

# Implementation of Integrative Holistic Early Childhood Development in Realizing Child Friendly Schools in Integrated Islamic Kindergarten Bintang Kecil Bulu Lor Semarang City

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**Abstract.** Education from an early age is very important, for that it needs to be closely guarded. This age is very potential to get the right stimulation. Holistic stimulation services include education, health, nutrition, care, nurturing, protection and welfare services. The number of kindergartens that provide services to their students in a holistic and integrative way is still low. This is due to the limited funds owned by the institution/TK to fulfill the coverage of HI PAUD. In addition, the socialization of the National Action Plan (RAN) for HI PAUD has not yet reached the lower levels, namely the regions and the community. There are still many agencies that do not understand this, so when TK submits a request for cooperation as a partner, they still get a negative response. This gap needs to be resolved immediately so that the RAN PAUD HI can be realized throughout Indonesia.

The purpose of this study was to obtain an overview of the implementation of Integrative Holistic Early Childhood Development in the Integrated Islamic Kindergarten Bintang Kecil Bulu Lor Semarang City. This study uses a qualitative approach, Creswell states qualitative research as a complex picture, examines words, reports detailed from the views of respondents and conducts studies in natural situations. This study uses a descriptive qualitative research method and uses data analysis through the stages of data collection, data presentation and conclusion drawing.

Implementation of Integrative Holistic Early Childhood Development in Bintang Kecil Bulu Lor Islamic Kindergarten in Semarang City by providing education, health, nutrition, care, nurturing, protection and welfare packaged in a curriculum that has been adapted to the 2013 PAUD curriculum with a combination of 9 pillars of character education books from the Indonesia Heritage Foundation in honing religious and moral values.

The conclusion in this study is that the Integrated Islamic Kindergarten of Bintang Kecil Bulu Lor Semarang City in providing HI PAUD services runs according to the technical and implementation guidelines as stated in Presidential Decree Number 60 of 2013. Semarang City Hall.

**Key words:** implementation; hi paud; child friendly schools.

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## INTRODUCTION

The superior generation begins with education from an early age. The golden age where the brain skyrocketed to 80%. This is widely acknowledged by PAUD education practitioners, for that PAUD educators strive to provide services that can support the growth and development of early childhood optimally. Smart, healthy and productive human resources are very valuable assets for the Indonesian nation and state (Fergusson et al., 2013). A similar opinion from (Berk, 1992: 18 in (Margono, 2016) is that early childhood is an individual who is carrying out a development process very rapidly and is also fundamental for later life, early childhood in the age range 0-6 years, at This process of development and growth in various aspects is undergoing a rapid period in the span of development of human life.

Integrative Holistic Early Childhood Development is a government program in an effort to improve the quality of early childhood education services so that it leads to improving the quality of Indonesian children. As stated in Presidential Decree No. 60 of 2013 concerning Integrative Holistic Early Childhood Development which reads Holistic-Integrative Early Childhood Development is an early childhood development effort carried out to meet the diverse and interrelated essential needs of children simultaneously, systematically, and integrated.

Early childhood as the next generation of the nation. Considering that early childhood is an important period for children in developing the potential that exists in them, its development requires intervention, care and cooperation from various parties to collaborate in one goal of realizing healthy, intelligent, cheerful, and noble

Indonesian children.

In addition, the fulfillment of the essential needs of early childhood as a whole includes health and nutrition. Fulfillment of balanced nutrition in early childhood is a top priority also considering the activities carried out by children at the stage of their physical growth require adequate nutritional intake. If the nutritional intake is balanced in accordance with the needs of the child's body, the child will grow up healthy. The development of cognitive, affective and psychomotor aspects will develop well as well.

Stimulation of education begins in the family, education in the family needs to pay attention to the needs of the child, the stages of child development, the principles of child development, therefore parents can learn about it in order to provide excellent family education services. Education in the family requires cohesiveness, consistency, repetition so that it becomes a habit for children and is based on sincere love from all family members.

Moral-emotional development is also the most important pillar, aspects of child development as contained in Permendikbud No. 137 of 2014 namely aspects of the development of religious and moral values, language, cognitive, physical motor, social emotional and art which are the focus in providing stimulation to early childhood. Even parenting is also needed as an effort to synergize with one another so that children can grow and develop optimally according to their age group and are protected from all forms of violence, neglect, wrong treatment, and exploitation wherever the child is.

The complexity of the problems of early childhood development will soon find the best solution with the cooperation of various government parties, educational institutions and the community. Family is the smallest unit in society consisting of husband and wife, or husband and wife and their children, or father and children, or mother and children, or blood relatives in a straight line up or down to the third degree.

The role of the family is very influential in the process of early childhood development. In addition, parents are biological father and/or mother, or father and/or stepmother, or adoptive father and/or mother. Is the first person, especially the mother, because the mother is the first and foremost person for early childhood, during the mother's womb until the birth of the mother who is closest to the child. Meanwhile, substitute caregivers are people or institutions

that are given the right or authority to take care of children by providing facilities for early childhood in the process of growth and development. As Hidayati's opinion (2017) states that the growth and development of children at an early age, will determine how the child grows and develops in the future, because early childhood is the starting point that can determine the future of the child later.

Research on Early Childhood Integrative Holistic Learning with the Cashflow Quadrant Approach at RA Al Muttaqin Tasikmalaya (Hijriyani & Machali, 2017) says that the Cashflow Quadrant approach at RA Al Muttaqin Tasikmalaya is a way to keep trying to improve the readiness of educational institutions in implementing integrative holistic learning. The success in integrative holistic learning with the Cashflow Quadrant at RA Al Muttaqin Tasikmalaya that has been achieved by RA Al Muttaqin is the smoothness of partnering with related parties in integrative holistic learning and the essential needs of students can be fulfilled optimally, this is one of the hard work an institution that can provide an understanding of each role and task of each educator and education staff at RA Al Muttaqin. This has similarities with the research that researchers have done that the supporting factors for the implementation of HI PAUD are that it cannot be separated from the intervention of related parties (teachers, principals, guardians of students, offices, community leaders). Another study stated that the impact of Covid 19 was on children's health and nutrition services, according to research (Amirullah et al., 2020) which stated that during the Covid 19 outbreak in the East BolaangMongondow district, the community's economic level decreased, so that it could affect the opportunity to buy food. with better quality and quantity. Therefore, holistic, integrative services must pay more attention to and must be developed properly during the COVID-19 pandemic, considering that HI PAUD is an effort in the context of early childhood development that has been carried out to be able to meet the essential needs of children, which are very diverse and systematically interrelated. , simultaneous and integrated which includes education services, health and nutrition services, care services, protection services and welfare services (Lina et al., 2019). In line with the opinion (Handayani et al., 2012) that services for early childhood are holistically integrative carried out in order to meet the essential needs of children

which include biomedical physical needs, emotions (love and compassion) and the need for sharpening mental stimulation. others state that all dimensions of development will grow and develop, influence and influence one another. Seeing this, children need holistic integrative (comprehensive) stimulation which includes stimulation of education, health and nutrition, as well as psychosocial (Adiarti et al., 2017) From the previous research mentioned above, it is agreed that the provision of holistic and integrative early childhood services covers all aspects.

When there is collaboration between the government in this case the central government to local governments, cross-sectoral cooperation between the Coordinating Minister for People's Welfare, the Minister of National Development Planning, the Minister of Home Affairs who is a task force and consists of the Minister of Education and Culture, Minister of Health, Minister of Social Affairs, Minister of Religion, Minister of P3A, Cabinet Secretary, Head of Bapenas, The head of BPS is expected to be able to provide the best service for early childhood and make the Indonesian generation even better. Looking at the organizational structure of the task force in the holistic and integrative early childhood development, it is hoped that the goals and objectives can be realized immediately using the chosen strategy. The components in this task force will try to carry out their duties and are committed to carrying out the planned programs starting with the launch of the National Action Plan (RAN) for HI PAUD which will be launched in June 2021.

Child-friendly school policy (SRA) as stated in the Regulation of the Minister of Women's Empowerment and Child Protection (P3A) No. 8 of 2014 explains that Child Friendly Schools, hereinafter abbreviated as SRA, are formal, non-formal and informal education units that are safe, clean and healthy, care and have a culture of the environment, able to guarantee, fulfill, respect children's rights and protect children from violence, discrimination, and other mistreatment as well as supporting children's participation, especially in planning, policies, learning, supervision, and complaint mechanisms related to the fulfillment of children's rights and protection in education.

In Indonesia, violence against children is a serious problem, this problem is evidenced by data from the Indonesian Child Protection Commission (KPAI, 2018) that about 50% of

violence against children occurs in educational institutions. Problems related to violence against children also occur in Batu City in particular. As reported by online media reports (<https://radarmalang.id>, March 26, 2019) it is stated that violence against children in Batu City has increased dramatically. In 2017 the number of victims of violence against women and children was 9 people, until at the end of 2018 it rose to 31 cases. One of the effects of violent behavior against children is that children's personal development, talents, mental and physical abilities are not optimal. Following up on these problems, it is necessary to have child-friendly schools that are expected to be able to reduce the number of violence against children while at school. According to Anita Lie, 1999 in Suyanto (2010) states that children who experience acts of violence at home will usually be moody, fearful, unmotivated, and what is worrying they will often lose confidence.

The Batu City Government has committed to preventing and increasing the protection of children in the field of education through the Child Friendly School policy agreed by the Ministry of National Education and the Ministry of Women's Empowerment and Child Protection. The purpose of the issuance of the Child Friendly School policy is to fulfill, guarantee and ensure that educational units develop children's interests, talents and abilities.

The low level of kindergartens that provide services to their students in a holistic and integrative manner, this is due to the limited funds owned by the institution/kindergarten to meet the coverage of HI PAUD. As research conducted by (Yulianto et al., 2016) The low level of educational services, especially for early childhood, is partly due to the lack of institutions that provide early childhood education services which are inversely proportional to the number of children who should receive these services. In addition, the socialization of the National Action Plan (RAN) for HI PAUD has not yet reached the lower levels, namely the regions and the community. There are still many agencies that do not understand this, so when TK submits a request for cooperation as a partner, they still get an unfavorable response. This gap needs to be resolved immediately so that the RAN PAUD HI can be realized throughout Indonesia and child-friendly schools can be realized as well.

Based on the above background, the researcher is interested in conducting research on the implementation of integrative holistic early

childhood development in realizing child-friendly schools in Bintang Kecil Bulu Lor Islamic Kindergarten, Semarang City.

## **METHODS**

In this study the approach used is a qualitative approach. Qualitative is research that reveals, analyzes, and then interprets objects that exist in certain circumstances. Data presentation is done without using statistics (Yusuf, 2014). This research uses the type of field research. The research was conducted at the Integrated Islamic Kindergarten, Bintang Kecil Bulu Lor, Kec. North Semarang Semarang City, The research was conducted from 18 May 2021 – 22 June 2021.

Data collection techniques include: (1) Interview is the communication of a researcher with the person who is the object of research or resource person who can provide explanations regarding the phenomenon under study which is carried out directly. The researcher uses planned and structured interviews so that before carrying out the research the interviewer prepares all interview concepts in detail and systematically, plans or guides questions according to a certain pattern using a standardized format. (2) Observation is an activity carried out to directly determine verbal behavior (verbal behavior), but this technique is not able to raise non-verbal behavior (Yusuf, 2014).

In this study, researchers used the type of direct and covert observation. This type of observation is carried out if the researcher wants to get the data sought is confidential data (Sugiyono, 2014). (3) Documentation is someone's work, whether in the form of writing, photos, graphics, artefacts, images related to the event being studied (Yusuf, 2014). Analysis of the data used in this study, researchers used the analysis of the Miles and Huberman model, namely in data processing, data reduction, data display, conclusions (J. Moleong, 2012).

## **RESULTS AND DISCUSSION**

Based on the results of interviews, observations and documentation conducted by researchers to teachers, school principals and school committees as representatives of parents of students, it is known that the Integrated Islamic Kindergarten of Bintang Kecil implements a holistic-integrated early childhood development curriculum combined with the national curriculum, namely the 2013 curriculum. Learning using the center model, one of which is

the IHF 9 pillars book.

The results of interviews conducted with sources, namely teachers, principals and school committees, are as follows that the Bintang Kecil IT Kindergarten has implemented integrative holistic early childhood development by providing education that is appropriate for the age group so that the stages of development can be well stimulated. Through the learning center model, children get the freedom to play by choosing friends and choosing toys according to the agreement and finishing their toys before choosing other toys.

In health and nutrition, this kindergarten provides services by weighing, measuring height and head circumference every 1-2 months a maximum of every three months, conducting child health checks in collaboration with local health centers and school partners a maximum of every six months. Supplementary feeding is given every two weeks. At the beginning of each new school year, the school distributes a schedule to parents that contains a list of parent groups whose task is to help provide additional food along with the food menu that will be served monthly for one school year. The provision of additional food is carried out on the first week of each month in the form of traditional snacks such as marrow porridge, green beans, pudding, fruit satay, and so on according to the child's request and ongoing theme, besides introducing children to traditional Indonesian food so that it does not become extinct. Then in the second week in the form of food with a balanced nutritional menu such as white rice, vegetable soup, fried chicken, fried tempeh, bananas and drinking sweet tea, and so on.

The role of parents in providing supplementary food (PMT) is as an implementing team, by setting aside a portion of their wealth to be donated to schools when they are tasked with providing a balanced nutritional menu once a month. In accordance with the agreement with the parent group on duty every month. The school hopes that with activities that involve the participation of parents, they become more familiar and care about each other, both among parents and concern for the school. Parents can see their children's activities at school. Paying attention to teachers and school principals in serving their children, this fosters a sense of empathy and concern from parents by helping the school in procuring the shared meal, by helping to cook according to the menu that has been set together in the parent meeting activities at the

beginning of the semester.

Parenting services are provided during learning activities the teacher serves patiently and lovingly, when eating activities with the teacher accompanies by paying attention to the difficulties of children in cutting the side dishes on their lunches, teaching sharing by paying attention to children who do not bring lunch. The school rules include a schedule of supplies brought by children in the form of traditional snacks such as nagasari, arem-arem, corn, boiled cassava and many more. When the schedule for eating with the teacher gave a message the day before, tomorrow morning, only the lunch box was not filled because tomorrow morning we will eat together. This tradition is expected to familiarize children to love healthy traditional foods without preservatives. In addition, when parents are late to pick up the teacher, they continue to accompany the child by inviting them to play, as well as lending a storybook as a way to divert the child, so they don't get bored waiting to be picked up by their parents.

Integrative holistic early childhood development carried out at Bintang Kecil Islamic Kindergarten has implemented the elements contained in it, such as paying attention to their health and nutrition with health checks in collaboration with puskesmas and partners, providing additional food and having school rules and regulations governing the provision of adequate supplies. brought in the form of traditional snacks without preservatives. Provide education in accordance with the stages of child development and oriented to the needs of children. Parenting by accompanying children during learning activities, eating together, playing freely to the pick-up process by parents. The child is not allowed to go home alone and is not released if the picker is not the person who was registered at the school as the picker. This avoids the act of irresponsible people.

## CONCLUSION

Taking into account the results and discussion above, it can be concluded that the development of holistic integrative early childhood has been well implemented in the Integrated Islamic Kindergarten of Bintang Kecil Bulu Lor Semarang, although not yet perfect. There is no TPA service but the care that is intended in holistic integrative elements has been carried out well in providing care for learning in the classroom, when eating together and picking up when coming home from school, the teacher

actually hands the child back to the parents in good condition as when delivered in the morning day.

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