

The Implementation of Integrative Holistic Early Childhood Education Activities Based on Islamic Values

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ABSTRACT. The Ceria Kertosari Playgroup is an early childhood education institution that has been implementing holistic integrative early childhood education activities since 2022. The purpose of this study is to describe the implementation of holistic integrative early childhood education activities. This research is a descriptive qualitative study. The data in this study are data related to the implementation of holistic integrative early childhood education services. Data were obtained using interviews, observations, and documentation. Data analysis used qualitative descriptive analysis techniques, namely data reduction, data verification, data display, and conclusions. Based on the results of the study, it was concluded that the Ceria Kertosari Playgroup has organized holistic integrative early childhood education services, namely those related to education, health, nutrition, care, protection, and welfare services. The Ceria Kertosari Playgroup has also collaborated with various parties including health workers, Yogaatma Consulting and guardians. Although in its implementation there are some that are programmed or in other words included in the institution's curriculum, there are also activities that are conditional.

Keywords: *Islamic Values; Early Childhood Education; Islamic Education; Child Development.*



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INTRODUCTION

Early childhood development involves interconnected changes in cognitive, language, motor, and socioemotional capacities. These developmental processes require more than educational stimulation alone because children's opportunities to learn also depend on the nutritional and caregiving conditions in which they grow. Evidence from integrated nutrition and stimulation interventions shows that addressing these needs together can improve developmental outcomes compared with usual care or nutrition interventions alone. Early childhood education should therefore be understood as part of a broader developmental approach that connects learning opportunities with support for children's essential needs rather than treating classroom instruction as an isolated service (Dulal et al., 2021).

Responsive caregiving provides an important foundation for this approach because it connects children's developmental needs with caregivers' everyday practices. Through attentive communication, shared play, and appropriate responses to children's signals, caregivers create opportunities for learning within routine interactions. In a global systematic review and meta-analysis of 102 randomized controlled trials across 33 countries, Jeong et al. (2021) found that parenting interventions delivered during the first three years of life improved children's cognitive, language, motor, and socioemotional development. These interventions also improved parenting

knowledge, parenting practices, and parent–child interactions. Although this evidence primarily concerns children younger than three years, it establishes a strong rationale for involving families in early developmental support rather than assigning responsibility exclusively to educational institutions (Jeong et al., 2021a).

The evidence nevertheless requires a careful distinction between developmental benefits and improvements in physical growth. Dulal et al. (2021), in a meta-analysis of 20 trials involving 16,568 participants, reported that integrated nutrition and stimulation interventions improved cognitive, language, and motor outcomes compared with usual care. However, the analysis did not identify significant pooled effects on growth outcomes or additional developmental benefits compared with stimulation interventions alone. These findings indicate that combining services does not automatically produce improvements across every developmental and nutritional indicator. A holistic approach therefore requires explicit service objectives and appropriate monitoring so that institutions can distinguish the provision of activities from evidence of their benefits (Dulal et al., 2021).

In Indonesia, Presidential Regulation No. 60 of 2013 provides the policy foundation for holistic-integrative early childhood development. Article 1, point 2, defines this approach as an effort to meet children’s diverse and interrelated essential needs simultaneously, systematically, and in an integrated manner. The regulation extends the scope of early childhood development beyond educational stimulation to include health, nutrition, care, parenting, protection, and welfare. It also establishes principles of comprehensive and integrated services, continuity, accessibility, non-discrimination, and community participation. Accordingly, holistic-integrative early childhood education should connect educational activities with complementary services and coordinate the contributions of families, service providers, communities, and government institutions (Fauzi et al., 2019).

Translating this policy into institutional practice requires clear information about how services are planned, delivered, coordinated, and monitored. The presence of several activities within one institution does not, by itself, explain how those activities form a coherent service arrangement. Ahun et al. (2024) reviewed 134 articles representing 123 parenting intervention trials and identified substantial limitations in the collection and reporting of implementation characteristics. These limitations restricted the analysis of how implementation features relate to intervention outcomes. Their findings support the need for research that documents implementation processes systematically, including service delivery arrangements and the practical conditions under which programs operate (Ahun et al., 2024).

Taken together, these studies provide evidence for parenting support and integrated developmental interventions while also revealing a need for clearer accounts of implementation. International findings can inform the rationale for holistic-integrative services, but they do not establish how an individual Indonesian playgroup organizes those services in its own setting. The relevant question for the present study is therefore not simply whether holistic-integrative activities exist, but how the institution connects educational stimulation with other essential services in everyday practice. Examining these arrangements can provide a context-specific account of the relationship between policy expectations and institutional implementation without assuming that program adoption has already produced measurable developmental improvements (Ahun et al., 2024; Dulal et al., 2021).

Ceria Kertosari Playgroup, located in Kertosari Village, Madiun, provides the setting for this investigation. According to the institutional information presented as the basis for this study, the playgroup has implemented holistic-integrative early childhood education since 2022. The program seeks to support children’s health and nutrition, cognitive and socioemotional development, and the quality of caregiving. These intended benefits provide a rationale for examining the program, but they should not be treated as established outcomes without

supporting evidence. This study therefore focuses on how the institution organizes and integrates its services, how the relevant participants contribute to implementation, and what conditions support or constrain the delivery of those services.

This study aims to describe the implementation of holistic-integrative early childhood education at Ceria Kertosari Playgroup, Madiun, with particular attention to program planning, service delivery, stakeholder coordination, and monitoring. It also examines the supporting factors and challenges that shape implementation within the institution. By documenting these processes, the study seeks to provide a context-specific reference for other early childhood institutions considering similar service arrangements. Rather than presenting the program as a universally transferable model, the study aims to identify practices and implementation lessons that other institutions can assess in relation to their own resources and needs.

METHOD

This study employed a qualitative descriptive design to examine the implementation of holistic-integrative early childhood education at Kertosari Ceria Playgroup. This design was appropriate because the study sought to provide a detailed, context-sensitive account of educational practices while remaining close to participants' perspectives and the activities observed in their natural setting (Hall & Liebenberg, 2024). The study took place at Kertosari Ceria Playgroup in Kertosari Village, Geger District, Madiun Regency, Indonesia. Three participants, comprising the principal and teachers, provided information about the implementation of holistic-integrative early childhood education at the institution.

Data collection combined interviews, document review, and direct observation. Interviews with the principal and teachers explored their accounts of the implementation of holistic-integrative early childhood education. Document review examined records related to the implementation of these activities and provided evidence for comparison with interview accounts. Direct observation examined how the activities took place in the educational setting. The combination of these methods supported a contextual description of the phenomenon, consistent with the methodological flexibility of qualitative descriptive research (Hall & Liebenberg, 2024).

The researcher analysed the data descriptively, organising relevant information from interviews, documents, and observations to develop a coherent account of programme implementation. To make the analytical procedure explicit, the analysis involved reviewing the collected material, identifying relevant meaning units, condensing their content without losing the original meaning, assigning descriptive codes, and grouping related codes into categories. The researcher then checked these categories against the original material to ensure that the descriptions remained grounded in the evidence and reflected the study context. These procedures are consistent with qualitative content analysis, which emphasises the relationships between meaning units, condensation, coding, categorisation, and contextual interpretation (Lindgren et al., 2020).

The researcher assessed the credibility of the findings through triangulation by comparing interview accounts with documentary evidence and direct observations. This comparison examined both agreement and discrepancies across the collected material rather than assuming that all sources would provide identical accounts. Comparisons between the principal's and teachers' accounts also provided an opportunity to examine differences in participants' perspectives. This approach follows the use of triangulation to strengthen qualitative inquiry through the comparison of interview evidence with other sources, including documents (Natow, 2020).

RESULT AND DISCUSSION

Result

Activities on Integrative Holistic Early Childhood Education

Holistic-integrative early childhood education requires coordinated support from families, educators, and relevant service providers to address children's interconnected developmental needs (Black et al., 2021). Within this approach, family school engagement and parenting support represent complementary areas of activity. A meta-analysis by Smith et al. (2022) found that family school engagement interventions significantly improved parent teacher relationships and communication, supporting the inclusion of structured family school collaboration in early childhood programmes. In addition, Jeong et al. (2021), drawing on 102 randomized controlled trials across 33 countries, demonstrated that parenting interventions delivered during the first three years of life improved parenting knowledge, parenting practices, and parent-child interactions, alongside children's cognitive, language, motor, and socioemotional development. These findings provide an empirical basis for incorporating family school communication and evidence-based parenting support into holistic-integrative early childhood education.

The holistic-integrative approach extends beyond educational provision to address children's health, nutrition, responsive caregiving, safety and security, and opportunities for early learning. Black et al. (2021) explain that these components are interdependent and that no single component is sufficient to support children's development. Accordingly, holistic provision addresses the breadth of children's essential needs, whereas integrative provision coordinates support across families, educational settings, healthcare services, and social protection systems. In Indonesia, Presidential Regulation No. 60 of 2013 on Holistic Integrative Early Childhood Development provides the legal foundation for meeting children's diverse and interconnected essential needs through simultaneous, systematic, and integrated efforts (Republic of Indonesia, 2013). Together, this evidence and policy framework support coordinated activities that promote children's development, protection, well-being, and equitable access to essential services Black et al. (2021).

Table 1 Integrative holistic early childhood education activities of the Ceria Kertosari Playgroup

Number	Integrative Holistic Early Childhood Education Activities	Data Related to Integrative Holistic Early Childhood Education Activities
1.	Education	- Using the Independent Curriculum - The media used in learning varies and is adjusted to the theme - The media used is the result of teacher creativity - The learning methods used are singing methods, storytelling methods, question and answer methods, experimental methods, observation methods, and assignment methods. - Child development assessment techniques: observation, questions and answers, and checklists.
2.	Health, Nutrition and Care	- Dental check-ups by health workers - Provision of vitamins - Demonstrating proper hand washing

		d. Demonstrating proper tooth brushing
		e. Measuring height, weight, and head circumference
		f. Provision of additional food
3.	Parenting	a. Provide various adequate learning tools and resources
		b. Involve parents in education
4.	Protection	Participate in training held by firefighters
5.	Welfare	Helping guardians take care of birth certificates

Interviews with the principal and a teacher at Ceria Kertosari Playgroup suggest that both participants understand holistic-integrative early childhood education as an approach that addresses children's interconnected developmental needs. The principal, Mrs. Erna, described this approach as the provision of education, nutrition, health, protection, and care services through community involvement to support children's overall development. Similarly, Mrs. Windra, a teacher at the playgroup, emphasized that these services require collaboration between the educational institution and external partners. Their accounts indicate a shared recognition that early childhood education extends beyond classroom learning and involves coordinated support for children's educational and care needs.

This understanding is consistent with the nurturing care perspective presented by Black et al. (2021), which links children's development to environments that support health and adequate nutrition, provide protection from threats, and offer opportunities for learning and responsive, emotionally supportive caregiving. The authors further emphasize that families, communities, services, and public policies collectively sustain nurturing care. They advocate multisectoral coordination that recognizes the interdependence of these components rather than addressing them in isolation. Accordingly, the participants' emphasis on comprehensive services and external collaboration is conceptually consistent with an integrated approach to supporting early childhood development.

Taken together, the interview findings suggest that the principal and teacher recognize the core service domains and collaborative orientation of holistic-integrative early childhood education. However, these accounts reflect participants' conceptual understanding and do not, on their own, establish the quality or effectiveness of implementation. Table 1 summarizes the implementation of holistic-integrative early childhood education at Ceria Kertosari Playgroup.

Educational Activities

Educational activities at Ceria Kertosari Playgroup are designed to support children's development through interconnected learning experiences rather than isolated academic tasks. The institution's reported developmental goals encompass religious and moral values, social-emotional development, language, physical and motor development, cognition, and artistic expression. Play-based learning provides a relevant pedagogical foundation for implementing these goals, particularly when teachers combine children's opportunities to make choices with guidance directed towards specific learning objectives. In a systematic review and meta-analysis, Skene et al. (2022) found that guided play produced greater gains than direct instruction in early mathematics, shape knowledge, and task switching, and greater gains than free play in spatial vocabulary. However, these advantages did not extend consistently to all developmental outcomes. These findings support the use of purposeful play without implying that a single teaching approach necessarily improves every aspect of child development.

Interviews with the principal and two teachers indicated that Ceria Kertosari Playgroup planned educational activities around six developmental domains: religious and moral values, cognition, physical and motor development, language, social-emotional development, and art. Participants identified Minister of Education and Culture Regulation No. 137 of 2014 concerning National Standards for Early Childhood Education as the framework informing this planning. A review of the institution's daily lesson plans, locally known as *Rencana Pelaksanaan Pembelajaran Harian* (RPPH), supported their accounts by documenting activities intended to address these domains. Together, the interview and documentary findings indicate an institutional intention to provide integrated developmental support. They do not, by themselves, establish that children achieved measurable improvements in all six domains.

The reported educational practices comprised seven principles: (1) responding to children's interests, needs, and abilities; (2) organising learning through play; (3) encouraging creativity and the exploration of ideas; (4) extending children's knowledge and experiences; (5) using learning resources and materials available in the surrounding environment; (6) sequencing activities according to children's developmental readiness; and (7) providing opportunities for participation across developmental domains. These practices are consistent with key features of guided play, particularly the combination of child choice, explicit learning goals, and flexible adult support. Skene et al. (2022) identified substantial variation in how these features were implemented across studies, suggesting that describing an activity as play-based is insufficient without explaining how teachers guide learning while preserving children's agency. Accordingly, the practices reported at Ceria Kertosari Playgroup can be interpreted as reflecting elements of guided play, rather than as demonstrating the effectiveness of a fully evaluated guided-play intervention.

The reviewed lesson plans and learning records documented a range of teaching methods, including singing, storytelling, question-and-answer exchanges, simple experiments, observation, and assigned activities. The records also indicated that teachers varied activities and materials according to the learning theme. In her interview, Mrs. Windra similarly described the learning media as varied and innovative. These sources provide evidence of diversity in instructional planning and teachers' reported practices. However, variation in materials alone does not demonstrate instructional innovation or improved learning outcomes. A more defensible interpretation is that the institution sought to provide multiple opportunities for children to explore and participate. Research on nature play further indicates that the educational value of materials and environments depends partly on the play opportunities they offer and on the quality of teacher-child interactions, rather than on the availability of resources alone (Prins et al., 2022).

Assessment methods documented at the institution included observation, checklists, and question-and-answer exchanges. These findings describe how teachers recorded and elicited information about children's participation and responses during learning activities. Nevertheless, the available accounts do not establish the reliability of these assessments or demonstrate how consistently teachers used the results to adapt subsequent instruction. Therefore, these assessment practices should be presented as documented components of the learning process, rather than as sufficient evidence of developmental gains or programme effectiveness.

The original documentation identifies Figure 1 as an example of children exploring the natural environment directly. This activity provides a relevant connection between the institution's reported use of local resources and research on nature-based play, in a systematic review of 16 studies, reported generally favourable findings for physical activity and cognitive play behaviours, including imaginative and dramatic play, while highlighting methodological limitations and substantial variation across studies. Similarly, Dankiw et al. (2020), synthesising 28 qualitative studies, identified relationships among natural environmental features, the quality of children's play, and teacher-child interactions. These findings provide a scientific rationale for including nature exploration in early childhood learning. However, Figure 1 should be treated as

an illustration of an educational activity, not as evidence that the activity caused improvements in children's development.



Figure 1 Varied learning activities

If the research is qualitative, the results section must be able to contain detailed study sections in the form of sub-topics that are directly related to the research focus or categories of the research. Subtopics discussed or reviewed, are written in paragraphs rather than pointers, bulleting, or numbering.

Health, Nutrition and Care Activities

Holistic-integrative early childhood education connects educational activities with health, nutrition, and family support to address children's interrelated developmental needs. Within this approach, activities such as healthy food preparation training, dental examinations, and parenting guidance can serve as practical components of coordinated support for young children and their caregivers. This approach aligns with the Nurturing Care Framework, which identifies good health, adequate nutrition, responsive caregiving, opportunities for early learning, and safety and security as interdependent conditions for healthy development. Accordingly, health services, nutritional support, and psychosocial stimulation should be understood as complementary components rather than separate or sufficient interventions (Black et al., 2021).

Health promotion in early childhood settings should also translate these principles into consistent, age-appropriate routines supported by teachers, parents, and health professionals. A systematic review of hygiene interventions in settings involving children found that interventions addressing capability, opportunity, and motivation were descriptively more likely to improve hygiene practices than those addressing fewer behavioural components. These findings suggest that handwashing education should combine practical instruction with access to soap and water and opportunities for repeated practice, rather than rely on information alone (Staniford & Schmidtke, 2020). Similarly, a systematic review of school-based oral health programmes, including preschool interventions, reported improvements in oral health knowledge, behaviours, and selected clinical outcomes, particularly in programmes combining education for children, teachers, and parents with supervised toothbrushing and the provision of fluoride toothpaste and toothbrushes (Bramantoro et al., 2021).

Against this conceptual background, an interview with Mrs. Erna, the principal of Ceria Kertosari Playgroup, indicated that the institution had implemented seven health-related

activities: (1) vitamin provision; (2) dental examinations by health workers; (3) routine handwashing with soap and running water; (4) instruction in proper toothbrushing techniques; (5) supplementary feeding; (6) measurement of children's weight, head circumference, and height; and (7) early detection of growth and developmental concerns. These interview findings document the institution's reported practices, but do not, by themselves, establish the effectiveness of these activities in improving children's nutritional status or developmental outcomes.

The reported activities suggest coordination between early childhood education and community health services, particularly in preventive care, hygiene education, nutritional support, and growth and developmental monitoring. Such coordination is consistent with the multisectoral approach described by Black et al. (2021), which emphasises connections among families, educational settings, and health services in supporting children's development. Figure 2 illustrates one of the reported activities, in which the village midwife and other health personnel conduct assessments intended to identify potential growth and developmental concerns.



Figure 2 Early detection activities for child growth and development with village midwives

Parenting Activities

Holistic-integrative early childhood education should address five interdependent components of nurturing care: (1) good health, including access to preventive and appropriate healthcare; (2) adequate nutrition to support physical growth and neurodevelopment; (3) responsive caregiving that recognizes and responds appropriately to children's needs; (4) opportunities for early learning through developmentally appropriate play and interaction; and (5) safety and security, including protection from physical and psychological violence. These components provide an evidence-informed framework for translating children's rights into coordinated services. They should be implemented together because no single component is sufficient to support children's developmental potential (Black et al., 2021).

Within this framework, the management of caregiving services should include structured parenting support and collaboration between early childhood education institutions and parents or guardians. Jeong et al., (2021), in a systematic review and meta-analysis of 102 randomized controlled trials across 33 countries, found that parenting interventions delivered during the first three years of life improved children's cognitive, language, motor, and socioemotional development, as well as parenting knowledge, parenting practices, and parent-child interactions. These findings support parenting programs that strengthen responsive caregiving and developmentally appropriate learning opportunities, rather than merely providing information to parents.

Family school collaboration provides a complementary basis for organizing these services. A meta-analysis by Smith et al. (2022) found that family school engagement interventions produced a small but significant improvement in parent teacher relationships, including communication and collaborative engagement. Although this evidence is not limited to early childhood settings, it supports the use of structured communication and shared participation as components of institutional parenting support.

In the context of the present study, the parenting program encompasses six forms of participation: (1) parent group meetings, discussions, seminars, and practical demonstrations addressing child growth and development, hygiene, healthy eating, and the prevention of infectious and parasitic diseases; (2) consultations between parents or guardians and teachers regarding children's growth, development, and individual needs; (3) parental involvement in classroom activities, including sharing professional experiences related to learning themes, arranging play environments, and preparing learning materials; (4) rotating parental participation in shared meal provision, with menus guided by nutritionists' recommendations for balanced nutrition; (5) parental involvement in activities outside the classroom, including supplementary food provision and assistance with field activities; and (6) joint family activities. These activities represent the program's practical arrangements rather than a standardized intervention package established by the cited studies. Figure 3 presents an example of their implementation.

According to the interview with Ms. Windra, educators and education staff at Ceria Kertosari Playgroup supported caregiving services through regularly implemented learning activities and the provision of learning tools and resources. Her account suggests that the institution had established organizational and material support for these services. However, the interview evidence alone does not establish their overall quality or effectiveness in improving children's developmental outcomes.

Ms. Erna further reported that the institution involved parents in several activities, including (1) routine meetings each semester; (2) school events, such as art performances; and (3) training activities involving the fire department, which parents were also invited to attend. These accounts indicate opportunities for parental participation in school activities. They are consistent with the broader emphasis on communication and collaborative engagement in family-school partnership research Smith et al. (2022), but they should not be interpreted as direct evidence that the activities improved parenting practices or child development. Figure 4 presents an example of parental involvement in these activities.



Figure 3. Providing Supplementary Food



Figure 4. Performing Arts Activities

The care service emphasizes the involvement of parents in the implementation of holistic integrative early childhood education, which is the most important part.

Protection Activities

Child protection must be an integral part of the mission of early childhood education institutions, which means that every child in early childhood education units must be protected from physical and non-physical violence. Some important steps in child protection include: a)

ensuring that the environment, tools, and play materials used by children are in a safe, comfortable, and enjoyable condition; b) ensuring that no child experiences bullying or physical or verbal violence from friends, teachers, or other adults around early childhood education; c) teaching children about body parts that may and may not be touched; d) teaching children how to protect themselves if they experience uncomfortable treatment, such as asking for help or avoiding places and people that are considered dangerous; e) ensuring that all areas in early childhood education units are under teacher supervision; f) providing equal attention to all children according to their needs and conditions; g) ensuring that all teachers are friendly, respectful, loving, and caring towards every child without giving negative labels; h) creating an atmosphere full of friendliness, politeness, and mutual love in the early childhood education area; i) immediately handling any accidents that occur in early childhood education institutions .

Based on interviews with two teachers and the principal, it can be concluded that in the Ceria Kertosari playgroup, early childhood teachers consistently keep their children away from acts of violence. If there is a fight between children, the teacher will immediately intervene and provide an explanation so that similar incidents do not happen again. The Principal, Mrs. Erna, added that the teachers routinely attend child protection training held by Yogaatma Consulting, which helps improve their understanding of how to protect children from various forms of violence. Protection of early childhood is the institution's task. It was further stated that all early childhood education students must be protected from both physical and non-physical violence.

Child protection should constitute a core institutional commitment in early childhood education and care (ECEC), rather than a responsibility limited to responding after harmful incidents occur. A trauma-informed approach provides a relevant framework for this commitment by integrating awareness of childhood trauma into institutional policies, everyday interactions, and support systems. In their scoping review of 14 studies, Sun et al. (2024) identified promising outcomes from trauma-informed interventions in ECEC, particularly through teacher training, coaching, and multi-tiered support. However, they also noted that evidence concerning long-term outcomes and causal mechanisms remains limited. These findings support an institution-wide approach that addresses children's physical and emotional safety while strengthening educators' capacity to recognize and respond to their needs.

In practical terms, this commitment can be translated into the following institutional priorities: (a) regularly assessing learning spaces, equipment, and play materials for potential hazards; (b) preventing and responding to physical aggression, verbal humiliation, intimidation, and exclusion involving peers or adults; (c) maintaining active supervision across learning and play areas; (d) providing equitable support that reflects each child's developmental needs and circumstances; (e) promoting respectful and caring teacher child interactions without stigmatizing labels; and (f) establishing clear procedures for responding to injuries, suspected abuse, and other safeguarding concerns. These priorities represent proposed applications of an institution-wide safeguarding approach, rather than a checklist whose individual components have all been experimentally validated. Evidence from ECEC research particularly supports ongoing professional development, organizational support, and responsive practices, while research with kindergarten teachers highlights the difficulties educators face when they lack adequate preparation to address child sexual abuse and problematic sexual behavior (Sigad et al., 2024).

Child protection education should also introduce developmentally appropriate concepts of body ownership, private body parts, safe and unsafe touch, and help-seeking. Children can practise saying "no," moving away when possible, and telling a trusted adult about inappropriate treatment. Lu et al. (2023) identified these topics as common components of school-based child sexual abuse prevention interventions. Their meta-analysis found improvements in factual and applied prevention knowledge, with larger knowledge gains generally associated with interventions comprising more than three sessions. Nevertheless, the evidence covers a broad age range and should not be transferred directly to preschool settings without developmental

adaptation. Such education should also communicate that abuse is never the child's fault, rather than implying that children bear responsibility for preventing it.

Interviews with two teachers and the principal at Ceria Kertosari Playgroup indicated a reported commitment to protecting children from violence. The teachers explained that they intervened promptly when conflicts occurred and provided age-appropriate explanations to discourage similar behavior. The principal, Mrs. Erna, also reported that teachers regularly attended child protection training organized by Yogaatma Consulting, which she perceived as strengthening their understanding of violence prevention and appropriate responses. These accounts describe staff perceptions and reported practices. They do not, on their own, establish that violence never occurs or that the training has demonstrably reduced its incidence.

The reported practices are consistent with the emphasis on educator capacity-building identified by. Their review suggests that training should not function as a one-off activity but should connect with continuing coaching, consultation, supervision, and organizational support. Similarly, Sigad et al. (2024), drawing on interviews with 31 kindergarten teachers in Israel, highlighted how gaps in professional preparation complicated teachers' responses to child sexual abuse and problematic sexual behavior. Accordingly, the findings at Ceria Kertosari Playgroup suggest an institutional commitment to child protection, while further observation, incident documentation, and evaluation would be needed to assess the consistency and effectiveness of its implementation.

Welfare Activities

Early childhood education institutions can support children's well-being by connecting educational provision with health, nutrition, responsive caregiving, and protection. Black et al. (2020) explain that these interconnected components provide a foundation for children's growth and development. This perspective suggests that child welfare services should extend beyond classroom learning to address the conditions that enable children to participate safely and meaningfully in educational activities. Within preschool settings, Narea et al. (2022) also found that teachers' affective balance and classroom organization were associated with children's emotional and behavioral well-being. These findings support an approach that considers both children's material needs and the quality of their everyday educational experiences.

In the institution examined in this study, efforts to support child welfare included: (a) helping families whose children did not have birth certificates communicate with the relevant local authorities and obtain assistance with the application process; (b) allocating available institutional or external funding for supplementary food provision; (c) helping families without health insurance seek information and assistance concerning available coverage; (d) providing non-discriminatory support for children, including those with special educational needs, while responding to their individual abilities and developmental needs; and (e) acknowledging children's efforts and emerging competencies through supportive interactions. These activities represent the institution's reported practices rather than evidence that all children's welfare needs had already been met.

Mrs. Windra explained that, at the beginning of each academic semester, the institution collected information from parents or guardians about children's personal documentation, particularly the availability of birth certificates. Families whose children did not have these documents were encouraged to complete the application process with assistance from the institution. This finding indicates that the school's welfare-related role included identifying unmet administrative needs and helping families seek support. Nevertheless, collecting information and offering assistance should be distinguished from confirming that every child had subsequently obtained the required documents.

The findings can therefore be interpreted as an effort to connect educational services with broader family support. Black et al. (2020) emphasize that nutrition and developmental support need to be considered together rather than delivered as unrelated interventions. Furthermore, Jeong et al. (2021), in a global systematic review and meta-analysis of 102 randomized controlled trials, found that parenting interventions delivered during the first three years of life improved several developmental outcomes and the quality of parent–child interactions. Although this evidence concerns a younger age group and does not directly evaluate the institution studied here, it supports the relevance of responsive caregiving and family support within a broader early childhood welfare approach.

Taken together, the interview findings suggest that the institution addressed several dimensions of child welfare through documentation assistance, nutritional support, access-related assistance, and supportive educational practices. However, the available accounts do not establish the extent to which children’s physical, psychological, spiritual, and administrative needs were fulfilled. Assessing these outcomes would require additional evidence, such as completed documentation records, service uptake, nutritional assessments, and systematic observations of children’s experiences.

Activities with Outside Parties

Early childhood education institutions can support holistic child development by connecting educational provision with family engagement, healthcare, and community-based support. These connections should extend beyond occasional joint activities to coordinated services that respond to children’s and families’ needs. Kruk et al. (2022) identify schools, communities, and families as important platforms for promoting child health and highlight weak cross-sector coordination as a constraint on service quality. Within early childhood education, Barnett et al., (2020) found that institutional practices supporting parent engagement were associated with greater parental participation at school and at home. These practices were also indirectly associated with children’s kindergarten academic readiness through more frequent home learning activities. Together, these findings provide a rationale for developing partnerships that connect institutional activities with support for children across home, school, and community settings.

According to Mrs. Erna, the institution collaborates with parents and guardians, Yogaatma Consulting, the village government, and healthcare personnel. These partnerships involve four main areas. First, parents and guardians participate in report distribution meetings, parent meetings, competitions, art performances, and collective activities to maintain the institution’s environment. Second, collaboration with Yogaatma Consulting focuses on protecting children from psychological and physical violence. These activities involve parents and guardians, teachers, education personnel, and community members. Third, the institution works with village midwives affiliated with the Kaibon Community Health Center to conduct growth and developmental screening, provide supplementary food, and measure children’s weight, head circumference, and height. Fourth, collaboration with the village government supports the completion of children’s civil registration documents, including birth certificates and child identity cards.

These reported activities indicate that the institution’s partnerships address several complementary needs, including family participation, child protection, health and nutrition, and civil documentation. However, participation in institutional events should not automatically be interpreted as evidence of improved developmental outcomes. Barnett et al., (2020) identified home learning engagement as an important pathway connecting early childhood institutions’ parent engagement practices with kindergarten academic readiness. This suggests that meetings and joint events could provide opportunities to discuss children’s development and strengthen learning support at home, rather than functioning solely as occasions for parental attendance.

Complementary evidence comes from Jeong et al. (2021), whose global systematic review and meta-analysis of 102 randomized controlled trials found that parenting interventions delivered during the first three years of life improved several developmental outcomes and strengthened parenting practices and parent-child interactions. Although that review focuses on younger children and does not evaluate the activities reported in this study, it supports the broader value of incorporating structured parenting support into early childhood services.

Mrs. Erna further explained that collaboration with healthcare personnel and Yogaatma Consulting remains dependent on circumstances and has not been incorporated into the institution's curriculum. The institution welcomes opportunities initiated by external partners, whereas collaboration with parents and guardians is already planned and scheduled. This distinction suggests uneven institutionalization of partnerships: parent involvement forms part of routine programming, while some specialist services remain opportunity-dependent. It does not, by itself, establish that these services are ineffective. Nevertheless, it identifies an area for strengthening continuity and coordination. Drawing on Kruk et al. (2022) emphasis on service continuity, referral, governance, and cross-sector coordination, the institution could establish a joint partnership plan specifying shared objectives, partner responsibilities, activity schedules, referral arrangements, and periodic reviews. Such a plan would preserve flexibility while making external collaboration a more consistent component of holistic-integrative service provision.

Ceria Kertosari Playgroup has collaborated with many parties, although some of the forms of cooperation are programmed in the curriculum and some are not programmed. Cooperation with external parties is certainly very important for an educational institution. By holding cooperation with various parties, students' needs can be allocated so that the implementation of activities can run smoothly and well. One proof of this cooperation can be seen in picture 5.



Figure 5. Collaboration with Yogaatma consulting

Discussion

The implementation of Holistic Integrative Early Childhood Education (HI-ECE) at Ceria Kertosari Playgroup indicates an institutional effort to address children's educational, health, nutritional, caregiving, protection, and welfare needs through interconnected services. This orientation is consistent with Presidential Regulation No. 60 of 2013 on Holistic-Integrative Early Childhood Development, which emphasizes the simultaneous, systematic, and integrated fulfillment of children's essential needs. Rather than treating education as an isolated activity, the institution situates learning within a broader system of developmental support. This interpretation is supported by the Nurturing Care Framework, which conceptualizes health, adequate nutrition, responsive relationships, early learning, and safety as interdependent

conditions for development. Difficulties in one domain may constrain progress in another, while improvements in one domain may support development across multiple domains (Black et al., 2020). Accordingly, the significance of the findings lies not merely in the availability of several services, but in the institution's attempt to connect these services around the needs of individual children.

In the educational domain, the reported use of Kurikulum Merdeka, creative learning materials, and direct exploration of the natural environment suggests an emphasis on active and contextually meaningful learning. The nature-exploration activity presented in Figure 1 illustrates how the institution extends learning beyond indoor classroom activities. Such experiences may create opportunities to connect movement, observation, and interaction with the surrounding environment. Relevant evidence comes from a mixed-methods systematic review by Johnstone et al. (2022), which identified positive associations between nature-based early childhood education, reduced sedentary time, and improved balance. However, the review found inconsistent associations with several other physical outcomes and rated the certainty of the quantitative evidence as very low. The present findings should therefore be interpreted as evidence of opportunities for experiential learning, rather than proof that outdoor activities or curriculum adoption independently improved children's developmental outcomes.

The provision of dental examinations, vitamin distribution, and early growth and developmental monitoring through collaboration with village midwives and Kaibon Health Center provides a concrete example of cross-sector service delivery. These activities extend the institution's role beyond educational provision by bringing preventive health services into a setting that children and families already access. This arrangement is consistent with the nurturing-care perspective that early childhood services can provide an organizational setting for combining learning opportunities with health and nutritional support (Black et al., 2020). Nevertheless, the presence of health activities alone does not establish comprehensive integration. Stronger integration would require documented communication among teachers, caregivers, and health workers, together with clear referral and follow-up procedures when concerns arise. This distinction reflects the findings of Ahun et al. (2024), who identified integration into existing services, workforce preparation, supervision, and implementation monitoring as important considerations in delivering early childhood development interventions.

Parental involvement constitutes another important feature of HI-ECE implementation at Ceria Kertosari. Participation in classroom activities, supplementary feeding, art performances, and consultation sessions indicates that parents contribute to several aspects of service delivery. The potential developmental value of this involvement depends not only on attendance or material contributions, but also on whether participation strengthens caregivers' knowledge and everyday interactions with children. A global systematic review and meta-analysis of 102 randomized controlled trials found that parenting interventions improved parenting knowledge, parenting practices, and parent-child interactions, alongside benefits across several developmental domains. Interventions that emphasized responsive caregiving produced greater benefits for selected outcomes than those without this component (Jeong et al., 2021c). These findings support an interpretation of parental involvement as a possible means of extending developmental support into the home. However, because the review concerned interventions delivered during the first three years of life, its findings should inform the proposed mechanism rather than serve as direct evidence of effectiveness for every child attending the playgroup.

The findings also suggest that protection and welfare receive attention beyond immediate physical safety. Assistance with birth certificate applications demonstrates the institution's involvement in supporting families with administrative needs, while teacher participation in child-protection training through Yogaatma Consulting indicates an effort to strengthen safeguarding capacity. These activities represent different dimensions of support and should not be treated as interchangeable indicators of child protection. In particular, participation in training does not by

itself demonstrate improved detection, reporting, or prevention of maltreatment. Walsh et al. (2022) found that child-protection training may improve professionals' knowledge of reporting duties and procedures, but the evidence concerning changes in reporting behavior and other outcomes remained uncertain. In this context, training at Ceria Kertosari is best interpreted as an initial capacity-building measure. Its practical contribution would need to be examined through teachers' application of safeguarding procedures, documentation of concerns, and coordination with appropriate services.

Despite these strengths, the conditional or unprogrammed nature of some external partnerships reveals a distinction between the availability of activities and the institutionalization of integrated services. Collaboration with health workers, Yogaatma Consulting, and village government expands the institution's resources, but reliance on occasional invitations may limit continuity across school years. This finding is consistent with Ahun et al. (2024), who reported implementation challenges associated with limited funding, insufficient post-training support, workforce constraints, and weak monitoring systems. For Ceria Kertosari, the relevant implication is to incorporate essential partnerships into annual institutional planning, supported by agreed schedules, designated responsibilities, referral arrangements, and feasible monitoring indicators. These arrangements would help shift collaboration from occasional activities toward a more predictable system of support. Such institutional planning should complement the educational curriculum rather than assume that all health, welfare, and protection responsibilities can be incorporated into classroom learning.

Taken together, the findings position Ceria Kertosari Playgroup as a locally organized example of efforts to coordinate multiple services around young children and their families. Its contribution lies in showing how an early childhood institution can mobilize parental participation and external partnerships to broaden the support available to children. However, the evidence presented primarily concerns implementation practices, not demonstrated changes in children's health, nutritional status, learning, or socioemotional development. The institution should therefore be described as a promising implementation example rather than a proven model of effectiveness. This distinction remains consistent with the broader nurturing-care approach, which emphasizes that developmental support depends on coordinated relationships among families, communities, services, and enabling policies (Black et al., 2020).

CONCLUSION

The Ceria Kertosari Playgroup has been carrying out holistic integrative early childhood education activities since 2022. These activities include welfare, protection, nutrition, care, health and education. The Ceria Kertosari Playgroup has implemented the independent curriculum, in addition, the learning media used are also varied and in accordance with the theme, the learning model is through singing, storytelling, questions and answers, experiments and observations. For the assessment of the Ceria Kertosari playgroup, checklists, observations and questions and answers are used. In addition to these activities, the Ceria Kertosari playgroup also collaborates with the Kaibon Health Center technical implementation unit to provide health workers and, Yogaatma Consulting and the village government. Cooperation with these parties is carried out conditionally, namely unscheduled and carried out by adjusting the needs, cooperation is also carried out in a programmed and scheduled manner with parents.

The findings in this study serve as a reference for early childhood education institutions in implementing holistic integrative early childhood education activities. It is hoped that the Ceria Kertosari playgroup will always be consistent in implementing this holistic integrative early childhood education, and can create a rhythmic, safe, comfortable and enjoyable environment for early childhood.

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