



Building the Future of Early Childhood: Optimizing Basic Services through the Holistic Integrative Early Childhood Development Model

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ABSTRACT

Holistic Integrative Early Childhood Development is a comprehensive and integrated service aimed at ensuring children possess the necessary abilities and receive their rights as children. This study aims to describe the model of Holistic Integrative Early Childhood Education (HI-ECE) services and the collaborative efforts between ECE institutions and relevant partners. The research adopts a qualitative phenomenological approach and was conducted in West Java Province, involving 50 schools and 12 key informants with experience in managing ECE institutions. Data collection techniques included structured interviews, observations, and documentation. Data analysis followed a qualitative process consisting of data collection, data reduction, data analysis, data display, and drawing conclusions. The results indicate that ECE institutions have made efforts to implement HI-ECE through five types of services: education, parenting, health, protection, and welfare. Partners involved in the development of holistic integrative early childhood programs include community organizations, health units, professional organizations, government agencies, and religious organizations. Therefore, the HI-ECE program needs to be continuously promoted so that children can enjoy their right to learn in a fun, safe, and joyful environment. Collaboration and support from relevant partners must be continuously pursued through programs that prioritize the needs and rights of young children.

Keywords: *Development, Early Childhood, Holistic Integrative*

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INTRODUCTION

Government Regulation of the Republic of Indonesia Number 60 of 2013 emphasizes that every Early Childhood Education (ECE) institution must carry out activities based on a Holistic Integrative approach. Early childhood development of Holistic Integrative is a comprehensive and all-encompassing approach to early childhood care, covering services in education, health and nutrition, parenting, welfare, and child protection (Nurfahma et al., 2024). The aim of the Holistic Integrative approach is to optimize all aspects of child development through coordinated efforts by various stakeholders in the community, local government, and central government (Fitriani et al., 2023; Nazla & Fitria, 2021). Although the government has introduced various policies related to early childhood care and development

services, many guidance and educational services are still not well integrated with other relevant stakeholders. It is still common to find ECE institutions that only offer services in the field of education.

According to data from the Indonesian Early Childhood Educators and Education Personnel Association (HIMPAUDI) of West Java Province, the implementation of Holistic Integrative Early Childhood Development (HI-ECD) has not been effectively carried out in all ECE institutions. However, the Ministry of National Education set a target that by 2024, the number of ECE institutions implementing HI-ECD will reach 75%, a significant increase from the previous year, which only reached 35% (SINDO news, <https://edukasi.sindonews.com>). Various efforts have been made by the government to support HI-ECD services, including integrating Holistic Integrative Early Childhood Development into the National Action Plan (RAN) for 2020–2024, which was launched in June 2021 (Source: Coordinating Ministry for Human Development and Cultural Affairs, <https://www.kemenkopmk.go.id/paud-hi-penting-untuk-siapkan-generasi-emas-2045>).

Additionally, in 2020, the Directorate of Early Childhood Education provided support for HI-ECD programs in 50 districts and cities, covering a total of 5,469 institutions. As of 2023, the number has grown to 15,455 institutions in 150 districts and cities that have received assistance for the implementation of Holistic Integrative Early Childhood Development (Source: PAUD PEDIA, <https://paudpedia.kemdikbud.go.id/>).

The implementation of Holistic Integrative Early Childhood Development (HI-ECD) is still far from the government's targets and expectations. A UNICEF study identified several challenges in achieving holistic and integrative development for early childhood. Most education service providers lack trained staff and do not have appropriate basic teaching materials for ECE. Additionally, there is a lack of access to clean water, inadequate sanitation facilities, and poor hygiene conditions, all of which pose health risks to children. Safety and security standards for children are often unavailable or insufficient. Nutritional services are lacking—no nutritious food is provided for children, and parents receive no information on child nutrition. Coordination with health services also tends to be poor, and parents have limited access to parenting classes (<https://www.unicef.org/indonesia/id/media/11271/file>). According to the 2022 Indonesian Nutrition Status Survey (SSGI) conducted by the Ministry of Health, the prevalence of stunting among children under five in Indonesia reached 21.6%. In West Java, the figure was 20.2%, indicating that child health issues in the region remain significant. In terms of child protection, the Indonesian Child Protection Commission (KPAI) received 4,683 complaints in 2022, covering various clusters such as violations of civil rights, family environment and alternative care, basic health and welfare, education, use of leisure time, cultural and religious activities, and special protection for children (Source: KPAI Document, 2022).

The implementation of quality Holistic Integrative Early Childhood Development (HI-ECD) services is a vital investment in the development of human resources. Therefore, efforts must be made to enhance all aspects—from positive parenting, protection, and health to learning opportunities in ECE institutions—so that children can achieve future success. These services are strongly connected to the involvement and participation of stakeholders. Research shows that a key success factor in the implementation of holistic integrative

programs in ECE institutions is the collaboration between teachers, parents, school principals, and foundation leaders. This cooperation ensures that children's essential needs are properly met (Amalia & Dorlina, 2022). However, public awareness, parental participation, and community involvement in the importance of early childhood education services remain low. Communities often neglect health and nutrition services as well as parenting responsibilities. Furthermore, there is still a lack of concern and action when it comes to providing protection, security, and safety for young children (Apriningrum & Rahayu, 2018). These issues form a fundamental barrier to improving the quality of ECE services in Indonesia.

In accordance with Government Regulation of the Republic of Indonesia Number 60 of 2013 concerning Holistic Integrative Early Childhood Development (HI-ECD), PAUD (Early Childhood Education) services must continue to be promoted and implemented in every PAUD institution. The models developed by PAUD institutions may vary from one to another. Communities must take part in realizing PAUD services that are based on comprehensive and integrated quality services in collaboration with other relevant services. Therefore, this research is significant and novel in its effort to discover HI-ECD models that have already been implemented in PAUD institutions. These models can serve as a reference and guideline for other PAUD institutions and local governments aiming to implement Holistic Integrative Early Childhood Development in a well-planned and effective manner. This study aims to describe the service model of Holistic Integrative Early Childhood Development in PAUD institutions as an effort to improve basic services for children and to identify the partnerships established by PAUD institutions in implementing HI-ECD services.

RESEARCH METHODOLOGY

This research employs a qualitative approach with a phenomenological design. Phenomenological qualitative research aims to describe the meaning behind the lived experiences of several individuals regarding a specific concept or phenomenon by exploring the structure of human consciousness. In relation to this study, the research aims to describe the experiences of principals and PAUD teachers in implementing Holistic Integrative Early Childhood Development (HI-ECD). The focus of this phenomenological study is the phenomenon of HI-ECD implementation as an effort to realize basic services for early childhood. In other words, phenomenological research seeks to uncover the psychological meaning of the knowledge held by principals, teachers, and other practitioners regarding the phenomenon of HI-ECD implementation through in-depth analysis within the context of partnerships and service delivery.

This method is effectively used to explore how informants experience situations in carrying out Holistic Integrative-based PAUD (Early Childhood Education) services. The research was conducted in West Java by identifying PAUD institutions that have implemented Holistic Integrative Early Childhood Development, as well as the partners involved in the implementation of HI-ECD services. The informants in this study include principals, PAUD teachers, and stakeholders. The selection of PAUD principals as informants was based on their experience in managing PAUD institutions and their role as

decision-makers in various important aspects of the institution. The selected schools are those that have implemented Holistic Integrative ECD policies.

Data collection was carried out through semi-structured interviews using an interview protocol consisting of 20 questions, which were further developed by the researcher in the field. All interview activities were recorded and later transcribed by the researcher. To protect the informants, the researcher used informant codes. The researcher also conducted non-participatory observation to gather data on educational services in PAUD institutions. In this method, the researcher was not directly involved in the learning activities but only observed children's learning processes, allowing for accurate data collection based on joint observations. Another method of data collection was through focus group discussions (FGDs). FGDs were conducted after the interview and observation data had been collected and identified. The researcher also distributed questionnaires to teachers and principals across 50 PAUD institutions in West Java to assess the current implementation of Holistic Integrative Early Childhood Development. The results were then analyzed descriptively.

Data analysis was conducted using an exploratory analysis approach. This analysis was used to identify emerging themes from the interview responses. The procedure involved the researcher exploring the transcripts using the exploratory analysis method (Creswell, 2012). During this process, important information was noted in the transcripts to provide an overview of the collected data. The next step was to group “significant statements” related to the principals’ experiences in implementing Holistic Integrative-based services. This process resulted in the identification of significant statements from the interview response data. After identifying these significant statements, they were submitted to another researcher for peer review, feedback, and further analysis. Once the significant statements were identified, the researchers engaged in a coding process (Creswell, 2012). The coding procedure was used to explore potential overlaps in the data, which would help reduce the number of codes. Codes were organized into “theme groups” based on content similarities and cross-checked by the researchers. If there were identical statements, the codes were merged into the same theme group. After identifying the significant themes through the coding process, the researchers conducted a data verification activity through a Focus Group Discussion (FGD) with the informants. This ensured that the collected data truly represented the shared experiences of the informants regarding the implementation of the Holistic Integrative Early Childhood Development model.

RESULTS AND DISCUSSION

Holistic Integrative Early Childhood Development Services in PAUD Institutions

In principle, the implementation of Holistic Integrative Early Childhood Development (PAUD-HI) in PAUD institutions has not yet been evenly carried out. Government Regulation No. 60 of 2013, which serves as the reference for PAUD-HI implementation, has long been issued, yet its application in the community remains limited. Several PAUD institutions under the HIMPAUDI organization have not fully implemented PAUD-HI. Within the scope of the RA Teachers Association (IGRA), the implementation of PAUD-HI is still at the stage of participating in training and mentoring activities organized by the Education Office and the KKRA under the Ministry of Religious Affairs at the regency

level. However, some PAUD institutions under the Ministry of Religious Affairs have indirectly implemented PAUD-HI, although not covering all services.

The implementation of PAUD-HI services varies: some institutions provide services in an integrated model, while others implement them separately. This depends on each institution's capacity. The separate model means PAUD-HI services are carried out at the locations of partner institutions, while the integrated model is conducted within the PAUD institution itself. In several cases, a combination model is used, with some services provided at the PAUD institution and others at partner organizations. This shows that PAUD-HI services can be delivered through various models, depending on the PAUD institution and the partners involved. For example, the Health Department may offer child nutrition health check-up programs, the P2TP2A (Integrated Service Center for the Empowerment of Women and Children) may run anti-violence campaigns, the Social Affairs Department may provide anti-bullying programs, the police may run a "Children's Friend Police" program, and the fire department may conduct disaster simulation programs, among others.

Holistic Integrative Early Childhood Development is an effort to support early childhood development by fulfilling children's essential and interconnected needs in a simultaneous, systematic, and integrated manner (Presidential Regulation No. 60 of 2013). The aim of PAUD-HI is to fulfill all essential early childhood needs comprehensively, including providing educational services integrated with health and nutrition, care, and protection so that children can grow and develop optimally and be protected from all forms of violence and discrimination (Nuarca, 2018).

The implementation of PAUD-HI is governed by the 2020–2024 National Action Plan (RAN) for Holistic Integrative Early Childhood Development, which serves as an operational guide for implementation at both national and regional levels. In practice, the operationalization of PAUD-HI policies varies depending on the PAUD institution implementing them. Several PAUD units have made efforts to adopt the PAUD-HI approach to serve their learners. PAUD-HI typically targets children aged 3–6 years. While the early childhood education element remains the responsibility of PAUD teachers, other services should ideally involve respective partners who collaborate with the PAUD institutions. Therefore, implementing PAUD-HI in PAUD institutions requires cross-sectoral coordination or partnerships to ensure successful delivery of PAUD-HI services. (Source: <https://sikompak.bappenas.go.id/detail-pembelajaran/kebijakan-implementasi-paud-hi>) and Discussion.

Educational Services

Educational activities as part of the PAUD-HI services have been implemented in all PAUD units, including *Raudhatul Athfal*, Kindergarten and other similar PAUD units under the supervision of the Ministry of Education and the Ministry of Religious Affairs. Learning is carried out in accordance with the child's developmental stages and age. The PAUD-HI services provided are aimed at stimulating children's growth and development across six developmental aspects: religious and moral values, motor skills, cognitive abilities, language, social-emotional development, and creativity. This is in line with the research findings by Octaviani in 2021, which state that educational services are a fundamental part of PAUD

units in developing children's potential in areas such as religion, morals, physical and motor skills, language, cognition, socio-emotional skills, and the arts (D. A. Oktaviani & Dimiyati, 2021).

Findings from this study show that educational services focus on activities supporting children's development, including the stimulation of religious and moral values through activities such as prayer recitation, reading short verses from the Qur'an, recognizing the Creator, and practicing worship rituals. This is important because one of the foundational attitudes necessary to become a good individual is possessing religious and moral values in behavior. Instilling these values early in life is essential for building good character in the future (Karima et al., 2022).

In addition, PAUD institutions have provided children with a variety of free play options, including indoor activities such as themed play areas and safe play corners with materials like building blocks, puzzles, alphabet cards, number cards, hand puppets, Lego, character puppets, worship posters, natural materials, and other child-safe recycled materials. These activities significantly contribute to early childhood development. Research indicates that block play enhances cognitive development by helping children recognize geometric shapes and colors, create shape designs, sequence objects by size and color, and classify items (Shunhaji & Fadiyah, 2020). PAUD units have also provided outdoor educational play equipment such as slides, swings, seesaws, tunnels, spinning equipment, balance boards, and natural environments.

PAUD institutions have facilitated outdoor activities that allow children to move freely and stimulate their gross motor skills through activities such as outing classes, walking events, swimming exercises, and other free physical activities. Such activities greatly contribute to boosting children's enthusiasm and interest (Shunhaji & Fadiyah, 2020). Besides enhancing motor skills, these activities also stimulate language, cognitive, social, and creative development. Regardless of the activity, teachers are expected to stimulate all six areas of child development—moral and religious values, motor skills, cognitive abilities, language, social-emotional skills, and creativity—optimally.

As educators, teachers strive to provide optimal services that focus on character development through daily positive habits, such as queuing upon entering and leaving school, queuing to wash hands, drink water, or perform ablution. Teachers also promote values like honesty and helpfulness through storytelling activities. This character development must be continuously stimulated through daily routines to instill discipline and responsibility. Research has shown that habituation methods positively influence discipline in early childhood (Ihsani et al., 2018).

Therefore, instilling character values in PAUD units is essential and must be tailored to the child's developmental stage. Good habits such as queuing, responsibility, using polite language, helping, cooperation, self-confidence, independence, discipline, honesty, and other positive behaviors can be instilled in PAUD institutions through continuous stimulation. According to the National Master Design for Character Education by the Ministry of Education, the strategy for character development in schools can be effectively implemented through the transformation of school culture and habituation via self-development (extracurricular) activities. This aligns with Berkowitz's view that implementing character

education through school culture transformation and everyday school life is more effective than merely adding character education material into the formal curriculum (Ismia et al., 2020). Thus, the model for educational services can be illustrated as follows:

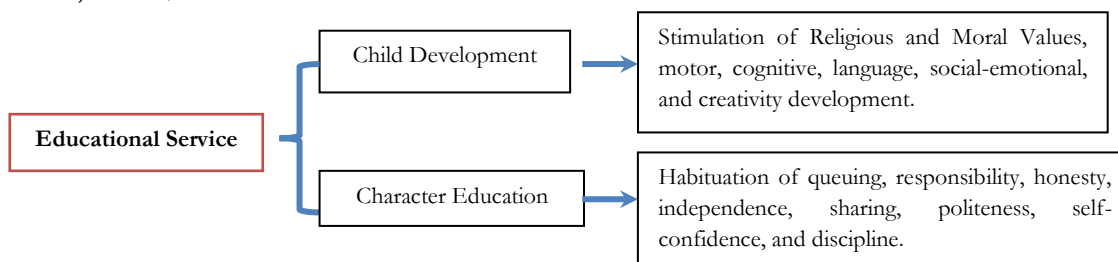


Figure 1. Educational Service Model

Parenting Services

Parenting is an essential component in meeting children's needs to support their physical growth, as well as their social and emotional development. It is also a preventive effort to protect children from potential accidents, hazardous situations, or abuse. The researcher found several aspects of parenting in early childhood education institutions (PAUD), particularly regarding the shared understanding between parents and PAUD units in implementing positive habits at school, which are then applied at home with the family. Schools are expected to provide insight into parenting practices and strengthen parents' roles in parenting at home.

Other research findings also show that collaboration between teachers and parents is carried out through parenting programs and school committees. This collaboration is crucial to creating alignment, connection, and mutual cooperation in providing quality services for students (Hernawati & Kurniasih, 2021). Parenting activities should be conducted regularly, involving external speakers as well as speakers from within the school and its foundation. The parenting program is an informal activity intended to align childcare and educational practices both at school and at home. Parenting programs provided to parents can influence their parenting style. Parenting style refers to the behaviors adopted by parents towards their children and tends to remain relatively consistent over time (Selvia, 2022).

Additionally, parenting programs are designed to support children and help develop their potential for the future. A survey conducted by the researcher found that 93% of PAUD units had held family-strengthening sessions in the form of parenting activities. Other studies suggest that parenting programs are effective in raising parents' awareness in educating their children, resulting in improved communication and parenting styles, and positive changes in children's behavior in class. Parents who participate in parenting activities tend to be calmer and more patient in dealing with children's mood swings, as their perspectives on parenting have evolved (Siti Sholichah & Ayuningrum, 2021).

Findings show that the majority of parenting activities are conducted every semester (54%), indicating that although the activities are routine, their frequency is still limited to twice a year. Meanwhile, some schools conduct parenting sessions monthly (2%), every two months (9%), quarterly (2%), annually (2%), and even not at all (5%). To support students, one of the visited schools provides consultation services related to children's potential, talents and interests, and social issues they may face. This is important, as counseling for young

children is more preventive in nature, aiming to address issues before they arise (Izzaty et al., 2016).

In terms of strengthening child development, most PAUD units have WhatsApp groups. According to a survey of 50 PAUD units, 100% confirmed the existence of such groups that include teachers, parents, and school principals. Another study suggests that using WhatsApp groups in the implementation of parenting programs and school communication enhances parental presence and involvement in monitoring their children's development in educational institutions (Izzaty et al., 2016).

During end-of-semester evaluations, PAUD units also provide student report books, although progress is typically reported only once per semester. What matters most from these reports is that assessments are conducted routinely and comprehensively. This is because assessment is an integral part of the learning process and must be holistic, encompassing all aspects of children's development—attitude, knowledge, and skills (Zahro, 2015). The following presents the model of parenting services in Holistic Integrative Early Childhood Development (PAUDHI):

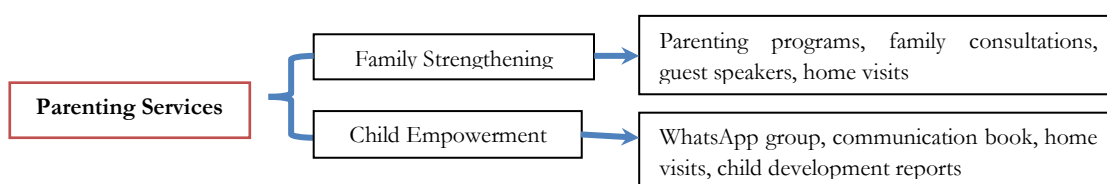


Figure 2. Parenting Services Models

Health, Nutrition, and Childcare Services

Early childhood is a phase where children undergo rapid growth and development. Health, nutrition, and proper care play a crucial role in influencing the child's overall growth and development. Health care and nutrition are essential to optimize children's physical and mental development. This is supported by research findings which indicate a significant relationship between a child's nutritional status and their growth and development under the age of five. Poor quality and insufficient quantity of food may lead to malnutrition, causing alterations in the child's brain structure and function (E. Oktaviani et al., 2021).

Early childhood education centers (PAUD) strive to ensure that every student has a Growth Monitoring Card (KMS) and a Child Health Book (KIA) as part of their growth and development tracking. Parents are expected to take an active role in updating the KMS data every month. By monitoring a child's growth through this card, health professionals can determine whether a child is growing normally or experiencing developmental issues so early diagnosis and treatment can be provided (Ernawati, 2020).

Research findings indicate that 98% of PAUD institutions already provide health services for their students. These health services typically include measuring body weight, height, head circumference, dental care, body temperature checks, and providing supplementary food. This shows that PAUD institutions are paying attention to and taking responsibility for children's health, with support from the parents. Astuti (2016) stated that there are three pillars necessary for optimal child development: health services, nutritional intake, and psychosocial stimulation (Sadiah et al., 2020b).

Habitation in maintaining health should be continuously instilled by PAUD administrators. This can be done routinely and in a planned manner. However, daily health practices and personal hygiene should be carried out every day, such as trimming nails weekly, brushing teeth daily, washing hands, and learning to bathe independently. Personal hygiene is an individual's effort to maintain personal cleanliness to prevent illness and aims to support self-care, enhance a sense of safety, and provide self-relaxation. Because it is personal, the fulfillment of personal hygiene needs can vary between individuals (Putri et al., 2016).

To minimize the risk of illness, PAUD institutions have also implemented several initiatives, such as educating children through the use of preventive posters. Educators also provide regular health education to parents by Whatsapp groups, parenting activities, and banners. Regarding nutritional improvement, schools have implemented Supplementary Feeding Programs with assistance from parents in food provision. Robiah and colleagues stated that children aged 4–5 years are very receptive to various types of information and instructions, including eating habits. This age is ideal to instill healthy eating habits, teach children to choose healthy foods and drinks, and practice good table manners (Robiah & Kurniawaty, 2022).

Childcare is extremely important and must begin from birth until the age of eight. Early childhood care includes routine health checkups, hand washing, tooth brushing, nail trimming, access to clean water and sanitation, availability of toilets, provision of first-aid kits, and referral SOPs in the case of accidents (Technical Guidelines for the Implementation of Holistic-Integrative Early Childhood Education at PAUD Units, 2015). The following is a model of health, nutrition, and childcare services as part of the implementation of Holistic-Integrative PAUD (PAUDHI):

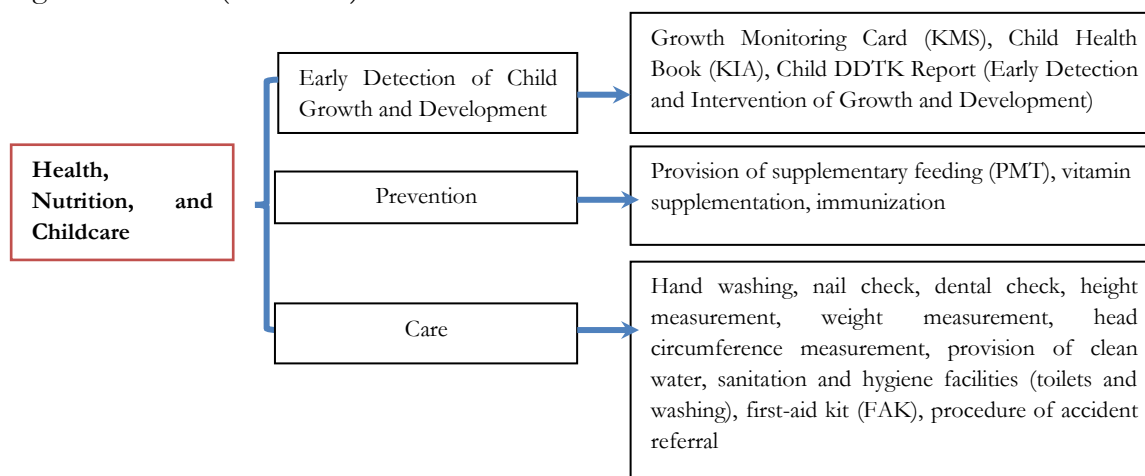


Figure 3. Health, Nutrition, and Childcare Services

Child Protection Services

Child protection in early childhood encompasses all efforts to ensure children's rights are upheld, allowing them to live, grow, and develop optimally. Observations indicate that Early Childhood Education (ECE) institutions have established safe, comfortable, and enjoyable learning environments. According to Montessori principles, an ideal environment possesses the following characteristics: (1) Accessibility and Availability (2) Freedom of

Movement and Choice (3) Personal Responsibility (4) Reality and Nature (5) Beauty and Harmony.

Research shows that ECE institutions often feature spacious classrooms, appropriate child-to-teacher ratios, ample movement areas, and engaging outdoor learning facilities. Ensuring the availability of safe infrastructure, child-friendly furniture, and age-appropriate toys is crucial in implementing Holistic-Integrative Early Childhood Education.

Beyond physical safety, ECE providers must understand child protection aspects, including preventing abuse, neglect, and discrimination. Key measures include: 1) Ensuring all equipment and materials are safe for children. 2) Preventing any form of physical or verbal abuse by peers, teachers, or other adults. 3) Educating children about appropriate and inappropriate physical contact. 4) Teaching children self-protection strategies against uncomfortable situations. 5) Maintaining constant supervision in all areas of the institution. 6) Providing equal attention to all children, tailored to their individual needs. 7) Encouraging teachers to be friendly, respectful, and caring without labeling children. 8) Fostering a culture of kindness, politeness, and mutual respect. 9) Ensuring children are safely accompanied by authorized individuals when leaving the institution. 10) Promptly addressing any accidents or incidents involving children.

Children require protection to guarantee their rights to live, grow, develop, and participate optimally, free from violence and discrimination. This commitment aims to nurture Indonesian children who are of high quality, morally upright, and prosperous. To minimize the risk of violence, ECE institutions should establish clear safety and security procedures. A survey of 50 schools in West Java revealed that 86% have implemented such procedures. Physical safety measures include using non-toxic, rust-free, and blunt-edged educational toys, as well as fencing school areas. The survey found that 58% of schools are fully fenced, 35% are unfenced, and 7% are partially fenced.

Educators play a vital role in child protection by actively listening to children, promoting fairness, reminding them to be cautious when leaving, and ensuring they are picked up by authorized family members. Observations confirm that teachers consistently emphasize safety and verify the identity of individuals collecting children from school. The following outlines the child protection service model in the implementation of PAUDHI:

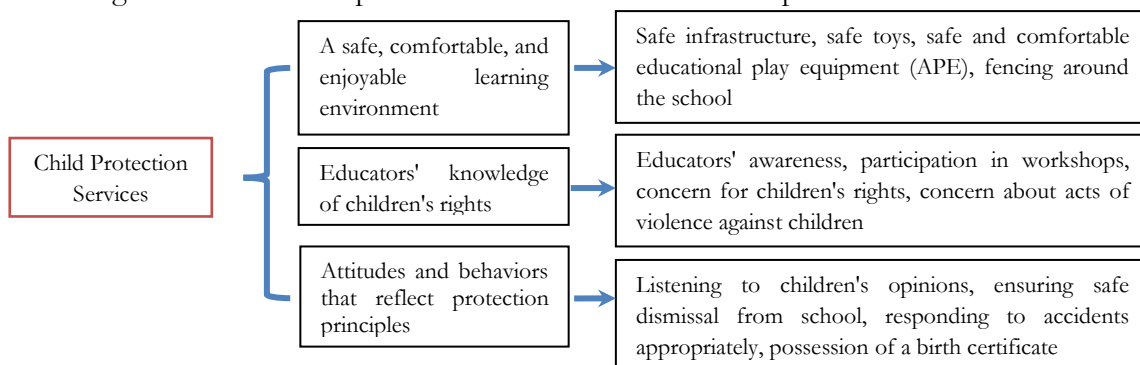


Figure 4. Child Protection Services ECD-HI

Welfare Services

Children's welfare must be given careful attention—both their physical and emotional well-being especially in terms of fulfilling their basic needs. Child welfare services include meeting essential needs such as food, clothing, and shelter. In addition, every child should be treated equally, including those born with physical disabilities. Children should also receive praise, appreciation, and affection.

The need for recognition is the fourth level in Maslow's hierarchy of needs. Essentially, humans require esteem or recognition, whether from others or from themselves. This helps children develop a desire to improve themselves or to do better in the future (Geneodi et al., 2023). Child protection encompasses all efforts to guarantee and safeguard children and their rights, so that they can live, grow, develop, and participate optimally, in accordance with human dignity. It also aims to protect them from violence and discrimination (Geneodi et al., 2023).

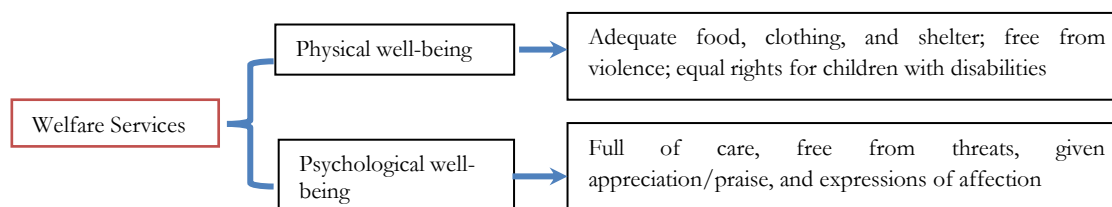


Figure 5. Welfare Services Model

Partnerships Implemented by Early Childhood Education Institutions in the Effort to Deliver Holistic-Integrative Early Childhood Development Services

Implementation of Holistic-Integrative Early Childhood Education (PAUDHI) requires partnerships to ensure that services are well-integrated. Partnerships in the implementation of PAUDHI are essential, as Early Childhood Education (ECE) institutions cannot run programs independently. Other units must collaborate to ensure that children's basic services are delivered effectively. In practice, ECE institutions are encouraged to build cooperation and program alignment among educational units, families, and the community (Yuniarti et al., 2016).

To engage with partners, PAUD institutions need to utilize all potential resources, such as collaborating with foundations, students' families, and the surrounding community that can be involved collaboratively. In the health sector, ECE institutions have partnered with health centers (puskesmas), integrated health posts (posyandu), the health department, hospitals, and clinics. Among these, the most common partnerships are with health centers (49%) and posyandu (26%).

Collaboration with government institutions includes partnerships with village offices, sub-districts, district offices, elementary schools, local police (polsek), and police departments (polres). Partnerships with village authorities are increasingly common, especially considering the growing role of villages in supporting PAUD, such as by providing incentives for teachers. Cooperation with law enforcement is typically conducted once a year under themes like “professions” or “my country.”

Collaboration with the community is most frequently carried out through school committees and Parent-Teacher Associations (POM), with 86% involvement. These entities are heavily engaged in various PAUD activities such as field trips, religious holiday events (PHBI), Hajj simulations, and Independence Day (August 17th) celebrations. PAUD institutions also work with women's organizations (PKK), storytelling foundations (Rumah Dongeng), and religious institutions like mosques, mosque councils (DKM), churches, and Sunday schools to enhance the development of religious and moral values.

Furthermore, many PAUD institutions have collaborated with businesses, including book publishers, supermarkets, convenience stores, frozen food suppliers, toy stores, banks, and cooperatives. These partnerships support activities such as buy-and-sell simulations, cooking classes, learning about currency and professions, book donations, and the provision of educational toys. PAUD institutions today are also part of professional organizations such as HIMPAUDI, IGTK, and IGRA, as well as regional psychologist associations. These organizations provide input, gather feedback, assist with accreditation processes, administrative tasks, and offer direct guidance to children through affiliated psychologists.

Based on the data above, it is evident that PAUD institutions have begun a movement toward creating an educational climate focused on service and child welfare. The integrative principle of child development is gradually being realized through cross-sector collaboration involving communities, government agencies, religious institutions, and professional organizations.

CONCLUSION

The Holistic Integrative Early Childhood Development (PAUDHI) model in Early Childhood Education (PAUD) encompasses five key service areas: education, parenting, health, protection, and welfare. Education stimulates children's religious, moral, physical, cognitive, language, social-emotional, and creative skills, fostering character traits such as responsibility and self-confidence. Parenting includes programs, consultations, and home visits, with communication through WhatsApp and child development reports. Health services ensure proper records, food supplements, immunizations, sanitation, and first aid. Protection focuses on safe facilities, child rights awareness, and a pleasant environment, while welfare ensures access to food, clothing, housing, a violence-free school, and teacher recognition. Effective implementation requires collaboration with health units, government, community organizations, religious institutions, the business sector, and professional groups, using separate, integrated, and collaborative service models. The involvement of parents, caregivers, and peers in the learning environment is essential for fostering positive experiences. A safe, joyful environment is crucial, as negative experiences can hinder emotional development. Continuous promotion and support from all partners are vital to ensure children enjoy their rights to a pleasant, secure, and enriching learning experience.

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