

# Early childhood education: Integrative holistic early childhood development program implementation

Chandra Apriyansyah <sup>1\*</sup>, Awaluddin Tjalla <sup>2</sup>, Ari Saptono<sup>3</sup>, Sofia Hartati <sup>4</sup>, Fasli Jalal <sup>5</sup>, Sri Sukatmi<sup>6</sup>, Mazeni Ismail<sup>7</sup>, Lia Kurniawaty<sup>8</sup>

<sup>1</sup>Department of Early Childhood Education, Universitas Panca Sakti Bekasi, Bekasi, Indonesia.

<sup>2</sup>Department of Educational Research and Evaluation, Universitas Negeri Jakarta, Jakarta, Indonesia.

<sup>3</sup>Department of Educational Research and Evaluation, Universitas Negeri Jakarta, Jakarta, Indonesia.

<sup>4</sup>Department of Early Childhood Education, Universitas Negeri Jakarta, Jakarta, Indonesia.

<sup>5</sup>Department of Early Childhood Education, Universitas Negeri Jakarta, Jakarta, Indonesia.

<sup>6</sup>Department of Early Childhood Education, Open University, Jakarta, Indonesia.

<sup>7</sup>Department Social Science & Humanities, Kolej Poly-Tech MARA, Kota Bharu, Malaysia.

<sup>8</sup>Department of Early Childhood Education, Universitas Panca Sakti Bekasi, Bekasi, Indonesia.

\* Corresponding author:

[Chandra.apriyansyah@panca-sakti.ac.id](mailto:Chandra.apriyansyah@panca-sakti.ac.id)

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## Abstract

This study will observe how the Integrative Holistic Early Childhood Development Program is implemented in ECCE units. The survey's conclusion that Bogor Regency's use of Integrative Holistic ECCE is still subpar served as the impetus for this investigation. This study uses a descriptive, qualitative research design. The ECCE HI unit in Bogor Regency hosted the study for three months, from March to May 2024. This study includes principals and instructors as subjects. Qualitative descriptive analysis is the data analysis method that is applied. Data reduction, data visualization, conclusion drafting, and data verification are among the stages of data analysis. Using triangulation, the data's veracity is verified. According to the study's findings, principals and teachers have a positive attitude toward ECCE HI, employ effective strategies or methods in their programs, and work with the government, non-governmental organizations, parents, and the private sector. However, one of the main challenges in putting ECCE HI programs into practice in ECCE units is the lack of funding, facilities, and teaching staff, as well as a lack of resources for the learning environment and parent involvement. The study's conclusion The Integrative Holistic Early Childhood Development (ECCE HI) program faces several obstacles during implementation. To overcome these obstacles, the community, government, and educational institutions must work together well, actively involve parents, improve infrastructure and human resources, and conduct periodic evaluations.

**Keywords:** Early Childhood Education, Implementation, ECCE HI, Teacher

## INTRODUCTION

Early childhood development is a crucial stage in a person's life since it forms the social, emotional, and cognitive foundations (Britto et al., 2017). Early brain development significantly impacts learning capacity and the subsequent development of critical thinking abilities since a child's brain proliferates and is highly sensitive to external stimuli (Campbell et al., 2014). Children who interact positively with their parents, caretakers, and the surroundings can grow in their social skills, confidence, and attitude toward learning. Furthermore, early access to high-quality care and education can close developmental disparities brought on by socioeconomic variables, improving prospects for future academic performance and healthier, wealthier lives. For this reason, investing in early childhood development is crucial for the future of individuals and society (Nores and Barnett, 2010).

Early childhood development dramatically influences a child's moral beliefs and character (Ramírez-García et al., 2021). Children are taught the value of empathy, cooperation, and a sense of responsibility through appropriate direction and education. They start to comprehend social conventions and get the capacity to communicate with people in a productive way (Mac Aogain et al., 2021). Good experiences at this age can help kids manage stress and develop strong resilience, which are helpful when dealing with obstacles later on (Pratiwi et al., 2020).

Early stimulation through educational games, creative projects, and social interactions with classmates also fosters children's imagination and creativity. This aids in developing the imaginative and creative thinking abilities necessary for problem-solving and change adaptation. Early exposure to language, music, and reading also improves a child's vocabulary and communication abilities, two more critical life skills for success in school and the workplace later on (Matsui, 2021)

Early childhood development is also strongly correlated with physical health. A healthy diet, frequent exercise, and consistent sleep schedules are the cornerstones of ideal physical growth (Van Wynsberghe, 2020). The energy and capacity for learning required to investigate their surroundings are supported by good physical health (Arrizki, 2021). Early childhood development must be holistic, encompassing social, emotional, physical, and cognitive domains (Aprilia and Rohita, 2021). Children's future lives will be significantly improved by the efforts of communities, schools, and parents to create a caring, safe, and supportive environment. Early childhood education and well-being investments not only help people get ready for the future but also create societies that are healthier, more educated, and more competitive (Nurdin et al., 2020).

Early Childhood Education (ECCE HI) services, such as Kindergarten, can support early childhood development (Lubis et al., 2022). Kindergarten offers an organized learning environment where kids can start learning academic fundamentals like math, reading, writing and social skills like playing and connecting with classmates. With programs designed to meet various communities or groups' unique needs, SPS provides flexibility and a more varied approach to stimulating child development. TPA offers daycare and educational services to children whose parents work, ensuring the kids have appropriate intellectual stimulation all day long and loving attention (Apriyansyah and Kurniawaty, 2022). Since RA is an Islamic educational institution, moral and spiritual principles are incorporated into the curriculum to help mould students' personalities and characters early on (Rohanah and Watini, 2022). These ECCE programs are intended to provide a secure and nurturing atmosphere in which kids can grow to their full potential in all domains—cognitive, social, emotional, and physical—making them prepared for future college and more complicated lives (Zubaidi, 2020).

All early childhood education and care (ECCE) programs, including kindergarten, need to guarantee that their services are of a high calibre in order to foster all facets of a child's development adequately. Some high-quality services include a developmentally appropriate curriculum, secure and encouraging learning environments, and qualified and committed teachers (Kurniah et al., 2021). A thorough and thoughtfully created curriculum will support kids' balanced development of their

physical, social, emotional, and cognitive skills (Sum, 2019). A secure and nurturing atmosphere also gives kids the confidence and comfort they need to explore and learn. Skilled educators can give the necessary stimulation and intervention because they thoroughly understand early childhood development. Children who receive these high-quality services have a solid foundation for the future, can adjust well to a range of circumstances, and are prepared to continue their studies in higher education with the necessary skills and confidence (Fitriyanti and Marlina, 2019). To guarantee that every child has the best chance to develop to their full potential, it is crucial for each ECCE unit to consistently enhance the quality of their services through continual training, program evaluation, and engagement with parents and communities (F. Wulandari, 2016).

When developing intelligent, productive, and healthy human resources (HR) in the future, ECCE units are a critical component. In addition to offering fundamental education, early childhood education (ECCE) units develop children's values of productivity, intellect, and health through planned programs and activities (J. P. A. U. Dini, 2022). Children are taught the value of keeping their health by eating a balanced diet, exercising regularly, and practising other healthy lifestyle choices. Their intellect is refined through educational activities that foster creativity, critical thinking, and problem-solving skills (Rochmawati et al., 2022).

Meanwhile, habits of self-control, teamwork, and accountability in various daily activities foster productivity. As a result, ECCE programs serve as a solid basis for raising the next generation of individuals who are not only prepared academically but also exhibit excellent health, strong social skills, and a strong work ethic. Investing in high-quality early childhood education programs is a wise long-term decision to yield excellent human resources and advance the nation and society (Suprpto, 2020).

Enhancing the quality of human resources through optimal growth and development is highly dependent on the quality of early childhood development, specifically from the fetus to the age of six, to build healthy, intelligent, and productive human resources as valuable assets for the nation and state of Indonesia. The improvement of children's health, nutrition, IQ, happiness, emotional development, spirituality, and general well-being indicates this. In order to guarantee the realization of the right to early childhood growth and development, simultaneous, systematic, complete, integrated, and ongoing efforts are required to promote health, nutrition, care, protection, welfare, and educational stimulation. The government launched the ECCE HI initiative, also known as Presidential Regulation on ECCE HI Number 60 of 2013, to aid these efforts (H. Wulandari et al., 2018).

Putting together Holistic Integrative (HI) ECCE is one step toward achieving this goal. Holistic and integrative early childhood development is defined as a development effort to satisfy the basic requirements of children who are different and interrelated simultaneously, systematically, and integrated in Presidential Decree No. 60/2013 Article 1 Point 2 (J. P. A. U. Dini, 2022). The government's dedication to guaranteeing the fulfilment of children's growth and development rights in the areas of education, health, nutrition, care, protection, and child welfare is demonstrated by Presidential Regulation Number 60 of 2013 concerning Integrative Holistic ECCE. In order to maximize every facet of a child's development; a holistic approach entails providing early childhood care that is all-inclusive, encompassing protection, education and care, and nutrition and health services (Angkur and Fatima, 2022). On the other hand, an integrative or integrated approach refers to the coordinated treatment of several stakeholders at the local, state, and federal levels. Integrative holistic early childhood care and education (ECCE) is an all-inclusive early childhood care that is integrated by several stakeholders and covers nutrition, health, education, care, and protection services. To promote optimal child growth and development and produce future generations that are competitive, intellectual, healthy, and of high quality, ECCE HI should be implemented concurrently, methodically, thoroughly, and continually (Jaya and Ndeot, 2018).

The Ministry of Education and Culture aims to lower the stunting rate in Indonesia by implementing Integrative Holistic ECCE (HI). The Ministry of Education and Culture expects 75% of

ECCE to be able to offer this service by 2021 (J. Dini, 2022). Numerous research studies on ECCE HI's implementation in educational institutions attest that many institutions in Indonesia have done so. For instance, the application of ECCE HI parenting programs to maximize growth and development and safeguard the early years reveals that IR parenting activities have been carefully planned and executed for children between the ages of five and six and discovered that Bogor Regency's use of Integrative Holistic ECCE is still not at its best. Because only some teachers know how to execute ECCE at their particular institutions, teachers' grasp of the program still needs to be improved, according to a study conducted among principals and ECCE teachers in the Bogor District. Because many educators do not employ a child-centred learning strategy, the emphasis of instruction is typically on academic subjects like reading and numeracy. This is frequently because parents and social pressures dictate that their children receive early instruction in citizenship. Teachers' primary responsibilities overlap with those of education personnel, and educators also cause a division in instructors' attention.

This study investigates how the Holistic Integrative Early Childhood Development Program is implemented in PAUD. The novelty of this research lies in the object of research, namely PAUD teachers in Bogor district, while previous research on Health and Nutrition Service Management (Rohmadheny and Pramudyani, 2023), Partnership-Based Holistic Integrative Early Childhood Development Management in Realizing Quality PAUD (Rochmawati et al., 2022), Increased Knowledge of PAUD Mothers in Optimizing HI PAUD for PAUD Mothers (Rohimah et al., 2024), and assistance in the implementation of HI PAUD (Rachmayani et al., 2022).

## MATERIALS AND METHOD

This research is a descriptive qualitative study in line with the background information's description of the research problem. This study aims to provide an overview of the implementation of Integrative Holistic ECCE (HI) in Bogor Regency. The ECCE HI unit in Bogor Regency hosted the study for three months, from March to May 2024. This study's subjects include principals. More information is shown in Table 1. The information gathered has to do with using Integrative Holistic ECCE. Researchers use observation to make firsthand observations of ECCE HI implementation, documentation studies to compare interview results with documentation of ECCE HI implementation activities, and interviews with research subjects as some of the data collection techniques.

Table 1

	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
Gender	Woman	Woman	Woman	Woman	Woman
Age	46	38	50	49	52
Teaching Duration	8	5	18	17	24
School Name	Attaqwa Kindergarten	Annur Integrated Islamic Kindergarten	Al Fadhilah Kindergarten	Nur Sa'adah Integrated Islamic	Kindergarten Mandiri Kids Kindergarten
Educational Background	S1 ECCE	S1 ECCE	S1 ECCE	S1 ECCE	S1 ECCE

Qualitative descriptive analysis is the data analysis method that is applied. Data reduction, data visualization, conclusion drafting, and data verification are among the stages of data analysis. Using triangulation, the data's veracity is verified. Figure 1 has further information.

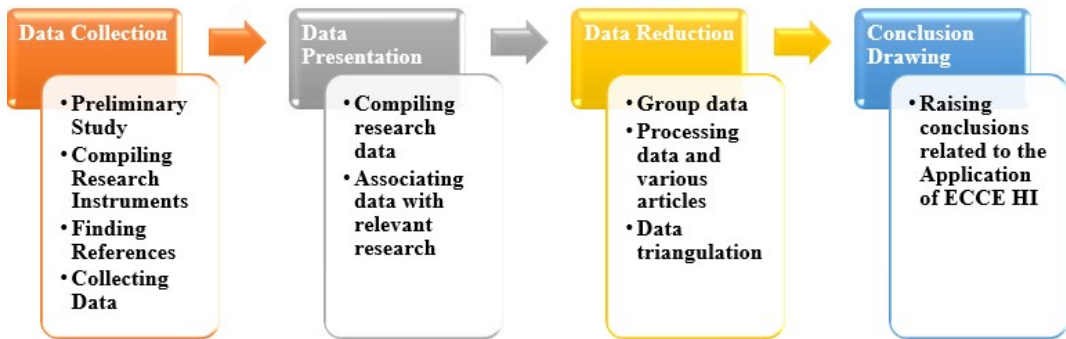


Figure 1. Design of Research

## RESULT AND DISCUSSION

Integrative Holistic Early Childhood Education (ECCE) aims to create Indonesian children who are intelligent, healthy, joyful, and deserving of respect by offering holistic and integrative early childhood development programs. Furthermore, the goals of Integrative Holistic ECCE include meeting children's essential requirements in terms of protection, parenting services, nutrition and health, education stimulation, and child welfare (Oktaviani and Dimiyati, 2021). Five categories of services make up the Integrative Holistic ECCE service program: (1) parenting services, (2) educational services, (3) security services, (4) health services, and (5) nutrition services.

### 3.1 Perceptions of Teachers on ECCE HI

ECCE HI is an early childhood development program designed to systematically and integrately address the basic needs of children who are diverse and interrelated at the same time. It is known as holistic-integrative early childhood development, according to the findings of interviews conducted with teachers and heads of ECCE units. This all-encompassing approach addresses children's physical, emotional, social, and cognitive needs and stresses the need to combine different teaching strategies. The objective is to address the child's total developmental requirements through rich contact with the environment and adults, play strategies, and experiential learning.

Child-centred development and collaboration with parents as partners are crucial to this process. Every endeavour considers the needs and talents of the kids and involves several stakeholders, including communities, schools, affiliated agencies, and other organizations. Working together with puskesmas to ensure good eating and health examinations is one example.

Education, health, care, protection, and welfare are just a few vital services offered by ECCE units that use integrative holistic services. As one of the educational service providers, TK offers services, including early childhood development screenings and early detection of growth and development in addition to schooling. This method seeks to give kids a thorough and engaging education, support their growth and development at their best, and establish an honourable, joyful, and healthful learning atmosphere.

Holistic-integrative development acknowledges that each child has distinct requirements and potential. This method is anticipated to take into account the variations among individuals in the early childhood development process, offer ongoing assistance, and foster the physical, cognitive, social, emotional, and spiritual growth of children.

### 3.2 Overview of Early Childhood Development Programs in ECCE Units

In our institution, we have collaborated with various relevant stakeholders to optimize early childhood growth and development. We focus on an integrative holistic approach to early childhood development, designed to align children's physical, emotional, social, and cognitive development

through various engaging and educational activities. Various learning methods, including games, art, music, motion, and social interaction, are integrated to support children's overall growth.

In addition, we involve parents in children's learning and development process, thus creating strong collaboration between institutions, children, and families. We also strive to meet the essential needs of children by utilizing local wisdom and building partnerships with parents. Integrative Holistic ECCE has been well implemented in our institution through collaborative programs with parents, communities, and related institutions so that full support for children can be fulfilled.

Our institution's early childhood development program includes a series of educational activities designed to stimulate children's physical, social, emotional, and cognitive development from birth to age six. Our child-centred curriculum involves parents and quality educators and provides a safe and supportive learning environment. Children in our kindergarten get services such as weight, height, and head circumference checks as a reference for teachers when conducting assessments. If there is an age-inappropriate cognitive achievement, we refer the child for a follow-up examination.

Our program is based on the learning-by-playing approach according to the times and the implementation of the independent curriculum and Integrative Holistic ECCE. We also work with various parties, such as puskesmas, for routine health checks and healthy feeding and organizing parent classes to share information and support children's development at home. In Depok, we work with Pus paga to recruit psychologists, and the city also has family-friendly cadres who educate parents and children about child protection and rights.

By implementing an integrated thematic-based curriculum, central and area learning methods, and a stimulating play environment, we strive to create a well-rounded and enjoyable learning experience for children. Developmental assessments are carried out periodically through assessment and observation to monitor children's development. Our institution also integrates religious values.

### 3.3 Main Focus in the Implementation of the Holistic Integrative Early Childhood Development Program in PAUD Units

**Nutrition and Health Services:** We ensure every child receives balanced nutrition and regular health monitoring. Our program includes

- nutritional status checks,
- early detection of children's growth and development according to age standards,
- cooperation with health workers for immunization services and routine health checks.

**Educational Services:** Our institution emphasizes integrative holistic education that is child-centred. Learning harmonizes children's physical, emotional, social, and cognitive development through various fun and educational activities. We use diverse play methods to create meaningful learning experiences and ensure that character education, discipline, and independence are integral to our curriculum. **Parenting and Protection Services:** We are committed to providing responsive and loving parenting and ensuring a safe environment for children. Our program involves parents as active partners in the child's development process, with intensive positive communication between educators and parents. In addition, we focus on instilling religious values and developing children's character, including emotional intelligence and social skills.

### 3.4 Approaches or methods used in ECCE HI programs

**Child-Centred and Play Approach:** We apply the principles of early childhood development through play activities, which are the primary learning process for students. Our Learning is student-centred, tailored to each child's unique needs, interests and abilities. Here are some of the methods we apply. **Game-Based Learning:** We use games as a primary tool in Learning. Play activities allow children to develop cognitive, social, and motor skills in a fun way. Children can choose the games they like without coercion, allowing them to learn and explore. **Experiential Learning:** Children learn through hands-on experiences, such as experiments, nature treks, and field trips. This method



helps them understand abstract concepts concretely and relate them to the world around them.

**Art and Creativity:** We encourage self-expression through artistic activities such as painting, making crafts, and playing music. These activities help develop a child's imagination, motor skills, and self-confidence. Collaborative Learning The importance of cooperation and communication is emphasized through group learning. Children are invited to work together, share ideas, and solve problems to learn from each other and build social skills. Language Development: We provide a language-rich environment, whether through everyday conversation, stories, songs, or language games. It supports the development of children's language skills. Project Method: Children are encouraged to explore a particular topic or theme through investigation, experimentation, and project-based Learning. The teacher acts as a facilitator and guide in this process. Modelling and Scaffolding Methods: The teacher models and models specific skills, then gradually provides support so that the child can do it independently.

**Centre and Area Approach:** Children learn through activity centres or play centres designed to stimulate various aspects of development. Play centres include blocks, preparations, natural materials, art, and others. STEAM and Loose Parts: We use STEAM (Science et al.) and loose parts-based learning models to encourage creativity and problem-solving through experimentation and construction. Collaboration with Parents and Communities: Learning activities are designed through the consultation and collaboration stage with teachers and parents. Our programs are mutually agreed upon after input from all parties involved. They involve parents, families, and communities in supporting children's development and strengthening relationships between educational institutions and children's social environments.

**Developmental Monitoring and Assessment:** We regularly monitor children's nutritional status and physical development in collaboration with posyandu and health workers. Child development is documented through portfolios, observation, and authentic assessments. These results map the child's progress and determine the interventions needed. With this approach, we strive to create a fun, safe and stimulating learning environment that enables children to develop to their potential and become healthy, intelligent, and characterful individuals.

3.5 Cooperation between the government, non-governmental organizations, parents and the private sector in the implementation of the ECCE HI program

Most respondents (84.6%) have synergized with various parties in implementing the ECCE HI program, indicating that cross-sector collaboration is an important aspect and has been adopted by many institutions. However, 15.4% have yet to achieve this synergy and face challenges in program implementation and collaboration with related parties.

Implementing the Integrative Holistic Early Childhood Development (ECCE HI) program requires synergy between the government, non-governmental organizations, parents, and the private sector. This cooperation is vital in achieving common goals in early childhood development. Here are the dynamics of cooperation: (1) The Government, as the primary regulator and facilitator, develops policies, standards, and guidelines for ECCE. They also provide funding, other resources, naswellas and technical support to educators and ECCE administrators. Evaluations from related agencies such as the education office, puskesmas, village police, BPBD, and fire department are also supported. (2) Non-Governmental Organizations play an essential role in providing ECCE services at the local level. They provide additional support such as training for educators, provision of facilities, and assistance programs for needy families. (3) Parents: The role of parents is vital in supporting children's development in ECCE HI. Parenting activities, participation in community programs, and support for school activities are forms of parents' contributions to children's education. (4) Private Sector: The private sector contributes in various ways, including providing funding or other resources, conducting CSR programs that support ECCE HI, and forging partnerships with ECCE institutions to provide additional facilities or services.

With synergy between all parties, implementing the ECCE HI program can run effectively

and sustainably. However, there are still challenges faced, such as program incompatibility with implementation time and program collisions with other government initiatives. Efforts continue to increase synergy and collaboration so that the ECCE HI program can significantly impact early childhood development.

### 3.6 Problems often faced in implementing ECCE HI programs in ECCE units

As the organizer of the Integrative Holistic Early Childhood Development (ECCE HI) program, we face several challenges that need to be overcome to ensure the success of this program: (1) Limited Resources, We often face limited funds, facilities, and personnel, which can affect our ability to provide an adequate learning environment and employ qualified educators. (2) Parental Involvement: Ensuring active involvement in ECCE programs is challenging. Some parents may need more understanding or face time constraints to be actively involved. (3) Individual Child Progress: Every child has different needs, which can be challenging in crafting a lesson plan that fits their needs. (4) Evaluation and Monitoring: Conducting a practical evaluation of a child's progress and the program requires considerable time and resources. (5) Availability of Training and Professional Development: Ensuring our educators are kept updated with the latest knowledge and skills in ECCE is often a challenge. (6) Commitment and Support from Parents, Lack of response from parents and their lack of understanding of the importance of ECCE programs are also challenging. We believe these challenges can be overcome with good planning, cooperation and innovation to provide a quality ECCE experience for children. Cooperation between school residents and active involvement from all parties are the keys to the success of this program.

### Discussion

Based on the results of previous research, the challenges faced in the implementation of the Integrative Holistic Early Childhood Development (ECCE HI) program are in line with the findings in the literature. Limited resources, such as funds, facilities, and personnel, have been identified as one of the significant barriers to providing an adequate learning environment for children at the ECCE level (Sugian et al., 2021). In addition, research also highlights the importance of parental involvement in supporting children's development in ECCE. However, often, such involvement needs to be improved due to time constraints and a need for more understanding (Suryana et al., 2023). Children's progress has been the focus of previous studies, showing that each child has different needs and needs a personalized approach to learning (Jeniawaty and Mairo, 2022). Evaluation and monitoring of ECCE IR programs are also essential to ensure program success. However, research shows that effective evaluation processes are often constrained by time and resource constraints (Nessa et al., 2022). In terms of training and professional development, research emphasizes the need for ECCE educators to be constantly updated with the latest knowledge and skills to improve the quality of educational services. In addition, parents' active involvement and support for ECCE programs are also essential factors highlighted in previous studies (Usmiyatun et al., 2023). In this context, the discussion of the data above is in line with the findings in the literature, which shows that challenges in implementing the ECCE HI program require holistic and sustainable solutions to achieve optimal results.

In addition, past research has highlighted additional challenges that may not be directly apparent but have a significant impact on the success of ECCE programs. For example, a lack of response from parents, as mentioned in the data, can be an obstacle in maintaining their involvement in a child's learning activities. This is in line with research showing that factors such as busy parents and their lack of understanding of the importance of their role in ECCE can hinder their participation (Safrida et al., 2023). In addition, a lack of knowledge and understanding of ECCE HI is also a challenge often faced by program organizers, as mentioned in the data. Research shows that a lack of socialization and education among parents and the general public about the principles of ECCE can be a barrier to implementing this integrative holistic approach (Sugian et al., 2021).



Then, aspects of government involvement and support also have an essential role in the success of the ECCE HI program. Lack of adequate financial support and financing can hinder ECCE institutions' ability to provide a learning environment with holistic, integrative principles (Budiyanto et al., 2021). In addition, limited facilities and infrastructure and a limited program development budget can also be obstacles to achieving the desired goals (Rahminawati et al., 2019). In this context, cross-sectoral cooperation between governments, NGOs, and the private sector, as described in the data, can be an essential solution to address these challenges. Through good cooperation between all relevant parties, various resources and support can be mobilized to support the effective and sustainable implementation of ECCE HI programs.

In addition, the results of previous research have also shown that more facilities and infrastructure are needed to implement the ECCE HI program. With adequate facilities, such as educational game tools and stimulative learning environments, efforts to create holistic and integrative learning experiences can be improved (Simaremare and Shintarini, 2017). Moreover, the difficulty of accommodating the diversity of learning needs of each child is also a significant challenge. Research shows that a personalized approach to individualized learning and support is needed to ensure that each child can optimally develop his or her potential (Ibnu et al., 2023).

In facing these challenges, collaboration among school residents and cooperation with related parties, as emphasized in the data, is critical in addressing the obstacles. Research shows that through close collaboration between educational institutions, parents, communities, and governments, resources can be combined to overcome limited resources and expand access to ECCE services. Mutual support between school residents, including parents, also plays a vital role in maintaining the continuity of the program and creating a conducive learning environment (Daroini and Prasetyoningsih, 2022)

Thus, the results of previous research provide a strong foundation for understanding the challenges faced in implementing the ECCE HI program and highlight the importance of cross-sectoral cooperation and collaboration among school residents in overcoming these obstacles. Taking these findings into account, strategic steps can be formulated to improve the effectiveness and sustainability of ECCE programs in achieving holistic and integrative learning goals for early childhood.

Strategic steps that can be taken include increasing access to resources, such as training and mentoring for ECCE HI educators to improve their competence in managing the diversity of children's learning needs (Jumiatmoko, 2022). In addition, efforts must be made to increase parents' awareness of their role in supporting children's learning in ECCE HI, including by holding regular socialization and education activities (Qiromah et al., 2023). Parents' support and active participation can significantly contribute to creating an inclusive learning environment and supporting the holistic development of children.

Furthermore, it is also essential to strengthen collaboration between educational institutions, the government, and the community to overcome limited facilities and infrastructure. Through solid cooperation, resources can be mobilized to improve educational facilities and infrastructure, such as procuring educational game tools and improving the quality of the learning environment (Suryana et al., 2023). In addition, increasing financial support from related parties, including through Corporate Social Responsibility (CSR) fund programs, can also be a solution to overcome limited funds that are often obstacles in managing ECCE HI programs (Lestari et al., 2021).

These efforts need to be carried out in a continuous and coordinated manner between all relevant parties. Good coordination between educational institutions, government, and communities is critical in addressing the challenges of implementing the ECCE HI program. The synergy between all parties makes it possible to optimize the use of available resources and strengthen program sustainability. Thus, these measures will address the challenges faced in the ECCE program to ensure that the program can run effectively and sustainably and provide maximum benefits for early childhood development.

## CONCLUSION

From the description of the research results above, it can be concluded that, in facing various challenges in implementing the Integrative Holistic Early Childhood Development (ECCE HI) program, the necessary steps include improving human resources and infrastructure, active involvement of parents, periodic evaluations, and good coordination between educational institutions, government, and the community. By adopting a holistic and sustainable approach, ECCE programs can overcome barriers, ensure optimal quality of learning for early childhood, and provide significant benefits to their development.

## AUTHOR CONTRIBUTION STATEMENT

C.A.H diagnosed the issue, A.T.A assessed the theoretical framework, A.S.O evaluated the research methodologies, S.H.I. and F.J.L scrutinized the theoretical and policy aspects, while S.S.I., M.I.L., and L.K.Y oversaw the findings. All authors made contributions to the writing of this article, and C.A.H. served as a correspondent in the publication of this document.

## DECLARATION

The authors of this study certify that they have NO affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent–licensing arrangements), or non–financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript.

## DATA AVAILABILITY

The dataset generated during and/or analysed during the current study are available from the corresponding author on reasonable request.

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