

Implementation of Integrative Holistic Early Childhood Development in Kutai Kartanegara Regency, East Kalimantan Province

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Abstract— Quality Holistic Integrative Early Childhood Development (HI-ECD) is one of the important keys to developing human resources from an early age. The purpose of this research is to find out how the HI-ECD policy is implemented in Kutai Kartanegara District, East Kalimantan Province, Indonesia. In addition, this study also aims to find out the strategies used in the implementation of the policy. This study used descriptive qualitative research methods. The results showed that the Kutai Kartanegara Education Office conducted HI-ECD socialization to 200 ECE managers and teachers. Furthermore, this study found that the HI-ECD policy has been implemented by ECCE managers and teachers in their respective units. Strategies undertaken in implementing HI-ECD include integrated curriculum design and implementation of HI-ECD and parental involvement. However, not all units are implementing these strategies regularly. Collaboration with other government elements has begun. The city government has issued a letter of support for a cooperation agreement for the Community Health Center to support education units by measuring child growth and development and providing healthy food.

Keywords: *Integrative Holistic Early Childhood Development, Early Childhood Education*

I. INTRODUCTION

Holistic Integrative Early Childhood Development (HI ECD) is an Early Childhood Education (ECD) unit that supports the fulfilment of essential services that are holistic (see as a whole) through the provision of integrated services between units that have been regulated in Presidential Regulation No. 60 of 2013 (Perpres No. 60 of 2013). The purpose of holistic education is to help develop individual potential in a more fun and exciting, democratic and humanist learning atmosphere through experiences in interacting with the environment. In addition, the existence of HI-ECD is so that the essential needs of children can be met which include the need for educational stimulation, child health and nutrition, childcare services, child protection and welfare services.

This Perpres mandates that district/city governments organize HI-ECD and are responsible for: 1) implementing early childhood development services, 2) providing technical guidance to educational service, 3) supervising HI-ECD activities, 4) conducting advocacy, 5) provide training to service providers and service personnel, 6) conducting evaluation and reporting (HI-ECD Pocket Book 2022).

Early childhood education is an effort to provide stimulation for children aged 0-6 years so that children can grow and develop optimally both physically and spiritually so that they grow into human beings who are faithful, pious, virtuous, intelligent, skilled and responsible and become a man of development that is able to realize a prosperous life in social life (Liana, 2020).

The government established a national strategy for Holistic Integrative Early Childhood Development (HI-ECD) through Presidential Regulation No. 60 Year 2013. HI-ECD is an early childhood development effort undertaken to fulfil the diverse and interrelated essential needs of children in a simultaneous, systematic and integrated manner. HI-ECD aims to provide services for early childhood that are organised in an integrated and harmonised manner between service institutions through the commitment of all relevant elements. To operationalise the Presidential Regulation, the 2020-2024 HI-ECD National Action Plan was prepared as a reference for central and local implementation. However, while the national framework for ECD-HI has been established, local government operationalisation of the National Action Plan and ECD-HI policies varies widely resulting in large differences in financing and access to ECD-HI services. ECD services are delivered by both private and public institutions.

According to the 2016 ECD Background Study, 98% of ECD services in Indonesia are non-government and community-run. These ECD services are led by teachers from the community with no specialised background in ECD. Basically, anyone can establish an ECD centre. However, in order to receive Education Operational Funds from the central government, ECCEs need to i) serve 12 or more children registered in basic data on education, ii) have a registration number (National School Identification Number), iii) have a bank account number, and iv) have a valid taxpayer number. There are currently no requirements in terms of teacher qualifications as part of the requirements to receive the funds. Teacher qualifications are only reviewed as part of the accreditation process, and ECCE centres do not need to be

accredited to receive Education Operational Funds for ECCE as long as they meet the four criteria above. Since 2013, some ECCE centres have been working towards the HI-ECD approach. This type of ECCE targets children aged 3-6 years. While the early childhood education element is still managed by ECCE teachers, other services should be provided through frontline sectoral service units in collaboration with ECCE institutions in the village. Therefore, cross-sectoral coordination is important for the successful delivery of ECD-HI services.

The HI-ECD Task Force is an institution mandated by the National Action Plan HI-ECD. The role of the Task Force includes coordinating HI-ECD policy making, synchronising the preparation of HI-ECD program plans, activities, and budgets, mobilising sources of funds, facilities, and resources for HI-ECD implementation, coordinating the implementation of HI-ECD monitoring and evaluation, and advocacy for ECD-HI implementation. In line with KOMPAK's working principle of strengthening systems and institutions towards improving basic service delivery and community welfare, KOMPAK encourages capacity building of the ECED-HI Task Force as the main coordinator in unravelling problems and overcoming challenges in implementing ECED-HI. Quality Holistic Integrative Early Childhood Development (HI-ECD) is one of the important keys to human resource development from an early age. In accordance with Presidential Regulation No. 60 Year 2013, Holistic Integrative Early Childhood Development (HI-ECD) is an early childhood development effort undertaken to fulfil the diverse and interrelated essential needs of children simultaneously, systematically, and integrately.

II. METHODS

The focus of this research is to find out how the implementation of HI ECD in Kutai Kartanegara District. And what strategies are used in implementing HI ECD in Kutai Kartanegara district, The method used in conducting this research is a descriptive qualitative research method. Activities in data analysis are: a) Data Reduction, b) Data Display, c) Conclusion drawing/verification, (Huberman, 2014). Checking the validity of data obtained in the field is explained by, that in qualitative research it is known as the data validity test which is carried out in four ways, namely: credibility, transferability, dependability, confirmability Data collection includes (1) observation, (2) in-depth interviews, (3) field notes, (4) documentation. In this study, data checking techniques were used through triangulation techniques (Sugiyono, 2016). This technique is intended to obtain a high degree of trust. Triangulation as a data validity checking technique that utilizes something else outside the data for the purpose of checking or comparing the data used in the process of finding conclusions with different data collection from the same source from various perspectives.

III. RESULTS AND DISCUSSION

Implementation of HI ECD in Kutai Kartanegara City, East Kalimantan Province has been carried out. The education office has conducted socialisation of HI ECD to ECCE managers and ECCE teachers in Kutai Kartanegara and socialisation participants conducted Holistic Integrative Early Childhood Development in their respective units.

The following are the results of a questionnaire on whether ECCE units have received socialisation on HI ECD, out of 150 correspondents consisting of managers, teachers and partner organisations, 93.3% answered that they had and 6.7% answered that they had not received any socialisation.

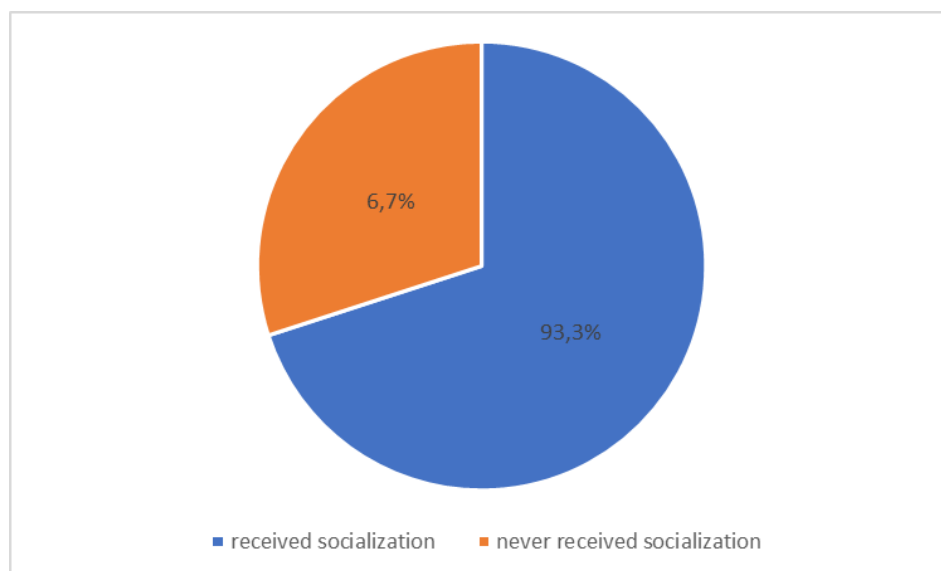


Diagram 1. Questionnaire responses on whether ECCE units have received socialisation on HI ECD

The following are the answers to the question If ever, where did you get the socialisation of HI ECD. 40% answered from the Office of Education, 13.3% answered from Partner Organisations (Patner organizations (early childhood education association, kindergarten teachers' association, raudhatul athfal teachers' association), from Lady Ambassador of ECCE 6.7% and from Course Lecturers 6.7% and the remaining 26.7% never received socialisation.

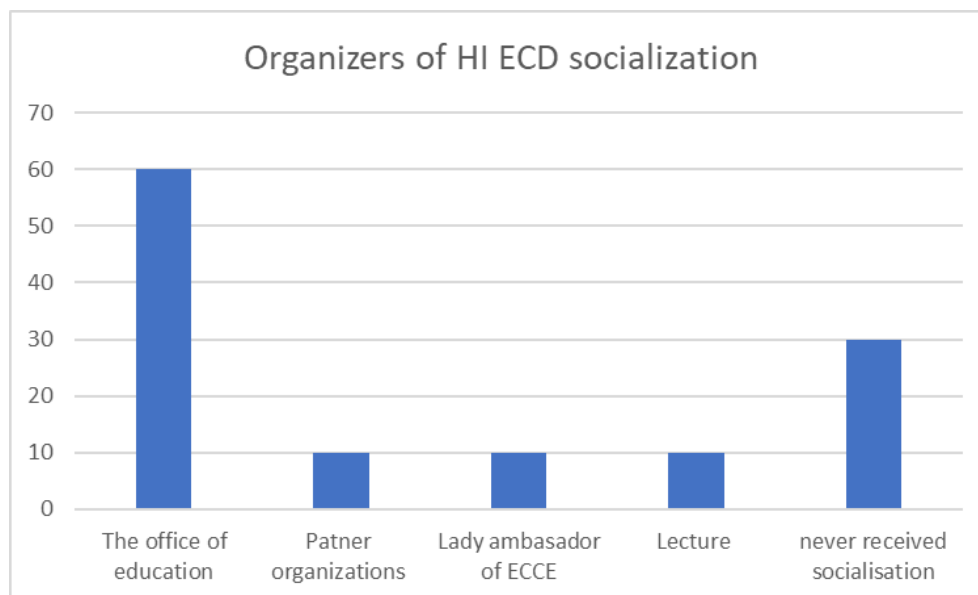


Diagram 2. Questionnaire answer results where did you get the HI ECD socialisation from.

Furthermore, other questionnaire results are institutions that have a HI ECD Integrated Curriculum design as much as 66.7% and 33.3% do not have, 100% of units have conducted parental involvement activities in the unit, 93.3% of activities have been carried out regularly / scheduled and 6.7% have not been scheduled, 73.3% of institutions collaborate with Regional Apparatus Organisation, 93.3% of institutions collaborate with the Puskesmas closest to the institution, 93, 3% there is Puskesmas support to educational units by measuring child growth and development and also providing healthy food, 66.7% have health centre support in providing nutritious food, 46.7% answered that in addition to health centre there is provision of nutritious and additional food also provided by parents which is specially scheduled and carried out regularly and continuously, 66.7% of institutions have Parent Student and Teacher Association organisations, 93.3% of units have implemented Parental Involvement in supporting learning activities, 86.7% of institutions have collaborated with other sectors and partner organisations (early childhood education association, kindergarten teachers' association, raudhatul athfal teachers' association) and 73.3% have a Memorandum of Understanding. The activities carried out by HI-ECD in the Kutai Kartanegara ECCE unit, including:

III.1 Educational Services

Education is a basic service organised in ECCE units to develop various potentials of children covering 6 (aspects) of development (religion and morals, physical motor, cognitive, language, social emotional and art).

Early Childhood Education is a form of education that focuses on laying the groundwork for physical growth and development (fine and gross motor coordination), intelligence (thinking power, creativity, emotional intelligence, spiritual intelligence), socio-emotional (attitudes and behavior and religion), language and communication, according to the uniqueness and stages of development that early childhood goes through (Sujiono, Yuliani. 2013).

Education is one of the main programmes in addition to other programmes for education units. The component that plays the most role in the implementation of education is the educator or teacher. Teachers (educators) provide assistance to students according to their competence and the learning process is carried out using the principles of ECCE learning. Furthermore, Sjamsir, 2018, stated that by considering the curriculum that is in accordance with the learning practices of Developmentally Appropriate Practice-DAP.

The implementation of education will be able to obtain optimal results if it is carried out in synergy by involving various other related elements such as health and nutrition, care and protection. In simple language it can be said that children learners may not be able to learn well if they are in a low degree of health. And a child's health status is strongly influenced by a balanced nutritional intake. On the other hand, the mental development of learners is strongly influenced by the level of competence and professionalism of educators. This is the philosophy of the holistic-integrative ECD programme that many members of the public still do not understand.

The quality of ECD services can be seen from how far the education unit can coordinate the implementation of elements that support education simultaneously such as health, nutrition, psychology and education itself. (1) Learning Objectives, Education or learning aims to explore and develop the various potentials of children from an early age in preparation for their future and can adjust to their environment. And specific objectives To find out the development of students, the learning structure is directed at the process of actualising the potential of children's developmental aspects according to their respective developmental stages based on 6 (six) aspects of development as follows: 1) Moral and religious, for example children are able to recognise and believe in God Almighty, perform worship, recognise God's creation, have good character and love others. 2) Physical and motoric, for example, children are able to manage and control body skills including fine movements and gross movements and are able to receive sensory stimuli. 3) Cognitive, for example, children are able to think logically, critically, creatively, give reasons, solve and find cause and effect. 4) Language, children are able to use language for passive language understanding and can communicate effectively which is useful for thinking and learning 5) Social-emotional, children are able to get to know their environment (natural environment, social environment and society) and appreciate social and cultural diversity, and are able to develop self-concept, a sense of belonging and develop a positive attitude towards things. 6) Art, Children have sensitivity to rhythms, tones, various sounds, clap their hands, be creative in their work and appreciate the work of their friends. (2) Learning Programme Planning: a) Annual and Semester Planning, To start the activities at the beginning of the new school year, including the preparation of schedules and procurement of facilities needed for the smooth implementation of the learner activity programme. Semester activities include preparing books for weekly and daily activity programmes and learning facilities for semester needs. b) Weekly and Daily Activity Planning, Weekly activities are activities that can definitely be programmed every week. For example, every Monday is programmed to check children's tidiness, Saturday is programmed to evaluate the implementation of play activities that have been organised. Daily activities include the play activities that will be provided to the children, including checking the cleanliness and orderliness of the children's play space. Weekly and daily play activities are based on annual and semester planning. Daily activities include play activities to be provided to learners, including checking the cleanliness and order of the learners' play space. Weekly and daily play activities are based on annual and semester planning. (3) The Learning Process, starting with Learning Preparation: 1) Learning planning The ECD programme can be implemented based on themes that are close to children's lives. Developed in units of activities (weekly or daily) using a holistic and integrated approach. 2) Weekly and daily activity units are prepared by educators referring to the Learning Menu Reference based on aspects of child development according to the age and ability of the child. 3) ECD Programme learning may use a variety of learning methods, but must refer to the principles of early childhood learning. 4) Play activities. Play activities for children aged 2-3 years include sensorimotor play and role play. Play activities for 4-6 year olds include sensorimotor play, role play and developmental play.

III.2 Health, Nutrition and Care Services

Health, nutrition and care services can be realised in various forms of routine activities in education units, such as scheduled child health checks, weight and height measurements, head circumference

measurements, dental health checks and provision of additional food. This programme can be implemented by collaborating with related technical agencies on an ongoing basis (Community health centre, health office) in the form of an MOU.

III.3 Integrated Parenting Service with Parenting Programme

In parenting services in ECCE units can cooperate with parents through parenting programmes that can be filled with various activities or programmes such as: a) KPO (parent meeting groups) such as counselling, discussions, seminars on child growth and development, introduction of healthy local foods, habituation of clean and healthy living behaviour (PHBS), prevention of infectious diseases, use of iodised salt and others. b) Involvement of parents in the class in the process of assisting children such as helping teachers arrange the playing environment according to the centres, preparing APE and making learning media with used materials. c) Parents' involvement in providing children's food programmes with balanced nutrition according to nutritionist recommendations. d) Taking appropriate steps if there are children experiencing health / digestive problems while children are in the process of assistance in the classroom (Teachers must be the first to take action by taking children, for example, to the UKS or to the toilet / toilet training). e) Parents' involvement outside the classroom, for example, becoming a committee in certain events outside the school such as visits to social institutions, zoos, etc. Share the plan with parents at the beginning of the school year, and this plan should make parents aware of the school's program and its consequences (Lickona, 2012).

III.4 Protection Services

Child protection must be carried out by institutions while children are in the school environment during learning hours. Children must be ensured to be protected from physical and non-physical violence during learning hours. This can be done by: a) Ensuring that children's playground equipment is safe, comfortable and enjoyable, b) Ensuring that no child is exposed to bullying or physical violence or in the form of words or words that have a pressing tone carried out either by teachers, friends or adults around the ECCE unit. c) Introducing children to body parts that can be touched and those that cannot be touched.

III.5 Welfare services

This service can be implemented with several forms of ECCE unit activities/programmes such as: a) Assisting families whose children do not yet have a birth certificate by reporting to the village so that the certificate can be processed. b) Collecting funds from certain non-binding sources to ensure the continuity of supplementary feeding with a healthy menu according to the direction of the relevant technical agencies. c) Assist families who do not yet have access to health services by registering the family as a recipient of health insurance. d) Provide moral support to children in order to foster their self-confidence, courage, and independence. e) Make it a habit to reward children for their efforts at school.

ECCE units in implementing integrated service programmes, not only in the field of education but also aspects that are related and that contribute indirectly to the success of the education delivery process as a whole (holistic). This way of organising the programme allows the achievement of the goal of ECCE as a whole, namely the realisation of healthy, smart, cheerful and noble early childhood. The implementation of an integrative holistic ECD programme is an effort to fulfil the essential needs of early childhood as a whole so that it is expected that children can grow and develop optimally. If this can be realised, it is expected that children will be ready to enter the next school level.

Strategies undertaken in implementing HI ECD in Kutai Kartanegara include the Local Education Office has conducted socialisation of HI ECD for ECCE Units in the Kutai Kartanegara environment to 200 ECCE Units using regional income and expenditure budget and also conducting Monitoring and Evaluation to ECCE Units that have participated in the socialisation of HI ECD, So that from the socialisation that has been done ECCE units have a curriculum design that is integrated and implemented HI ECD, parental involvement activities in units have been carried out, although not all units do it regularly, cooperation with partner elements and Regional Apparatus Organisation has been supported by a cooperation agreement letter, Community health centres support to education units by measuring child growth and development and also providing healthy food. In addition to the health centre, the provision of healthy and additional food is also provided by parents who are specifically scheduled and carried out regularly and continuously. Parent involvement in supporting learning activities has been implemented although not all ECCE units have reactivated the Association of Parents of Students and Teachers After the Covid-19 Pandemic Parent involvement is also carried out in family gatherings where parents share their knowledge and skills. Although there are changes in learning activities carried out before and during the covid-19 pandemic, where the implementation of learning is through the collaboration of educators and parents by sharing tasks, namely, Educators as planners and assessors of learning outcomes while for the task of implementing learning is carried out by parents, so that parents become partners during learning activities at home, Among the tasks of parents are preparing tools and play materials loaned by the school and added with tools and play materials around the house, accompanying children, providing motivation to children and documenting activities that children do then send the documentation to the homeroom teacher to be analysed and reported as a child development report carried out by ECCE Educators assisted by parents at home. In activities with parents, nutritionists and doctors also present material on the theme of nutritious food for children's psychological health by preparing fun play activities. Activities with parents are also carried out to train parents' cohesiveness, such as cooking together and performing arts with parents. Involvement of other sectors or collaboration with partner organisations such as the Indonesian Kindergarten Teachers Association, the Indonesian Association of Early Childhood Educators and Education Personnel and lady ambassador as well as the University was implemented although not all units did so.

III. CONCLUSION AND RECOMMENDATION

Based on the results of the research that has been carried out, it can be concluded that ECCE units in Kutai Kartanegara have received HI ECD socialisation conducted by the Kutai Kartanegara District Education Office to 200 ECCE units using APBD funds and also conduct Monitoring and Evaluation to ECCE units that have participated in the HI ECD socialisation so that ECCE units have implemented Holistic Integrative Early Childhood Development (HI ECD) including as a link between various services to meet essential children. Although there are changes in learning activities carried out before and during the covid-19 pandemic, so that parents become partners during learning activities at home, the involvement of other sectors or cooperation with partner organisations such as the Indonesian Kindergarten Teachers Association, the Indonesian Early Childhood Educators and Education Personnel Association and Bunda ECCE and the University is carried out although not all units do it.

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