



Integrative Holistic Development Program in Hidayatullah Yaa Bunayya Integrated School, Batang Central Java

Jeffri Tri Yuniarto[✉], Uswatun Khasanah

DOI 10.15294/ijeces.v3i1.9473

Teacher at PAUD Lab School Units

Article Info

Received April 2014
Accepted May 2014
Published June 2014

Keywords:

Integrative Holistic Service

Abstract

This study used a qualitative descriptive method that aims to understand the phenomenon of what is experienced by the study subjects eg behavior, perception, motivation, action, and other holistically and by means of a description in the form of words and language, in a specific context naturally and by utilizing a variety of natural methods. The subjects in this study were principals, teachers and chairman of the foundation. Methods of data collection by using observation, interviews, and documentation. Analysis of the data with data reduction, data display, and conclusion drawing and verification. The results of the data analysis and discussion concluded that the preparation of development programs in the School of Integral Holistic Integrative Hidayatullah Yaa Bunayya rod to provide essential services to the child so that the child can be met, in the provision of services to children of its implementation have been able to organize the development of integrative holistic early childhood education programs well or succeed in provide services to children with a holistic and integrative. School of Integral Hidayatullah Yaa Bunayya Rod trying to prepare what is needed to provide a holistic and integrative services to children, both of the facilities and infrastructure to prepare teachers who understand the needs of all children, holistic services for children. The school seeks to provide educational children in accordance with the principles of early childhood learning and in the process integrate with the values of divinity and equip the daily habit of planting Islamic character. Habituation Islamic way of life taught by role models whereas Al Qur'an and Hadist al is a source of inspiration in any learning process. Through the planning, implementation and evaluation of integrative holistic early childhood education good, so that it can be said the school integral Hidayatullah is ready in developing or organizing service early childhood programs integrative holistic one-stop service.

How to cite

Yuniarto, J., & Khasanah, U. (2014). Integrative Holistic Development Program in School Integral Hidayatullah Yaa Bunayya Batang. *Indonesian Journal Of Early Childhood Education Studies*, 3(1), 31-36. doi:10.15294/ijeces.v3i1.9473

INTRODUCTION

Education is a universal activity in human life for the purpose of humanizing even though education is a common phenomenon in every society. Differences in philosophy and outlook on life of each nation or even individual community cause differences in the organization of the educational activity. This indicates that in addition to universal education is also a national coloring education.

National Development Planning Agency (Bappenas) (2009) states early childhood development gives the sense that: Holistic; means the handling of early childhood intact or complete that includes nutrition and health services, education and upbringing, as well as protection, to optimize all aspects of child development. Medium integrative or unified; means the handling of early childhood in an integrated manner by various stakeholders at the community, local government, and the center.

Policy studies on early childhood development holistically and integrating conducted by the State Ministry of Development Planning (2009) states that early childhood development as a whole (holistic) includes basic health, nutrition, and emotional development, as well as intellectual child, needs to be done properly because it determines the trip life in the future. Early childhood is a critical period of child development that will determine the child's development in the next stage. The whole dimension of development will grow and develop, mutually influencing and influenced each other. Therefore, children need stimulation holistic (holistic) which includes stimulation of education, health and nutrition, and psychosocial.

Early childhood institutions generally only provide services to early childhood in a limited period of time. So that in 2013 the government has set in Presidential Regulation no. 60 early childhood development through an approach "Integrative Holistic", namely early childhood not only emphasizes the educational aspect alone, but includes aspects of nutrition services, health care, parenting, and child protection. Through this approach, the child can obtain education services intact, continuity and quality as well as the more efficient use of both energy resources, funds, facilities and infrastructure required.

Implementation of early childhood development is still facing various problems which led to the limited range, types of services and gaps essential needs of children, caused among other things: the service is not yet integrated (each

institution appears to walk on their own and lack of coordination with other institutions similar), quality management less professional, the limited number of the providers, the distribution of the providers uneven, distribution and power quality uneven, service facilities inadequate, the service has not fulfilled all aspects of the essential needs of children, understanding the importance of early childhood development a holistic-integrative of stakeholders (both from policy makers, providers and the public) are still limited.

Based on observations and observations on May 14, 2013 that researchers do at the institute early childhood in Batang and view data from UPTD Disdikpora districts Batang, in fulfillment of the essence of the child's holistic and integrated still largely unformed, well in meeting the essential needs of children as a whole and integrated, systematic and planned services and also includes a micro-environment, meso, exo and macro.

Early childhood institutions in Batang that can be said to meet the essential needs of the child as a whole and integrated look at the School of Integral Hidayatullah Yaa Bunayya Batang. Yaa Bunayya in Batang already organizes their daycare (TPA), group play (KB) and kindergarten (TK). In accordance with the general guidelines for landfill space to give more care and protection services, family planning to provide services play while learning and care, while at the kindergarten to provide pre-school education and religious education services.

Based on the description of the background of the problem, the researchers formulated a problem that will be the focus of research in this thesis is How holistic integrative program development in school integral Hidayatullah Yaa Bunayya Batang?

Based on the research problem formulation above, the purpose of the study is to investigate the development of a program holistic integrative school integral Hidayatullah Yaa Bunayya Batang.

RESEARCH METHOD

This study is a qualitative research, which is a research trying to find the facts and then describe the data regarding the development of a program holistic integrative school integral Hidayatullah Yaa Bunayya Batang. The use of background phenomenological approach seeks to uncover the "symptom". Symptom here besides meaning the concrete can also mean 'false'. With the foregoing, the phenomenology of language is

defined as a stream of talk about the phenomenon, or anything that appeared. Phenomenology in principle is one area of philosophy that focuses and explores the experience of human consciousness (Astono and Soembogo, 2005: 81-83).

The subjects in this study are the educational staff at the School of Integral Hidayatullah Yaa Bunayya Batang which includes: Chairman of the foundation, Principal, and Teachers.

The data analysis is the search for and organizes systematically record the results of observations, interviews, and other research to improve understanding of the cases studied and serve as the findings of others (Muhadjir, 2006). Data analysis is the process of systematically searching for and compiling the data obtained from interviews, notes the results of the field, and other materials that can be easily understood and the findings can be communicated to others. Milles and Huberman in Sugiyono (2009), argues that the data analysis is done interactively through a process of data reduction, data presentation, and verification or conclusion. Qualitative data analysis is inductive, ie using descriptive analysis based on the data obtained, further developed into a pattern of a certain relationship or hypotheses.

RESULTS AND DISCUSSION

Based on observations and interviews, researchers will outline descriptively on the preparation of the provision of holistic and integrative services and activities that describe in implementing early childhood development programs are holistic and integrative. Researchers will present the results of observations and interviews conducted by researchers with the principal and teachers. The data were obtained by researchers is as follows.

Integrative Holistic Care to Children in School Integral Hidayatullah Yaa Bunayya Batang

a. Health and nutrition services

- 1) health services in schools integral Hidayatullah Yaa Bunayya Batang made directly and indirectly.
- 2) direct health service form of medical examination of children by medical personnel on a regular basis eg dental examination, vitamin A supplementation, growth monitoring, immunization and emergency handling. For these activities, the integral school Hidayatullah Yaa Bunayya Batang can cooperate with integrated service post or

the nearest health center.

- 3) Health services are not directly in the form of maintaining a clean environment and a tool to play, setting light and ventilation, water supply for service play or for toileting, prevention and eradication of infectious diseases, environmental health, and so on.
- 4) nutrition services carried out in order to meet the needs of a balanced nutrition for children in school integral Hidayatullah Yaa Bunayya Batang.
- 5) Nutrition Services done by feeding a healthy and nutritious, taking into account the variety of food, note the needs and sensitivities of food for each child.
- 6) Highly recommended for school integral Hidayatullah yaa bunayya batang to consult balanced nutritional menus with nutritional health workers nearby.

Health care and holistic integrative nutrition at the School of Integral Hidayatullah Yaa Bunayya Batang includes:

- | | | |
|----------------------------|---------|-----|
| 1. The medical examination | 1 year | 2 X |
| 2. Eat healthy | 1 month | 1 X |

b. Services play while learning and care

- 1) Play activities to develop skills developed a knowledge base consisting of knowledge of the language, mathematics, art, science, and social in a way that is fun and interesting.
- 2) Activities play include sensory-motor play activities, imaginative play/ role, and playing manipulative/development.
- 3) Activities play for children aged 0-2 years performed individually and in small groups.
- 4) the main activities for children aged 2-6 years implemented in individual, small group and large group.
- 5) Protect children, includes: providing shelter, clothing, food, and child care (including bathing, teaches how to dispose of the water, and maintain if the child is sick).
- 6) Giving affection and attention in children.
- 7) Interact with children and stimulating, as well as
- 8) Provides the ability to socialize with culture.

Services play while learning and integrative holistic care at the School of Integral Hidayatullah Yaa Bunayya Batang includes:

1. care and through an exemplary democratic type
2. an interesting game still provide education

A pre-school education and religious education

- preschool education in accordance with the principles of early childhood learning and integrate into the process with the values of divinity and equip the daily habit of planting the Islamic character.

Preschool education services and holistic integrative religious education at the School of Integral Hidayatullah Yaa Bunayya Batang includes:

1. Habituation good
2. Briefing religious values

The care and protection services

- Protection and care carried out by way of guiding, monitoring, accompanying and assisting children.
- Give love and attention in children.

Care services and protection holistic integrative School Integral Hidayatullah Yaa Bunayya Batang includes:

1. Guiding
2. Supervise
3. Accompany
4. Accompanying

Consulting services and family counseling

- Organize activities: Seminar parenting, psychological study, Islamic Studies, MOS guardians of students by inviting resource persons / experts or of the foundation.

Consulting services and guidance in holistic integrative Integral School Hidayatullah Yaa Bunayya Batang includes:

1. parenting seminar
2. Islamic Studies
3. Psychology study
4. MOS guardians of students

In preparation for the development of a program holistic integrative school of integral Hidayatullah Yaa Bunayya Batang preparing including planning, implementation, and evaluation. Below will be discussed preparations, namely:

Planning Implementation of Integrative Holistic early childhood program in the School of Integral Hidayatullah Yaa Bunayya Batang

At the School of Integral Hidayatullah Yaa Bunayya Batang in planning the implementation of an integrated holistic early childhood program before implementing the provision of the service in advance do:

Understanding Children's Right Policy.

The right of every child is:

- 1) Being loved, protected, and cared
- 2) recognized, accepted, and valued being human
- 3) Have a friend or friends
- 4) Learning in the form of play
- 5) Able to live, grow, evolve and adaptation
- 6) Worship, expression
- 7) Obtain and teaching children's services

Needs in child care activities are:

- 1) The atmosphere is happy and fun
- 2) interesting and creative learning
- 3) Teaching methods are appropriate to the age of the child, eg storytelling with exciting
- 4) Awarded (example: praise, caress, and gifts)
- 5) Assess the needs and wishes of children.

In addition to preparing the terms of the child, School of Integral Hidayatullah Yaa Bunayya Batang also prepare terms of teachers such as love and understand children, able to provide services to children who oriented to meet the needs of children in a holistic manner, and is able to develop a method of creative learning and preparing the infrastructure and facilities integrative holistic in providing services to children. The provision of services to children in kindergarten, KB and TPA were no differences are all lumped.

A curriculum that is used as a reference for learning activities in school Hidayatullah Yaa Bunayya Batang is curriculum Hidayatullah integrated with national curriculum because School Hidayatullah Yaa Bunayya Batang under the auspices of the foundation Hidayatullah.

It concluded that in planning must have the ability to analyze, compute, calculate, attributing a variety of resources to support the success of a variety of activities. Often a change of circumstances and conditions that affect the result of the economic, political, social culture bubaya, therefore, the planning team should compute this risk by holding the predictions and estimates the circumstances that will come

Implementation of Integrative Holistic Early Childhood Education Program at the School of

Integral Hidayatullah Yaa Bunayya Batang

In the implementation of a holistic integrative care for children in school of integral Hidayatullah Yaa Bunayya Batang, school provide activities to meet the needs of children, namely:

- a. providing health care and nutrition
- b. provide services play while learning and care
- c. provide preschool education and religious education
- d. providing care and protection
- e. providing consulting services and guidance (for parents)

In the implementation of the provision of services to children the child's response to the activities of the services provided by the school is very good because it can meet the needs of optimal child growth and essential needs of children are met. In the implementation of the provision of integrated services to the elderly in the delivery of services that is currently conducting healthy eating, while cooperation with other agencies in assisting the implementation of services for children with a midwife is around for a medical examination.

While the implementation is done by the school in a holistic ministry in addition to services for children, care for the elderly includes parenting seminars, Islamic studies, study psychology and Mos guardians of students, in doing this ministry so that parents know the child needs a holistic integrative.

Evaluation of the Implementation of Integrative Holistic Early Childhood Education Program at the School of Integral Hidayatulla Yaa Bunayya Batang

Evaluation is an attempt to measure objectively towards the achievement of results that have been designed for an activity or program that has been implemented previously, in which the results of the assessment carried out be a feedback for planning activities that will be done in respect of the same activities in the future (Yusuf in Siagian and Agus, 2010).

The integral School Hidayatullah Yaa Bunayya in Batang evaluating the service delivery to children, the techniques used in evaluating the implementation of early childhood education program holistic integrative by evaluating at the beginning and end of the activity due to finding out or investigate the changes, whether the program being evaluated are still relevant and in need. So far the influence of integrative holistic early childhood program conducted at the School of Integral Hidayatullah Yaa Bunayya Batang to

meet the essential needs of children greatly affects the development of the child. Schools constraints experienced in the implementation of integrative holistic early childhood programs is a lack of coordination, preparation, time, energy and costs are still limited. However, school/teachers to overcome obstacles to the implementation of early childhood programs in integrative holistic or integrated schools in cooperation with other parties in order to materialize in the fulfillment of children's needs comprehensive and integrated manner.

CONCLUSION

Results of the data analysis and discussion concluded that the preparation of the development of a holistic program integrated in the School of Integral Hidayatullah Yaa Bunayya Batang to provide services to children to essential child can be met, in the provision of services to children of implementation has been able to organize development early childhood education program holistic integrative well or succeed in provide services to the child holistic and integrative. School of Integral Hidayatullah Yaa Bunayya Batang trying to prepare what is needed to provide a holistic and integrative to children, whether preparing of infrastructure, teachers who understand all the needs of children, holistic services for children. The school seeks to provide children education in accordance with the principles of early childhood learning and integrate into the process with the values of divinity and equip the daily habit of planting the Islamic character. Habituation Islamic way of life is taught through role models while al-Quran and hadith are a source of inspiration in any learning process. Through planning, implementation and evaluation of integrative holistic early childhood education are good, so the bias is said to be a school of integral Hidayatullah are ready to develop or implement a program of early childhood services integrative holistic one-stop service.

REFERENCES

- Arikunto, S. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT Rineka Cipta.
- Aisyah, S. dkk. (2007). *Perkembangan dan Konsep Dasar Pengembangan Anak Usia Dini*. Jakarta: Universitas Terbuka.
- Aqib, Z. (2011). *Pedoman teknis penyelenggaraan PAUD (pendidikan anak usia dini)*. Bandung: Nuansa Aulia.
- Departemen Pendidikan dan Kebudayaan. (2007). *Undang-undang No.20 Tahun 2009 Tentang Sistem*

- Pendidikan Nasional*. Jakarta: Depdiknas.
- Desmita. (2009). *Psikologi Perkembangan*. Bandung: PT Remaja Rosdakarya.
- Enas-Unicef. (2009). *Pedoman Umum Pengembangan Anak Usia Dini Holistik-Integratif*. Jakarta.
- Direktorat Jenderal Pendidikan Anak Usia Dini, Non Formal, dan Informal. (2011). *Pedoman Penyelenggaraan Pendidikan Anak Usia Dini Terpadu*. Jakarta: Ditjen PAUDNI.
- Hasan, M. (2011). *Pendidikan Anak Usia Dini*. Jogjakarta: Diva Press.
- Kamil, M. (2009). *Pendidikan Nonformal: Pengembangan melalui Pusat Kegiatan Belajar Mengajar (PKBM) di Indonesia (Sebuah Pembelajaran dari Kominkam di Jepang)*. Bandung: Alfabeta.
- M. Hariwijaya, dan Bertiani E. S. (2007). *PAUD Melejitkan Potensi Anak dengan Pendidikan Sejak Dini*. Bandung.
- M. Solehuddin. (1997). *Konsep Dasar Pendidikan Prasekolah*. Bandung: IKIP Bandung.
- Mariyana, R. N. A. Dan Rachmawati, Y. (2010). *Pengelolaan Lingkungan Belajar*. Jakarta: Kencana Prenada Media Group.
- Masitoh, et al. (2005). *Strategi Pembelajaran TK*. Jakarta.
- Moleong, L. J. (2010). *Metode Penelitian Kualitatif, Edisi revisi*. Bandung: Remaja Rosdakarya.
- Mukminin, Amirul. (2009). *Manajemen Penyelenggaraan Pendidikan Anak Usia Dini*. Universitas Negeri Semarang.
- Musfah, J. (2012). *Pendidikan Holistik: Pendekatan Lin-*
- tas Perspektif. Edisi Pertama*. Jakarta: Kharisma Putra Utama.
- Patmonodewo, S. (2003). *Pendidikan Anak Prasekolah*. Jakarta: Rineka.
- Peraturan Presiden Republik Indonesia Nomor 60 Tahun 2013 Tentang Pengembangan Anak Usia Dini Holistik Integratif. Jakarta.
- Cipta S. J. W. (2011). *Masa Perkembangan Anak*. Jakarta: Salemba Humanika.
- Sudjana, D. (2004). *Pendidikan Nonformal: Wawasan, Sejarah Perkembangan, Filsafat dan Teori Pendukung, serta Asas*. Bandung: Falah Production.
- Sugiyono. (2011). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Sugiyono. (2010). *Metodologi Penelitian Pendidikan*. Bandung: CV Alfabeta.
- Sujiono, Y. N. (2009). *Konsep Dasar Pendidikan Anak Usia Dini*. Jakarta: PT Indeks.
- Sujiono, Y.N. (2012). *Konsep Dasar Pendidikan Anak Usia Dini*. Jakarta: PT Indeks.
- Suyatman. (2008). *Pengembangan Kecerdasan Spritial, Emosional dan Intelektual*. Jakarta.
- Kania, N. (2010). *Stimulasi Tumbuh Kembang Anak untuk Mencapai Tumbuh Kembang yang Optimal*. Retrieved from :http://pustaka.unpad.ac.id/wp-content/upload/2010/02/stimulasi_tumbuh_kembang_anak_optimal.pdf.
- UU No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional dan UU No. 14 Tahun 2005 tentang Guru dan Dosen. Jakarta: Visimedia.