

## Evaluation of Holistic Integrative Program in Early Childhood Education and Development (PAUD HI)

(Evaluation Study of PAUD Anggrek, BKB Anggrek, and Posyandu Matahari in North Jakarta, 2016)

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### Abstract

*This research aims to understand how effective the implementation of Holistic Integrative Program in Early Childhood Education and Development or Pendidikan dan Pengembangan Anak Usia Dini Holistik Integratif (PAUD HI) at three integrated institutions, including PAUD Anggrek, the under-five family education program or Bina Keluarga Balita (BKB) Anggrek and Integrated Health Services Post (Posyandu) Matahari in Cilincing Village, North Jakarta. This evaluation research used context, input, process and product (CIPP) model approach from Stufflebeam. The data was obtained by conducting interview, documentation and observation. Through the analysis, it indicates that: (1) The purpose of Context Evaluation of PAUD HI Program Implementation is in accordance with the sustainability criteria identified by PAUD Anggrek, BKB Anggrek, and Posyandu Matahari; (2) Input Evaluation of PAUD HI has been good. However, in terms of PAUD educator, the facilities and infrastructure has not been qualified. On the other hand, the input from BKB and Posyandu are in accordance with the criteria only in terms of finance; (3) Process Evaluation obtained the data in which the implementation process of PAUD, BKB, and Posyandu program has been in accordance with the evaluation criteria; and (4) Product Evaluation determined that PAUD, BKB, and Posyandu program are in accordance with the evaluation criteria.*

**Keywords:** Evaluation Program, PAUD HI, BKB, Posyandu

### Introduction

Early child is a special individual, a whole individual who is still in a process of rapid growth which very fundamental to the next stage of life. The development of human brain is begun by about two weeks after fertilization occurs at prenatal phase and a few months after birth. In the period before birth, 250,000 brain cells are approximately formed in every minute through a process of cell division called mitosis. At birth, the brain weighs about 3.5 pounds, which is 25% of the adult's weight. At the age of one year, the weight reaches 70% of adults, and almost 90% at the age of 3.<sup>2</sup>

Efforts to optimize the growth and development of early child's brain is also required a psychosocial stimulation combined with the fulfilment of nutritional intake. In this sense, nutrition is not the main determinant for brain development of children. World

Bank reported that since early development of the foetus, human brain cannot optimally develop by relying on nutrition itself. Stimulation in early childhood also plays an important role in the process of brain formation and development, especially the support of multiplication synapses and myelination processes, all of which allow more complex and more precise neural transmission.<sup>3</sup>

Lack of proper care and stimulation in the early years can cause dramatic abnormalities in brain development. Globally, attention to Early Childhood Education (PAUD) is marked by the birth of Convention on the Rights of the Child ratification by United Nations on November 20, 1989 to provide child protection and upholding the rights of children around the world and also the ratification of a child to have force on September 2, 1990. The Dakar Declaration agrees on the need to expand and improve overall Early Childhood Education and Care, especially for very vulnerable and disadvantaged children. Another

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<sup>2</sup>Papalia, et.al. *Human Development*, translated by Anwar (Jakarta: Kencana 2010). p. 175

<sup>3</sup>World Bank. *Supplementing Nutrition in the Early Years: Supplementing Nutrition in the Early Years: The Role Of Early Childhood Stimulation to Maximize Nutritional Input*. Children & Youth Development. 2009. Vol. 3(1), p. 2. Worldbank. [www.worldbank.org/childrenandyouth](http://www.worldbank.org/childrenandyouth)

commitment is the birth of the 2002 World Fit for Children program under the auspices of the United Nations, which contains three agreements: establishing a healthy life, providing quality education, and providing protection against abuse, exploitation and violence.<sup>4</sup>

One of the characteristics of a qualified human is a man who has intelligence that is not measured from the level of IQ, but the other intelligence that by Gardner, called multiple intelligences. To obtain those intelligences, humans need adequate nutritional consumption as the fulfilment of nutritional needs will ensure the growth and development process of children, including growth and development of the brain. The growth and development of early child's brain will be optimized by having psychosocial stimulation combined with the fulfilment of nutritional intake. Therefore, National Development Planning Agency (BAPENAS) has initiated strategic steps to formulate national strategy of Holistic Integrative Early Childhood Development Program (PAUD HI).<sup>5</sup>

Through BAPENAS, the government has initiated strategic steps to formulate national strategy of PAUD HI program. Through Holistic Integrative, early childhood services will be available, including nutrition, health, education, care and protection services. Socially, in the Holistic Integrative approach, children will experience the development of language skills, intelligence, personality, social behaviour, mental, psychosocial resistance, and academic achievement. From an economic point of view, the Holistic Integrative approach is able to: 1) generate more economic return and lower social costs in the future, 2) increase investment efficiency in other sectors, 3) achieve socio-economic equity, and 4) discontinue the poverty cycle between generations.<sup>6</sup> Thus, PAUD HI program is needed to establish the great generation in the future.<sup>7</sup>

The implementation of PAUD HI program still faces obstacles, such as limited learning materials, less conducive learning conditions, limited learning meetings, and the delivery of information that is not distributed to all parents due to their busy work.<sup>8</sup> PAUD HI, through the legal umbrella as stipulated in Presidential Regulation No. 60 of 2013, is the government's effort to early childhood development to meet the various essential needs of children that interconnect simultaneously, systematically, and integrated. The goal of PAUD HI services is to have a

healthy, intelligent, cheerful, and noble Indonesian child.<sup>9</sup> Aspects to be considered include: education, physical, social and emotional care, intellectual stimulation, health care, and nutrition.<sup>10</sup>

From the prestigious results conducted by researchers in five Holistic Integrative Schools in the Special Region of Jakarta, they concluded that PAUD HI program is still relatively new so that there are many difficulties in its implementation, whereas currently, one of the PAUD HI whose achievement as National PAUD HI is no longer carry out its integration with BKB and Posyandu due to the busyness of the cadres whose job are PAUD teachers. Nevertheless, since 2006, there is one PAUD located in North Jakarta which is PAUD HI Anggrek, that implemented integration between BKB, PAUD and Posyandu. PAUD HI Anggrek also awarded by provincial government as the third winner of BKB Competition at DKI Jakarta level in 2006. BKB HI Anggrek is committed to carry out BKB activities which integrated with PAUD and Posyandu programs on a scheduled and continuous basis even with limited conditions and simple facilities.

### Research Question

As the focus of this study is how effective the implementation of Holistic Integrative Program in Early Childhood Education and Development (PAUD HI) at PAUD Anggrek, BKB HI Anggrek and Posyandu Matahari in North Jakarta, the research problem then formulated based on CIPPO component as follows:

1. What is the purpose of PAUD HI in PAUD Anggrek, BKB Anggrek, and Posyandu Matahari?
2. How prepared the resources used for the implementation of Holistic Integrative Early Childhood Education Program (PAUD HI) in PAUD Anggrek?
3. How is the implementation of PAUD Anggrek, BKB Anggrek, and Posyandu Matahari in North Jakarta which include: the implementation of Holistic Integrative Early Childhood activities and evaluation/monitoring activities?
4. How is the result of the implementation of Holistic Integrative in PAUD Anggrek, BKB Anggrek, and Posyandu Matahari in North Jakarta?

### Significance of the Study

This study will provide two benefits at once, namely theoretical scientific benefits and practical benefits for community life as an organizer and for parents who have a toddler.

Theoretically, the results of this study are expected to contribute as a knowledge to develop Early Childhood Education so that later, either it becomes policy makers or organizers of Early Childhood Education, families and communities can have a systematic and easy-to-

<sup>4</sup> Trianto Ibnu Bahar, *Desain pengembangan pembelajaran tematik bagi anak usia dini TK/RA dan Anak Usia Kelas Awal SD/MI.* ( Jakarta: Kencana.,2014). p.7

<sup>5</sup> Fasli Jalal, Inauguration Speech of Settled Professor in Nutrition Science of Faculty of Medicine of Andalas University, West Sumatra: 2009.

<sup>6</sup> Arri Handayani, et al., *Peningkatan Kualitas POS PAUD melalui pengembangan program Holistik Integratif.*(Semarang :Jurnal Penelitian PAUDIA, Vol 1, 2011) p.8

<sup>7</sup> BKKBN, *Pedoman Holistik Integratif.* Jakarta: BKKBN 2013.

<sup>8</sup> Linawati Zulfa Indra Laila. *Penyelenggaraan Program PAUD Holistik Integratif di PAUD Siwi Kencana Kota Semarang.* *Journal of Non-Formal Education Community Empowerment.* 2013

<sup>9</sup> Presidential Decree No 60 of 2013 regarding PAUD HI

understand reference and guidance in efforts of children development. Practically, this research is expected to provide additional knowledge and reading material as reference for teachers and organizers of PAUD, BKB and Posyandu institutions on integration of nutrition, education, care, and protection of children at an early age that implemented in the learning process. For educational institutions, it can be a reference for the implementation of PAUD HI program for parents to gain knowledge. Department of Education and Culture of North Jakarta expects this research to bring many benefits, especially for improving the quality of PAUD HI program implementation through the evaluation of the implementation of PAUD Anggrek, BKB Anggrek, and Posyandu Matahari.

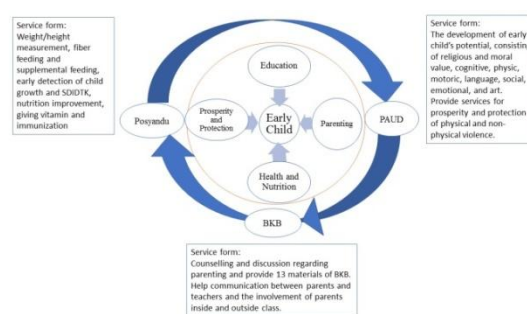
**Theoretical Studies**

Kirpatrick interpreted the evaluation program as a process to determine whether a program can be realized or not by knowing the effectiveness of each component through a series of information obtained by the evaluator.<sup>11</sup> This understanding sees an evaluation on the implementation aspect of a program based on the information of each component of the activity.

Mulyatiningsih said that the evaluation of the program contains data and information gathering activities to make decisions regarding the ongoing programs (continuing, extending, fixing or stopping).<sup>12</sup> Arikunto defines program evaluation as a series of deliberate activities to see the success of the program.<sup>13</sup> Through those opinions, it can be concluded that the evaluation of the program is a systematically and planned process of collecting, analysing and interpreting data or information against the implementation and achievement of program/ activity's objectives by comparing what has been implemented in the program and what should be achieved in accordance with the standards. This research would like to see how the implementation of PAUD HI in PAUD Anggrek, BKB Anggrek and Posyandu Matahari is compared with the standard of achievement of Holistic Integrative Early Childhood Education program which has been determined by the researcher based on the provisions of the government.

*Holistic education in the context of PAUD is an education that facilitates the development of children at all dimensions in full plenary. The development of holistic education takes into account the environment, cognitive processes and the formation of children's knowledge, as well as the values it believes.*<sup>14</sup> In this case, the holistic education given to the child is a comprehensive and unadjusted education, looking at a child intact to meet all of his growing and developing needs. According to

Government Regulation No. 60 of 2014, the definition of Holistic-Integrative Early Childhood Development is an early childhood development effort to meet various essential needs of children that interconnect simultaneously, systematically, and integrated.<sup>15</sup> In this case, it is explained that the development of holistic integrative in early childhood is a means to meet basic needs of early child, consisting of health and nutrition, stimulation, nurturing, and sense of security. Development of PAUD HI is expected to maximize the fulfilment of the basic needs of children. Early childhood education services are integrated between the three institutions (PAUD, BKB and Posyandu) to meet the essential needs of early childhood services as described below:



**Picture 2.1** Integration of PAUD, BKB, and Posyandu Program

*Bina Keluarga Balita* or BKB is an activity that aims to improve the knowledge and skills of parents and other family members in fostering the growth of under-five children through the physical, motor, intelligence, emotional and socio-economic stimulation. It is the best effort to be able to develop the functions of education, socialization, and affection in the family

*BKB is a service given to the family so that parents have skills in nurturing and fostering the development of children.*<sup>16</sup> It can be concluded that BKB program is a program that seeks to provide knowledge and the correct skills of parenting to foster children's growth through physical, motor, intelligence, social, emotional and moral stimuli that take place in the interaction process between mother/ other family members and under-five children.

BKB is a special activity to manage children's development through proper parenting by age group, which is carried out by a number of cadres and located at RW level. BKB is an effort to increase the knowledge, skill and awareness of mother and other family members in fostering the growth of her children through physical, motor, intelligence, social, emotional and moral stimulation that takes place in the interaction process between mother/ other family member and their early child.<sup>17</sup>

<sup>11</sup>Donald L. Kirkpatrick and James D. Kirkpatrick, *Evaluation Training Program: The Four Levels* (Berret Koehler Publisher Inc., 2006), p. 17.

<sup>12</sup>Endang Mulyatiningsih, *Metodologi Penelitian Terapan Bidang Pendidikan* (Bandung: Alfabeta, 2013), p. 109.

<sup>13</sup>Suharsimi Arikunto, *Evaluasi Program Pendidikan* ( Jakarta : Bumi Aksara,2004) ., p. 125.

<sup>14</sup>*Ibid.*, h 73.

<sup>15</sup>Presidential Decree of Republic of Indonesia No. 60 of 2013 regarding PAUD HI.

<sup>16</sup>BKKBN, *Panduan Pelaksanaan Kegiatan Bina Keluarga Balita (BKB) Yang Terintegrasi Dalam Rangka Penyelenggaraan Pembangunan Anak Usia Dini Holistik Integratif*, (Lampung: BKKBN,2014), p.3

<sup>17</sup>Research Centre of BKKBN. *Effective Study of BKB group activity of BKKBN*. (Jakarta, 2014). P. 120

The Law of the Republic of Indonesia No. 20 of 2003 on National Education System stated that Early Childhood Education abbreviated as PAUD is a coaching effort given to children from birth up to six years through the provision of stimulation in order to develop the physical and spiritual children so that they are prepared to enter education.<sup>18</sup> From those understandings, it can be concluded that the notion of PAUD is a program for early child at the age of 0-8 years established to support various aspects of child development through play. This early childhood education study refers to the services provided during the period from birth to 6 years of age.

Posyandu is a form of Community-Based Health Efforts (UKBM) which is managed and organized from, by, for and with the community in its implementation of health development to empower the community and provide convenience to the community in obtaining basic health services/ social basis to accelerate the decline of Maternal Mortality Rate and Infant Mortality Rate.<sup>19</sup>

Posyandu is a communication forum, transfer of technology and public health services by and for people who have strategic value in developing early human resources. Posyandu also defined as a family planning and health service centre which is managed and organized for and by the community with technical support from health workers in order to achieve NKKBS.<sup>20</sup>

## Methodology

This research is an evaluation research, using approach model of context, input, process and product (CIPP) from *stufflebeam*. The purpose of this research is to obtain objective results by comparing what has been implemented by the implementation of PAUD HI in North Jakarta with what should be implemented based on the standards set by the researcher. The research was conducted in three integrated programs, including PAUD Anggrek, Bina Anggrek and Posyandu Matahari in Cilincing, North Jakarta. In this research, the data is obtained by conducting interview, documentation, observation and questionnaire as well as test. This research was conducted from March to January 2016. The research sessions were taken based on the needs of the researcher, where the research tool consists of the head of PAUD, BKB and Posyandu; PAUD teachers; cadres; and parents

## Results and Analysis

### Results

By using CIPP (context, input, process, product) model, the results of the study and evaluation of PAUD HI, BKB HI, and posyandu in North Jakarta are:

#### a. Context Evaluation

PAUD HI program that integrates three services, namely PAUD Anggrek School, BKB Anggrek and Posyandu Matahari, is the implementation of Presidential Decree no. 60 of 2013 regarding the development of PAUD HI. In addition, the implementation of PAUD Anggrek is in accordance with Law No. 20 on the National Education System and Article 21 of Minister of Education and Culture of the Republic of Indonesia No. 137 of 2014 regarding National Standard for Early Childhood Education and the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 147 of 2014 regarding the curriculum of 2013 for early childhood education.

On the other hand, the implementation of BKB Program is based on Law No. 52 of 2009 regarding Population Development and Family Development, whereas the implementation of Posyandu program is based on the Minister of Home Affairs Circular Letter Number 411.3/1116/sj on June 13, 2001 regarding General Guidance of Posyandu Revitalization, Regulation of the Minister of Home Affairs Number 19 of 2011 regarding Guidelines for Integration of Basic Social Services at Integrated Health Service Post. It can be argued that the implementation of Holistic Integrative Early Childhood Education (PAUD HI) in PAUD Anggrek has been in accordance with the criteria. From the objective aspect of PAUD HI in PAUD Anggrek, it has shown that PAUD HI, in the context of early childhood, is education that facilitate the development of children from all dimensions to make early child prepares to enter basic education and the next stage of life. The adequate facilities and infrastructures of PAUD established not only for community in general, but also for underprivileged community. In contrast, the aim of BKB Anggrek is to improve parents' knowledge and skills in the upbringing and development of infant growth and improve equality, coaching and independency to perform KB for BKB group members. Moreover, Posyandu Matahari aims to make family understand the improved behaviour, health, and nutrient conditions for infants and toddlers. Posyandu also aims to prepare families that support the prevention of environmental-based diseases and diseases that can be prevented by immunization, prepare fertile couples (EFA) that support the service family planning, and improve the role of community in the implementation of basic health efforts, especially those related to the reduction of MMR and IMR.

#### b. Input Evaluation

Input evaluation aims to see how the utilization of existing resources can be used to support the implementation of a program. This study will be discussed the work program or curriculum on how the numbers and qualifications of BKB HI cadres are, how its funding obtained, and also how the condition of existing facilities

<sup>18</sup> The Law of Republic of Indonesia No. 20 of 2003 regarding National Education System, *op.it.*, p. 3.

<sup>19</sup> Ministry of Health of Republic of Indonesia, *Buku Pegangan Kader POSYANDU, Ayo Ke POSYANDU*, Pusat Health Promotion, 2012, p. 2

<sup>20</sup> Nasrul Effendy, *Dasar-Dasar Keperawatan Kesehatan Masyarakat*, (Jakarta: Buku Kedokteran, 2016), pp. 276-277.

and infrastructure is. As for the curriculum, PAUD Anggrek uses PAUD curriculum of 2013 by arranging the form of semester program, weekly program, and daily program. These programs are prepared by the teacher and approved by the principal, meanwhile, the guidelines in making these programs are referred to the Minister of Home Affairs Regulation No. 137 of 2014 regarding National Standard for Early Childhood Education. BKB work program is applied in BKB implementation schedule and the provided material of BKB is adapted from Counselling of Bio-Family Development issued by BKKBN in 2016. On the one hand, Posyandu Matahari work program is referred to Posyandu Rehabilitation Program (general guidance on Posyandu management) from Ministry of Health of Republic of Indonesia.

Teachers or cadres of BKB and Posyandu, as many as 8 people, should have educational background (either high school or level 3 diploma) and have attended basic PAUD training, attended BKB training and Posyandu training. The facilities and infrastructure of PAUD HI Anggrek includes PAUD, BKB and posyandu building. PAUD activities are conducted in the same place with BKB and Posyandu activities in public hall, where the location is located in an easily accessible area that is right in front of the highway of Cilincing. The public hall has the amount of space and land area adjusted to the number of children in which each day, there are 20-30 children. It also has hand-wash and bathroom facilities that are easy to reach by children who are eligible and easy for teachers to carry out surveillance and have enclosed and non-contaminated trash cans. Other facilities provided in public hall are tables and chairs, blackboards, educational aids. However, although it has building area of 500 meters and space and facilities to conduct child activities in the room, there is not enough room for outdoor activities for children.

Moreover, BKB has facilities and infrastructures called BKB KIDS, which contains: 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> series of Supreme Parents Book, Child's Development Card, Educational Props, Story/Fairy-tale Book, Cadre Handbook, Smart Card, Smart Apron, Snake Ladder, and other infrastructures, such as microphone, stationery, and whiteboard. The facilities and infrastructure of Posyandu Matahari, in contrast, is body weight and height measurement, chair, handphone with *come care* application (used to assess health status and health counselling), and first aid kit.

#### c. Process Evaluation

Through the results of interviews and observation of the implementation of PAUD HI, the data revealed that the implementation of PAUD began with preparing Learning Planning (RPPM, RPPM, RPPH). In PAUD Anggrek, the implementation of daily learning consists of opening activities, main activities, and closing activities and learning evaluation process, whereas the implementation of BKB HI has been in accordance with the evaluation

criteria of the provided services. Implementation of BKB HI is conducted with the same place and different day by grouping the participants according to the age of the child for three times in one month, BKB HI also make referrals to the children or participants who have problems that must be handled by using the Child's Development Card to see the child's progress. As for posyandu, it runs with a five-table system, consisting of registration desk, weighing table, progress recording, counselling, and health services implementation.

#### d. Product Evaluation

Overall, by observing the product of PAUD, BKB and Posyandu program, it was found that the products of PAUD Anggrek, BKB Anggrek, and Posyandu Matahari meet the criteria established by PAUD HI, BKB HI, and Posyandu.

### Analysis

#### a. Context

Context evaluation discusses the objectives of PAUD HI program implementation in PAUD Anggrek, BKB Anggrek, and Posyandu Matahari in North Jakarta. The objectives of PAUD, BKB and Posyandu programs have the same objective of providing services for the optimal growth and development of early child and meet the essential needs of children. In this case, it can be concluded that PAUD-HI has a clear purpose in implementing program activities.

#### b. Input

Input evaluation is used to see how the utilization of existing resources can be used to support the implementation of a program. In this study, it discussed the program or curriculum on how the number and qualifications of BKB HI cadres, how the funding obtained, and also the condition of existing facilities and infrastructure. As for the curriculum of PAUD, it uses curriculum of 2013 by arranging semester program, weekly program, and daily program. These programs are prepared by the teacher and approved by the Principal, meanwhile, the guidelines in making these programs refer to the Minister of Home Affairs Regulation no. 137 of 2014 on the National Standard for Early Childhood Education. BKB work program then applied in BKB implementation schedule and the provided material of BKB is adapted from Counselling of Bio-Family Development issued by BKKBN in 2016. On the one hand, Posyandu Matahari work program is referred to Posyandu Rehabilitation Program (general guidance on Posyandu management) from Ministry of Health of Republic of Indonesia.

Teachers or cadres of BKB and Posyandu, which are the same people with a total of 8 people, implementing this program. Meanwhile, PAUD teachers do not have

academic qualifications according to the Minister of Education and Culture of the Republic of Indonesia No. 137 of 2014 regarding National Standards of Early Childhood Education. In academic qualification PAUD teachers must have a level four Diploma (D-IV) or Bachelor (S1) in the field of education of early children. To compensate for these shortcomings, PAUD teachers have attended basic PAUD, BKB and Posyandu training. This data is in accordance with research conducted by Muhammad Arshad & Muhammad Akramnaseem, which shows the effectiveness of teacher training in the education sector in Pakistan. Significantly, it is visible on how performance is different between trained and untrained teachers in certain areas. The trained teachers were found to be more effective in their work than the performance of untrained teachers.<sup>21</sup>

Facilities and infrastructure of PAUD HI Anggrek includes PAUD, BKB, and posyandu building. PAUD, BKB and Posyandu activities are conducted in public hall, whose place is located in an easily accessible area that is right in front of the highway of Cilincing. However, outdoor activities are conducted in the nearest field.

#### c. Process

Learning implementation of PAUD is initiated by formulating Lesson Planning (RPPM, RPPM, RPPH). In PAUD Anggrek, the implementation of daily learning consists of opening activities, main activities, and closing activities and learning evaluation process, whereas the implementation of BKB HI has been in accordance with the evaluation criteria of the provided services. Implementation of BKB HI is conducted with the same place and different day by grouping the participants according to the age of the child for three times in one month, BKB HI also make referrals to the children or participants who have problems that must be handled by using the Child's Development Card to see the child's progress. Posyandu, on the other hand, runs with a five-table system, consisting of registration desk, weighing table. progress recording, counselling, and health services implementation. In this case, the integration of PAUD HI services ensures that services, include education, health and care are provided to the child and his or her environment although the services of those three programs are conducted with their respective functions.

#### e. Product

Overall, by observing the product of PAUD, BKB and Posyandu program, it reveals that the products of PAUD Anggrek, BKB Anggrek, and Posyandu Matahari meet the

criteria established by PAUD HI, BKB HI, and Posyandu. The criteria consist of the fulfilment of the essential needs of the early child, such as health and nutrition, educational stimulation, moral-emotional coaching and care so that children can grow and develop optimally according to their age group; and also protect children from all forms of violence, neglect, wrong treatment, and exploitation.

#### Recommendation

Through the conclusions obtained, the researchers need to submit recommendations to improve the implementation of BKB HI program:

##### 1. For Head of PAUD HI, BKB HI, and Posyandu

- a. Creating public advertisements regarding the importance of maintaining health and nourishment of pregnant women and early child (0-6 years) in hope of increasing the attractiveness of the community towards PAUD HI< BKB HI, and Posyandu.
- b. Upgrading the basis for the operation and extending the PAUD and Posyandu operating licenses.
- c. Creating the activity proposal aimed to village or sub-district government as efforts to obtain state funding for BKB and Posyandu activities. The organizer of the program should be able to improve the qualifications of cadres and teachers of PAUD to follow higher education and also improve the quality of services through training and seminars or study appeal.
- d. Conducting activities that appeal to the public interest, such colouring competitions, or other competitions. Thus, from the implementation of the event, they will obtain funds for BKB and posyandu activities. In addition, the public becomes interest in joining Holistic Integrative program.
- e. PAUD institutions need to allocate funds for comparative study, seminars, or workshops for both teachers and principals to improve the understanding of early childhood education.
- f. Teachers need to do varied learning activities in the classroom, such as field visit, change the classroom setting, outdoor learning or apply student centre learning methods, and increase the availability of learning tools.

##### 2. For the Government

- a. Training and facilitation should be further developed, as previously reported that basic training can improve the skills of teachers and cadres.
- b. There should be special instruments that can assess parents' understanding of the materials provided by the program organizers.
- c. There should be a clear coordination between BKB, PAUD and Posyandu, in terms of integration and the need for an integrated administration.

<sup>21</sup> Muhammad Arshad & Muhammad Akramnaseem, *Comparison between the Performance of Trained and Untrained Teachers in Lahore*. Global Journal of HUMAN SOCIAL SCIENCE Linguistics & Education. Volume 13 Issue 3 Version 1.0 Year 2013. Type: Double Blind Peer Reviewed International Research Journal Publisher: Global Journals Inc. (USA). University of Lahore, Pakistan. Online ISSN: 2249-460x & Print ISSN: 0975-587X. h. 10

- d. There should be special funds for cadres and program implementation to improve cadre performance and program service quality.
- e. Evaluation and monitoring should be carried out on a regular and scheduled basis.
- f. Socialization of BKB HI program should be improved as there are many people who do not know about the existence of BKB HI program.
- g. Establishment of PAUD budget policy for teacher training, scholarships and facilities and infrastructure as well as review of the Regional Regulation of PAUD.

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