



Evaluating the Effectiveness of Holistic Integrative Early Childhood Education Programs (PAUD HI) in Indonesia: Impacts on Education, Care, Safety, Health, and Nutrition Services

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Abstract: This study aims to evaluate the effectiveness of Holistic Integrative Early Childhood Development programs in Indonesia. A comprehensive evaluation of the effectiveness of Holistic Integrative Early Childhood Development programs is needed to ensure optimal benefits for child development. This study was conducted in Bogor district, Indonesia with a sample of 80 children divided into two groups, 40 children who attended the Holistic Integrative Early Childhood Development program and 40 children who did not attend the program. This study used descriptive quantitative method with comparative design. The analysis showed that the PAUD HI program had a significant positive impact on all aspects studied. Education services showed significant improvement with $t = 6.40, p < .001$; parenting services with $t = 6.12, p < .001$; safety services with $t = 6.88, p < .001$; health services with $t = 7.07, p < .001$; and nutrition services with $t = 7.25, p < .001$. The HI ECD group showed higher mean scores in all aspects compared to the Non Holistic Integrative Early Childhood Development group. This study confirms that the Holistic Integrative Early Childhood Development program is effective in improving the quality of essential early childhood services. The findings support the development and expansion of Holistic Integrative Early Childhood Development programs to reach more children in Indonesia and provide a basis for policy makers to improve and optimize the implementation of Holistic Integrative Early Childhood Development programs nationally.

Keywords: Holistic Integrative Early Childhood Development programs, Early Childhood Education, Integrative Holistic Services, Program Evaluation, Child Development.

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1. Introduction

The development of healthy, intelligent, and productive early childhood is essential to ensure they grow into qualified individuals and are able to contribute positively to society. Childhood is a critical period in which physical, mental, and emotional development takes place very quickly (Jannah & Setiawan, 2022). Good health from an early age ensures that children have a strong physical foundation, are free from disease, and are able to participate in various activities optimally (Aliyanti & Sumanto, 2023). Meanwhile, intelligence honed through education and appropriate stimulation, helps children develop critical thinking, creativity, and problem-solving skills (Astarin et al., 2023). Productive children show the ability to manage time, work well in a team, and have a good work ethic (Ningrum et al., 2023). With the optimal combination of health, intelligence, and productivity, children will be better prepared to face future challenges, both in further education, the world of work, and social life (Angkur & Fatima, 2022). Therefore, attention to comprehensive early childhood development is crucial to create superior future generations (Levryn et al., 2023).

The importance of healthy, intelligent, and productive early childhood development is vital to ensure they grow into qualified individuals and are able to contribute positively to society (Asiyani et al., 2023). This development is in line with efforts to build healthy, intelligent, and productive human resources (HR), which are valuable assets for the nation and state of Indonesia (Aneza et al., 2023). Improving the quality

of human resources in achieving optimal growth and development is highly determined by the quality of child development during the early age period, namely from the fetus to the child at the age of six (Asiyani et al., 2022). This quality improvement indicator can be seen from the increase in the degree of health, nutritional status, intelligence, cheerfulness, emotional maturity, spirituality, and well-being of children (Yuda et al., 2023).

Various theories of child development provide insight into how children grow and learn. Piaget's theory of cognitive development emphasizes that children go through four increasingly complex stages of cognitive development (Travelancya & Asfahani, 2022). Erikson, with his theory of psychosocial development, identifies eight life stages that are essential for the formation of social identities and relationships (Dini, 2022). Bowlby highlights the importance of early emotional connection in his attachment theory, while Kohlberg explains the moral development of children through his theory of moral development (Nurjannah & Hermanto, 2023).

Bandura, through his theory of social learning, underlines the important role of observation and imitation in children's learning (Rachmayani et al., 2022). Vygotsky emphasized social and linguistic interaction in cognitive development through his theory of language development, as well as the concept of proximal developmental zones (Aliyanti & Sumanto, 2023). Bronfenbrenner, with his theory of ecology, outlined the influence of various environmental systems on the development of children (Alfarizi et al., 2023). Gardner, through his theory of multiple intelligences, acknowledged the diversity of types of children's intelligences that require different approaches to education (Afrianingsih et al., 2022).

To ensure the fulfillment of the right to early childhood growth and development, efforts are needed to improve health, nutrition, care, care, protection, welfare, and educational stimulation that are carried out simultaneously, systematically, comprehensively, integrated, and continuously. In this effort, the Indonesian government stipulated Presidential Regulation on PAUDHI number 60 of 2013 or the PAUDHI program (Apriyansyah et al., 2023). This program aims to ensure that every child gets the opportunity to grow and develop optimally, so that they can become superior human resources and be able to face future challenges (Walyani et al., 2023). By integrating various theories of child development and government policies, we can create a holistic and effective approach in supporting healthy, intelligent, and productive early childhood development, while building strong human resources for Indonesia's future. Research on the PAUD HI (Integrative Holistic Early Childhood Education) program in Indonesia shows that this program has a high novelty value and requires in-depth studies to increase its effectiveness. (Suryana et al., 2023) in his evaluation of the PAUD HI program in rural areas showed a significant improvement in the aspects of child health and nutrition, but noted challenges in implementation that require further attention. A study by (Hanifa et al., 2023) found that parental involvement in the PAUD HI program is still low, although this program has succeeded in raising awareness of the importance of early education (Abi et al., 2023).

Asmawati et al. (2022) noted that the integration of health, education, and nutrition services in the PAUD HI program improves children's overall welfare, but implementation in the field is often less synchronous. (Shaleh & Anhusadar, 2021) found that the PAUD HI program in urban areas showed better results than in rural areas, indicating the need for program adjustments according to the local context. (Hidayat & Akbar, 2022) emphasized that training and professional development for early childhood education educators is still not optimal, which has an impact on the quality of teaching. Research by (Regina & Wulandari, 2023) shows that the PAUD HI program has succeeded in improving children's cognitive development, but there are still shortcomings in emotional and social aspects that need to be improved. (Fauziah, 2019) found that local government support has a great influence on the success of the PAUD HI program, but this commitment varies throughout Indonesia. (Rahmat et al., 2021) noted that the PAUD HI program is effective in reducing stunting rates in the implementation area, but still requires a strategy to reach remote areas. (Dewi et al., 2021) highlighted that coordination between institutions in the PAUD HI program is often less than optimal, which hinders the synergy and effectiveness of the program. (Sari, 2019) found that although the PAUD HI program improves children's motor skills, there are still challenges in providing adequate facilities. A study by (Lili et al., 2023) shows that the integration of local values in the PAUD HI curriculum can increase the relevance and acceptance of the program by the community.

(Travelancya & Asfahani, 2022) found that the PAUD HI program is effective in increasing girls' participation in early education, but there is still a gender gap that needs to be overcome. A study by (Miftakhi & Pramusinto, 2023) shows that strict supervision and evaluation are needed to ensure the sustainability of the PAUD HI program. (Shobrun et al., 2023) noted that the PAUD HI program increases community involvement in children's education, but requires more systematic support. (Wijayanti, 2018)

found that the application of technology in the PAUD HI program can improve the accessibility and quality of education, but it is still limited by infrastructure. Research by (Perdana, 2020) shows that the PAUD HI program successfully integrates a holistic approach in early childhood education, but requires more resources for effective implementation. (Rahayu, 2019) noted that active participation from the private sector can improve the sustainability of PAUD HI programs, but it is still less involved. A study by (Windarsih et al., 2020) shows that the PAUD HI program has a positive impact on children's school readiness, but there is still a need for curriculum adjustments. (Apriningrum & Rahayu, 2018) found that the PAUD HI program contributes to reducing the educational gap between regions, but needs a more specific strategy for disadvantaged areas. Research by (Pramesti & Lestarinigrum, 2021) shows that increasing the capacity of educators through continuous training is the key to the success of the PAUD HI program, but it is often ignored.

2. Methodology

This study uses a descriptive quantitative method with a comparative research design. The purpose of this study is to compare two groups of early childhood, namely the group that implements the PAUD HI program and the group that does not implement the PAUD HI program. The group that implements the PAUD HI program consists of 40 children, while the group that does not implement the PAUD HI program also consists of 40 children. The instruments used in this study are observation and interviews. Observations were made to collect data related to education, nursing, safety, health, and nutrition services received by both groups. Interviews were conducted with parents, caregivers, and educators to gain more in-depth information about the services children received in both groups.

Data collected from observations and interviews were analyzed using a t-test to compare differences between the two groups. The T-test was chosen because it made it possible to test the mean difference between two independent groups. The T test formula used is:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Fig. 1 t test formula

The aspects that were compared between the two groups were as follows:

Table 1: The aspects that were compared between the two groups were as follows:

It	Tested Aspects	Description
1	Education Services	The quality and availability of education that children receive
2	Babysitting Services	The quality and attention of care given to children
3	Security Services	The level of safety of the environment in which the child is located
4	Healthcare	Access and quality of health services that children receive
5	Nutrition Services	Availability and quality of nutritional intake received by children

With this research method, it is hoped that a clear picture can be obtained about the effectiveness of the PAUD HI program in providing various important services for early childhood compared to those who do not participate in the program.

3. Results and discussion

This study aims to evaluate the effectiveness of the PAUD HI program in Indonesia by comparing two groups of early childhood: the group that implements the PAUD HI program and the group that does not implement the program. Data analysis using the t-test shows that the PAUD HI program has a significant positive impact in five aspects of services: education, nurturing, safety, health, and nutrition.

The results of the analysis showed that the education services in the PAUD HI group had an average score of 85, while the Non-PAUD HI group had an average score of 70, with a value of $t = 6.40$ and $p < .001$. This shows that the PAUD HI program significantly improves the quality of educational services received by children. In childcare services, the PAUD HI group had an average score of 80 compared to 65 in the Non-PAUD HI group, with a value of $t = 6.12$ and $p < .001$. This shows that children in the PAUD HI program receive better parenting, including more quality emotional and psychological attention.

Security services also showed a significant increase in the PAUD HI group with an average score of 90 compared to 75 in the Non-PAUD HI group, with a value of $t = 6.88$ and $p < .001$. This indicates that the environment in the PAUD HI program is safer for children. In terms of health, the PAUD HI group had an average score of 88, while the Non-PAUD HI group had an average score of 72, with a value of $t = 7.07$ and $p < .001$. These results show that children in the PAUD HI program have better access to health services that support their development. Finally, nutrition services in the PAUD HI group were also better with an average score of 87 compared to 70 in the Non-PAUD HI group, with a value of $t = 7.25$ and $p < .001$. This shows that children in the PAUD HI program get a more balanced and quality nutritional intake. Overall, the results of this study show that the PAUD HI program is effective in improving the quality of education, nurturing, safety, health, and nutrition services for early childhood in Indonesia. These findings underscore the importance of the PAUD HI program in supporting the holistic development of children and the need for wider development and implementation of the program to reach more children in Indonesia. For more clarity, see table 2.

Table 2 summary of T test results for each service aspect

Tested Aspects	Average PAUD HI	Average Non-PAUD HI	T value	Significance (p)
Education Services	85	70	06.40	<.001
Babysitting Services	80	65	06.12	<.001
Security Services	90	75	0,311111	<.001
Healthcare	88	72	07.07	<.001
Nutrition Services	87	70	07.25	<.001

This study shows that the PAUD HI program in Indonesia has a significant positive impact in the five aspects of the services studied: education, nurturing, safety, health, and nutrition. The analysis of the results of the T test using Jamovi showed that each aspect of the service had significant differences between the group that implemented the PAUD HI program and the group that did not implement the program. In education services, children who participated in the PAUD HI program received better quality of education, with an average score of 85 compared to 70 in the Non-PAUD HI group ($t(78) = 6.40$, $p < .001$). These findings are in line with previous research that shows an improvement in the quality of education through the PAUD HI program (Pramesti & Lestarinigrum, 2021; Ulfadhilah, 2023).

Parenting services in the PAUD HI program also showed a significant increase with an average score of 80 compared to 65 in the Non-PAUD HI group ($t(78) = 6.12$, $p < .001$). This study supports the findings of Cahyani (2020) and Efendi (2020) who emphasize the importance of professional development of

educators and more attention in childcare. In addition, the PAUD HI program provides a safer environment for children, with an average safety score of 90 compared to 75 in the Non-PAUD HI group ($t(78) = 6.88, p < .001$). This study supports the findings of (Akbar, 2018; Apriningrum & Rahayu, 2018) which shows the importance of government support and adequate security facilities in this program.

Health services in the PAUD HI program are also better, with an average score of 88 compared to 72 in the Non-PAUD HI group ($t(78) = 7.07, p < .001$). These results are consistent with research by (Abi et al., 2023; Sutiah et al., 2020) which shows that this program is effective in reducing stunting rates and increasing access to health services. Finally, nutrition services in the PAUD HI program also showed a significant difference with an average score of 87 compared to 70 in the Non-PAUD HI group ($t(78) = 7.25, p < .001$). This study supports the findings of (Astarin et al., 2023; Ningrum et al., 2023) which show that the PAUD HI program contributes to reducing nutritional disparities and increasing community acceptance through the integration of local values. Overall, the findings of this study show that the PAUD HI program is effective in improving the quality of services received by early childhood children in Indonesia. These results affirm the importance of the Early Childhood Education program in supporting the holistic development of children and underscore the need for broader development and implementation of the program to ensure that more children in Indonesia benefit significantly from the quality services provided.

According to this report, early childhood services in Indonesia have significantly improved as a result of the PAUD HI (Holistic Integrative Early Childhood Education) programme. The results of this analysis are consistent with research from other countries that highlights the value of holistic teaching methods in early childhood education. Early interventions that are comprehensive and address nutrition, health, and education have a major long-term influence on children's development. The study's conclusions are corroborated by the data, which demonstrate how much PAUD HI programmes enhance the standard of care, safety, health, and nutrition services, long-term academic success is strongly correlated with the quality of early schooling. According to this research, PAUD HI programmes are effective in raising the average scores for educational services, which lends credence to the claim that early childhood education investments pay off handsomely in the long run, responsive and encouraging childcare is crucial for promoting kids' emotional and social development. The study's conclusions, which indicate that parenting services in PAUD HI programmes significantly improve, are in line with the body of research that highlights the significance of good parenting. Another important topic covered in numerous research is the safety of the child's surroundings. Environmental conditions that are both physically and emotionally safe promote good psychological development, according to research published by (Abi et al., 2023; Sutiah et al., 2020).

This study's conclusion that PAUD HI programmes give kids a safer environment is consistent with other research findings. Proper health care is essential for a child's best development. Research presented in "The Future of Children" (Astarin et al., 2023; Ningrum et al., 2023) indicates that early access to comprehensive health services is linked to better health outcomes over the course of a person's life. The importance of having adequate access to health care is supported by the study's findings, which demonstrate notable advances in health services through PAUD HI programmes.

A healthy diet is another crucial issue covered in the worldwide literature. The Lancet study by (Akbar,

2018; Apriningrum & Rahayu, 2018) highlights the profound effects of early childhood nutrition on physical development, cognitive function, and overall wellbeing. This hypothesis is strengthened by the discovery that there are notable disparities in the nutrition services provided by PAUD HI programmes.

The results of (Jannah & Setiawan, 2022) , which stress the significance of an integrated strategy in early childhood education programmes to attain optimal outcomes, are also pertinent to this study. The study's findings demonstrate the efficacy of the PAUD HI programme in enhancing several facets of crucial services for young children thanks to its comprehensive approach.

Furthermore, research from the OECD (2017) in "Starting Strong" indicates that in order to promote children's overall development, early childhood education must integrate services like welfare, health, and education. According to this study, PAUD HI programmes are effective when used in an integrated manner, which is consistent with OECD findings. According to research published in the "Annual Review of Psychology" in 2013, high-quality early childhood intervention programmes that combine health and education can lessen social and economic disparities. This claim is supported by the study's findings, which show that PAUD HI programmes significantly improve health and education outcomes.

4. Conclusions

This study demonstrates that the PAUD HI (Holistic Integrative Early Childhood Education) program in Indonesia has a substantial and beneficial influence on the five areas of services examined: education, care, safety, health, and nutrition. The results of the t-test analysis indicated that the group that engaged in the PAUD HI program had significantly higher mean scores in all aspects, in comparison to the group that did not partake in the program. These data validate the effectiveness of the PAUD HI program in enhancing the standard of early childhood education, care, safety, health, and nutrition services. Consequently, it is imperative to broaden the scope of PAUD HI programs in order to extend their accessibility to a larger number of children, particularly those residing in rural and isolated regions. Enhanced training and professional development for educators and caregivers is necessary to guarantee uniform and superior services. Furthermore, enhanced coordination and collaboration among diverse government, business, and community entities will facilitate the comprehensive and enduring execution of PAUD HI projects. Continual monitoring and evaluation are crucial to ensure that the program is progressing towards its objectives, identify areas that need improvement, and quantify the long-term effects. It is advisable to incorporate local values into the curriculum and practices of the PAUD HI program in order to enhance the program's relevance and acceptance among local populations. By implementing these suggestions, it is anticipated that the PAUD HI program will be able to consistently deliver maximum advantages for early childhood development in Indonesia, thereby assisting in the national objective of enhancing the quality of human capital from a young age.

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