

Optimizing the Fulfillment of Education and Child Protection Services in Indonesia through Partnership-Based Integrative Holistic Early Childhood Development Programs

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Abstract: This study aims to evaluate the effectiveness of the Partnership-Based Integrative Holistic Early Childhood Development Program in improving the fulfillment of education and child protection services in Indonesia. The research analyzes program execution, how it affects child development, and how well government, educational institutions, and community collaborations work together. This research methodology involves surveys, interviews, and document analysis to collect quantitative and qualitative data. Respondents involved kindergarten teachers and related parties in implementing the program totaling 294 respondents taken by random sampling technique. The results showed that the average score in education services was 79.53 with good criteria, while in child protection services obtained an average score of 80.06 with good criteria. By detailing the success aspects and challenges faced, this research can contribute to developing early childhood education policies in Indonesia. The implications of the study's findings can also serve as a basis for future program development and improvement, taking into account the components of solid collaborations between communities, governments, and educational institutions to create an atmosphere that fosters children's overall development.

Keywords: Education Services, Child Protection, Early Childhood Development, Integrative Holistics, Partnerships

Introduction

Early childhood education and child protection are two crucial aspects in the development of a nation. Indonesia, as a country with a significant child population, places the fulfillment of children's basic rights as a top priority in national development [1]. In this context, the Partnership-Based Integrative Holistic Early Childhood Development Program emerged as a strategic initiative to ensure the overall fulfillment of education and child protection services [2]. The Partnership-Based Integrative Holistic Early Childhood Development Program is a program that aims to optimize the fulfillment of education and child protection services in Indonesia [3]. This program involves various parties, such as families, communities, and related institutions, to support early childhood development in a holistic and integrated manner. Partnerships between governments, educational institutions, and communities are the main foundation in achieving the goals of this program [4]. In an ever-

evolving reality, improving the quality of early childhood education services and strengthening child protection systems is a must.

One strategy that is expected to help kindergarten institutions meet the essential needs of children in early childhood education, health and care services is through partnership strategies [5]–[7]. School and community relations is a communication process between schools and communities with the aim of increasing community members' understanding of educational needs and encouraging the interest and cooperation of community members in order to improve schools [8]–[10]. The relationship between the school and the community is essentially a means that plays a very important role in fostering and developing the personal growth of students at school [11], [12]. An education will realize quality if it can integrate the three informal, formal and non-formal education paths [13].

Early childhood education and child protection are critical foundations in shaping the future of a nation [14]. Indonesia, as a country with a demographic dominated by a young population, faces major challenges in ensuring that every child has access to quality education services and adequate protection [15], [16]. In this context, the Partnership-Based Integrative Holistic Early Childhood Development Program emerged as a strategic effort to bridge the gap and provide a strong foundation for the growth and development of Indonesian children [17]. With a significant number of early childhood in Indonesia, this research is a must to answer critical questions related to the effectiveness of the Partnership-Based Integrative Holistic Early Childhood Development Program in supporting children's overall growth and development [18]. Protection of children's basic rights, including the right to quality education and protection from various risks, is essential in the formation of a resilient generation and contributes positively to the progress of the country [19]. This research not only seeks solutions to improve early childhood education services, but also aims to strengthen a sustainable partnership framework in involving all stakeholders to create an environment that supports the optimal development of Indonesian children.

Child development at an early age has a significant impact in forming the foundations of character, cognition, and skills that will shape their future [20], [21]. Therefore, it is important to assess the extent to which the program is able to provide holistic educational services, covering aspects of the physical, cognitive, social, and emotional development of children in a balanced manner. In the context of child protection, a deep understanding of the efforts made by this program in protecting children's rights, including the right to live, develop, and participate actively in daily life, is the subject of attention [17]. By digging deeper, the results of the study are expected to provide a comprehensive picture of the effectiveness of the Partnership-Based Integrative Holistic Early Childhood Development Program in supporting the fulfillment of education and child protection services in Indonesia. The importance of this research lies in a deep understanding of the extent to which the program can optimize the fulfillment of education and child protection services, as well as how partnerships between governments, educational institutions, and communities can be strengthened to achieve these goals.

Method

This study used an evaluative research design to evaluate the effectiveness of the Partnership-Based Integrative Holistic Early Childhood Development Program. The research focuses on program evaluation which includes analysis of implementation, impact on child development, and efficiency of partnerships that are able to accommodate holistic evaluations that cover important aspects of the program. The evaluative design of this research involved various parties, including kindergarten teachers and related parties in the implementation of programs such as Pemuda Panca Marga and the National Resilience Institute of the Republic of Indonesia. Partnership interaction is able to provide direct views in the implementation of early childhood development programs.

The research participants involved various parties related to the implementation of the Partnership-Based Integrative Holistic Early Childhood Development Program. The number of population of kindergarten teachers in Semarang Regency is 1.474. sampling with random sampling techniques so that all parties can have the same opportunity to be used as research samples with the final results of a sample of 294 teachers. The inclusion criteria of the sample are that the teacher has a minimum working period of 5-20 years, has a minimum educational

qualification of S1, and is an active participant involved and has educational experience in early childhood development programs. The characterization of participants is described in Table 1.

Table 1. Characterization of Research Samples

No	Variable	Frequency	Percent	Valid Percent	Cumulative Percent
1	School Background				
	Country	242	83.313	83.313	83.313
	Private	52	16.687	16.687	16.687
2	Educational Qualification				
	bachelor's degree level	280	95.238	95.238	95.238
	Master's degree level	14	4.762	4.762	4.762
3	Gender				
	Female	290	98.639	98.639	98.639
	Male	4	1.361	1.361	1.361
4	Age				
	20-30 Years	145	49.319	49.319	49.319
	31-40 Years	87	25.591	25.591	25.591
	41-50Years	50	17.006	17.006	17.006
	>50 Years	12	8.084	8.084	100.000

The research design used various data collection methods, such as surveys, interviews, and document analysis. The instruments used in this study were questionnaire sheets and interviews. Qualitative data from interviews were analyzed with a thematic approach. The themes that emerged from the interviews were used to explore participants' views and experiences regarding the program. Quantitative data from questionnaires and surveys are processed using statistical methods, namely descriptive analysis to summarize the distribution of data. By combining qualitative and quantitative approaches and ensuring the validity and reliability of the instruments, this research is able to provide a deep and accurate understanding of the optimization of the Partnership-Based Integrative Holistic Early Childhood Development Program in the fulfillment of education and child protection services in Indonesia.

Table 2. Test Instrument Validity and Reliability

No	Indicator	Coefficient		Cut of value	Criteria
		Alpha Cronbach's	Corrected Item-Total Correlation		
1	Stimulation of Child Growth and Development	0,977	0,664	> 0,34	Valid
2	Cultivating Character Education		0,578	> 0,34	Valid
3	Strengthening the Character of Nationalism		0,406	> 0,34	Valid
4	Provide a safe, Comfortable and Enjoyable Environment		0,521	> 0,34	Valid
5	Knowledge of Child Protection		0,746	> 0,34	Valid
6	Cultivating Character Education		0,528	> 0,34	Valid
7	Child Friendly		0,646	> 0,34	Valid

Result and Discussion

Early childhood education needs attention from all levels of society and the government, because the current digital era has a tremendous influence on the growth and development of early childhood, for that it is very appropriate to have an Integrative holistic early childhood development program. The Integrative Holistic Early Childhood Development (PAUD HI) in this study is planned systematically and applied systemically in the PAUD Unit to optimize the potential of children's growth and development optimally so that they will become quality and competitive children in the future.

Evaluation of Early Childhood Education Services

Education services as basic services are held in PAUD units to develop various children's potentials which include religious and moral values, physical-motor, cognitive, language, social-emotional and art. The implementation of educational services in PAUD units mostly utilizes the potentials that exist around and in collaboration with related agencies and partners. The evaluation results are analyzed and described in Figure 1.

In this context, the implementation of educational services in PAUD units is highly dependent on utilizing the potential available around and cooperation with related agencies and partners [8], [19], [22] Collaboration with related parties, including government agencies, non-governmental organizations, and industry partners, is key to providing holistic and diverse education services [23] The utilization of local resources, local wisdom, and cross-sector cooperation create a learning environment that is diverse and relevant to the needs of children. Figure 1. also serves as an analytical tool to evaluate the effectiveness and success of such educational services. Evaluation involves monitoring aspects such as Stimulation of Child Growth and Development, Cultivating Character Education, and Strengthening the Character of Nationalism. By understanding the results of this evaluation, PAUD units can continue to improve and adjust learning approaches to provide optimal educational services that are appropriate for early childhood development. Thus, Figure 1. become an important instrument in directing continuous improvement and development of education services in PAUD units.

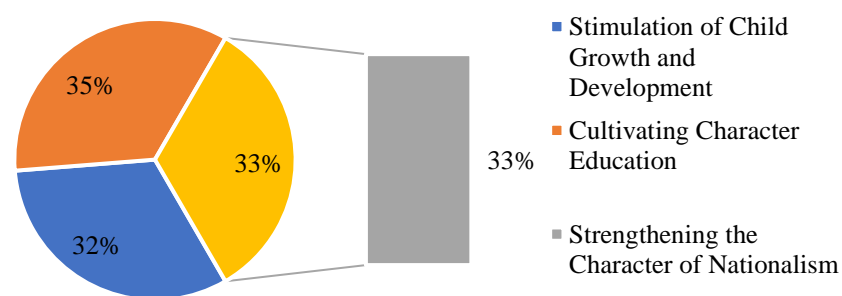


Figure 1. Early Childhood Education Services Program Evaluation

Figure 1. explained that there are three assessment indicators, namely Stimulation of Child Growth and Development, Cultivating Character Education, and Strengthening the Character of Nationalism. The highest percentage is found in the Cultivating Character Education indicator, which is 35% with an average score of 82.60 (good criteria), then for second place, namely in the Strengthening the Character of Nationalism indicator with a percentage of 33% and an average score of 79.40 (good criteria). Finally, the Stimulation of Child Growth and Development indicator with a percentage of 32% and an average score of 76.60 (good criteria). Character Education Culture Indicator The highest percentage in this indicator shows that the partnership-based PAUD HI program is successful in implementing the cultural aspects of character education. With an average score of 82.60,

this program can be categorized as "good". This indicates success in shaping the child's character through a holistic and integrative approach. The sequence of indicators shows that the biggest focus in partnership-based PAUD HI programs is on cultivating character education, followed by strengthening nationalism character, and finally on stimulating child growth and development.

Although the percentage is slightly lower than the previous indicator, but with a percentage of 33% and an average score of 79.40 (good), it still shows a good success rate. This program succeeded in strengthening the character of children's nationalism, which is very important to form a sense of love for the homeland and concern for the values of the nation. Although the Child Growth and Development Stimulation Indicator has a slightly lower percentage compared to the previous two indicators, it still gains a significant percentage, which is 32%. With an average score of 76.60 (good), this shows that the program is able to provide effective stimulation for children's growth and development. Overall, the fulfillment of education services through partnership-based early childhood development programs obtained an average score of 79.53 with good criteria.

Partnerships between Pemuda Panca Marga and the National Resilience Institute of the Republic of Indonesia in partnership-based Holistic Integrative Early Childhood Education (PAUD) education services can involve various tasks and responsibilities. The partnership between Pemuda Panca Marga and the National Resilience Institute of the Republic of Indonesia in partnership-based Holistic Integrative Early Childhood Education (PAUD) education services has an important role in ensuring the success and sustainability of the program. First of all, Pemuda Panca Marga, as a youth organization that has the potential for energy, creativity, and social spirit, acts as an organizing agent for extracurricular activities that stimulate the development of children's creativity and character in PAUD HI. Through creativity activities, Pemuda Panca Marga helps improve aspects of children's arts, sports and social skills, which are important elements in PAUD's holistic approach. In addition, Pemuda Panca Marga can nurture PAUD teachers and staff in integrating patriotic and national values into the learning process.

Pemuda Panca Marga has a crucial role in the partnership of Holistic Integrative (HI) PAUD with the National Resilience Institute of the Republic of Indonesia. As a passionate, creative, and energetic youth organization, Pemuda Panca Marga serves as an organizing agent for extracurricular activities that help stimulate the development of children's creativity and character in PAUD HI. Creative activities such as art, sports, and social skills presented by Pemuda Panca Marga aim to support the holistic approach of PAUD. In addition, the role of Pemuda Panca Marga in fostering PAUD teachers and staff to integrate patriotism and national values makes them important contributors in creating an educational environment that combines aspects of creativity and national values.

On the other hand, the National Resilience Institute of the Republic of Indonesia has a strategic role in providing guidance and support to integrate aspects of national resilience into the PAUD HI curriculum. The National Resilience Institute of the Republic of Indonesia conducts training for PAUD teachers and staff on the importance of introducing national resilience values to children from an early age. In addition, the National Resilience Institute of the Republic of Indonesia can play a role in organizing research and innovation activities that support the development of PAUD HI programs based on national resilience. Through this collaboration, the Pemuda Panca Marga and the National Resilience Institute of the Republic of Indonesia can jointly create a holistic educational environment, develop children's character along with strengthening their national identity, and align education programs with national resilience values to create a resilient and patriotic generation. This partnership creates synergies that can improve the quality and positive impact of partnership-based PAUD HI education services.

The National Resilience Institute of the Republic of Indonesia plays a strategic role in this partnership by providing guidance and support to integrate aspects of national resilience into the PAUD HI curriculum. The training organized by the National Resilience Institute of the Republic of Indonesia for PAUD teachers and staff highlighted the importance of introducing national resilience values to children from an early age. In addition, the active role of the National Resilience Institute of the Republic of Indonesia in organizing research and innovation activities supports the development of PAUD HI programs based on national resilience. The collaboration

between the National Resilience Institute of the Republic of Indonesia and the Pemuda Panca Marga creates a holistic educational environment that not only builds children's character, but also strengthens national identity. By aligning education programs with national resilience values, this partnership aims to create a generation that is resilient and patriotic, making a significant positive impact in PAUD HI education services.

Early Childhood Protection Services Evaluation Results

Child protection must be carried out by the institution as long as the child is in the school environment during learning hours. Children must be ensured to avoid acts of violence, both physical and non-physical, while the child is in learning hours. This can be done by efforts to: 1) Ensure children's play equipment is safe, comfortable and fun, 2) Ensure that no child is exposed to bullying or physical violence or in the form of words or words that have a pressing tone carried out either by teachers, friends or adults around the PAUD unit, 3) Introduce to children body parts that can be touched and that cannot be touched; and 4) ensure child-friendly attitudes and behaviors. The results of the evaluation analysis of early childhood protective services are described in Figure 2.

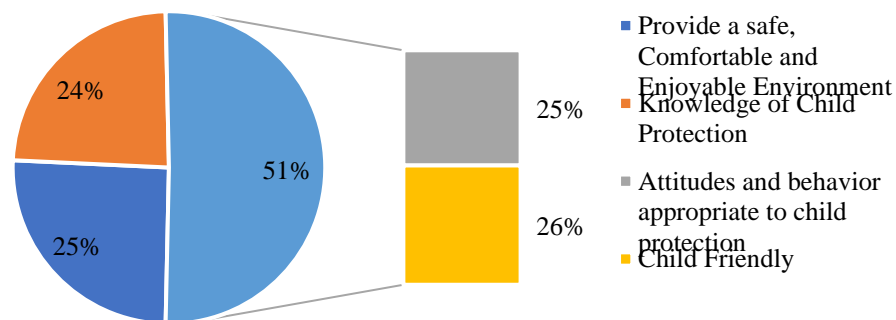


Figure 2. Early Childhood Protective Services Program Evaluation

Figure 2. explained that there are four assessment indicators, namely Provide a safe, Comfortable and Enjoyable Environment, Knowledge of Child Protection, Cultivating Character Education and Child Friendly. The highest percentage is found in the Child Friendly indicator, which is 26% with an average score of 81.40 (good criteria), then for the second place, namely in the Provide a safe, Comfortable and Enjoyable Environment indicator with a percentage of 25% and an average score of 80.20 (good criteria). The third rank is in the indicator Attitudes and behavior appropriate to child protection with a percentage of 25% and an average score of 78.60. Finally, the Provide a safe, Comfortable and Enjoyable Environment indicator with a percentage of 24% and an average score of 75.50 (good criteria).

The "Child Friendly" indicator dominates with the highest percentage of 26%, and the average score of 81.40 obtained indicates the "good" assessment criteria. This reflects success in creating child-friendly environments, where educational and interaction approaches are structured to fit and support children's holistic development. Provide a Safe, Comfortable, and Enjoyable Environment ranked second with a percentage of 25% and an average score of 80.20. This indicates the quality of a safe, comfortable and fun environment for children. The achievement of "good" in this category indicates attention to the physical and psychological aspects that affect the well-being of the child. However, the third rank shows that "Attitudes and Behavior Appropriate to Child Protection" gets a percentage of 25% with an average score of 78.60, which is also included in the "good" criteria. It shows awareness and implementation of attitudes and behaviors that are appropriate to child protection. And finally, "Knowledge of Child Protection" ranked fourth with a percentage of 24% and an average score of 75.50. While achieving the "good" criteria, an emphasis on improving understanding of child protection can be a potential area for further improvement. Overall, the fulfillment of child protection services through partnership-based early childhood development programs obtained an average score of 80.06 with good criteria.

Although "good" criteria have been achieved, increasing understanding and awareness of child protection can be a focus of development, including training and knowledge enhancement of PAUD staff. It further optimizes efforts in creating a safe, comfortable, and fun environment, and improves the quality of programs to better suit children's needs and interests. Improve educational approaches and interactions with children to ensure that programs not only meet physical needs, but also support their social and emotional development. Through this analysis, successful areas and potential improvements can be identified, providing a foundation for informed decision-making to optimize PAUD education services and ensure an optimal environment for children's development [15], [16].

In this program, there are partners of the Pemuda Panca Marga and the National Resilience Institute who are partners in implementing the program. Panca Marga Youth has a crucial role in the context of early childhood protection in the Integrative Holistic ECCE program. As a partner, Pemuda Panca Marga can act as a monitoring agent and support the implementation of children's safety and comfort aspects. Pemuda Panca Marga can organize activities or campaigns that raise public and parental awareness related to child protection, creating an environment that supports children's growth and development safely. In addition, Pemuda Panca Marga can play an active role in training PAUD staff and teachers to understand and implement child protection practices effectively. Through creative and educational activities, Pemuda Panca Marga can also help spread positive values that create a safe and fun environment for children in the context of PAUD HI.

On the other hand, the role of the National Resilience Institute in early childhood protection in the PAUD HI program can be focused on aspects of increasing knowledge and understanding related to child protection policies and strategies [23]-[24] National Resilience Institutes can provide guidance and training of a national nature, emphasizing the importance of child protection as an integral part of national resilience [7], [25], [26] Through innovative research and activities, the National Resilience Institute can also be a source of reference and up-to-date information for improving child protection policies at the national level [27]. By integrating aspects of national resilience into PAUD programs, the National Resilience Institute can help create a solid and sustainable base for child protection, ensuring that programs not only provide quality education but also protect children's overall rights and security. Through the synergy between Pemuda Panca Marga and the National Resilience Institute, it is hoped that early childhood protection in the PAUD HI program can be strengthened holistically and sustainably.

Conclusion

The results show that the partnership-based Integrative Holistic Early Childhood Development Program has been successful in improving the fulfillment of education and child protection services in Indonesia. There were significant improvements in aspects such as child attendance, child development outcomes, and implementation of child protection policies. The partnership between Pemuda Panca Marga, National Resilience Institute, and other related parties has a crucial role in the success of the program. Strong collaboration between governments, youth organizations, and national institutions proves that cross-sector synergies can have a greater positive impact in meeting the needs of early childhood.

The program has a positive impact on children's holistic development, covering cognitive, emotional, social, and physical aspects. The focus on an integrative holistic approach shows that the program does not just provide formal education, but also covers other important aspects, such as creativity, character, and child protection. The active participation of the community, especially parents, has a significant impact on the success of the program. The program encourages parental involvement in children's education and supports the establishment of support communities that strengthen the early childhood education environment. Despite achieving success, evaluation provides insight for further improvement. The recommendations involve raising awareness of child protection, developing a more optimal environment, and continuing to encourage strong partnerships.

Thus, the conclusion of this study shows that the partnership-based Integrative Holistic Early Childhood Development Program has made a positive contribution to the fulfillment of education and child protection

services in Indonesia. Improvement recommendations can serve as a guide for the development of similar programs in the future, and the findings of this study can provide the basis for more effective and inclusive early childhood education policies in the country.

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