

The Capacity of Early Childhood Educators in Integrative Holistic Early Childhood Development in 229 Regencies/Cities, Indonesia

by rohimi zamzam

Submission date: 28-Apr-2024 07:34AM (UTC+0700)

Submission ID: 2363820670

File name: 1.pdf (452.08K)

Word count: 3666

Character count: 20163

1
**Proceeding of International Conference on Integrated-Holistic Early
Childhood Education (ICIHECE) Vol. 1, 2023**

Islamic Early Childhood Program, Faculty of Tarbiya and Teacher Training
Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto
e-ISSN: 3031-562X, p-ISSN: 3031-4151, DOI: 10.24090/icihece

1
**The Capacity of Early Childhood Educators in Integrative Holistic Early
Childhood Development in 229 Regencies/Cities, Indonesia**

**Netti Herawati¹✉, Betti Nuraeni², Rusilowati Efendi³, Yuni Herlina⁴, Nila
Kusumaningtyas⁵, Rohimi Zam Zam⁶**

1Universitas Riau, 2Universitas Muhammadiyah Prof. Dr. Hamka, 3STAI Bandung, 4UIN
Fatmawati Soekarno Bengkulu, 5Universitas PGRI Semarang, 6Universitas Muhammadiyah
Jakarta

✉email: bundonetti@gmail.com

Abstract: Efforts to provide comprehensive services for children are carried out by campaigning for Holistic Integrative Early Childhood Development in Indonesia call Pengembangan Anak Usia Dini Holistik Integratif (PAUD HI). There are 5 basic rights that children must receive, namely: 1) the right to survival; 2) protection rights; 3) the right to growth and development; 4) participation rights; and 5) identity rights. Research on the capacity of educators in PAUD HI was carried out in 229 districts, involving 3.246 Educators of Early Childhood Education (ECE). The Educators' criteria were have worked for at least 2 years and willing to take part in research. The Educator capacity scores of PAUD HI were measured by assessing the correct answers of the research instrument. The educators fill out the instrument online. The data was analyzed using descriptive statistics. The results of the research show that the score of Educator Capacity in Integral Holistic Early Childhood Development is still below the standard, namely 57.78. The Educator capacity scores of PAUD HI for concept, Positive Care, Nutrition and Health, Protection, Educational Stimulation and Well-being, respectively were 46.19, 51.1, 57.34, 59.2, 60.23 and 61.35. The whole educator capacity score with a teaching experience of more than 5 years was higher than for educators with a teaching experience of 2-5 years.

Keywords: PAUD HI; Experiences; Hollistic; Integrative

A. Introduction

Even though Early Childhood Education (ECE) is called education, it does not mean that the services provided are only educational stimulation. As previous studies have stated that early childhood education is a sector that is an intersection of many aspects and services (Amning, 2006, Wong, Sumsion, & Press, 2012). Good ECE's services are those that integrate education and care services (Black et al., 2017; Britto et al., 2014, Ishimine, Tayler, & Bernett, 2010; Profeta, 2012). According to Law number 23 of 2002, concerning Child Protection, as amended by Law number 35 of 2014, there are 5 basic rights that children must receive, namely: 1) the right to survival; 2) protection rights; 3) the right to growth and development; 4) participation rights, and 5) identity.

In line with this, the government has also issued a regulatory framework that supports its implementation, namely Presidential Regulation no. 60 of 2013 (Government of the Republic of Indonesia, 2013) concerning Integrative Holistic Early Childhood Development in Indonesia call "Pengembangan Anak Usia Dini Holistik Integratif (PAUD HI). According to this regulation, there are 5 (five) services to fulfill the essential needs of children aged early,

which includes educational stimulation, nutrition and health, protection, well-being and positive caring

In this regard, the Ministry of Health, Indonesia is carrying out a program to increase the capacity of ECE educators in implementing Integrative Holistic Early Childhood Development in 229 Districts/Cities throughout Indonesia. In connection with this, the research was conducted on the Capacity of Educators in Integrative Holistic Early Childhood Development at the program location. This data becomes baseline data that will be used in measuring the impact of the program.

B. Methods

1. Research Location

The research was conducted in 229 districts/cities that were targeted by by the Ministry of Health in collaboration with the Association of Indonesian Early Childhood Education and Education Personnel (HIMPAUDI) to improve the ECE's educator capacity.

2. Research Instruments

The instrument for measuring the capacity of educators in PAUD HI uses the instrument used in the study Mapping Educator Competencies in the Implementation of PAUD HI (Directorate of PAUD Teachers and Dikmas, Ministry of Education, Culture, Research and Technology, 2021). This instrument has been carried out in a series so that it can meet the criteria of validity and reliability

3. The Sample of Research

This research is expected to involve 20 ECE teachers in 229 selected Districts and Cities in 34 Provinces. The sample criteria are the teachers of Play Groups, Day Care, Kindergarten, Rhadautul Athfal and other ECE have been teaching for at least 2 years and are willing to take part in research. After cleaning the data, the data processed in the research was 3,246 respondents

4. Data Collection and Analysis

The sampling technique used in the data collection process was purposive sampling. Respondents (The ECE's teachers) who meet the requirements and are willing to take part in the program invited to a zoom meeting which was divided into 6 groups. Respondents received an explanation regarding instructions for filling out the instrument. Respondents filled out the instrument during the zoom meeting after receiving an explanation and being given the opportunity to ask if there was anything they had not understood in filling out the instrument finely. The data of all incoming respondents is cleaned first before data analysis is carried out.

C. Results and Discussion

1. Respondent Demographics

The respondent data itself consists of the respondent's gender, age, length of teaching experience. and experience following classes as shown in Table 1.

Table 1. The Respondent Data

1. The Gender of Respondent	Count	%
Man	88	2.7
Woman	3158	97.3

2. Teaching Experiences		
> 5 years	2422	74.6
2-5 years	824	25.4
3. Training that has been followed		
Basic Training	1108	34.1
Basic Training, Advanced Training	434	13.4
Basic Training, Advanced Training, ECE's Training	378	11.6
ECE's Training	348	10.7
Basic Training, ECE's Training	187	5.8
Advanced Training	96	3.0
Advanced Training, ECE's Training	9	0.3
Not following training	686	21.1

The majority of respondents were male. This is in line with the national data for male PAUD teachers which is much lower than female PAUD teachers. Based on work experience, the majority of respondents (74.6%) had experience teaching more than 5 years, while there were 824 respondents with 2-5 years of experience. The majority of respondents have attended basic training (34.1%), but there are still 21.13% of respondents who have never attended training at all.

2. *The Educator Capacity of PAUD HI*

The average educator capacity to know concept score is very low (46.19) and It is the lowest score (Figure 1). The well-being aspect is the PAUD HI service aspect which has the highest score with a score of 61.35 followed by the educational stimulation aspect with score 60.23. The caring aspect is one of the 5 aspects of PAUD HI services with the lowest score compared to other aspects, namely 51.10 followed by the Nutrition & Health aspect (57.34). The total capacity of educators in PAUD HI is 57.78. The capacity of educators regarding all PAUD HI aspects is below the expected standard because The capacity minimum standard is 70.

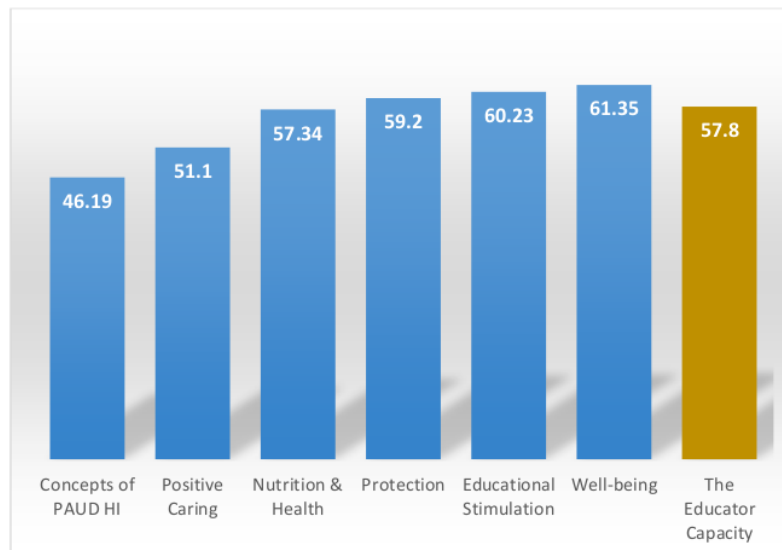


Figure 1. Capacity of PAUD Educators in Integrative Holistic Child Development

The capacity of PAUD HI respondents with more than 5 years of learning experience has a capacity of 58.48, this capacity is higher than respondents with 2-5 years of learning experience, namely a capacity of 55.71.

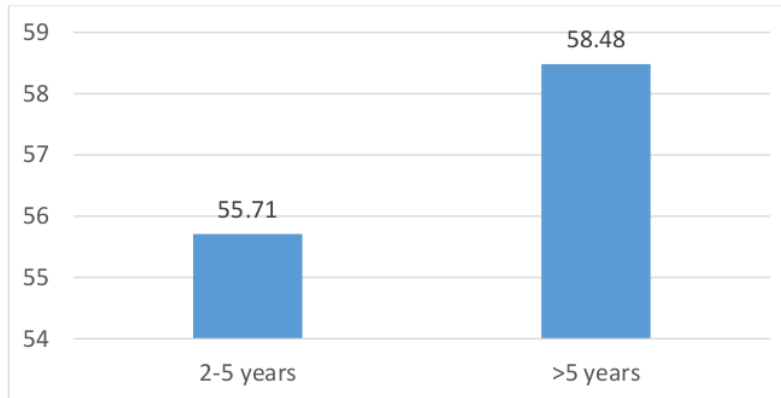


Figure 2. PAUD HI Capacity according to Length of Teaching Experience

3. *The Capacity of PAUD HI by the Length of Teaching Experience*

Based on understanding of the PAUD concept and 5 aspects of PAUD HI services, the capacity of respondents with more than 5 years of teaching experience is greater than those with 2-5 years of teaching experience (Figure 3). The biggest gap is seen in the Educational Stimulation service aspect

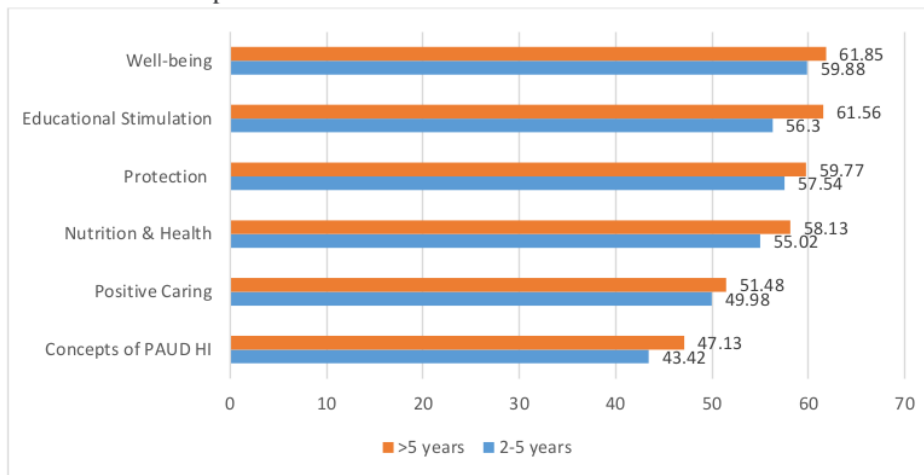


Figure 3. Capacity of PAUD HI Service Aspects according to Length of Teaching Experience

4. *Analysis of Respondents' Capacity on PAUD HI Concept Items*

The PAUD HI concept consists of 3 indicators. Understanding PAUD HI is reflected in understanding what PAUD HI stands for. The majority of respondents think that PAUD HI stands for Integrative Holistic Children's Education which should be Integrative Holistic Early Childhood Development. Table 2 shows that the tem B1 (which stands for PAUD HI) is the

lowest score (29.36). The highest score on the PAUD HI concept is item B2 or understanding related to the essential needs of early childhood where the initial assessment score is 66.25

Table 2. The items on PAUD HI Concept

Code	Indicator	Score
B1	PAUD HI stands for	29.36
B2	Essential needs of early childhood	66.25
B3	Collaboration has been carried out with various parties	30.09

5. *Educational Stimulation Aspects*

The educational stimulation aspect consists of 10 indicator items (Table 3). The highest item score is item B6 (70.89), namely the component in learning planning capacity. This is related to the majority of respondents taking part in training that focused on educational aspects include the making lesson plans. The lowest duty is item B13 (53.64), namely activities to educate families in assisting children when playing at home.

Table 3. The items on aspects of educational stimulation

Code	Indicator	Score
B4	The Principles of ECE's learning	58.08
B5	ECE's learning principles that have been put into practice	54.17
B6	The Components in lesson plan	70.89
B7	The Elements that I use in lesson plan	66.27
B8	Use of inspirational learning media	60.84
B9	Stimulation for children to express ideas	54.56
B10	The principles of assessing child development are applied	56.40
B11	Have procedures for preparing lesson Plan for children's learning activities at home	60.72
B12	The information for Children's families to prepare a conducive learning environment	68.99
B13	Activities to educate families in accompanying children when playing at home	53.64

6. *Nutrition and Health Aspects*

In terms of nutrition and health aspects, there are 10 indicator items (Table 4). Item B17 is the item with the lowest score, namely children's habituation to self-care. The item with the highest score is item B20, namely knowledge about nutritional disorders. B14 namely Health services carried out independently/in partnership and B 17 have fulfill the minimum score (score > 70).

Table 4. The Items on Nutrition and Health Aspects

Code	Indicator	Score
B14	Health services carried out independently/in partnership	75.77
B15	Contribution to creating a healthy environment	55.22
B16	Preparation of SOP for child health in ECE	53.34
B17	Children's habituation to self-care	43.47
B18	Synergy with families for child care	64.43
B19	Developing knowledge and skills for children's clean and healthy living behavior	43.76
B20	Knowledge about nutritional disorders	77.99
B21	Practicing balanced nutrition in the work unit	51.55

Code	Indicator	Score
B22	Practicing balanced nutrition in ECE	58.02
B23	Integrating Child care in ECE's Program	51.55

7. *The Caring Items*

The caring aspect consists of 5 items (Table 5). Table 5 shows that the highest item score is item B26 (62.54), the capacity to create synergy with family in care, while the item with the lowest score is item B27 (43.50), namely synergy strategies with family in care. All caring items have not fulfill the minimum score.

Table 5. The Items on Caring Aspects

Code	Indicator	Score
B24	The caring activities in PAUD units	48.63
B25	Communication strategies for children	53.53
B26	Synergy with family in children's caring	62.54
B27	Strategies for synergizing with families in children's caring	43.50
B28	Synergy with families for child care	46.94

8. *The Protection Aspects*

There are 8 capacity components for protection aspects (Table 6). The lowest score for the item is item B34 (48.10), which is related to the provision of family education schedules and materials about protection, while the item with the highest score is item B30 (73.97), namely the preparation of Standard Operational Procedures for fulfilling children's rights and protection in ECE.

Table 6. The Items on Protection Aspects

Code	Indicator	Score
B29	Strategies for integrating protection programs into the curriculum	53.91
B30	Preparation of SOPs for fulfilling children's rights and protection in PAUD	73.97
B31	Child protection in special circumstances (e.g. pandemic)	66.67
B32	Various family educational activities about protection	64.92
B33	Family education regarding child protection	53.67
B34	Schedule and family education materials about protection	48.10
B35	Share experiences about child protection with families	64.16
B36	Efforts to protect the well-being of children	54.34

9. *The Items of Well-Being Aspects*

The well-being aspect capacity consists of 6 items (Table 7). The lowest score for the Well-being aspect is item B42, namely efforts to ensure children's well-being with a score of 45.82, while the highest item is item B41, namely parental assistance to fulfill children's well-being with a score of 70.81.

Tabel 7. The Items of Well-being Aspect

Code	Indicator	Score
B37	The knowledge of the children well-being concept	62.80
B38	The efforts are made to improve the well-being of children in ECE	60.03

Code	Indicator	Score
B39	The preparation of Well-being Standard Operating Procedure	66.90
B40	The Strategies/activities to fulfill well-being	63.78
B41	The parental assistance to fulfill children's well-being	70.81
B42	The efforts to ensure the well-being of children	45.82

D. Conclusion

The average score for Educator capacity in Integrative Holistic Early Childhood Development is still below the standard, namely 57.78. PAUD HI concept scores, Positive Parenting, Nutrition and Health, Protection, Educational Stimulation and Well-being are 46.19, 51.1, 57.34, 59.2, 60.23 and 61.35 respectively. PAUD HI capacity scores and all aspects of PAUD HI services for educators with more than 5 years of teaching are higher than educators with 2-5 years of teaching

In the Educational Stimulation aspect, the item with the highest score (70.89) is a component in learning planning capacity, while the lowest (53.64) is an activity to educate families in assisting children when playing at home. In the parenting aspect, the highest item score was the capacity to create synergy with family in parenting (62.54) while the item with the lowest score was synergy strategies with family in parenting (43.40). In terms of nutrition and health aspects, the item with the lowest score is children's habituation to self-care (43.47). The item with the highest score is knowledge about nutritional disorders (77.99). In the protection aspect, the lowest score item is the provision of family education schedules and materials about protection (43.10) while the item with the highest score is the preparation of Standard Operational Procedures for fulfilling children's rights and protection in ECE (73.97). The lowest score for the well-being aspect items is efforts to ensure children's well-being with a score of 45.82, while the highest item is parental assistance to fulfill children's well-being with a score of 70.81.

Acknowledgments

I would like to express my sincere gratitude to Ministry of Health, RI for their unwavering support and provision of resources throughout the course of this research and HIMPAUDI for their support and working together in 229 Districts/Cities from all Provinces in Indonesia

References

- Ailwood, J. (2017). Exploring the care in early childhood education and care. *Global Studies of Childhood*, 7(4), 305–310.
- Albuquerque, J., Aguiar, C., & Magalhães, E. (2020). The collaboration between early childhood intervention and child protection systems: The perspectives of professionals. *Children and youth services review*, 111, 104873.
- Anning, A. (2006). Early years education: Mixed messages and conflicts. In K. Derek, E. Mufti, & J. Robinson (Eds.), *Education Studies: Issues and Critical Perspectives* (pp. 5-17). New York: Open University Press.

- Black, M. M., Walker, S. P., Fernald, L. C., Andersen, C. T., DiGirolamo, A. M., Lu, C., . . . Shiffman, J. (2017). Early childhood development coming of age: science through the life course. *The Lancet*, 389(10064), 77-90.
- Britto, P. R., Yoshikawa, H., & Boller, K. (2011). Quality of early childhood development programs in global contexts: Rationale for investment conceptual framework and implications for equity (1075-7031). Retrieved from Washington, DC: <https://files.eric.ed.gov/fulltext/ED519240.pdf>
- Britto, P. R., Yoshikawa, H., van Ravens, J., Ponguta, L. A., Reyes, M., Oh, S., . . . Seder, R. (2014). Strengthening systems for integrated early childhood development services: a cross-national analysis of governance. *Annals of the New York Academy of Sciences*, 1308(1), 245-255.
- Epstein, A. S. (1999). Pathways to Quality in Head Start, Public School, and Private Nonprofit Early Childhood Programs. *Journal of Research in Childhood Education*, 13(2), 101-119. doi:10.1080/02568549909594732
- Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching: theory and practice*, 8(3/4), 381-391.
- Hajati, K. (2018). Pelaksanaan Pendidikan Holistik-Integratif dalam Pelayanan Kebutuhan Dasar Anak Usia Dini di Kabupaten Mamuju Sulawesi-Barat. *Indonesian Journal of Educational Science (IJES)*, 1(1), 17-24.
- Hardman, B. K. (2011). Teachers' perception of their principal's leadership style and the effects on student achievement in improving and non-improving schools: University of South Florida.
- Ishimine, K., Tayler, C., & Bennett, J. (2010). Quality and early childhood education and care: A policy initiative for the 21st century. *International Journal of Child Care and Education Policy*, 4(2), 67-80. doi:<https://doi.org/10.1007/2288-6729-4-2-67>
- Kementerian Perencanaan Pembangunan Nasional/Badan Perencanaan Pembangunan Nasional. (2018). Rencana aksi nasional pengembangan anak usia dini holistik-integratif. Jakarta: Kementerian Perencanaan Pembangunan Nasional/Badan Perencanaan Pembangunan Nasional Republik Indonesia
- Krogh, S. L., & Slentz, K. L. (2001). *The early childhood curriculum*. New Jersey, NJ: Lawrence Erlbaum Associates.
- Malm, B. (2017). " We Need to Give the Profession Something that No One Else Can": Swedish Student Teachers' Perceptions and Experiences of their Preschool Teacher Training Programme. *International Journal of Learning, Teaching and Educational Research*, 16(9), 73-87.
- McKee, B. E., & Dillenburger, K. (2012). Effectiveness of child protection training for pre-service early childhood educators. *International Journal of Educational Research*, 53, 348-359.
- McLachlan, C., Fleer, M., & Edwards, S. (2018). *Early childhood curriculum: Planning, assessment and implementation*: Cambridge University Press.
- Ministry of National Development Planning/National Development Planning Agency. (2013). *Early childhood development strategy study in Indonesia*. Jakarta: Ministry of National Development Planning/National Development Planning Agency of the Republic of Indonesia.

- Ochieng, O. J. (2019). Determinants of Successful Implementation of Early Childhood Development Education by County Governments in Kenya; Implementing Partners Perspective. *International Journal of Scientific Research and Management (IJSRM)*, 6(12).
- Pemerintah Kabupaten Brebes. (2019). Peraturan Bupati Brebes Nomor 74 Tahun 2019 tentang Penyelenggaraan Pengembangan Anak Usia Dini Holistik-Integratif. Brebes: Pemerintah Kabupaten Brebes Retrieved from <http://jdih.brebeskab.go.id/uploads/hukum/74.pdf>
- Pemerintah Provinsi Gorontalo. (2021). Peraturan Gubernur Provinsi Gorontalo Nomor 16 Tahun 2021 tentang Penyelenggaraan Pengembangan Anak Usia Dini Holistik-Integratif. Gorontalo: Pemerintah Provinsi Gorontalo Retrieved from <https://peraturan.bpk.go.id/Home/Details/169153/pegub-prov-gorontalo-no-16-tahun-2021>
- Pemerintah Republik Indonesia. (2013). Peraturan Presiden Republik Indonesia Nomor 60 Tahun 2013 tentang pengembangan anak usia dini holistik-integratif. Jakarta: Badan Pembinaan Hukum Nasional.
- Profeta, M. (2012). Promoting holistic learning and development in early years: An analysis of quality in early childhood care and education (ECCE) from the Asia-Pacific region. Singapore, ARNEC. <https://www.arnec.net/wp-content/uploads/2014/03/MP-Quality-March-2013.pdf>.
- Putri, F. E. K., Alhumami, A., Vitasari, D., Sularsono, Warman, N. I., Siagian, N., . . . Syahli, R. (2018). Rencana aksi nasional 2020-2024 pengembangan anak usia dini holistik-integratif. Jakarta: Kementerian Koordinator PMK Republik Indonesia
- Siagian, N., & Adriany, V. (2020). The Holistic Integrated Approach of Early Childhood Education and Development in Indonesia: Between Issues and Possibilities. Paper presented at the International Conference on Early Childhood Education and Parenting 2009 (ECEP 2019).
- Widodo, H. (2017). Pendidikan Karakter Holistik Integratif di PAUD Terpadu 'Aisyiyah Nur'aini Ngampilan Yogyakarta. *Al-Athfal: Jurnal Pendidikan Anak*, 3(2), 135-150.
- Wijayanti, U. T. (2018). Kendala-Kendala BKB (Bina Keluarga Balita) Holistik Integratif di Provinsi Sulawesi Utara. *Jurnal Komunikasi*, 10(1), 65-76.
- Wong, S., Sumsion, J., & Press, F. (2012). Early childhood professionals and interprofessional work in integrated early childhood services in Australia. *Australasian Journal of Early Childhood*, 37(1), 81-88.
- Wood, E., & Bennett, N. (2000). Changing theories, changing practice: exploring early childhood teachers' professional learning. *Teaching and teacher education*, 16(5-6), 635-647. doi:[http://dx.doi.org/10.1016/S0742-051X\(00\)00011-1](http://dx.doi.org/10.1016/S0742-051X(00)00011-1)
- Yin, H., To, K. H., Keung, C. P. C., & Tam, W. W. Y. (2019). Professional learning communities count: Examining the relationship between faculty trust and teacher professional learning in Hong Kong kindergartens. *Teaching and teacher education*, 82, 153-163), 104-115. <https://doi.org/10.31932/jpk.v6i1.1171>

The Capacity of Early Childhood Educators in Integrative Holistic Early Childhood Development in 229 Regencies/Cities, Indonesia

ORIGINALITY REPORT

17%

SIMILARITY INDEX

17%

INTERNET SOURCES

3%

PUBLICATIONS

1%

STUDENT PAPERS

PRIMARY SOURCES

1

proceedings.uinsaizu.ac.id

Internet Source

17%

Exclude quotes On

Exclude matches Off

Exclude bibliography On