



The Stimulation of Integrative Holistic in Kindergarten

Mardiana[✉], Pupung Puspa Ardini, Irvin Novita Arifin

DOI: 10.15294/ijeces.v11i2.59593

Universitas Negeri Gorontalo, Indonesia

History Article

Submitted September 2022

Revised October 2022

Accepted November 2022

Keywords:

Ability; Children; Holistic;
Integrative; Kindergarten

Abstract

The problem in this study is how to stimulate integrative holistic-based abilities in TK Damhil DWP UNG, Limba U 2 Village, Kota Selatan District, Gorontalo City. This study aimed to determine the Stimulation of Integrative Holistic-Based Ability in Kindergarten. The method used in this study was descriptive qualitative. Data collection techniques using observation techniques, interviews, and documentation. The data analysis technique in this study uses an interactive model of Milles and Hubberman. The research results can be observed optimally based on three indicators in integrative holistic learning, namely (1) Connectedness, where the teacher determines and designs the learning activities to be carried out. (2) Inclusion, where children can carry out learning activities according to the direction of the teacher and carry out learning activities without the teacher's help. (3) Balance, where the teacher provides supervision during learning activities.

How to cite

Mardiana, M., Ardini, P. P., Arifin, I. N. (2022). The Stimulation of Integrative Holistic in Kindergarten. *Indonesian Journal of Early Childhood Education Studies*, 11(2), 139-145.

INTRODUCTION

Education is the most basic need for human life. Education is an essential factor in realising human mental and spiritual development (Montessori, 2015). Human civilisations are high because the education they have is also high. It has become an everyday conversation when education is placed at the forefront as an institution for developing better and more resilient civilisations. However, it is often forgotten that building an educational climate capable of producing progressive generations requires sophisticated tools. Sophisticated devices are not only in the form of physical facilities but also non-physical means as the driving force are the most essential things.

In education and science, motivation and enthusiasm, as well as a high curiosity and love of science, are the main driving force for educational progress (Williams-Pierce, 2011). Therefore the world of education is continuously built and developed so that the implementation process produces the expected generation, as well as education in this beloved country. The Indonesian people do not want to be stupid and backward, especially in the face of an era that continues to develop in an age of technological and communication sophistication. Thus, the improvement of intelligent, skilled, independent, and noble human resources continues to be pursued through the educational process from the preschool level to higher education.

Children are born with the ability to grow and develop, and that needs to be supported by the family and the environment to grow from an early age optimally so that later they become qualified adults, balanced, intact and harmonious human beings in terms of intellectual, spiritual, emotional, physical. Early childhood is an individual undergoing a very rapid growth and development process, even said to be a developmental leap (Organization, 2018). Early childhood has a precious age range compared to later ages because intelligence development is extraordinary. Early age is a golden period of growth (golden age) whose success will determine the quality of children in adulthood (Carpenter, 2012). This period is also referred to as the "sensitivity period" because this period is susceptible to all aspects of child development (Haryono et al., 2020), so this period needs to be managed optimally and thoroughly through various stimulation efforts that support the growth and development of children.

Ironically, the actual condition of the Indonesian nation is that it is too late to pay attention

on to early childhood. They are allowed to grow and develop in "perfunctory" conditions because at this time there are still many children who have not been touched by early childhood education (Owen & Gillentine, 2011).

Another fact also shows that early childhood education is still coloured by overdoses in children. Early childhood children receive the same treatment as elementary school-age children. Learning is too focused on the ability to read, write, and count (Webster-Stratton & Reid, 2004). Parents and teachers will be thrilled if their toddlers are fluent in reading and writing. On the other hand, they will feel upset if their toddlers and toddlers are not fluent in reading and writing. This misunderstanding continued when the child had to take the elementary school entrance exam test (elementary school). There are quite a several favourite elementary schools that screen prospective students by testing their reading and writing abilities. As if to say that the prerequisite for entering the elementary school is fluency in reading and writing. So that grade 1 elementary school teachers will not have to bother teaching students to read and write. Whereas parents send their children to elementary school so that their children are taught to read and write.

The age of children 0-6 years is a period of early childhood growth. The absorption of information and the socialisation stage received 100% of what he saw, heard, and felt. So it is necessary to make efforts to build character and develop the potential of early childhood in an educational concept with comprehensive and integrated principles (holistic integrative), including physical aspects, emotional aspects, social aspects, creative aspects, and spiritual aspects and applying them to the real world. Children are part of society, they will always interact with the community either through the media or directly. A complete understanding is seen as very urgent because, if the laying of foundations holistically in early childhood is missed and the stimulation of development and growth, as well as development in early childhood aspects, is neglected, it is very likely that in the following period's children will have problems in their lives (Lee Gutek, n.d.).

Based on previous research journals, shows the facts that occur in the field are that the tutor or educator has not fulfilled or has not optimally implemented the basic principles of implementing early childhood development (Watini & Efendy, 2018). There are still many teachers who do not have a bachelor's degree, and others have an undergraduate degree in education, but there is no information about their major or study pro-

gram. Most of the training to increase the ability and skills obtained by teachers cannot be applied in their workplaces or in their institutions. This happens because of limited facilities in the form of games and other learning support facilities; the ability to create existing facilities and infrastructure is also limited (Ardiani et al., 2021). Besides that, the limitations of ECE educators in the field, especially in the non-formal path, are the lack or absence of clear and standardised guidelines or guidelines for implementing learning in accordance with the principles of early childhood learning.

According to Presidential Decree No. 60/2013(Kementerian Hukum dan Hak Azasi Manusia, n.d.), Integrative holistic education in early childhood is an early childhood development effort that is carried out based on an understanding to meet the diverse and interrelated essential needs of children simultaneously, systematically and integrated, the growth period of early childhood should be monitored continuously and holistically so that maturity and readiness will be quickly known, both regarding the development of cognitive, motoric abilities and habits that will shape the child's personality in the future. In integrative holistic learning, it is hoped that teachers can create and develop the basic needs of children as a whole so that they can develop aspects of development in children optimally (Dini, 2021).

Based on the fact above this paragraph, the authors are interested in knowing the extent of the implementation of holistic, integrative education in early childhood. This is done with the consideration that education at an early age is very important considering the growth and development of children at these ages really need to receive comprehensive and integrated attention so that when they are adults they will grow as a whole generation with healthy bodies, healthy hearts and healthy minds.

METHOD

This research was conducted in Damhil Kindergarten, precisely in group B with 15 students consisting of 8 boys and 7 girls and 15 educators. The approach used in this research is a qualitative approach with a case study method, namely a research approach that seeks to describe a symptom, or event that is happening now where the researcher takes pictures of events and events that occur to be the focus of his attention to be described as it is. According to Creswell, qualitative research is the method of exploring and un-

derstanding meaning by a number of individuals or groups of people who are ascribed to social or humanitarian problems (Creswell, 2002).

The data needed in this study are primary data and secondary data. Primary data in the form of interviews and observations about the stimulation of children's abilities. While secondary data are photos and documents such as the daily lesson plan in the Damhil Kindergarten school, Kota Selatan District, Gorontalo City Regency. Data collection techniques in this study used observation, interviews, and documentation studies.

RESULT AND DISCUSSION

The study was conducted at Damhil Kindergarten, Limba U 2 Village, Kota Selatan District, Gorontalo City in group B who previously carried out activities from home due to the COVID-19 pandemic. However, now they have been carrying out face-to-face teaching and learning activities even though the number of student attendance is still limited. The learning process used is thematic learning which is integrated learning where the teacher initially introduces the theme, then it is followed by sub-themes to the children. The integrated learning process is also a learning process that can improve children's abilities in the form of children's knowledge and thinking skills and has a learning principle in the form of fun learning while playing.

The purpose of thematic learning is to increase children's understanding, and knowledge and be able to impress children because the thematic learning process is a fun learning activity and uses a variety of media (Bruce, 2012). The teaching and learning activities only continue to use one class and do not move classes. In the thematic learning process, the theme given by the teacher such as one theme is used in two weeks and each sub-theme is different every day, besides that in each lesson the teacher also provides activities for children, the activities provided are also different every day(Johansson, 2018).

At the beginning of learning the teacher introduces and explains the learning theme first, after that the teacher introduces the sub-themes and explains them in front of the class as well as mutual questions and answers between the teacher and the children. After the teacher explains the teacher gives activities to the children. This thematic learning process links several lessons such as children's experiences, family environment, school environment and much more.

As for the thematic learning process, namely learning in the form of learning activities

while doing activities. The activities given are also different according to the sub-themes given by the teacher. However, because the activities given every day are different, the researchers did not focus on one activity. Here, the researcher observes how learning activities in the classroom provided by the teacher can stimulate children's abilities. Researchers conducted research for eight meetings with different learning activities. Researchers chose to observe various activities to see how teachers stimulate children's abilities based on holistic integration. When the learning activities are given, the teacher pays attention and supervises the children's activities to see the level of ability of the children, after the learning activities are completed the teacher collects the children's work.

The Implementation of The Holistic Integrative

Comprehensive and integrated education can be interpreted that children's development care that cannot be separated. Physical and spiritual aspects include health, nutrition, education, social, emotional and spiritual. About holistic integrative education, Damhil Kindergarten carries out various strategies as follows:

1. Performing Integrative Holistic Services

The services provided by TK Damhil to children include health services, coaching and education. At this stage the service is pursued with the following steps:

a) Providing Physical Development Monitoring Services

This is done by collaborating with health workers to conduct regular health checks on children. The examination includes the child's healthy development, weight, dental test, and examination of the ears, nose and throat. Furthermore, parents and guardians of students receive counselling on how to maintain children's health and how to spur their growth and development. It is hoped that by paying attention to nutritional intake, and the environment in which they grow and develop, children will grow up healthy and cheerful.

b) Conducting Student Guardian Coaching

The good cooperation between the parents and the Damhil Kindergarten is a big asset in facilitating the children's education process. Whatever the problems that occur, both from the school and the guardians of students so far have been able to resolve them correctly. The parents' meeting, which the school regularly programs, is intended to establish friendship and communica-

tion. But other than that, Damhil Kindergarten uses the event for Islamic studies, coaching and parental education in educating children. The content of the coaching material includes the concept of children's education in Islam, strategies for assisting children's growth and development and addressing various problems of today's children's problems.

c) Implementing Educational Education Services

In essence, ECE is not merely a place for children to hone their cognition, but instead that ECE is a place for children to play, learn to recognize the environment and learn to interact socially. Therefore, the learning method must refer to the child's overall development.

2. Implementing the Integrated Learning

Learning activities provide opportunities for children to communicate (language), think (mathematical logic), move (body kinesthetic), express, interact, reflect/reflect, observe, explore, and discover (Bulunuz, 2013). Teachers at Damhil Kindergarten understand very well that learning in early childhood must be integrated in which it must cover all aspects. In learning activities, the material is mixed in a learning theme to introduce knowledge as a whole, not separated. Any material received by children will be understood thoroughly and know the cause and effect. In addition, learning activities carried out by children also involve physical and non-physical activities so that children's potential can be developed optimally. The presentation of learning materials that are integrated with each other will have a complete effect on children's understanding of knowledge and values.

3. Children Development Orientation

Based on the observations made by the researchers, in each lesson, the teacher provides activities that are in accordance with the stages of child development. Children are unique individuals, so it is necessary to pay attention to individual differences, so that when the activities are prepared the teacher pays attention to how children learn starting from simple to complex ways.

4. Oriented to Children's Needs

Learning activities for children must be oriented to the needs of children. Early childhood is a child who is in need of educational efforts to achieve the optimization of all aspects of development, both physical and psychological development, namely intellectual, language, motor,

and socio-emotional (Pringle, 2013). Based on the results of observations made by researchers, learning at Damhil Kindergarten has been oriented to the needs of children as seen during learning when children forget to bring learning equipment such as coloured pencils or other stationery, the teacher has prepared the equipment in class, so when a child experiences an incident such as the teacher is ready to handle it.

5. Learning By Playing

Play is a principle of learning in ECE. Through playing, children are invited to explore to know the surrounding environment, and find and utilize objects that are close to children, so that learning becomes meaningful for children. When playing, children gain experience so that children will be able to build an understanding of the things they experience (Wood, 2013).

Based on the results of observations made by researchers in the field, before learning begins the teacher first gives ice breaker to the children so that children feel happy when entering learning and are not bored and feel bored. The teacher sings the song followed by the movement then the children will follow what the teacher does.

6. Student Center

Learning in ECE should place children as subjects of education. Therefore, all learning activities are directed or child-centered. In the process, children are given the opportunity to make choices, express opinions and actively do or experience themselves. Educators act as mentors or facilitators (Isikoglu et al., 2009).

Based on the results of observations made by researchers in the field, during learning the teacher provides opportunities for children to make choices, for example when children feel bored with the learning media provided then the teacher will give the children the option to choose the preferred learning media. In addition, the teacher will ask children to express their opinions during learning and express their feelings when they finish carrying out learning.

7. Conducive Environment

The environment should be created in such a way that it attracts children's attention to create a sense of fun. In addition, it is also mandatory to pay attention to the safety and comfort of facilities that can support children's playing activities. Based on observations, Damhil Kindergarten has a comfortable, relaxed and pleasant environment and adequate facilities and infrastructure.

8. Life Skill Development

Based on the observations made by the researchers, the learning process at Damhil Kindergarten is directed at developing various life skills so that children can help themselves, be independent and responsible, have self-discipline and acquire skills that are useful for their survival (Theokas et al., 2007).

9. Various Educational Media and Learning Resources

Based on the results of observations made by researchers in the field, teachers use the surrounding environment such as natural materials and use used materials to be used as learning media.

10. Implemented Gradually and Iteratively

Based on the results of observations made by researchers in the field, learning at Damhil Kindergarten is carried out in stages, repeatedly starting from simple concepts and close to children. When the child does not understand or cannot write numbers or letters, the teacher will teach repeatedly until the child is trained and succeeds in doing it.

11. Active, Creative, Innovative, Effective, and Fun

Based on the results of observations made by researchers, the learning process at Damhil Kindergarten is active, creative, innovative, effective, and fun. This can be seen from educators who provide interesting, fun activities to arouse children's curiosity, motivate children to think critically, and discover new things.

Damhil Kindergarten also pays attention to child development, starting from child growth and development, child nutritional health, clean and healthy lifestyle, child protection, and much more. Here is the explanation, namely:

1. Children's Health and Nutrition Services

a) Providing Healthy Food to Children

Based on observations made by researchers in the field, it is known that teachers provide healthy food to children in the form of mung bean porridge, rice, vegetables, and side dishes. This activity is carried out once a month to meet the health and nutrition of children. This activity has become a habit that the school does to give to children.

b) Providing Sports in the Form of Gymnastics to Children

Based on the results of observations that have been made in the field, it is known that at

this stage the teacher provides a stimulus in the form of healthy gymnastics which is carried out every day before entering class.

2. Early Detection of Child Development

a) Taking Children's Weight Measurement

Based on the results of observations that have been made in the field, it can be seen that the teacher measures the child's weight every 1 month to find out the child's weight. This activity is usually carried out in the UKS (Student Health Unit) room or in the classroom according to convenience.

b) Taking Children's Height Measurement

Based on the results of observations that have been made in the field, it can be seen that body measurements have been carried out once every 1 month as well as children's weight measurements.

3. Clean and Healthy Lifestyle

a) Getting used to children throwing garbage in its place

Based on the results of observations that researchers have done in the field, it can be seen that at this stage the teacher has familiarized children with disposing of garbage in its place. For example, when the child is eating and then after eating the children at the Damhil Kindergarten are able to dispose of the garbage in the trash box provided by the school which is in front of each classroom.

b) Familiarize children to wash their hands before and after eating

Based on the results of observations made by researchers in the field, it can be seen that children in Damhil Kindergarten are able to wash their hands before doing activities and after doing activities. The teacher gives directions to the children to take hand washing water from the faucet in front of the class with supervision and is carried out alternately by the children.

4. Children Protection

Based on the results of observations that have been made in the field, it can be seen that every class teacher at Damhil Kindergarten looks after the child and waits for the arrival of the guardian of the student if there is a child who has not been picked up by his parents or guardian. It is the duty of the teacher to take care of his students.

CONCLUSION

Based on the results of the research and

discussion that the researcher explained in the previous chapter, the researcher can conclude that the stimulation of children's abilities based on integrative holistics in Damhil Kindergarten, Limba U 2 Village, Kota Selatan District, Gorontalo City has developed well. This is because teachers at Damhil Kindergarten have implemented integrative holistic learning to stimulate children's abilities in an integrated manner, not only in the field of education but also in related aspects. It aims to form ECE as a whole, namely to create healthy, intelligent, cheerful and noble early childhood children. The implementation of the holistic integrative ECE program is one of the efforts to fulfill the essential needs of early childhood as a whole so that it is hoped that children can grow and develop optimally. When this has been realized, it is hoped that the children will have the readiness to enter the next level of education.

REFERENCES

- Ardiani, Y. M., Setiawan, D., & Nugraha, H. (2021). A Study of Interactive Playground for Kindergarten in Cempaka Putih. *IOP Conference Series: Earth and Environmental Science*, 794(1), 12180.
- Bruce, T. (2012). *Early childhood practice: Froebel today*. Sage.
- Bulunuz, M. (2013). Teaching science through play in kindergarten: Does integrated play and science instruction build understanding? *European Early Childhood Education Research Journal*, 21(2), 226–249.
- Carpenter, H. (2012). *Secret gardens: a study of the golden age of children's literature*. Faber & Faber.
- Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative* (Vol. 7). Prentice Hall Upper Saddle River, NJ.
- Dini, J. (2021). Penerapan PAUD Holistik Integratif pada Masa Pandemi Covid 19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(2), 1870–1882.
- Haryono, S. E., Muntomimah, S., & Eva, N. (2020). Planting Values through Character Education for Early Childhood. *KnE Social Sciences*, 97–108.
- Isikoglu, N., Basturk, R., & Karaca, F. (2009). Assessing in-service teachers' instructional beliefs about student-centered education: A Turkish perspective. *Teaching and Teacher Education*, 25(2), 350–356.
- Johansson, J.-E. (2018). FAW Fröbel 1782–1852. In *International handbook of early childhood education* (pp. 1323–1345). Springer.
- Kementerian Hukum dan Hak Azasi Manusia. (n.d.). *Peraturan Presiden Republik Indonesia Nomor 60 Tahun 2013 Tentang Pengembangan Anak Usia Dini Holistik-Integratif*.
- Lee Gutek, G. (n.d.). *The Montessori Method: The Origins of an Educational Innovation: Including an*

- Abridged and Annotated Edition of Maria Montessori's The Montessori Method.*
- Montessori, M. (2015). *To educate the human potential.* Ravenio Books.
- Organization, W. H. (2018). *Nurturing care for early childhood development: a framework for helping children survive and thrive to transform health and human potential.*
- Owen, P. M., & Gillentine, J. (2011). Please touch the children: Appropriate touch in the primary classroom. *Early Child Development and Care, 181*(6), 857–868.
- Pringle, M. K. (2013). *The needs of children.* Routledge.
- Theokas, C., Danish, S., Hodge, K., & Heke, I. (2007). Enhancing life skills through sport for children and youth. In *Positive youth development through sport* (pp. 85–96). Routledge.
- Watini, S., & Efendy, H. (2018). The playing method “ASYIK” based on multiple intelligence in learning science process at the early childhood education program (PAUD) age 5-6 years. *Journal of Studies in Education, 8*(1), 51.
- Webster-Stratton, C., & Reid, M. J. (2004). Strengthening social and emotional competence in young children—The foundation for early school readiness and success: Incredible years classroom social skills and problem-solving curriculum. *Infants & Young Children, 17*(2), 96–113.
- Williams-Pierce, C. C. (2011). *Five key ingredients for improving student motivation.*
- Wood, E. A. (2013). *Play, Learning and the Early Childhood Curriculum:* SAGE Publications. *Play, Learning and the Early Childhood Curriculum, 1–208.*