

Integrative Holistic Education in Early Childhood at Yaa Bunayya Kindergarten, Bima City

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Abstract

This study aims to determine how the application of integrative holistic education goals in early childhood at Yaa Bunayya Kindergarten, Bima City. The research method used in this research is descriptive qualitative. The data sources used in this study are primary data sources and secondary data sources. The primary data source is the Principal and PIAUD Teacher Yaa Bunayya Bima City. The secondary data sources are data obtained from graphic documents, photographs, films, video recordings, objects and others that can enrich primary data for research collected according to the author's needs. The results of this study indicate that the implementation of integrative holistic education at Yaa Bunayya Kindergarten in Bima City has successfully achieved the expected goals. Children experience significant development in various aspects, including physical, cognitive, social-emotional, language, moral, independence and responsibility. A comprehensive and contextualized approach that considers local culture has a positive impact on children's development. A supportive, safe and loving learning environment is a key cornerstone in achieving these outcomes. The research also shows the importance of collaboration between schools, teachers, parents and communities in supporting integrative holistic education and the need for continuous evaluation to ensure sustainability and improvement of education quality.

Keywords: Education; Holistic Integrative; Early Childhood

Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana penerapan tujuan pendidikan holistik integratif pada anak usia dini di TK Yaa Bunayya Kota Bima. Adapun metode penelitian yang digunakan dalam penelitian ini adalah kualitatif deskriptif. Sumber data yang digunakan dalam penelitian ini adalah sumber data primer dan sumber data sekunder. Sumber data primernya yaitu Kepala Sekolah dan Guru PIAUD Yaa Bunayya Kota Bima. Adapun sumber data sekundernya adalah data yang diperoleh dari dokumen-dokumen grafis, foto-foto, film, rekaman video, benda-benda dan lain-lain yang dapat memperkaya data primer untuk penelitian terkumpul sesuai dengan kebutuhan penulis. Hasil penelitian ini menunjukkan bahwa penerapan pendidikan holistik integratif di TK Yaa Bunayya Kota Bima berhasil mencapai tujuan-tujuan yang diharapkan. Anak-anak mengalami perkembangan yang signifikan dalam berbagai aspek, termasuk fisik, kognitif, sosial-emosional, bahasa, moral, kemandirian, dan tanggung jawab. Pendekatan yang komprehensif dan kontekstual dengan mempertimbangkan budaya lokal memberikan dampak positif terhadap perkembangan anak-anak. Lingkungan belajar yang mendukung, aman, dan penuh kasih sayang menjadi landasan utama dalam pencapaian hasil-hasil ini. Penelitian ini juga menunjukkan pentingnya kerjasama antara sekolah, guru, orang tua, dan komunitas dalam mendukung pendidikan holistik integratif, serta perlunya evaluasi berkelanjutan untuk memastikan keberlanjutan dan peningkatan kualitas pendidikan.

Kata Kunci: Pendidikan; Holistik Integratif; Anak Usia Dini

INTRODUCTION

Education is basically an effort and process to form people to have a good personality.¹ Education has an important goal in the process, where this goal must be clear and directed.² Strengthening educational goals before carrying out the educational process is a necessity for the sake of a conducive educational process and reaching the desired goals. Education is a means of transmitting and transforming values and knowledge in the formation of character.³ And the progress of the nation is inseparable from the role of a good education world and has goals based on Islamic values and in accordance with the national education goals. According to Muhammad Fadhil al-Jamaly, Islamic education is an effort to develop, encourage and invite students to live a more dynamic life based on high values and a noble life.⁴ With this process, it is hoped that a more perfect personality of students will be formed, both related to the potential of intellect, feelings, and actions.

Islamic education in early childhood also needs to be thoroughly integrated into the formal and non-formal education curriculum.⁵ This aims to ensure that Islamic values are not only taught theoretically, but also practiced in children's daily lives, both in the school environment and at home. The importance of the role of parents and the community in supporting Islamic education in early childhood cannot be ignored.⁶ Parents have a central role in shaping children's mindsets and behaviors, while the community can provide support in reinforcing Islamic values taught in schools or other educational institutions. Early childhood is a crucial phase of development in the formation of personality, character, and moral values.⁷ During this time, children are particularly vulnerable to environmental influences and the education they receive, reinforcing the need for a holistic and integrative approach to education. Religious education, especially Islam, has an important role in shaping children's character from an early age. Islamic moral values and ethics taught in the early stages of life will form a solid foundation for a child's moral, spiritual, and social development in the future. Allah SWT Says;

وَإِنَّكَ لَعَلَىٰ خُلُقٍ عَظِيمٍ

And indeed you are truly of great character. (Q.S. Al-Qalam:4)

The challenges in providing Islamic education to early childhood are increasingly complex along with the development of the times.⁸ Children today are exposed to a wide range of influences from the environment, technology, and social media that can obscure their understanding of religious teachings. Based on an understanding of the complexity of educational challenges in early childhood, a holistic approach is needed that not only focuses on cognitive aspects, but also pays

¹ Rahmad Rafid, "Konsep Kepribadian Muslim Muhammad Iqbal Perspektif Pendidikan Islam Sebagai Upaya Pengembangan Dan Penguatan Karakter Generasi Milenial," *E-Jurnal Mitra Pendidikan* 2, no. 7 (2018): 711-718.

² Nabila, "Tujuan Pendidikan Islam," *Jurnal Pendidikan Indonesia* 2, no. 05 (2021): 867-75.

³ Nabila.

⁴ Lis Yulianti Syafrida Siregar, "Pendidikan anak dalam Islam," *Bunayya: Jurnal Pendidikan Anak* 1, no. 2 (2017): 16-32.

⁵ and Nur Imam Mahdi Rizqiyatunnisa, Rizqiyatunnisa, "Penyelenggaraan PAUD Formal, Non Formal dan Informal Di KB TK IK Keluarga Ceria," *BUHUTS AL ATHFAL: Jurnal Pendidikan dan Anak Usia Dini* 1, no. 1 (2021): 54-74.

⁶ Mualamatul Musawamah, "Peran orang tua dan guru dalam membentuk karakter anak di kabupaten demak," *Al-Hikmah (Jurnal Pendidikan Dan Pendidikan Agama Islam* 3, no. 1 (2021): 54-70.

⁷ and Arbi Arbi Harnita, Irma, "Pendidikan Anak Usia Dini dalam Islam: Menuju Merdeka Belajar yang Berlandaskan Nilai-Nilai Agama," *Jurnal Pendidikan Tambusai* 7, no. 3 (2023): 29858-65.

⁸ La Hadisi, "Pendidikan karakter pada anak usia dini," *Al-Ta'dib* 8, no. 2 (2015): 50-69.

attention to emotional, social, and spiritual aspects. A holistic approach allows children to develop comprehensively, so that they are not only academically intelligent, but also have noble character in accordance with Islamic teachings.⁹ Sebagaimana Rasulullah SAW bersabda;

إِنَّمَا بُعِثْتُ لَكُمْ مَكَارِمَ الْأَخْلَاقِ

Indeed, I was sent only to perfect noble morals. (HR. Al-Baihaqi)

Integrative holistic is a learning model that emphasizes the principles of early childhood development.¹⁰ This method is carried out with an approach that requires continuity and cooperation between parties in educational institutions. The goal of the integrative holistic approach is to prevent children from acts of violence and exploitation where they are. The approach with the integrative holistic model includes many activities in its implementation, ranging from education, health services, and child protection. This refers to Presidential Regulation (PERPRES) no. 60 of 2013, concerning integrative holistic early childhood education.¹¹ However, the facts on the ground show the lack of emphasis on educational goals in early childhood which makes the integrative holistic-based education process not run with full meaning and only runs as a routine. This is because the foundation used is secular philosophy which only intellectualizes cognitive. For example, many students are smart but not a few do not have manners. This example is an illustration that education must have a strong foundation, namely faith, with which children will be educated intellectually, morally, and physically. In line with that, Syed Naquib Muhammad Al-Attas said that there was negligence in designing and formulating the concept of character education based on the principles of Islam, so that it became a problem for Islamic education.¹²

The above reality is a problem or problem that is important to find a solution, so that Islamic education-based goals become a reference in the learning process. And it is also important for all education actors to pay more attention to the goals of education before going into the field to carry out teaching and learning activities. In this case, it is very necessary to re-emphasize the realization of the goals of Islamic education so that it becomes the main reference in carrying out the teaching and learning process in early childhood. By encouraging children to think logically about what the five senses are catching and making an analysis by describing and solving a problem. In addition, it is also necessary to emphasize the learning of manners and morals in early childhood with the commitment of every educator to become a role model in behavior, because morality is the main key in pursuing knowledge.

In this study, the author presents several literature reviews that can be used as a reference or benchmark in previous and current research. So that from previous research we can see the differences and similarities in the research. Therefore, in this case, the author presents several scientific papers related to the researcher's title, which are as follows; First, a study written by Maulidya Ulfah entitled Integrative Holistic Approach Based on Family Strengthening in Full Day

⁹ and Adiyono Adiyono Oktafia, Mila, "Mengeksplorasi Dampak Penanaman Nilai-Nilai Religius Terhadap Kedisiplinan Siswa: Sebuah Pendekatan Baru Dalam Pendidikan Madrasah Tsanawiyah," *Jurnal Yudistira: Publikasi Riset Ilmu Pendidikan dan Bahasa* 1, no. 3 (2023): 01-16.

¹⁰ Luluk Elyana, "Kurikulum holistik integratif anak usia dini dalam implementasi self regulated learning," dalam *Prosiding HIPKIN Jateng*, 2017, 1-7.

¹¹ and Mega Adyna Movitaria Netriwinda, Netriwinda, Yaswinda Yaswinda, "Evaluasi Program Pendidikan Paud Holistik Integratif dengan Model Cipp Di Nagari Pandam Gadang Kecamatan Gunuang Omeh," *Jurnal Inovasi Penelitian* 2, no. 8 (2022): 2343-52.

¹² Nafisah, "KONSEP PENDIDIKAN ISLAM DALAM PANDANGAN SYED MUHAMMAD NAQUIB AL-ATTAS," *Jurnal Konseling Pendidikan Islam* 4, no. 1 (2023): 174-86.

Early Childhood Education explains that the integrative holistic approach requires continuity and harmony between educational institutions and caregivers in the family sphere. This has resulted in success in early childhood education. This study focuses on strengthening families in early childhood education using an integrative holistic approach, and does not discuss the goals of Islamic education and its implementation in early childhood education based on an integrative holistic approach. Departing from the above frame of mind, the standardization and understanding of the concept of educational objectives based on Islamic education for educators is a necessity that is legally obligatory to be used as a reference in the implementation of the educational process in early childhood education which is crucial and determines the future of children.¹³

Second, the research conducted by Ambariani and Dadan Suryana with the research title *Obstacles to the Implementation of Integrative Holistic-Based Early Childhood Education*. The results of this study explain that there are four themes that hinder the implementation of PAUD HI: teachers' understanding of PAUD has not been maximized, lack of socialization from local agencies or governments, lack of community involvement in PAUD services, and limited facilities and infrastructure. The implications of the results of this study can be used by PAUD units and related governments to improve the quality of PAUD HI implementation.¹⁴ Third, research conducted by Avanti Vera Risty Pramudyani, M. Ragil Kurniawan, Harun Rasyid, and Sujarwo with the title *Integrative holistic curriculum based on traditional games in PAUD in Yogyakarta*. The results of this study show that 94% of early childhood education institutions in the three regions have not developed integrative holistic. Meanwhile, 65% of respondents used traditional games outside of learning with the most frequently used types of games, namely, Hide-and-Seek Plot, Cublak-cublak Suweng, Mushroom, and Jaranan.¹⁵

From several previous studies, there are several similarities and differences in previous research and current research. The similarity is to jointly research on integrative holistic-based Early Childhood Education (PAUD). Meanwhile, the difference is the focus of the research. The focus of previous research was to strengthen families in early childhood education by using an integrative holistic approach, the implementation of holistic integrative and an integrative holistic curriculum based on traditional games. Meanwhile, the focus of the researcher's research now is how to implement and aim for holistic integrative education in early childhood at Yaa Bunayya Kindergarten, Bima City. The purpose of this research is to find out how to implement integrative holistic education goals in early childhood at Yaa Bunayya Kindergarten, Bima City. Taking into account this background, it is important for educators and parents to work together in implementing an integrative holistic approach in Islamic education in early childhood, so that it can help prepare a spiritually, morally, and intellectually strong generation in facing the challenges of the evolving times, and from the above problems, the author is interested in further research related to the problems that occur. so the author took a research entitled *Integrative Holistic Education in Early Childhood at Yaa Bunayya Kindergarten, Bima City*.

¹³ Ulfah, "Pendekatan Holistik Integratif Berbasis Penguatan Keluarga pada Pendidikan Anak Usia Dini Full Day," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 4, no. 1 (2019): 10–19.

¹⁴ Dini, "Jurnal Pendidikan Anak Usia. "Hambatan Implementasi PAUD Berbasis Holistik Integratif," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 6, no. 5 (2022): 5200–5208.

¹⁵ Pramudyani, "Kurikulum holistik integratif berbasis permainan tradisional pada PAUD di Yogyakarta," *Jurnal Penelitian Ilmu Pendidikan* 10, no. 2 (2017): 86–96.

RESEARCH METHOD

This study utilizes a qualitative descriptive approach because this method allows researchers to understand and analyze phenomena in depth. In the context of this study, the phenomenon investigated covers various aspects that are relevant to the competence of school principals in improving the quality of education in PIAUD Yaa Bunayya, Bima City. With this method, researchers can explore various data and information that are not only quantitative but also pay attention to qualitative aspects that are often more complex and multidimensional. This descriptive approach aims to provide a rich and detailed picture of the facts, properties, and relationships between elements in the observed phenomenon. This is done through the collection of comprehensive data from various sources, both primary and secondary, to obtain a complete picture. Primary data was obtained directly from resource persons who have a key role in the research object, namely the Principal and Teacher of PIAUD Yaa Bunayya, Bima City. In-depth interviews, direct observations, and structured discussions are the main tools for digging information from these primary sources. Meanwhile, secondary data sources include a variety of written and non-written documents relevant to the research. Graphic documents such as tables, notes, and meeting minutes provide a broader and historical context about the dynamics of the institution being studied. Photographs, video recordings, and other relevant objects also complement the analysis. By integrating primary and secondary data sources, this research is able to present findings that are in-depth, credible, and in accordance with the needs of the study.

RESULTS AND DISCUSSION

Holistic integrative development in the world of early childhood education is intended to improve several educational programs that are evaluated to be less supportive of child development. The holistic principle is interpreted that all aspects of a child's development affect each other and are continuous and cannot stand alone.¹⁶ This principle requires education to pay more attention to all aspects of child development in the learning process. Meanwhile, the principle of integrity is interpreted as the incorporation of children's skills which consists of six aspects of development. Understanding the six key aspects of a child's development can help educators and parents support their growth optimally.¹⁷ The six aspects are physical, cognitive, linguistic, social, emotional, and moral development. Each of these aspects is important to form a balanced and healthy individual. Understanding and supporting all six aspects of child development is key to forming a balanced and healthy individual.¹⁸ Each aspect is interrelated and contributes to the overall development of the child. Educators and parents must work together to create an environment that supports the optimal growth of children in each of these aspects. With the right attention and consistent support, children can grow into balanced, happy, and future-ready individuals with confidence. The integrative holistic approach is an approach that recognizes and appreciates all aspects of human development both physical, emotional, social, intellectual, and

¹⁶ Y. H Pranyoto, "Revitalisasi Pendidikan Agama Katolik di sekolah sebagai upaya meningkatkan moralitas anak didik," *Jurnal Masalah Pastoral* 6, no. 2 (2018): 40-58.

¹⁷ S. Sulaiman, U., Ardianti, N., & Selviana, "Tingkat pencapaian pada aspek perkembangan anak usia dini 5-6 tahun berdasarkan strandar nasional pendidikan anak usia dini," *NANA EKE: Indonesian Journal of Early Childhood Education* 2, no. 1 (2019): 52-65.

¹⁸ S. Megawaty, T., & Herman, "Eksplorasi Pertumbuhan Spiritual Dan Perkembangan Manusia Pada Anak-anak Dan Remaja: Perspektif Teologi," *SOLA GRATIA: Jurnal Teologi Biblika dan Praktika* 4, no. 2 (2024).

spiritual.¹⁹ In the context of education and parenting, this approach emphasizes the importance of seeing children as whole and interconnected individuals, and integrating different aspects of learning and development to support balanced and harmonious growth.

Education Services

Educational services are basic services organized in PAUD units to develop various children's potentials that include religious and moral, physical-motor, cognitive, language, social-emotional, and artistic values. The implementation of educational services refers to the National Early Childhood Education standards, the 2013 Early Childhood Education Curriculum, and other references issued by the Ministry of Education and Culture. The implementation of educational services in PAUD units can take advantage of the potentials that exist in the surrounding environment and collaborate with related agencies and partners. Educational services in the PAUD Unit use the principles used in the early childhood learning process as follows, Learning Through Play; Children under the age of 6 are in playtime. Providing educational stimuli in the right way through play, can provide meaningful learning to children. Children gain knowledge through their play activities.



Oriented to child development; Educators must be able to develop all aspects of development according to the child's age stage. Developmental orientation is an approach that values and responds to each child's unique needs. By focusing on active learning, emotional engagement, and social context, we can help children reach their full potential.²⁰ A supportive and adequate environment is the key to healthy and sustainable development. Oriented to the needs of children Educators must be able to provide educational stimulation or stimulation according to the needs of children, including children who have special needs. Oriented to the needs of the child is an approach that puts the child's individual well-being and development as a top priority. By understanding and meeting each child's unique needs, we can help them grow into healthy, happy, and accomplished individuals.²¹ A supportive environment and collaboration between educators and parents are essential to achieve this goal.

Child-centered; Educators must create an atmosphere that can encourage the spirit of learning, motivation, interest, creativity, initiative, inspiration, innovation, and independence according to the child's characteristics, interests, potential, level of development, and needs. Child-centered education is an approach that values and supports each child's unique needs. By putting

¹⁹ P. A. Ntara, "Implementasi pengembangan karakter anak usia dini dengan pendekatan holistik," *JIV-Jurnal Ilmiah Visi* 14, no. 1 (2019): 17–26.

²⁰ Ji Liu, Dahman Tahri, dan Faying Qiang, "How Does Active Learning Pedagogy Shape Learner Curiosity? A Multi-Site Mediator Study of Learner Engagement among 45,972 Children," *Journal of Intelligence* 12, no. 6 (2024): 59, <https://www.mdpi.com/2079-3200/12/6/59>.

²¹ Ceren Johnson, "How Educators Impact Children's Behavior by Utilizing Key Elements to Adapt Early Childhood Education Classroom Environments: A Case Study" (PhD Thesis, Northcentral University, 2023), <https://search.proquest.com/openview/bf6dd0e9d653cfe15be6d5ed20840be7/1?pq-origsite=gscholar&cbl=18750&diss=y>.

children at the center of the learning process, we can create an environment that supports their growth and development holistically.²² Collaboration between educators, parents, and the child himself is key to achieving success in this approach. Active Learning; Educators must be able to create an atmosphere that encourages children to actively seek, find, make choices, express opinions, and do and experience themselves. Active learning is an effective approach to increasing student engagement and understanding. By engaging students directly in the learning process through a variety of challenging and fun activities, we can create a dynamic learning environment and support the development of their critical, creative, and social skills. The implementation of active learning requires good planning and flexibility from educators, but the long-term benefits for students are significant.



oriented to the development of character values; The provision of educational stimulation is directed to develop values that form positive character in children. The development of character values is not through direct learning, but through learning to develop knowledge and skill competencies and through habituation and example. Being oriented towards the development of character values is an important aspect in education and parenting that helps shape individuals who are not only intelligent, but also of integrity and ethics.²³ By setting an example, integration in the curriculum, explicit learning, real practice, and reflection, we can support children in developing strong character values and forming a whole, balanced persona.

oriented towards the development of life skills; The provision of educational stimuli is directed to develop children's independence. The development of life skills is carried out in an integrated manner both through learning to develop knowledge and skill competencies and through habituation and example.²⁴ Supported by a conducive environment; The learning environment is created in such a way that it is interesting, fun, safe, and comfortable for children. The spatial arrangement is arranged so that children can interact with educators, caregivers, and other children. Oriented to democratic learning; Democratic learning is indispensable for mutual respect between children and educators, and between children and other children. Utilization of learning media, learning resources, and resource persons The use of learning media, learning resources, and resource persons in the PAUD environment aims to make learning more contextual and meaningful. Including resource persons are people with certain professions

²² Joshua R. Gallegos, "Holistic Teaching Practices through a Growth Mindset Lens: A Case Study Examination of ELA High School Classrooms" (PhD Thesis, Seattle Pacific University, 2023), <https://search.proquest.com/openview/40d65cdb052116fa95575aebba3e38a7/1?pq-origsite=gscholar&cbl=18750&diss=y>.

²³ Iksal Iksal, Ratu Amalia Hayani, dan Aslan Aslan, "Strengthening character education as a response to the challenges of the times," *Indonesian Journal of Education (INJOE)* 4, no. 3 (2024): 761-74, <https://injoe.org/index.php/INJOE/article/view/116>.

²⁴ M. Miftah Arief, "Reshaping Habituation Program to Optimize Children Self-Development in Elementary," *Qualitative Research in Educational Psychology* 1, no. 01 (2023): 1-11, <https://journal.nubaninstitute.org/index.php/qrep/article/view/3>.

who are involved according to the theme, for example, doctors, police, fishermen, and firefighters.

Health, Nutrition, and Care Services

Health, nutrition, and care services in the PAUD Unit are part of the PAUD Unit Level Curriculum which is manifested in routine activities such as: Weight weighing and height measurement recorded in KMS periodically every month; Habit of eating healthy and balanced food or regular supplemental feeding (adjusted to the institution's capabilities); The habit of washing hands, maintaining personal hygiene and the environment; Introduction to balanced nutrition by involving parents in preparing daily meals for children. Monitor the intake of food brought by children every day, including snacks consumed by children while in the PAUD Unit. Provision of P3K equipment for first treatment of injured children. Controlling the child's physical condition simply (e.g. body temperature, wounds, etc.). Providing facilities for medical personnel to carry out Early Detection of Growth and Development (DDTK)/ Stimulation of Early Detection of Growth and Development Intervention (SDIDTK), nutritional improvement, such as giving vitamin A, giving immunizations, and checking the health of children's eyes, ears, and mouth. Coordinate or ask for assistance from Penilik/Himpaudi/IGTKI/community leaders if they need assistance for the expansion of the partnership network, including if they need resource persons or other facilities.

Babysitting Services

Parenting in the PAUD unit is carried out in collaboration with parents through the Parenting program. The parenting program is filled with activities: KPO (Parent Meeting Group) such as counseling, discussions, simulations, seminars on child growth and development, introduction to healthy local food, habituation of clean and healthy living behaviors (PHBS), worm control, the use of iodized salt, prevention of infectious diseases, and others. Consultation between teachers and parents is related to the growth and development of children. The involvement of parents in the classroom, for example, helps organize the play environment, create learning media, and become a professional model in accordance with the learning theme. Parental involvement in providing a meal program together on a rotational basis according to the recommendations of nutritionists regarding the provision of food menus with balanced nutrition fulfillment.²⁵ The involvement of parents outside the classroom, for example, becomes a committee for field activities, and provides PMT. An agreement between the unit and parents to be involved in the parenting program can be made at the beginning of entering the PAUD unit which is strengthened by signing a statement of ability to carry out joint parenting. The PAUD unit facilitates communication with parents through a liaison book and/or report. The liaison book is a communication tool between teachers and parents about the growth and development of children and other information related to children's activities at home and in the unit, which is conveyed at any time by both teachers and parents if there is an event or information. The child development report book is the result of a record of child development after participating in activities in the PAUD unit within a certain period of time, which can be submitted every quarter or semester.

²⁵ Suvadra Datta Gupta, "School Food Policies and Perspectives: An examination of policy, funding models and caregivers' perceptions" (PhD Thesis, University of Saskatchewan Saskatoon, 2024), <https://harvest.usask.ca/bitstreams/3605eec1-0fa1-4054-aaf1-934d4147aa2b/download>.

Protection Services

Child protection must be part of the institution's mission, meaning that all children in the PAUD Unit must be protected from physical violence and non-physical violence, including: Ensuring that the environment, tools, and play materials used by children are in safe, comfortable and fun conditions. Ensure that no child is exposed to bullying or physical violence or speech by friends, teachers, or other adults around the PAUD Unit. Introduce children to the parts of the body that can be touched and those that should not be touched. Teaching children to be able to help themselves if they receive uncomfortable treatment, for example asking for help or avoiding places and people that they feel is dangerous. All areas in the PAUD unit are within the scope of teacher supervision. All children receive the same attention according to their needs and conditions. Ensure that all teachers are accustomed to being friendly, respectful, loving, and caring for all children by not labeling or labeling anything on children. Fostering the situation in the PAUD Unit area is full of friendliness, courtesy, and mutual love. Ensuring that when the child comes home from school in a safe position (there is an adult accompanying him) Handling immediately when the child has an accident that occurs at the PAUD Institution.

Welfare services are defined as the PAUD Unit paying attention to each child meeting their basic needs, namely identity certainty, physical needs and spiritual needs. To carry out welfare services for children, the Education Unit does the following: Assist families whose children do not have a Birth Certificate by reporting to the village for the process of making the certificate. Set aside operational assistance funds and funds from other sources for simple healthy supplementary food programs made from local ingredients. The preparation of additional food is carried out by involving parents. Helping families who do not have access to health services by registering them as health insurance recipients.²⁶ Treat all children, including children with special needs, according to their potential, abilities achieved, and the provision of appropriate support to foster children's confidence, courage, and independence. Getting used to rewarding children for their efforts.²⁷

Objectives of Integrative Holistic Education in Early Childhood at Yaa Bunayya Kindergarten, Bima City

Yaa Bunayya Kindergarten in Bima City strives to improve children's physical health and motor skills through various activities that are adapted to the natural environment around Bima. Children are invited to participate in outdoor activities such as traditional games, running, and other physical activities that not only strengthen their bodies but also introduce them to the natural richness and culture of the place. Education at Yaa Bunayya Kindergarten emphasizes the development of children's thinking skills through activities that stimulate intellectuals. Learning activities that are contextual to the culture and daily life in Bima, such as telling stories about local history or playing with natural objects, help children understand their world in a relevant and meaningful way.

²⁶ Oritseweyinmi Orighoye, Tanefa A. Apekey, dan Maria J. Maynard, "Informing Diet and Physical Activity Interventions with Family Involvement in an Urban Setting: Views of Children and Adults in Lagos, Nigeria," *Sustainability* 15, no. 10 (2023): 7850, <https://www.mdpi.com/2071-1050/15/10/7850>.

²⁷ Erman Syamsuddin, *Petunjuk Teknis Penyelenggaraan PAUD Holistik Integratif di Satuan PAUD* (Jakarta: Direktorat Jenderal Pendidikan Anak Usia Dini dan Pendidikan Masyarakat Kementerian Pendidikan dan Kebudayaan, 2015).

In the social context of Bima City, integrative holistic education at Yaa Bunayya Kindergarten prioritizes the formation of strong social and emotional characters. Children are taught to interact with peers and adults within the framework of local cultural values, such as mutual cooperation and mutual respect. The program also emphasizes the development of empathy and the ability to manage emotions in a variety of situations.²⁸ Yaa Bunayya Kindergarten in Bima City focuses on developing children's language skills by using their mother tongue and Indonesian in a balanced manner. Through storytelling, singing, and role-playing activities, children are invited to enrich their vocabulary and communication skills, both in local and national languages, so that they are able to interact with a wider environment.²⁹ Moral education at Yaa Bunayya Kindergarten in Bima City is designed to instill strong cultural and religious values. Children are taught the values of honesty, responsibility, humility, and respect for parents and others through daily activities that reflect the cultural and religious practices that exist in Bima.

This aims to form the character of children who have integrity and have a strong moral foundation. Yaa Bunayya Kindergarten Kota Bima encourages children to become independent and responsible individuals by giving them the opportunity to make decisions and perform simple tasks independently. Through activities that are contextual to daily life in Bima, such as helping with household chores or group projects, children learn to be independent and responsible individuals. It can be concluded that integrative holistic education at Yaa Bunayya Kindergarten in Bima City is designed to develop every aspect of child development by taking into account the local social and cultural context. With this holistic approach, Yaa Bunayya Kindergarten in Bima City hopes to create a generation of children who are physically healthy, cognitively intelligent, emotionally stable, communicative, moral, and independent, and able to adapt and contribute positively to their society. A supportive, safe, and compassionate learning environment is the main foundation for achieving these goals.

CONCLUSION

The integrative holistic education implemented at Yaa Bunayya Kindergarten, Bima City, does not only focus on the development of one aspect, but covers all aspects of child development. This approach is designed to prepare children to become individuals who not only excel academically but also have strong character and good social skills. With an approach that integrates moral values and compassion-based learning, Yaa Bunayya Kindergarten is able to create an environment that not only supports children's optimal development but also instills essential life values. More than that, this holistic approach is a strategic step to face global challenges, where children are educated to be competitive without losing their cultural and moral roots. By providing a balanced education, Yaa Bunayya Kindergarten makes a real contribution in building a young generation who are not only ready to face the future but also able to become agents of positive change for their community. The integration of these various aspects demonstrates the institution's

²⁸ Nilna Azizatus Shofiyah, Tedy Sutandy Komarudin, dan Dewi Rika Juita, "The Meaningful Role of Affection in Education: The Emotional Perspective in Pedagogy," *INNOVATIVE: Journal Of Social Science Research* 3, no. 2 (2023): 9420–34, <http://j-innovative.org/index.php/Innovative/article/view/1271>.

²⁹ I. Hontarenko dan S. Osmachko, "Harmonizing language learning: exploring the role of music and songs in cultivating motivation and interest among young school students in China and Ukraine," 2024, <http://repository.hneu.edu.ua/handle/123456789/33923>.

commitment to quality early childhood education that is sustainability-oriented, and relevant to the dynamics of the times.

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