

Integrative Holistic Early Childhood Partnership at Al Ghazali Early Childhood Education

 <https://doi.org/10.31004/jele.v10i3.999>

*Kurnia Sari, Suriansyah Ahmad, Novitawati^{abc}

¹²³Lambung Mangkurat University, Indonesia.

Corresponding Author: kurniasari@gmail.com

ABSTRACT

The success of the implementation of ECE HI cannot be achieved by one party alone. Partnerships with various parties – such as parents, the community, and other stakeholders – are the key to success in the development of Integrative Holistic Early Childhood Education. The purpose of this study is to describe the partnerships carried out by ECE Al-Ghazali to realize Integrative Holistic ECE (HI). This research is descriptive qualitative research. The data was obtained using interview, observation, and documentation techniques. Based on the results of the research, through close partnerships with parents, related agencies, higher education institutions, and protection and health institutions, ECE Al-Ghazali has succeeded in providing education, health, nurturing, nutrition, and protection services that support and complement each other.

Keywords: *Partnership, Integrative Holistic Early Childhood Education*

Article History:

Received 31st May 2025

Accepted 29th June 2025

Published 30th June 2025



INTRODUCTION

Early childhood education (ECE) is an educational institution aimed at children by providing educational stimuli to help physical and spiritual growth and development in preparing children to enter further education (Sugian et al., 2021). At this stage, it is focused on 6 aspects of early childhood development, namely language development, cognitive, physical, motor, religious and moral values, social-emotional and artistic. The implementation of education for early childhood is expected to be in line with the growth and characteristics of early childhood in accordance with its developmental stage (Angkur, 2022).

Presidential Regulation Number 60 of 2013 is a very important legal umbrella in early childhood development efforts in Indonesia. This regulation expressly states that early childhood development must be carried out in a holistic-integrative manner. The term "Integrative Holistic" simply refers to a comprehensive approach that answers all aspects of the child's needs. On the contrary, integrative means that it functions as a single unit that cannot be separated from each other (Jumiatin et al., 2020).

The success of the implementation of ECE HI cannot be achieved by one party alone. Partnerships with various parties, such as parents, the community, and related institutions, are the key to success. Partnership is the key to success in the development of Integrative Holistic Early Childhood Education. Partnership is a formal business cooperation that is mutually beneficial to achieve a common goal based on an agreement on common principles (Arimurti, et al., 2021) in (Hidayaturrahman & Harsono, 2023).

The Palangka Raya City Government shows a strong commitment to strengthening the ECE HI partnership policy. This is marked by the issuance of the Decree of the Mayor of Palangka Raya Number 70 of 2021 concerning the Coordination Team for the Implementation

of Integrative Holistic Early Childhood Education Services in Palangka Raya City. This decision is the legal basis for the implementation of ECE HI services at the regional level, as well as a strategic step to strengthen cross-sector synergy.

Based on the results of interviews and observations with the principal, it is known that ECE Al Ghazali is one of the early childhood education institutions that has consistently implemented Integrative Holistic Early Childhood (HI) services since 2021. The services provided include five main aspects, namely education, health and nutrition, nurturing, protection, and early childhood welfare.

ECE Al Ghazali has recorded various achievements and excellences, making it one of the leading ECE schools in the city of Palangka Raya. Among them are Becoming 1st Place at the Central Kalimantan Provincial Level in the 2023 Integrative Holistic Early Childhood Education Competition, which shows the success of the institution in implementing a comprehensive service approach for early childhood. The principal of ECE Al Ghazali said that the main key to success in the implementation of ECE HI services is a strong partnership with various stakeholders. The partnership is not only informal, but is officially built through a memorandum of understanding (MoU) between institutions and partner agencies, so that collaboration runs systematically and in a directed manner. Therefore, the purpose of this study is to describe the partnership of Integrative Holistic ECE services in ECE Al Ghazali .

METHOD

This research uses descriptive methods that aim to solve problems or knowledge based on valid data. In addition, this research will also utilize a conceptual framework involving related theories, case studies, and relevant literature. Based on the research problems that have been described in the background, this type of research is descriptive qualitative research. This study aims to describe the application of ECE HI in ECE Al Ghazali. The subject of this study is the Principal, The data collected is data related to the implementation of Integrative Holistic ECE service partnerships. To obtain this data, the technique used is an interview where the researcher conducts an interview with the principal, and the observation of the researcher makes direct observations related to the implementation of ECE HI.

FINDING AND DISCUSSION

Educational Services

Educational services are basic services in early childhood education units to develop various potentials of children including religious and moral values, physical-motor, cognitive, language, social-emotional, and art (Ministry of Education and Culture, 2015).

Each ECE unit has its own way of establishing school partnerships to fulfill Integrative Holistic ECE services. Partnership activities are a cooperative activity established by a party that places an equal position regardless of social status with the aim of mutually benefiting each other (Herlina, 2020) with the principle of Cooperation through the spirit of mutual cooperation, mutual trust and respect and expressing the interests of children as the basis for decision-making (Hafidzi, 2018)

Based on the results of observations and interviews with school principals In an effort to fulfill holistic and integrative educational services, ECE Al Ghazali as a Driving School establishes strategic partnerships with various parties, including the Education Office and higher education institutions. Through the Driving School program, teachers gain capacity building and in-depth knowledge about child-centered learning approaches. Collaboration with the Education Office provides support in terms of policies, mentoring, and monitoring program implementation.

Meanwhile, cooperation with higher education institutions opens access to relevant academic resources, training, and research for the development of integrative holistic early childhood education services. This partnership is the main force in ensuring that all aspects of child development in education services can be fulfilled optimally.

Health and nutrition services are also very important to be provided to children, because this can be used as a means of support to minimize problems that can occur to the child (Sadiah et al., 2020). Based on the results of observations and interviews with the principal, in an effort to fulfill holistic and integrative health services, ECE Al Ghazali established a partnership with the local health center. This cooperation is realized through routine health check-ups for children, nutritional counseling, and regular monitoring of growth and development. The partnership is an important part in supporting the child health aspect as one of the main components in integrative holistic early childhood education services. This collaboration also allows the school to obtain quick referrals and early intervention if health problems are found in children.

This statement is in line with the findings of research by Sadiah et al. (2020), which revealed that collaboration with medical personnel is very important in the provision of health and nutrition services for early childhood in early childhood education institutions, in order to prevent errors in the provision of services to children. The importance of building partnerships Supported by research by Muhammad Akil Musi., et al (2022) shows that Integrative Holistic ECE has been implemented well through cooperation and partnerships with various parties involved, namely from families, communities and other stakeholders

Parenting Services

According to Dr. Fasli Jalal, the development of Integrative Holistic ECE services must be based on the fulfillment of five pillars of children's rights, namely: 1) the right of children to be protected from disease; 2) the right of children to obtain adequate nutritional intake to support the exploration and optimal development of their brain function; 3) the right of the child to receive the right parenting pattern; 4) the right of children to receive stimulation from an early age; and 5) the right of children to be protected from all forms of violence, both physical and psychological (Suprpto, 2020).

Based on the results of observations and interviews conducted with the principal, it is known that in an effort to fulfill holistic and integrative parenting services, ECE Al Ghazali actively builds strategic partnerships with the parents of students. This partnership is realized through various forms of collaboration, such as regular meetings between teachers and parents, seminars and training on early childhood parenting patterns that are appropriate to the developmental stage, and parental involvement in habituation activities at school. Schools also encourage the creation of open two-way communication, so that children's needs, constraints, and development can be monitored comprehensively both in terms of educational units and family environment. This approach is carried out as a form of implementation of parenting services that are not only focused on the educational aspect, but also include the emotional, social, and moral aspects of children as a whole through synergy between early childhood education institutions and families as the main environment for children's growth and development.

Parental involvement in children's education has a significant positive impact, both for parents themselves, teachers, and schools. These impacts include: (1) can encourage an increase in children's learning achievement; (2) help form a more positive view of parents towards school, increase satisfaction with teacher performance, and strengthen the emotional bond between parents and children; and (3) contribute to the creation of a more conducive school atmosphere, improve the quality of educational services, and strengthen discipline in the school environment (Novitawati et al., 2018).

Protection Services

Protection services are one of the important aspects of the implementation of Integrative Holistic Early Childhood Education which aims to ensure that every child feels safe, protected, and free from various forms of violence. At ECE Al Ghazali, efforts to fulfill child protection rights are carried out in a structured and sustainable manner, as part of the institution's commitment to create a child-friendly, physically and psychologically safe learning environment. (Ministry of Education and Culture, 2015)

Based on the results of observations and interviews conducted with the principal, it is known that in an effort to fulfill holistic and integrative protection services, ECE Al Ghazali shows a strong commitment through various forms of strategic partnerships. This institution actively collaborates with parents as the main partners in child care and protection, considering that parents have a central role in forming a safe, loving environment, and supporting children's emotional and psychological development at home and in early childhood education units. In addition, ECE Al Ghazali also collaborates with the Women's Empowerment and Child Protection Office, in order to obtain assistance, education, and legal protection in the event of a situation that endangers the safety or welfare of children. This cooperation is important as a preventive and curative effort against various forms of violence, neglect, and violations of children's rights. Not only that, this institution also collaborates with the Child Protection Institute (LPA) to strengthen the advocacy system, increase the capacity of teachers and education personnel in terms of early detection, and expand access to professional and responsive protection services to children's needs. Through synergy with these various parties, ECE Al Ghazali seeks to create an educational environment that is safe, comfortable, and able to ensure optimal child growth and development in accordance with the principles of integrative holistic ECE.

Based on the results of this study, it can be concluded that ECE Al Ghazali has implemented partnership principles similar to the findings expressed by Maria Fatima Mardina Angkur (2022), who stated that the school not only involves parents and the community in various programs, but also collaborates with external parties. Partnerships with these various parties, according to Angkur, are the key so that every program implemented can run optimally and have a positive impact on children's development. ECE Al Ghazali also implements a similar thing by collaborating with various institutions and related agencies, which allows them to expand the range of services and ensure that the implementation of the program runs according to the desired objectives.

Welfare services

The ECE unit ensures that each child receives the fulfillment of basic needs, namely identity capacity, physical needs, and spiritual needs. Regarding physical needs, research by Mayar et al. (2022) shows that children will learn well and gain meaningful experiences if they feel psychologically comfortable, which can only be achieved if their physical needs are well met. Based on the results of observations and interviews conducted by the principal, it is known that in an effort to fulfill holistic and integrative welfare services to ensure the welfare of students, the school at the beginning of the new school year asks parents to submit important documents, such as birth certificates, Child Identity Cards (KIA), and family cards. In this case, ECE Al Ghazali also establishes a partnership with the Civil Registration Office through a one-stop document service provided by Dukcapil. This partnership simplifies the process of processing birth certificates for children who do not have one, so that parents can immediately complete the required documents without difficulty. According to research by Simatupang (2022), early childhood welfare services are related to the fulfillment of basic needs, such as identity certainty, physical and spiritual needs, which must be met by ECE units. Furthermore, Nopitasari & Imelda (2018) found that several factors that affect children's welfare include parental parenting capacity, family and environmental factors, and children's developmental needs.

CONCLUSIONS

Partnerships in the five Integrative Holistic Early Childhood Education services at Al Ghazali Early Childhood Education are essential to create comprehensive and integrated services for early childhood. Through close partnerships with parents, related agencies, higher education institutions, and protection and health institutions, ECE Al Ghazali has succeeded in providing education, health, nurturing, nutrition, and protection services that are mutually supportive and complementary. This partnership allows for the achievement of integrative

holistic goals, where every aspect of a child's development can be well facilitated. In addition, a good partnership also helps to strengthen the relationship between the school, family, and community, creating an environment conducive to children's growth and development. Therefore, building strong and mutually supportive partnerships is the main key in ensuring optimal quality of early childhood education services and supporting the maximum development of children.

REFERENCES

- Angkur, M. F. M. (2022). Implementation of Integrative Holistic Early Childhood Education Services in Early Childhood Education Units. 6(5), 4287–4296. <https://doi.org/10.31004/obsesi.v6i5.2587>
- Hafidzi, A. & (2018) . Partnerships in early childhood education (Analysis of early childhood and environmental patterns and behaviors). JEA (AUD Journal of Education), 4 (1), 28-46
- Herlina. (2020). The Effectiveness of the School-Parent Partnership Model in Online Learning (Case Study of Family Involvement Program in Early Childhood Education in Mataram City). Journal of Transformation, Volume 6 Number 2.
- Hidayaturrahman, A., & Harsono, D. (2023). Public-Private Partnership in Handling Stunting Problems in Yogyakarta City. <https://journal.student.uny.ac.id/joppar/article/view/20730/18391>
- Jumiatin, D., Windarsih, C. A., & Sumitra, A. (2020). Application of Integrative Holistic Methods in Improving Early Childhood Interpersonal Intelligence in Purwakarta. Tunas Siliwangi: Journal of the Early Childhood Education Study Program, 6(2), 1–7. <http://ejournal.stkipsiliwangi.ac.id/index.php/tunas-siliwangi/article/view/1715>
- Ministry of Education and Culture. (2015). Technical Guidelines for the Implementation of Integrative Holistic Early Childhood Education in Early Childhood Education Units 2015. In Ministry of Education and Culture of the Republic of Indonesia.
- Mayar, F., Sakti, R., Yanti, L., Erlina, B., Osriyenti, O., & Holiza, W. (2022). The Influence of Motion Learning Videos and Songs to Improve Motor Physique in Early Childhood. Journal of Obsession: Journal of Early Childhood Education, 6(4), 2619-2625. <https://doi.org/10.31004/obsesi.v6i4.2081>
- Musi akil Muhammad. (2022). Implementation of Integrative Holistic Program Services in Early Childhood Education Units. LP2M State University of Malang
- Novitawati, N., Wamaungu, J. A., & Astuti, S. W. (2018). Developing Early Childhood Ability in Understanding Rules Using Combination of Role-Playing Model and Question-Answer Method Through Medium of Traffic Signs. Journal of K6 Education and Management, 1(2), 11– 18.
- Pujiarto. (2023). The Role of School Committees in Improving the Quality of Islamic Religious Education. ISLAMIC REFERENCES: Journal of Islamic Studies, 1(1), 29–39. <https://doi.org/10.61220/ri.vol1iss1.0234>
- Nopitasari, R., & Imelda, J. D. (2018). Child Protection and Welfare: A Descriptive Study on Male Indonesian Labor Families (TKI) in East Lombok. Journal of Social Welfare Sciences, 18(1), 18-33. <https://doi.org/10.7454/jurnalkessos.v18i1.35>
- Simatupang, N. D. (2022). Implementation of the Integrative Holistic Early Childhood Program for Education Services in the Era of the Covid-19 Pandemic at Insan Cendekia Kindergarten. Ejournal.Unesa.Ac.Id, 11, 19-26.
- Sadiah, G. S., Romadhona, N. F., & Gustiana, A. D. (2020). The Application of Health and Nutrition Services in the Implementation of Integrative Holistic Early Childhood at Rancaekek Pioneer Nature Kindergarten. Edukid, 17(1), 50-64. <https://doi.org/10.17509/edukid.v17i1.24260>
- Sugian, E., Fahrudin, F., & Witono, A. H. (2021). Implementation of the "Holistic Integrative" ECE Development Program in ECE NGO Ampenan, Mataram City. Scientific Journal of Mandala Education, 7(3), 675-685. <https://doi.org/10.36312/jime.v7i3.2342>