THE EDUCATORS' CAPACITY IN THE IMPLEMENTATION OF INTEGRATIVE HOLISTIC EARLY CHILDHOOD DEVELOPMENT (NUTRITION-HEALTH, STIMULATION, CARE, PROTECTION WELFARE)

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Abstract

The research purposes are obtain a general overview of the capacity of educators in providing Holistic Integrative Early Childhood Development, namely Pengembangan Anak Usia Dini Holistik Integratif (PAUD HI) and the factors that influence the capacity of educators in PAUD HI. The total number of educators who participated in this study was 117,632 respondents. The total data used for analysis after going through the data cleaning process was 117,616. Respondents came from 34 provinces and 425 districts/cities. The number of respondents is Formal PAUD (TK, RA) 48.6% and Non-Formal PAUD (KB, SPS, TPA, and PAUD) 51.4%. The sampling technique used in the data collection process is Accidental Sampling. Respondents are educators who are willing to be respondents in this study. The total number of items in instrument are 42 items. The results are: a) average capacity of educators in PAUD HI is still relatively low (58.5) with a minimum reference score for passing PAUD HI training being 70.0, b).The capacity of educators in PAUD HI is clearly influenced by Teaching Experience, Personal Development, and Integrative Holistic Principles in PAUD HI. Length of teaching has the greatest influence, followed by self-development (number of training courses attended), and knowledge of PAUD HI principles, c).The PAUD HI capacity of Formal ECE's educators (60.69) is significantly higher than the capacity of Non-formal ECE's educators (56.37), d). Collaboration with ECE in implementing PAUD HI is still limited to the following areas: (1) education services (78.2%); (2) health sector (72.4%); (3) the teacher professional organizations (69.4%).

Keywords: *Teacher; PAUD HI; Experiences, ECE, Hollistic, Integrative*

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INTRODUCTION

Previous studies have stated that early childhood education is a sector that is an intersection of many aspects and services (Anning, 2006; Wong, Sumsion, & Press, 2012). Even though it is promoted under the name of 'education' which tends to mean learning, this sector actually also involves 'development' which includes stimulating aspects that are not accessible to learning. This fact suggests that good Early Child Education (ECE)'s services are those that integrate education and care services (Black et al., 2017; Britto et al., 2014; Ishimine, Tayler, & Bennett, 2010; Profeta, 2012). In other words, the more comprehensive (holistic) the stimulation services provided in a ECE's program, the greater the potential for achieving good quality, and in turn the greater the potential benefits that children will achieve.

Holistic services for early childhood in Indonesia are actually nothing new. From the past, early childhood children in Indonesia have also received a variety of services that are not limited to educational (learning) services, such as health and nutrition as well as legal protection. It's just that these services are carried out separately from each other and it seems that there is no solid coordination between the organizers. Along with the development of early childhood education, and considering the benefits of comprehensive services that children will receive as indicated in the study above, it is deemed important to integrate various services and their implementation.

Efforts to provide comprehensive services for children are carried out by campaigning for Holistic Integrative Early Childhood Development in Indonesia call Pengembangan Anak Usia Dini Holistik Integratif (PAUD HI). PAUD HI is a mandate from Law number 23 of 2002, concerning Child Protection, as amended by Law number 35 of 2014, there are 5 basic rights that children must receive, namely: 1) the right to survival; 2) protection rights; 3) the right to growth and development; 4) participation rights; and 5) identity rights.

To support the HI PAUD campaign, the government with the support of international partners conducted a study to determine an implementation strategy (Ministry of National Development Planning/National Development Planning Agen). The Indonesia government has also issued a regulatory framework that supports its implementation, namely Presidential Regulation no. 60 of 2013 concerning Integrative Holistic Early Childhood Development (Government of the Republic of Indonesia, 2013).

As a derivative of the Presidential Decree, The Ministry of Education and Culture issued NSPK (Norms, Standards, Procedures, Criteria) for PAUD HI in 2015. These regulations mandate five services to fulfill the essential needs of early childhood, which include educational stimulation, nutrition and health, protection, welfare and positive parenting.

One way to ensure that PAUD HI can be implemented is by campaigning for the integration of services into or through Early Childhood Education. For this purpose, the government through the Ministry of Education, Culture, Research and Technology has also designed Online Educator Capacity Building Program with 5 modules of PAUD HI (https://ayogurubelajar.kemdikbud.go.id/seri-paud-diklat-teknis-holistik-integratif/).

Capacity development, as referred to above, is important considering that in the field there are still misconceptions, lack of understanding, or misunderstanding about PAUD HI as found in the study (Siagian & Adriany, 2020). More than that, training and education are the keys to increasing the capacity of educators in particular (Guskey, 2002) and the quality of early childhood education in general (Wood & Bennett, 2000; Yin, To, Keung, & Tam, 2019).

Until now, the capacity of educators in providing PAUD HI services has never been adequately and comprehensively measured. Indeed, there are a number of previous studies on the implementation of PAUD HI, but they are still limited or even raise cases in certain PAUD units (for example, Hajati, 2018; Widodo, 2017 ; Wijayanti, 2018). Meanwhile, to see the contribution of education and training, along with its supporting modules, to increasing the

capacity of educators, a more comprehensive study and a wider coverage of the educational population is needed.

Research Purposes

a. Obtain a general overview of the capacity of educators in providing PAUD HI services, which include educational stimulation, care, nutrition and health, protection and welfare.
b. Analyze the factors that influence the capacity of educators in PAUD HI .
c. Obtain a general overview of the capacity profile of educators in providing PAUD HI services in terms of personal development experience, teaching experience, and type of ECE.

METHODS

Instrument Preparation Procedure

Instrument development began with reviewing 5 (five) PAUD HI Educator Capacity Building (PKP) training modules. The modules in question are 1) Educational Stimulation, 2) Positive Parenting, 3) Nutrition and Health, 4) Protection, and 5) Welfare. From the study of the 5 modules, 1 (one) aspect related to the Integrative Holistic Concept was further developed, bearing in mind that the implementation of 5 PAUD HI services must be Integrative Holistic, so that there are 6 aspects in the educational instruments used. Next, by considering the criteria for urgency and continuity of the material substance of the module, a grid (instrument specifications) is determined. There are 2 grids used in educational instruments, namely grids from the educator's perspective. This grid then becomes a reference in writing the instrument. To produce a quality instrument, before writing the instrument, an examination of the draft grid is carried out and discussed with experts through 2 (two) FGDs (Focus Group Discussions) to ensure that the grid can be used as a reference in writing the instrument.

The preparation of the instrument is carried out using a grid, the form of the items provides an opportunity for respondents to choose more than one answer. The total number of items is 42 items for educators an. The items that have been prepared are reviewed to ensure they comply with the indicators set out in the grid. The instrument containing the revised items was then tested empirically.

The total sample of trial respondents are 640 respondents spread across 34 provinces. The sample criteria are TK/RA, KB, TPA and SPS teachers provided they have taught for at least 2 years and have attended Basic Training. Instrument testing is carried out online (on the network). Trial respondents were gathered in a Zoom Meeting room which was divided into 5 breakout rooms. Each room contains 136 respondents and 1 researcher as resource person. The resource person explained how to fill out the teacher's instrument to ensure that the teacher can fill in the instrument according to the instructions. Educators fill out instruments for educators directly during zoom. The link distribution time is 3 days (29 -31 May 2021) and after that the link is closed. The results of filling in the instrument will go directly to the email link provided and fill in the instrument on the link.

The analysis process begins with data cleaning. The criteria for data cleaning are not including duplicate respondents and inconsistent filling in of the instrument. The statistical method for testing construct validity is Confirmatory Factor Analysis and to test internal consistency (reliability) using the Cronbach's Alpha formula. The instrument for educators has met construct validity using the CFI criteria (0.884; threshold limit > 0.9), RMSEA (0.074; threshold limit < 0.08), and Reliability Coefficient (0.974; threshold limit > 0.07). Thus, both educational instruments have met construct validity and reliability.

Data Collection

The sampling technique used in the data collection process is Accidental Sampling. Respondents are educators who are willing to be respondents in this study. Therefore, the results of this study are not intended to generalize but are only limited to the respondents of this study. Respondents were invited to participate through an official letter from the Directorate of PAUD Teachers and Dikmas Kemendikbudristek to the leaders of partner organizations, namely HIMPAUDI, IGTKI, and IGRA.

To provide understanding and equalize perceptions, socialization was carried out before data collection was carried out, namely using video tutorials. Video tutorial explains the objectives of this study and instructions for filling out the instrument. Dissemination of video tutorials through various media including Zoom, Whatsapp, and YouTube of Ministry of Education, Culture and Research and Technology and Facebook.

Data Analysis

The total number of educators who participated in education was 117,632 respondents. The total data used for analysis after going through the data cleaning process was 117,616. Respondents came from 34 provinces and 425 districts/cities. The number of respondents is Formal PAUD (TK, RA) 48.6% and Non-Formal PAUD (KB, SPS, TPA, and PAUD) 51.4%.

The minimum score limit for educators who are declared to have met the criteria is a score of 70 based on the score reference to the passing criteria set out in the LMS (https://ayogurubelajar.kemdikbud.go.id/seri-paud-diklat-teknis-holistik-integratif/). In this research, there are 3 (three) independent variables, namely Integrative Holistic Principles, Teaching Experience, and Personal Development. Integrative Holistic Principles are measured based on educators' capacity regarding understanding and implementation of Integrative Holistic. Teaching experience is measured based on the number of years teaching, namely 2-5 years and above 5 years. Personal development is measured based on the number of training courses attended.

The analysis technique used to determine the contribution or influence of the independent variables: Understanding and Implementation of Integrative Holistic Principles (x1), Teaching Experience (x2), and Personal Development (x3) on the dependent variable Educator Capacity (Y) is an ordinal logistic regression where Educator Capacity is divided into 3 categories, namely Low, Medium and High. The technical analysis used to estimate the weight of each component aspect of PAUD HI on Capacity of PAUD HI uses the Confirmatory Factor Analysis Technique.

RESULTS AND DISCUSSION

Educator Capacity in PAUD-HI

The educator capacity score in PAUD HI is 58.5, which is lower than the graduation standard (score 70). Respectively, based on the highest scores, they are protection (63.0), welfare (62.5), educational stimulation (58.9), nutrition and health (57.9), and positive parenting (50.2).

Based on ANOVA and t-test, there are significant differences in the capacity of formal and non-formal ECE's educators in all types of services. Based on the t-test, the group of educators in Non-Formal ECE has a lower average capacity (56.37) compared to the average capacity of educators in Formal ECE (60.69) so there needs to be greater attention to educators who are in units with non-formal types of services to increase the capacity of educators. The capacity of Formal and Non-Formal ECE's educators is below the graduation standard (score 70).

Factors influencing The Capacity of PAUD HI

As explained in the last section, this study assumes that knowledge about PAUD HI principles, teaching experience, and self-development influence the capacity of educators to provide PAUD HI services. This capacity regarding PAUD HI principles consists of three components, namely knowledge about PAUD HI, collaboration with various parties, and knowledge about children's essential needs.

The capacity of educators regarding PAUD HI principles is below the expected standard. Knowledge about children's essential needs got the highest score (62.6), while their knowledge about its extensions of PAUD HI is the lowest score (15.4), and cooperation capacity gets a score of 33.1, this fact is ironic considering that cooperation is the key to the success of PAUD HI. The parties collaborated in PAUD HI services and their respective proportions are as shown in Figure 1 below.

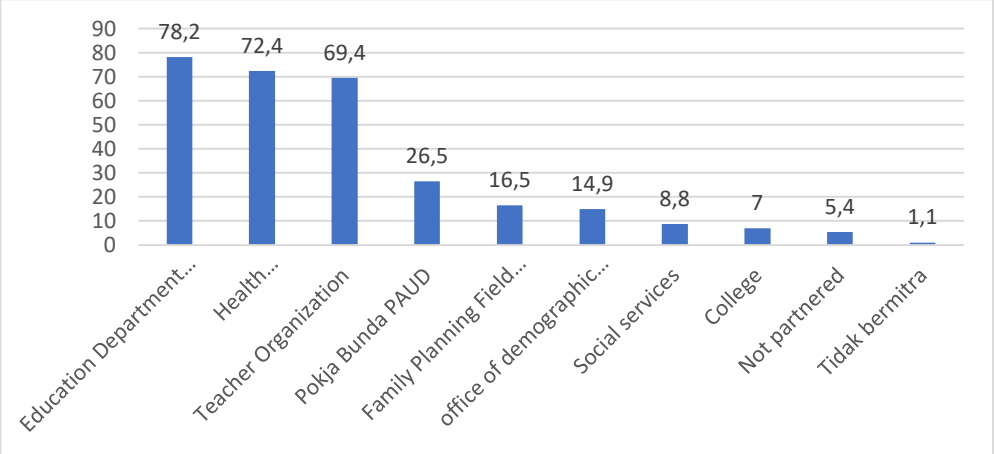


Figure 1. Proportion (%) of Collaboration Partners according to Educators

If we examine further the proportion of Partner Collaboration, it is contrary to the spirit of cooperation in the implementation of PAUD HI as mandated by Presidential Decree 60 of 2013 because educational partnerships are still dominated only by three groups of partners, namely the education office (78.2%), the health sector (72.4%), and professional organizations. (69.4%). On the other hand, partnerships with parties who should be core partners are still very low, for example family planning instructors (16.5%), population and civil registration services (14.9%), social services (8.8%), and offices responsible for child protection (5.4%). What is even more ironic is that the other two core partners, namely the PAUD mother working group (26.5%), and universities (7.0%) are also not effective partners for educators.

An illustration of educator capacity according to Teaching Experience is as shown in Figure 2. Educators who have more than five years of teaching experience have a higher capacity score (60.0) than educators with less than five years of teaching experience (54.6).

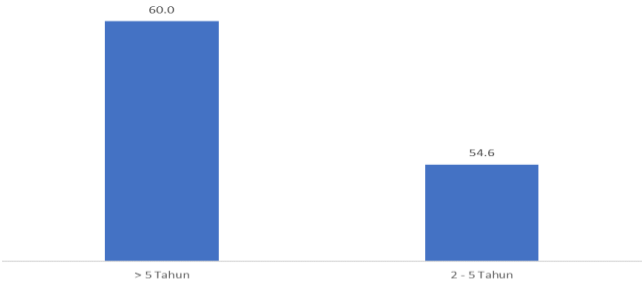


Figure 2. Educator Capacity according to Teaching Experience

Educator capacity increases with increasing teaching experience according to the hypothesis of this research. However, the score of educators with more than five years of teaching experience was still below the standard passing score (70). This situation needs to be explained with a more in-depth study to find out the factors that contribute to the less than ideal score.

Figure 3 shows that of the 117,616 respondents, there are still 29.63% of them who have never accessed education and training. In the future the provision of education and training programs will need to be specifically targeted at this group.

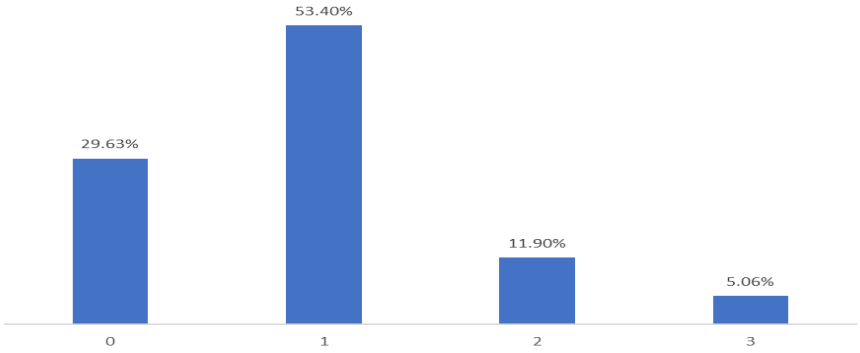


Figure 3. Percentage of Educators according to Number of Training attended

There are 53.4% of educators who have attended one education and training session, while only 11.9% have participated in two training sessions. Educators who have attended at least 3 types of training are 5.06%. The more education and training that is attended, the higher the capacity of educators in providing HI PAUD services (Figure 4)

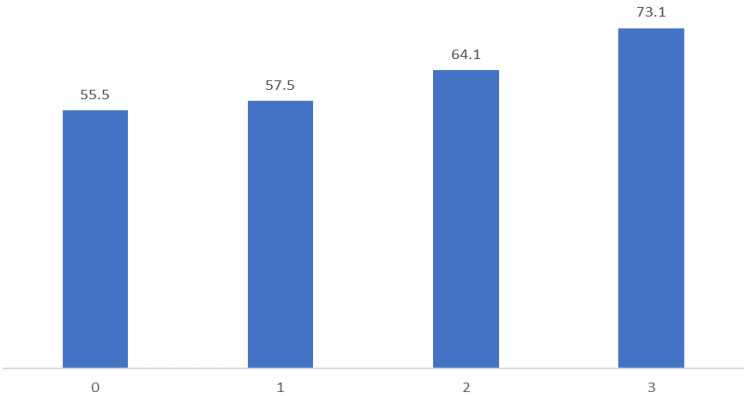


Figure 4. Educator capacity according to the number of training courses attended

As shown in Figure 4, it appears that those who took the combined education and training package (basic, advanced, and other ECE's training) had the highest capacity score (73.1). On the other hand, those who did not take part in training tended to have a low capacity score (55.5). This fact indicates that in general self-development has a positive effect on the capacity of educators, as has been confirmed by many previous studies (Britto et al., 2014; Guskey, 2002) and that self-development needs to be carried out systematically in order to maximize its benefits.

Further statistical tests on the influence of teaching experience, self-development, and knowledge of PAUD HI principles on educator capacity prove that all three have a significant

effect, this is shown in Table 1 by the t-value which is greater than 1.96 (5% real level). Length of teaching has the greatest influence, followed by self-development (number of training sessions), and knowledge of PAUD HI principles. From these findings it can be learned that teaching experience when combined with training will strengthen educators' knowledge and skills which ultimately increases their capacity.

Table 1. Factors influencing HI PAUD capacity

Factor	Magnitude of Influence	Std. Error	t-value	Significant/Non Significant
Self-Development	0.094	0.008	11.22	Significant
Teaching experience	0.107	0.014	7.38	Significant
Knowledge of PAUD HI Principles	0.081	0.001	224.02	Significant
Intersep				
Low|Medium	2.786	0.019	147.69	Significant
Medium|High	5.214	0.024	217.29	Significant

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CONCLUSION

1. The average capacity of educators in PAUD HI is still relatively low (58.5) with a minimum reference score for passing PAUD HI training being 70.0.
2. The capacity of educators in PAUD HI is clearly influenced by Teaching Experience, Personal Development, and Integrative Holistic Principles in PAUD HI. Length of teaching has the greatest influence, followed by self-development (number of training courses attended), and knowledge of PAUD HI principles
3. The PAUD HI capacity of Formal ECE's educators (60.69) is significantly higher than the capacity of Non-formal ECE's educators (56.37) Collaboration with ECE in implementing PAUD HI is still limited to the following areas: (1) education services (78.2%); (2) health sector (72.4%); (3) the teacher professional organizations (69.4%).

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