The Implementation of Early Childhood Integrated Holistic Education During the Covid 19 Pandemic on Ulak Karang Village, Indonesia

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ABSTRACT

Early Childhood Integrated Holistic Education is an approach that requires continuity and alignment of services for early childhood which is supported by the cooperation of various parties. This research was motivated by the implementation of Early Childhood Integrated Holistic Education on Ulak Karang Village in Padang, Indonesia. This study aims to see how the description of the implementation of Early Childhood Integrated Holistic Education on Ulak Karang Village. This type of research uses descriptive qualitative research. Data collection techniques were carried out through observation and documentation. The results of the research carried out were found that the planning, implementation and evaluation of an integrative holistic approach were in accordance with the standards of Presidential Regulation No. 60 of 2013. This can be seen from the results of data collection that the implementation of education, care, nutrition, health and protection are factors supporting the success of Early Childhood Integrated Holistic Education on Ulak Karang Village.

Keywords: Integrative Holistic, Early Childhood, Covid 19 Pandemic

1. INTRODUCTION

Education is an effort to realize the learning process and learning atmosphere to develop the potential of students. Education is a form of interaction between students and educators in a learning environment. Education is the most important thing in human life, through education, humans can become individuals of quality and character [1]. Furthermore, according to explains that education is a means in improving human resources that compete to play a role in providing skills, intelligence or achieving optimal potential [2]. Furthermore, according to early childhood education is all efforts to provide education and stimulus for children from birth to six years to help children grow physically and spiritually [3]. Early childhood education is defined as an educational effort given to children from the age of zero to the age of eight [4]. The basis for the formation of the human personality as a whole is given to children in this education, characterized by noble character, character, skill and intelligence. The foundation of early childhood education is found in the needs of children, which are adapted to the values contained in the surrounding environment and carried out in accordance with the development of early childhood.

Learning is not always interpreted as something static but a flexible concept that develops and follows the demands of education as well as the needs of science and technology inherent in the form of human resource [5]. Furthermore, according to explains that the quality of learning is seen from the activities of students when studying and the creativity that can be done by students after participating in learning [6]. Early childhood education is one form of environmental management such as family development for toddlers and integrated with children health centre namely as "*Posyandu*". Children health care in *Posyandu or Children health center* is a conscious effort to facilitate physical and spiritual growth and development from birth to the age of 5

years which is carried out through providing experience in the form of comprehensive and integrated stimulation.

Play Group is one level of education that feels the impact of implementing home learning policies. The learning process of early childhood, which is ideally through playing while learning, has undergone quite a significant change, [7]. Early childhood is an individual who is different, unique, and has its own characteristics according to the stages of their age. Early childhood is a child from the time the fetus is in the womb until the age of 6 (six) years. Early childhood (0-6 years) is called the golden age, stimulation of all aspects of development from an early age plays an important role for the next task of child development. Furthermore, early childhood is an individual who is carrying out a development process very rapidly and is also fundamental for the next life [8]. Children are whole individuals, so in their development, holistic and integrative services are needed in order to meet their essential needs.

Early age is a sensitive period for children, at this time children begin to be sensitive to receiving various efforts to develop their full potential, therefore at that age it is the right time to give and stimulate their sensitivity with stimuli and conditions that are in accordance with their needs so that child development is achieved optimally. optimal. This is in line with the opinion [4] that early age is a period where aspects of child development develop very rapidly, therefore it needs to be stimulated appropriately so that aspects of development develop optimally. The growth and development of children at an early age will determine how the child grows and develops in the future, because early childhood is the starting point that can determine the future of the child [9]. The low level of educational services, especially for early childhood, is partly due to the lack of institutions that provide early childhood education services which are inversely proportional to the number of children who should receive these services [10]

Holistic education is an effort to build a learning balance for students both spiritually, morally, intellectually, imaginatively, culturally, emotionally, aesthetically, and physically as a whole. Holistic education is described as education that seeks to develop a comprehensive human being so as to produce individuals who are broad-minded [2]. Presidential Regulation No. 60 of 2013 concerning of Early Childhood Integrated Holistic Education explains that the development of early childhood in an integrative holistic manner is a development effort for early childhood so that essential needs are met simultaneously, systematically and integratively [11]. According to holistic integrative implementation for child development is important because parents are

generally aware of the benefits and importance of kindergarten for children [11].

Early Childhood Integrated Holistic Education (ICIHE) can be done by formulating an education system that has been developed in schools [12]. The development program is a service program for early childhood brains to grow and develop optimally with psychosocial stimulation combined with nutritional intake). Is an early childhood development effort carried out to meet the diverse and interrelated essential needs of children simultaneously, systematically and integrated [13]. The community contributes to the implementation of ICIHE were in term of child development program, either individually, in groups, or in organizations [14].

Then, child development ICIHE is indeed very important and must be a shared responsibility. Therefore, the involvement of all parties needs to be raised. What is more important is the awareness for all citizens to pay attention to the growth and development of students properly and be able to develop the potential of children optimally. Given the problems above, we can understand that Early Childhood Education (ECE) in education is very important for us to study, and there is the possibility of obstacles and errors, if implemented without paying attention to the rules in psychology and education. ICIHE can be seen from the attitudes and behavior of groups, communities, as well as the direction of policies of agencies, institutions, both private and government in accordance with their respective capacities and authorities. Integrative holistic is an approach that requires continuity and alignment of services for early childhood [15]. Cooperation between various parties is needed for the success of an ICIHE explains that holistic education is based on the belief that each individual finds meaning and purpose in life through relationships with society and concerns the values of compassion [16]. Then explain that primary school education services and contemporary kindergarten education switch to providing care or preparation services for children using a curriculum that aims to develop holistic learning integrated with academic and non-academic fields [17].

Child development according to ICIHE has been systematically planned and implemented in the ECE Unit to optimize the potential for optimal child development so that they will become quality and competitive children in the future [18]. Integrative Holistic Early Childhood Development includes: nutrition services, health services, education services, care services, and protection services. The development of ICIHE has been systematically planned and implemented to optimize the potential for optimal growth and development of children so that they will become quality and competitive children in

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The play group namely "Pasia Mutiara' on Ulak Karang Selatan village in Padang City became an ICIHE. This Kindegarten is in the coastal area and the partnership program carried out by the Community Service Team from Universitas Negeri Padang and Perintis University. This location selection is related to the determination of units, sections, groups, and places where people are involved in the activities or events to be studied.

In addition, learning process becomes problematic because the lessons that have been developed for face-to-face are not properly applied to online learning [19]. Online learning is learning using synchronous or asynchronous applications [19]. Online learning is an activity of delivering learning material through computer media connected to the internet network. Based on the description above, the researcher wants to identify how the implementation of ICIHE Pasia Mutiara Ulak Karang Selatan is carried out [19].

2.   RESEARCH METHODS

This study uses a qualitative descriptive approach. Descriptive qualitative research is in the form of research with a case study method or approach. Data was collected by means of observation, interviews, and documentation [20]. The implementation time of this research is 1 year, which is between June 2020 to June 2021 involving 9 children in the playgroup, 2 posyandu cadres, 1 teacher and 1 principal in the playgroup education on ICIHE Pasia Mutiara, Ulak Karang Selatan, Padang City, Indonesia. Furthermore, The site selection relates to the determination of units, sections, groups, and places where people are involved in the activities or events to be researched [21]. The research location took the location in the coastal area. The reason the research was conducted in the area was because they wanted to know the ICIHE Pasia Mutiara learning system during the covid-19 pandemic.

3.   RESULTS AND DISCUSSION

Based on the results of observations carried out in April-June 2021 at ICIHE Pasia Mutiara, it was seen that before the Covid-19 pandemic, the learning system at ICIHE Pasia Mutiara was held for 3 days a week, namely Monday, Wednesday and Thursday. However, because in the last year the covid-19 pandemic has not ended, finally the Pasia Mutiara ICIHE kindergarten provided a policy to anticipate the transmission of the covid-19. Now, there are two policies are carried out, namely temporarily online or

online in early March of this year. Teaching in 2020 is expected without disturbance of the covid pandemic, that the outbreak of the corona virus disease should be prevented.

However, it turns out that the pandemic situation still infected the school life, also it exists in Kindergarten, which is why in the first semester of the 2020-2021 school year online learning is still carried out in term of blended learning. The policy of providing online learning is because the government's recommendation to reduce the spreading of the disease. Therefore, children learn from home accompanied by parents in blended platform while children learn two days in class and one day studying from home.

Based on the results of an interview on June 2 with one of the teachers with the initials LA, it was obtained information that in the first semester the children carried out online learning. Online learning is an effective solution for activating classes even though schools have been closed considering that times and places are at risk during this pandemic [24]. Every two weeks on Saturday, parents and children are required to come to get assignments. The teacher before giving an assignment gives an explanation in advance of what themes and sub-themes will be done by children at home, the goal is that children still understand and understand at home. When doing assignments at home later, at the meeting, children can play in school either, play outside the classroom or play in the classroom by utilizing the facilities and infrastructure provided such as swings, slides and seesaws, and in the classroom children can play with blocks, lego, playing with boats according to the ability of children. When learning is carried out at home, parents accompany children to learn, the goal is when children do their duties effectively.

Further interviews with LA also obtained information that the second half of 2020/2021 school year children cannot carry out in blended learning. To anticipate the transmission of the covid-19 outbreak, the school provides a policy, where learning is from home. The policy is informed two months before the distribution of school reports. Therefore, learning is continued effectively, and children understand the learning tasks will be done at home. Teachers and principals hold meetings every two weeks. Learning should follow health protocols such as providing water and soap to wash hands or use hand sanitizer before entering the classroom, wearing masks and keeping a distance. For this reason, at every meeting, parents gather in turns so that social distancing is maintained properly.

Based on the results of observations on June 2021, information was obtained that to determine the development of children in doing the tasks given by

the teacher, the school suggested to parents to send photos of the children's activities so that the teacher could know that the learning given was done by the child or not, then at each meeting for two weeks the teacher and parents conduct discussions about the implementation of learning carried out in schools.

Furthermore, based on observations on June 3, 2021, information was obtained that the advantages of ICIHE school are that the Pasia Mutiara school does not charge a penny or it is free, providing free uniforms, free bags, and free stationery. For school admission requirements, the school asks the student's guardian to bring a photocopy of his family card, birth certificate, two copies of a 3x4 red background photo of the child. ICIHE Pasia Mutiara provides free milk to children every school day. ICIHE Pasia Mutiara also borrows books every two weeks when children and parents go to school to take assignments, the goal is that children are not bored at home and continue to do positive activities at home. Assignments that are done at home are collected in the following week during face-to-face learning and practical assignments are sent in the form of videos through groups of teachers and parents so that learning remains effective and teachers can assess children's development.

Based on the results of an interview with LA on June 3, 2021, information was obtained that some of the obstacles experienced by teachers during online learning were learning applications, internet networks, learning management, assessment, and supervision. If we take advantage of various learning methods during the COVID-19 pandemic, one of which is the blended system, it will increase the effectiveness of children's learning. However, the advantage of online learning by studying at home is that children are more independent and create motivation to learn [22].

Furthermore, LA also explained that behind the problems and complaints there are lessons that can be taken, one of which is that teachers can master technology to support this increasingly sophisticated technology. Children use mobile phones as a device to support online learning is the phenomena exists in ECE centre. Parents in this case must supervise children during online in order to minimize negative impact of online learning. This has a positive impact, namely establishing closeness between children and parents. Children will not feel panicked when online learning takes place if their parents accompanied them.

Currently, COVID-19 pandemic has impacts on any field, including education. One of them is in the field of early childhood education which requires teachers to conduct online learning [23]. The COVID-19 pandemic has changed various aspects of human life today, especially in the world of education. This requires all elements of education to adapt and

continue the rest of the semester [24]. Dominant learning is not done face-to-face, so it becomes a challenge for teachers in the educational process [25]

In planning learning the teacher develops themes that are poured into annual and semester program, which are organized in weekly and daily lesson plan [26]. ICIHE teachers as curriculum developers have a very strategic role in determining the theme. Determination of the theme in learning must be in accordance with the characteristics of the child and in accordance with school conditions. Teachers are required to be creative in developing themes so that learning becomes more meaningful. The theme should also be developed by each school to suit the characteristics of the school concerned [27]. In ICIHE Pasia Mutiara, the theme and sub-themes are adapted to the existence of schools that are close to the beach.

4. CONCLUSION

The holistic integrative development of ICIHE Pasia Mutiara in Ulak Karang has been well implemented. The holistic integrative approach applied in ICIHE Mutiara Ulak Karang is a reference for the success of program implementation so that it becomes one of the advantages of schools in the ICIHE unit.

The learning system at ICIHE Pasia Mutiara in the 2020-2021 school year is carried out in two stages, namely in the first semester it is carried out online, then in the second semester it is blended, namely two days of study at school and one day of learning from home. Assignments that are done at home are collected the following week during face-to-face learning and practical assignments are sent in the form of videos through groups of teachers and parents so that learning remains effective and teachers can assess children's development. Some of the obstacles experienced by teachers during online learning are learning applications, internet networks, learning management, assessment, and supervision, for this reason, parents also play an important role in helping teachers when online learning takes place to remain effective.

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