

The Implementation of Daycare Integrated Holistic Program in Rembang

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Abstract—This research aims to analyze the daycare integrated holistic program service realization in Rembang municipality. It consists of education, care, health, nutrition, and protection. This research applied survey method with interview and direct observation. The subjects consisted all subjects of the whole Rembang daycares. The data sources were the daycare managements in Rembang, consisting of 20 participants. The data were analyzed by descriptive qualitatively. The findings showed that the daycare integrated holistic programs in Rembang were applied properly. The realizations of the education in the whole Rembang daycares were not optimal. The education service was only limited on the learning promotion. There was not any learning plan or evaluation. The daycares were only providing child-bathing services and toilet training. The health services such as checkup done by doctors were not continuously carried out. The nutritional services were limited on providing supplementary meals. Dealing with the protection, it was only limited on building up fences around the daycares.

Keywords: Daycare Services, Integrated Holistic, Integrated Daycare Holistic

I INTRODUCTION

In this globalization era, with high primary necessity demands, it is not typical anymore when only husbands go working to support the livings. At the present day, the career opportunities for females are also increasing. Thus, both males and females have equal working opportunities to access and obtain a job. At the beginning, a wife will be bothered by domestic matters concerning the households and parentings. However, nowadays, wives have been stepping on public domain by working outside of houses to earn for their livings. The phenomena of parents deciding to work have been typically found.

They are not considered strange anymore. However, it is undeniable if there is possibility of a guilty feeling felt by the parents. It may appear when they are working and must leave their children. Indeed, they can have higher earning to support their various necessities. Such higher earning could be saved for any future and sudden necessities. However, in another hand, such parents' business could trigger various problems especially concerning parenting matters. When their children are left during the working hours, it may cause lack of parenting necessity fulfillment for the children (Kamtini, 2015).

Children in their development and growth require the parents' roles in their lives. The parent roles are basically directed to create a better generation since children's potentials could not be developed by themselves without any supports from the parents (Blegur et al, 2017). Several parents go to work when the sun rises and go home when the sun sets down. Thus, they have no time to accompany their children after going home and completing their tasks outside of house. It only lasts in hours for a day. It causes lack of parent-child communication that may make the child feeling lack of compassion and love from his parents. Finally, the parents must consider any alternative as the parenting facility for their children during their working hours. It is expected to be the temporal family and parenting role substitutions to take care, treat, and protect their children. Besides that, it has objectives to educate children to be avoided from any stagnant development and growth processes.

To avoid any negative impacts, parents agree to bring their children in a good daycare so that they can do their works without worries. They will not be afraid about the children's conditions while they are working. By this consideration, parents trust their children to daycares as their substitutions and also the alternative place for their parenting choices due to their business.

A daycare is a realization of early non-formal childhood educations and full of joys. It promotes educational program, childcare, and child wellbeing started from their births until 6 years old. For information, daycare is also called childcare or family child care. Daycare is a childcare facility that is usually lasted during working hours. This service is provided in the form of nutritional improvement; and intellectual, emotional, and social developments (Fatimah et al, 2019).

At the present day, daycare becomes an alternative place for busy parents to bring their toddlers. There, in daycares, healthy life values, nutritional meal provision, social solidarity habituation value, and various benefits are provided. The activities have purposes to protect the children and build their growths and developments based on their personalities and spirits (Supsiloani, Puspitawati, & Noviy, 2015). Daycare is an alternative of career parents who want the best for their children's developments and growths. This

statement is supported by research findings of Putu Mulia Sari, Nengah Punia, & Sudhana Astika (n.d). They found that by bringing the children at Yudhistira Batuan daycare, the career parents hoped their children's spoiled natures could be decreased. They also hoped their children could socialize with their surrounding environments. Then, the findings of Supsiloani, Puspitawati, & Noviy (2015). They found the benefits of daycare for a career mother were such as feeling tranquil while the mother was carrying out her job. It was due to her choice to bring her child in a daycare in which did not only take care of the child but also educate and treat him.

The Regulation of National Education Minister, number 137, year 2014, about the National Standard of Early Childhood Education are such as management and supervision criteria of early childhood education institutions for the whole area in the Republic of Indonesia. The management standard consists of several criteria such as planning, promoting, and supervising the educational activities in the unit or the early childhood education program levels. An effective and efficient management of a daycare is required. Thus, the children's necessities to obtain educational service could be promoted based on their developments and growths although their parents are working (Chairilisyah, 2017).

Several daycares also offer various structured child programs. These become something appealing for the parents to bring their children in such daycares. Typically, daycares only provide services for the early childhood children in a certain limited time. In 2013, the government regulated the daycare services as stated in the President Decree number 60. It regulates the early childhood development through the "integrated holistic approach". This approach does not only emphasize on the educational aspect but also nutritional, caregiver health, childcare, and child protection aspects. With this approach, children obtain a complete, continuous, and qualified educational service with efficient resources, efficient funds, and required facilities and infrastructures (Java, 2014).

Dealing with a term *holistic*, it means each necessity of a child such as health, nutrition, education, protection, growth, and survivability is provided by the daycare institution. Dealing with a term *integrated*, it means all daycare institutions coordinate with other supervisory institutions. Besides that, daycares also facilitate children to create their greater friendship that makes them safer and more focus on the outside environment of their houses (Khasanah, 2017).

The increasing numbers of daycares do not guarantee that all daycare institutions will provide adequate services based on the children's necessities and the technical guidance of the daycare realization as demanded by the government. The given services by a daycare typically covers nurture, education, health, nutrition, and adequate facility to children's

development. Thus, their developments and growths could be served properly. The concept of the Integrated Holistic Early Childhood Development realization in an Early Childhood Education Institution is in line with a study conducted by Yulianto, Lestainingrum, & Utomo, (2016), titled "Analisis Pembelajaran Holistik Integratif Pada Anak di Taman Kanak-Kanak Negeri Pembina Grogol Kabupaten Kediri". The research findings showed that the integrated holistic learning in Supervisory Public Kindergarten Grogol had met the elements of the integrative holistics. They were such as the health, nutrition, educational stimulus, nurture, and protection. The conclusions of the research were the integrative holistic learning had met the elements of the integrative holistic program elements in an early childhood education institution. Then, based on a study conducted by Akbar (2018), titled "Evaluasi Program Pengembangan Anak Usia Dini Holistik Integratif di Satuan PAUD" found that the integrated holistic early childhood development service realizations were responsive solutions for the early childhood education institution necessities in answering the social demands.

In the management of a conventional daycare, most of the children's learning activities are still inside of the class behind the walls, with conventional learning sources and materials such as books and learners' worksheets. The typical learning materials, worsen by less attractive delivery method will make children bored.

A nature-based learning is a perspective that learning activities could facilitate in developing various children's potentials to adapt creatively with the nature. A learning activity with various nature-based environments are applied to support early childhood children's developments. The nature-based learning facilitates the auto-activity (an inner activity emergence) of children that allows an active learning process. The natural environment provides various real learning experience and real instruction learning. The nature-based learning concept provides opportunities and atmospheres for children to develop their sensitivities, awareness, and cares toward various natural environmental conditions. The nature-based learning facilitates children to obtain a meaningful process, a meaningful learning outcome, a practical and functional instruction. Through this nature-based learning, children could find, understand, and apply the learning process directly on various aspects in the real life. Therefore, children could define that learning everything has a meaning at the present time life or in the future (Septiani Nifa, 2016).

Apriliana (2016) found that nature-based learning model developed the learners' Islamic-based characteristics to love the environment by: (1) creating the nature-based learning model. (2) applying a shared-natural learning, group cooperation, contextual, inquiry, and experiment

models, (3) promoting weekly learning evaluation model to improve the teaching and learning process.

Rembang municipality is the most eastern region in Central Java province. This city is in the border between Central Java and East Java provinces. There are many natural resources in Rembang such as seas, forests, farms, rice fields, and even mountains. At the present days, many offices, factories, workers, career women who attempt to have additional earning that trigger the emergence of daycares to offer their services for career parents. According to Department of Youth and Sports education of Rembang municipality, there are 20 daycares in Rembang. They are in several districts of the whole Rembang municipality. Then, the most dominated district is central Rembang district.

Based on the phenomena, the researchers were interested to conduct further research about the real conditions of daycares in Rembang in carrying out their Integrated Holistic programs.

1.1. Daycares

According to Patmonodewo (2003:770), daycare is a childcare facility realized in a group. It usually runs during working hours. Daycare is an organized effort to nurture children outside of their houses during the working hours when their parents' nurtures are deemed incomplete. In this case, daycare is defined as a parent-nurture complementary and is not as parent-nurture replacement. Daycare is an effort to nurture children that receive less nurtures from their parents and it is not to replace the parenting tasks of the parents.

1.2. Daycare Objectives

To realize a qualified, advance, autonomous, democracy, and principled early childhood education, the educational philosophy principles in daycares are formulated into: Fostering (*Tempa*), Learning (*Asah*), Caring (*Asih*), and Nurturing (*Asuh*) (Directorate of Early Childhood Education, Directorate of Early Childhood and Social Education General, Ministry of Education and Culture, 2015).

1) Fostering (*Tempa*)

Tempa is meant to foster the physical quality of early childhood children through keeping their health, nutritional quality improvement, regular exercise, and physical activity so that children get stronger, more agile, more durable, and more discipline.

2) Learning (*Asah*)

Asah means to support children to learn by playing so they obtain meaningful experiences to develop their whole potentials. A learning that is meaningful, interesting, and stimulating the imagination and creativity of children to do, explore, manipulate, and find innovation based on their interest and learning styles.

3) Caring (*Asih*)

Asih is basically a grantee of children's necessity fulfillment to obtain protection from any harmful

matters for their growths and development. They are such as rudeness, physical and mental abuses, and exploitation.

4) Nurturing (*Asuh*)

Through a consistent habituation to foster qualified personalities and identities of children concerning:

- a. Integrity, faith, and godly;
- b. Patriotism, nationalism, initiation;
- c. Responsibility, chivalry, and sportiveness;
- d. Solidarity, democracy, hard-bitten;
- e. Responsiveness (science and technology masteries), critical power, and idealism;
- f. Optimism and risk-taking bravery;
- g. Entrepreneurship, creativity, and professionalism.

1.3. The Integrated Holistic Daycares

The term of *holistic* is derived from holism. It was initially introduced by J.C. Simuts in his work titled *Holism and Evolution*. As written by Shinji Nobira in a paper titled *Education for Humanity: Implementing Values in Holistic Education*, that "The word „holistic“ is derived from the word holism". The word holism" is said to have been first used in "Holism and Evolution" by J.C. Smuts written in 1926". The word "holism" is derived from Greece language, meaning *holos* or the whole part. Simuts defines holism as a natural tendency to create a whole matter so that this matter is larger than merely its combination from an evolution result.

The term of integrative holistic has the whole or complete meaning. It is to promote learning program in daycares. It is done to facilitate the physical and spiritual growth and development of early childhood children completely and comprehensively. The integrated holistic sees human completely, meaning that to see human with their cognitive, affective, and behavioral aspects. Humans cannot live alone. They are bind with their environments. They cannot be isolated from other people as well as from their physical environments or surrounding natures. Humans are dependent to their Almighty God as the creator and determinator of their lives.

1.4. The Objectives The Integrated Holistic Daycares

The holistic education objectives are to facilitate the individual's potential development in joyful, cheerful, democratic, and humanist learning atmospheres through environmental interactive experiences. By holistic education, learners are expected to be their real selves (learning to be). Learners will have their braveries to make decision, to be responsible upon their choices, and to have reliable skills for their social lives (Selatan, 2019).

To apply the nature-based integrated holistic learning, there is a need of holistic approach. It is an understanding of individual's characteristics development holistically and also an integrated program.

II. METHODOLOGY

2.1. Research Design

This is a survey research by conducting interview and observation. This research used survey and interview methods. A survey research is a research conducted in either large or small population. However, the investigated data is taken from the sample of the population. Thus, several relative events, distribution, and correlation between sociological and psychological variables could be found (Kerlinger, 2004).

2.2. Research subjects

The subjects consisted of 20 daycares in Rembang municipality, Central Java. This research attempted to reveal the realizations of the daycares' integrated holistic program services for their learners.

2.3. The Data Collecting Techniques

The data collecting techniques applied survey techniques by interviewing and observing. The survey was conducted by answering the prepared questions by the researchers through the given interview for the daycare management parties. It was started by creating the proposed questions for the informants of the interview. The researcher applied a semi-structured interview. The objective of this semi-structured interview is to find out the more opened problems. The interviewees were asked to share their arguments and ideas. The researchers were also required to carefully listen to them and to note the given information from the information givers (Sugiyono, 2010). The researchers also conducted field observations to obtain data concerning with the integrated holistic programs of each daycare.

2.4. Data Analysis Technique

This research applied a qualitative data analysis method. The researchers interpreted personally by having reference on the reality that they brought personal cultures, histories, and personal experience in this research. The interpretation could be a meaning from a comparison between the research results and information from the literatures or theories.

III. FINDINGS AND DISCUSSION

This research involved 20 daycare managements in Rembang as the respondents. Based on the findings, the 20 daycares in Rembang, 17 of them had not met the daycare service standards based on the technical terms of daycare management issued by the Government as noticed in the Directorate of Early Childhood Education and Community Education in 2015. 11 daycares seemed purely having function as a place to keep the children or a nursery garden. They only provided nurturing and educational services and the education services had

not been promoted completely. Several of them were such as lack of learning plan and children's development result evaluation.

The education service was only limited on the learning promotion. There was not any learning plan or evaluation. The daycares were only providing child-bathing services and toilet training. Dealing with health service, it had not been maximally promoted. The health service was only dental checkup and done once a year. It also happened on the nutritional services. They only provided the service when they received the Financial Assistance for the Program. The nutritional services were limited on providing supplementary meals. Dealing with protection service, from several daycares in Rembang, only 3 daycares had provided this service maximally. The protection service was only limited on building up fences around the daycares. Dealing with integrity, they were mostly integrated with health centers or other concerning parties. There had not been any parties promoting the integration with the surrounding business.

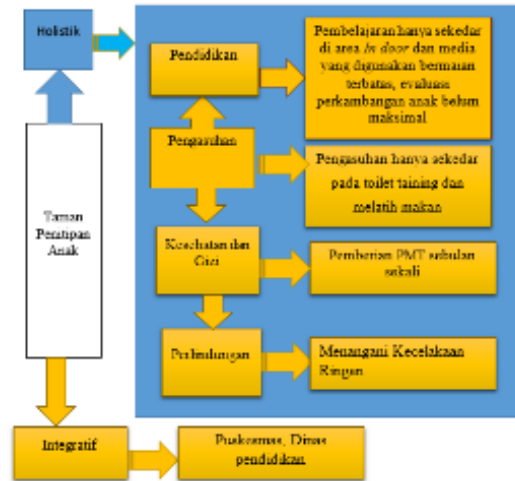


Figure 1. The Factual Model of the Integrated Holistic Daycare Program Service in Rembang Municipality

The services in the daycares were typically about serving and nurturing the children. There had not been any programs about fostering, learning, caring, and nurturing maximally. The programs were only about indoor playground are at schools. The applied EGT media were also limited on several types. They had not promoted outdoor or environmental based learning. Dealing with health and nutritional services, they were only limited on supplementary meals.

The daycare services which had not met the government standards with the given technical term would lead to less optimal children's developments. It is in line with a study conducted by Hamdiani et al (2016) titled "Layanan Anak Usia Dini/Prasekolah dengan "Full Day Care" di Taman Penitipan Anak". The research found that the full daycare system implementation consisted of nurture; education, by

playing and habituation methods and nutritional and health fulfillment programs. To realize it, there is a need of reliable and eligible workforces or human resources for anything concerning children's wellbeing. The facility and infrastructure of a daycare should meet the children's right fulfillment and children's development consideration. Beside that, based on the technical term of child wellbeing institution management, less maximal services and child nurtures influence the less optimal children's developments. It is in line with a study conducted by Chairilsyah (2017) titled "Pengelolaan Taman Penitipan Anak di TK FKIP Universitas Riau". The research found the realizations of the management of a Kindergarten in the Teacher and Training Education Faculty of Universitas Riau was influenced by several factors.

The integrated holistic early childhood child development services support the primary necessities of children such as health and nutrition, education and stimulation, and parents' compassion. Generally, the necessity of children consists of biomedical-physics (asuh or nurturing), emotion/compassion (asih or caring), and mental stimulation necessity (asah or learning). The infrastructure and facility concerned with the area and the building of the integrated service unit with the integrated holistic approach were needed. The buildings of the services were based on the function of each service type, ward room, examination room, bedroom, playground, and library. The playground facilities were such as Educational Game Tool (EGT), for both indoor and outdoor; learning facilities were such as curriculum, textbooks, learning materials, tools, and furnitures; health facilities were such as Mother and Child Health Card (the Card), the Health Card, and so on. Then, the health preparation facilities were such as vaccine, drug, and micro nutritional supplement.

IV. CONCLUSION

The integrated holistic programs of the daycares are important. With the problems, they could provide maximal children's developments. The engaged hindrances of the daycares in Rembang were such as on their facility and infrastructure limitations. Besides that, their unawareness of the Integrated Holistic program service realizations of the daycare managements also became problems for them. Therefore, the daycare management parties in Rembang typically only promoted the nurturing service model. The given learning process was only inside a room and it made the children bored.

To maximize the Integrated Holistic program services in the daycares, there is a necessity of developing the natural-based integrated holistic daycare service model. Thus, the nurturing, educational, nutritional, health, and security services could be carried out well. The learning also could be done variously so learners could play happily.

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