

# Implementation of integrative holistic early childhood education activities in the Ceria Kertosari playgroup

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## ABSTRACT

The Ceria Kertosari Playgroup is an early childhood education institution that has been implementing holistic integrative early childhood education activities since 2022. The purpose of this study is to describe the implementation of holistic integrative early childhood education activities. This research is a descriptive qualitative study. The data in this study are data related to the implementation of holistic integrative early childhood education services. Data were obtained using interviews, observations, and documentation. Data analysis used qualitative descriptive analysis techniques, namely data reduction, data verification, data display, and conclusions. Based on the results of the study, it was concluded that the Ceria Kertosari Playgroup has organized holistic integrative early childhood education services, namely those related to education, health, nutrition, care, protection, and welfare services. The Ceria Kertosari Playgroup has also collaborated with various parties including health workers, Yogaatma Consulting and guardians. Although in its implementation there are some that are programmed or in other words included in the institution's curriculum, there are also activities that are conditional.

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## INTRODUCTION

Early childhood is a unique individual because they are undergoing a rapid growth process that is important for their future life. Their world and nature are different from adults. Children are always active, enthusiastic, and curious about what they see and hear. It is as if they never stop learning. Early childhood education is a development effort aimed at children from birth to the age of six and is carried out through educational stimulation that helps the growth and development of children's physical and spiritual so that they are ready to enter further education (Kusumaningrum et al., 2024). At this stage, education concentrates on developing six aspects of early childhood development: religious and moral values, physical motor skills, social emotional, language, cognitive, and art (Sopiah, 2022). Early childhood education must be adjusted to the developmental stages that will be passed by early childhood because they are unique and developing. Early childhood education does not only focus on education but also on health, care, and protection of early childhood. but parents should know that in parenting patterns there is an understanding or way for each parent to apply the pattern to their children (Sulistyawati et al., 2023).

Early childhood education is implemented in an integrated and comprehensive manner. Integrative holistic early childhood education is one way to achieve this. According to Article 1 Point 2 of

Presidential Regulation No. 60/2013, holistic and integrative early childhood development is early childhood development that is carried out simultaneously, systematically, and integrated to meet the diverse and interrelated essential needs of children. This is the government's effort to ensure the holistic growth and development rights of children in terms of education, health, nutrition, care, nurturing, and protection and welfare of children. Holistic means handling early childhood comprehensively, which includes services such as nutrition and health, education and nurturing, and protection to optimize all aspects of early childhood development. Integrative/integrated means that various stakeholders at the community, local government, and central levels collaborate to handle early childhood (Nisa et al., 2024).

The implementation of holistic integrative early childhood education should be carried out simultaneously, systematically, comprehensively, and integrated in optimizing the growth and development and protection of early childhood (Ajie et al., 2023). The results of previous studies have shown that the results of research on the application of holistic integrative parenting activities in optimizing the growth and development of early childhood aged 3-4 years have been arranged in a programmed manner and implemented well. Through this early childhood education, it is hoped that it can provide good care facilities for early childhood to optimize their growth and development.

The existence of the Ceria Kertosari playgroup is one of the playgroups located in Kertosari Village. The Ceria Kertosari playgroup has also implemented holistic integrative early childhood education since 2022. The advantages of holistic integrative early childhood education at the Ceria Kertosari Playgroup are: 1) Improving children's health and nutrition; 2) Improving children's cognitive development; 3) Improving children's social-emotional development; 4) Improving the quality of care.

The purpose of this study is to describe the implementation of early childhood education in the Ceria Kertosari playgroup which is expected to be a reference for other schools. So the researcher took the title "Implementation of Integrative Holistic Early Childhood Education Activities in the Ceria Kertosari Madiun Playgroup"

## METHOD

In accordance with the research problems that have been described in the background, this type of research is descriptive qualitative research. This study aims to describe the implementation of holistic integrative early childhood education activities at the Kertosari Ceria Playgroup. This research was conducted at the Kertosari Ceria Playgroup located in Kertosari Village, Geger District, Madiun Regency. The subjects of this study were the Principal and teachers at the Kertosari Ceria Playgroup, totaling three people. The data collected were data related to the implementation of holistic integrative early childhood education. To obtain this data, the techniques used were interviews where the researcher interviewed the principal and teachers, documentation studies where the researcher compared the results of the interviews with the results of the documentation of the implementation of holistic integrative early childhood education activities, and observations where the researcher conducted direct observations related to the implementation of holistic integrative early childhood education. The data analysis technique used in this study was using qualitative descriptive analysis. Checking the validity of the data using triangulation techniques, namely data collection, data reduction, data presentation, and drawing conclusions (Pahleviannur et al., 2022).

## FINDINGS AND DISCUSSION

The expected goal of developing this holistic integrative early childhood education is to provide holistic integrative early childhood development services to realize intelligent, healthy, cheerful and noble Indonesian children. In addition, this holistic integrative early childhood education is also so that children's essential needs can certainly be met, including the need for educational stimulation, child health and nutrition, child care services, child protection and welfare services. The service program in holistic integrative early childhood education consists of five types of services, namely: (1) education services; (2) care services, (3) security services; (4) health services; and (5) nutrition services. This research was conducted at the Ceria Kertosari playgroup. The data collected were obtained through interview techniques, observation, and documentation studies. The number of Principals and teachers at playgroup Ceria Kertosari is three people. While the number of students is twenty-three people. The number of rooms is three rooms consisting of two classrooms and one teacher's room. The following

will describe in detail the implementation of holistic integrative early childhood education at the Ceria Kertosari playgroup.

### 1. Activities on Integrative Holistic Early Childhood Education

The implementation of holistic integrative early childhood education is very important to be studied because it can increase effective communication from various parties such as schools to guardians, fellow guardians, and can also help parents improve their skills and knowledge in educating and raising children well (Novianti et al., 2023).

To ensure the fulfillment of early childhood rights in terms of growth and development, it is hoped that there will be activities to improve health, nutrition, care, protection, care, welfare, and equality of education for all in a systematic, comprehensive and integrated manner. These activities are regulated in Presidential Regulation Number 60 concerning Holistic Integrative Early Childhood Education. In simple terms, the holistic method means covering all aspects of early childhood needs comprehensively (Wahono & Hermoyo, 2020). Meanwhile, integrative shows that all these elements are interrelated and cannot be separated from each other.

Table 1. Integrative holistic early childhood education activities of the Ceria Kertosari Playgroup

Number	Integrative Holistic Early Childhood Education Activities	Data Related to Integrative Holistic Early Childhood Education Activities
1.	Education	a. Using the Independent Curriculum b. The media used in learning varies and is adjusted to the theme c. The media used is the result of teacher creativity d. The learning methods used are singing methods, storytelling methods, question and answer methods, experimental methods, observation methods, and assignment methods. e. Child development assessment techniques: observation, questions and answers, and checklists.
2.	Health, Nutrition and Care	a. Dental check-ups by health workers b. Provision of vitamins c. Demonstrating proper hand washing d. Demonstrating proper tooth brushing e. Measuring height, weight, and head circumference f. Provision of additional food
3.	Parenting	a. Provide various adequate learning tools and resources b. Involve parents in education
4.	Protection	Participate in training held by firefighters
5.	Welfare	Helping guardians take care of birth certificates

Results of the researcher's interview with the principal, Mrs. Erna, it can be concluded that according to Mrs. Erna, in the Ceria Kertosari playgroup, holistic integrative early childhood education is the handling of early childhood by involving the community in nutrition, health, education, protection, and care services in developing all aspects of child development. According to Mrs. Windra, the teacher of the Ceria Kertosari playgroup, holistic integrative early childhood education is a service for early childhood including education, protection, nutrition, and health services where educational institutions in this case the Ceria Kertosari playgroup need to collaborate with external parties. Results of the interview, it can be concluded that the principal and teachers at the Ceria Kertosari playgroup understand holistic integrative early childhood education. This is in line with the results of previous research conducted that early childhood education activities consist of education, care, protection, health and nutrition services, and child welfare (Rahmah & Salianty, 2024). In summary, the implementation of holistic integrative early childhood education in the Ceria Kertosari playgroup can be seen in table 1 above.

## 2. Educational Activities

Educational activities are basic services held by early childhood education institutions to improve the potential of early childhood in religious and moral values, social emotional, language, physical motor skills, cognitive, and art. Educational activities are basic services held by institutions to improve various superior seeds of children in terms of religious and moral values, language, cognitive, physical motor skills, social emotional, and art.

According to the results of interviews with the principal and two teachers at the Ceria Kertosari playgroup, it can be concluded that educational and learning activities are held to address six aspects of child development in accordance with Permendikbud 137 of 2014 concerning Early Childhood Education Standards, namely: religious and moral values, cognitive, physical motor skills, language, social emotional and also art. This activity can be strengthened by the results of learning documentation owned by the Ceria Kertosari playgroup institution in the daily learning implementation plan that is prepared to help develop six aspects of children. The following are early childhood education activities at the Ceria Kertosari Playgroup: 1. centered on the interests and needs and abilities of children; 2) learning is done through play; 3) stimulating children's innovation and creativity; 4) broadening children's insights and knowledge; 5) using various sources and learning media available in the child's environment; 6) services are carried out in stages by always adhering to the principles of child development; 7) educational stimulation covers all aspects of child development, and motivates them to always be involved in any activities held by the school institution.

From the results of the documentation of learning devices in the Ceria Kertosari playgroup, it can be concluded that learning tools and media are always creative and innovative which can be adjusted to the theme, learning methods through singing, storytelling, questions and answers, experiments and observations and assignments, every day children's activities are always different and in accordance with the theme, the assessment techniques used are observation, checklists and questions and answers. These activities are reinforced by the results of interviews with Mrs. Windra, she said that the learning media used are always varied and innovative. One proof of this activity is in Figure 1, where children are invited to explore nature directly.



Picture 1. Varied learning activities

## 3. Health, Nutrition and Care Activities

Integrative holistic early childhood education activities include many activities such as training in making healthy food, children's dental check-ups, and family and toddler coaching. Nutritional health activities are an important role for children because they can help prevent various disorders that may occur, the three main pillars to support optimal child growth are health services, nutritional intake, and psychosocial stimulation. Health behaviors that can be applied to children can be classified into three main categories: first, health maintenance behavior, which includes disease prevention; second,

disease healing behavior when a child is sick; and third, health recovery behavior, which includes improving health after recovering from illness. In addition, the last category relates to the actions and efforts taken by a person when experiencing illness or accident. Based on an interview with the principal of the Ceria Kertosari playgroup, Mrs. Erna said that the institution had implemented the following: 1. Provision of vitamins; 2. Dental check-ups by health workers; 3. The habit of washing hands with soap and running water; 4. How to brush your teeth properly; 5. Provision of additional food; 6. Measuring the child's weight, head circumference, and height; 7. Early detection of child growth and development. One of the activities can be seen in Figure 2, where the village midwife and officers carry out early detection activities for child growth and development.



Picture 2. Early detection activities for child growth and development with village midwives

#### 4. Parenting Activities

The development of holistic integrative early childhood education must fulfill five children's rights: 1) the right not to get sick; 2) the right to get good nutrition so that they can use their brains fully; 3) the right to get good care; and 4) the right to get their own stimulation as possible; and 5) the right to get protection from physical and psychological violence (Herawati et al., 2023).

The management of holistic integrative early childhood education in care activities is a service carried out through a parenting program where the institution collaborates with guardians (Mahardhani & Wulansari, 2023), the activities are: 1) Parental meeting groups such as discussions, seminars related to child growth and development, counseling, habituation of clean and healthy living behavior, demonstrations, introducing healthy foods, preventing infectious diseases, preventing worms, and so on; 2) Consultation between guardians and teachers regarding child growth and development; 3) Involving guardians or parents in classroom activities such as being a professional model according to the learning theme, participating in organizing the play environment, and making learning media; 4) Involving guardians in providing meals together with recommendations for various food menus with balanced nutritional fulfillment by nutritionists in turns; 5) involving guardians in activities outside the classroom, for example becoming additional food providers and field activity committees; and 6) Activities with family. One of the evidences of these activities is in picture 3 below.

From the results of the interview with Mrs. Windra, it can be concluded that the school, in this case the educators or education staff, has provided good care services for early childhood children in the Ceria Kertosari playgroup. This is evidenced by learning activities that always run smoothly and effectively, the provision of various tools and learning resources that are quite supportive. In addition, Mrs. Erna also said that the institution always involves parents in various activities, including: 1. Routine meetings every semester; 2. Mandatory school activities such as art performances; 3. Training held by the school fire department also invites parents. One proof of this activity is in picture 4 below.





Picture 3. Providing Supplementary Food



Picture 4. Performing Arts Activities

The care service emphasizes the involvement of parents in the implementation of holistic integrative early childhood education, which is the most important part.

### 5. Protection Activities

Child protection must be an integral part of the mission of early childhood education institutions, which means that every child in early childhood education units must be protected from physical and non-physical violence. Some important steps in child protection include: a) ensuring that the environment, tools, and play materials used by children are in a safe, comfortable, and enjoyable condition; b) ensuring that no child experiences bullying or physical or verbal violence from friends, teachers, or other adults around early childhood education; c) teaching children about body parts that may and may not be touched; d) teaching children how to protect themselves if they experience uncomfortable treatment, such as asking for help or avoiding places and people that are considered dangerous; e) ensuring that all areas in early childhood education units are under teacher supervision; f) providing equal attention to all children according to their needs and conditions; g) ensuring that all teachers are friendly, respectful, loving, and caring towards every child without giving negative labels; h) creating an atmosphere full of friendliness, politeness, and mutual love in the early childhood education area; i) immediately handling any accidents that occur in early childhood education institutions .

Based on interviews with two teachers and the principal, it can be concluded that in the Ceria Kertosari playgroup, early childhood teachers consistently keep their children away from acts of violence. If there is a fight between children, the teacher will immediately intervene and provide an explanation so that similar incidents do not happen again. The Principal, Mrs. Erna, added that the teachers routinely attend child protection training held by Yogaatma Consulting, which helps improve their understanding of how to protect children from various forms of violence. Protection of early childhood is the institution's task. It was further stated that all early childhood education students must be protected from both physical and non-physical violence.

### 6. Welfare Activities

In early childhood education institutions, it can be observed that each child has fulfilled their basic needs such as self-identity, spiritual needs and physical needs (Rusdiani et al., 2023). Children will learn well if they feel safe and comfortable both physically and psychologically if they can be met properly. Therefore, it can be explained that in implementing welfare services for children, a school institution can carry out the following activities: a) help report to the sub-district that families whose children do not yet have birth certificates can be assisted in making them. b) allocate funds, either from assistance or from other sources, to fulfill additional food provision activities; c) try to get families who do not yet have health facilities to be recipients of health insurance; d) do not differentiate between all children, whether they have special needs, and ensure that all children can develop according to their potential and provide full support to foster children's self-confidence, courage and independence; and e) try to always give appreciation to children if they have been able to do an effort or ability that has been done.

Early semester activities as conveyed by Mrs. Windra can be concluded that at the beginning of the new academic semester, the school or institution asks about the welfare of students to the guardians regarding personal data related to birth certificate documents, whether the child already has a certificate or not, if they do not have one, they are expected to immediately take care of the certificate with the help of the school institution. Child welfare service activities are related to physical, spiritual and basic needs related to self-identity that must be met in early childhood education institutions. Factors that influence child welfare are about how much parental care and the needs and development of children and environmental factors as well as family.

## 7. Activities with Outside Parties

An institution, especially early childhood education, is expected to be able to create more interesting, innovative and realistic programs to implement integrative learning and education in schools, communities and families. In the technical instructions for implementing holistic integrative early childhood education activities, it can be explained that holistic integrative early childhood education activities can be adjusted to the arrangement of activities for each early childhood education according to the circumstances and conditions of an institution (Saputri et al., 2024).

Mrs. Erna said that schools or institutions also collaborate with guardians, Yogaatma Consulting, village government and health workers. The following are collaborative activities that have been carried out with these parties: a) joint activities with guardians, namely where each institution holds an activity or event that always involves guardians, for example report card distribution, guardian meetings, competitions, art performances and joint community service at the institution. b) collaboration with Yogaatma Consulting, namely collaborating in the field of child protection from violence, both psychological and physical, and participants in this activity are guardians, education personnel and teachers as well as the community. c) collaborative activities with health workers through village midwives under the auspices of the Kaibon Health Center technical implementation unit with activities to conduct early detection of child growth and development, provide additional food, measure weight, head circumference and height. d) collaboration with the village government in welfare services in the completeness of remaining personal data such as birth certificates and child identity cards. However, Mrs. Erna said that cooperation with external parties such as health workers, Yogaatma Consulting, is conditional, meaning it is not programmed in the institution's curriculum. Mrs. Erna also said that if there are external parties who invite cooperation, we are happy to accept it. Regarding cooperation with parents, it has been programmed and scheduled.

Ceria Kertosari Playgroup has collaborated with many parties, although some of the forms of cooperation are programmed in the curriculum and some are not programmed. Cooperation with external parties is certainly very important for an educational institution. By holding cooperation with various parties, students' needs can be allocated so that the implementation of activities can run smoothly and well. One proof of this cooperation can be seen in picture 5.



Picture 5. Collaboration with Yogaatma consulting

## CONCLUSION

The Ceria Kertosari Playgroup has been carrying out holistic integrative early childhood education activities since 2022. These activities include welfare, protection, nutrition, care, health and education.

The Ceria Kertosari Playgroup has implemented the independent curriculum, in addition, the learning media used are also varied and in accordance with the theme, the learning model is through singing, storytelling, questions and answers, experiments and observations. For the assessment of the Ceria Kertosari playgroup, checklists, observations and questions and answers are used. In addition to these activities, the Ceria Kertosari playgroup also collaborates with the Kaibon Health Center technical implementation unit to provide health workers and, Yogaatma Consulting and the village government. Cooperation with these parties is carried out conditionally, namely unscheduled and carried out by adjusting the needs, cooperation is also carried out in a programmed and scheduled manner with parents.

The findings in this study serve as a reference for early childhood education institutions in implementing holistic integrative early childhood education activities. It is hoped that the Ceria Kertosari playgroup will always be consistent in implementing this holistic integrative early childhood education, and can create a rhythmic, safe, comfortable and enjoyable environment for early childhood.

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