

## **Implementation of HI Education for Early Childhood Character Development through the PHBK Model**

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### **Abstract**

Integrative Holistic Education is determined by the involvement of many parties, national and international policies and agreements in the formation of early childhood character. Human character is inherent in a person's personality and is shown by behavior in everyday life. Character development must be carried out holistically from all elements or educational environments, namely family, school and community. This research highlights the important role of holistic education in developing the character of early childhood through the Character-Based Holistic Education (PHBK) model, in which there are 9 pillars of character. The focus of this research is the implementation of Character-Based Holistic Education (PHBK) in developing children's character. The research method used is descriptive qualitative with data collection in the form of observation, interviews and documentation. This research was carried out at KB. An-Nada and KB. Raudhatul Jannah after implementing PHBK from January. From the results of observations made by researchers, it can be concluded that holistic, integrative education for early childhood character development through the PHBK model, there are changes felt by educators and parents in children's character.

**Keywords:** *HI Education; Character; Character Based Holistic Education (PHBK)*

## **INTRODUCTION**

Early age which shows the age from 0-6 years of life or what is often called the golden age, which at this stage of development is an important momentum for a child's development. Early childhood is a special child who has his own world and characteristics that are very different from adults. Growth and development during early childhood determines the quality of physical, emotional, mental, social health, behavior and learning abilities throughout life. This period must be utilized as best as possible in order to optimize the child's growth and development according to his or her potential. (Subandi Sardjoko Deputy Bidang Pembangunan Manusia, Masyarakat, dan Kebudayaan Kementerian PPN/Bappenas, 2021). Early childhood development is never separated from the environment, both from the family environment to the community environment. In other words, early childhood development is the task of parents, families, involvement of parties from the community, government who support each other and collaborate for children's development.

The growth of children's character is also inseparable from the role of many parties, including the role and responsibility of the government for the care, education and development of early childhood which has been established in agreements and policies both nationally and internationally. In Law no. 20 of 2003 concerning the national education system, is the legal basis in which there are policies regarding care, education and early childhood development in Indonesia. Meanwhile, internationally, attention to early childhood education is increasingly being raised, such as at the ASEAN Country Meeting in Jakarta in 2004 which took the form of a seminar with the theme "The 3rd Regional Seminar for ASEAN Project on Early Childhood Care Development (ECCD)" which discussed advocacy and mobility. social issues about ECCD in a global context.

Since birth, humans have had character potential which is demonstrated in daily life behavior. This character is demonstrated by cognitive abilities and innate traits that will develop if stimulated by learning experiences from the family environment which is the main foundation for forming a child's character as an adult. Character education has become a concern of the government in UUD no. 20 of 2003 concerning the National Education System Article 1 which states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by himself, society, nation and state (Sarinastitin, 2019).

PAUD institutions are the first step for children in the world of education and the starting point of their journey in developing and playing a role in society, the country and the world. As a first step, a child's experience in PAUD is very important. If the learning experience they experience at PAUD is not enjoyable, then there will be no positive feeling towards learning which will then become a provision for them in continuing to the next level of education. There are several elements that are the basis for the quality of early childhood education, namely quality in the learning process, partnership with parents, support for the fulfillment of essential early childhood services, leadership and resource management (Rizkha Hanifa, 2023). Integrative Holistic PAUD (HI) is an early childhood development effort carried out to meet the diverse and interrelated essential needs of children simultaneously, systematically and integrately. The community contributes to the implementation of Holistic Integrative (HI) child development programs, either individually, in groups or in organizations. The development of early childhood education (PAUD) through an integrative holistic approach will be very helpful for managers of early childhood education (PAUD) and especially parents of early childhood education (PAUD) students. An integrative holistic approach is an approach to children's education. early childhood (preschool) which not only emphasizes educational aspects, but also includes aspects of nutrition services, health services, child care and protection.

The government has created a National Strategy document for early childhood HI, namely that there are 3 (three) basic objectives of Holisk-Integratiff Early Childhood Development, namely: 1) fulfilling the essential needs of early childhood as a whole (health, nutrition, education and care according to segmentation age), 2) protection of

children from abuse, at family and environmental levels, and 3), implementation of integrated early childhood services (Laila, 2013). Holistic has a comprehensive meaning, which means that children's education must be comprehensive, including aspects of protection, care, nurturing and education. Meanwhile, integrative means integrated in the implementation of activity services for children. Integrative Holistic PAUD Development is early childhood development carried out based on an understanding of systematically meeting the diverse and interrelated essential needs of children, which includes various aspects of physical and non-physical development so that children can grow and develop as healthy, strong, intelligent, cheerful children. and virtuous. The growth and development of early childhood physically, mentally, emotionally and socially is influenced by health care, nutritional fulfillment, education, mental and psychosocial stimuli (Wijaya, 2010).

## **METHODS**

This research is a type of descriptive qualitative research that tends to use analysis and an inductive approach (Rukin, 2012). This research aims to describe the implementation of PAUD-HI with the Character-Based Holistic Learning model in KB. An-Nada and KB. Raudhatul Jannah, Purwakarta Regency. The subjects in this research were the principals and teachers at the two schools. The data collected is data related to the implementation of PAUD-HI with the PHBK model. To obtain this data the technique used by researchers is through structured interviews and direct observation as well as from various sources that support this research such as books, articles and the internet related to the problem. raised by researchers. Descriptive data analysis techniques in this qualitative research consist of analyzing, describing and summarizing events from data obtained through interviews and field observations.

## **RESULTS AND DISCUSSION**

Early childhood education cannot be implemented in isolation with only one aspect being taught but requires the unity of several integrated aspects of children's needs so that children can grow and develop into healthy, intelligent, cheerful and noble children. Character is the unique values, whether a person's character, morals or personality, which are formed from the internalization of various policies that are believed and used as a way of looking, thinking, behaving, speaking and behaving in everyday life. Character development must continue to be carried out holistically from all educational environments, namely family, school and society. Character education is carried out by getting used to positive behavior and avoiding negative behavior.

Integrative holistic early childhood education is early childhood education that integrates all aspects and values in education such as moral, ethical, religious, psychological, philosophical and social values in a holistic unity between soul and body as well as material aspects and spiritual aspects to meet children's essential needs. It is

called integrative holistic PAUD because the services provided in integrative holistic PAUD are not only in one area of education, but services that cover needs related to health and nutrition, parenting and protection for children (Lina, 2019). Children are a complete totality, therefore comprehensive education is needed to fulfill children's rights. There are at least 5 needs that are children's rights, namely: 1) The child's right to be protected and protected from disease. 2) The right to receive adequate nutrition as a means to maximize one's brain abilities and explore, 3) The right to receive good stimulation, 4) The right to receive good parenting patterns, 5) The right to protection from physical violence and psychological violence.

The Indonesia Heritage Foundation (IHF) is a non-profit organization founded in June 2000 by Ratna Megawangi, Ph.D. (Pioneer of Holistic education in Indonesia and also Lecturer at the Bogor Agricultural Institute) with her husband Dr. Sofyan A. Djalil, SH., M.A., M.ALD. (who currently serves as Minister of Agrarian Affairs and Spatial Planning in Indonesia), this foundation operates in character education. Has two consultants, Prof. Jerry Aldridge Senior Consultant of IHF, and Carolyn Wignall as Education Consultant at IHF. The Indonesia Heritage Foundation has also implemented the Semai Benih Bangsa (SBB) Kindergarten/PAUD which is spread across more than 1,600 locations throughout Indonesia. Educational institutions at the Indonesia Heritage Foundation include Day Care, Play Groups (KB), Kindergartens (TK), Elementary Schools (SD) which were founded in 2003, Junior High Schools (SMP) and Senior High Schools (SMA). , Kindergartens and Elementary Schools have "A+" accreditation.

PHBK is comprehensive and builds all students' potential. The scope of development in question includes: 1) Motor: fine motor and gross motor; 2) Arts: movement, music, sound and images; 3) Cognitive: problem solving, logical thinking, letters and numbers (symbols); 4) Language: understanding language, verbal/speech skills; 5) Character: Religious and moral aspects, social aspects, emotional aspects. Apart from the existence of Character-Based Holistic Education (PHBK), there are also 9 Pillars of Character which are taught to students using this PHBK model, the 9 Pillars of Character are as follows: 1) Love of God and all of His Creation; 2) Independence, Discipline and Responsibility; 3) Honest, trustworthy and wise-speaking (honest, trustworthiness, and tactful); 4) Respectful, polite and a good listener; 5) Generous, helpful and cooperative; 6) Confident, Creative and Never Give Up; 7) Good and fair leader; 8) Kind and Humble; 9) Tolerant, Love Peace and Unity (Sumadi, 2018)

Before implementing the PHBK model in institutions, teachers first take part in training or seminars held offline or online organized by the Semai Benih Bangsa Coordination School (SK SBB) KB Warhatul Firdaus. The training and seminars will start in October 2023 until May 2024 with various materials presented such as the importance of character education, independent curriculum and its relationship with PHBK, class management, implementation of the pillars, learning activities and so on. Apart from material seminars, observations were also carried out at coordinating schools to see how PHBK was taught. In April, the coordinating school provided mentoring to schools that

were participating in implementing the PHBK program. KB An-Nada who took part in PHBK training, namely the principal and 2 teachers, while KB. Raudhatul Jannah, the school principal and 3 teachers who took part in the training.

The results of research conducted by researchers at KB An-Nada and KB Raudhatul Jannah Purwakarta in implementing HI PAUD in educational services, are basic services that have been provided in PAUD units to develop various children's potential which can include religious, moral and physical values. , and motoric, language, cognitive, social emotional, and arts. Apart from that, they also apply the PHBK model that has been implemented in their respective institutions, namely by emphasizing the 9 pillars of character. Based on the results of interviews with teachers at KB An-Nada and KB. Raudhatul Jannah both stated that the existence of the PHBK model makes it easier for educators in administration, such as making RPPH which has been designed separately by the ihf along with the pillars that will be delivered. The PHBK book or module has been neatly arranged for learning for the next year, starting from the welcoming, opening, core activities and closing or evaluation which are stated in the book.

From the results of interviews with educators at the 2 institutions, it was stated that from the beginning of the implementation of PHBK in their respective institutions, which was carried out continuously, there was a change in attitudes towards children, initially children became more disciplined, more polite, became good listeners, able to lead in carrying out Duha prayers and so on. This PHBK model prioritizes teachers who are friendly and compassionate, can motivate children, and are able to create a challenging and enjoyable learning environment; The teacher must be able to be someone who provides peace, is polite, and is able to communicate positively and effectively to both students and parents. Apart from that, this model requires a strong emotional relationship between teachers and students and this relationship is the main capital for helping students in the class to create trust, feelings of safety and comfort in the class. Apart from that, this model also provides ample opportunities for students to develop all the holistic dimensions they have as human beings. Not only developing cognitive aspects (left brain or memorization), but also developing emotional, social, creative and spiritual aspects (right brain) which are all covered in the learning module.

## **CONCLUSION**

Integrative and integrated education is education that expresses the whole which is the basis for character formation. This type of education pattern requires the involvement of many parties, not only in formal education at school but also through non-formal education such as family, community, etc. The aim is to enable children from an early age to behave in accordance with moral and religious ethics.

From the results of the discussion above, it can be concluded that character development is through the Character Based Holistic Learning (PHBK) model in family planning institutions. An-Nada and KB. Raudhatul Jannah with 9 pillars of character (love

of God and all His creation; independence, discipline and responsibility; honest, trustworthy, speaking wisely; respectful, polite and a good listener; generous, helpful and cooperative; self-confident, creative and never give up; a good and fair leader; kind and humble) which is implemented continuously so that the 9 characters can be achieved optimally. Not only does it change a child's character, this PHBK learning model also makes education easier in administrative matters.

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