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- Kotak Masuk 2.792
- Berbintang
- Ditunda
- Terkirim
- Draf 43
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- Meet
- Mulai rapat
  - Gabung ke rapat

- Chat
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### Hasil Review Kotak Masuk x



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Editor



**Fauzi Fauzi** <fauzi@iainpurwokerto.ac.id>  
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## THE FORMULATION OF INTEGRATED-HOLISTIC EDUCATION SYSTEM IN ISLAMIC KINDERGARTENS

**Abstract:** This study is aimed at unfolding the early childhood education system implemented by Islamic Kindergartens in Purwokerto, Central Java as “the best practice” in order to realize holistic-integrative early childhood education services. The study is based on the fact that there are still many poor quality and unprepared-running early childhood education services in the midst of high demands of the society for early childhood education. This study was carried out in an Islamic Kindergarten in the city of Purwokerto, Banyumas Regency from January to June 2014. This study applied qualitative research approach with observation, interviews, and documentation as the data collection techniques. After wards, the data were analyzed using two types of analysis techniques namely content analysis and comparative analysis that were carried out with an interactive cycle. Based on the study findings, an information was obtained that the education that was developed through systematic approaches were ranging from the process of strengthening input resources, processes and transformation of raw inputs involving quality elements of the process, setting output targets with clear and measurable characteristics, and oriented towards user education units (user). The system is formulated in an integrated holistic early childhood education system format model SLPTKP (Input resources, Environment, Process, Transformation, Output, and User) or SEPTOU (Sources, Environment, Process, Transformation, Output, and User).

**Keywords:** education system, early childhood education, integrative-holistic.

### INTRODUCTION

The implementation of national movement for early childhood education (Gernas PAUD) or known as the *Paudisasi* movement has been able to increase the expansion and spread of education services for early childhood. Among the evidence of the movement’s success is the number of PAUD institutions that are growing very rapidly and spreading throughout the archipelago with full support from the surrounding community. The gross enrollment rate of PAUD has also increased quite rapidly as evidence of increased public acceptance and awareness of PAUD. Similar to its development in the United States based on the result of Haslip’s (2018) revealing that in the United States, public awareness about the importance of early childhood education is increasing because it can support the success of children’s literacy in grade 1 of primary schools.

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The high public demand for early childhood education as described above shows the achievements of the *Paudisasi* movement in Indonesia. However, the occurring success tends to be of quantity, the big amount of PAUD institutions is not yet in line with the quality of the services provided by them as the efforts to meet the needs of early childhood development in an integrative-holistic manner. There are still many PAUD institutions that are implemented without meeting the quality standards, carried out carelessly, and operated without proper management (Fauzi, 2013). This is a challenge for directors and principals of early childhood education to provide optimal and good-quality services.

The above explanation clearly shows the gap between the increasing quantity and expansion of PAUD service access, also the high public demand for PAUD, and the quality of the services for children's growth and development that is supposed to be provided by PAUD institutions. The rapid development of early childhood institutions and the high demand of the community must be admitted to be not yet in line with the improvement of the service quality that is in accordance with the needs of children as stipulated in early childhood education standards (Permendikbud, 2014).

The existing poor quality and not ideal conditions of some PAUD institutions as explained above is caused by the absence of reliable references or formulas eligible to be used as practical-applicative references for the implementation of early childhood education in the community. In this regards, it is important to reformulate the format of early childhood education system originating from the spirit of locality (bottom-up formulation) that is practical-applicative to be used as a reference for the development of PAUD institutions as centers for the development of children's various potentials in an integrative and holistic manner. The need for reformulating the education system stemming from the best practice experiences of kindergartens (TK) is based on the idea that kindergartens are of the earliest types of early childhood education units grew and developed in Indonesia, the most widespread institutions in every community in Indonesia that almost every village has a kindergarten. The existence of kindergartens must be sustained to provide excellent and good-quality education

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services for the development of the children's potentials, which does not merely meet the quantitative needs but also the qualitative ones.

The efforts to formulate an integrative-holistic early childhood education system format can be done by formulating the education systems developed by top-ranked kindergartens. In the implementation context, the occurrence of new models, constructed from empirical studies of the existing educational institutions that are proven successful, will be more easily accepted and emulated by the community. This case is related to the characteristics of Indonesian people who like to copy what works (Gutama, 2012).

The importance of integrative-holistic early childhood education system becomes the spirit and substantive message from the release of Presidential Regulation No. 60 of 2013 concerning Integrative-Holistic Early Childhood Development. Based on the Regulation, it is mandated that the provision of educational stimuli must be carried out simultaneously, systematically, thoroughly, integrately, and continuously. So that, a formulation of education system that is capable to encourage the birth of a holistic and integrated education service system is needed.

Numerous studies on early childhood education models have previously been done by researchers and scientists who are concerned about the existence of PAUD. Dodge and Colker offer a model of structuring the environment of early childhood education (the physical environment) with their area division concept, called as the areas of interest. There are eight areas of children's interest that must be designed in the PAUD learning environment, namely the blocks area, house corner, table toys, art area, sand and water area, library area, music and movement areas, and outdoor play areas (Dodge & Colker, 1999).

A fairly extensive study of PAUD models have been conducted by Roopnarine and Johnson who examined various approaches to early childhood education programs developed in several regions of the world. There are several approaches analyzed by them including the early childhood education of Native American, of the Black community, of the immigrants, of the Hispanic, of the Asians, bilingual PAUD, PAUD for children with disabilities, and PAUD in

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multicultural community. Besides that, they also examined various models of PAUD implementation and PAUD curriculum that are developed all around the world, including the head start model, the high/scope model, the vigotsky approach, the bank street approach, the Reggio Emilia approach, the Waldrof approach, the Montessori model (Roopnarine and Johnson, 2009). The study conducted by Roopnarine and Johnson according to the authors' opinion was quite conceptual containing conceptual offers of various models of early childhood education.

The concept of proper education in accordance with the stages of child development (Developmentally Appropriate Practice - DAP) has been carried out by several Early Childhood Education experts including Bredekamp and Copple (1997); Gestwicki (2007); Kostelnik, Soderman, and Whiren (2007). Based on the DAP concept, PAUD educators must understand that each child is unique in having different talents, interests, strengths, weaknesses, and experiences. Therefore, the education provided should be in accordance with the child's uniqueness. The concept or approach of DAP has become a reference in the implementation of early childhood education programs in Indonesia.

Studies on theme development models for PAUD programs have been conducted by Herr and Larson (2000). In the study, apart from proposing 64 major themes containing several sub themes, Herr and Larson presented visual examples of theme development techniques with concrete object images.

Furthermore, there have been a number of studies conducted by experts in Indonesia including studies on various basic principles and models of PAUD learning by Slamet Suyanto. In his study, Suyanto (2005) focused more on the discourse of educative interaction process in the learning activities not on the discourse of PAUD education as a system. Meanwhile, Patmonodewo examined institution models for pre-school children. In his study, Patmonodewo (2003) offers the concept of pre-school education models, which among others referred and sourced from the Montessori model; the behavioral model of Watson, Thorn, and Skinner; and the high/scope model conceived by David Weikart.

A study by an Indonesian scholar with almost similar nuance as the above-mentioned study of Roopnarine and Johnson's but more simple and limited was done by Anita Yus. In her study, Yus (2011) describes the PAUD model conceptually that was conceived and developed by PAUD experts and the PAUD models in several countries in the world. The study also features a description of how to implement the PAUD model in learning. Although researching PAUD concepts in several countries and the ideas of several experts, Yus' study was not as extensive and detailed as that of Roopnarine and Johnson.

A study that specifically addresses the development of a "Pilot" PAUD education system was conducted by Tedjawati, et al. (2010). The research was aimed to produce a concept of early childhood development model that uses an integrative holistic approaches. This study focuses on the extent to which an integrative holistic approach is carried out by the "Pilot" PAUD and non-"pilot" PAUD based on the aspects of childcare and protection, health and nutrition, and education.

This study, in general, has several objectives, namely: first, to obtain an overview of the model of the education system implemented and developed by Islamic pre-eminent kindergartens in the city of Purwokerto; second, to formulate a format of pre-eminent kindergarten education system by basing on the education system implemented by the existing pre-eminent kindergartens; third, to formulate an early childhood education system implemented by the Islamic pre-eminent Kindergartens in Purwokerto as the best practice in order to realize integrative-holistic PAUD services.

Sampai di sini, belum ada rumusan masalah yang akan menjadi acuan pembahasan dan analisis. ada baiknya problematika di atas dirumuskan masalah pokoknya, sehingga pembahasannya lebih sistematis.

## METHODOLOGY

This research was conducted at a pre-eminent Early Childhood Education institution in Purwokerto, which is an Islamic-based kindergarten. The study was conducted with a qualitative research approach (Moleong, 2000). The research

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was done in depth, process-oriented, and based on the assumption of dynamic reality (Faisal, 1989). The data were collected through interview, observation, and documentation techniques.

The research subjects for interview were the principal, teachers, student guardians, and students. The interview with the principal was done to dig up data on the management, activities/programs, student recruitment, teachers' competency development, cooperation networks, and institution quality improvement. Meanwhile, the interviews with the teachers were more focused on getting the data of learning activities starting from their preparation, implementation, to the assessment of children's development, also to gain data on the creative efforts undertaken to improve the quality of learning. The interviews with the students' guardians were conducted to obtain data related to the reasons for sending their children to this kindergarten, their perceptions about this kindergarten, as well as to obtain information on children's development after entering and studying in this kindergarten. In addition, the interviews with the students were directed to explore information about experiences that are fun and impressive in participating the learning activities in this kindergarten.

An observation was carried out to obtain data on the arrangement of school settings and the learning spaces, the situation and learning climate, the learning process as an application of the learning model chosen by the kindergarten. The observation was conducted directly to find out the situation and condition of the kindergarten, teacher and student activities starting from the students' arrival to their home returning. The daily activity done in one week was also a point of focus in the observation process, as well as the educational play tools and learning resources that are owned by the school and their utilization.

Documentation technique was used to obtain data on the profile of the kindergarten, its development over time, the students' background, and their achievements. The documents that are sought as data sources are school's profile book, student's database, certificates, trophies, student progress report, curriculum, semester program, weekly activity plan (RKM), and daily activity plan (RKH).

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In analyzing the collected data, two types of analysis are applied, namely content analysis and comparative analysis. The data processing and analyzing were done in an interactive cycle, rotating and repeating not bound to stages. Thus, more data can be collected again after an interpretation is made, if the data is considered insufficient. In that manner, the process of collecting and analyzing data can run simultaneously at the same time, the data obtained were however tentative (Muhadjir, 2000). After accomplishing the analysis, the subsequent activity was to draw conclusions in the form of formulating the final results of the study in response to the formulation of the problem as well as the expected outcome of achieving the research objectives.

## RESULTS AND DISCUSSION

### General Description of the Islamic Kindergarten

This kindergarten is located at Slamet Riyadi Street Number 34 Purwokerto, the official name is TK Al-Irsyad Al-Islamiyah Purwokerto. The Kindergarten consists of Kindergarten A and Kindergarten B, which were founded in 1971 by the Islamic community organization Al-Irsyad Al-Islamiyah Purwokerto.

Institutionally, Al-Irshad Al-Islamiyah Kindergarten is under the responsibility of the LPP (Education and Teaching Institute) management of Al-Irshad Al-Islamiyah Purwokerto. Whereas operationally the management of Al Irsyad Kindergarten is managed by the school principal with the assistance of vice principal and are coordinated with the Al Irsyad LPP.

The learning model applied is a combination of center and area models with montessori methods through moving class method. The center model includes block center, role-playing, *imtaq*, music, natural materials, preparation, art/creativity, cookery, and outdoor educational games tools. The programs implemented in the kindergarten encourages students' activeness to be free and creative in the center model that is integrated in learning activities as researched by Shoval, Sharir, Arnon, and Tenenbaum (2017). The research shows that among the three interventions (1) a mindful movement, integrates activeness in academic learning; (2) a movement for its own sake, gives students freedom to be active

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without giving academic instructions, and (3) a control condition, students engage in regular academic environment activities, the highest intervention to increase children's academic success is the first intervention. The “mindful movement intervention” was applied at Al Irsyad Kindergarten in the form of center and area models.

### **The Characteristic of The Kindergarten’s Education**

In general, the Islamic Kindergarten oriented its learning activities on value cultivation and character building to the students. All learning activities are directed at forming children with noble, independent, creative, responsible, resilient, and tough characters.

In terms the efforts in shaping the children’s character, the kindergarten put religious values as the basis of the formation of children's characters. Religious activities and traditions are strongly emphasized by the kindergarten in their educational activities. The habituation and examples giving in the implementation of religious values was carried out significantly in daily life. The approach taken warmly in providing an example according to Omdal (2018) can be a way of instilling values, norms and standards in children's social interactions. The forms found was greeting children with friendly smiles and handshake when welcoming their arrival at school every morning. Beginning learning and ending it by praying is carried out by the kindergarten. Another thing that is very evident is the learning program to read the Qoran (BTQ), the celebration of Islamic holidays, and the practice of daily worship. Certainly, more prominent in terms of the process of planting and practicing Islamic teachings on a daily basis. This is certainly related to its institutional status as an Islamic Kindergarten whose mission is to accustom children to live according to Islamic morality.

In addition to the orientation of forming the children's characters, this kindergarten is also oriented to preparing the children’s readiness to enter the further education. In doing so, the institution specifically provides the children with the ability to read, write and count (*calistung*). The *calistung* training is based on pragmatic interests, i.e. to meet the demands of the parents who expect

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that when their children finish the kindergarten program they are able to read, write and count (*calistung*). The parents' demand of *Calistung* ability is also based on pragmatic reasons that they wish when entering primary school their children to immediately participate in the lesson, some even wish their children to pass the entrance exam of a certain primary school which happen to get high number of applicants, *calistung* is one of the exam fields. This concept is in line with the one applied in Singaporean kindergartens, stating that Kindergarten curriculum is implemented to make the children ready for attending elementary schools (Tan, 2017).

Related to the *calistung* ability demands, there is an interesting fact that the principal views the *calistung* ability as demanded by the parents as something that should not yet be imposed to the children since it is not appropriate with the stages of the children's growth and learning style, even if *Calistung* is taught, it should be done with the concept of learning while playing.

In terms of providing educational services, this kindergarten emphasizes creative-innovative concepts. This concept is carried out by synergizing all potential resources, visionary leadership, adequate foundation's support, educators' creativity and performance, integrated child growth services, and developing adequate cooperation networks. Meeting the children's needs is a priority in all education services provided.

The general principles underlying the entire education service system of the kindergarten are oriented to the service excellence system. The principles of the service excellence include comprehensive and integrated service system in various aspects of early childhood growth needs, based on and referred to the various government regulations related to PAUD, the fulfillment of human resource positions (teachers and staff) and their quality enhancement, developing creative curricula for meeting the children's needs, adequate funding by promoting transparency and accountability, structuring the environment and learning infrastructure that enables children to play safely, comfortably, and pleasantly, networking with various parties to strengthen the on-going education system.

In order to fulfill the integrative-holistic education system, the implemented education system has united educational services with nurturing, protection, health and nutrition with Islamic values as the basic principles. This system enables the children to grow up to their full potentials more optimally. Their physical and spiritual needs and development will be fulfilled through the integrative-holistic education system. This child's physical growth will later develop children's understanding of the relationship between motion and health and appreciate physical activity (Brewer, 2019; Nasiopoulou, 2019).

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Schools conduct education as trying to assist children so that they have confidence, creativity, knowledge, and skills. The children are expected acquired them through every activity and challenge given to them in the school. Educated children are expected to be happy in entering the world and can work together in changing lives for the better. The social skills applied in this Islamic kindergarten are effective like the findings of Kemple, Lee, and Ellis (2019) showing that children who participated in social skill programs showed a significant increase in self-control and collaboration.

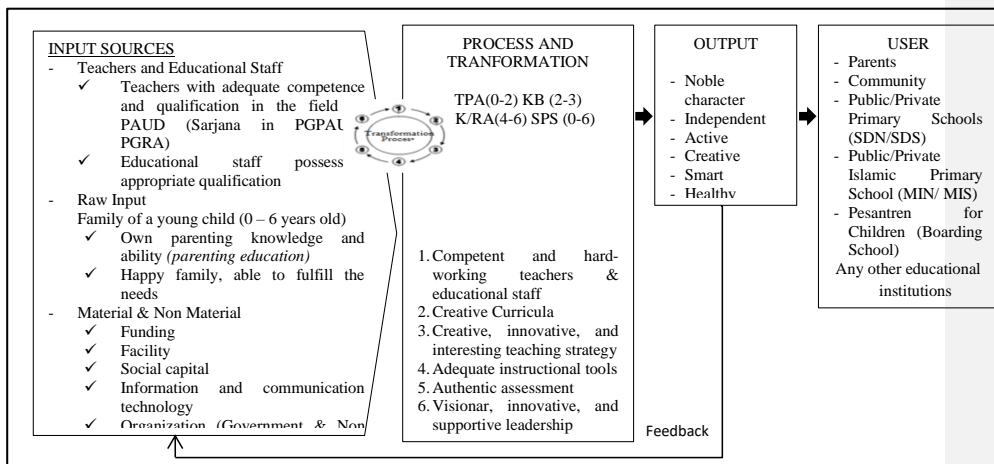
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As for the grading system, the kindergarten used authentic assessment. Portfolio is one of the main assessment techniques. Portfolio contains various data on children's learning progress (children's work: as a report form). This data were obtained from daily and informal activities as well as tasks. Portfolio is used to report children's and teachers' performances, to evaluate children, and to evaluate teachers. Portfolios that are prepared according to Gelfer and Perkins (1996) are used for progress reports to parents and for demonstrating children's progress also for reporting the classroom activities.

### **The Format of Practical-Applicative PAUD System of SEPTOU Model**

Based on the study results of the education system practiced in the above-mentioned kindergarten, an integrative-holistic PAUD system of SEPTOU model can be formulated. The SEPTOU model formulated by the authors is an abbreviation of Sources, Environment, Process, Transformation, Output, and Users. The SEPTOU system model is visualized in the following picture:

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The SEPTOU System model

Input resources are the major concern for teachers who have competence in early childhood education. According to Fonsén and Soukainen (2019) the pedagogical leadership component is an important factor in teachers who have professional qualifications for the development of early childhood education field.

## CONCLUSION

Based on the discussion above, the authors concluded the following points: First, the education system developed by the Islamic preminent kindergarten in Purwokerto was in the form of concept and framework of systemic thinking in providing early childhood development services, and was oriented towards achieving the good-quality output. Second, the excellence of the school occurred through a long process of structuring and implementing integrated education quality management. The process starts from strengthening the input resources, raw input processing and transformation that involved good quality process elements, setting output targets with clear and measurable characteristics. Third,

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the education system is implemented with an orientation towards the provision of children's growth and development services in an integrative-holistic manner with the main orientation of character building and preparing them to enter further education levels (SD/MI). The system is carried out by trying to provide services in all aspects of child's growth and development including care and protection, health and nutrition, and education services based on comprehensive playing activities. Fourth, the format of the practical-applicative education system is formulated in the integrative-holistic PAUD system of SEPTOU model.

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