agere*. *Manus* means hand and *agere* mean to do. So management means handling, doing it by hand (Usman, 2009). Another opinion states that management is an activity in the process of utilizing organizational resources to achieve set goals (Amtu, 2013). In the field of education, it cannot be separated from the management system. The provision of education must be managed to develop the whole human being. Education must be planned, managed, regulated, and organized in such a way as to improve the standard of living of the community, nation, and state (Latifah & Widiastuti, 2018).

While PAUD management is a process of planning, organizing education, leading, and controlling human resources to achieve organizational goals (Ulfah, 2015). The world of early childhood education (PAUD) requires proper management by the vision and mission of the institution. As with holistic-integrative programs that have very complex service activities. So things need to be managed and arranged properly so that everything can be perfectly integrated. Because the management function is an activity that is interconnected, influences, and is a unity to achieve certain goals (Rahayu & Munastiwi, 2018).

Education management is all joint efforts to empower all sources (human and non-human) effectively and efficiently, to achieve predetermined educational goals (Gunawan & Benty, 2017). Meanwhile, (Gunawan & Benty, 2017) stated that education management is all joint efforts to utilize all sources (human and non-human) effectively and efficiently, as an effort to achieve predetermined educational goals.

From several opinions expressed by experts on the management function, Terry's opinion is commonly used. Terry in 1987 (Gunawan & Benty, 2017) suggested four management processes, which can be abbreviated as POAC, namely: a. Planning (planning) is a rational and systematic activity process in determining decisions, activities or steps to be carried out in the framework of a systematic effort to achieve goals effectively and efficiently; b. Organizing (organizing) is the process of determining neatly using resources by assigning and coordinating tasks; c. Actuating (mobilization) is the process of directing and influencing activities related to the work of group members or all organizations; d. Controlling (supervision) is the process of reviewing performance results that have been planned and implemented.

Based on the description above, it can be concluded that PAUD management is an effort to manage, regulate, and direct the educational interaction process between students and teachers and the environment in a planned and systematic manner to achieve the goals of the PAUD institution. In other words, PAUD management is a model or design that an educational institution uses to manage early childhood education to improve children's development to prepare for further levels (Fatimah & Romah, 2016).

2. Early Childhood Education (PAUD)

In essence, Early Childhood Education or better known as PAUD is education that has the aim of facilitating the growth and development of early childhood children. According to (Suyadi & Ulfah, 2013) PAUD is education organized to facilitate the growth and development of the child as a whole or emphasize the development of all aspects of the child's personality. In line with this opinion, institutionally PAUD is defined as a form of education that focuses on laying the foundation for growth and development, both motor coordination (fine and gross), multiple intelligence (multiple intelligence), and spiritual intelligence (Latifah & Widiastuti, 2018 : 74).

PAUD as an education level consists of various PAUD institutions that are on the formal and non-formal channels. PAUD institutions informal channels such as Kindergarten (TK) and Raudhatul Athfal (RA). Meanwhile, PAUD institutions in non-formal channels such as Pos-PAUD, Child Care Park (TPA), Play Group (KB) or Play Group (PG), and Similar PAUD Units (SPS).

### 3. Holistic-Integrative PAUD Program

In simple terms, the holistic method means comprehensive, covering all aspects of children's needs. While integrative means as a unit, inseparable from others (Jumiatin et al., 2020). Holistic-Integrative early childhood education (PAUD) development is early childhood development that is carried out based on an understanding to meet the essential needs of children who are diverse and systematically interrelated, covering various aspects of physical and non-physical development, so that children can grow and develop as children. who are healthy, strong, smart, cheerful, and virtuous (Wijaya, 2010). This is supported by a statement from Bappenas that the growth of early childhood development physically, mentally, emotionally, and socially is influenced by health care, nutritional fulfillment, education, mental stimulation, and psychosocial (Bappenas, 2009).

#### a) Basic Needs of Holistic-Integrative PAUD

The things that underlie Holistic-Integrative PAUD are (Wijaya, 2010): (1) Fulfilling the essential needs of children completely and comprehensively; (2) Fulfilling services to children that are systematic and planned. (3) Child development is influenced by a complex system of interactions with various levels of the surrounding environment which is called the ecology of early childhood development. The environment in question includes the micro, meso, Exo, and macro systems. (4) The existence of a golden age (golden age) in child development, namely from the fetus to the age of 5 or 6 years.

Through this holistic-integrative approach, children's learning activities need to involve physical and mental activities. The principles that must be considered in the implementation of early childhood learning include orientation to the development of students, children's needs, playing while learning, integrated stimulation, a conducive, active, creative, innovative, effective, and fun environment, and democratic learning that can achieve success in implementing holistic-integrative PAUD. The following are the principles of holistic-integrative early childhood education that can be done with good management and management so that they can provide the best service, including (Hijriyani & Machali, 2017):

#### a) Education Services

Educational services as basic services organized in PAUD units to develop various potentials of children covering 6 aspects of development [religious and moral values (NAM), physical-

motor, cognitive, language, social-emotional, and art]. The provision of early childhood education services can take advantage of the potentials that exist around and in collaboration with related agencies and partners.

#### b) Health, Nutrition and Care Services

These services must be managed according to the level of development and growth needs of children by the pillars of children's rights. According to the Hospital Nutrition Guidelines (Kementrian Kesehatan RI, 2013) that food management or food-management is a series of activities ranging from menu planning to food distribution to consumers to achieve optimal nutritional status. The series of activities referred to include: menu planning, planning for foodstuff needs, planning budget, procurement of foodstuffs, distribution and recording, reporting, and evaluation. Then the implementation of food in schools is a service-oriented (non-commercial) type of institutional food organization. Organizing school meals is an important requirement for all school members, especially for students in PAUD institutions (Rahayu & Munastiwi, 2018).

Health, nutrition, and care services in the PAUD unit are part of the PAUD unit level curriculum which is manifested in routine activities such as; weighing and measuring body height that is recorded in the KMS periodically every month, eating habits of healthy and balanced food or providing regular supplementary food (adjusted to the ability of the institution), habituation of washing hands, maintaining personal and environmental hygiene, introduction to balanced nutritional eating with involving parents in preparing daily supplies for their children, monitoring the food intake that the child brings every day including snacks consumed by the child while in the PAUD unit. Providing facilities for medical personnel to carry out Early Detection of Growth and Development (DDTK) / Stimulation of Early Development and Development Intervention Detection (SDIDTK), improving nutrition, such as giving vitamins, giving immunizations, checking eye, ear, and mouth health.

#### c) Care Services

Parenting Care in an integrative holistic early childhood education unit is carried out in collaboration with parents through a parenting program. Parenting is a difficult art for most parents in certain lifetimes. Parents often ask about the best way to interact with their children.

The PAUD unit facilitates communication with parents through connecting books or reports.

A connecting book is a communication tool between teachers and parents about the growth and development of children and other information related to children's activities at home and in educational institutions. The child development report book is the result of observing children's development notes after participating in activities at an integrative holistic early childhood education institution within a certain period, which can be submitted every semester.

#### **d) Protection Services**

Protection of children must be part of the mission of the institution, meaning that all children in early childhood education units must be protected from physical and non-physical violence, including ensuring that the environment, tools, and materials used by children are safe, comfortable, and fun. Then ensure that no child is subjected to bullying or physical or verbal violence by friends, teachers, or other adults around early childhood education institutions. Provides recognition and understanding to children about the parts of the body that can be touched and which cannot be touched. Teaching children to be able to help themselves when they are treated uncomfortable, for example asking for help or avoiding places and people who feel dangerous. The most important environment is that all areas of holistic-integrative early childhood education institutions are within the scope of teacher supervision.

#### **e) Welfare Services**

Welfare services are defined as a holistic, integrative early childhood education institution that pays attention to each child's basic needs, namely identity certainty, physical needs, and spiritual needs. To carry out welfare services for children, a holistic-integrative early childhood education unit does the following: Coaching parents about care, providing healthy food, nutrition, children's health, and stimulating education for children. Preparation of additional food is carried out by involving parents, help families that do not have access to health services by registering the family as a recipient of health insurance.

method

This article uses a descriptive qualitative research method, which describes the management of the holistic-integrative early childhood education program at PAUD Terpadu Negeri 1 Rumah Cinta. The data used is in the form of primary data which comes from informants from the school such as the principal, educators, and

parents of students. The subjects in this study consisted of informants and respondents, informants consisted of 1 management element, 5 teachers/educator elements, while the respondents consisted of 5 students' parents. The secondary data used in this article are scientific articles and documents relevant to this research. The data collection technique was done by observing, interviewing, and documenting. After the data is collected, the researcher displays the data, from the data display the researcher concludes. The data validity test was conducted to obtain credible results, so the researcher used the data validity test by using triangulation techniques. Researchers carried out searches with the same technique to school principals, educators, and parents of students.

## **RESULT AND DISCUSSION**

The findings of data obtained from observations, interviews, and documentation related to holistic-integrative program management in PAUD Terpadu Negeri 1 Rumah Cinta, PALI Regency, South Sumatra became the main focus of this research. The findings of research on holistic-integrative PAUD program management are in the form of a holistic-integrative program description in PAUD Terpadu Negeri 1 Rumah Cinta, implementation of holistic-integrative PAUD, program implementation, program evaluation, as well as the strengths and weaknesses of holistic-integrative programs.

### **Holistic-Integrative Program PAUD Negeri 1 Rumah Cinta**

The program adopted from PAUD Terpadu Negeri 1 Rumah Cinta is holistic-integrative, highly upholds the fulfillment of the 5 pillars of children's rights, including: (1) children's rights to avoid disease; (2) the right to fulfill adequate nutrition; (3) the right of stimulation as early as possible; (4) right to good care; (5) the right to protection from physical and psychological violence. PAUD Terpadu Negeri 1 Rumah Cinta is a PAUD established by the government to build a free school for the poor. This PAUD provides the best services for local children, starting from providing free school fees, free school uniforms, free stationery, free healthy meals that are done once a week, and safe and fun school facilities.

#### **a. Holistic-Integrative Learning Process at PAUD Terpadu Negeri 1 Rumah Cinta**

Based on the results of field data processing in the form of facts and information, pheno-

mena, trends, and interpretations of matters related to the focus of the research, it has been obtained data that is by the research focus. These data are facts and information related to holistic-integrative in PAUD Terpadu Negeri 1 Rumah Cinta show that with the source of funds from the government allocated by the District Education Office. PALI is an annual fund that is divided into two semesters. This large amount of funds is very helpful for the Holistic-Integrative PAUD program, ranging from infrastructure, facilities, security, environmental cleanliness, and educational games. In addition to the help of cleaning officers from the Environmental Service, the efforts of the Government that care for the little people have provided success in the holistic-integrative learning process. For security in PAUD, there is also assistance from the PALI District PP Police. Everyday 4 PP Pols guard the posts at the gate and some often go around in the area inside and outside the PAUD environment. When the hours of the children came to school and came home from school, several security officers also helped to organize the roads to avoid traffic accidents

When viewed from the principles of holistic-integrative learning, learning resources and others need to be prepared to enrich the experience of students. Learning in this school has implemented Curriculum-13 and is carried out thematically. Coupled with the very harmonious collaboration between educators, staff from the BKN Office, Posyandu, Rumah Baca, and others, it helps the success of health services, nutrition, DDTK for children, and other elements of society.

PAUD Terpadu Negeri 1 Rumah Cinta is integrated with various community services and services such as PAUD which consists of Child Care Park (TPA), Play Group (KB), Kindergarten (TK A / B), Bina Keluarga Balita (BKB) services, Youth Family Development (BKR), Elderly Family Development (BKL), Asi Pojok, Fairy Tale Room, Reading House (Library), Toddler Posyandu, Elderly Posyandu, KDRT Consultation, Child Sexual Violence Consultation, Prevention of Human Trafficking (Safe House), and Drug Corner / Law Corner).

This holistic-integrative activity has been running with full commitment. Every Friday the children will eat healthy together, take measurements of height, weight, and head circumference by BKB and the teacher every one month, then also DDTK, giving vitamins every 6 months, doing activities storytelling with a set schedule, extracurricular activities such as dancing and coloring, there are also parenting activities with

BKB parents such as making finger puppet crafts, and so on. The following is a chart of services that are integrated with PAUD Terpadu Negeri 1 Rumah Cinta.

Besides focusing on holistic-integrative activities and services, we should take advantage of the surrounding environment as a learning resource for children. As for the annual plan, semester, weekly and daily plans as well as guidance in PAUD emphasizes prevention in addition to solving cases of students who have problems. Besides, to detect early childhood abnormalities, both psychologically, mentally, and physically, as long as it can be handled immediately. In serving the field of education and learning, socialization and understanding are needed from the start at PAUD Terpadu Negeri 1 Rumah Cinta that children must be educated integratively in schools, homes, and communities. So that the need for good communication and cooperation between parents, educators, and the surrounding community.

**Table 1. Interview Results**

No.	HI ECE services	Interview Results
1.	Education	Using Curriculum 13 In collaboration with the education office Learning according to the child's development stage Learning aims to produce children who are smart, healthy, independent, and of character Parents expect children to be independent, courageous, confident, able to read, count and write
2.	Parenting	Scheduled picket list of educators from welcoming students to PAUD Care and supervision of educators in the play area during recess When returning home, the educator looks after the students until the child is picked up by the parents Class educators/teachers are obliged to take students home to the front of the fence and their parents



3. Security
  - There has been a visit and collaboration with the police and Civil Service
  - PAUD has guards in institutions both school custodians and Pamong Praja Police officers
  - High and safe fence
  - A building that is safe and child-friendly so that it doesn't hurt the child when a minor accident occurs, such as a fall
  
4. Health
  - PAUD has a medical history book
  - There is cooperation with the PAUD with puskesmas, BKB, and Posyandu
  - Access to services in the form of checking teeth, ears, giving Vitamin A, recording early detection of child development, and recording height and weight of children
  
5. Nutrition
  - PAUD provides healthy meals once a week
  - PAUD has a guidebook on children's health and nutrition
  - Children are required to bring healthy food supplies and are prohibited from buying and carrying snacks while in the PAUD area.

tic-Integrative PAUD program at the Integrated PAUD Negeri 1 Rumah Cinta.

“The official management structure consists of the PAUD Mother, the Education Officer, the School Principal, Treasurer, Educators, Education Personnel, and caretakers. (while showing the organizational structure of the Integrated PAUD Negeri 1 Rumah Cinta). “

In the planning of the holistic-integrative PAUD program at PAUD Terpadu Negeri 1 Rumah Cinta, an official management structure was formed where there were several related agencies such as the education office, the health service, and the social service. So that the main tasks have been arranged individually for all educators, staff, and others. In planning the holistic integrative program, Ibu Rsl will be assisted by the Integrated PAUD Negeri 1 Rumah Cinta educators and Ibu PKK Pokja II, and she is the person in charge of the sustainability of the Holistic Integrative PAUD activities.

b) Purpose

Ms. Rsl and Ms. Sw explained that the planning of this holistic-integrative PAUD program is because it has good goals in the future, these benefits are to empower and provide knowledge to parents with low economic levels, provide skills in educating, caring for, and caring for their children, training and directing patterns. think more positively, and fill spare time to parents.

According to Ms. Rsl, the existence of this program is indeed given for a good purpose as a forum for parents and children to be nurtured and given knowledge. Besides, there is also an addition by one of the educators regarding the objectives of the holistic-integrative program.

c) Goals

The main targets of the Holistic-Integrative PAUD program are parents, especially mothers and young children who are in low economic conditions in PALI Regency. Because according to Ms. Sw, a mother is more frequent and closer to her child, therefore the local government is working with PKK mothers, the health department, the PALI Regency National Population and Family Planning Agency (BKKBN), and educators at the PAUD Negeri 1 Rumah Cinta institution. feel obliged to provide materials, training/workshops about the world of parenting in the Holistic-Integrative PAUD program to parents as provisions for the future of themselves and their children.

d) Teaching Materials

Teaching materials that will be used in the implementation of this Holistic-Integrative

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From the results of the interview in the table. 1 conducted on 7-9 December 2020 to K.a, 5 educators, and 5 student guardians, that the management of the holistic-integrative PAUD program at PAUD Terpadu Negeri 1 Rumah Cinta was in a good category. Because from education services to child nutrition, it has collaborated with the Education Officer and the National Health Office. Parents of students must have a role in educating children because they are included in internal factors in the child's environment, thus parents must be equipped with the right knowledge and skills to educate children.

Implementation of the Holistic-Integrative Program at PAUD Terpadu Negeri 1 Rumah Cinta, PALI Regency

1) Program Planning

a) Manager

The following is the result of an interview with Ms. Rsl regarding the structure of the Holis-

PAUD activity are divided into two, namely for parents and for early childhood. For parents educational materials on character education for parents, mental and physical health, nutrition services with how to provide good nutritional intake to children. As for the teaching materials that will be given to early childhood in early childhood education with Child Care Park (TPA) services, Playgroups, and Kindergartens (TK), materials will be given according to their age development stages based on the 2013 Curriculum.

“Regarding teaching materials, according to the current regulations, we use the 2013 curriculum for children in early childhood education. Then we always control the health and nutrition of our children during school. As for the teaching materials for parents, it is usually about parenting training, seminars, or workshops from the BKK-BN, and they usually have activities to make handicrafts for mothers and children later. “

e) Learning Method

The learning method in every Holistic-Integrative PAUD activity is through lectures, demonstrations, questions, and answers. Where the questions and answers will provide the opportunity for parents to ask questions about material that has not been understood. For demonstrations in activities such as teaching how to cook healthy food, good ingredients, and following children's nutritional needs.

f) Learning Media

The media that will be used in the implementation of the Holistic-Integrative PAUD program for parents usually uses projectors/monitors, modules, and videos as well as songs because they are considered effective.

g) Evaluation Method

There are 2 evaluations to be carried out, namely program evaluation and learning evaluation. Program evaluation is used for holistic-integrative activities in the form of reports. The method of evaluation will be carried out by the principal and educators to parents to find out learning outcomes utilizing pre-test and post-test, which will be carried out once a month.

h) Instructors / Learning Resources

Instructors/learning resources/resource persons vary for the activities of parents and students. For holistic, integrative activities for parents, the implementation will be carried out by midwives, nutritionists, psychologists, and people who are professionals in the field of health and parenting. Meanwhile, for early childhood, for daily activities, the resource person was still with their respective homeroom teacher, but for health check-up activities, giving vitamins, and the peak

activity of the new theme, invited speakers according to the needs of the current material. Besides, there are activities for making cubits created by parents with special educators or tutors. For example below, parents and educators as resource persons make finger puppets and educational books from rags and flannels.

i) Activity Plan and Activity Schedule

According to Ms. Sw, the Holistic-Integrative PAUD activities are included in the monthly and weekly activity plans for the students of the Integrated PAUD Negeri 1 Rumah Cinta. The holistic-integrative program is included in the student's monthly activity agenda. Meanwhile, the planning schedule for the implementation of the holistic-Integrative PAUD program is carried out every 3 months.

j) Fund Budget

According to Ibu Rsl and Sw, the budget for program planning and implementation has been budgeted using grants from the local government. So that parents will not be asked to make payments/contributions. All teaching materials and facilities are made free by the PALI District Education Office.

### **Holistic-Integrative PAUD Program Implementation**

The results showed that the activities of implementing a holistic-integrative program in the form of several services provided by PAUD Terpadu Negeri 1 Rumah Cinta were:

a) Educational services at the Integrated PAUD Negeri 1 Rumah Cinta institution

The educational services organized have the principle of early childhood learning by promoting child-centered activities and learning while playing. Educational activities emphasize holistic (comprehensive) learning, educators who are competent in implementing problem-solving strategies by providing various alternative activities to stimulate 6 aspects of development that children have. This service also elaborates the skills and techniques of asking questions so that academic situations must often be presented through a unit or theme. The results of interviews with Ms. Sw and Mrs. Dk on December 6 and 7 2020 showed that the design of education and learning media was designed according to the stage of child development and adapted to the culture in the South Sumatra area so that it would be easily accepted by children. Furthermore, according to Rh, Ct, and Tk educators that they often make media together using used goods and by the learning theme.

This flagship educational activity program

is storytelling, the culmination of a theme that involves parents and traffic parks. From the results of interviews with 5 parents of students on December 8, 2020, they were happy with the learning at PAUD because parents were always involved and knew the learning process and learning outcomes of their children.

b) Health, nutrition, and care services at the Integrated PAUD Negeri 1 Rumah Cinta institution

This service has an important role in children's health. The child's health status is monitored/controlled and reported to the child's parents, corrective and preventive procedures are carried out with their cooperation. These services also lead parents and children to exist mental and physical health systems such as community health centers.

c) Care services at the Integrated PAUD Negeri 1 Rumah Cinta institution

This program helps that good childcare by families is more than just taking care of a typical baby. This parenting is oriented towards the care of children who are developing rapidly. The PAUD Terpadu Negeri 1 Rumah Cinta institution opens care services such as Child Care Parks (TPA), these services provide activities such as parenting programs for parents, care for children when parents work, and also open free consultations for parents at institutions related to growth and development of children.

d) Protection services at the Integrated PAUD Negeri 1 Rumah Cinta institution

Seeing the number of young mothers who marry underage in Penukal Abab Lematang Ilir (PALI) District, there are often cases of violence against children. This is what underlies this service is very appropriate for children to have the right to live, grow, develop and participate fairly by human dignity, and to receive protection from violence and discrimination in any form.

Some of the steps taken by Rumah Cinta PAUD are: first, all educators and education personnel, and school security staff ensure that the environment, tools, and play materials used are safe, comfortable, and pleasant. Ensure that no child is subjected to bullying or abusive or dirty words by friends, teachers, or adults who are in the school environment. Educators and education personnel at Rumah Cinta PAUD have demonstration learning programs such as demonstrating help lessons for themselves and their local friends if there is an uncomfortable treatment which is done once a month. To provide education to children related to self-protection.

e) Welfare Services at Integrated PAUD

Negeri 1 Rumah Cinta

This service gives priority to every child who is in PAUD Terpadu Negeri 1 Rumah Cinta, such as physical needs, spiritual needs, and certainty of identity. In preparing an environment that supports optimal children's development. The management of teaching staff and education staff is very orderly and well-coordinated, of course in the management of students it is done the same way. Students become the joint responsibility of educators and education staff to be able to develop their potential through the available learning process. Services that focus on managing, supervising, and serving students in the classroom and outside the classroom such as introduction, registration, individual services. The management of such students is a guidance effort that starts from when students enter until they graduate.

Holistic-Integrative Early Childhood Education Program Evaluation at Integrated PAUD Negeri 1 Rumah Cinta

Evaluation is a systematic activity to collect, process, and present data or information needed as input for decision making (Sudjana, 2004: 250). Program evaluation is in the form of reports of all activities carried out by the school principal and the PKK Pokja II mother. Meanwhile, the evaluation of learning on integrative Holistic PAUD activities for parents is carried out by the committee and resource persons. Evaluation is carried out at the beginning and end of learning activities. And for the evaluation of students, it is always carried out every day by educators and every month it will be re-evaluated by the principal.

Evaluation is carried out to obtain data on the extent to which the participants are successful in learning and the success of instructors/tutors in teaching. In general, there are two types of evaluation tools, namely test, and non-test. The test emphasizes the aspects of knowledge while the non-test emphasizes attitudes and skills.

According to (Fakhrudin, 2011: 2) explains that evaluation is a value or a behavioral implication. So it can be interpreted that this evaluation is very important in every program planning and implementation of program activities.

Strengths and Weaknesses of Holistic-Integrative PAUD Program Management at PAUD Terpadu Negeri 1 Rumah Cinta

**a) The Strengths of Management of the Integrative Holistic PAUD Program at the Integrated PAUD Negeri 1 Rumah Cinta**

From the research results, that there are ad-

vantages of implementing this holistic-integrative program:

- 1 An adequate and comfortable learning place.
  - 2 Competent, professional speakers who have the material capacity for Integrative Holistic PAUD activities.
  - 3 The establishment of good communication between parents in the Integrated PAUD Negeri 1 Rumah Cinta program
  - 4 The establishment of a harmonious relationship between parents, school principals, and educators.
  - 5 Good participation of parents in participating in holistic-integrative PAUD learning programs for optimal child growth and development.
  - 6 There is harmony in the care, care, health, and education activities of children in the school environment and at home.
  - 7 Increase the knowledge, skills, motivation, and positive attitude of parents in fostering child development.
  - 8 Parents can educate children better.
- Lack of child abuse rates due to low economic levels.

#### **b) Weaknesses in the Management of the Integrative Holistic PAUD Program in the Integrated PAUD Negeri 1 Rumah Cinta**

Weaknesses in this program can be described as follows:

- a. Limited learning material
- b. Parents who are not committed to attending according to the predetermined schedule
- c. Information is not passed on to parents who are absent due to busy work
- d. Learning conditions are sometimes less conducive.

Holistic-integrative program management in this study is viewed from the institutional structure, human resources (principals, educators, parents, and children), infrastructure, types of services, management, networks/partners. The concept of the holistic-integrative PAUD program is based on a learning process supported by several services provided at PAUD Terpadu Negeri 1 Rumah Cinta. All of that is to build a deep understanding of the child and the parents so that every activity the child does will make him use all his abilities (attention, listening, observing, remembering, and retelling). All activities carried out are integrated with all existing services and will stimulate all aspects of development as a whole and optimally. So that in management, proper design and coordination must be carried out by human resources from the PAUD

institution. Besides, parents can feel and see their child's progress getting better from time to time with communication that is always established between the school and the parents of students.

Education provided to early childhood is an environmental intervention to optimize children's growth and development (Sarinastitin, 2019). Following the Government's decision that PAUD should be implemented holistically-integratively so that children's growth and development can run optimally. According to the Directorate of Early Childhood Development (2015), holistic and integrative meanings are as follows: holistic means the whole/comprehensive handling of early childhood which includes nutrition and health services, education and care, and protection to optimize all aspects of child development. Integrative/integrated means that the handling of early childhood is carried out in an integrated manner by various stakeholders at the community, regional and central government levels. In realizing a holistic-integrative program in an institution, good management must be supported so that all its activities can run on the target.

In holistic-integrative program management, good and structured planning is necessary by various parties from institutions and elements of society who are members of this program. The management and arrangement in the holistic integrative program at PAUD Terpadu Negeri 1 Rumah Cinta have been carried out on target. Because in it there has been a good organization of the management structure, division of tasks, planning activities and materials, and schedule of activities. The success of a program depends on how the manager prepares the program depending on how the manager prepares the program starting from planning, implementation, and evaluation that will be carried out so that the objectives of the program can be achieved as expected (Lina et al., 2019)

PAUD institutions are not intended to teach children like in school, but rather as a vehicle to provide opportunities for children to launch their full potential intelligence through a play-while-learning approach (Sarinastitin, 2019). This means, ideally PAUD should not only pay attention to educational aspects, but must simultaneously pay attention to all aspects that are needed in the overall development of children such as nutrition, health, and child protection. Therefore, PAUD must be holistic-integrative. Holistic-integrated, which emphasizes the integration between all components that support the success of child development, requires a manager

to establish a good relationship with all of these components through partnerships or collaboration with various parties involved in the development of the Holistic Integrative PAUD program. One form of early childhood education services that are integrated with other institutions is the PAUD post, which stands under the auspices of the Education Office and the PKK group so that its implementation is integrated with Posyandu, BKB (Bina Keluarga Balita) which is a program of Family Group Development (PKK), Puskesmas or other related institutions.

Holistic early childhood education services can be realized in two ways, namely the completeness of the types of services that can fulfill the essential needs of children as a whole according to the segmentation of children's ages from the womb to age 6 years. And secondly, the quality of service provided includes aspects of health and nutrition, education, child care, and protection. Besides, the goals of holistic-integrative PAUD are listed in Presidential Regulation Number 60 which reads: (Presidential Regulation, 2013)

1. The implementation of Holistic-Integrative Early Childhood Development services towards the realization of Indonesian children who are healthy, smart, cheerful, and have noble character.

2. Fulfillment of the essential needs of early childhood in a comprehensive manner covering health and nutrition, educational stimulation, moral-emotional development, and nurturing so that children can grow and develop optimally according to age groups.

3. Protected children from all forms of violence, neglect, mistreatment, and exploitation wherever the child is.

4. The implementation of integrated and harmonious early childhood services among related service agencies, according to regional conditions and,

5. The realization of the commitment of all related elements, namely parents, family, community, government, and local governments, in efforts to develop Holistic-Integrative Early Childhood.

Regarding the holistic-integrative PAUD goals above, PAUD Terpadu Negeri 1 Rumah Cinta makes various best efforts so that every activity can be carried out well and carried out sustainably. Many benefits can be obtained from holistic-integrative PAUD, especially by children because they can develop and grow well. The economic benefits of holistic-integrative PAUD include:

1. Produce more economic returns and

reduce the risk of future social costs

2. Increase the efficiency of investment in other sectors, such as nutrition services, health, early childhood education

3. Achieve an equitable socio-economic community, and reduce social disparities

4. Breaking the cycle of poverty between generations (Wijaya, 2010)

Thus, holistic-integrative PAUD not only provides benefits for early childhood education and health but also in the socio-economic sector. This can also be felt by PAUD Terpadu Negeri 1 Rumah Cinta, PALI Regency, where the surrounding community, especially the parents of students in PAUD are better than before. Previously, some parents could not read and write, but now they have progressed in reading. Previously there was still a high level of violence against wives and children, but since the existence of PAUD Negeri 1 Rumah Cinta it has gradually decreased. Some parents do good counseling and coaching in PAUD. Besides that, the children are also growing and developing well because education, health, nutrition, care and care, and protection are always well controlled by the school and the elements that are part of the holistic-integrative program at Rumah Cinta.

## CONCLUSION

Based on the discussion of research results and conclusions can be drawn in this study that with the management of the Holistic-Integrative PAUD program in PAUD Terpadu Negeri 1 Rumah Cinta has been running holistically-integratively and following holistic-integrative principles. Such as running several services starting from education services, childcare services, maternal and child health and nutrition services, child protection services, and child welfare services. Rumah Cinta PAUD has achieved success in managing holistic-integrative learning for underprivileged children with the free school program.

The success of holistic-integrative program management that has been achieved by PAUD Terpadu Negeri 1 Rumah Cinta is that there is a smooth partnership with related parties in implementing holistic-integrative programs and the needs of students and parents are fulfilled optimally, this is an effort and work hard institutions that can provide useful understanding and activities on each role and the task of each staff. Limitations in this study are not able to load or describe existing programs in the corner asi, youth programs, elderly programs, and others. For further research, it is expected to be able to co-

ver the problem of holistic-integrative programs for children with PAUD that have used the center learning model and so on.

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