

ANALYSIS OF IMPLEMENTATION IN DAY CARE BASED INTEGRATIVE HOLISTICS IN DIVISION B PT ASAM JAVA – TORGAMBA

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Abstract: Integrative holistic program is one of the treatment programs child age early in a way intact or comprehensive covering _ service nutrition and health , education and care as well as protection For optimizing all aspect development child age early . Study This aim For know is activity holistic integrative based can implemented with both at the PT Asam Jawa Torgamba Division B Child Care Center . As for methods research used _ is method Interpretative with source of data obtained through observation , interviews and documentation to educators / caregivers and TPA leaders . Research result show that activity based holistic integrative Already held through activity play good inside _ or outside _ room , and existence habituation For stimulating all over aspect development the child did in a way systematic in accordance existing schedule _ determined previously .

Keywords: *Daycare, Holistic, Integrative.*

Introduction

Nursery _ child is one of the PAUDs on the non-formal route . Awareness will importance education beginning and development children push formation place custody children who don't only as place guarding , but also place learning and development Skills beginning child . Nursery _ children also provide enabling environment _ children For interact social with children peer they . This is considered important For development social and emotional child . There are regulations and standards security in place custody child give guarantee to parents _ that children they will treated with good and safe in the environment the .

A number of place custody child established with support government or initiative private For give service custody affordable and quality children _ tall for various society . Child Care Parks (TPA) today This be one _ alternative place for both parents are busy _ Work For entrust her still child aged toddler . Enhancement participation Woman in the world of work be one _ factor main . As it goes time , increasingly Lots women involved _ in activity professional , so they need a safe and quality place For leave children they during Work .

Structure modern families often No Again follows the traditional model involving one parent living at home _ _ For nurse children . In lots family , both parents _ works , and exists park custody child become solution For nurse children outside school hours . _ Besides , life _ growing economy _ complex and high cost life can make both parents _ need Work For fulfil need family .

Nursery _ child give they chance For still productive in the world of work without must sacrifice maintenance children . There will be many benefits accepted when parent entrust children in landfill, like children instilled in values life healthy , gift food nutritious , habitual values solidarity social and various forms games given to children who are entrusted to their care . Activities the aimed at children still safe and secure growth and development in accordance with his soul and personality .

Pangarungan Village Subdistrict Torgamba South Labuhan Batu has work majority is a plantation, because of the area is a plantation area . Many mothers also work on plantations . This matter be one _ factor establishment of a nursery at PT Asam Jawa Division B. Results of observations and interviews carried out by researchers at TPA PT Asam Jawa Division B Pangarungan Village Subdistrict Torgamba South Labuhanbatu , the program implemented at PT Asam Jawa Division B TPA uses integrative holistic approach .

Integrative Holistic PAUD is effort development child age done early _ For fulfil need essential diverse and mutual children _ related in a way simultaneous , systematic , and integrated . (MINISTRY OF EDUCATION AND CULTURE OF THE REPUBLIC OF INDONESIA, 2014) .. According to Regulation President Number 60 of 2013 concerning holistic integrative PAUD, as form commitment government in ensure fulfillment right grow flower child age early in matter education , health , nutrition , care , upbringing , as well as protection and welfare child . Implementation of HI PAUD is carried out in a way simultaneous , systematic , comprehensive , integrated and continuous For support grow optimal development to realize children who are healthy , intelligent , and have character as quality and competitive future generation _ _ (Ministry of Education and Culture, 2015) .

Learning model Holistic Integrative is a learning model when held optimally accordingly _ with what is required so will can develop potency child optimally and can develop behavior character in children educate . Learning model This is child - centered learning , while teachers are more Lots role as designer learning , and in implementation learning teacher plays a role as facilitator , mediator and motivator for child . Protege _ in the learning process do exploration , discovery , inference , mapping in accordance with development and abilities child . And learning models This special designed For child age basically early _ his world is the world of play (Suarda & Rahayu, 2018) .

Systematic and planned PAUD services are very necessary in realize something quality PAUD institutions . With exists quality PAUD institutions so need essential child will fulfilled in a way intact . need the need fulfilled in a way intact for development child the can formed with Good since early (Sadiyah et al., 2020) . One of a must service applied by service health and nutrition available _ carried out by the party school form weighing recorded body weight in KMS directly periodically every month , habituation Eat food healthy and balanced or giving food addition in a way periodically (adjustable with ability institutions), habituation wash hand , guard cleanliness self and environment , introduction Eat nutrition balanced with involving parents _ in prepare provisions For child daily , monitoring intake food brought _ child every the day including snacks consumed _ child during is in the PAUD Unit . (Sadiyah et al., 2020) .

Application Holistic Early Childhood Development _ Integrative need announced throughout _ Early Childhood Education Unit , views of 5 services namely : service health , service nutrition , service stimulation education , parenting services , services protection . Services the if can held in a way comprehensive , yes fulfil need essential child with Good . (Ministry of Education and Culture, 2015) .

Integrative Early Childhood Development is also embraced Lots party start from family , society , and government For synergize with Early Childhood Education unit for give parenting best in help grow flower child in his golden years . Foster child with Good will grow more optimal with quality character superior that has been attached to him . Approach holistic integration applied in schools _ now become reference success program implementation , so be one _ superiority schools in PAUD units (Ajie et al., 2023) .

Literature Review

Learning holistic integrative is a learning model For education child age child - centered early childhood , where in the implementation process stimulating various aspect development child in a way simultaneous and comprehensive in One play activities or in stages development child start from beginning play activities until the end play activities (Suartha & Rahayu, 2018) .

Fulfillment goals need essential child age done early _ in a way holistic integrative that is as effort development child age early For fulfil need essential diverse and mutual children _ related in a way simultaneous , systematic , and integrated . Apart from that , there is holistic PAUD integrative This with hope child can grow and thrive optimally appropriate _ with stages development and potential _ _ For become quality human being (Yulianto et al., 2016) .

Implementation of holistic PAUD good integration _ Good own service education consists _ from a number of principle that is among them (Rosmawati et al., 2022) :

- (1) Learning based play
- (2) Directed For development child
- (3) Directed For fulfil need child
- (4) Child - centered
- (5) Learning active
- (6) Supported by a conducive environment
- (7) Utilization of learning media , sources learning , and resource persons
- (8) Development oriented values character
- (9) Skills oriented life
- (10) Development oriented proficiency life

As for service development child age holistic early life can realized through completeness types service available _ fulfil need essential child in a way intact in accordance segmentation age child start from the fetal period until ages 6 and through _ quality service to each type activity services performed _ covers aspect health and nutrition , education , care and protection child . Completeness types service available _ fulfil need child in a way intact and appropriate

segmentation age child can started from fetus until continued content _ with care and protection as well as nurturing , guidance and education until 6 years old (Dewi S. et al., 2013) .

Method

A. Subject Study

Subject study This is children of TPA Division B PT Asam Jawa Torgamba , totaling 10 children 4-5 years old , one educator and 1 TPA leader .

B. Research methods

Research methods used _ in study This is Interpretative is form study For look for something explanation from socio- cultural events and conditions based on preventive from subject research examined _ or data sources that have been collected .

C. Instrument Research Which is the research instrument This is as following :

1. Observation , that is results obtained _ based on observations made _ in a way systematic to something activity as focus study .
2. Interviews , that is activity Where For look for more information _ deep about focus study .
3. Documentation , that is gather more evidence and explanation _ wide trepada activities that become focus study

Results and Discussion

Activity initial work done educator at TPA Division B PT Asam Jawa Torgamba Division is talking competent before activity tell a story started in matter This educator give chance to child For ask and answer in a way take turns . By general , TPA Division B PT Asam Jawa Torgamba has carry out good and directed activities , activities _ the has been arranged like that similar and consistent with stimulation development child age early .

As for the management of the activity process carried out at TPA Division B, PT Asam Jawa Torgamba Division can seen below _ This :

a. Structuring Environment Play

Structuring environment play customized with interest children , and development child For support development motoric , language , social emotional , cognitive , and religious and moral values .

b. Activity play

Activity The play took place at TPA Division B PT Asam Jawa done in a way per group in accordance with age child . Activity play done inside and outside _ room . Activities carried out inside _ room like play with tool games that have provided for example cars , playing _ _ doll , play cooking , and so on . Activities carried out outside _ room that is play swing , spin and sometimes see incident nature that occurs outside _ room .

c. Formation Habituation

Formation habits applied to children _ that is :

1. Throw away trash in its place .

2. Take clothes and bags have yourself and put it in the right place provided .
3. When you want borrow goods owned by my friend get used to For request permission moreover formerly .
4. Get used to it share together friends _ _ in matter whatever Good That toy or food .
5. Get used to it child For say accept love after helped or given anything by anyone else.

Activities in One Day at TPA Division B PT Asam Jawa

1. Arrival / reception , activities This is activity beginning reception children by educators from parents and separation _ child with parents . _ Caregiver approach and invite child play for children No cry when abandoned by parents .
2. Giving breakfast morning , activities This done after all child come children _ _ bring provisions Alone from House For breakfast . Landfill Manager only provide drinking water . Activity Eat This done in a way together . _ _ The children sit together circular accompanied by caregivers . Beginning with prayer together , children _ _ Already familiarized by caregivers For Eat Alone part children , some child Still fed by the nanny .
3. Activity Study . Entire children _ _ enter to in class each of them and follow inside learning _ class .
4. Rest and play , activities This is activity Rest after follow inside learning _ class .
5. Re -enter to class and going home , activities This done with teacher educators . And after That child return to landfill
6. Change clothes, after do activity learning , children change clothes with nanny in a way alternate with clothes that have been brought they from House .
7. Play together , children _ _ play together with his friends _ accompanied by a caregiver inside the room that has been provided . Then children and their caregivers _ buy food or snack together _ _ stall in Divis .
8. Pick-up , activities This is wait invitation from parents _ each child .

In Early Childhood Education it is greatly influenced how parents and teachers are in build management education and care for children . Early Childhood Care Starts From the Environment Family , Which Can Continue Also Becomes Responsibilities of Teachers in Early Childhood Education Institutions (Chairul & Rahmi, 2022)

Implementation learning in the park custody child The same just with implementation learning in other PAUD units that is play while Study . In learning For child age early must using game media . Game media is a medium that is very popular with children . Game is something thing that can used by students as means play To use develop creativity and all the potential it has child . Game media can in the form of puzzles, swings , dakon , and so on in accordance with stages age child . Principle in use game as a learning medium is game have element safety and comfort . In children age Early game media is really needed , because at age early method Study child Still Study while play . Through learning media , the process of playing and learning at school will more fun and possible increase Spirit Study child (Sitepu et al., 2022) .

Education programs child age early there is Lots type or the type . As has been is known There is education child age early through formal education , and non-formal education such as park custody children (TPA). Quality place custody Children are very influential . The more tall parenting Mother Work so place custody child the more role . Research result show that mother 's child Work tend more independent so that child used to do activity with independent (Raniyah et al., nd) . Limitations time and busyness Mother Work make Mother give attention and habituation to child during child is at in the reach , because that's what matters is quality parenting child , no quantity time spent _ together . Fixed primary care must done by mother with fulfil need base child , give love dear , and capable know what is desired children in the period 0-3 years . At age Next , parenting Mother Work push child become independent and more believe self .

Children make Mother as a must role model imitated Because they competent and familiar do all something Alone . Whereas Mother Work still operate his role with balancing become a mothers and women career . Research result show that children independence can assessed from care provided by the mother Work (Raniyah et al., nd)

Apart from that , educators also play a role important in parenting child while in the park custody child . Professional educators dna full love can _ give it optimal support for grow flower child . Appropriate learning methods given to children _ _ while at school can give maximum result _ to grow flower child . Research result show a development model method tell a story with Chain Story technique that can be done applied to Early Childhood . This matter means that method tell a story that lasts This used " teacher- centered " , can done dominant or student - centered (student centered) . Teacher as lighter story with short duration . _ Participant educate free tell a story with manner and style Alone . However still in teacher supervision (appropriate theme and purpose learning) , while monitor and assess ability the basis and character that emerges , when the participants educate tell a story . And Implications from study This is method tell a story with Chain Story technique for child age early this , got it used For develop various characters , such as ; polite , courteous , responsible , capable Work The same with others, be patient wait turn , appreciate other people's opinions , and so on . (Nurzannah et al., 2023) .

There are 5 factors related indicators _ with standard quality A park custody expected child _ user , that is existence 1). Amount clear ratio _ between children being cared for with power caregiver ; 2). A nanny of course just must own ability competent work _ For do good service _ in the park custody child the ; 3). Activity activities (schedules) that are structured , planned and directed , as well as own clear reference _ to What will _ done power caregiver and child in the park custody child the ; 4). Facilities and environment must truly safe , comfortable and affordable for users park custody child the ; and the last is 5). Involvement management , personnel caregivers and human resources in the park custody child , that continues can intertwine good communication to users , as _ base exists continuity between park custody children and home (Rizkita, 2017) .

Apart from the amount ratio caregiver and child also need to be paid attention to the capacities , knowledge and skills of the two caregivers . In the home care program at An Nahl Daycare election instructor focused on one teacher and one caregiver . Where the teacher category is power teachers who have graduated and have experience more Lots than still a caregiver status as student . So that although consists of two people, but his role in

implementation shared . Teacher on duty as teacher main , and caregiver as more companion _ focus on mental and physical conditioning child (Rahmawati & Sugito, 2022)

Attachment child with nanny will grow along walking time and can give comfort for children during was in the park Custody child so that with exists attachment will make it very easy nanny For caring and educating children during was in the park custody child . (Puspita, 2019) .

Conclusion

Based on results study obtained that there is a holistic integrative learning model at TPA Division B PT Asam Jawa Torgamba Already accomplished However Not yet maximum . If seen from implementation indicators holistic integrative learning , TPA Division B PT Asam Jawa Torgamba Learning only apply a number of indicator just like based learning _ games , directed activities _ For development child and fulfill need child , child - centered , and has utilize the media, however TPA Division B PT Asam Jawa Torgamba Still own limitations on numbers and expertise educators and caregivers , where in the TPA only own one caregiver who also plays a role educator who cares for 10 children . This matter No in accordance with standard quality park custody the child he should be .

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