

# The Implementation of Integrative Holistic Early Integrative Early Childhood Development Service and ECE-Post Quality

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DOI: 10.15294/ijeces.v13i1.70392

Submitted: 22/06/2023 Revised: 17/05/2024 Accepted: 08/06/2024

## ABSTRACT

This study aims to find out the overview of the capacity of educators in integrative holistic early childhood development services to quality consisting of education, health, nutrition and care, care, protection and welfare services in the ECE holistic integrative education unit in Jepara Regency. Educator capacity refers to the ability to apply ECE holistic integrative service insights in teaching units. This study uses a descriptive quantitative method with a survey approach. The sample taken in this study was 187 ECE holistic integrative educators in Jepara Regency. The determination of the sample in this study uses a proportional stratification technique because of the stratified sampling. The reason for using this technique is that not all samples have criteria that correspond to the phenomenon being studied. The data collection tool uses a mixed questionnaire through a google form and data analysis using a percentage formula. The results of the study show that the description of the capacity of educators in early childhood development services towards quality has a moderate category. This research suggestion is expected for the Jepara Regency Education Office to provide socialization and form a ECE holistic integrative task force as mandated in Presidential Regulation No. 60 of 2013. For researchers, it is hoped that the next researcher can use an in-depth method and involve many parties such as parents, the Education Office, the Health Office and the Corrections Office to be used as a sample in analyzing the implementation of ECE holistic integrative services in all elements of services, namely education, health, nutrition and care, nurturing, protection and welfare.

**Keywords:** Implementation, ECE holistic integrative, Quality, ECCE Unit

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## 1. INTRODUCTION

Integrative Holistic Early Childhood Development aims to provide educational services that meet the essential needs of children simultaneously, systematically and integrated. This policy is contained in the Presidential Regulation of the Republic of Indonesia Number 60 of 2013 on Integrative Holistic Early Childhood Development, hereinafter abbreviated as ECE holistic integrative, which is an early childhood development effort carried out to meet the essential needs of children who are diverse and interrelated simultaneously, systematically, and integrated (Juknis ECE holistic integrative, 2015, p. 4). The government has directly regulated the policy of providing ECE holistic integrative services through Presidential Regulation No. 60 of 2013 Article 4 which states that the policy direction of early childhood development that must be carried out in a holistic and integrative manner is implemented through increasing access, equity and sustainability as well as the completeness of types of services in accordance with Integrative Holistic Early Childhood development services. Socially, in the Holistic Integrative approach, children will experience the development of language skills, intelligence, personality, social behavior, mentality, psychosocial resistance, and academic achievement. From an economic point of view, a Holistic Integrative approach can: 1) generate more economic benefits and lower social costs in the future, 2) improve investment efficiency in other sectors, 3) achieve socio-economic equality, and 4) stop the cycle of intergenerational poverty (Maemunah et al., 2022); (Wulandari et al. 2018). Thus, ECE holistic integrative is urgently needed to build a great generation in the future.

Integrative Holistic Early Childhood Development is the fulfillment of all aspects of early childhood needs as a whole and integrated (Hasbi, 2020). Then the expected positive effect of the Integrative Holistic Early Childhood Development service is so that the child's mental, intellectual, social and spiritual readiness can run according to the stage of their educational stage. This readiness is possible if all aspects of the child's needs are met. So, Integrative Holistic Early Childhood Development requires early childhood education services to not only focus on educational aspects, but there are other aspects that are no less important (Sugian et.al. 2021)

The government through Presidential Regulation Number 60 of 2013 has launched the Integrative Holistic Early Childhood Development Service which is based on the birth of the golden generation of the Indonesia nation that is healthy, intelligent, cheerful and noble in character (Article 2, Presidential Decree Number 60 of 2013). The application of integrative holistic early childhood education is important to learn because it will lead to good communication between parents and schools, parents to each other, and can improve parents' knowledge and skills in parenting and educating children (Jatmiko et al., 2021).

ECE holistic integrative according to Dr. Fasli Jalal in Suprpto (2020) must meet 5 pillars of children's rights, including; 1) The right of the child to avoid disease, 2) The right of the child to be fulfilled in nutrition in order to explore and develop his brain ability to the maximum, 3) The right of the child to receive good care, 4) The right to get stimulation as early as possible, and 5) The right to get protection from physical and psychological violence.

The implementation of ECE holistic integrative services still faces obstacles, such as limited learning materials, less conducive learning conditions, limited learning schedules, and uneven delivery of information to all parents due to the busy life of parents. ECE holistic integrative, through the legal umbrella as stipulated in Presidential Regulation Number 60 of 2013, is the government's

effort to carry out early childhood development to meet various important needs of children who are interconnected simultaneously, systematically, and integrated. The purpose of ECE holistic integrative service is to give birth to healthy, intelligent, cheerful, and noble Indonesia children. Aspects to consider include: education, physical, social and emotional care, intellectual stimulation, health care, and nutrition (Netriwinda et al., 2022).

Although since 2013 ECE holistic integrative services have been socialized and implemented in PAUD Units throughout Indonesia, in reality ECE holistic integrative services have not been implemented optimally and optimally, so in 2021 an evaluation was carried out by the Directorate of the Ministry of Education and Culture GTK ECE through the distribution of ECE holistic integrative mapping instruments as an effort to describe the achievements of the implementation of ECE holistic integrative services in ECE institutions and how the synergy between educators and parents exists at the level districts/cities.

There is still a misunderstanding for ECE educators and the public about ECE holistic integrative, it is considered that ECE holistic integrative is different from ECE in general which must stand alone (South Lampung Regency Government Web Portal, 11/01/22). The results of the research conducted by Sofyaty (2020) there are a number of obstacles in the implementation of ECE holistic integrative, namely: a) Most of the ECE holistic integrative Parenting Programs that have been prepared by schools are still not optimal so that the goals that have been achieved are not comprehensive; b) In the preparation of the ECE holistic integrative Parenting Program, a needs analysis (SWOT) has not been used, so that the program prepared has not been able to meet the needs of children optimally; c) parental involvement in the planning of the ECE holistic integrative Parenting Program has not been maximized; and d) The implementation of the ECE holistic integrative Parenting Program has not been maximized to encourage the active participation of parents, so that in raising parents' awareness of ECE holistic integrative services has not been maximized. Similarly, research conducted by (Suryana, 2022) stated that there are still obstacles in the implementation of ECE holistic integrative among others, 1) lack of teachers' understanding of ECE holistic integrative, 2) lack of socialization from the government and agencies, 3) community involvement in ECE holistic integrative is still minimal, 4) limited facilities and infrastructure. The early childhood education unit is a public institution that aims to realize the ideals of national independence to educate the lives of the Indonesian people, is expected to be able to improve the quality of Indonesia society, so it needs to be managed professionally in order to become a quality institution.

The government issued Ministerial Regulation Number 137 of 2014 concerning national standards for early childhood education which includes 8 standards: (1) Child Development Achievement Level Standards (STPPA) as graduate competency standards (SKL) from educational units; (2) Content standards, which are development standards in learning; (3) Process standards include planning, implementation, evaluation and supervision; (4) standards for assessing learning processes and outcomes in STPPA; (5) standards of educators and professional education personnel; (6) standards of infrastructure facilities in the implementation and implementation of education; (7) Management standards as the implementation of standards for content, processes, educators and education personnel, facilities and infrastructure and financing; (8) Financing standards that include education financing components, namely educational operational costs and children's personal expenses (Ministry of National Education, 2014).

The implementation of Early Childhood Education accreditation by BAN PAUD and PNF includes Kindergarten (TK), Raudhatul Athfal (RA), Bustanul Athfal (BA), Playgroup (KB), Child Care Park (TPA), PAUD POST and Similar PAUD Unit (SPS), as well as Non-Formal Education which is hereinafter referred to as PNF which includes Course and Training Institutions (LKP), Community Learning Activity Centers (PKBM) and PNF Units/Similar Learning Activity Centers (SKB). (Busron & Rachmi, 2020).

The standard for the implementation of early childhood education refers to the National Education Standards Agency (BSNP) which is the basis for planning, implementing, and supervising education to realize quality national education. There is a difference in the order of education standards in the national education standards and the national early childhood education standards, as shown in table 1.

Tabel 1. Minimum Standards of Education Services

Standard	Permendekbud 137/2014	BNSP
1	STTPA	SKL
2	Content Standards	Content Standards
3	Process Standards	Process Standards
4	Assessment Standards	Standards for Educators and Education Personnel
5	Standards for Educators and Education Personnel	Infrastructure Standards
6	Facilities and Infrastructure Standards	Management Standards
7	Stanar Management	Education Financing Standards
8	Financing Standards	Learning Assessment Standards

ECE holistic integrative services are an effort to meet the essential needs of children and also improve the quality of PAUD in the region. The quality of early childhood education is based on the achievement of national education standards through accreditation. School accreditation has objectives, namely: (1) to determine the performance of schools as a tool for coaching, development, and quality improvement; (2) determine the level of feasibility of schools in the implementation of educational services (Based on the Decree of the Minister of National Education Number 087/U/2002). The National Accreditation Board for Early Childhood Education and Non-Formal Education (BAN PAUD and PNF) is in charge of accrediting or assessing the feasibility of educational units based on the minimum requirements set by the government, which is an indicator of the quality mapping of early childhood education and PNF education units.

This assessment activity is expected to provide protection and quality assurance of educational institutions for the community in choosing ECE and PNF institutions. The recognition and assessment of an educational institution about the feasibility and performance of an educational institution carried out by the National Accreditation Board for Non-Formal Education (BAN-PNF), the results of which are in the form of recognition of the feasibility rating of an educational institution, this is an activity that greatly assists educational institutions in improving the quality and quality of educational institutions organized by accredited education institutions, including Early Childhood

education. This accreditation activity is very motivating for every educational institution, both formal and non-formal, to take part in the accreditation process.

ECE holistic integrative services are synchronized with the PAUD BAN and PNF Accreditation Assessment Instruments based on compalian and performance. Eight (8) accreditation assessment standards consisting of 1) Development Achievement Level Standards, 2) Content Standards, 3) Process Standards, 4) Educator and Education Personnel Standards, 5) Facilities and Infrastructure Standards, 6) Management Standards, 7) Financing Standards, 8) Accreditation Assessment Standards. In each standard, there is an item that explores the performance of teachers, units, and parents in the implementation of the learning process that is in line with the development of early childhood education services.

Based on several facts that have been revealed, the researcher is interested in studying and conducting a research entitled The Implementation of Holistic Integrative Early Childhood Development Services and ECE-Post in Jepara Regency.

## 2. METHOD

This type of research uses a quantitative method with a descriptive approach through a survey using a questionnaire. Questionnaire is a method of collecting data using a number of questions/written statements to get answers from respondents (Arikunto: 2006: 151). The population taken in this study is 440 POS PAUD educators in Jepara Regency and the sample used is 187 educators. The determination of the sample in this study was used Proportional Tiered random sampling technique due to cascading samples (Advice, 2018). The data analysis technique used in this study uses descriptive statistics using the percentage formula Sudaryono (2019). With the following steps:

- a. Determine the percentage in each item with the formula:

$$P = \frac{\sum fx}{\sum fn} \times 100$$

Information:

P = Calculated percentage

$\sum fx$  = Frequency of respondents' answers

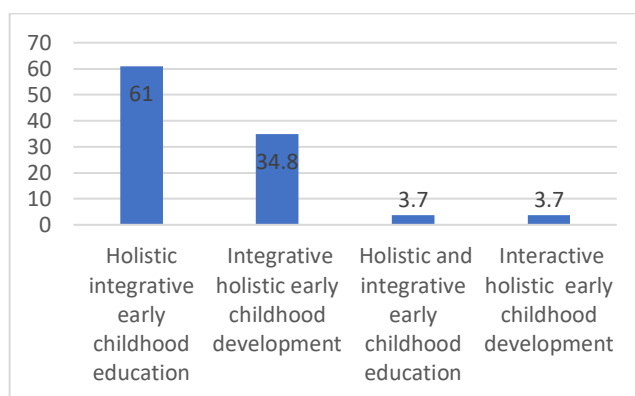
$\sum fn$  = Number of respondents

- b. Create a reference table by setting the highest percentage and setting the lowest percentage
- c. Determine the assessment criteria to categorize the picture of the capacity of educators in integrative holistic early childhood development services to quality, with the following category formula:

Formula to find 5 categories of data	
Very low	$X \leq M-1.5 SD$
Low	$M-1.5SD < X \leq M-0.5SD$
Keep	$M-0.5SD < X \leq M+0.5SD$
Tall	$M+0.5SD < X \leq M+1.5SD$
Very high	$M+1.5SD < X$

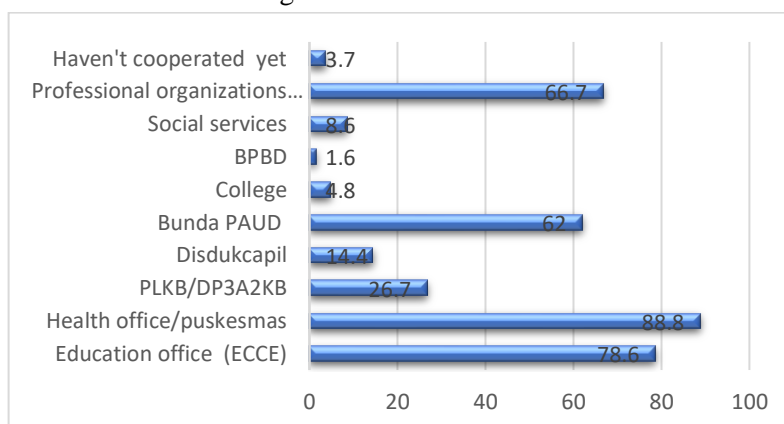
### 3. RESULTS AND DISCUSSION

The results obtained from the questionnaire collection were then processed to obtain an overview of the capacity of educators in integrative holistic early childhood development services to quality consisting of education, health, nutrition and care, care, protection and welfare services in early childhood education units in Jepara Regency.



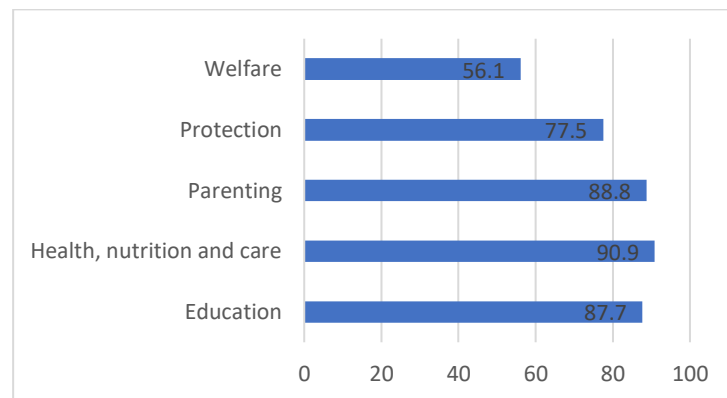
Picture 1. Get an overview of educator capacity Understanding what is meant by *ECE holistic integrative*

There are 61% of educators who understand that ECE holistic integrative stands for integrative holistic early childhood education and 34.8% of educators understand ECE holistic integrative as integrative holistic early childhood development. This means that there is still a wrong understanding of the abbreviation of ECE holistic integrative.



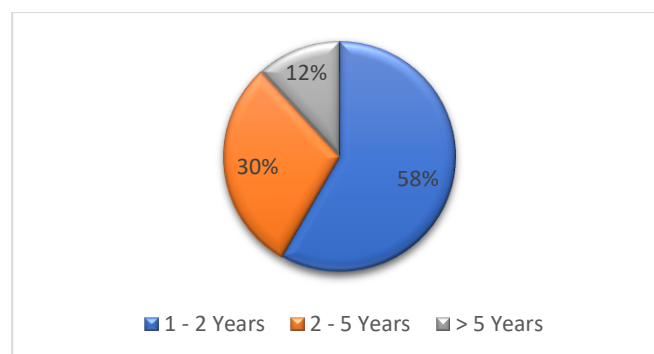
Picture 2. Cooperation with other parties

The ECE unit collaborates with the organizers of HI, the majority of whom are still working with the Office of Health, Education, professional organizations and the ECE Women's Working Group.



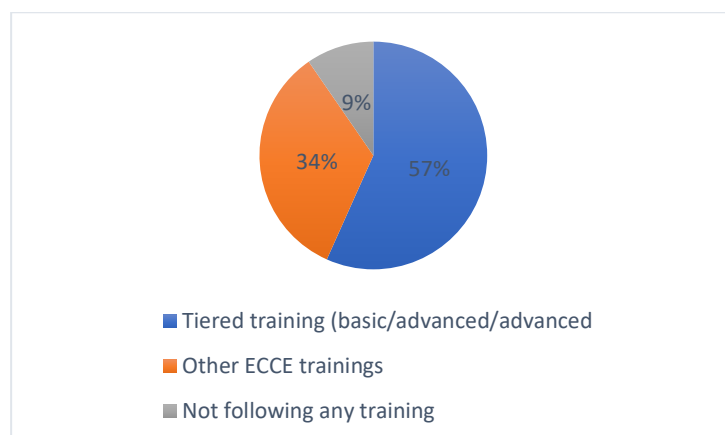
Picture 3. Understanding the child's essential needs

A total of 90.9% understood that the essential needs of children were the highest in the fulfillment of health, nutrition and care, care and protection while there were 56.1% who understood that the fulfillment of children's welfare was an essential need of children.



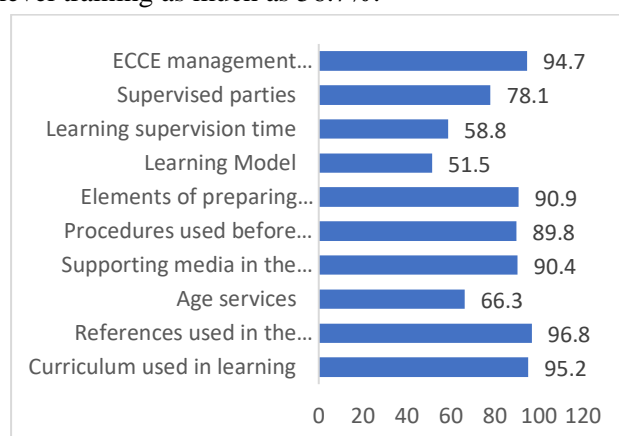
Picture 4. Teaching Experience

The highest capacity is owned by educators who have teaching experience over 5 years as much as 58.3%



Picture 5. Educator Professional Development Experience

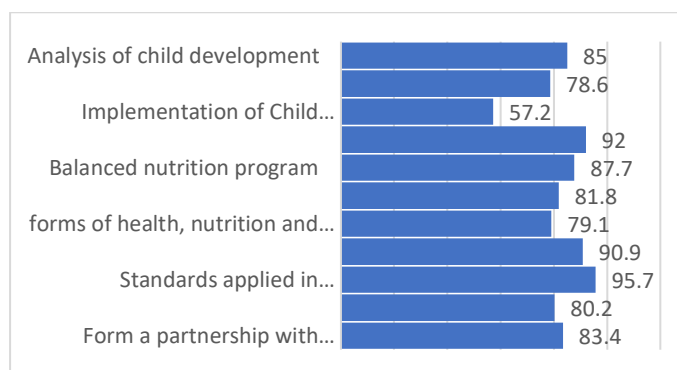
The highest capacity is owned by educators who have experience in developing educator professionalism through level training as much as 56.7%.



Picture 6. To find out the description of the implementation of stimulation of ECE holistic integrative services on quality in the aspect of Education

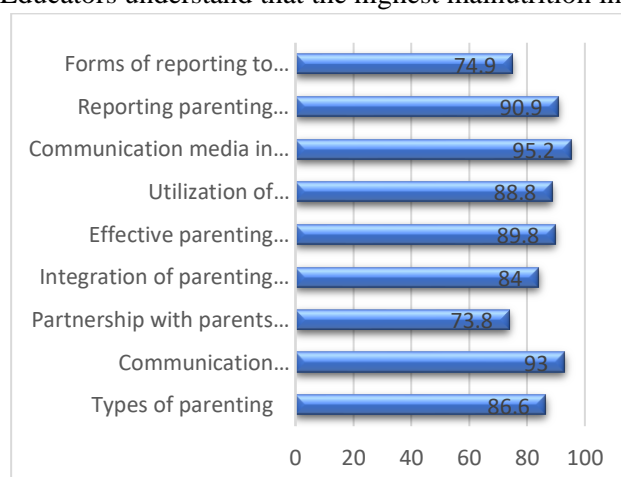
Based on the diagram above, it shows that the education unit has an institutional implementation mechanism through a management structure in unit management, the principal supervises educators once a month, the model is applied and learning is more using the group model, in preparing the learning plan educators use elements of child development which are more often applied is RPPH in 3-4 years old services. In the learning process, educators often use natural materials. There are still many Education Units that use the 2013 ECE curriculum by using Permendikbud 146 and 147 references in 2014.





Picture 7. To find out the description of the implementation of stimulation of ECE holistic integrative services on quality in aspects of health, nutrition, and care

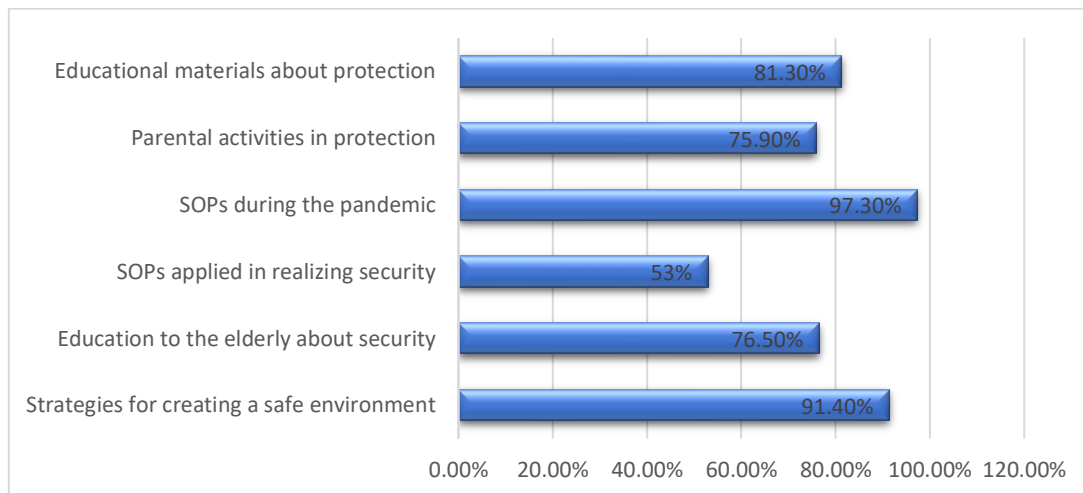
Based on the diagram above, it shows that the highest partnership collaboration between the education unit and parents is carried out through the provision of information related to 6 aspects of child development and the level of developmental achievement. The highest form of health services and care that has been carried out in the ECE unit is to provide hand washing equipment with running water and use soap as a form of maintaining personal hygiene. Educators interpret the highest healthy child as being physically and mentally healthy. The fulfillment of the introduction and habituation of the highest nutritious food is given through PMT and DDTK activities which are carried out once a month. The most common way for educators to create a healthy environment is to facilitate clean, enclosed latrines/toilets. Educators understand that the highest malnutrition in children is stunting.



Picture 8. To find out the description of the implementation of stimulation of ECE holistic integrative services on quality in the aspect of Parenting

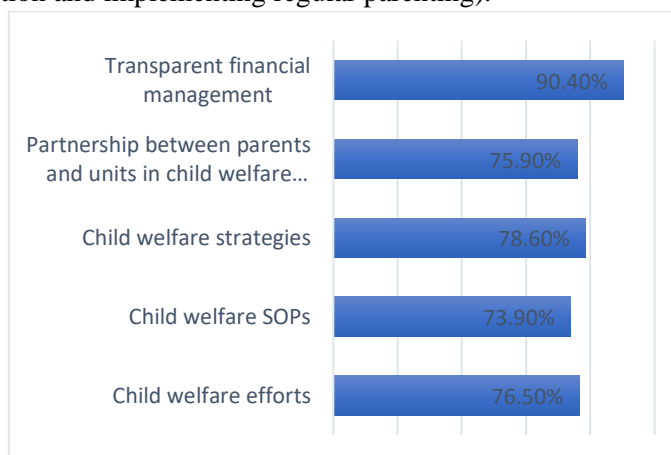
Based on the diagram above, it shows that educators apply parenting styles to students democratically, educators prefer to use language communication with children through language that is easy for children to understand. The form of collaboration between educators and parents in parenting is carried out by carrying out joint activities. Educators integrate more parenting in the curriculum by including themes in the learning process. Educators emphasize more on parenting on the stimulation of moral and religious values as well as children's physical motor values.

Administratively, units and parents communicate through WAG and document their activities with photos of activities. The form of reporting on children's learning activities is given through semester report cards obtained from the accumulation of checklist scores and children's work.



Picture 9. To find out the overview of the application of ECE holistic integrative service stimulation to quality in the aspect of Protection

Based on the diagram above, it shows that the material given to parents is more in parenting activities related to child protection, namely about parenting and gadget disorders for early childhood. Satauan Pendidikan has more SOP rules in child safety and the environment in SOP for child arrival, SOP for child return, SOP for playground arrangement, SOP for hand washing, SOP for first aid, and SOP for toilet training). The Education Unit implements SOPs during the pandemic by implementing the 3 M's (washing hands with soap and running water, wearing masks and maintaining distance). The strategy that educators do in creating a safe environment is to ensure a safe and comfortable learning space). Meanwhile, parents engage in safety activities by sharing good practices on child protection and implementing regular parenting).



Picture 10. Knowing the overview of the implementation of stimulation of ECE holistic integrative services on quality in the welfare aspect

Based on the diagram above, it shows that educators' efforts to prosper children are carried out through welcoming activities, facilitating play activities to bring out children's play experiences, communicating positively, facilitating free play and communicating positively. SOPs pursued by educators in welfare through the integration of learning in lesson plans and the development of themes related to welfare. The partnership between the Education unit and parents is carried out through the involvement of parents in unit activities and active participation in the fulfillment of child welfare and transparent financial management such as income and expense bookkeeping, financial reporting and the existence of children's school tuition books.

## CONCLUSION

The implementation of ECE holistic integrative services on the quality of early childhood education units in Jepara Regency, based on the research and discussion that has been described, can be concluded as follows:

1. Most educators understand that ECE holistic integrative stands for integrative holistic early childhood education which means that there is still a wrong understanding of the abbreviation ECE holistic integrative. The form of cooperation carried out by the Education unit is more on Health, Education, professional organizations and the Bunda PAUD Working Group. Educators understand the highest essential needs of children in the fulfillment of health, nutrition and care, care and welfare of children.
2. Implementation in educational services, education units have an institutional implementation mechanism through a management structure in unit management, the principal supervises educators which is carried out once a month, the model is applied and learning is more using the group model, in preparing learning plans educators use elements of child development which are more often applied is RPPH in 3-4 years old services. In the learning process, educators often use natural materials. There are still many Education Units that use the 2013 PAUD curriculum by using Permendikbud 146 and 147 references in 2014.

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